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# Test Administration Manual

## User Guide and Scripts

2026-2027

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*Prepared by Cambium Assessment, Inc.*

Cambium Assessment

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# Utah RISE Assessments

## Introduction

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

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

## Organization of the Test Administration (TA) Manual

This manual includes the following sections:

- **How TAs Proctor Test Sessions in the TA Site**
    - Provides instructions for accessing and proctoring all RISE assessments
- **How Students Sign in to the Student Testing Site and Complete Tests**
    - Provides information about how students access and complete all RISE assessments
- **How to Administer the Training Tests, the Benchmark Modules, the Interim assessments and RISE Summative assessments**
- **Note: Users are prohibited from logging in to the RISE and Secure Browser systems using any credentials other than those specifically assigned to their role.**

There is also an Appendix with additional information and instructions.

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

# Understanding the Online Testing System's Sites

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

**Training Site**

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

**Operational Testing Sites**

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

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

# How TAs Proctor Test Sessions in the Test Administration Site

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

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

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

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

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

## Selecting Tests and Starting a Test Session

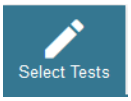
The first step in administering online tests is to select the tests that you wish to administer and start a test session. You can select tests and start a test session from the ***Test Selection*** window that opens automatically when you sign into the TA Site.

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

## How to Create a New Test Session

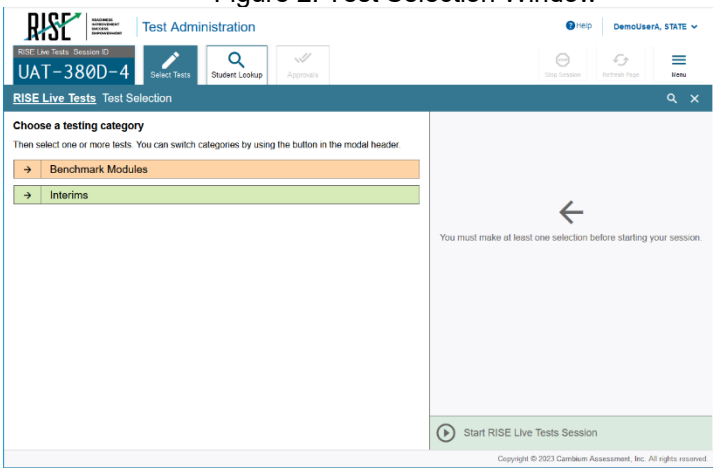
1. If the ***Test Selection*** window is not open, click **Select Tests** in the upper-left corner of the TA Site (see Figure 1); otherwise, skip to Step 2.

Figure 1. Select Tests Button




2. To select tests for the session, do one of the following:
   - To select individual tests, mark the checkbox for each test you want to include.
   - To select all the tests in a test group, mark the checkbox for that group.
   - An alert message will appear when adding summative tests to the session. Please review the message and select ok to proceed.
   - ***The best practice is to select the specific test(s) to be delivered to prevent students from starting an incorrect test.***

Figure 2. Test Selection Window

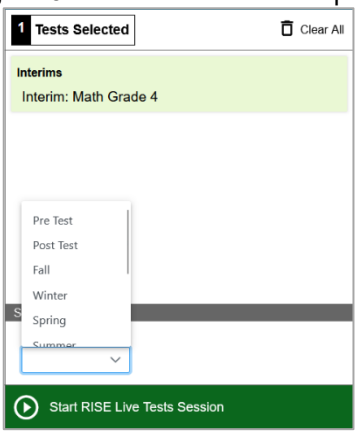



Please note, the ***Test Selection*** window color-codes tests and groups them into various categories. A test group may include one or more sub-groups. All test groups and sub-groups appear collapsed by default, and you may have to expand the test group to view individual tests. See Figure 2.

- To expand a test group, click ✚. To collapse an expanded test group, click ━.

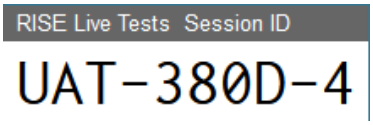
3. Under **Session Settings**, there will be a drop-down menu where you will select your test reason. Specifying a test reason is required for each session. TAs will select the appropriate test reason for the session from the drop-down menu (see Figure 3) and then click "OK" to proceed.

Figure 3. Session Attributes Pop-Up




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

Figure 4. Test Session ID



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

**5.** Click the Menu box in the upper right-hand corner of the screen (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

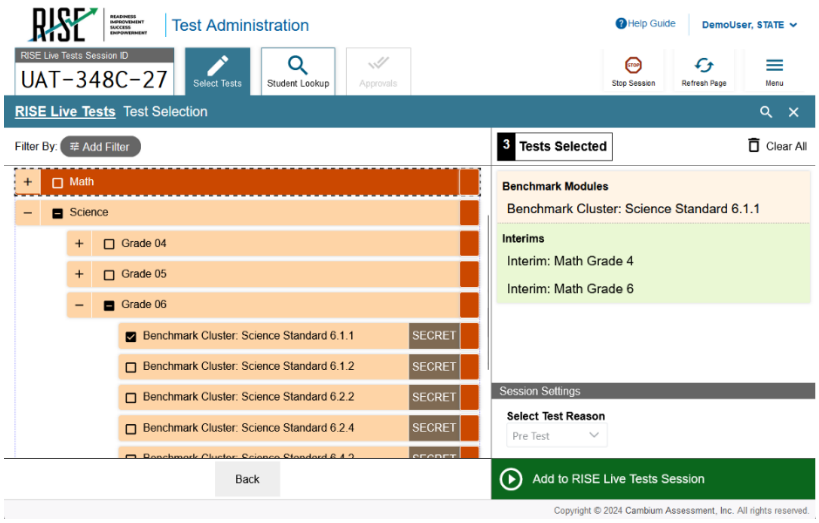
If necessary, you can add additional tests to an ongoing test session.

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

**1.** In the upper-left corner of the TA Site, click **Select Tests**.

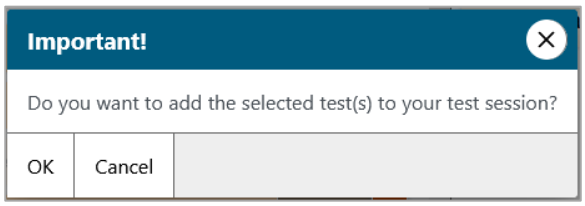
**2.** In the ***Test Selection*** window (see Figure 7), mark the checkbox for the test(s) you wish to add and click **Add to RISE Live Tests Session** in the lower-right corner. (If you are on the Training Test site, this will say **Add to Training Session**).

Figure 7. Add to Session Button



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

Figure 8. Confirm Test Addition



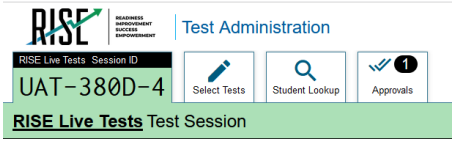

## Approving Students for Testing

LEAs must verify that student settings and accommodations are correct before a student begins testing. After students sign into the Student Testing Site and select tests, you must verify that their settings and accommodations are correct **before** approving them for testing. If a student starts a test without their required accommodations, it could result in an invalid score.

Additionally, the grade 6 mathematics tests include segments requiring TA approval. You must follow the same procedure you do for approving students to enter whole tests when approving students' entry to test segments. See Grade 6 mathematics instructions for more guidance on approving test segments.

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

Figure 9. Students Awaiting Approval

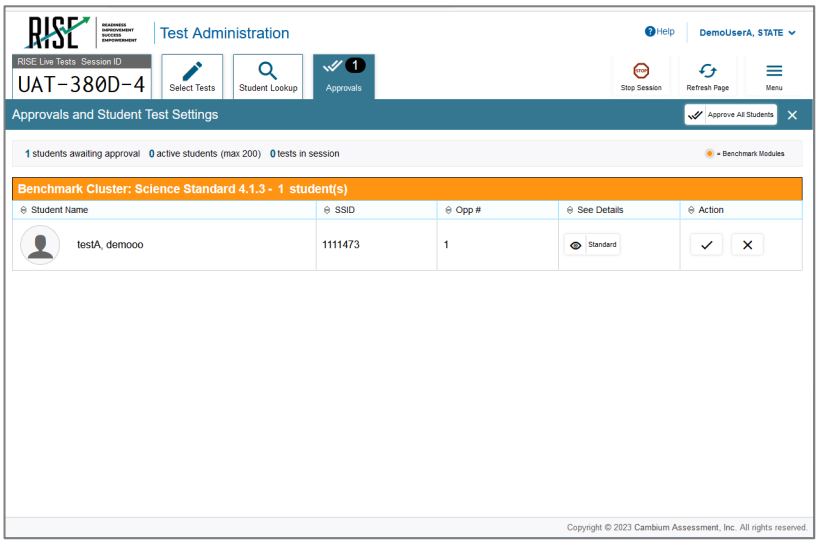



## How to Approve Students for Testing

1. Click **Approvals**. The ***Approvals and Student Test Settings*** window appears, displaying a list of students grouped by test (and test segment, if applicable). See Figure 10.

2. To check a student's test settings and accommodations, click for that student. The student's information appears in the Test Settings window (see Figure 11 on the next page). This window groups test settings by their test.

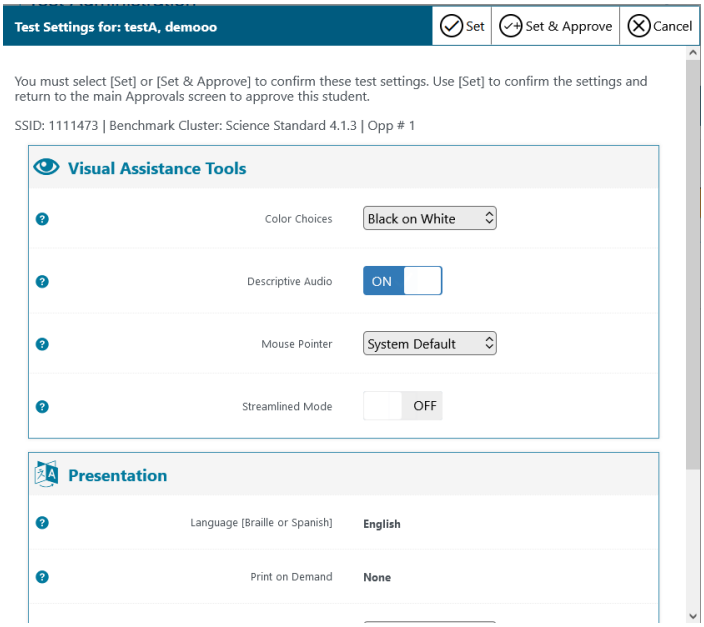
Figure 10. Approvals and Student Test Settings Window



a. It is imperative that student settings and accommodations are accurate prior to starting a testing session. If a student starts a test without a needed accommodation, this could result in an invalid score. 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). For more information on editable vs. non-editable test settings, see the *Accommodations* section of this manual and the *TIDE User Guide*.

Figure 11. Test Settings Window for a Selected Student




b. Do one of the following:

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

**3.** 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.

**4.** If you need to deny a student access to testing, do the following (otherwise skip to Step 5):

a. Click  for that student.

b. *Optional:* In the window that appears, enter a brief reason for denying the student.
c. 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.

**5.** 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.

If a student started a test without the required accommodation, students should immediately stop testing. Contact your Assessment Director and/or USBE. Each situation is unique and will need to be addressed on a case-by-case basis.

# Managing a Test Session

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

## How to Monitor Students' Test Progress

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

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

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

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

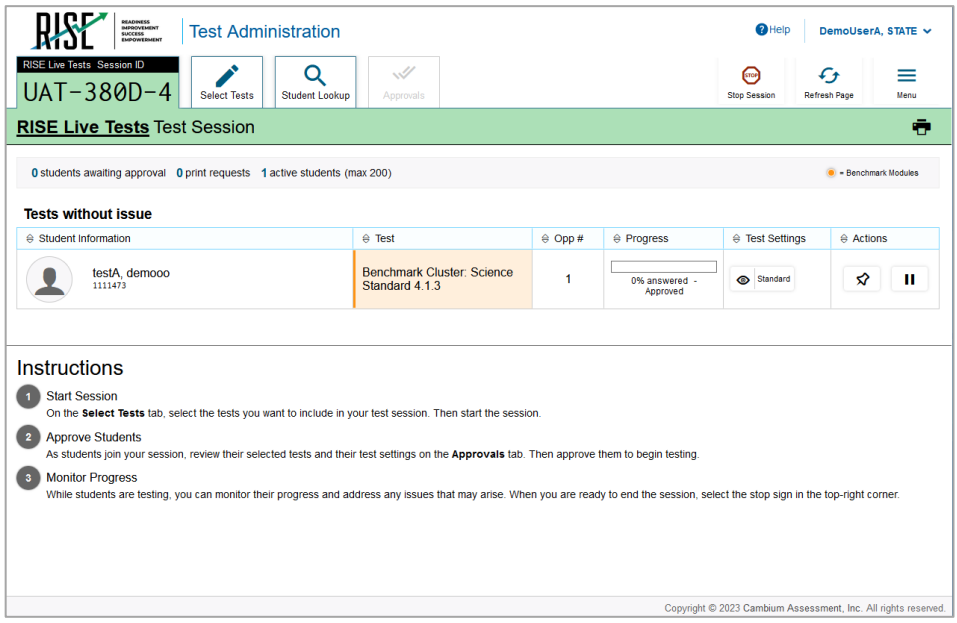



Table 1 on the next page, describes each column in the tables for monitoring students' test progress.

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

| Column | Description |
|---|---|
| Student Information | Name and SSID of the student in the session |
| Opp # | Opportunity number for the student's selected test |
| Test | Name of the test the student selected. For segmented tests, this column also displays the name of the test segment that the student is currently testing. |
| Progress | Indicates the student's test progress. It will display a progress bar to indicate how far the student has progressed in the test.<br>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.<br>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 more info ▸ 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:<br>• **Standard:** Default test settings are applied for this test opportunity.<br>• **Custom:** One or more of the student's test settings or accommodations differ from the default settings.<br>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.<br>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.<br>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 Pause a Student's Test

You can pause a student's test if necessary.

1. In the Actions column of the table(s) for monitoring students' test progress, click  for the student whose test you wish to pause.

2. Click **Yes** to confirm. The Online Testing System logs the student out.

### Pause Rules

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

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

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

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

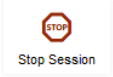
### Test Timeout Rules

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

## How to Stop a Test Session

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

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

In the upper-right corner of the TA Site, click 

(see Figure 15), then click **OK** in the confirmation message that appears. The test session stops.

Figure 15. Stop Test Session Button



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

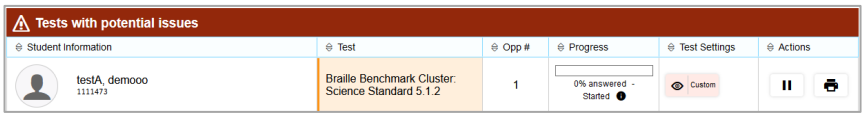
One of the available accommodations students can have is Print-on-Request, which allows them to print test content on demand. To do this, students with this accommodation request printouts of test passages and questions in the Test Delivery System (TDS). These requests appear in the TA Site. You must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

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

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

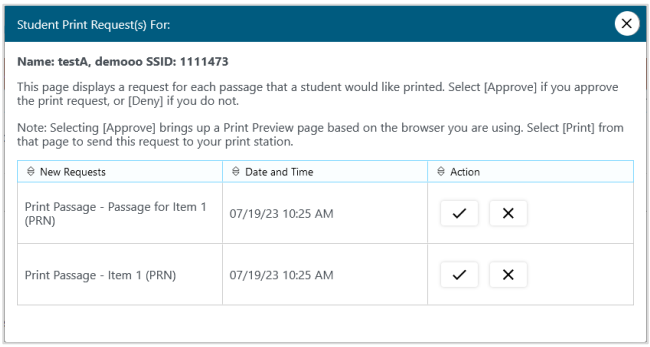
1. Click in the Actions column of the **Tests with potential issues** table for a student. The request notification appears for students who have sent print requests.

Figure 13. Print Request Notification




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




   a. To approve the request, click . A cover sheet appears in a new browser window.

   b. To deny the request, click . In the window that appears, enter a brief reason for denying the request and click **Deny**. Do not proceed to Step 3.

3. In the new window, click **Print** to open the printer dialog box.

4. Click **OK** to print the requested test elements.

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

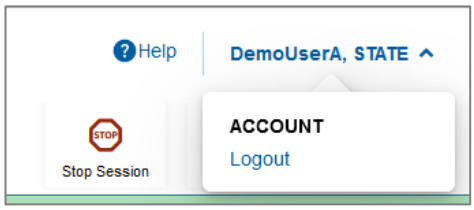
## How to Log Out of the Test Administration Site

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 your username (see Figure 16).

Figure 16. Log Out Button




2. In the dropdown, click Logout.

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

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

## How Students Sign in and Select Tests

When testing, students must sign into the appropriate testing site. For sessions created in the TA Interface, students sign in to the Student Testing Site on the Secure Browser or Take a Test app.

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

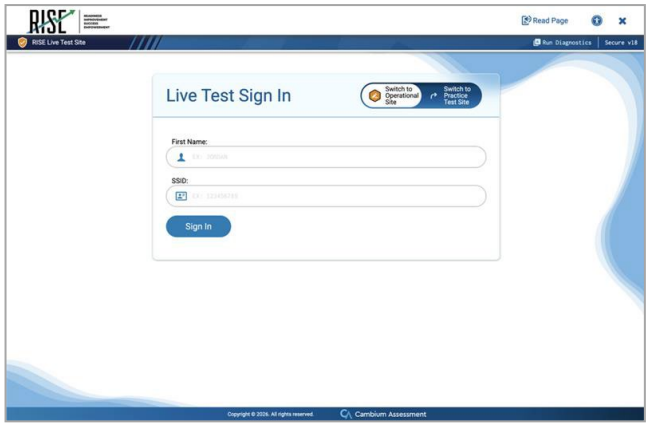
### How Students Sign in to the Secure Browser or Take a Test App

1. Launch the Secure Browser or Take a Test app on the student's testing device. The ***Student Sign-In*** page appears (see Figure 17). Users are prohibited from logging in to the RISE and Secure Browser systems using any credentials other than those specifically assigned to their role.

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.

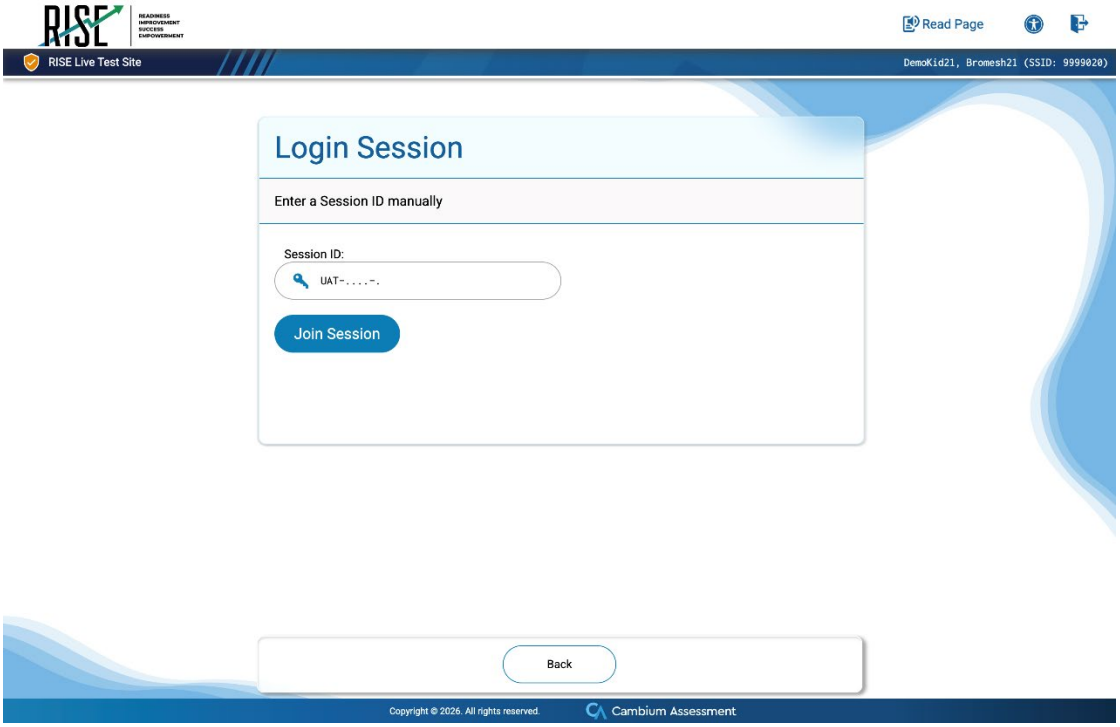
Figure 17. Student Testing Site Student Sign-In Page




3. Students select **Sign In**.

4. The ***Is This You?*** page appears. See below for student verification instructions. Select Yes once confirmed to proceed.

5. The ***Login*** Session page appears. 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.


RISE
READINESS IMPROVEMENT SUCCESS EMPOWERMENT
Read Page
RISE Live Test Site
DemoKid21, Bromesh21 (SSID: 9999020)
Login Session
Enter a Session ID manually
Session ID:
UAT-....-.
Join Session
Back
Copyright © 2026. All rights reserved.
Cambium Assessment

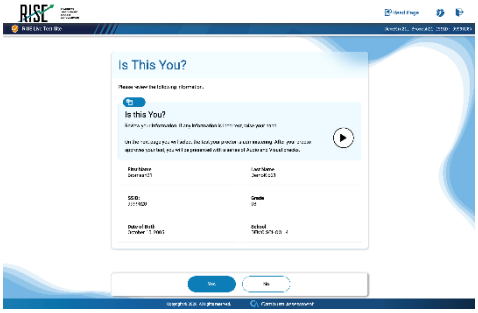
## How Students Verify Their Information

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

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

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

Figure 18. Is This You? Page



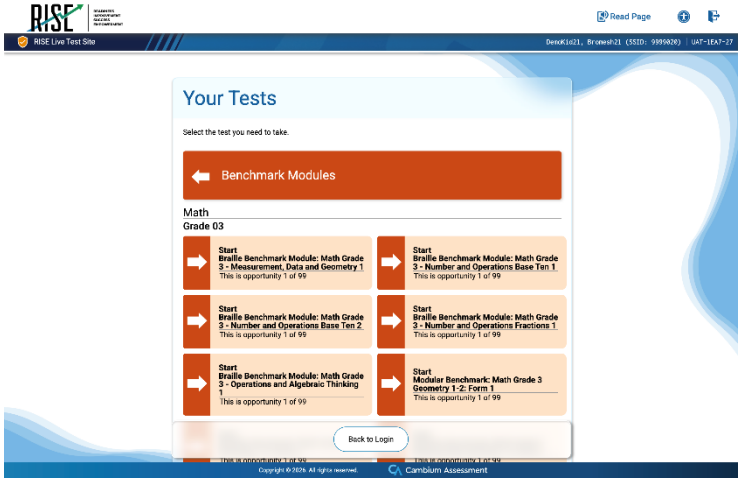

## How Students Select a Test

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

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

1. From the ***Your Tests*** page that lists a student's eligible tests in color-coded categories, the student selects the name of the test.
   - If a student's required test is inactive or not displayed, the student should log out. You should verify the test session includes the correct tests and add additional tests, if necessary.

Figure 19. Your Tests Page (Training Tests)

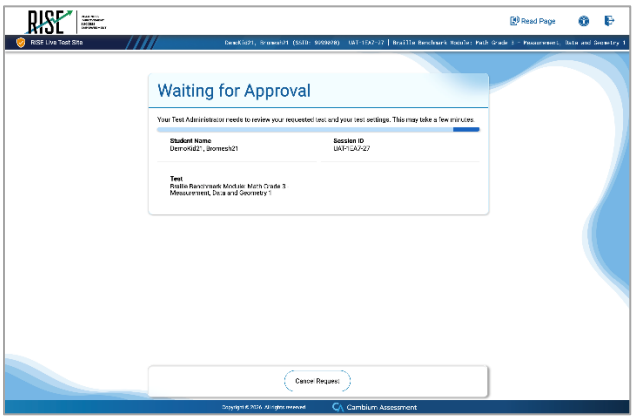


2. The student's request is sent to the TA for approval, and the student is taken to the ***Waiting for Approval*** page (see Figure 20). After you approve the student for testing, the student can proceed to the next step:

   – 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




## How Students Check Device Functionality

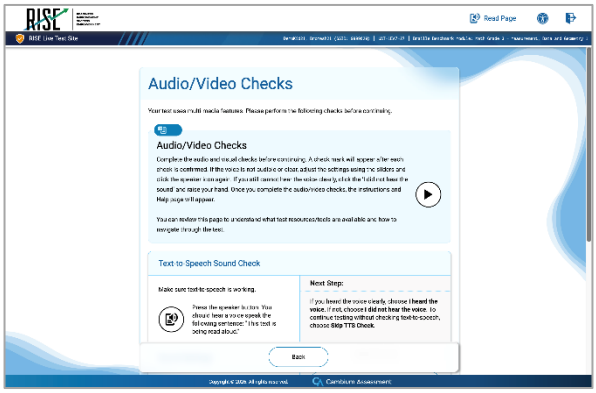
Depending on the test content and the specified test settings, students may need to verify that their testing device is functioning properly from the ***Audio/Video Checks*** page (see Figure 21). If a test does not require functionality checks, this page is skipped.

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.

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

Figure 21. Audio/Video Checks Page




## How Students Check Text-to-Speech Functionality

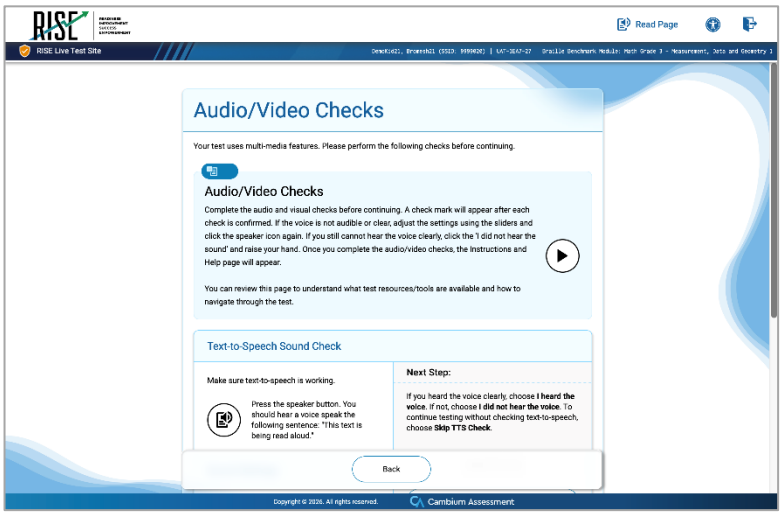
The ***Text-to-Speech Sound Check*** panel appears for all students (see Figure 22). Students can use TTS only within the Secure Browser, a supported Chrome or Firefox browser, or the Take a Test app.

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

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

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

Figure 22. Text-to-Speech/Audio 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).
  - Students can select **Try Again** to return to the ***Text-to-Speech Sound Check*** panel and retry.
  - Students can select **Continue** to skip verifying the TTS functionality. Students can also do this from the ***Text-to-Speech Sound Check*** panel by selecting **Skip TTS Check**.

## How Students Check Audio Playback Functionality

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

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

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

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

## How Students Check Sound and Video Playback Functionality

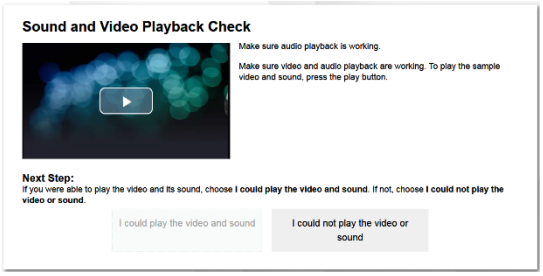
The ***Sound and Video Playback Check*** panel appears for tests where the American Sign Language accommodation is applied and allows students to verify that they can view the sample video and hear its associated sound.

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

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

- 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.

Figure 25. Sound and Video Playback Check Panel



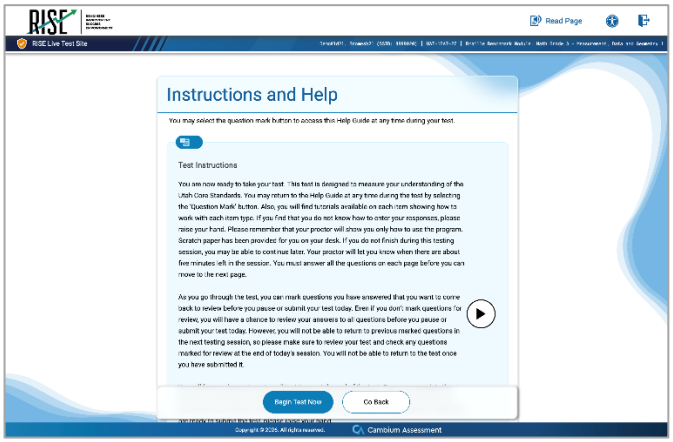

- If students are not able to play the video or hear the sound, students select **I could not play the video or sound** to open the ***Video Playback Problem*** panel.
  - Students can select **Try Again** to return to the ***Sound and Video Playback Check*** panel.

## How Students View Online Instructions and Begin Testing

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

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

Figure 26. Instructions and Help Page




## How Students Navigate the Student Testing Site

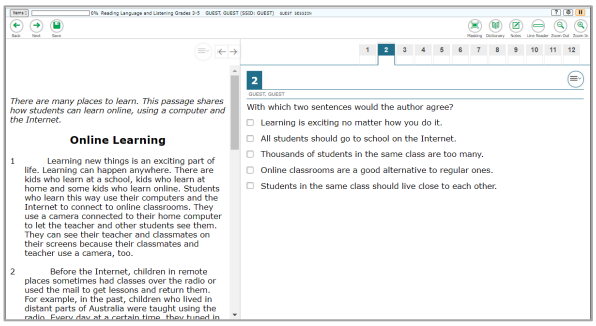
A test page (see Figure 27) can include the following sections:

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

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

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

Figure 27. Test Layout



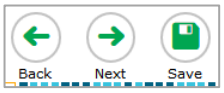

The following sections provide details about how to navigate the Student Testing Site.

## How to Navigate Between Items

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

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

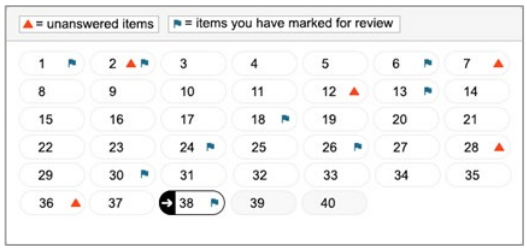
Figure 28. Navigation Buttons




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).

- Students can mark answered items to come back to later for review (see the *How to Use Context Menu Resources/Tools* section for more information). If an item has been marked for review, is displayed next to the item.

Figure 29. Questions Pop-up Window



- If an item has not been answered, ▲ is displayed next to the item.

## Pause Rules

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

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

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

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

## Test Timeout Rules

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

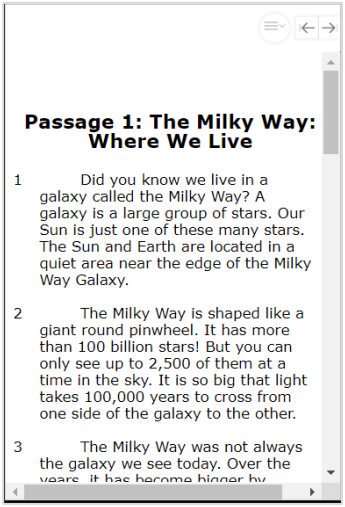
## How to View Stimuli

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

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

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

Figure 30. Reading Passage



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

Figure 31. Video Playback Features

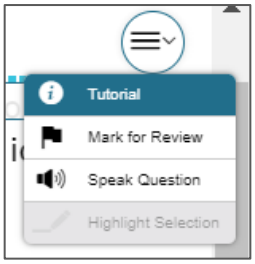



- To play a video, select ▶ in the lower-left corner.
- To jump to a different point in the video, drag the slider to the required location.
- To adjust the speed at which the video plays, select 1x, and then select the required speed from the menu that appears.
- To mute or unmute the video, select 🔊 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.

## How to Respond to Test Questions

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

Item Tutorial in Context Menu




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

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

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

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

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

Figure 32. Answer Space with Keypad Button




Select graphic objects or text excerpts.
Place points, lines, or bars on a graph.
Drag and drop text or graphic objects.
Enter text in a text box or table.
Match answer options together.

Modify a highlighted word or phrase in a reading selection.
Enter input parameters to run an on-screen simulation.
Copy content from a passage to a text box.
Expand categories and select options within them.

## How to Pause Tests

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

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

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

### Pause Rules

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

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

### Test Timeout Rules

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

# How Students Use Testing Resources/Tools

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

**Resources/Tools Set for the Student**: These resources/tools are set by users in TIDE or in the TA interface when approving the test and will be applied to all test screens.
**Global resources/tools**: These resources/tools appear in the global menu at the top of the test page and are available to all students for all items in a test.
**Context Menu resources/tools**: These resources/tools are specific to the passage or question being viewed.

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

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

## How to Set Resources/Tools for the Student

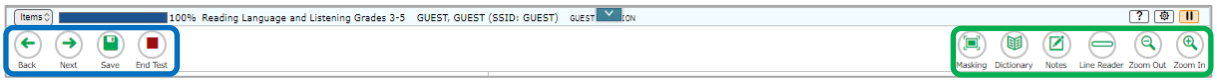
A number of resources/tools can be set in TIDE or in the TA interface when approving the test. Best practice is to ensure testing accommodations align with instructional accommodations. It is strongly recommended that students engage in a secure RISE training test prior to the summative.

| Tool Name | Instructions |
|---|---|
| Mouse Pointer | Sets the size and color of the mouse pointer.<br><br>NOTES:<br>If a student needs the mouse pointer accommodation for testing, the changes should be made to the TDS settings in TIDE as well as to the settings of the device used for testing.<br><br>For iPads with iOS, TDS does not have the ability to apply mouse pointer settings to change the gray dot cursor; however, there are options for accessibility on iOS, which can be found here: https://support.apple.com/guide/iphone/pointer-control-iphec6e1e60b/ios |
| 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.<br><br>NOTE: Certain Chromebooks may have difficulty rendering the highest levels of zoom onscreen. It is recommended that those needing high levels of magnification be placed on an alternative supported operating system with a large screen. |

## How to Use Global Resources/Tools

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

Figure 33. Global Menu




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

Table 3. Global resources/tools

| Tool Name | Description and Instructions |
|---|---|
| Calculator  | To use the on-screen calculator, select **Calculator** in the global menu. |
| Dictionary  | To look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus, select **Dictionary** in the global menu. The tool will also provide Spanish translations for English words by clicking the **Spanish** button within the tool interface.<br>NOTE: Students should use the singular form of a word when looking it up in the dictionary (e.g., search “mineral” for “minerals,” “decompose” for “decomposed,” “trial” for “trials.” |
| Help  | To view the on-screen ***Help Guide*** window, select the question mark  button in the upper-right corner. |
| Line Reader  | To highlight an individual line of text in a passage or question, select **Line Reader** in the global menu. This tool is not available while the Highlighter tool is in use. |
| Masking  | The Masking tool temporarily covers a distracting area of the test page. To use this tool:<br>• Select **Masking** in the global menu.<br>• Click and drag across the distracting area.<br>To close the Masking tool, select **Masking** again. To remove a masked area, select **X** in the upper-right corner of that area. |
| Notes  | To enter notes in an on-screen notepad, select **Notes** in the global menu. |
| Pause  | To pause a test, select  . If you pause the test, you will be logged out. |
| Scoring Guide  | To view the on-screen scoring guide, select **Scoring Guide** in the global menu. |
| System Settings  | To adjust audio volume during the test, select  in the upper-right corner. Students testing with Text-to-Speech (TTS) can also use this tool to adjust TTS settings.<br>Students testing on mobile devices cannot use this tool to adjust volume. To adjust audio volume on mobile devices, students must use the device's built-in volume control. |
| Zoom Buttons  | To enlarge the text and images on a test page, select **Zoom In**  . Multiple zoom levels are available. To undo zooming, select **Zoom Out**  . |

## How to Use the Masking Tool

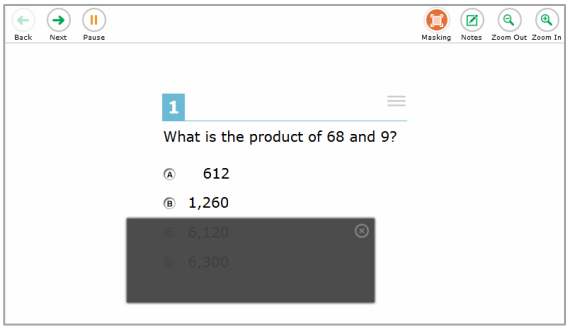
The Masking tool allows students to hide distracting areas of the test page.

To mask an area of a test page:

a. Select **Masking** in the global menu. The button becomes orange.

b. 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.

Figure 34. Test Page with Masked Area




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.

## 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

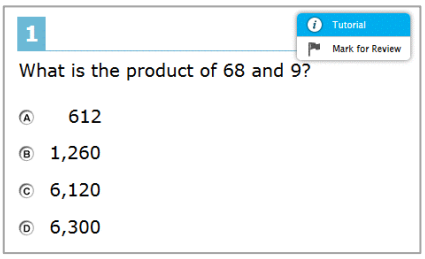
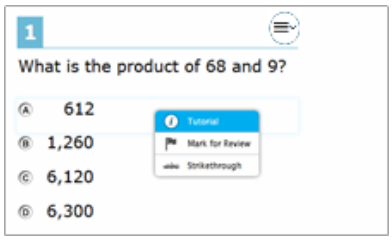



Figure 36. Context Menu for Answer Options




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 |
|---|---|
| Glossary (Word List) | To open the glossary, click a word or phrase that has a border around it. |
| Highlighter | To highlight text, select the text on the screen and then select **Highlight Selection** from the context menu. If multiple color options are available, select an option from the list of colors that appears.<br>To remove highlighting, select **Reset Highlighting** from the context menu.<br>Text in images cannot be highlighted. This tool is not available while the Line Reader tool is in use. |
| Mark for Review | To mark a question for review, select **Mark for Review** from the context menu. The question number displays a flap in the upper-right corner and a flag icon appears next to the question number on the test page. The **Questions** pop-up window also displays a flag icon next to the question number. |
| Select Previous Version | To view and restore responses previously entered for a Text Response question, select the **Select Previous Version** option from the context menu. A list of saved responses appears. Select the appropriate response and click **Select**. |
| Strikethrough | 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:<br>• Option A:<br>a. To activate Strikethrough mode, open the context menu and select **Strikethrough**.<br>b. Select each answer option you wish to strike out.<br>c. To deactivate Strikethrough mode, press **Esc** or click outside the question's response area.<br>• Option B: Right-click an answer option and select **Strikethrough**. |
| Text-to-Speech | To listen to text and questions, select a **Speak** option from the context menu.<br>Note: if the descriptive audio accommodation is set in TIDE, the system will also read the interactive answer spaces. Text-to-Speech does not read ELA passage sets on any setting. |
| Tutorial | To view a short video demonstrating how to respond to a particular question type, select **Tutorial** from the context menu. |

## How to Use the Select Previous Version Tool

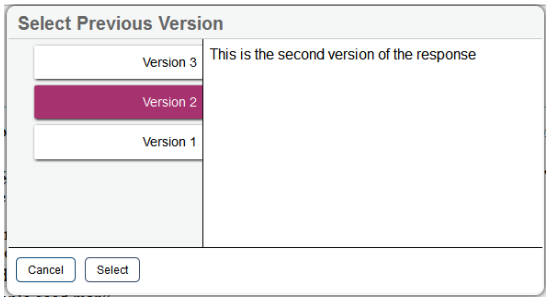
The Select Previous Version tool allows students to view and restore responses they previously entered for a text response question. For example, if students type a response, click **Save**, delete the text, and enter new text, they can use this tool to recover the original response. Please note that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

1. To recover a previously entered response, select the **Select Previous Version** option from the context menu. The ***Select Previous Version*** window appears (see Figure 37), listing all the saved responses for the question in the left panel.

2. Select a response version from the left panel. The text associated with that response appears in the right panel.

3. Click **Select**. The selected response appears in the text box for the question.

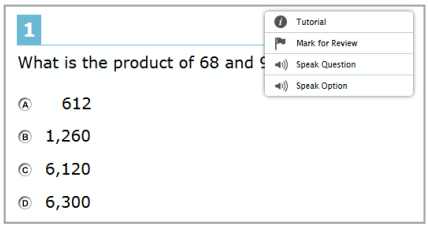
Figure 37. Select Previous Version Window



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

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

Figure 38. TTS Options for Questions




To listen to a test content, 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.
- It is recommended to **not** use the Fred voice pack on IOS and Mac devices due to pronunciation differences.

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

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

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

## How to Use the Expand Buttons

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

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

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

## Essay Response Questions

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

Figure 39. Essay Response Question with Formatting Toolbar



Table 5. Description of Formatting resources/tools

| Tool | Description of Function |
|---|---|
| B I U | • Bold, italicize, or underline selected text. |
| Tx | • Remove formatting that was applied to the selected text. |
| | • Indent a line of selected text. |
| | • Decrease indent of text. |
| | • Cut selected text. |
| | • Copy selected text. |
| | • Paste copied or cut text. |
| | • Undo the last edit to text or formatting in the response field. |
| | • Redo the last undo action. |
| ABC English | • Use spell check to identify potentially misspelled words in the response field. |
| Ω | • Add special characters in the response field. |
| | • Speak the text entered in the response field. |

### Spell Check Feature

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

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

Note: The spell check tool is common across tests and trained to check spelling for commonly used words that are not proper nouns. Words outside that context may be flagged as incorrect by the tool, but such flagging may not be an appropriate reflection of the spelling for a particular use case.

Figure 40. Spell Check Drop-Down List

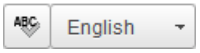
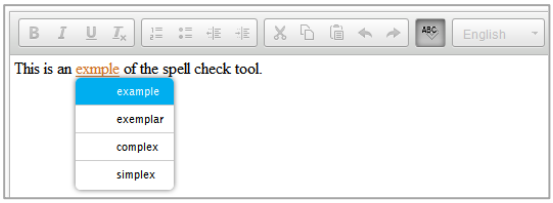



Figure 41. Spell Check Tool



### Special Characters Feature

Students can add mathematical, accented, and other symbols.

1. To add a special character, in the toolbar, select Ω.
2. In the window that pops up, select the required character.

# How Students Complete a Test

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

## How to Complete a Grade 6 Mathematics Test Segment

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

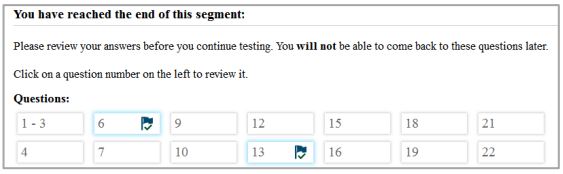
Please note that students cannot return to the segment after selecting **Next**. The TA will then need to approve the student to begin the second segment.

To review questions, students select a question number.

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

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

Figure 42. End Segment Page



## How to Submit a Test

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

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

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

Figure 43. Global Menu with End Test Button




Figure 44. End Test Page

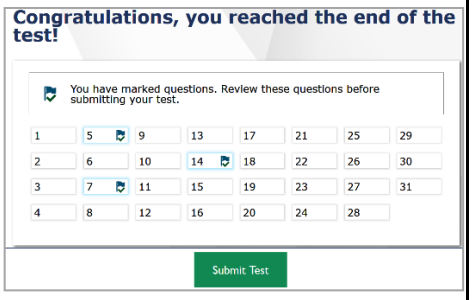
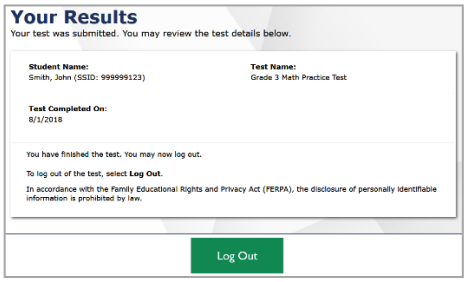



Figure 45. Your Results Page



# 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 that are available to all students. However, to meet the needs of some students, assessment accommodations are allowed to ensure accessibility to statewide tests.

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

If an IEP, 504 or EL team has designated an accommodation needed for a student to receive FAPE and that accommodation is not found in the accommodations tables on pages 23-26, 33-34, or is not an accommodation typically used/allowed in RISE, please submit an "Exceptional Accommodation Request" form to USBE, prior to using that accommodation on RISE.

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

For assistance with questions about special education accommodations or 504, contact USBE. For assistance with English Learner supports or accommodations, please contact Scott Roskelley (scott.roskelley@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. Some instructional accommodations may be a resource/tool available to all students. Test accommodations should be determined by IEP, 504 or EL teams. Some instructional accommodations are not available on state tests because it may invalidate a score. Please reach out to USBE for clarification.

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, as well as on Training Tests.

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

## Accommodations

Table 6 on the next page details the accommodations allowed for students on the Utah RISE Assessments, as outlined in their IEP, Section 504 Plan, or EL plan. Accommodations are assigned to students via their Student Record in TIDE and are delivered in the Test Delivery System (TDS). When logged into a proctored Training Test utilizing the student's regular login, accommodations settings for that student will carry over and will be able to be utilized on the Training Test.

**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 as well as proctored Training Tests.

Table 6. Testing Accommodations

| Accommodation | Description and Instructions |
|---|---|
| **American Sign Language/ASL**   | Note: This accommodation is available only for ELA stimuli that require audio.<br>You can watch videos that translate test content into American Sign Language (ASL).<br>To view ASL videos:<br>From the context menu above the stimulus, select **American Sign Language**.<br>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.<br>https://www.schools.utah.gov/specialeducation/_specialeducation/_accessibilityaccommodationsassessment/_accommodations/_assessmentaccommodations/AccommodationsInterpreterGuidelines.pdf |
| **Hearing Impairment Filter** | This accommodation provides item filtering for students with hearing impairments by suppressing test items that require audio and do not include ASL. When selected, the Test Delivery System automatically filters out items with mandatory audio components. This is available on the ELA and Science assessments.<br><br>Note: If a student in Grade 4 or Grade 8 needs both the Hearing Impairment filter **and** braille settings, please contact USBE. |
| **Assistive Technology** | 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.<br><br>**IMPORTANT:** Using this accommodation requires USBE approval. The assistive technology request form needs to be submitted to USBE through the TIDE system. Please refer to the *TIDE User Guide's* section titled "How school-level users submit Assistive Technology or Scribe/Speech-to-Text Requests in TIDE" for instructions on how to submit a request to USBE. |
| **Print-on-Request:**   | 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.<br>The student's responses should be transcribed as they take the test. Procedures for securely destroying these materials once testing has completed must be followed.<br><br>**IMPORTANT:** This accommodation must be enabled in TIDE prior to the student beginning testing in the Test Delivery System (TDS). |
| **Print-on-Request: Braille**   | The Print-on-Request option allows for on-site printing of the embossed braille form, including tactile graphics. Students taking the braille form may use tactile manipulatives that they use in the classroom such as sticky dots and base 10 blocks. The student's responses should be transcribed as they take the test.<br><br>**IMPORTANT:** This accommodation must be enabled in TIDE prior to the student beginning testing in the Test Delivery System (TDS). |

| Accommodation | Description and Instructions |
|---|---|
| **Refreshable Braille** | When enabled, this accommodation allows a third-party program (Job Access with Speech, JAWS®) to translate digital text to braille characters on a student's assistive braille device. Test administrators need to assist students and provide the additional Accommodated Test Script specified in the *Test Administration Manual* (TAM, this manual).<br><br>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.<br><br>For information on assisting students navigating the TDS using a Screen Reader, see the Assistive Technology Manual located at UtahRISE.org.<br>**IMPORTANT:** This accommodation must be enabled in TIDE prior to the student beginning testing in the TDS. |
| **Speech-to-Text (STT)** | Speech-to-Text allows students testing with the appropriate accommodations to dictate responses to constructed-response items. To use STT, select the microphone icon in the formatting toolbar of the item response area and begin speaking. The dictated response will be transcribed in the item response area.<br>Embedded STT is available for fifth and eighth grade Summative Writing assessments and available for all Benchmark Writing assessments as a state accommodation. State approval is required<br>For more information, see the section How to Use the Speech-to-Text or the Assistive Technology Manual.<br>**IMPORTANT:** Using this accommodation requires USBE approval. The request form needs to be submitted to USBE through the TIDE system. Please refer to the TIDE User Guide's section titled "How school-level users submit Assistive Technology or Scribe/Speech-to-Text Requests in TIDE." |
| **Word Prediction** | When this tool is enabled, suggested words will pop up in a menu as students type a written response. Students can select a word in the pop-up menu instead of typing it out manually.<br>For more information, see the section How to Use the Word Prediction Tool.<br>**IMPORTANT:** Using this accommodation requires USBE approval. The request form needs to be submitted to USBE through the TIDE system. Please refer to the TIDE User Guide's section titled "How school-level users submit Assistive Technology or Scribe/Speech-to-Text Requests in TIDE." |
| **Change Language** | When the language is set to Spanish, text-to-speech Spanish is will also be enabled.<br>To toggle a student's view between Spanish and English content, when a student's Language setting is set to Spanish for RISE Math and Science assessments. Note: Spanish Adaptive is not an allowable accommodation on ELA or Writing because it invalidates the construct of the test. |
| **Text-to-Speech Spanish (TTS Spanish)** | TTS Spanish is automatically turned on when a student's language is set to Spanish in TIDE. Student's TIDE language settings must be set to Spanish in order to access this feature. |
| **Print Page** | For students with the Print-on-Request accommodation, to print the entire test page, select **Print Page** in the global menu. |
| **Print Item** | For students with the Print-on-Request accommodation, to send a print request for an individual question, select **Print Item** from the context menu. After sending the request, a printer icon appears next to the question number on the test page. |
| **Print Passage** | For students with Print-on-Request accommodation, to print a reading passage, select **Print Passage** in the global menu. |

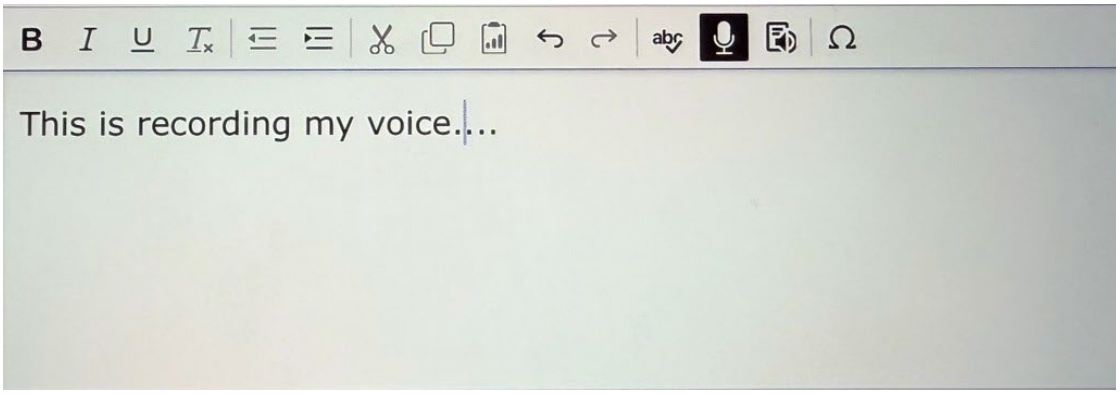
## How to Use the Speech-to-Text Tool

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

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

For further STT options and information, please review the Assistive Technology Manual.

Figure 47. Text-Response Area with STT Tool




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

The student can stop the dictation by selecting the **microphone** button once more. Students can click the **microphone** button again to resume dictation. Students can dictate for five minutes at a time.

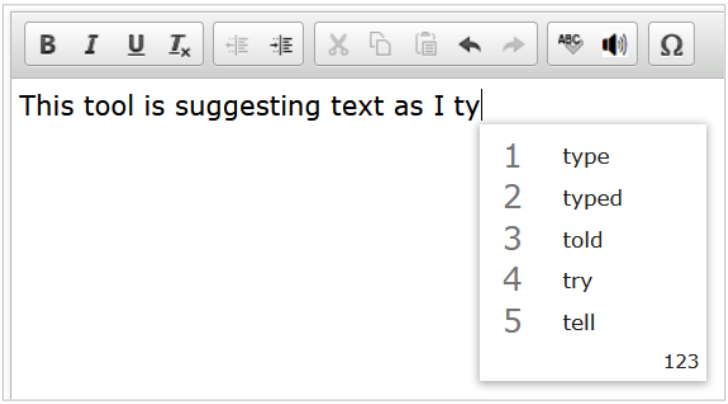
Depending on the tool settings, the entered text may be auto punctuated. Students can also control the punctuation and grammar of the text through speech commands to some extent. For example, students can say, "New Paragraph" to create a new paragraph. It is ultimately the student's responsibility to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

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

## How to Use the Word Prediction Tool

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

Figure 48. Co:Writer Word Prediction Tool




1. To use the Word Prediction tool, students begin to type in the text box for an item with a written response. Suggested words automatically pop up based on what students type.

2. To select a suggested word, students do either of the following:

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

# Primary Language Translation Guidance

## Determining Online Adaptive Translation Eligibility

The Adaptive Translation assessment accommodation is appropriate for students learning English if the LEA language services team, in consultation with the student and parents, has determined the student meets the following criteria. The adaptive translation qualifying criteria applies to all students learning English:

**Meets at least one of the following** criteria:

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

**AND meets both of the following** criteria**:**

- The student has been receiving classroom instructional support in the target language for adaptive translation that allows the student to access the content that will be assessed;
- The student has proficient academic language, in the target language for adaptive translation, reading and/or listening capabilities for their age/grade as indicated by the student and parent/guardian if academic records are not available;

**AND meets at least one of the following** ESSA, Title I, Part A, Sec.1111(b)(2), criteria:

- The EL student has been in a US school(s) for 0-3 school years.
- Adaptive translation is allowable during school years 0-3 in the United States. Adaptive language translation is translation that may not be a word-for-word substitution. The translator can make substitutions in the target language to ensure textual meaning and components are not lost, but do not alter the construct of the assessment.
- For EL students that have been enrolled in a US school(s) for 3 or more consecutive school years, an LEA is required to determine the appropriateness of the adaptive translation accommodation on a case-by-case basis. Additional adaptive translation cannot exceed an additional 2 consecutive years for EL students who have been enrolled in a US school for 3 or more consecutive years.

If the LEA language services team has designated this accommodation for a student for a language other than English or Spanish, please submit a completed "Oral Translation Request" form to Scott Roskelley (scott.roskelley@schools.utah.gov) for approval. **The form is not needed for Spanish because the adaptive translation is embedded within the assessment platform.** You can find the USBE Adaptive Translation Request Form for Summative Assessment on the USBE Assessment and Accountability webpage.

## Spanish Adaptive

The Language [Braille or Spanish] setting sets the language presentation for the test content. This setting provides the full translation of each item and the item directions. For students who are literate in Spanish and who use dual language features in the classroom, the use of Spanish in the Language [Braille or Spanish] setting may be appropriate. NOTE: When the TTS tool is used on a Spanish Test, TTS will read the test content aloud in Spanish. Please refer to the RISE Assistive Technology Manual to ensure a supported voice pack is installed prior to testing. ***It is highly recommended that teachers and students use the RISE TA-proctored Training Tests to practice using the technology built into the RISE Spanish adaptive administration system.*** Spanish Adaptive is not allowable on ELA or Writing because it invalidates the construct of test.

## How to Prepare & Administer Online Test Translation for Languages other than Spanish

Spanish adaptive translation is embedded within the system platform for math and science assessments. Students who meet the eligibility for adaptive translation should be assigned to a separate translation test session with the LEA-provided

translator and two adult proctors. The translator and proctors cannot be relatives or guardians of the student. It is preferable that the translator is someone the student has worked with during classroom instruction, including classroom assessment. The translator will provide the student with adaptive translation support. The two proctors/test administrators will provide system support and assist with test administration questions.

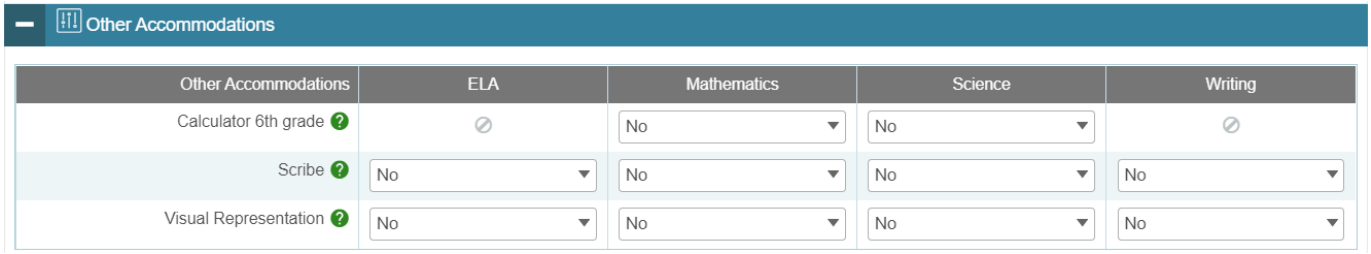
To ensure the test can be translated and administered appropriately, there are several tasks that need to be completed prior to administration. The checklist below is designed to help personnel involved complete these tasks prior to administration.

| Task | Status |
|---|---|
| USBE Adaptive Translation Request Form for Summative Assessment has been submitted to USBE at least three weeks prior to assessment **and approved. Not needed for students needing Spanish adaptive translation.** | |
| Two adult proctors/test administrators who are not related to the student have been assigned to oversee the session | |
| LEA-provided translator who is not related to the student has been assigned to translate the directions and content of the assessment | |
| The proctors and translator have completed required Testing Ethics Training. For information regarding the Standard Test Administration and Testing Ethics Policy Training, please contact Scott Roskelley (scott.roskelley@schools.utah.gov) | |
| Translator has reviewed and agreed to interpreter guidelines | |
| Ensure the appropriate participation code has been applied for the student. See RISE TIDE User Guide for more information. | |
| Headphones are available for the translator to enable text-to-speech (TTS) | |
| Appropriate and secure testing environment has been determined | |
| The student, the translator, and proctors complete a training test immediately prior to the test administration to ensure all accommodations have been set correctly and to allow the student to practice with procedures and process needed for an adaptive translated assessment | |
| Student testing ticket is provided so student can log in to the Secure Browser for the translator | |
| Translator can provide translation of directions, tool types, and content for math and science assessments using text-to-speech | |
| Translator can provide translation of directions, tool types, and items (without reading quotes from the passage or any language/editing task items) for ELA | |

# Offline Accommodations

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

Figure 46. Other Accommodations Window in TIDE




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

- Visual Representation
- Calculator 6th Grade—please note a four-function, non-internet accessible calculator is the approved model in the second segment ONLY. Calculators are not allowed on the first segment and will result in an Invalid score.
- Scribe (using this accommodation requires USBE approval)

Hearing aids/ audio amplification (with or without Bluetooth): For students with hearing impairments that use hearing aids or audio amplification that connects to Bluetooth, it is highly recommended to utilize a training test session to confirm device compatibility. This is an allowable feature that requires no configuration.

If the student requiring a scribe also requires the use of an assistive device, such as Speech-to-Text, please refer to the *TIDE User Guide's* section titled "How teachers submit Assistive Technology or Scribe Requests in TIDE" for instructions on how to submit a request to us.

# RISE Training Tests

## Purpose

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

The RISE Training Tests are intended to:

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

The RISE Training Tests are NOT:

- Aligned to standards at all students' grade levels
- Intended to provide information about subject knowledge
- Predictive of how students will perform on other RISE platforms

Schools are encouraged to have students take the appropriate TA-proctored Training Test which require accessing the secure browser, prior to both the in-person and remote administration of the RISE Benchmark modules and/or the Interim, and Summative assessments. Remote administration for summative assessments is allowable for students who are enrolled full-time in an online setting need to complete math or ELA assessments in an online setting. Each local education agency (LEA) and school should be strategic in deciding how it wants to use these recommended resources with its students.

Best practices for using the Training Tests include

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

## Format

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

Table 7. Training Test

| Mathematics | Science | ELA | Writing |
|---|---|---|---|
| Grades 3-5<br>Grade 6<br>Grades 7-8<br>High School<br>Braille | Grades 4-5<br>Grades 6-8<br>High School<br>Braille | Grades 3-5<br>Grades 6-8<br>High School<br>Braille | Grades 3-5<br>Grade 6<br>Grades 7-8 |

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

## Security

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

## Reporting

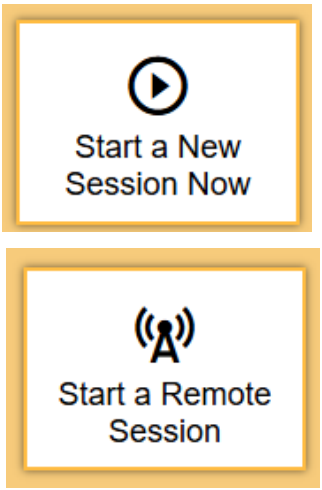
The Training Tests are not aligned to grade-level standards and do not cover any intentional breadth of standards. For this reason, the math and ELA Training Tests **do not provide scores for students. The science training tests provide scores only to show how assertion-based scoring works for clusters.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

## Training Test Site User/Proctor Sign-in Process

The Student Training Site allows for the creation of test sessions so that teachers can proctor a test and simulate real testing experience. The test administration interface has the same appearance and functionality as the one utilized to administer RISE tests. Creating a test session is not required to access training tests, **with the exception that remote testing sessions do require a proctored session.**

Sessions created in the TA Training Site are available for practice in administering tests but are only required if administering a remote testing session. Users are prohibited from logging in to the RISE and Secure Browser systems using any credentials other than those specifically assigned to their role.

1. To access the TA interface, do one of the following:
   - From the RISE Portal (www.UtahRISE.org), select the **Training Tests** card (see Figure 49).
   - On the next page, select the **Test Administration** button.
   - Sign in on the following page using your RISE credentials.
2. On the ***Test Administration*** page, choose one of the following:
   - **Start a New Session Now** to administer in person training tests, including Spanish or Braille versions.
   - **Start a Remote Session** to administer a remote testing session.
3. On the following page, select the tests you wish to administer. Multiple subjects may be selected.
   a. For Braille tests, select from the Braille submenu the subject to be administered.
   b. For Spanish tests, administer a test from the general test menu and see instructions for how to change the language below.
   c. For Remote tests, it is required that the Remote Session option was chosen prior to enabling remote proctoring features. Select the subject desired to be administered.




## Training Test Site Student Sign-in Process

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

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

- To access the Student Training Site, do one of the following:
  - From the RISE Portal (www.UtahRISE.org), select the **Training Tests** card (see Figure 49).
  - In the Secure Browser, select the **Take the Training Test** button.
- To sign in, students do the following:
  - To sign in as a guest, students click the **Continue as Guest** button. Otherwise, to use their RISE log-in credentials, students enter their first name and SSID and click **Sign In**.
  - If signing in with student credentials, the ***Is this You?*** page will display to confirm the student's information.
  - On the ***Login Session*** page, to join a guest session, students click the **Guest Session** button. Or else, to join a proctored session, students enter the Session ID from the TA Training Site and click **Join Session**.
- On the following ***Your Tests*** page, students do one of the following:
  - If signed in with their RISE log-in credentials, students select a test from the ones available for their grade.
  - Students signed in as guests select their grade level from the drop-down list to view the tests available for that grade and then select a test.

Figure 49. Student Training Test Card

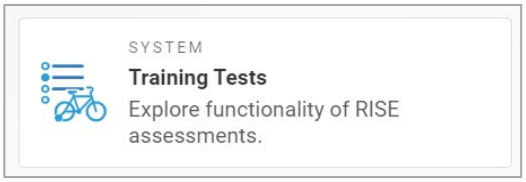



Figure 50. Student Training Site Login Page

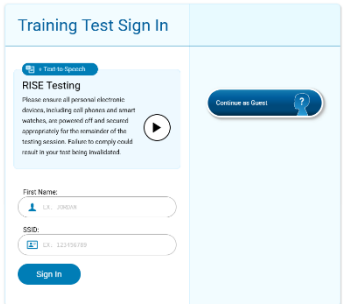
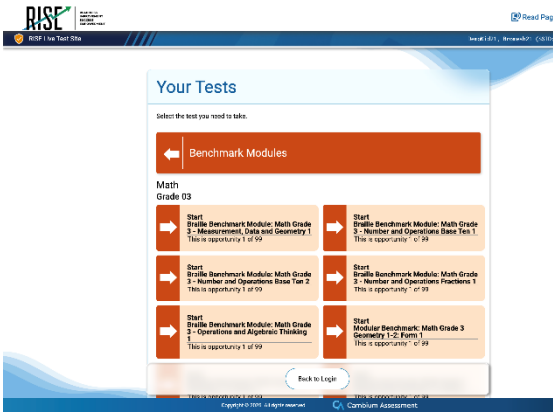



Figure 51. Your Tests Page

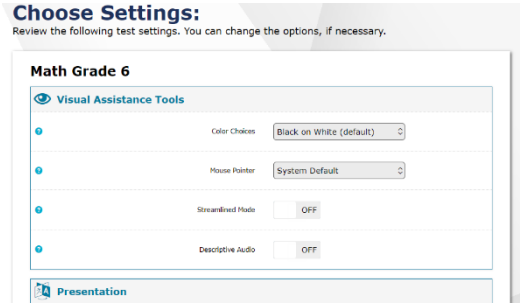


4. If the students signed into a guest session, they must select the test settings they wish to use from the ***Choose Settings*** page (see Figure 52) and then select the **Select** button. When selecting the color of the text and background, mouse-pointer, and print size settings, students can see a live preview of their selected settings.

5. If the test includes audio content or text-to-speech settings, the ***Audio/Video Checks*** page appears displaying the functionality checks that need to be performed. Students must follow the instructions on this page to ensure their device is working properly.

6. On the final sign-in page, students may review the help guide, their test settings, and the additional test information, then select **Begin Test Now** to start or resume their test opportunity.

Figure 52. Choose Settings Page




## Suggested Script to Familiarize Students with Test Resources and Functionality

**SAY: "You will now take a RISE Training Test. This is to help prepare you for taking a RISE assessment. The directions I give you will help you learn how to take your test."**

**SAY: "The Help Guide and Pause buttons can be found in the upper-right corner of the screen during the test. You can press the question mark to see the Help Guide again at any point during your test, but if you pause your test, you will not be able to come back to it as training tests do not save your progress."**

**SAY: "The 'Items' button can be found in the upper-left corner of the screen during the test. You can press this button to see your progress on the test and move between questions. This is where the 'End Test' button will appear for you to end your test when you are finished."**

**SAY: "The right and left arrow buttons are in the upper-left corner of the screen. You can move between different questions on your test by using them. 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 clicking the arrow buttons in the top right corner of the item."**

**SAY: "There are resources and tools you may find helpful to use during the test. Masking, Dictionary, Notes, and Line Reader tools are available. A calculator will be available on some math and science tests. Zoom can be used to make words and pictures on the screen bigger or smaller. You can select Mark for Review from the context menu to mark a question you want to return to at a later time. The text-to-speech functionality can read items to you. If you have any questions about how to use any of the resources or tools, raise your hand, and I can help you."**

## Training Test Site Student Sign-in Process for Accessing Spanish Version

The Student Training Site allows students to take the RISE Training Tests in Spanish. Aside from the sign-in process, the

Student Training Site has the same appearance and functionality as the Student Testing Site.

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

1. To access the Student Training Site, do one of the following:
   - From the RISE Portal (www.UtahRISE.org), select the **Training Tests** card (see Figure 49).
   - In the Secure Browser, select the **Take the Training Test** button.
2. To sign in, students do the following:
   - To sign in as a guest, students click the **Continue as Guest** button. Otherwise, to use their RISE log-in credentials, students enter their first name and SSID and click **Sign In**.
   - If signing in with student credentials, the ***Is this You?*** page will display to confirm the student's information.
   - On the ***Login Session*** page, to join a guest session, students click the **Guest Session** button. Or else, to join a proctored session, students enter the Session ID from the TA Training Site and click **Join Session**.
3. On the ***Your Tests*** page, students do one of the following:
   - If signed in with their RISE log-in credentials, students select a test from the ones available for their grade.
   - Students signed in as guests select their grade level from the drop-down list to view the tests available for that grade and then select a test.

Figure 49. Student Training Test Card

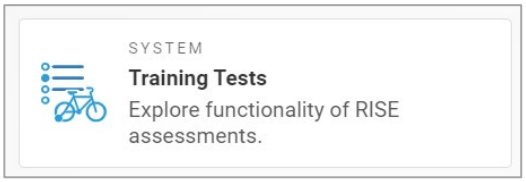



Figure 50. Student Training Site Login Page

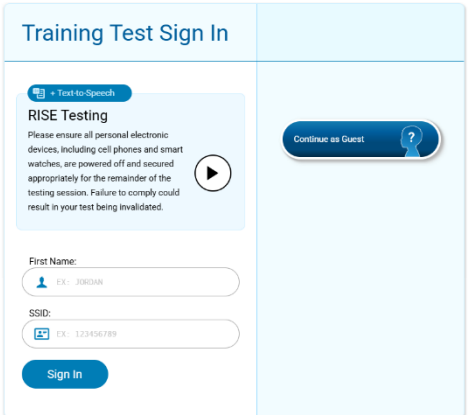
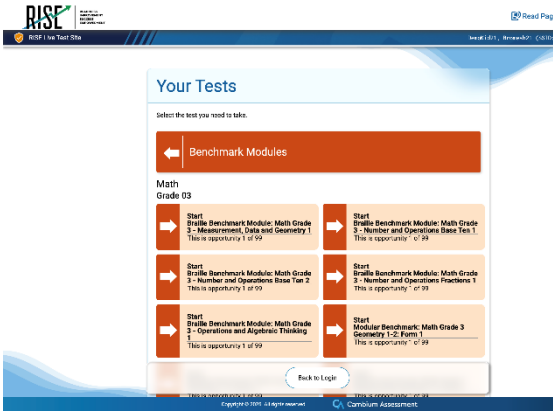
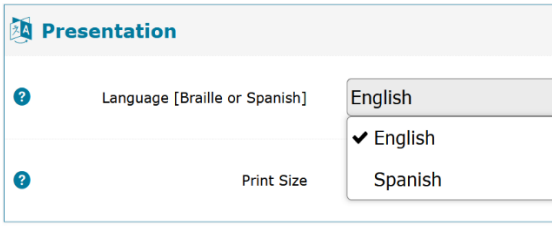



Figure 51. Your Tests Page



4. If the students signed into a guest session, they must select the test settings they wish to use from the ***Choose Settings*** page. Under the presentation category, they will need to select Spanish from the drop down in the Language category. Any other test settings should be adjusted as desired 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.

## Spanish Suggested Script to Familiarize Students with Test Resources and Functionality

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

**SAY: "Ahora van a tomar la prueba RISE de preparación. Esta prueba está diseñada para ayudarles a prepararse para tomar la evaluación RISE. Las instrucciones que les voy a dar les ayudarán a saber cómo tomar su prueba".**

**SAY: "Los botones de Guía de ayuda y Pausa se encuentran en la esquina superior derecha de la pantalla durante la prueba. Pueden presionar el signo de interrogación para ver la Guía de ayuda nuevamente en cualquier momento durante su prueba, pero si hacen una pausa a su prueba, no podrán regresar a ella, ya que las pruebas de práctica no guardan su avance".**

**SAY: "El botón 'Preguntas' se encuentra en la esquina superior izquierda de la pantalla durante la prueba. Pueden presionar este botón para ver su avance y desplazarse de una pregunta a otra".**

**SAY: "Los botones con las flechas a la derecha y a la izquierda se encuentran en la esquina superior izquierda de la pantalla. Pueden usar estos botones para desplazarse de una pregunta a otra en la prueba. La flecha a la derecha hace que avancen. La flecha a la izquierda hace que vuelvan atrás".**

**SAY: "Algunas preguntas en su prueba pueden dividirse en áreas una al lado de la otra. Esto les permite desplazarse fácilmente de un lado a otro mientras contestan las preguntas. Si quieren enfocarse más en un lado, pueden mover la**

**línea divisoria a la izquierda o a la derecha usando los botones con las flechas en la esquina superior derecha de la pregunta".**

**SAY: "Hay recursos y herramientas que pueden ser útiles durante la prueba. Están disponibles las herramientas Enmascarar, Diccionario, Notas y Lector de líneas. En algunas pruebas de matemáticas y ciencias habrá una calculadora disponible. Pueden usar la función Zoom (acercamiento) para hacer más grandes o más pequeñas las palabras y las imágenes en la pantalla. Pueden seleccionar Marcar para revisión en el menú de contexto para marcar una pregunta a la que quieran regresar más adelante. La función de texto a voz puede leerles las preguntas de la prueba. Si tienen alguna pregunta sobre cómo usar cualquiera de estos recursos o herramientas, levanten la mano y les ayudaré".**

## Remote Training Test Site Student Sign-in Process

Students can take Remote RISE Training Tests in proctored sessions created in the TA Training Site. Students must sign into the test sessions with their RISE log-in credentials to take remote tests specific to their grades. This will allow the student and proctor to utilize and gain comfort with the remote communication features available for remote testing.

Please note that a remote test must be administered from the TA interface. The login process remains the same, except that **guest mode is not an option for remote practice tests. Students must log in and a proctor must administer a test.**

1. To access the Student Training Site, do one of the following:
   - From the RISE Portal (www.UtahRISE.org), select the **Training Tests** card (see Figure 49).
   - In the Secure Browser, select the **Take the Training Test** button.
2. To sign in, students do the following:
   - To sign in as a guest, students click the **Continue as Guest** button. Otherwise, to use their RISE log-in credentials, students enter their first name and SSID and click **Sign In**.
   - If signing in with student credentials, the ***Is this You?*** page will display to confirm the students information.
   - On the ***Login Session*** page, to join a guest session, students click the **Guest Session** button. Or else, to join a proctored session, students enter the Session ID from the TA Training Site and click **Join Session**.
3. On the ***Your Tests*** page:
   - Students select a test from the ones available for their grade that has been administered.

Figure 49. Student Training Test Card

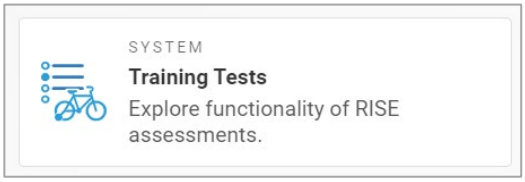



Figure 50. Student Training Site Login Page

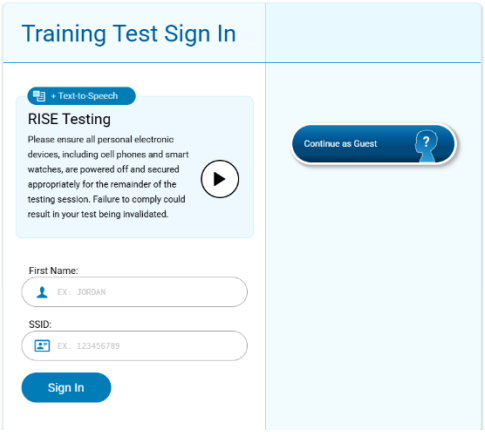
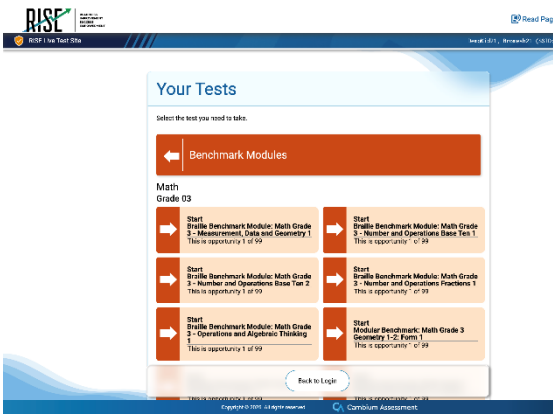



Figure 51. Your Tests Page



4. 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. **This includes testing out microphone and webcam features.**

5. 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.

## Suggested Script to Familiarize Students with Remote Test Resources and Functionality

***For any instructions that mention 'SAY', either connect with the student through the remote proctoring test tools or type in the chat/broadcast menu. Please note that once students have submitted their training test, they will be automatically logged out and will need to be contracted through alternative means.***

**SAY: "You will now take a RISE Training Test. This is to help prepare you for taking a RISE assessment. The directions I give you will help you learn how to take your test."**

**SAY: "The Help Guide and Pause buttons can be found in the upper-right corner of the screen during the test. You can press the question mark to see the Help Guide again at any point during your test, but if you pause your test, you will not be able to come back to it as training tests do not save your progress."**

**SAY: "The 'Items' button can be found in the upper-left corner of the screen during the test. You can press this button to see your progress on the test and move between questions. This is where the 'End Test' button will appear for you to end your test when you are finished."**

**SAY: "The right and left arrow buttons are in the upper-left corner of the screen. You can move between different questions on your test by using them. 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 clicking the arrow buttons in the top right corner of the item."**

**SAY: "There are resources and tools you may find helpful to use during the test. Masking, Dictionary, Notes, and Line Reader tools are available. A calculator will be available on some math and science tests. Zoom can be used to make words and pictures on the screen bigger or smaller. You can select Mark for Review from the context menu to mark a question you want to return to at a later time. The text-to-speech functionality can read items to you. If you have any questions about how to use any of the resources or tools, raise your hand, and I can help you."**

# RISE Benchmark Modules

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

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

Detailed instructions for providing the remote administration of the RISE Benchmark Modules are provided in this manual in the *Administering RISE Benchmark Modules Remotely* section.

## Security

- The RISE Benchmark Modules are secure and not public assessments. After students have completed a benchmark module, educators can review and share items and classroom-level responses with students in a whole class setting. Individual student results can be shared one-on-one in a conference setting or online via Zoom, Google Classroom, or other third-party communication software. Student results should not be shared over unsecured communication methods such as personal email or text messages.

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

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

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

The Benchmark Modules for Math, Science, and ELA are available for Utah educators to schedule for their classrooms between August 4, 2026, and June 4, 2027. Students can take multiple Benchmark Module assessments throughout the year, and they can take a specific Benchmark Module more than once. The Utah State Board of Education (USBE) does not recommend that schools administer both the Benchmark Module assessments and the RISE Interim assessments because these assessments share item banks.

# RISE Benchmark Module Previewing System

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




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

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

2. Enter your email address and password.

3. Click **Secure Login**. The ***Available Tests*** page appears.

   a. If you have not logged in using this browser before, or if you have cleared your browser cache, the ***Enter Code*** page appears (see Figure 54) and an email containing an authentication code is sent to your address.

   b. In the *Enter Emailed Code* field, enter the emailed code.

   c. Click **Submit** to access the ***Available Tests*** page.

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

Benchmark Module Previewing System Portal Card




Figure 53. Login Page

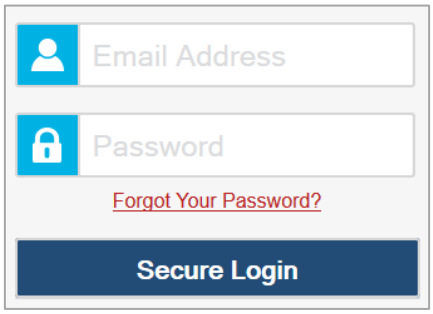
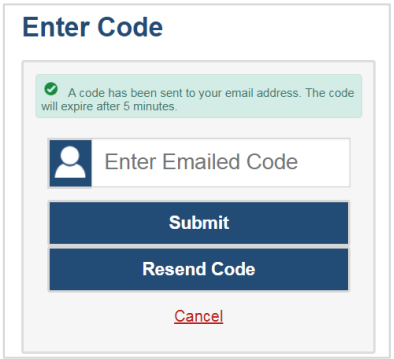



Figure 54. Enter Code Page



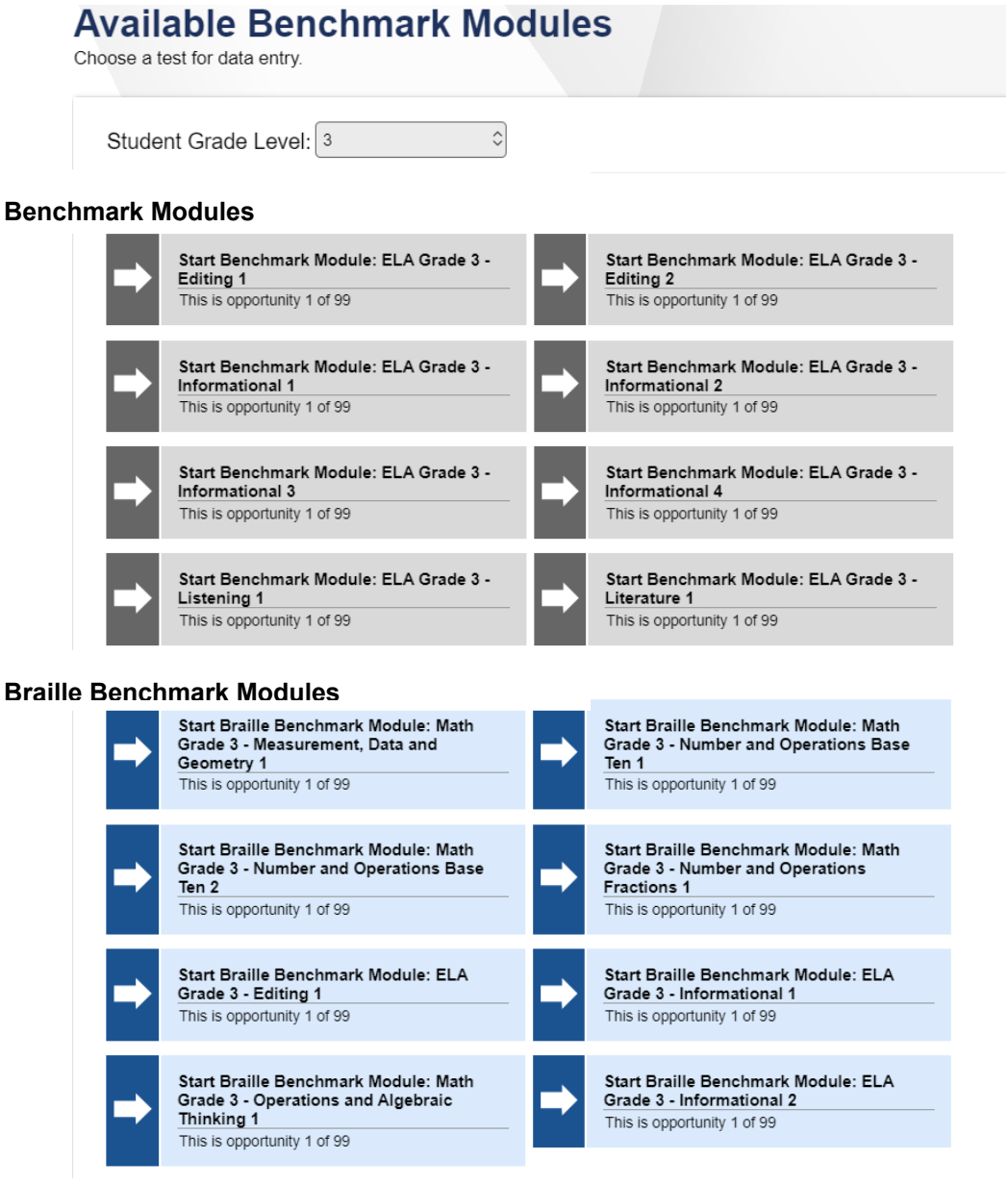
# Previewing Benchmark Modules for Instructional Use

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

### Step 1 – Choosing a Benchmark Module Grade and Benchmark Module

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

Available Benchmark Modules Page



*To select a grade and benchmark module:*

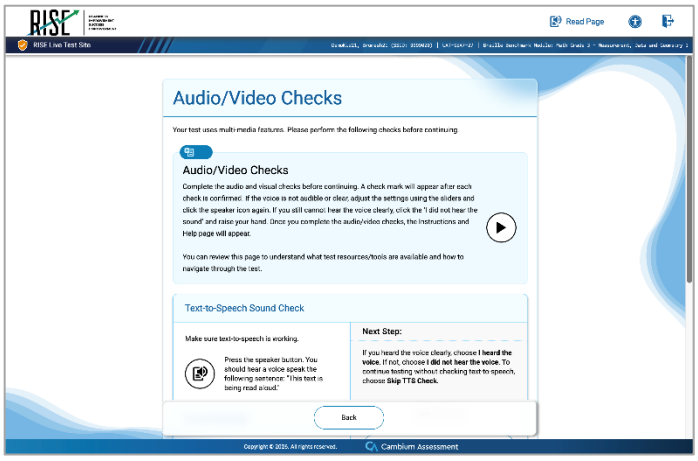
1. From the drop-down list, select the required grade level. The tests available for the selected grade appears.

2. Click the required benchmark module name.

### Step 2 – Functionality Checks

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

Figure 55. Audio/Video Checks Page




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

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

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

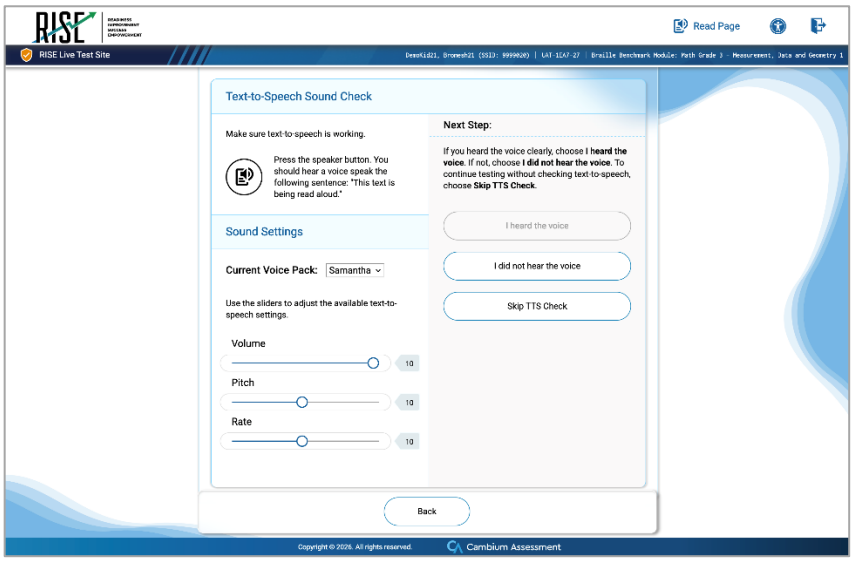
- Audio Playback Check
- Sound and Video Playback Check

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

### Audio Playback Check

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

Audio Playback Check Panel




*To check audio settings:*

1. Select the icon and listen to the audio.

2. Depending on the sound quality, do one of the following:

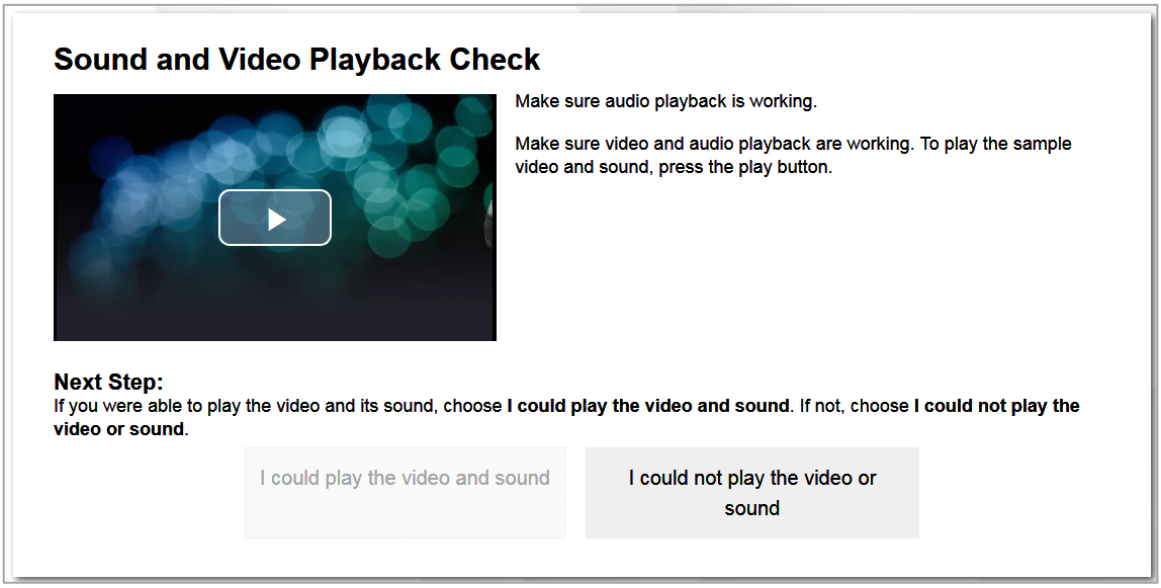
   - If the sound is audible, select **I heard the sound**.
   - If the sound is not audible, select **I did not hear the sound**. The *Sound Check: Audio Problem* panel appears.
     - To try again, click **Try Again**. This takes you back to the *Audio Playback Check* panel.

### Sound and Video Playback Check

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

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

Video Check Panel




*To check sound and video settings:*

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

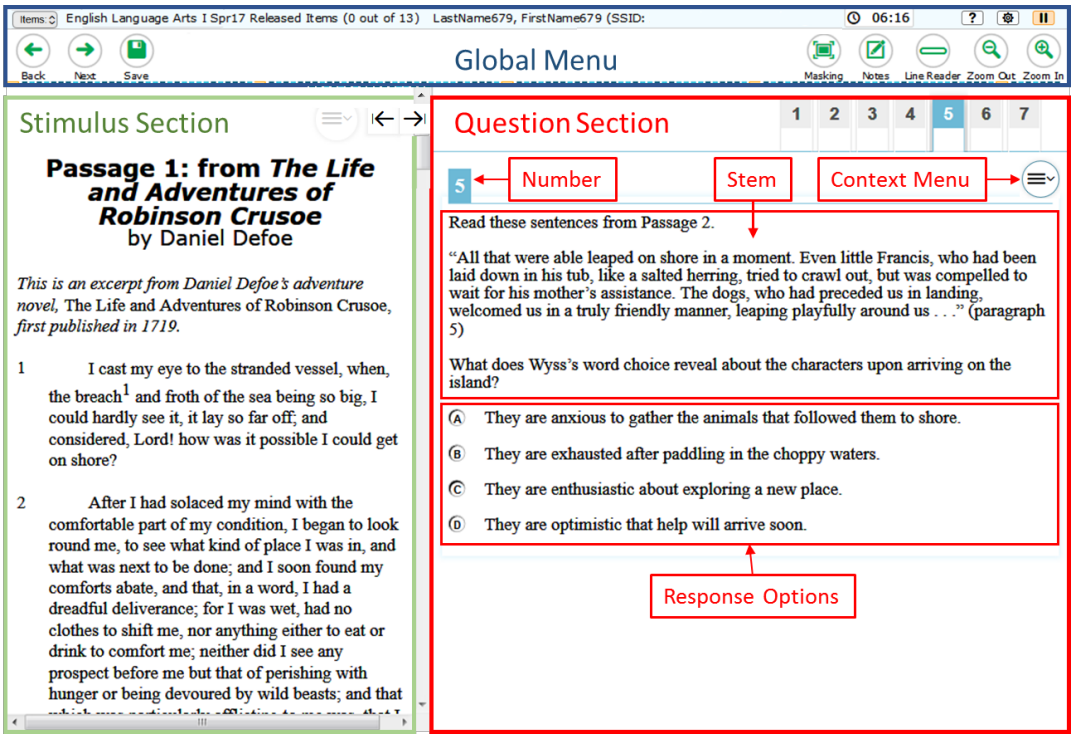
**Note:** If the audio or video does not work, you can click in the upper-right corner of the page to log out. You can troubleshoot the device and headphones or move to another device.

## Understanding the Benchmark Module Previewing System

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

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

Sample Benchmark Module Page



# Benchmark Module Rules and Navigation While Previewing

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

### Responding to Questions

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

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

Question Buttons




### Navigating to Questions

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

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

### Pausing Benchmark Modules

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

*To pause the test:*

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

### Benchmark Module Timeout

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

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

### Finishing the Benchmark Module Review

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

Figure 56. Finished Button in Global Menu



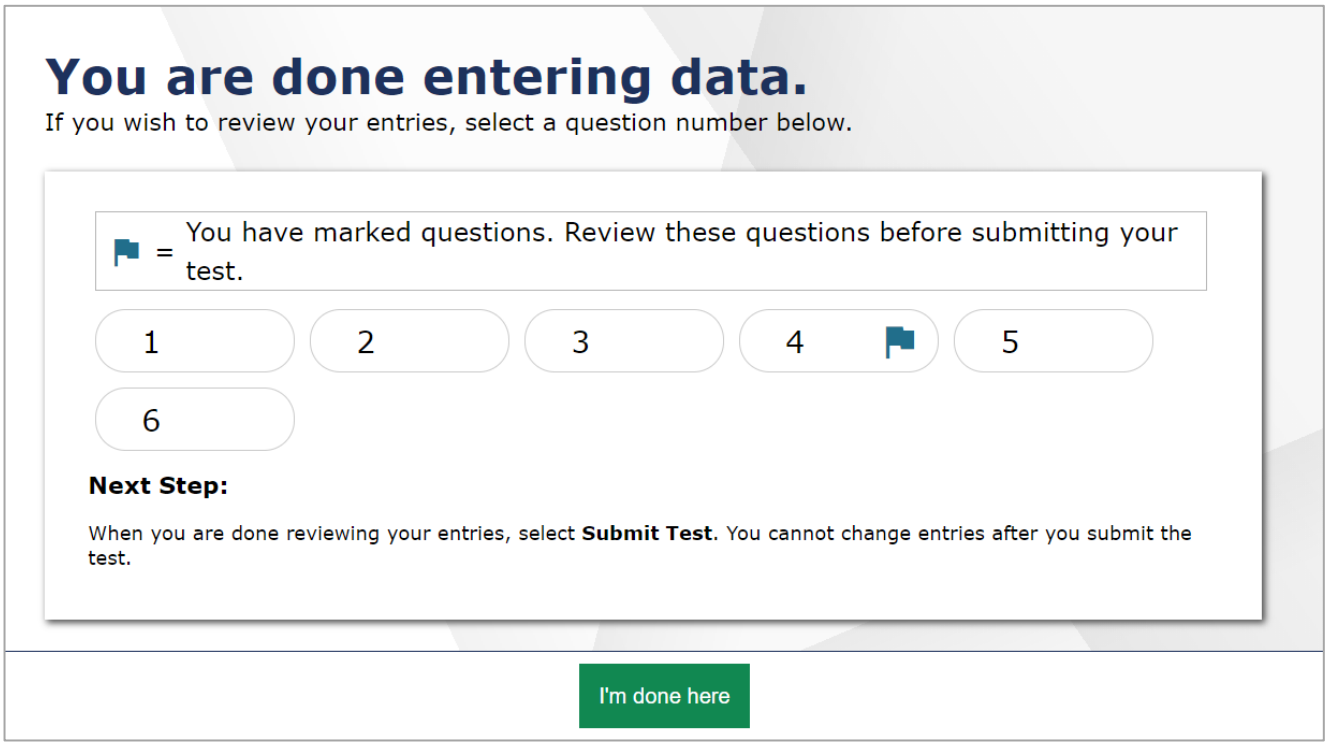

When you click **Finished**, a confirmation message appears, giving you two options:

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

### Reviewing Marked Questions

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

You are Done Entering Data Page




*To review questions again:*

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

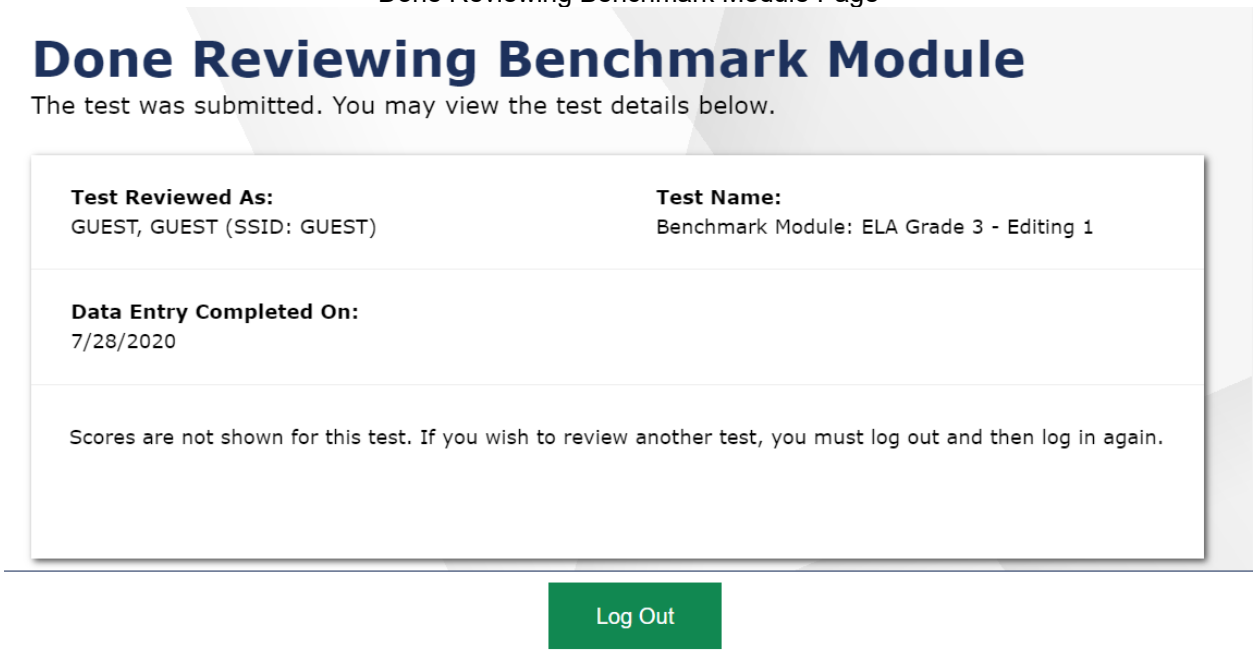
### Completing the Review and Logging Out

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

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

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

Done Reviewing Benchmark Module Page




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

# RISE Interim Assessments

## Purpose

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

## Testing Windows and Scheduling

Students may participate in one grade-level Interim assessment per subject in the fall testing window and one grade-level Interim assessment per subject area in the winter testing window. For more information about state testing windows, please contact Scott Roskelley (scott.roskelley@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 testing time into multiple testing sessions, depending on local needs. Only one proctor is required for the administration of Interim Assessments.

The RISE Interims are available for Utah educators to schedule for their classrooms between August 4, 2026, and December 18, 2026 for Math and ELA, and again between January 5, 2026 and February 26, 2026 for both Math and ELA. The USBE does not recommend that schools administer both the Benchmark Modules assessments and RISE Interim assessments because these assessments share item banks.

## Extra Testing Time

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

## Unexpected/Unforeseen Circumstances

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

## Security

- The RISE Interim assessments are secure and not public assessments. After students have completed an interim assessment, educators can review and share items and classroom-level responses with students in a whole class setting. Individual student results can be shared one-on-one in a conference setting or online via Zoom, Google Classroom, or other third-party communication software. Student results should not be shared over unsecured communication methods such as personal email or text messages.

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

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

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

# Administering the RISE Benchmark Modules and Interim Assessments

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

For students to take Benchmark Modules or Interim assessments, they must use the Secure Browser, which should be installed on all student computers prior to testing.

- 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. Only one proctor is required for the administration of Interim Assessments.

- For information regarding the Standard Test Administration and Testing Ethics Policy Training, please contact Scott Roskelley (scott.roskelley@schools.utah.gov)

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

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

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

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

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

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

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

**Step 5:** Prepare Testing Materials

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

## Allowed Activities Following Test Completion

Students may read, rest, or draw on their scratch paper once they have finished testing. Students who are finished should never have access to Internet-capable devices while other students are still testing.

## Headphones

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

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

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

## Scratch/Graph Paper

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

## Calculators—Mathematics

Please note: The RISE Calculator Manual is available on the portal. No electronic devices that can be used as calculators are allowed during testing. Electronic devices include, but are not limited to, cellphones, smart phones, smart watches, or any other internet-capable devices.

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.

Grade 6: Only the onscreen calculator may be used during the calculator portion (second segment) of the test.

- 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 the second segment only. Calculators are NOT allowed for any student with or without an accommodation on the first segment.)
- For additional information, see the RISE Calculator Manual available on the portal.

Grade 7 and Grade 8: A scientific calculator is allowed, either handheld or the provided onscreen calculator.

Secondary Math 1: A graphing calculator is allowed (non-internet capable), either handheld or the provided onscreen calculator (full-function).

### Calculators—Science

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

- An onscreen calculator is available to ALL students.
  - **Grades 4–6** will have a basic four-function calculator (i.e., add, subtract, multiply, and divide).
  - **Grades 7–8** will have a scientific calculator (including logarithms, trigonometric functions, and scientific notation; no graphing).
- Students may also provide their own calculators or use a classroom calculator that was used during course instruction (e.g., scientific, graphing, or basic).
  - No electronic devices that can be used as calculators are allowed during testing. Electronic devices include, but are not limited to, cellphones, smart phones, smart watches, or any other internet-capable devices.
  - For detailed information on the embedded calculator and links to provide on student desktops, see the RISE Calculator Manual available on the portal.

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

## During Testing

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

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

**Step 1:** Distribute Materials

- Ensure that blank scratch/graph paper, headphones, and appropriate test materials are distributed. If you are using student test tickets, ensure that those are also distributed.

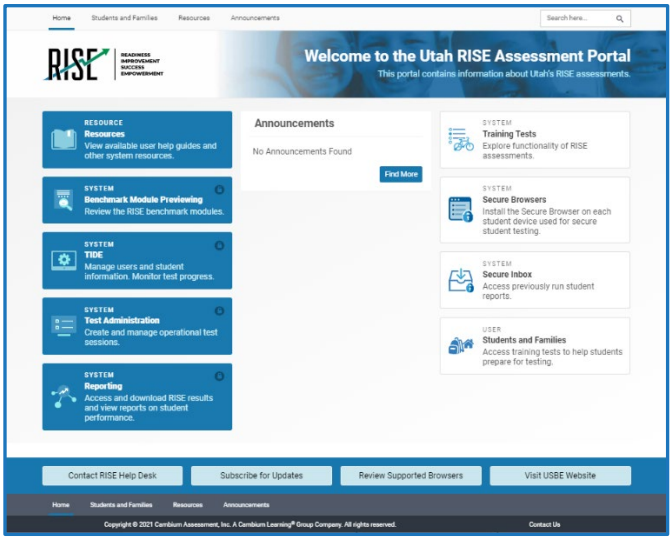
- Follow local procedures to ensure that the Secure Browser is available and launched on each device students will use for testing. Ensure that all students have headphones and a keyboard.
- TAs may provide sign-in information to students using test tickets generated from TIDE or may follow local procedures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

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

**Step 2:** Sign into TDS system

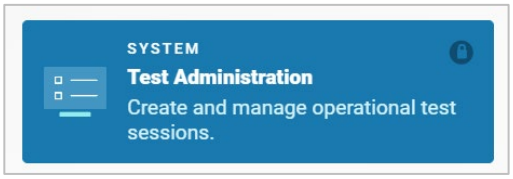
- Navigate to the RISE Portal (see Figure 57) at UtahRISE.org.

Figure 57. RISE Portal Home Page



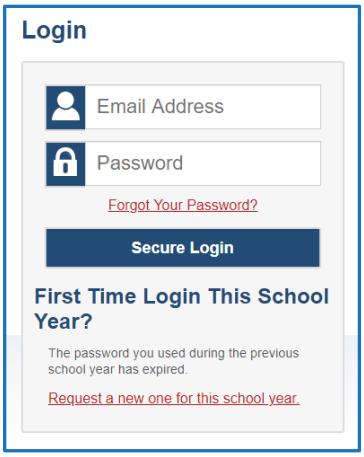

- Click on the **Test Administration** card (see Figure 58).

Figure 58. Test Administration Card




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

Figure 59. TDS Sign-in Screen



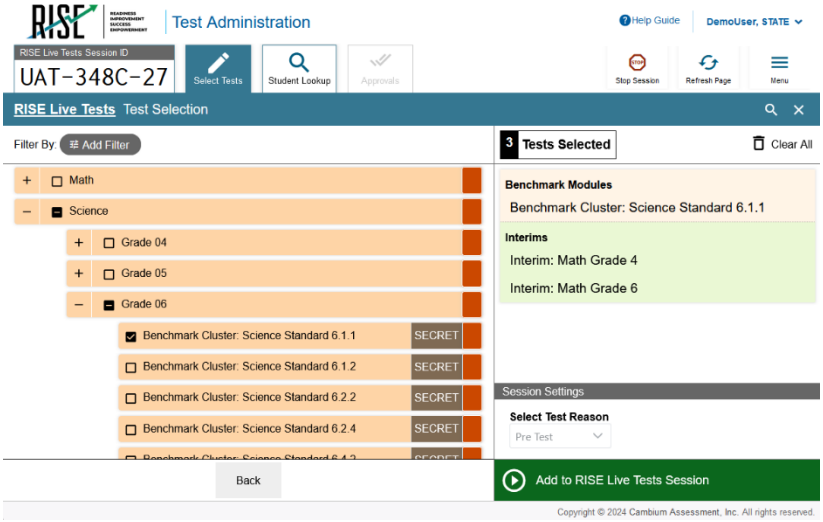

- Enter your username (email address) and password into the respective text fields.
- Click **Secure Login**. The TA site will display with the list of possible tests to add to your session.

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

**Step 3:** Select Tests to Administer

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

Figure 60. Test Selection Window

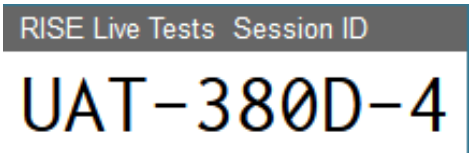



NOTE: If you select a Summative test to add to your session, a prompt will appear asking if you are sure you want to administer a Summative test. This is to ensure tests are not added to sessions or administered erroneously.

**Step 4:** Locate Session ID

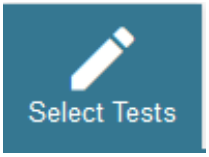
- You will see the Session ID for the test(s) to be administered (see Figure 61).

Figure 61. Session ID Window




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

Figure 66. Select Tests Button




**Step 5:** Help Students Sign into the Test Session

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

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

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

# Benchmark Module Scripting

The following directions provide the necessary detail for students to enter RISE to begin testing. These are required to be read to students before every testing session and are applicable for every test, no matter the content.

***SAY: "Please ensure all personal electronic devices, including cell phones and smart watches, are powered off and put away; you may not use them until the session is over. Today's session will go until [insert time the session will end]; everyone should complete the benchmark module by this time. Scratch paper has been provided for you on your desk. If you need more scratch paper at any time, please raise your hand. Everyone should complete the benchmark module by this time. On the sign-in screen, you will enter your first name and seven-digit SSID. After signing in, ensure your headphones are plugged in. Click the play icon and listen carefully as you move through the test settings and the instructions. When you get to the test selection screen, choose the test you are taking today. When you are ready, select "Begin Test Now."***

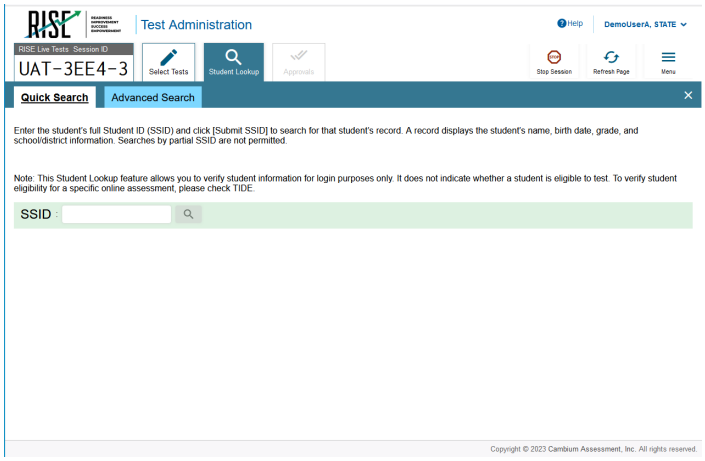
***Please note that the RISE assessments will provide automated instruction read aloud to students on each page as they progress through the following screens. These instructions will cover the information students will need to know to operate their test. The student should raise their hand should they encounter any issues. The students will be presented with audio/visual checks and test setting instructions.***

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

- Has the student entered his or her legal first name, not a nickname? Please note: some students have two first names. If two first names are listed e.g., John Henry, both names must be entered
- Has the student entered the correct SSID and the correct Session ID?

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

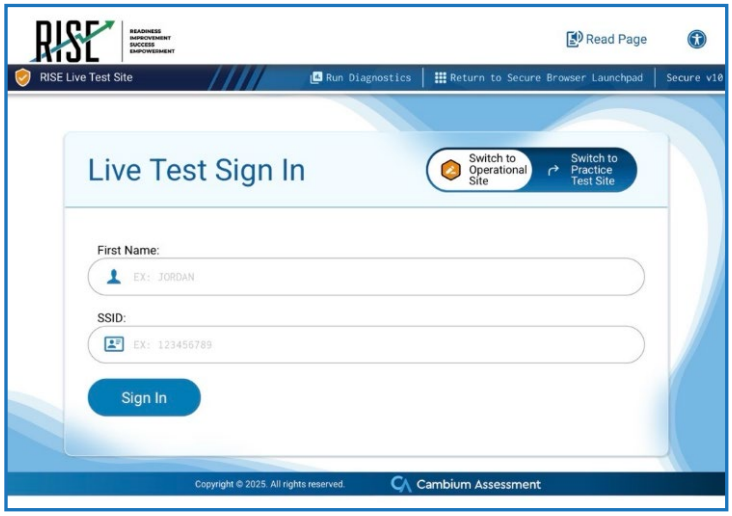
Student Lookup Function in TA Site




## Test Sign-in for Students

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

Figure 63. Student Sign In Page




Pause while students sign in (see Figure 63).

***SAY: "Listen as you move through a few screens of test settings. Click on the play icon and listen along to the instructions provided. When you get to the test selection screen, choose the test you are taking today."***

Pause as students progress through the following pages (see Figure 64, 65, 66, 67). Students are instructed to raise their hands with any questions.

Figure 64. Is This You? Page

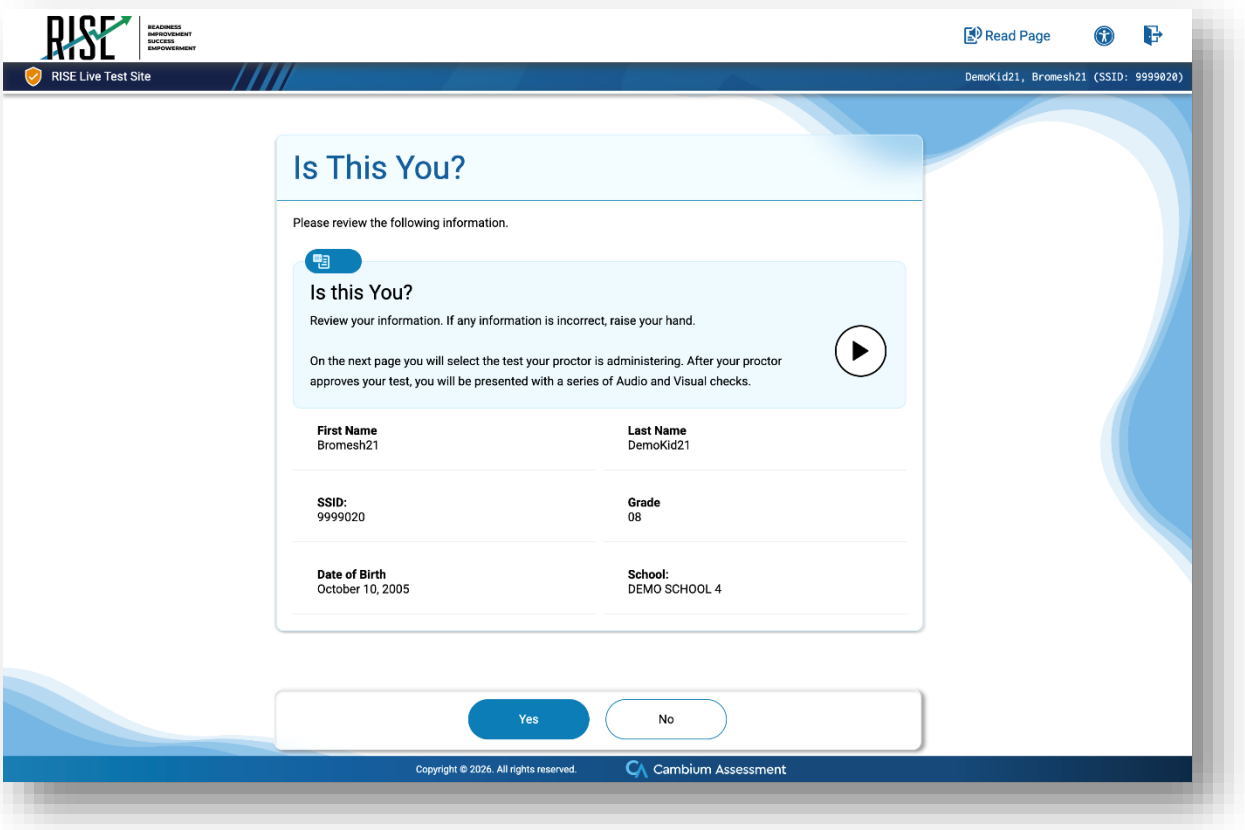


Figure 65. Students' Your Tests Page

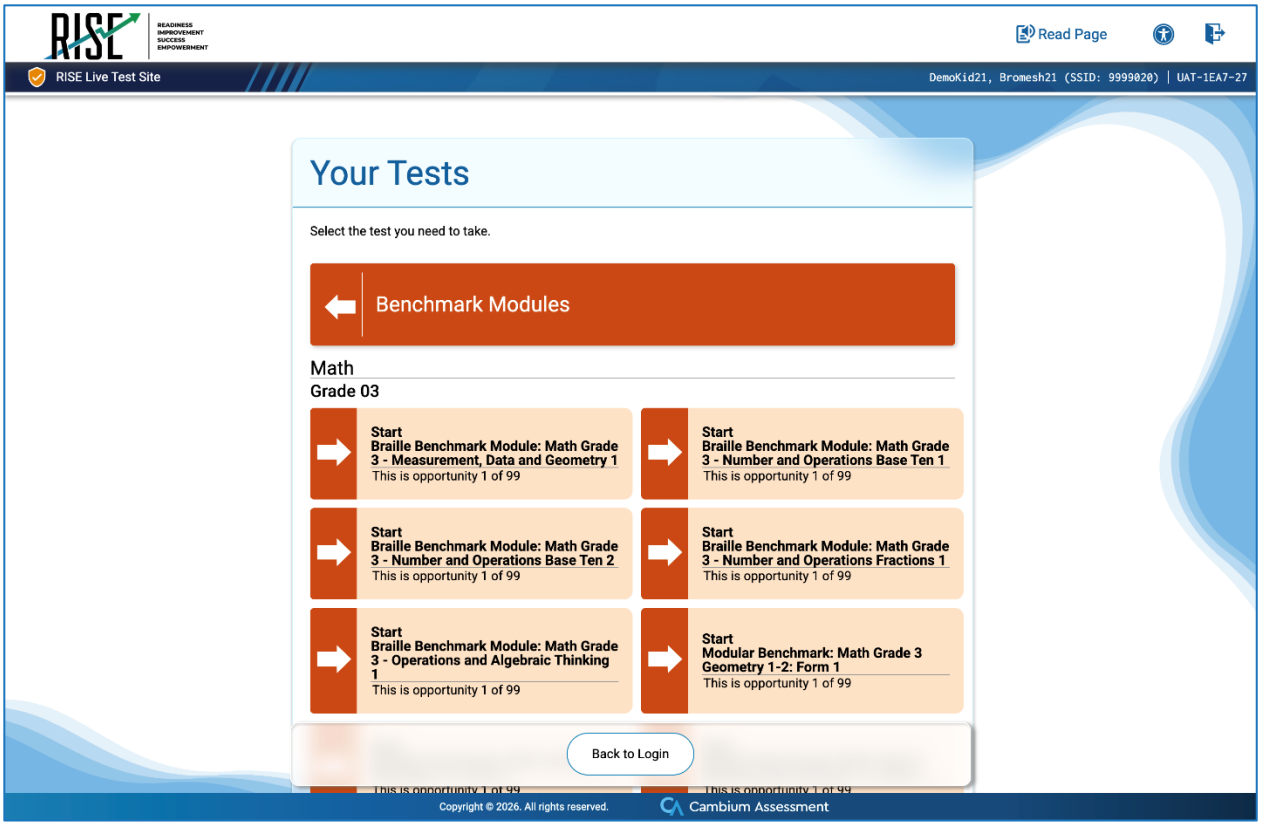



Figure 66. Waiting for Approval Page

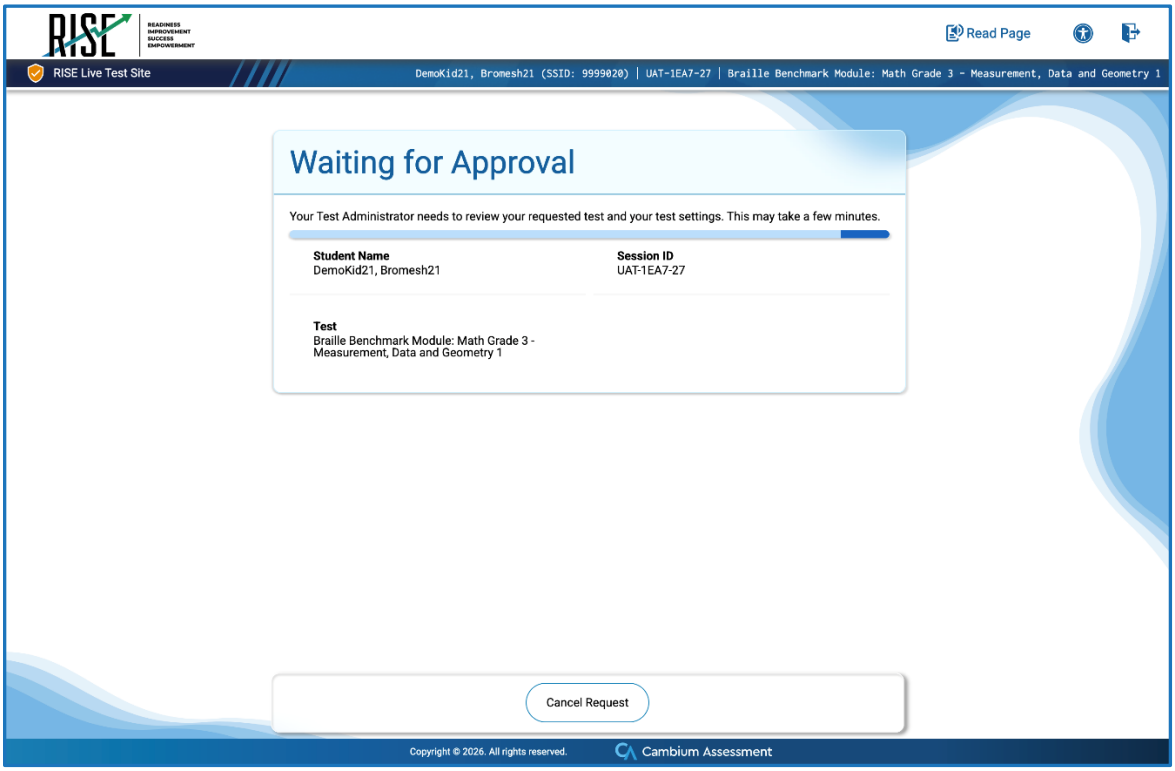


Figure 67. Audio/Video Checks Screens

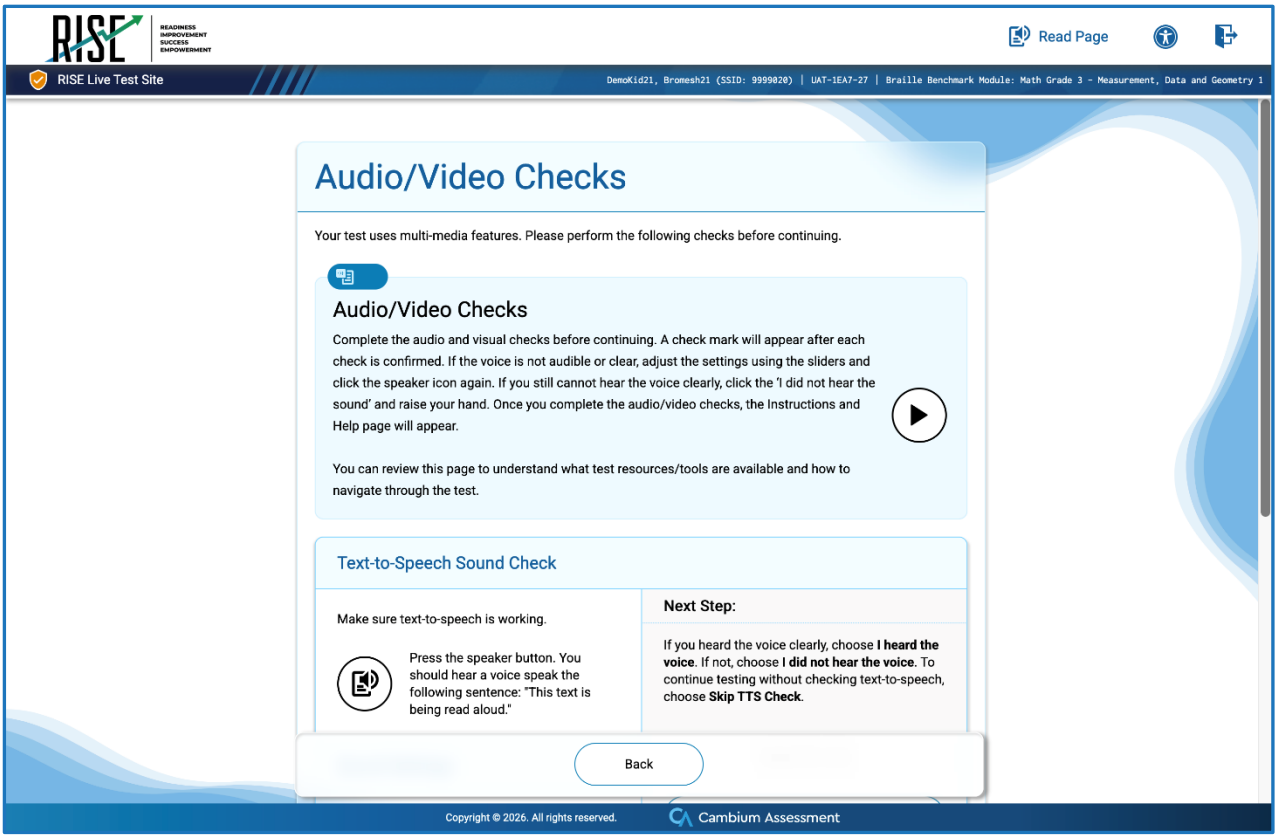
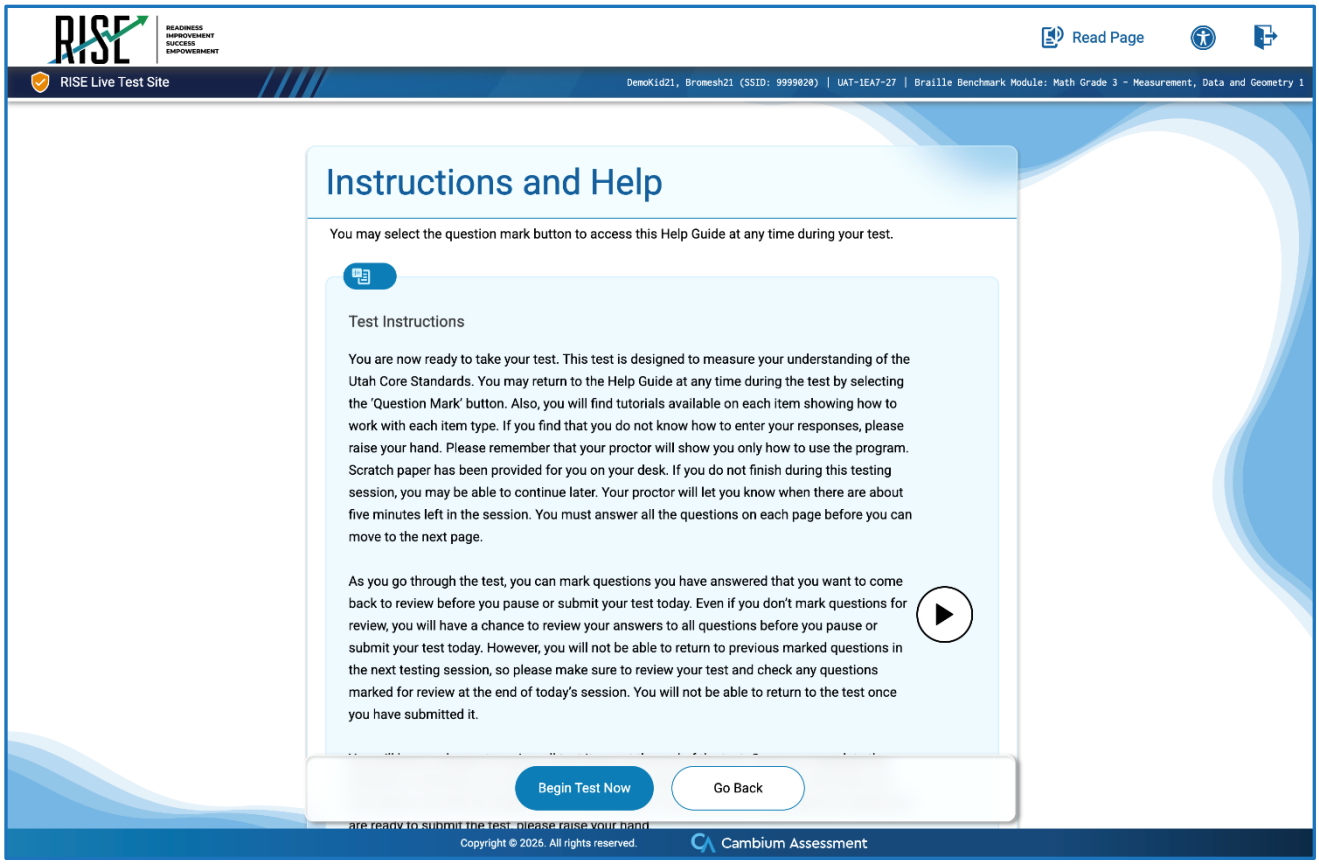


Figure 68. Instructions and Help Page




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

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

***SAY: "Today's testing session will go until*** **[insert time the session will end].***"***

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

## End of ELA, Mathematics, or Science Benchmark Module Script

***SAY: "There are five minutes left in this session. Please prepare to pause or end your test. If you pause it, you will not be able to return to items you have answered, so please review them now. You will also not be able to return to this benchmark once you have submitted it."***

Follow local procedures to actively proctor the test session and to document any testing anomalies that occur. Students who finish early should be encouraged to use any remaining time to check their answers before submitting the test for scoring.

***SAY: "I will now collect your testing materials."***

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

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

## Ending the Test Session

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

Ensure the following materials are secure:

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

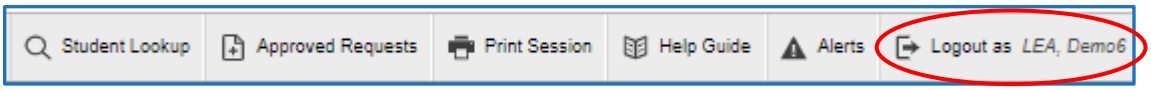
Figure 69. Session ID Window




### Test Administrator—Sign Out

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

Figure 70. Logout Button on TA Site Banner




# After Testing

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

# Administering the RISE Benchmark Modules Remotely

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

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

## Security

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

## Creating a Remote/Hybrid Session in the Test Delivery System

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

## Remote Administration of Benchmark Modules for Teachers

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

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

### How to Prepare for Remote Administration

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

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

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

### How to Prepare the Teacher's Computer to Administer Benchmark Modules Remotely

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

***Please note: both proctors will need to share the same device while proctoring as the system does not allow for multiple proctors to log in on separate devices.***

### What Technology do Teachers Need?

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

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

### Hardware Requirements for Teachers

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

### Software Requirements for Teachers

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

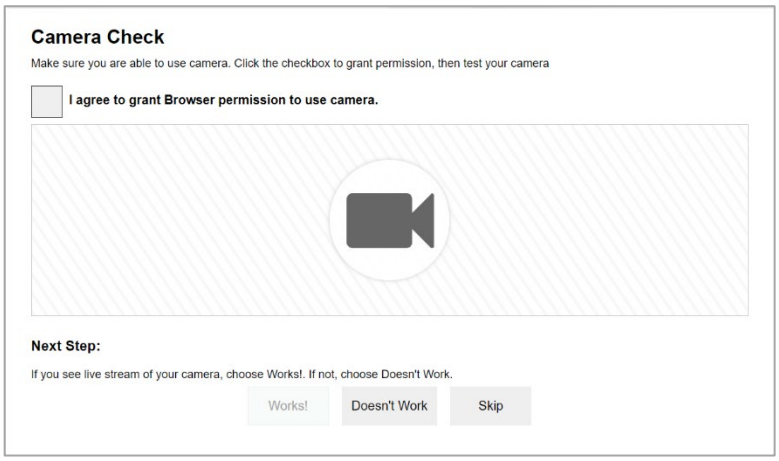
### Before Testing Day: Checking your Technology

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

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

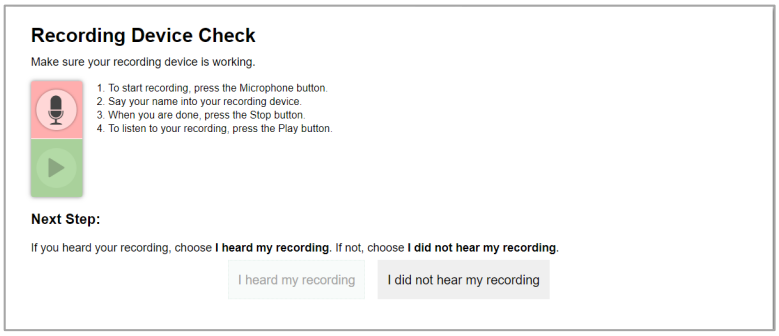
Teachers can ensure their webcam is working properly by following the steps below:

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




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

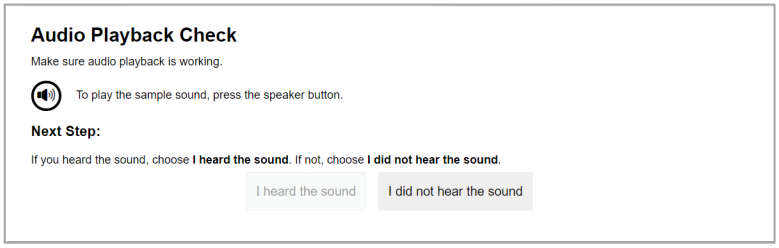
1. In the *Recording Device Check* field, select the **Microphone** icon ( ).
2. Speak into your microphone.
3. When you are done speaking, select the **Stop** icon ( ) to stop recording.
4. To listen to your recording, select the **Play** icon ( ) to listen to your recording.
5. Do one of the following:
   - 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.

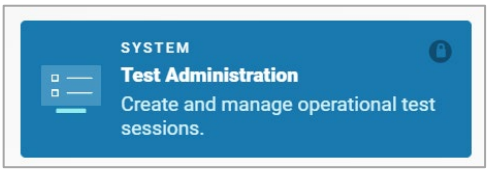



### How to Log in the Test Administration Site in an Online Setting

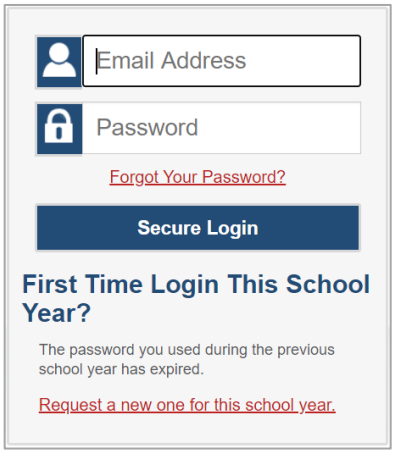
Teachers access the RISE test administration site in an online setting the same way they would access it in a classroom. From the test administration site, teachers can start a Benchmark Module session immediately or schedule a Benchmark Module session to start in the future.

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

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

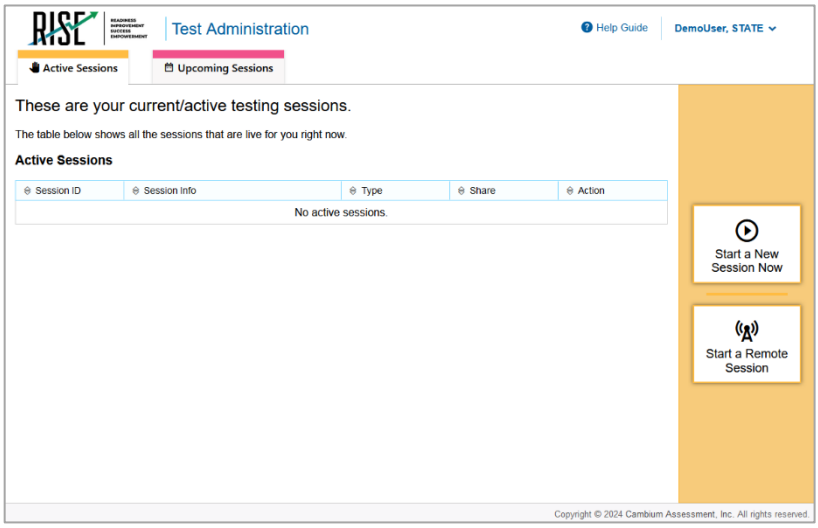



3. The *Test Administration* login page opens in a new window. Enter the same credentials you would use in school and select **Secure Login**. If you have forgotten your password, select **Forgot Your Password?** and follow the on-screen instructions to set a new password. Users are prohibited from logging in to the RISE and Secure Browser systems using any credentials other than those specifically assigned to their role.




Once you have logged in, the *Test Administration* site appears, displaying the *Active Sessions* page. In addition to allowing teachers to create Benchmark Module sessions for students in the classroom like they have done in the past, this site has

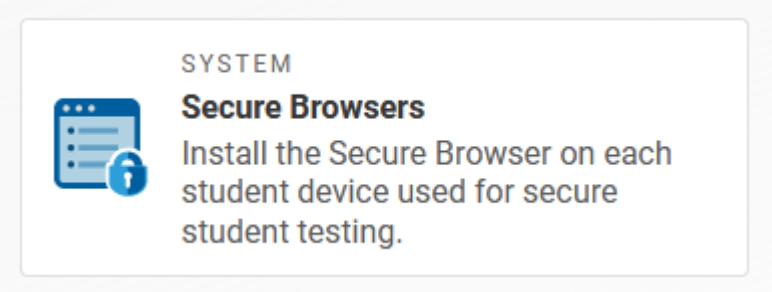
been redesigned to allow teachers to create Benchmark Module sessions for students who are testing in an online setting and to schedule Benchmark Module sessions for students in an online setting or in the classroom in advance.




### How to Schedule a Benchmark Module Session in Advance

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

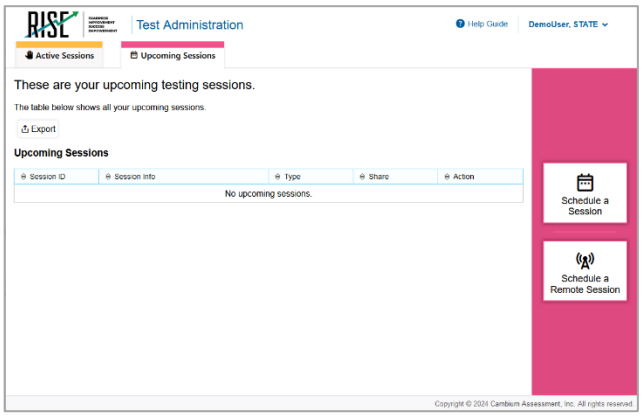
Students completing the Benchmark Module in an online setting will use the Secure Browser program. The Secure Browser can be downloaded directly from the RISE Portal by clicking on the Secure Browsers card on the right sidebar and selecting the appropriate supported operating system.




For information about communicating session information to students, see the section How to Communicate Session Information Securely to Students.

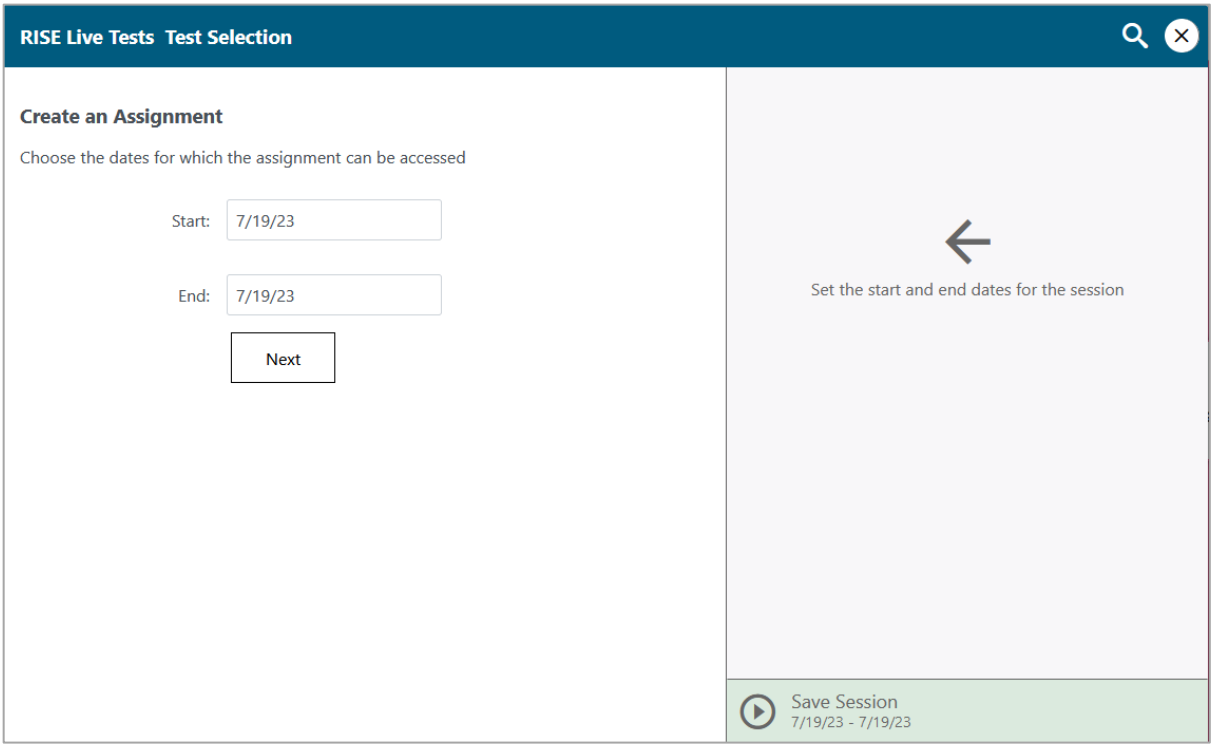
Teachers can schedule a Benchmark Module session in advance by following the steps below:

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

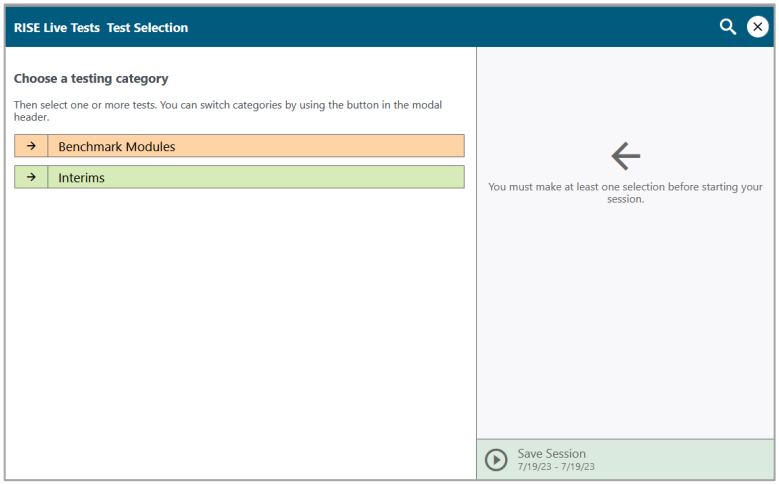



3. The *Upcoming Sessions* page appears. Select **Schedule a Session**.

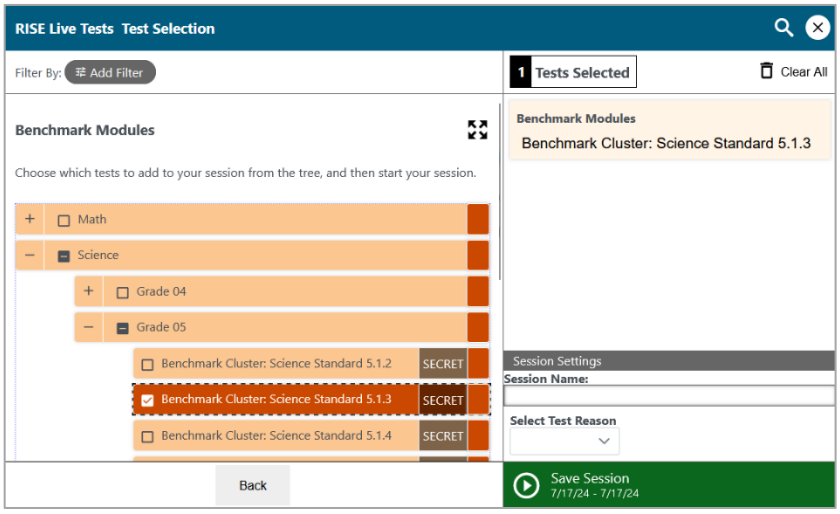
4. The *Schedule a Session* pop-up window appears. In the *Start* and *End* fields, enter a start and end date for the session and select **Next**.



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




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



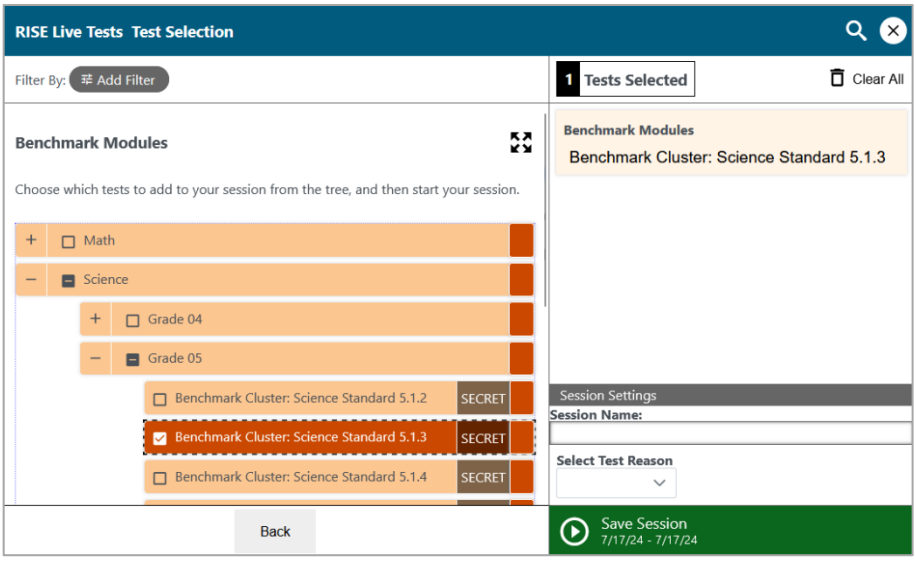

7. Once you have selected a Benchmark Module to add to the session, the *Session Settings* fields appear. Do the following:

   a. In the *Session Name* field, enter a name for the session. It is recommended you make the name descriptive as to the benchmarks and timeframe being administered. As an example: 'Geometry Benchmark October 16'. Do not use special characters in the name.

   b. In the *Session Type* field, do one of the following:

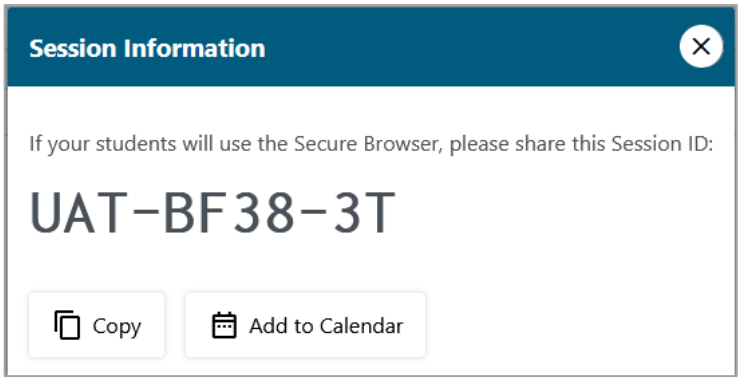
   - For an in-person session, select **In Person**.
   - For a remote session, select **Remote**.

c. Select **Save Session**.

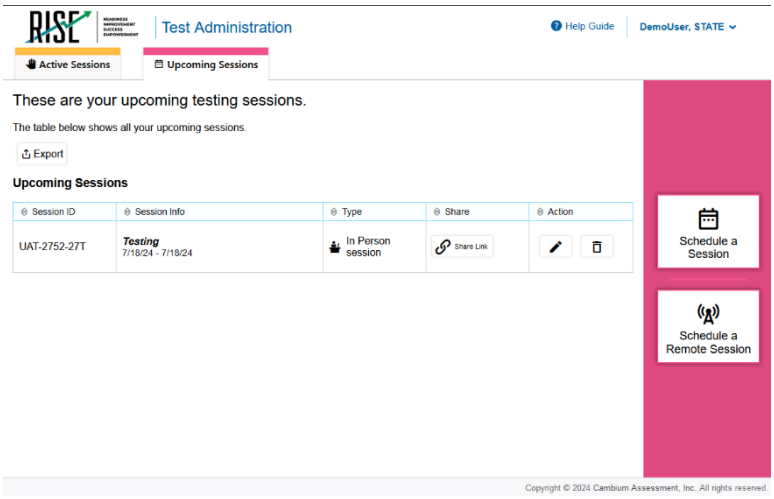



8. The *Session Information* pop-up window appears. This pop-up window provides the session ID teachers need to share with students so students can join the session when it starts. Note the guidance for securely communicating with students in the section How to Communicate Session Information Securely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

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




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



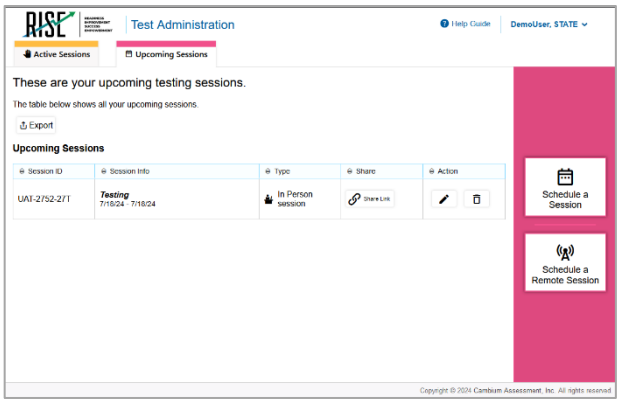

- To edit an upcoming session before it begins, select the **Edit** icon ( ).
- To delete an upcoming session before it begins, select the **Delete** icon ( ).

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

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

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

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




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

### How to Communicate Session Information Securely to Students

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

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

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

### Tasks to Complete During Remote Administration

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

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

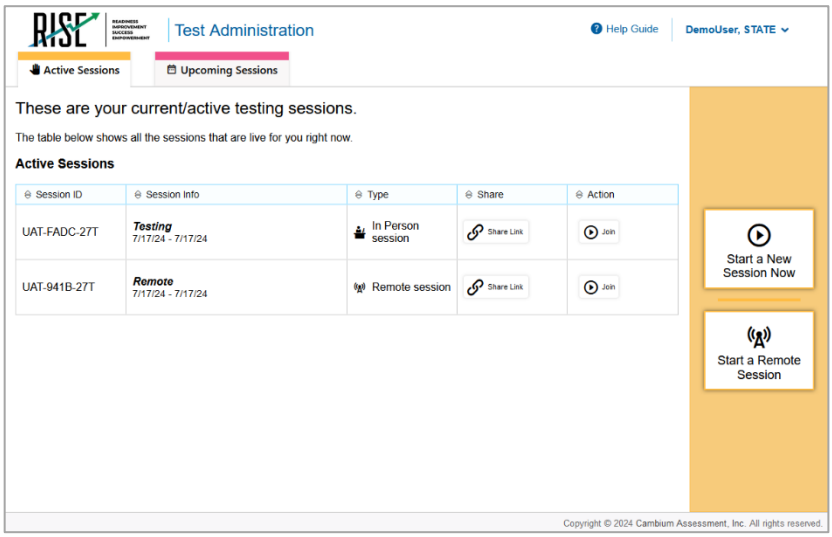
Teachers join a Benchmark Module session they scheduled in advance and approve students into the session so students can complete the Benchmark Module. Teachers should plan to join active sessions in advance to allow students time to log in. Students cannot join a session until the teacher has logged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

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

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

1. Access the RISE test administration site by following steps in the section How to Log in the Test Administration Site.

2. The *Test Administration* site appears. Select **Join** for the Benchmark Module session you want to join.




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. 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.

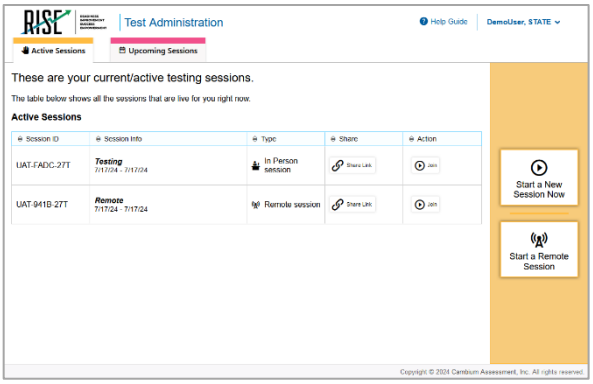
### How to Start Benchmark Module Session Immediately for Students not in the Classroom

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.

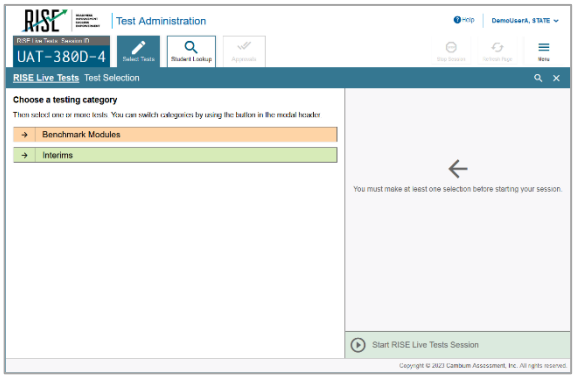
Teachers can start a Benchmark Module session immediately by following the steps below:

1. Access the test administration site by following steps in the section How to Log in the Test Administration Site .

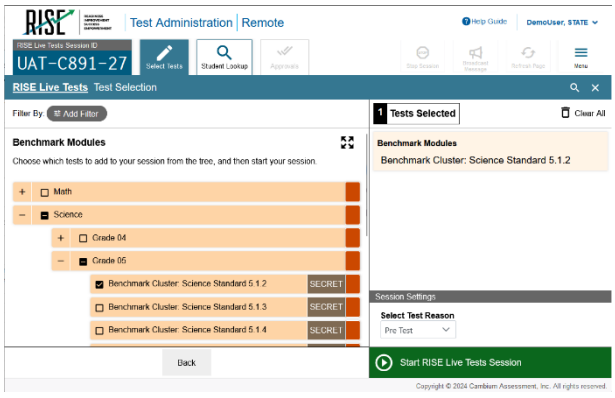
2. The *Test Administration* site appears, displaying the *Active Sessions* page. Select **Start a New Remote Session**.




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




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



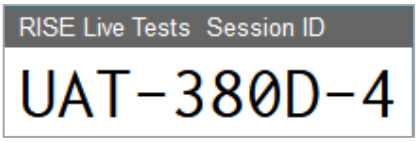

5. Once you have selected a Benchmark Module to add to the session, the *Session Settings* fields appear. Do the following:

   a. In the *Session Type* field, do one of the following:

   b. Select **Start RISE Live Tests Session**.

6. If the session is a remote session, a pop-up window appears in your web browser, requesting access to your microphone and camera. Select **Allow**. If you do not select Allow, students taking the test will be unable to see or hear you during video conferences.

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




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

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

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

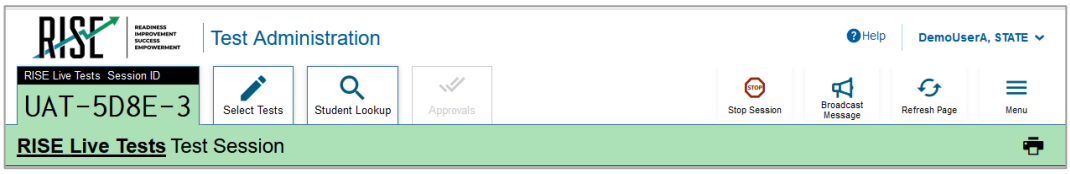
### How to Communicate with All Students in a Remote Session at once

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

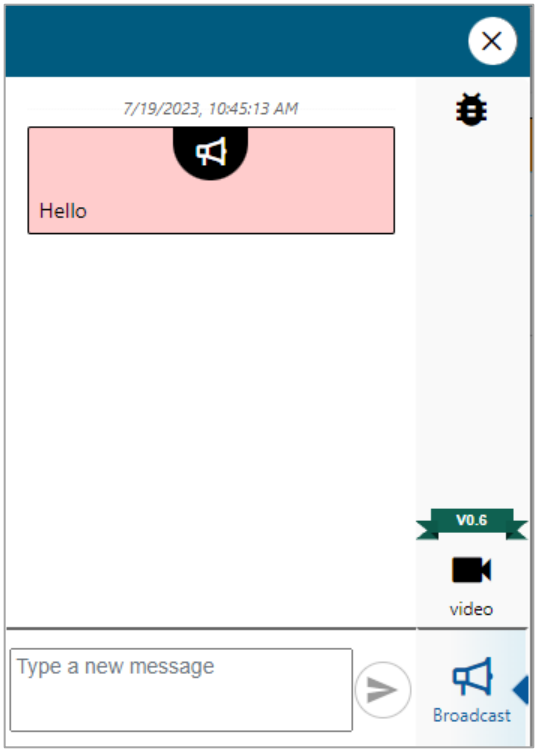
- Broadcasted messages to students pop up automatically as announcements on each student's screen. Students do not need to do anything for these messages to appear.
- Be sure to keep these messages brief. For example, teachers might tell students "Ten minutes left in the test." It may be helpful to remind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

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

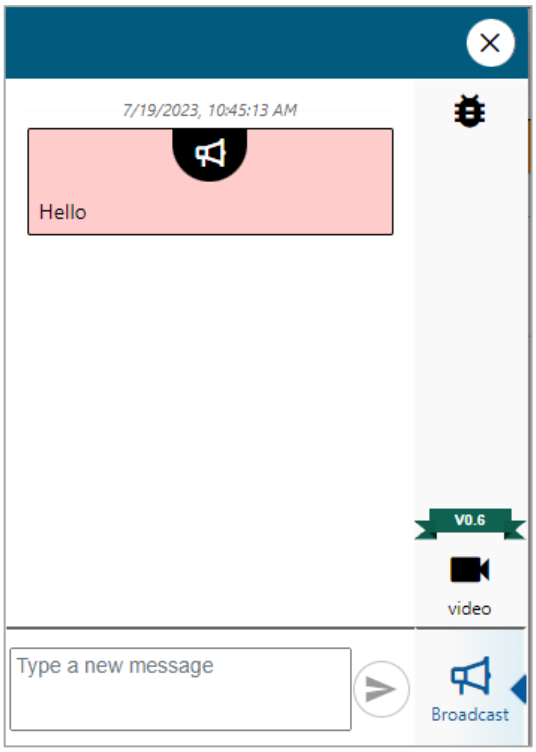
1. From the test administration site, select the **Megaphone** icon ( ).



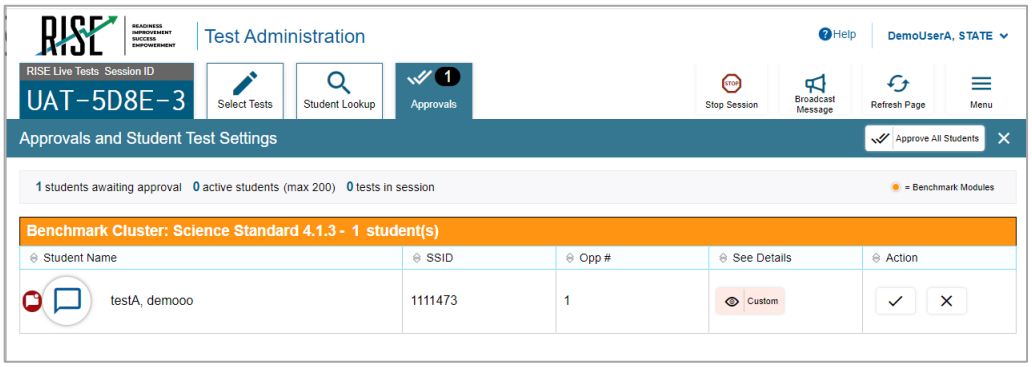

2. The *Broadcast* pop-up window opens. In the *Type a new message* field, type your message and then select the **Send** icon ( ).



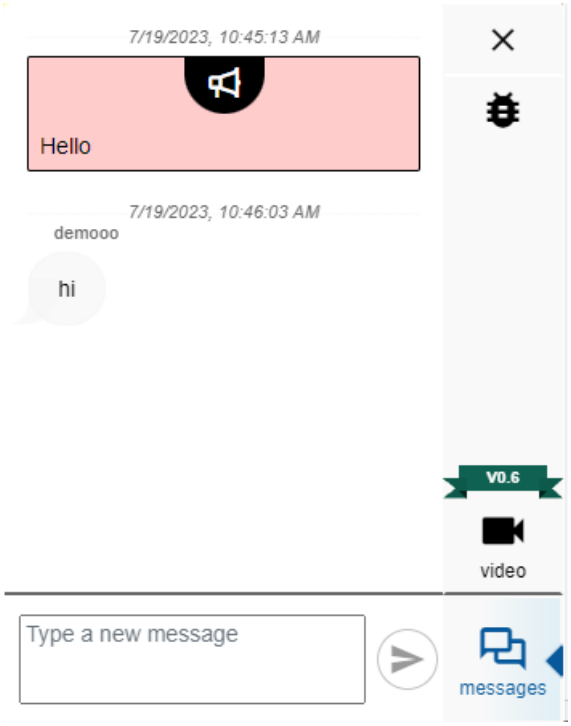

- Your message automatically appears on the testing device of each student in the session. Students do not need to do anything for this message to appear. It may be helpful to remind students that they do not need to individually reply to broadcast messages unless requested to do so.
    - Note: TAs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




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




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

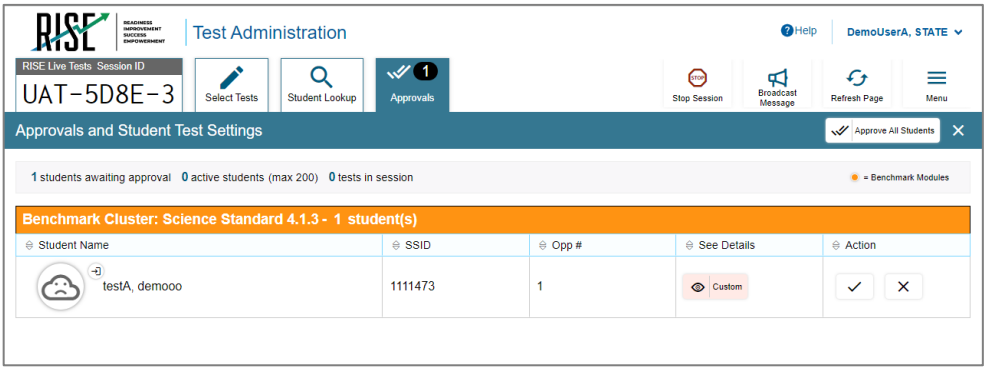



Select **X** to close the *Chat* pop-up window. The test administration site appears.

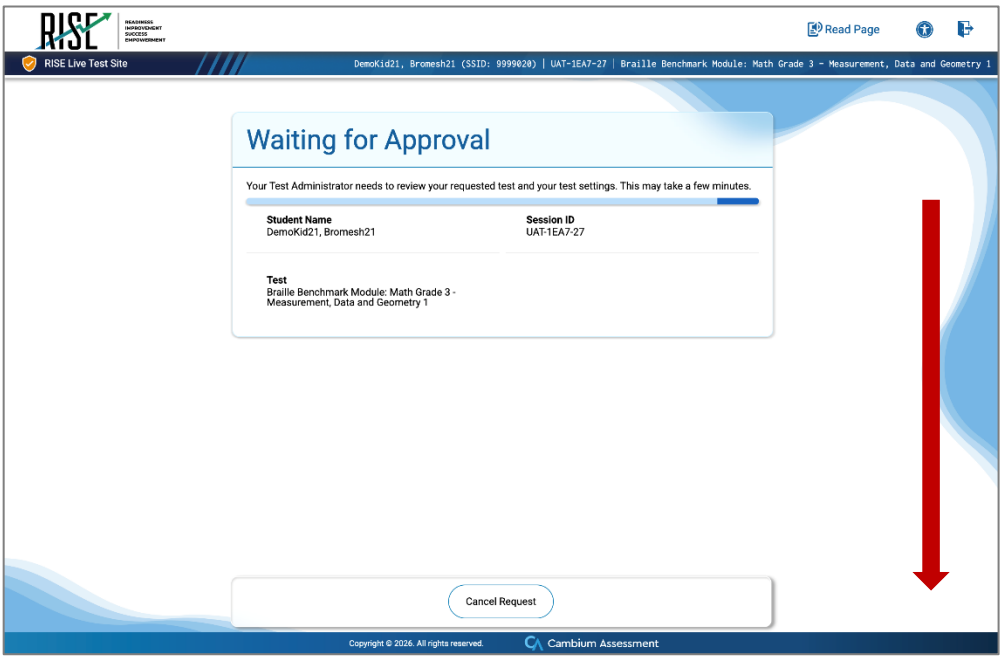
### How to Observe Students while they Complete Benchmark Modules Off-Site

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

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




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

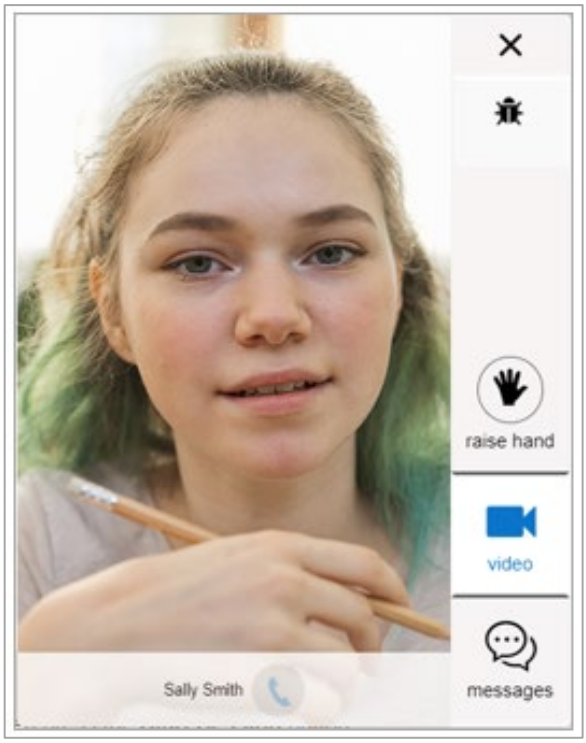



Once teachers approve students to join test sessions, teachers can see the **Student Video** icons on the list of students on the RISE remote Benchmark Module administration site. You may select a larger student view by clicking on the various options to the left of the broadcast icon. Depending on the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

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

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:

1. 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.

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

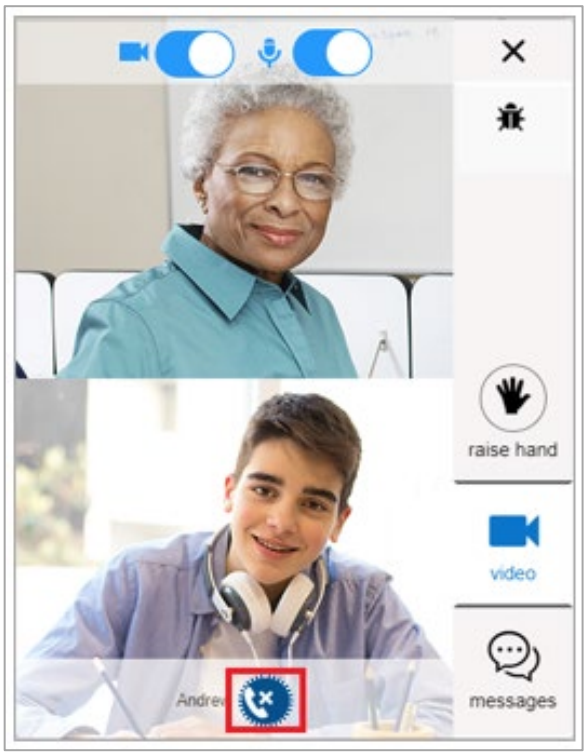



The call is placed. On your device, the *Video Conference* pop-up window displays a split-screen view of you and the student. On the student's device, the *Video Conference* pop-up window displays automatically, displaying the same split-screen view of you and the student.

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.

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

1. From the list of students in the Benchmark Module session, select the **Student with Hand Raised** icon ( ) for the student to whom you wish to respond.

2. The *Video Conference* pop-up window appears, displaying high resolution video of the student. Do one of the following:

   - To send the student a chat message, select **Messages**, enter your message in the *Type a new message* field and select the **Send** icon ( ). Your message appears automatically on the student's screen. Students can respond to your message with a chat message of their own.

   - To start a one-on-one video conference with the student, select the **Call** icon ( ). The student appears in a split-screen. You and the student can see and hear each other.

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

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

- To lower the student's hand, select the **Lower Hand** icon ( 

).
- To close the *Video Conference* pop-up window, select **X**. The list of students in the session appears.

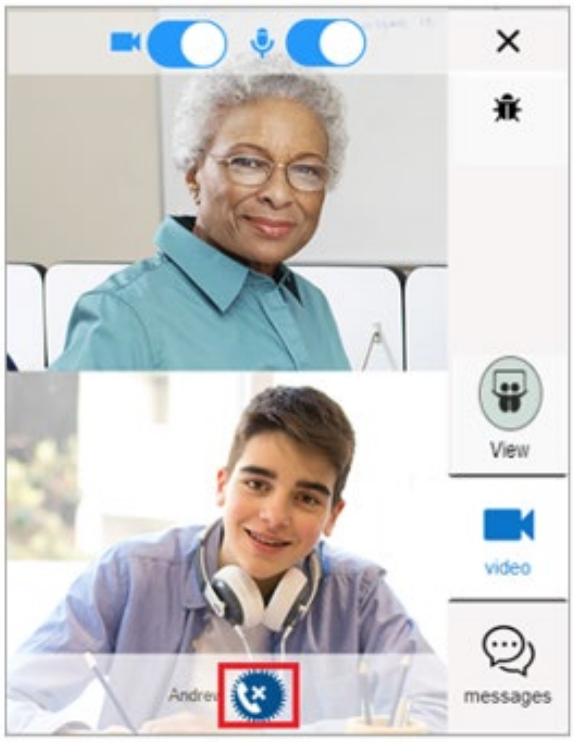


### How to View a Student's Screen

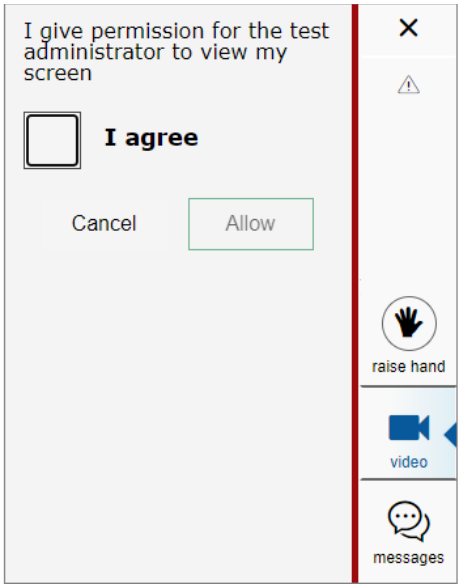
If a student has a question that requires you to see their screen, the system has screensharing functionality.

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

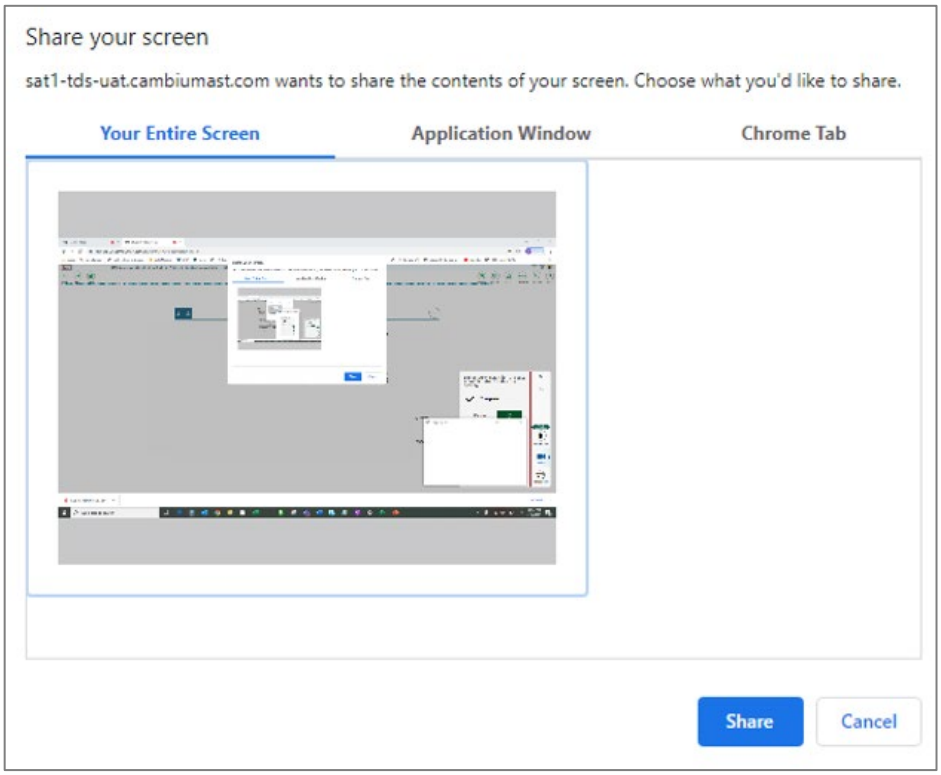
1. In the *Video Conference* pop-up window, select the **View** icon ( ).




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

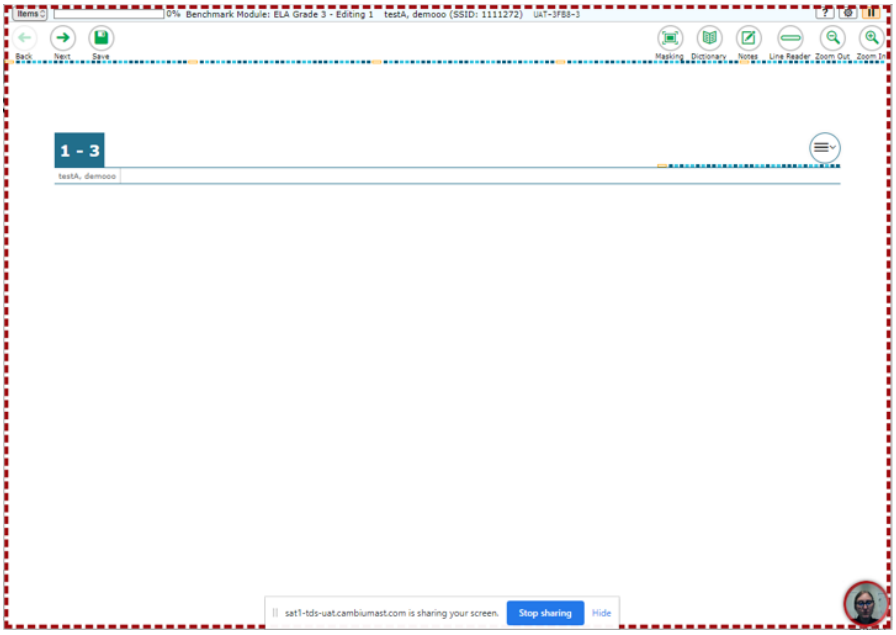


3. Once the student selects the **I agree** box, the *Share your screen* pop-up window will appear where the student will specify if they want to share their entire screen, an application window, or a browser tab (as applicable).




4. Once the student specifies which screen they want to share and selects the **Share** button ( 

), screensharing will begin. A red, dashed border will appear around the student's screen when it is being shared. The teacher will then be able to view the student's screen.



5. There are two ways to end screensharing.

   - The student can select the **Stop Sharing** button ( 

) on their screen.

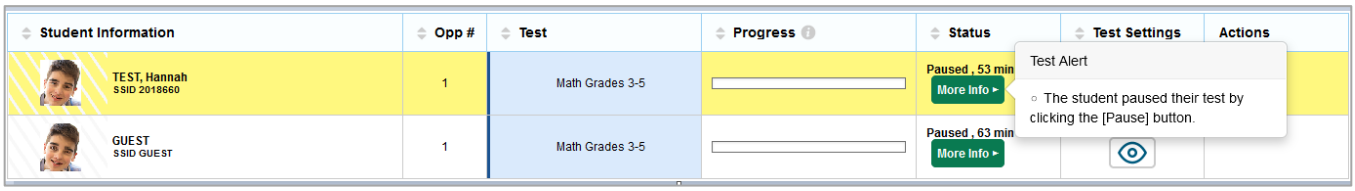
   - The teacher can select the **End** icon ( 

) in the *Video Conferencing* pop-up window on their screen.

### How to Respond if a Test Alert Appears for a Student

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

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




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

1. When a test alert appears, select the **Student Video** icon ( 
) for the student.

2. The *Video Conference* pop-up window appears, displaying high resolution video of the student. Do one of the following:

   - To send the student a chat message, select **Messages**, enter your message in the *Type a new message* field and select the **Send** icon ( 
). Your message appears automatically on the student's screen. Students can respond to your message with a chat message of their own.

   - To start a one-on-one video conference with the student, select the **Call** icon ( 
). The student appears in a split-screen. You and the student can see and hear each other.

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

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

   - To lower the student's hand, select the **Lower Hand** icon ( 

).

   - To close the *Video Conference* pop-up window, select **X**. The list of students in the session appears.

### How to End a Remote Benchmark Module Session

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

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

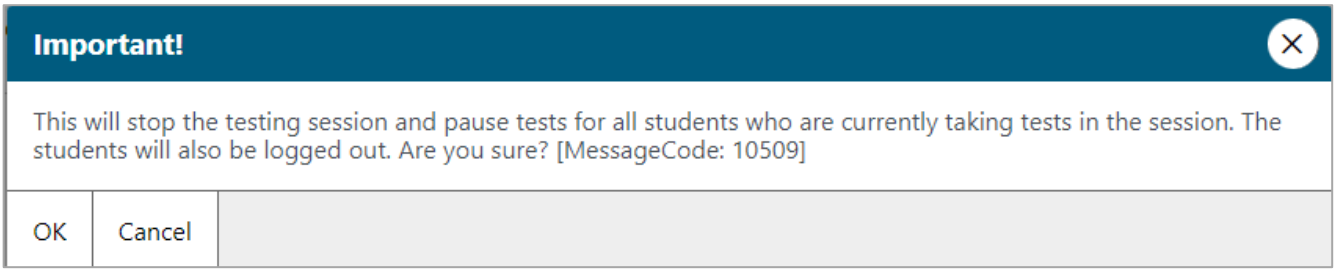
Stopping a session automatically logs out all the students in the session and pauses their Benchmark Module. Once a session is stopped, it cannot be resumed. To resume the Benchmark Module, a new session should be started. Please note: updated session information will need to be provided for students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

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




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

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



### Remote Benchmark Module Student Scripting

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

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

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

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

***Please note that the RISE assessments will provide automated instructions read aloud to students on each page as they progress through the following screens. These instructions will cover the information students will need to know to operate their test. The student should raise their hand should they encounter any issues.*

### Steps for Directing Students

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

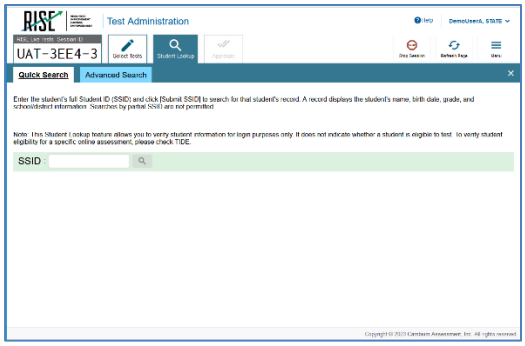
***SAY IN ZOOM: "Please ensure all personal electronic devices, including cell phones and smart watches, are powered off and put away; you may not use them until the session is over. Today's session will go until [insert time the session will end]; everyone should complete the benchmark module by this time. Scratch paper has been provided for you on your desk. If you need more scratch paper at any time, please raise your hand. Everyone should complete the benchmark module by this time. You will see a sign-in screen on your device where you will enter your first name and seven-digit SSID. After signing in, ensure your headphones are plugged in or your speakers are on so you can click the play icon to listen carefully as you move through the test settings and the instructions. When you are ready, select Begin Test Now. Once your test has started, you may communicate with me using the tools in the Secure Browser. If, at any time you require assistance before you enter the test, please return to this ZOOM room."***

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

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

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

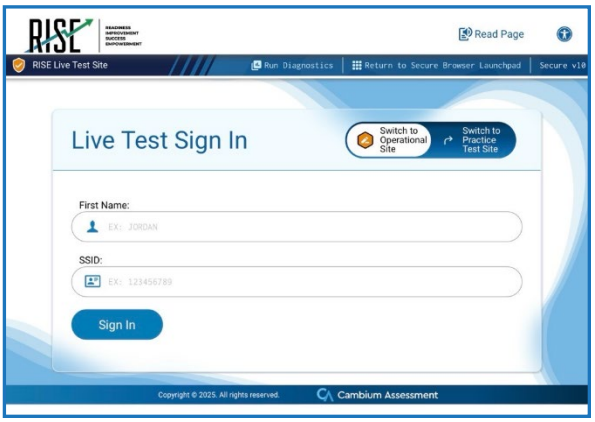
Student Lookup Function in TA Site




### Test Sign-in for Students

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

Figure 71. Student Sign In Page




Pause while students sign in (see Figure 71).

***SAY: "You will now progress through a few screens of test settings. Click on the play icon and listen along to the instructions provided."***

Pause as students progress through the following pages (see Figure 72, 73, 74, 75, 76). Students are instructed to reach out via the chat function to their proctor with any questions.

Figure 72. Is This You? Page

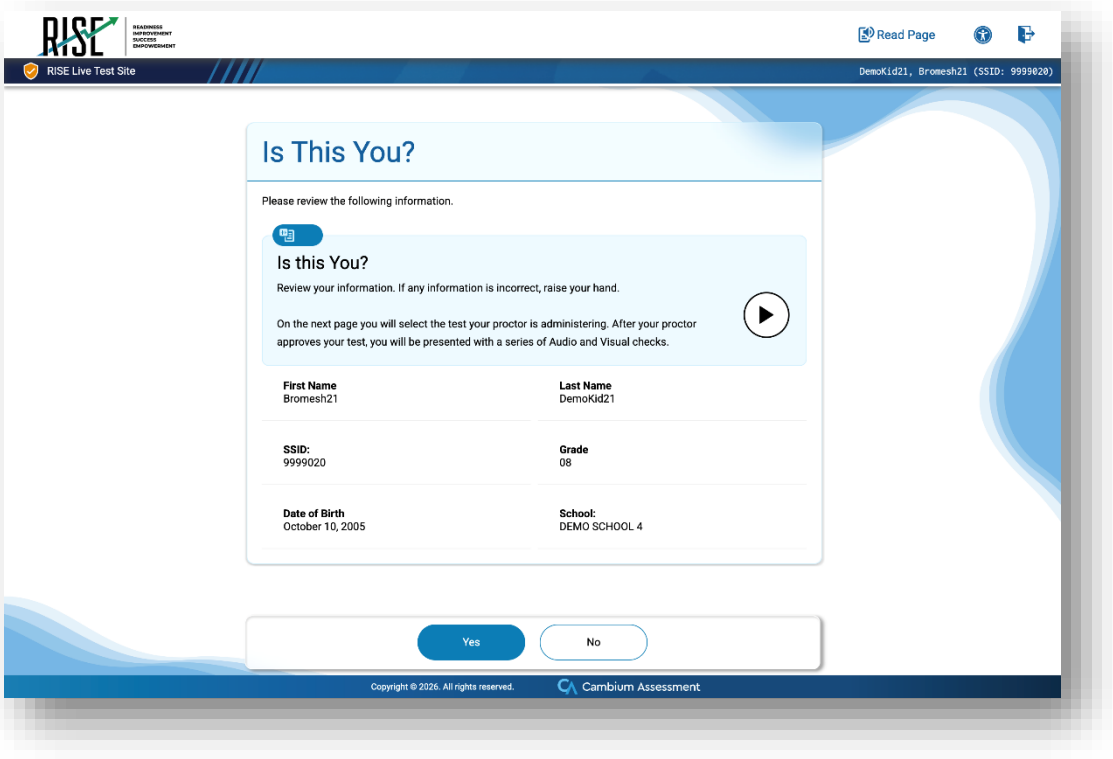



Figure 73. Students' Your Tests Page

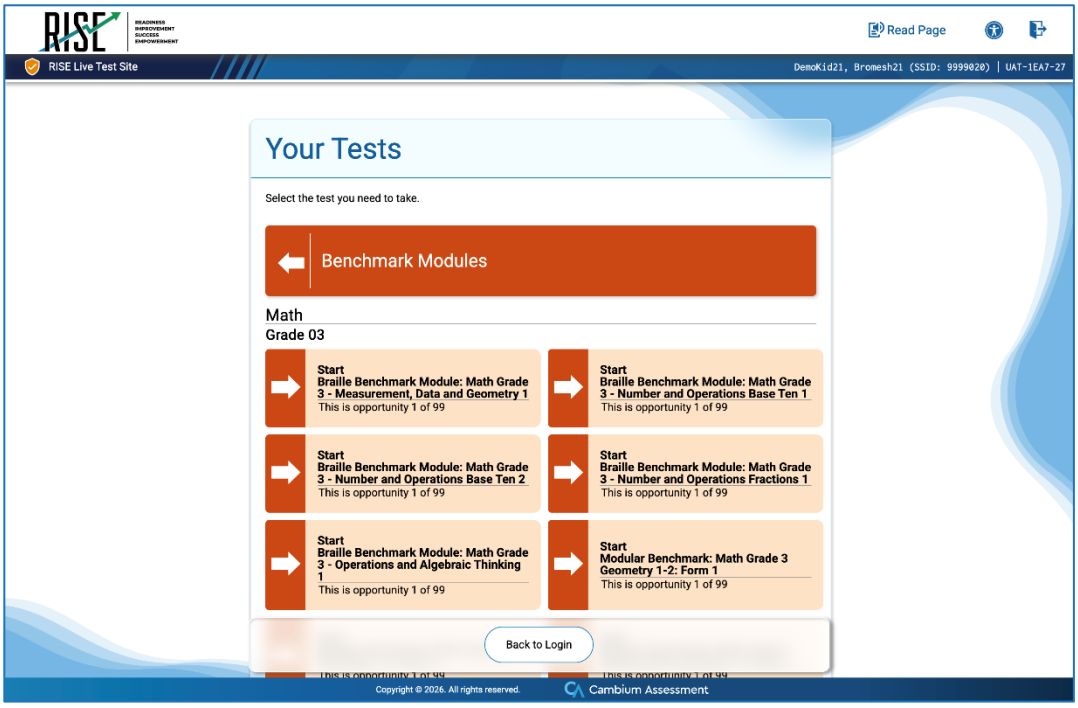


Figure 74. Waiting for Approval Page

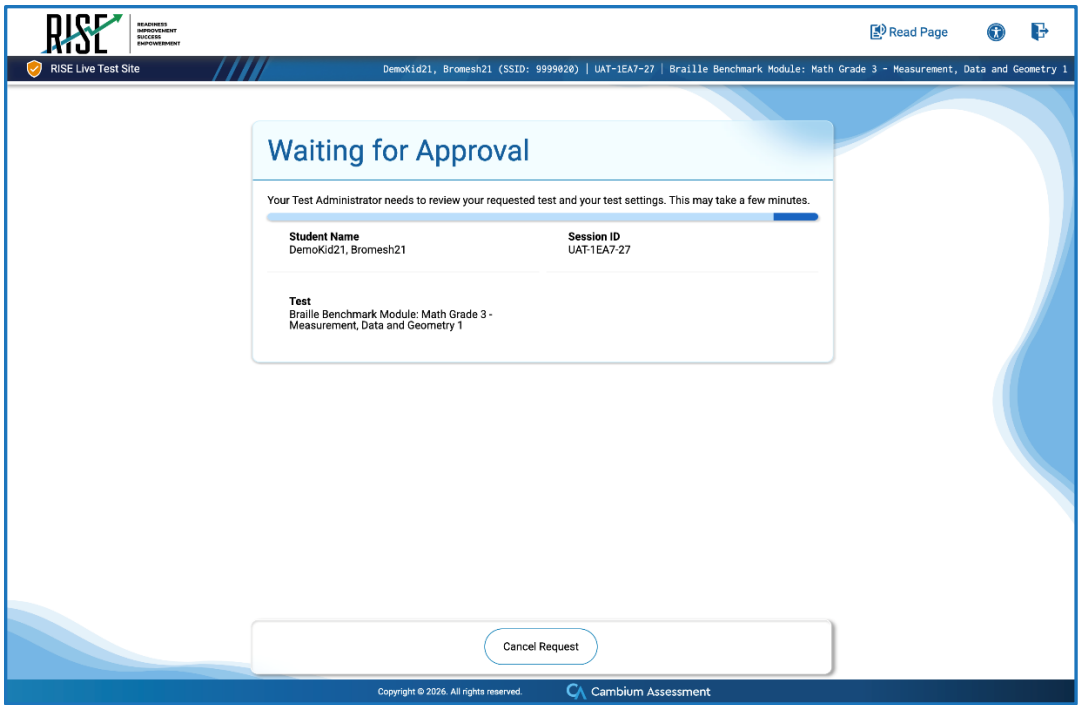
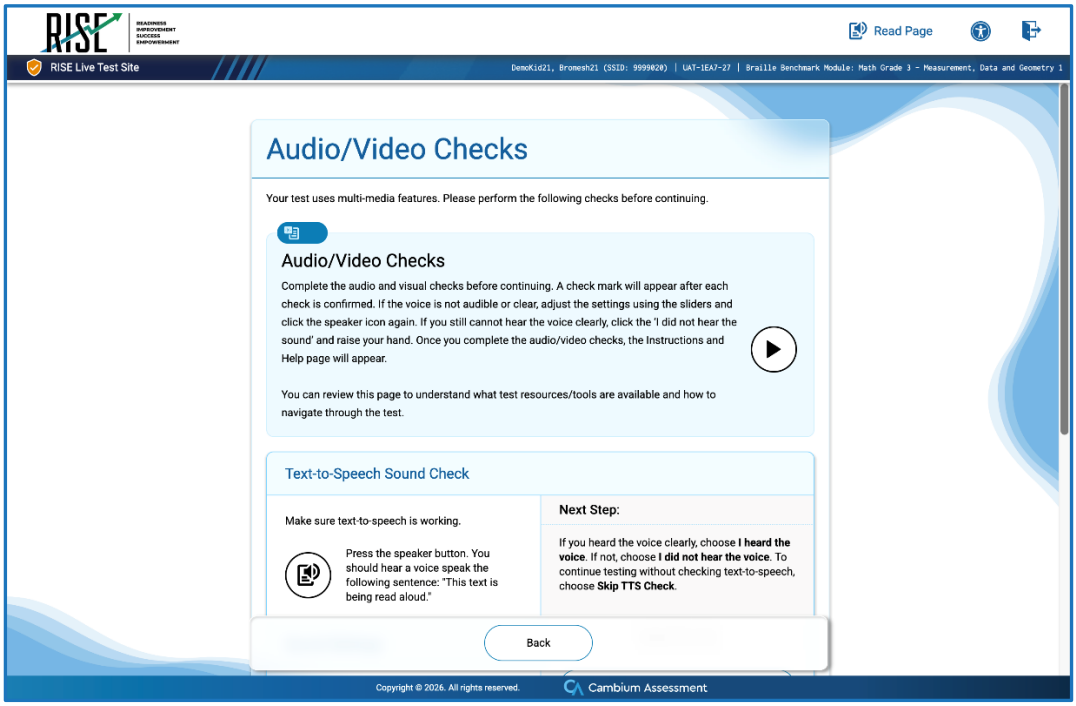



Figure 75. Audio/Video Checks Screens



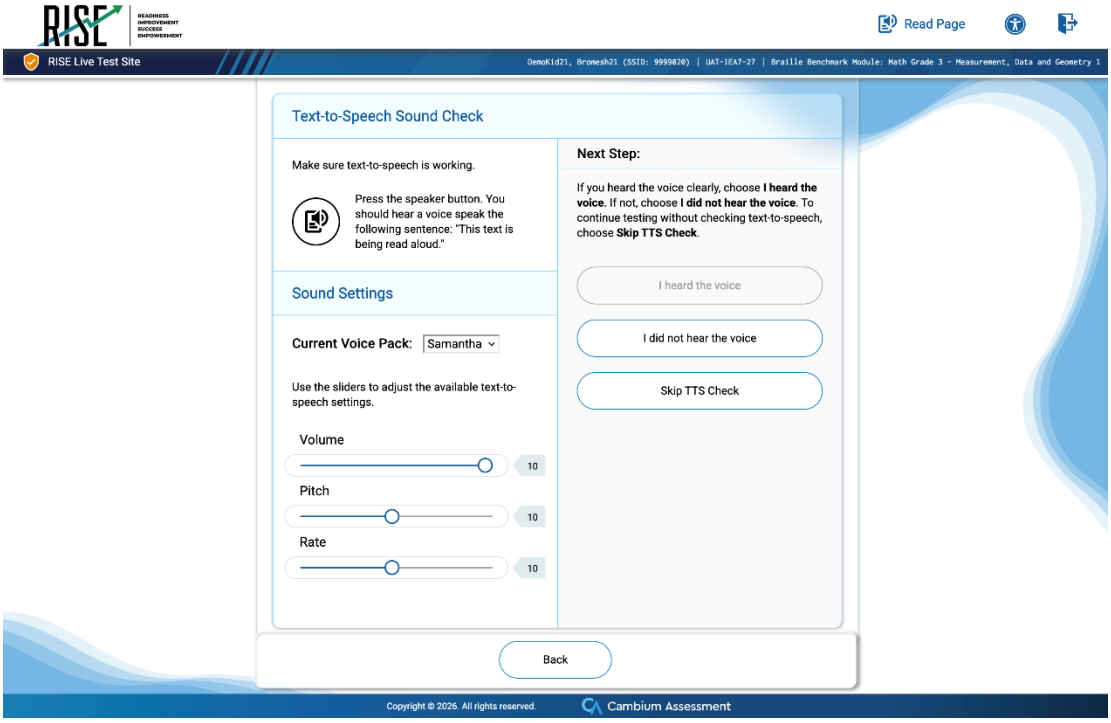
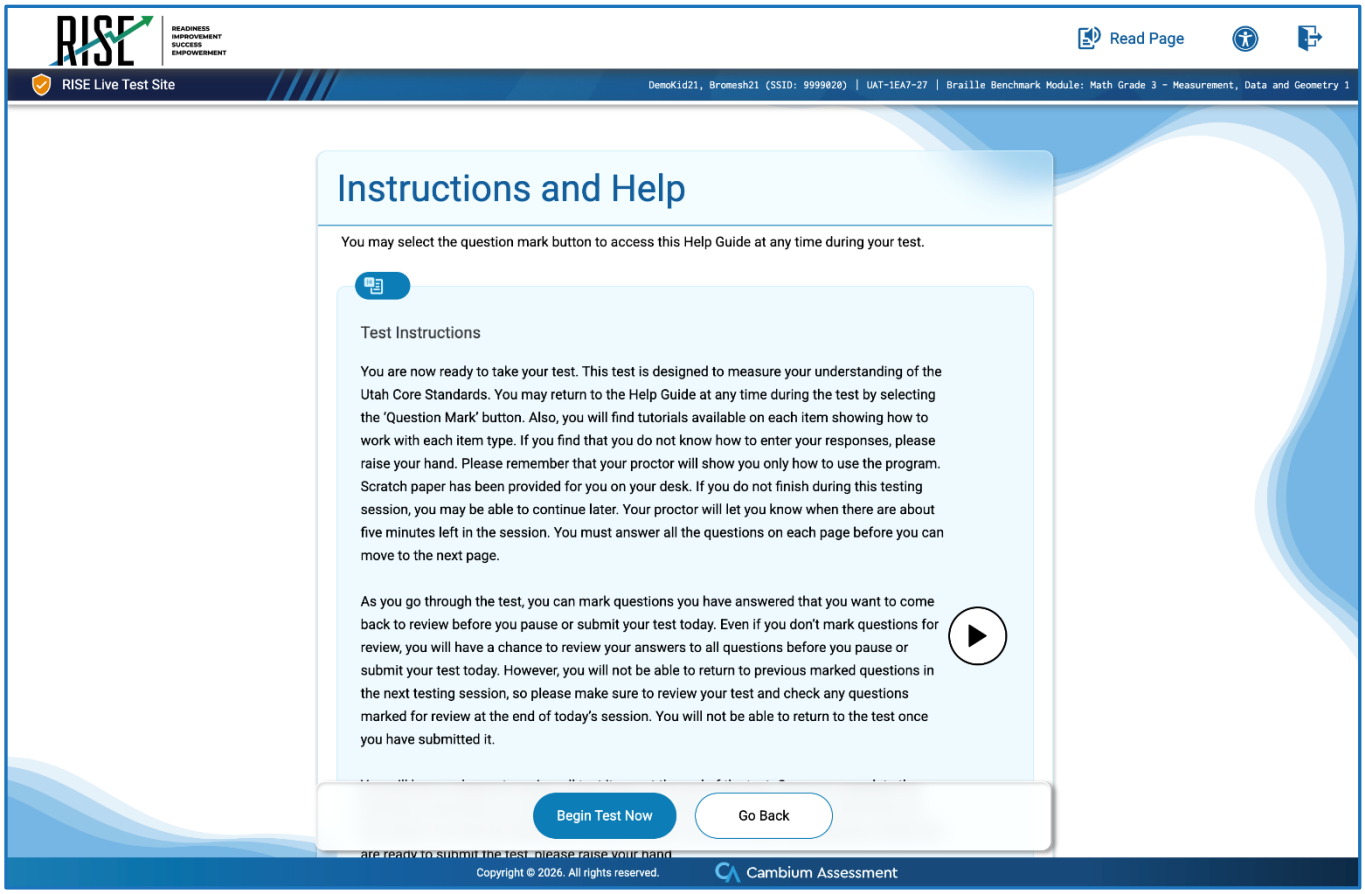

Read Page
RISE Live Test Site
DemoKid21, Bromesh21 (SSID: 9999020) | UAT-1EA7-27 | Braille Benchmark Module: Math Grade 3 - Measurement, Data and Geometry 1
Text-to-Speech Sound Check
Make sure text-to-speech is working.
Press the speaker button. You should hear a voice speak the following sentence: "This text is being read aloud."
Sound Settings
Current Voice Pack: Samantha
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
Back
Copyright © 2026. All rights reserved.
Cambium Assessment

Figure 76. Instructions and Help Page




***SAY: "Today's testing session will go until* [insert time the session will end]. *Everyone should complete a test by this time.***

**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.

## Ending the Remote Benchmark Module Session

### 5-minute Warning & Ending Script

Within the testing interface, click on the 'Broadcast' button.

**SAY: "There are five minutes left in this session. Please prepare to pause or end your benchmark module. If you pause it, you will not be able to return to items you have answered, so please review them beforehand. You will not be able to return to this benchmark module once you have submitted it. When you have completed it, please click the 'Raise Hand' button before you submit it so I can check in with you before you select the 'Submit Test' button."**

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 (see Figure 77). Please note: for remote administration, a new session ID will need to be provided to all students once the session has been stopped.

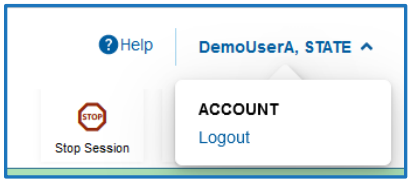
Figure 77. Session ID Window




### Remote Test Administrator—Sign Out

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

Figure 78. Logout Button on TA Site Banner



## After Remote Benchmark Module Administration

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

## Interim Assessment Scripting

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

***Please note that the RISE assessments will provide automated instructions read aloud to students on each page as they progress through the following screens. These instructions will cover the information students will need to know to operate their test. The student should raise their hand should they encounter any issues.*

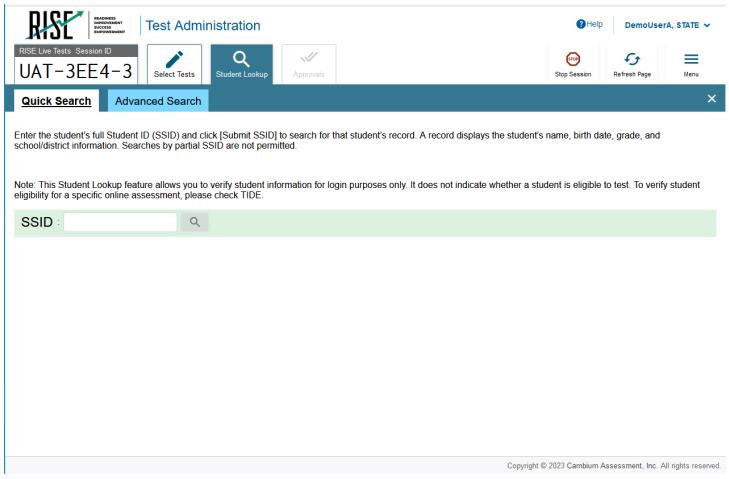
***SAY: "Please ensure all personal electronic devices, including cell phones and smart watches, are powered off and put away; you may not use them until the testing session is over. Today's testing session will go until [insert time the session will end]. Scratch paper has been provided for you on your desk. If you need more scratch paper at any time, please raise your hand. On the sign-in screen, enter your first name and seven-digit SSID. After signing in, ensure your headphones are plugged in so you can click the play icon to listen to the instructions before you begin your test. Listen carefully as you move through the test settings and the instructions. When you are ready, select "Begin Test Now."***

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

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

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

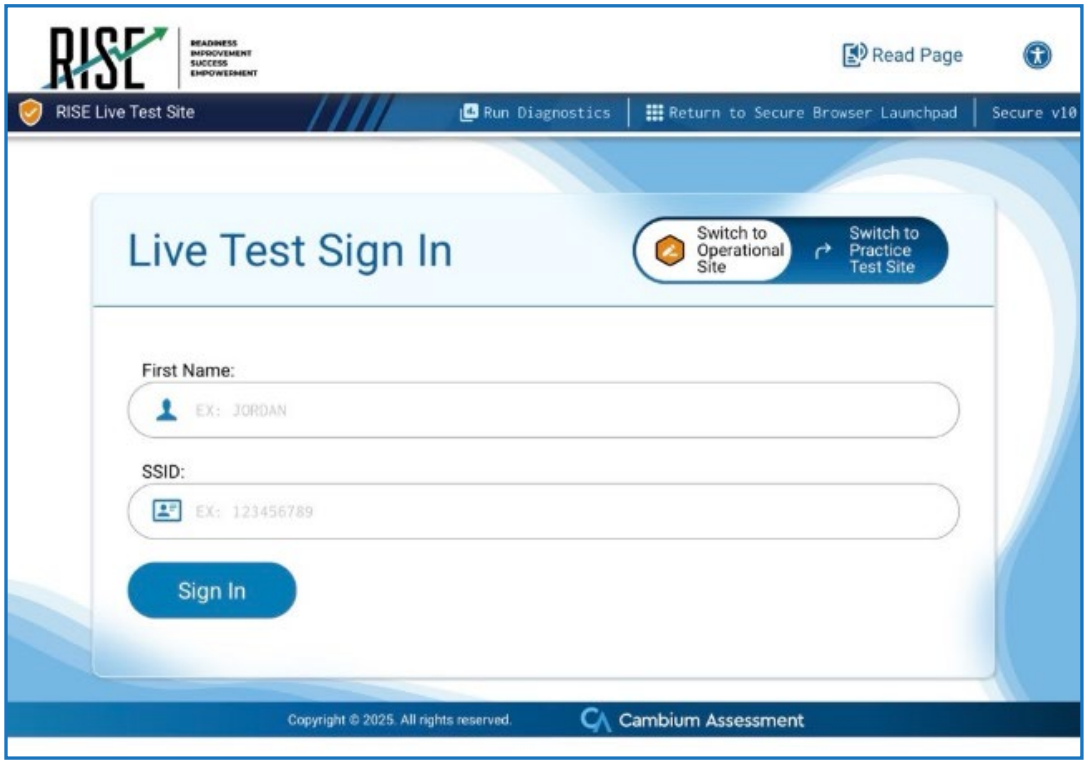
Figure 79. Student Lookup Function in TA Site




## Test Sign-in for Students

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

Figure 80. Student Sign In Page




Pause while students sign in (see Figure 80.)

***SAY: "You will now progress through a few screens of test settings. Click on the play icon and listen along to the instructions provided."***

Pause as students progress through the following pages (see Figure 64, 65, 66, 67). Students are instructed to raise their hands with any questions.

Figure 81. Is This You? Page

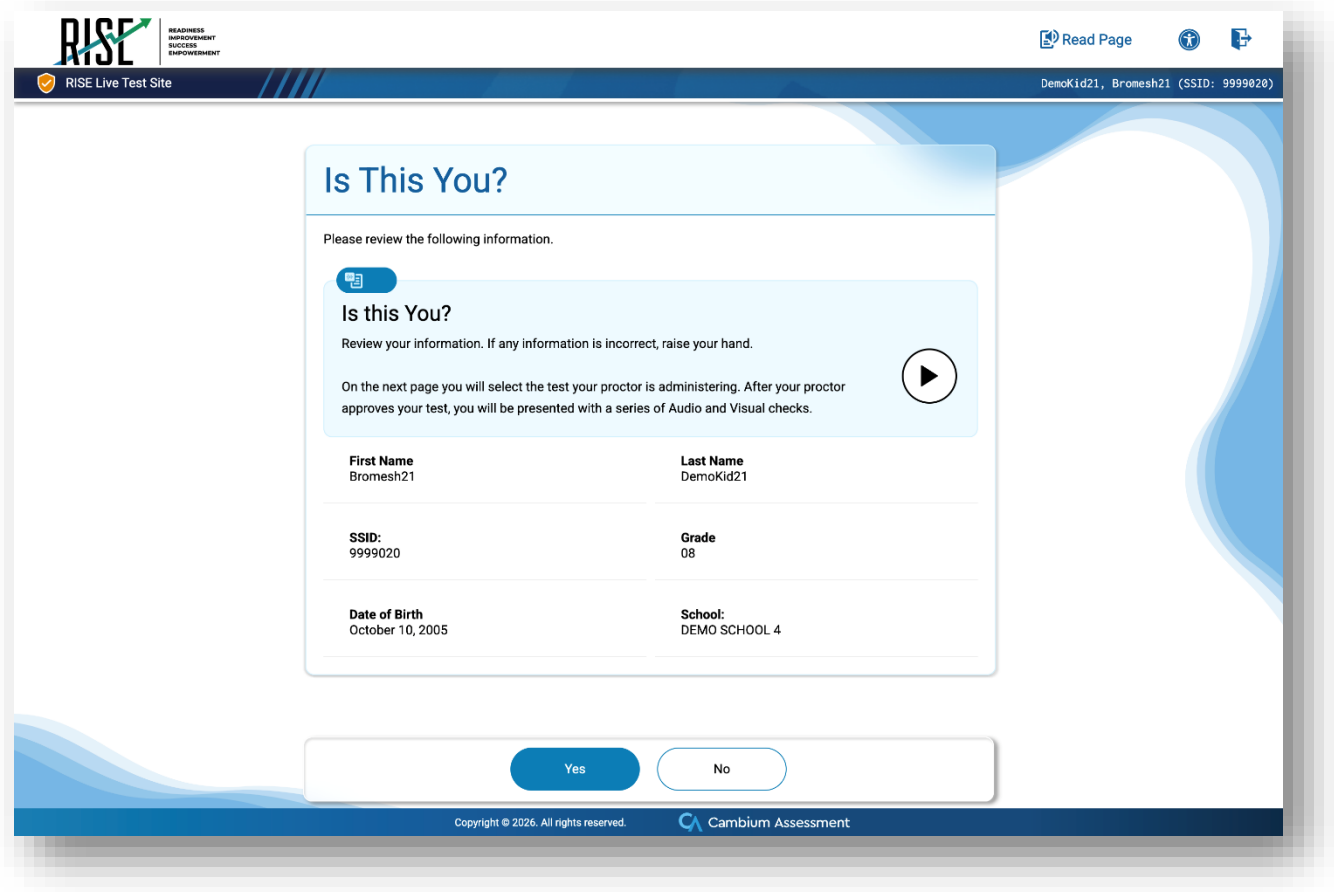



Figure 82. Students' Your Tests Page

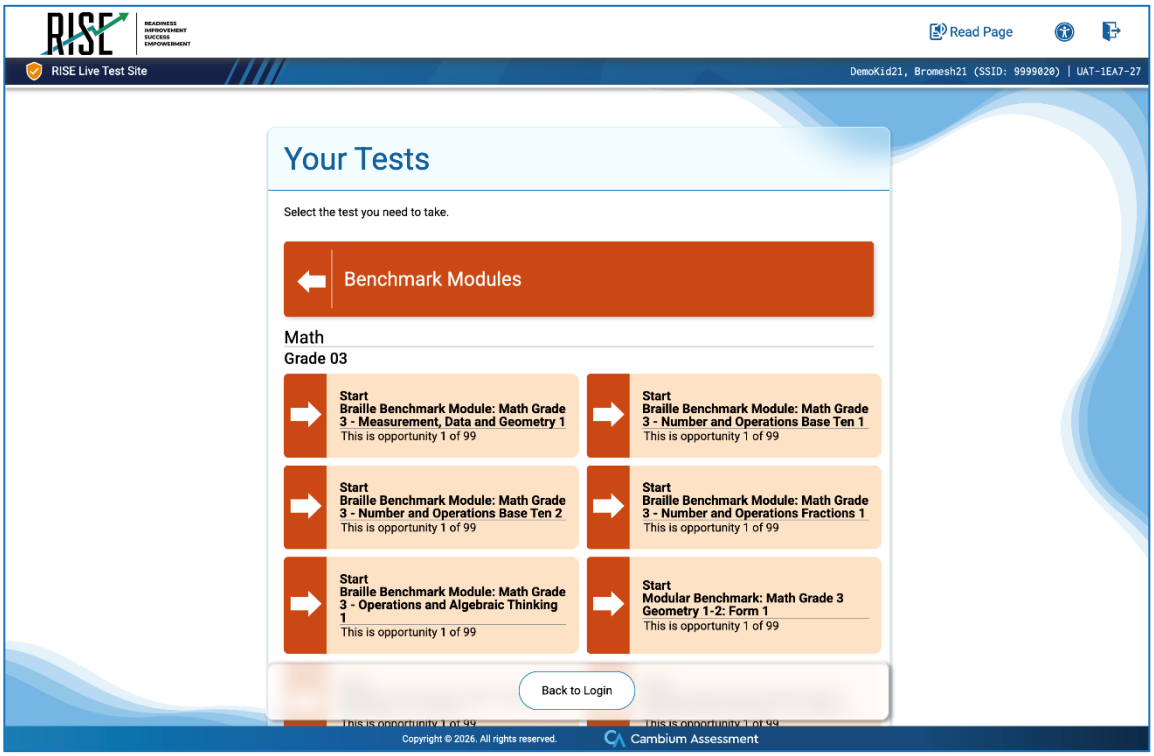


Figure 83. Waiting for Approval Page

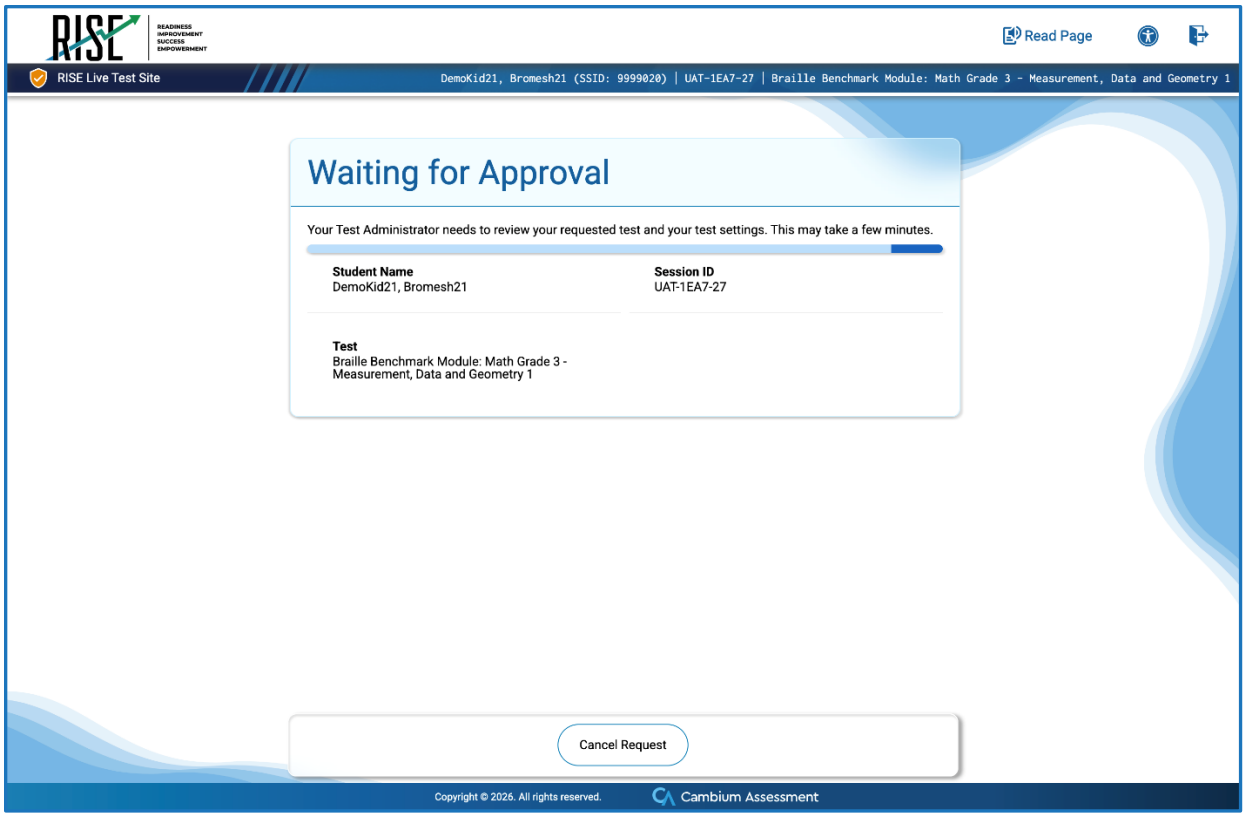



Figure 84. Audio/Video Checks Screens

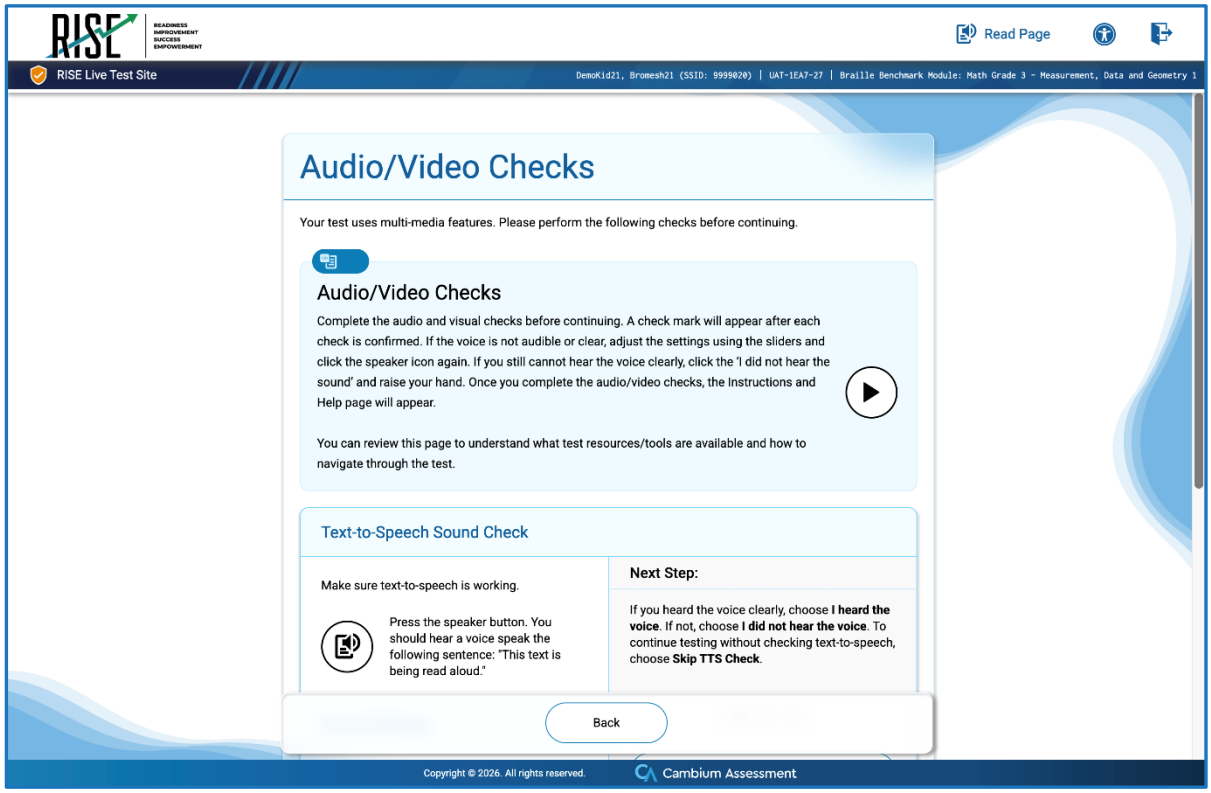
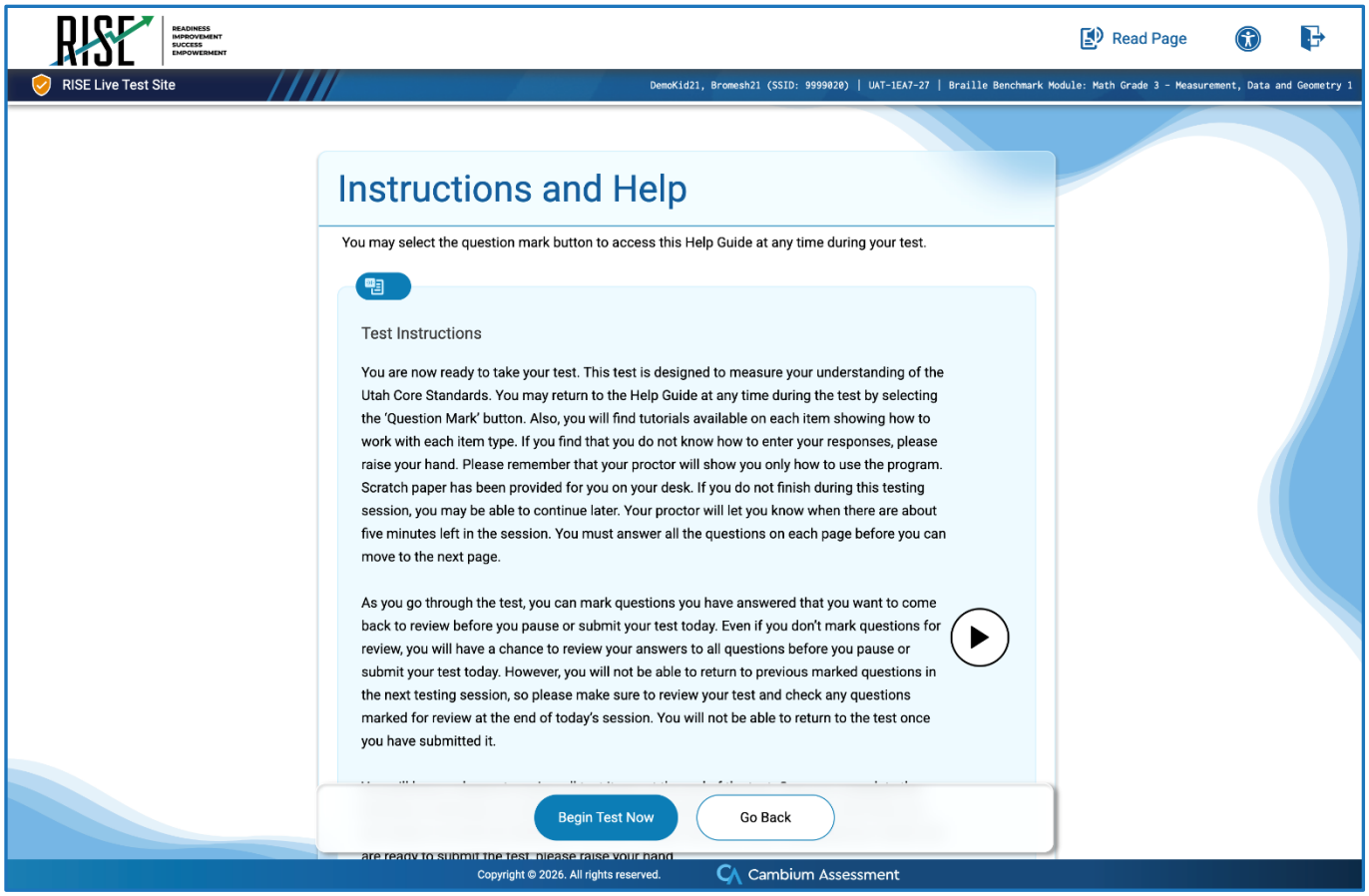


Figure 85. Instructions and Help Page




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

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

***SAY: "Today's testing session will go until*** **[insert time the session will end].** ***Everyone should complete a test by this time."***

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

**5-minute Warning**
**SAY: "There are five minutes left in this test session. Please prepare to pause or end your test. If you pause your test, you will not be able to return to items you have answered, so please review them now. You will also not be able to return to your test once you have submitted it. If you are not finished, you will have a chance to answer the other items later."**

### End of testing session:

***SAY: "The test session is now over. If you have not finished, click the 'Pause' button in the upper-right corner. If you have finished the test, review items one more time to make sure you are happy with your responses because you will not be able to return to the test after you have submitted it. Once you have reviewed the items, click Submit Test. If you need help, or cannot submit your test, raise your hand and let me know."***

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."***

## 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 (see Figure 88).

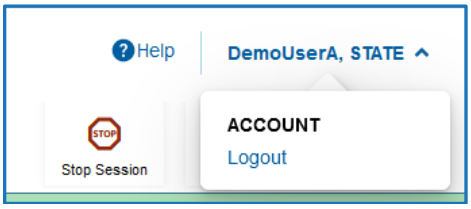
Figure 88. Session ID Window




### Test Administrator—Sign Out

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

Figure 89. Logout Button on TA Site Banner



## After Testing

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

# Administering the RISE Interims Remotely

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

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

Students who require the use of accommodations outside the embedded resources—print, braille, assistive technology, scribe, and sign language—will need to submit a request form to USBE. This ensures students needing those accommodations will receive the appropriate support to be successful. The "USBE Remote Proctoring Request Form" can be found on the USBE Special Education webpage and should be submitted to USBE, at least 3 weeks prior to the testing date.

## Security

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

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

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

## Creating a Remote Session in the Test Delivery System

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

## Remote Administration of Interim Assessments for Teachers

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

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

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

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

### How to Prepare for Remote Administration

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

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

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

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

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

Please note: both proctors will need to share the same device while proctoring as the system does not allow for multiple proctors to log in on separate devices.

### What Technology do Teachers Need?

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

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

### Hardware Requirements for Teachers

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

### Software Requirements for Teachers

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

### Before Testing Day: Checking your Technology

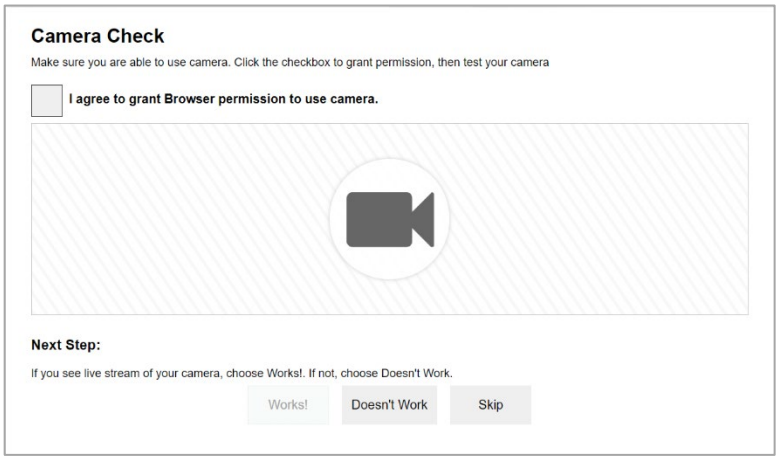
To ensure the teacher's webcam, microphone, and speaker meet the minimum requirements necessary for remote testing, run the diagnostic checker at https://demo.tds.airast.org/systemdiagnostic/pages/default.aspx?c=ClearSight_PT

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

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

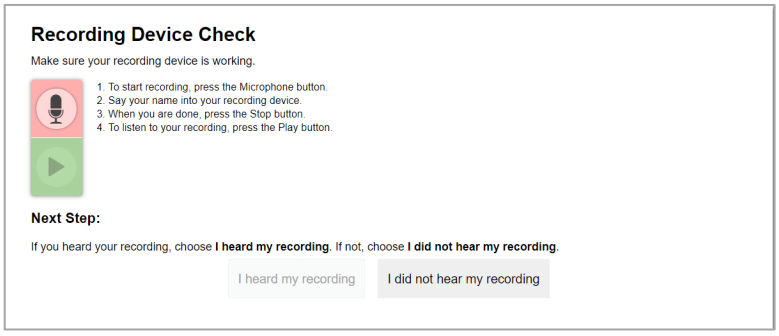
1. In the *Camera Check* field, mark the **I agree to grant Browser permission to use camera.** checkbox.
2. Select the **Camera** icon (  ).
3. A pop-up window appears in your web browser, requesting access to your camera. Select **Allow**. If you do not select Allow, the RISE system will not be able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

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



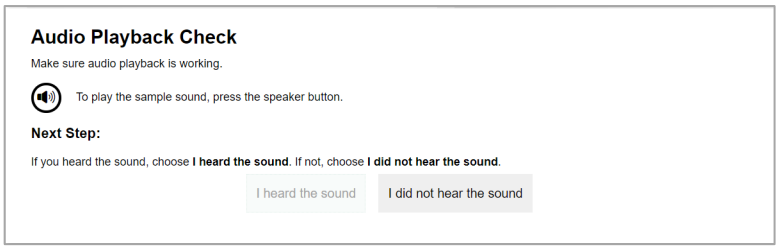

Teachers can ensure their microphone is working properly by following the steps below:

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.

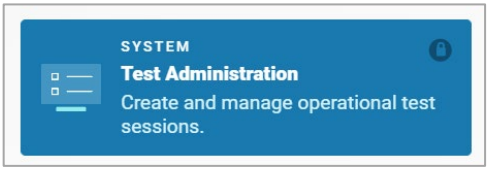



### How to Log in the Test Administration Site in an Online Setting

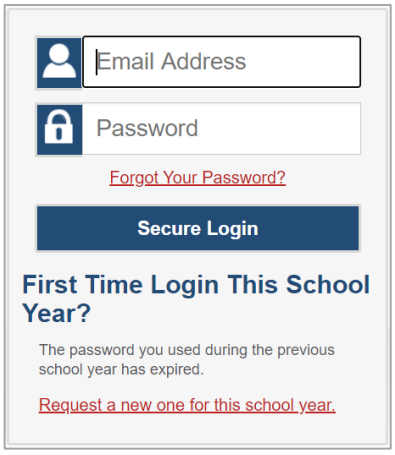
Teachers access the RISE test administration site in an online setting the same way they would access it in a classroom. From the test administration site, teachers can start an Interim Assessment session immediately or schedule am Interim Assessment session to start in the future.

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

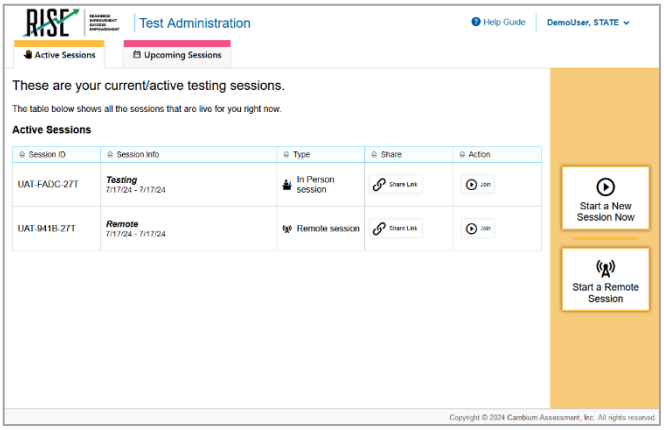
1. Access the RISE portal at www.utahrise.org
2. Select the Test Administration card.




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. Users are prohibited from logging in to the RISE and Secure Browser systems using any credentials other than those specifically assigned to their role.



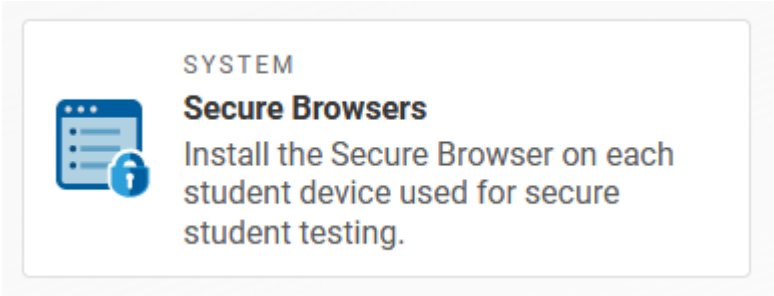
Once you have logged in, the *Test Administration* site appears, displaying the *Active Sessions* page. In addition to allowing teachers to create Interim Assessment sessions for students in the classroom like they have done in the past, this site has been redesigned to allow teachers to create Interim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




### How to Schedule an Interim Assessment Session in Advance

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

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

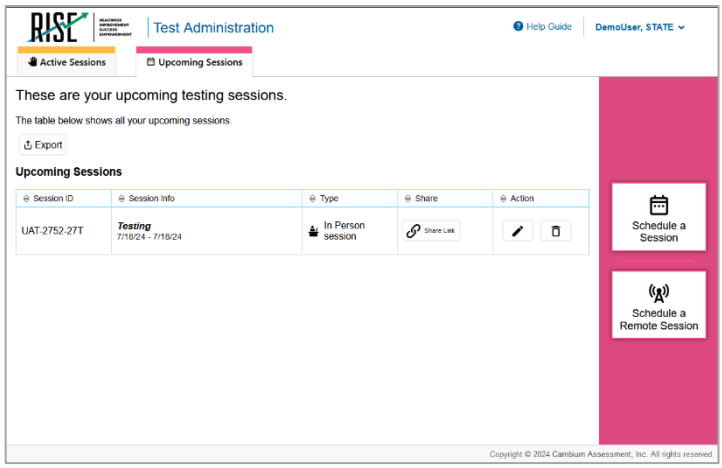



For information about communicating session information to students, see the section How to Communicate Session Information Securely to Students.

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

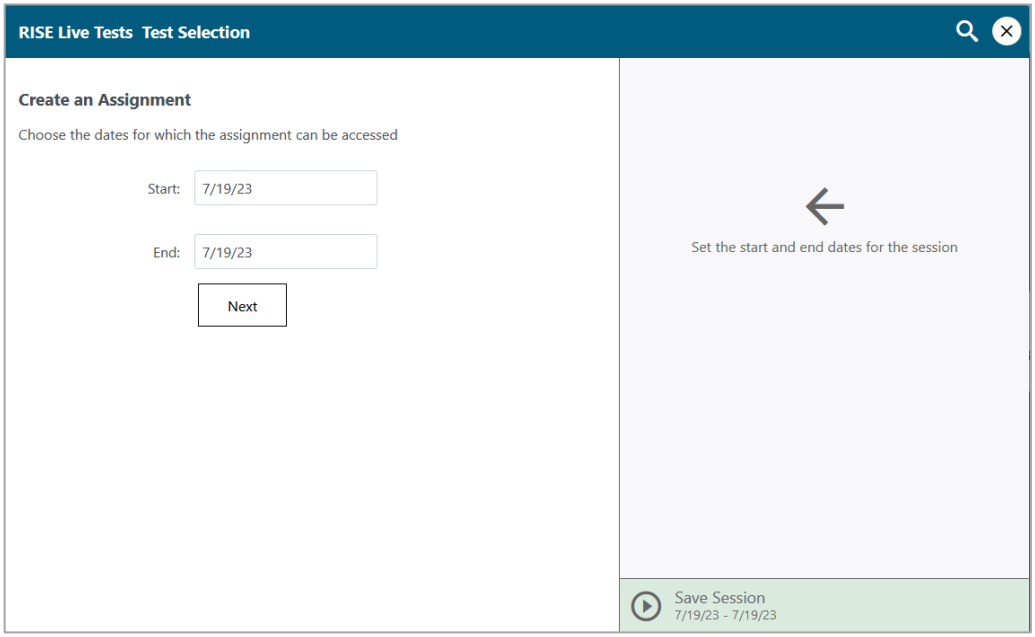
1. Access the RISE test administration site by following steps in the section How to Log in the Test Administration Site .

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

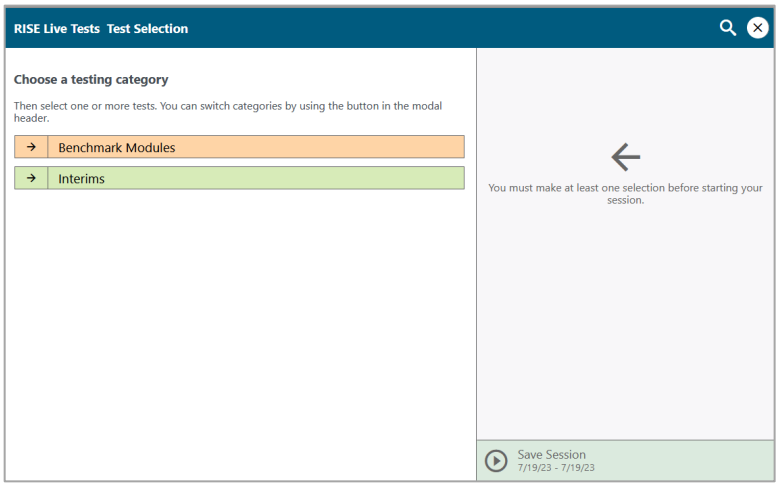



3. The *Upcoming Sessions* page appears. Select **Schedule a Remote Session**.

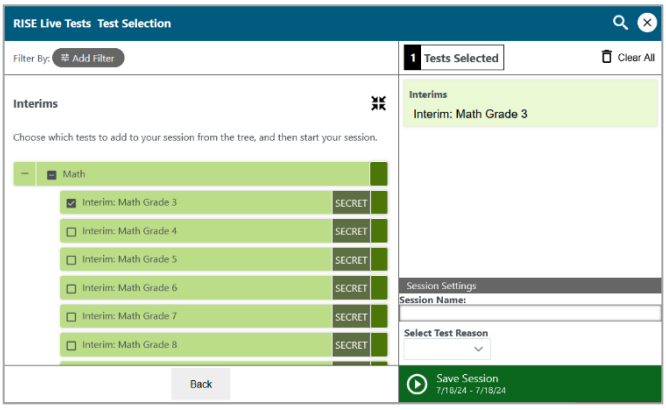
4. The *Schedule a Session* pop-up window appears. In the *Start* and *End* fields, enter a start and end date for the session and select **Next**.



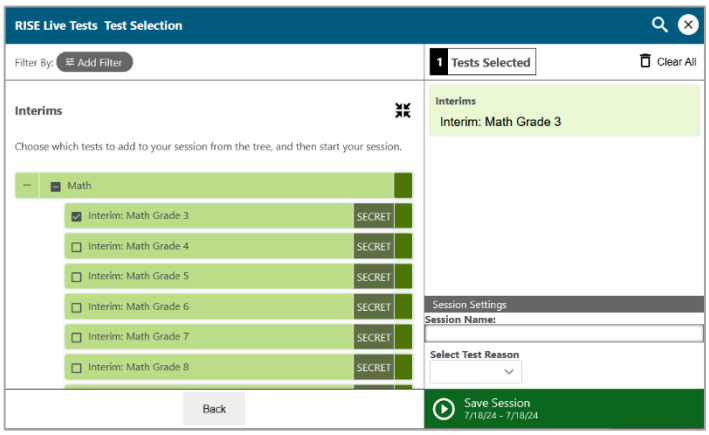
5. The *Test Selection* page appears. From the list of color-coded test categories, select the Interim Assessment that you wish to include. To alleviate student confusion, assign one Interim Assessment per session for students, unless students are completing make-up assessments.



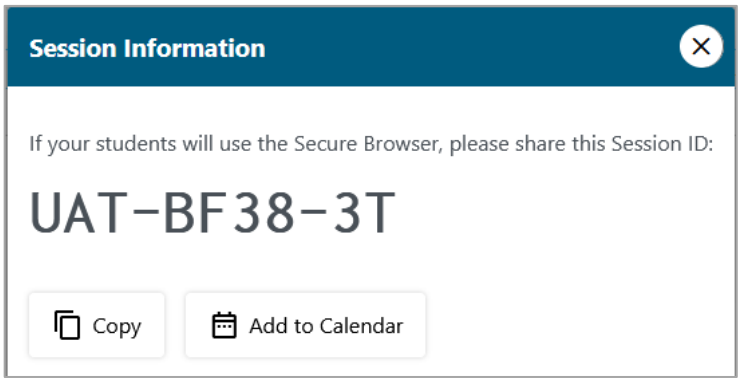

6. The Interim Assessments appear. Select an Interim Assessment to add to the session by marking the checkbox(es) by the test(s). Expand a group of Interim Assessments by selecting the **Plus Sign** icon (+) next to that group.



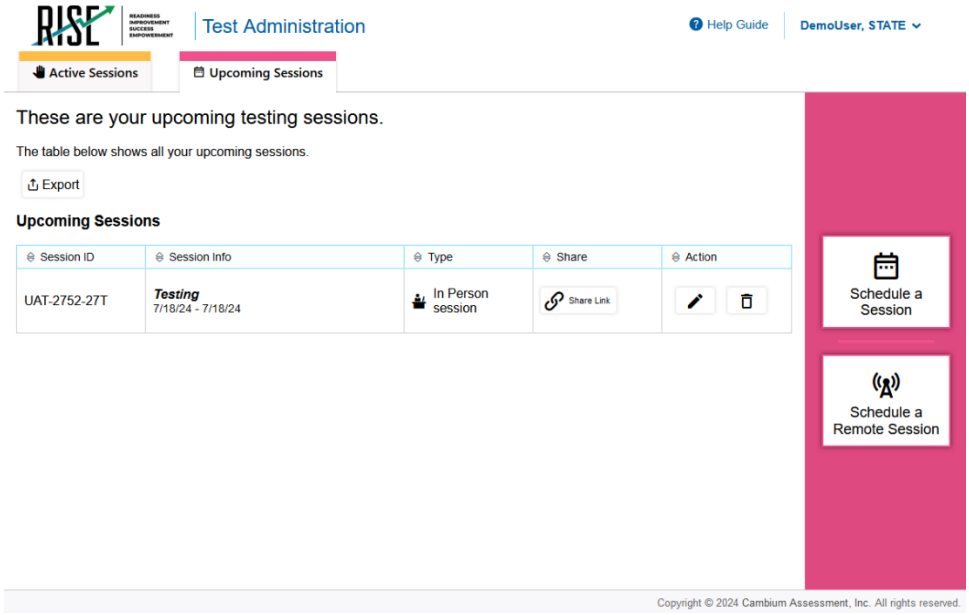

7. Once you have selected an Interim Assessment to add to the session, the *Session Settings* fields appear. Do the following:
   a. In the *Session Name* field, enter a name for the session. It is recommended you make the name descriptive as to the interim and timeframe being administered. As an example: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



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




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




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

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

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

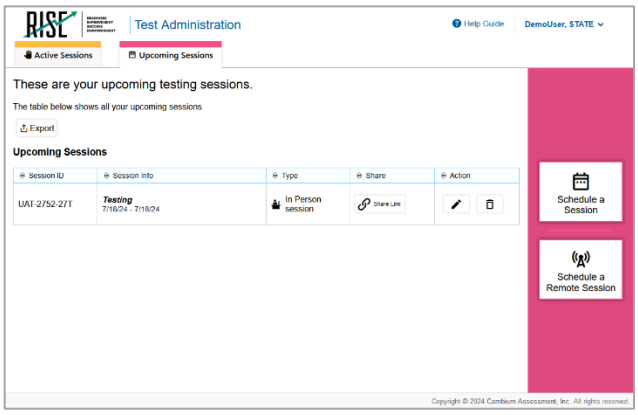
For example, a teacher may want to modify a session after it was created to change the start or end date of the session.

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

1. Access the RISE test administration site by following steps in the section How to Log in the Test Administration Site .

2. The *Test Administration* site appears. Do one of the following:

   - To modify an Interim Assessment session, select **Upcoming Sessions**. The *Upcoming Sessions* page appears.




3. To edit an upcoming Interim Assessment session, select **Edit** for that Interim Assessment session and do one of the following:

   - To modify an Interim Assessment session, complete steps 4-9 in the section How to Schedule an Interim Assessment Session in Advance.

### How to Communicate Session Information Securely to Students

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

### Tasks to Complete During Remote Administration

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

### How to Join a Remote Interim Assessment Session Scheduled in Advance

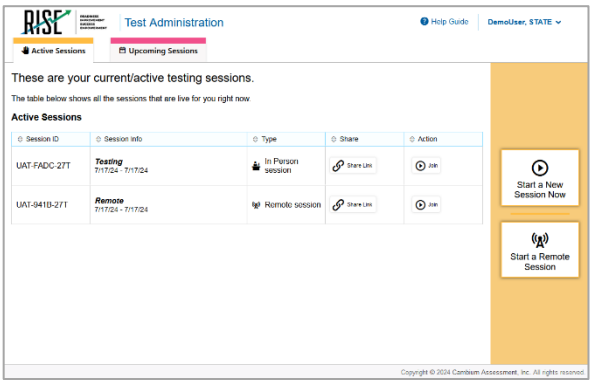
Teachers join an Interim Assessment session they scheduled in advance and approve students into the session so students can complete the Interim Assessment. Teachers should plan to join active sessions in advance to allow students time to log in. Students cannot join a session until the teacher has logged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

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

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

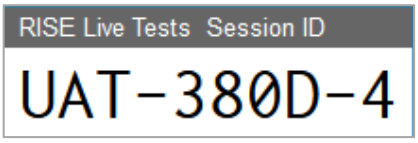
1. Access the RISE test administration site by following steps in the section How to Log in the Test Administration Site .

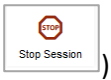
2. The *Test Administration* site appears. Select **Join** for the Interim Assessment session you want to join.



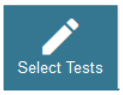

3. If the Interim Assessment session is being administered in a remote session, a pop-up window appears in your web browser, requesting access to your microphone and camera. Select **Allow**. If you do not select Allow, students taking the test will be unable to see or hear you during video conferences.

4. The *Test Administration* site appears. The session will begin and will continue the same way it would if you had created it to start immediately. The session ID appears at the top of the page.




- To stop the session, select the **Stop** icon ( 

).

- To select additional Interim Assessments to add to the session, select the **Select Tests** icon ( 

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

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

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

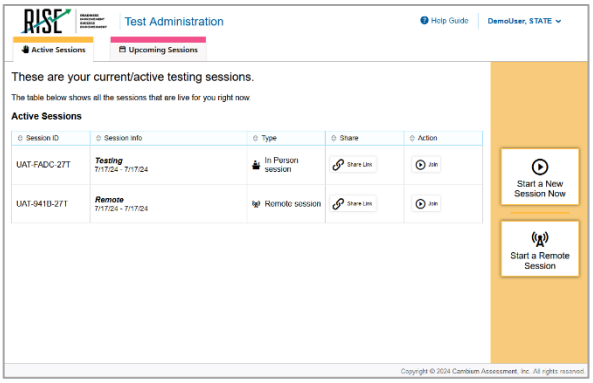
### How to Start Interim Assessment Session Immediately for Students in an Online Setting

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

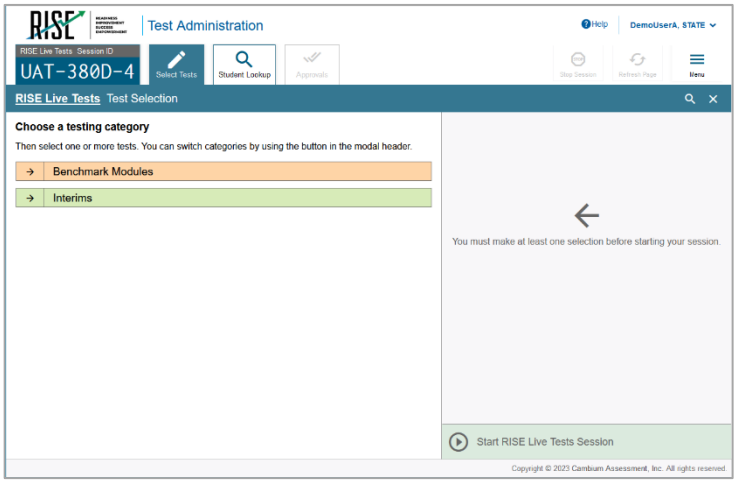
Teachers can start an Interim Assessments session immediately by following the steps below:

1. Access the test administration site by following steps in the section How to Log in the Test Administration Site .

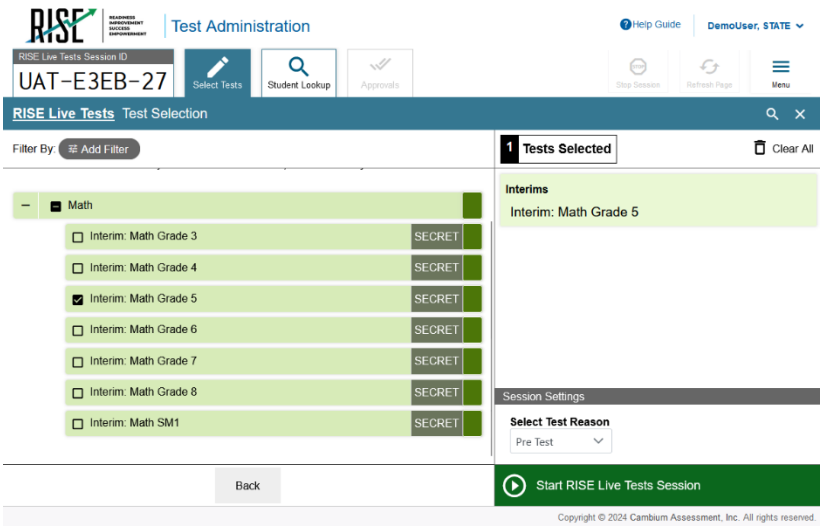
2. The *Test Administration* site appears, displaying the *Active Sessions* page. Select **Start a New Session Now**.




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



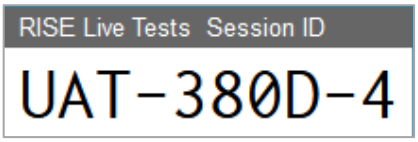

4. The Interim Assessments appear. Select the Interim Assessments that you want to administer. Expand a group of tests by selecting the **Plus Sign** icon (  ) next to that group. Please note that only math and ELA interim assessments are available for remote proctoring.




5. Select **Start RISE Live Tests Session**.

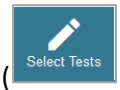
6. If the session is a remote session, a pop-up window appears in your web browser, requesting access to your microphone and camera. Select **Allow**. If you do not select Allow, students taking the test will be unable to see or hear you during video conferences.

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




- To stop the session, select the **Stop** icon ( 

).

- To select Interim Assessments to add to the session, select the **Select Tests** icon ( 

).

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

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

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

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

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

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

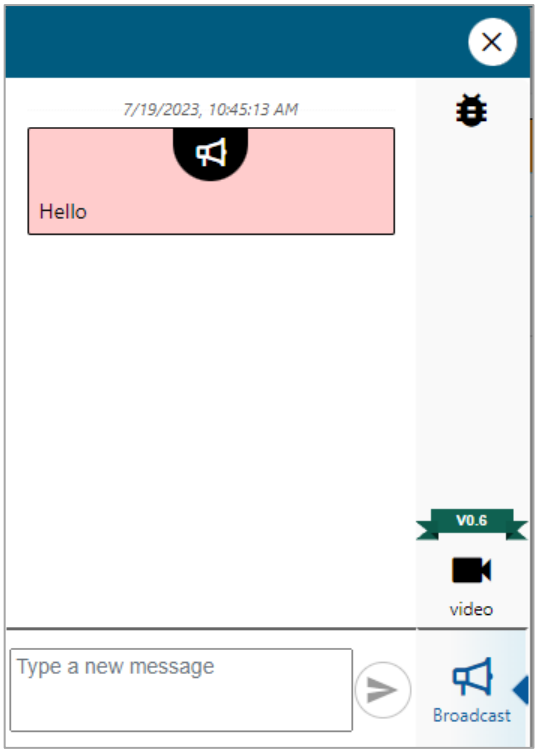
Teachers can communicate with all students in a remote test session by following the steps below:

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

).

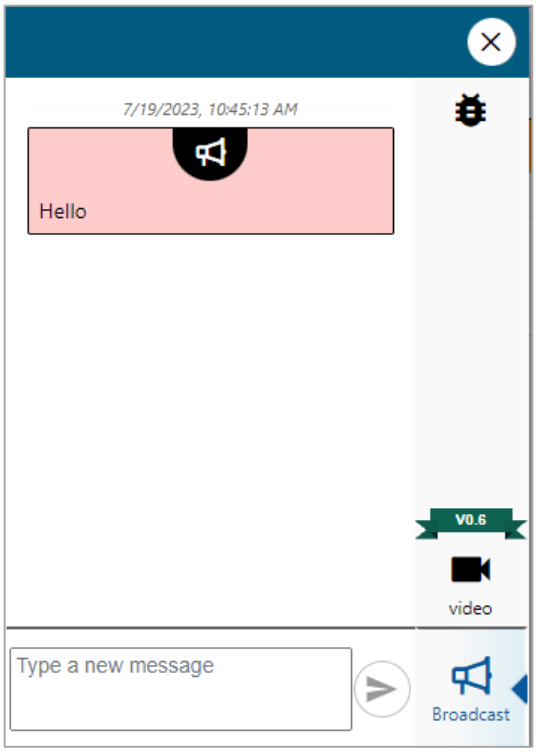



2. The *Broadcast* pop-up window opens. In the *Type a new message* field, type your message and then select the **Send** icon ( 
).

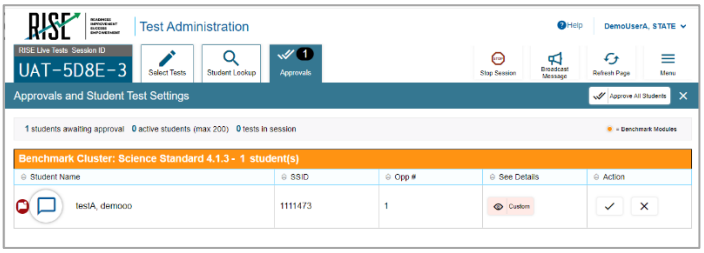



- Your message automatically appears on the testing device of each student in the session. Students do not need to do anything for this message to appear. It may be helpful to remind students that they do not need to individually reply to broadcast messages unless requested to do so.

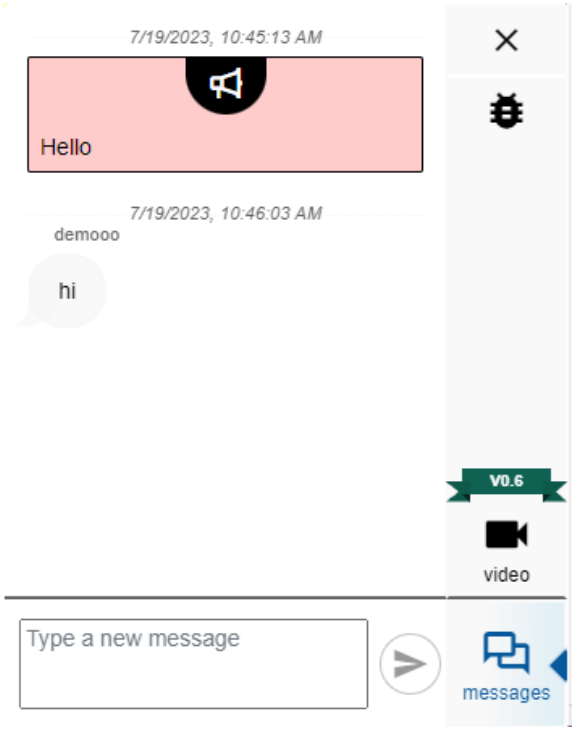
- Note: TAs and students can report bugs in the pop-up window by clicking on the **Bug** icon ( ) in the upper-right hand corner of the window.




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




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

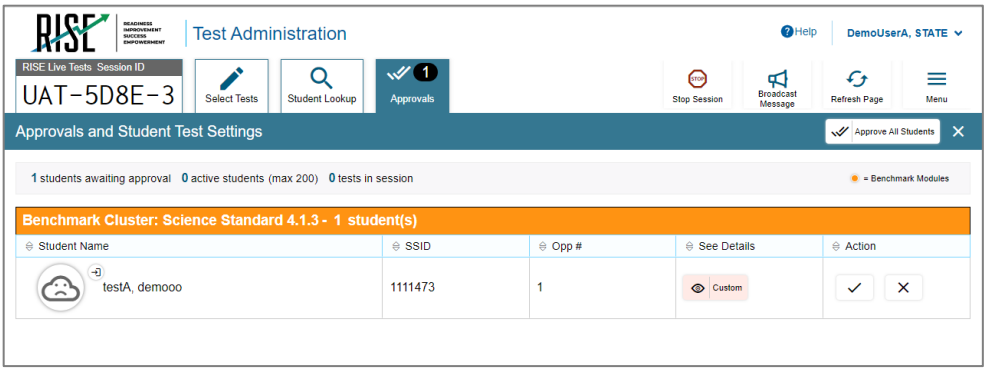



Select **X** to close the *Chat* pop-up window. The test administration site appears.

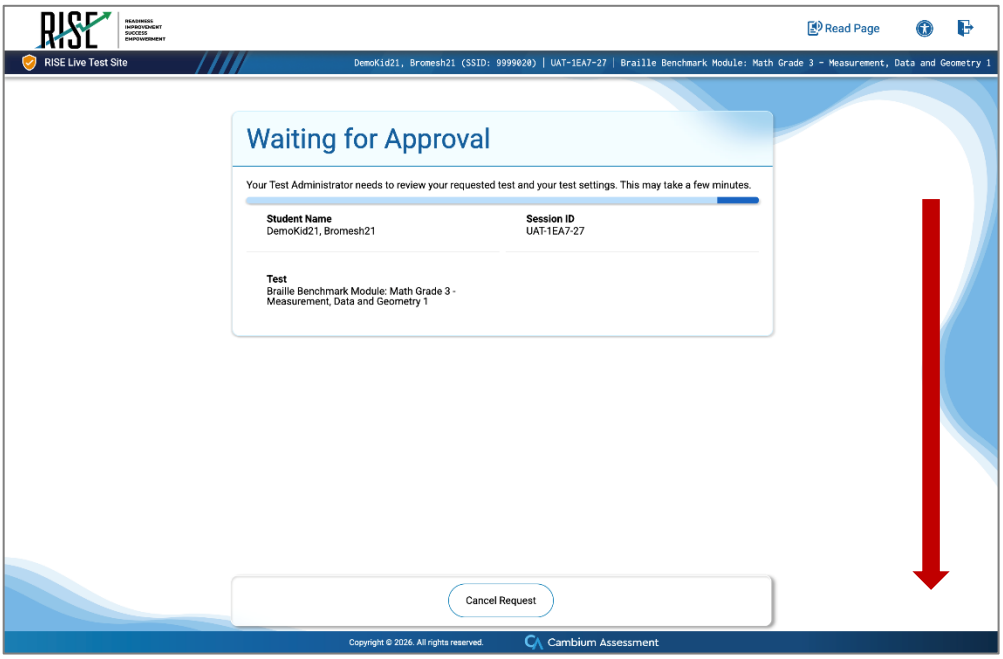
### How to Observe Students while they Complete Interim Assessments Off-Site

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

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



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

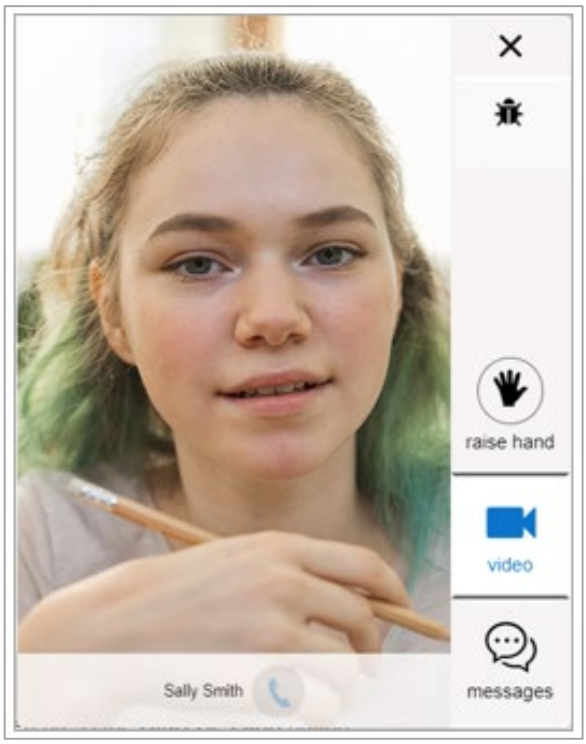


Once teachers approve students to join test sessions, teachers can see the **Student Video** icons on the list of students on the RISE remote Interim Assessment administration site. You may select a larger student view by clicking on the various options to the left of the broadcast icon. Depending on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

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

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

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




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

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

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

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

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

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

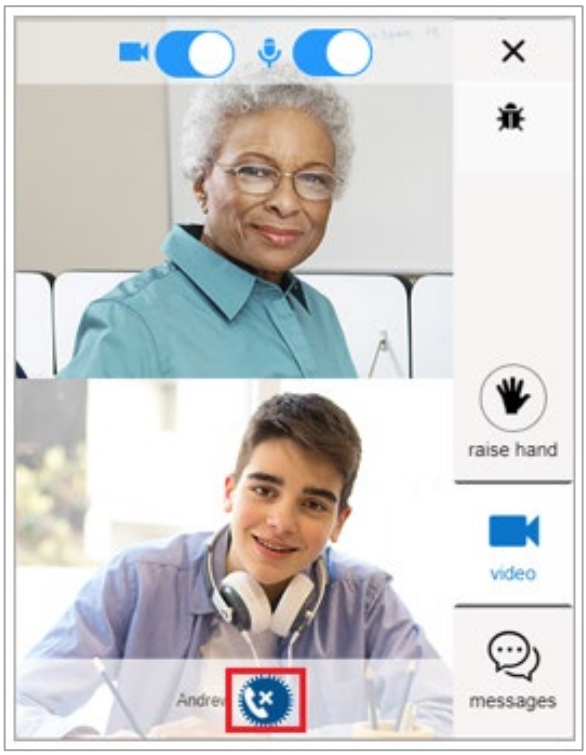



The call is placed. On your device, the *Video Conference* pop-up window displays a split-screen view of you and the student. On the student's device, the *Video Conference* pop-up window displays automatically, displaying the same split-screen view of you and the student.

To toggle your webcam or microphone, do the following:

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

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




### How to Respond to Student Requests for Assistance

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

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

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

1. From the list of students in the Interim Assessment session, select the **Student with Hand Raised** icon for the student to whom you wish to respond.

2. The *Video Conference* pop-up window appears, displaying high resolution video of the student. Do one of the following:

   - To send the student a chat message, select **Messages**, enter your message in the *Type a new message* field and select the **Send** icon ( ). Your message appears automatically on the student's screen. Students can respond to your message with a chat message of their own.

   - To start a one-on-one video conference with the student, select the **Call** icon ( ). The student appears in a split-screen. You and the student can see and hear each other.

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

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

- To lower the student's hand, select the **Lower Hand** icon ( 

).
- To close the *Video Conference* pop-up window, select **X**. The list of students in the session appears.



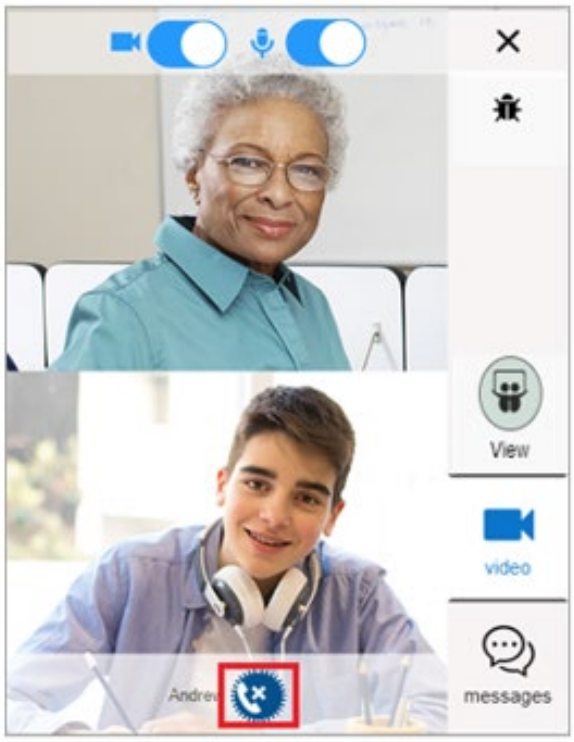
### How to View a Student's Screen

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

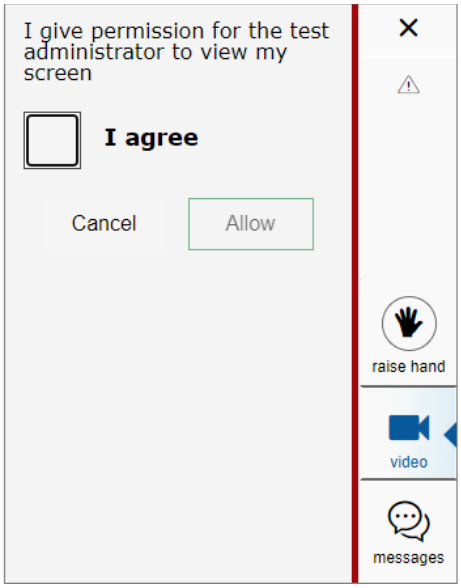
Teachers can view a student's screen using this functionality by following the steps below:

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

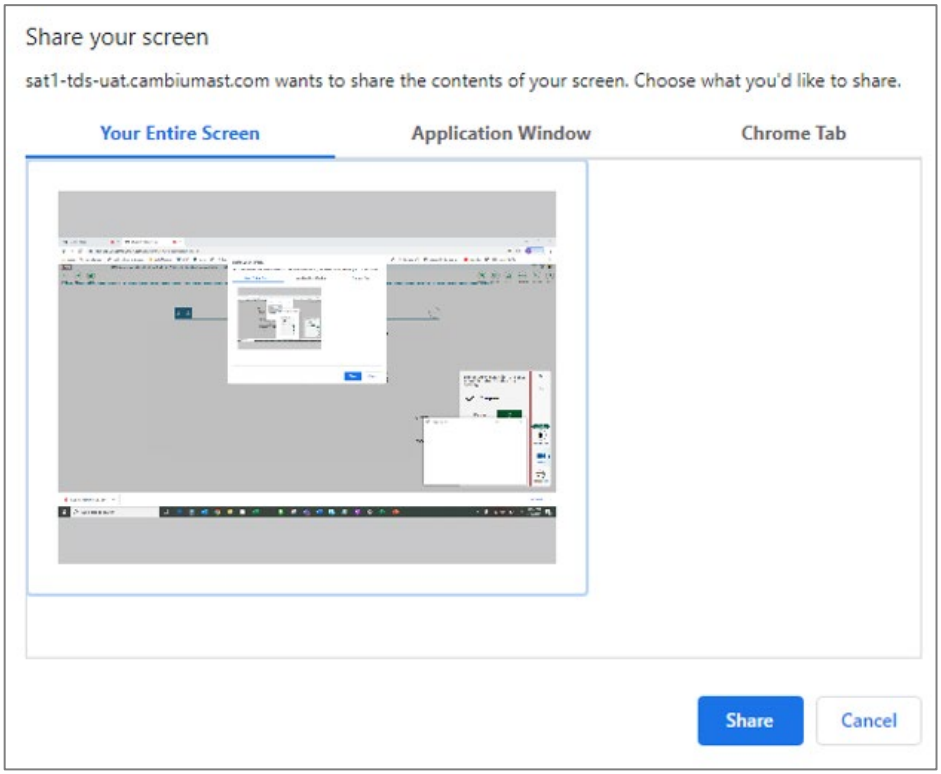
).




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

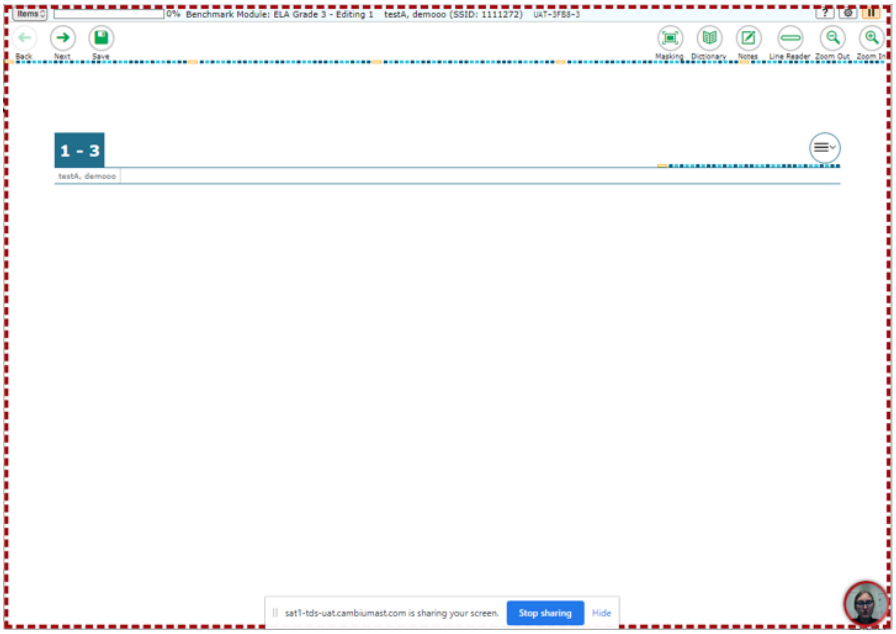


3. Once the student selects the **I agree** box, the *Share your screen* pop-up window will appear where the student will specify if they want to share their entire screen, an application window, or a browser tab (as applicable).

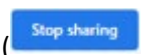



4. Once the student specifies which screen they want to share and selects the **Share** button ( 

), screensharing will begin. A red, dashed border will appear around the student's screen when it is being shared. The teacher will then be able to view the student's screen.




5. There are two ways to end screensharing.

   - The student can select the **Stop Sharing** button ( 

) on their screen.
   - The teacher can select the **End** icon ( 

) in the *Video Conferencing* pop-up window on their screen.

### How to Respond if a Test Alert Appears for a Student

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

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

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

1. When a test alert appears, select the **Student Video** icon for the student.

2. The *Video Conference* pop-up window appears, displaying high resolution video of the student. Do one of the following:

   - To send the student a chat message, select **Messages**, enter your message in the *Type a new message* field and select the **Send** icon (  ). Your message appears automatically on the student's screen. Students can respond to your message with a chat message of their own.

   - To start a one-on-one video conference with the student, select the **Call** icon (  ). The student appears in a split-screen. You and the student can see and hear each other.

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

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

   - To lower the student's hand, select the **Lower Hand** icon (  ).

   - To close the *Video Conference* pop-up window, select **X**. The list of students in the session appears.

### How to End a Remote Interim Assessment Session

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

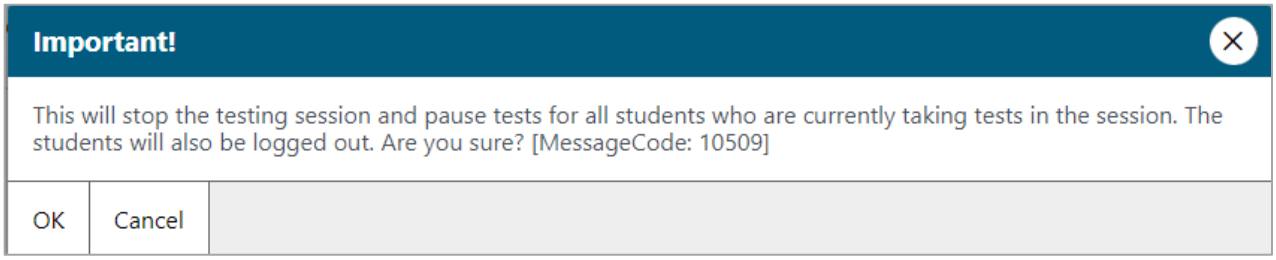
Stopping a session automatically logs out all the students in the session and pauses their Interim Assessment. Once a session is stopped, it cannot be resumed. To resume the Interim Assessment, a new session should be started. Please note: updated session information will need to be provided for students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

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




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

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



### Remote Interim Assessment Student Instructions

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

***Please note that remotely proctored Interim Assessments taken within the Secure Browser do require a third-party communication software to be disabled on the student's machine Interim Assessment is underway. You may continue to communicate through any third-party platform you typically use in the classroom as needed to provide the following***

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

***Please note that the RISE assessments will provide automated instruction read aloud to students on each page as they progress through the following screens. These instructions will cover the information students will need to know to operate their test. The student should raise their hand should they encounter any issues. The students will be presented with audio/visual checks and test setting instructions.***

### Steps for Directing Students

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

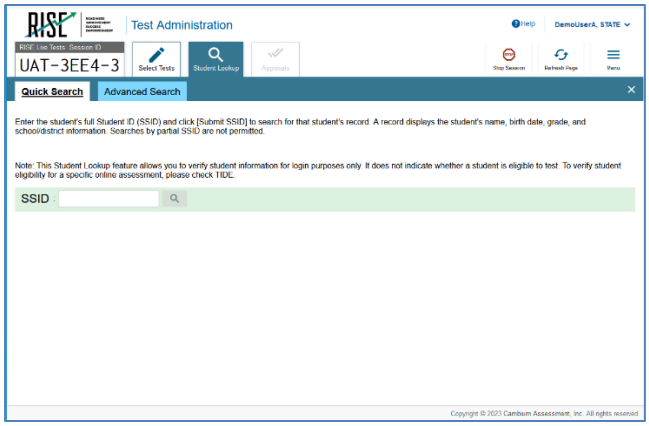
***SAY: "You will now sign into the test. You should see a sign-in screen on your device. If you do not, please let me know now."*** **[Pause.]** ***"On the sign-in screen, please enter your first name and seven-digit SSID."*** **[If sign-in tickets have not been provided, provide students with their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

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

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

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

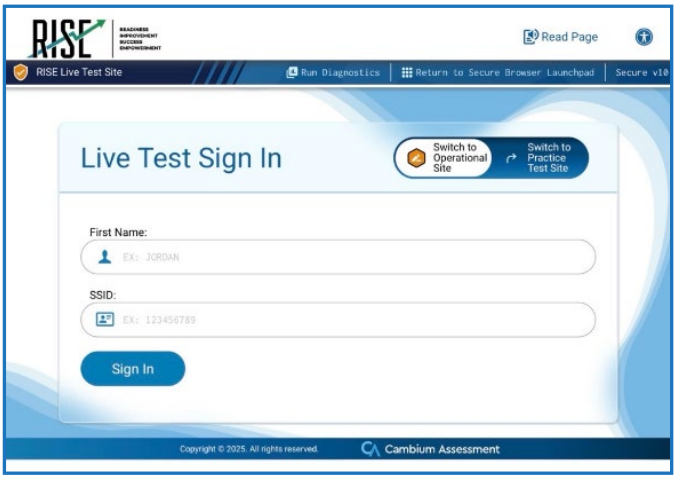
Student Lookup Function in TA Site




## Test Sign-in for Students

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

Figure 90. Student Sign In Page




Pause while students sign in (see Figure 63).

***SAY: "You will now progress through a few screens of test settings. Click on the play icon and listen along to the instructions provided."***

Pause as students progress through the following pages (see Figure 64, 65, 66, 67). Students are instructed to contact their proctor with any questions.

Figure 91. Is This You? Page

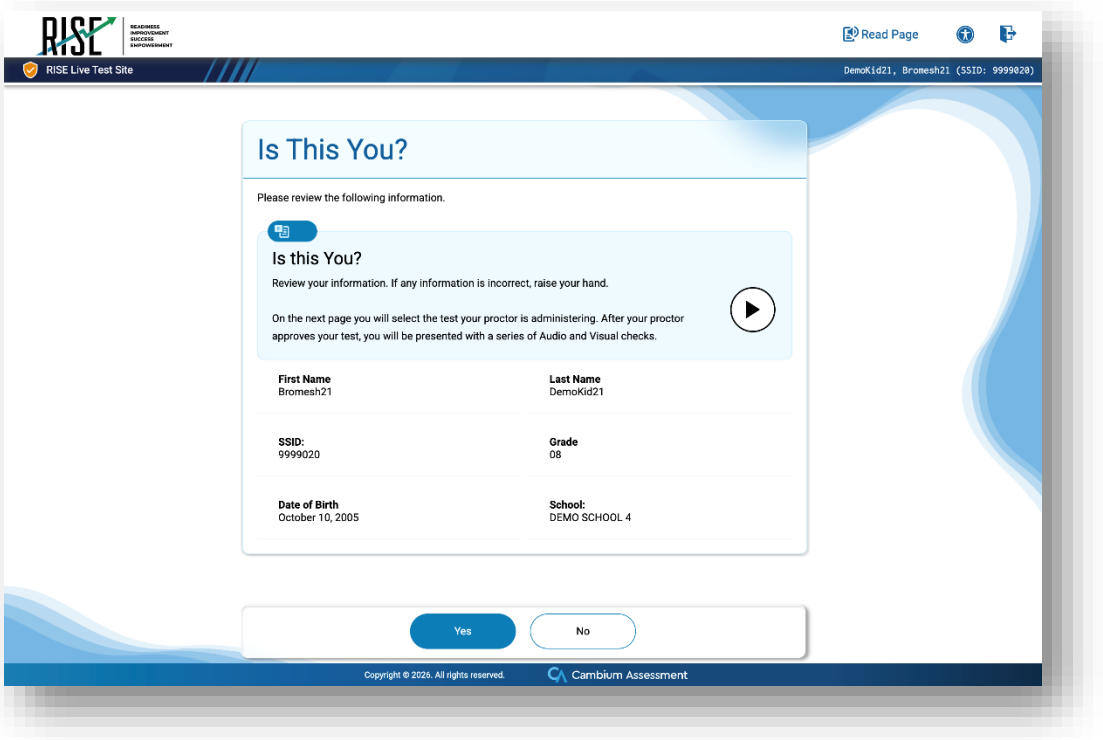



Figure 92. Students' Your Tests Page

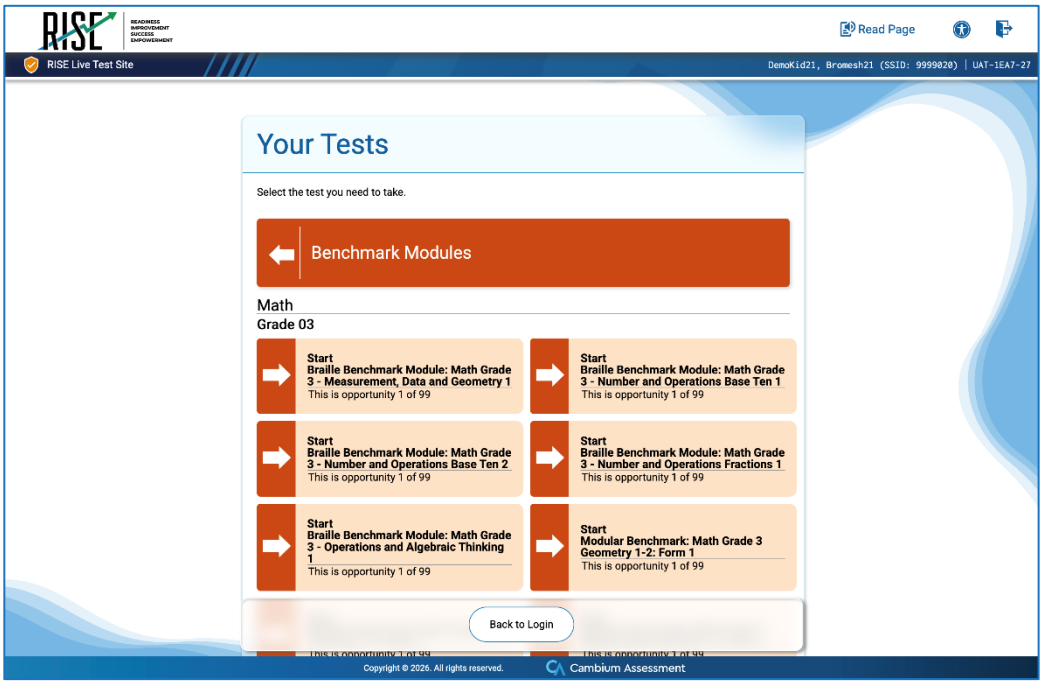


Figure 93. Waiting for Approval Page

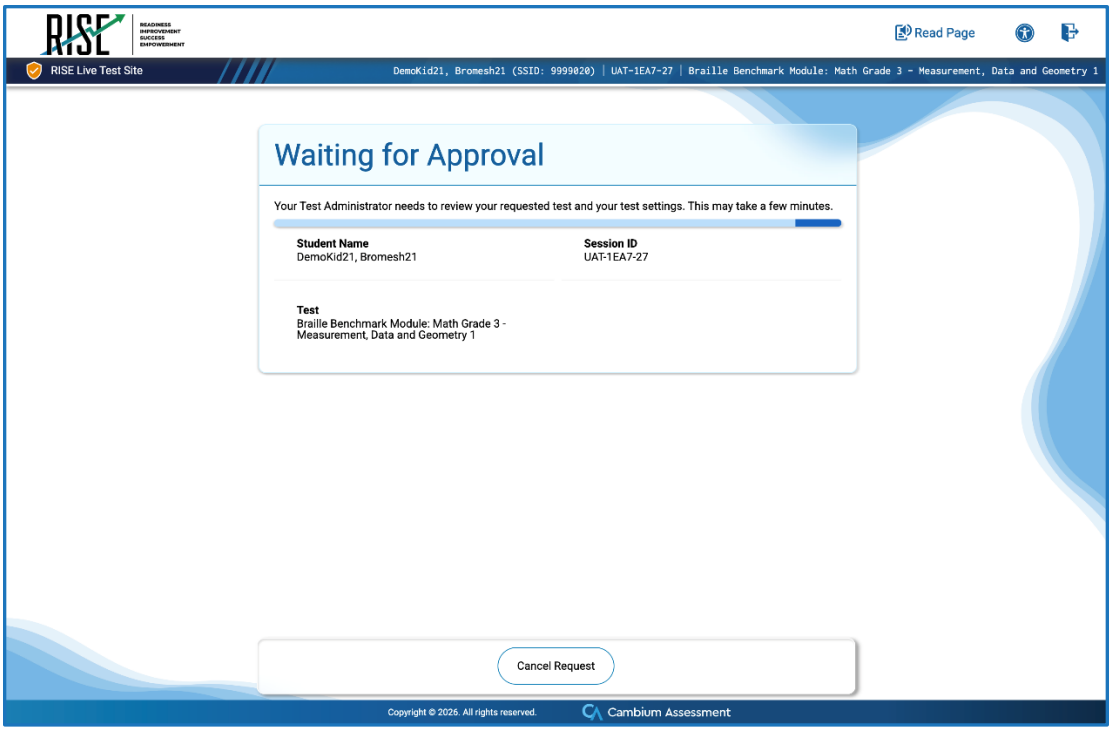
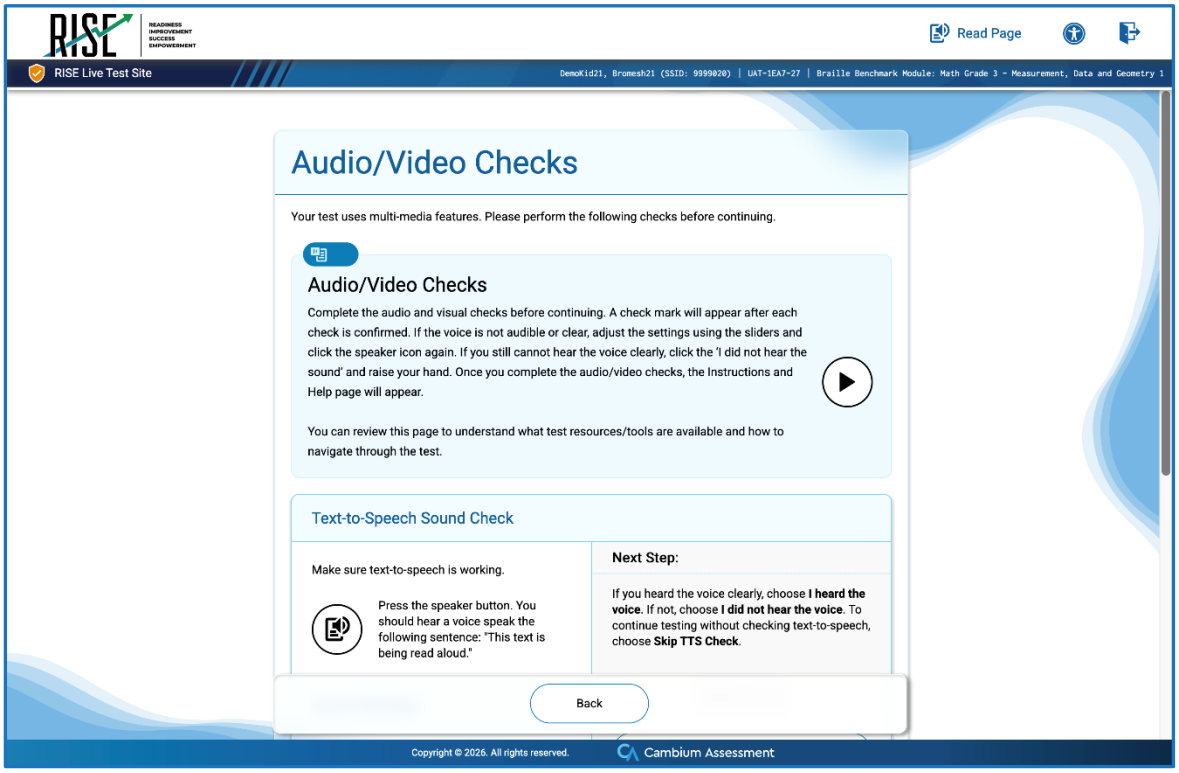



Figure 94. Audio/Video Checks Screens



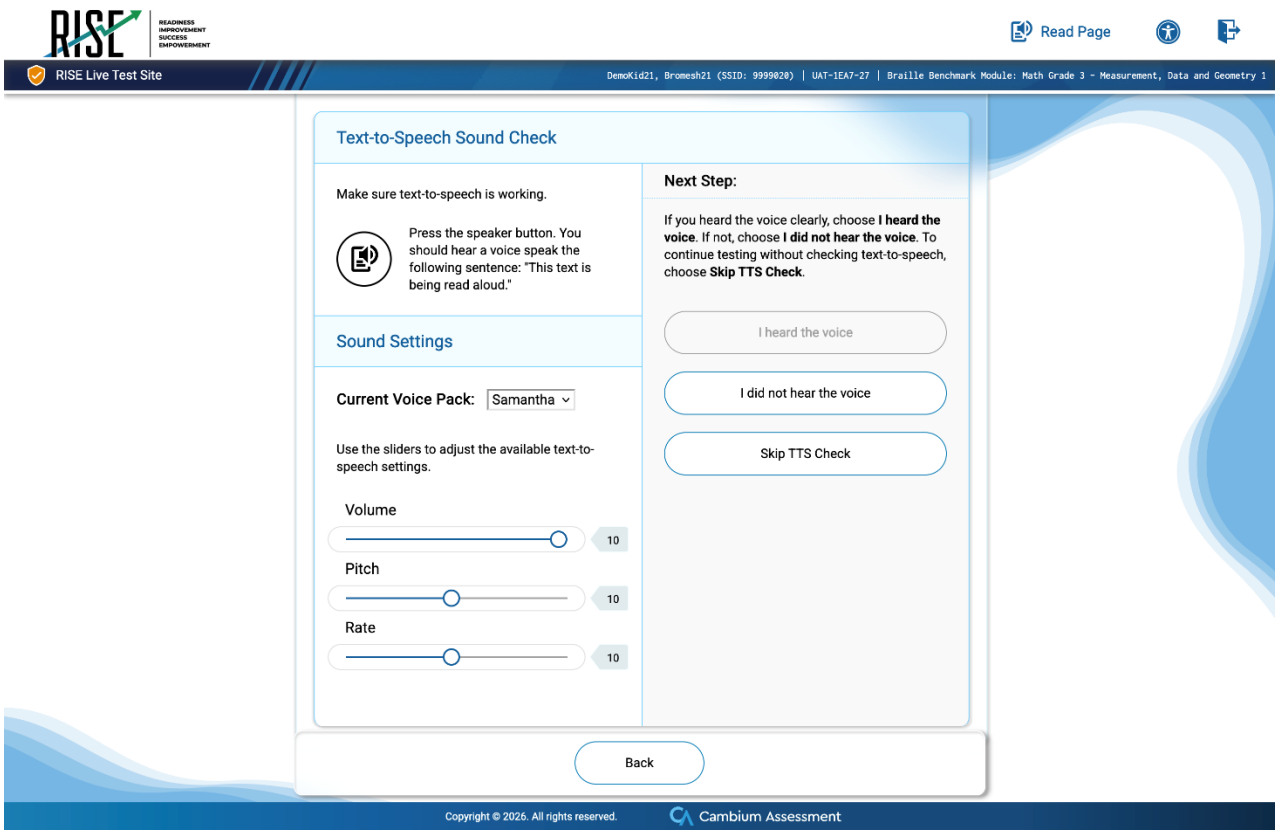
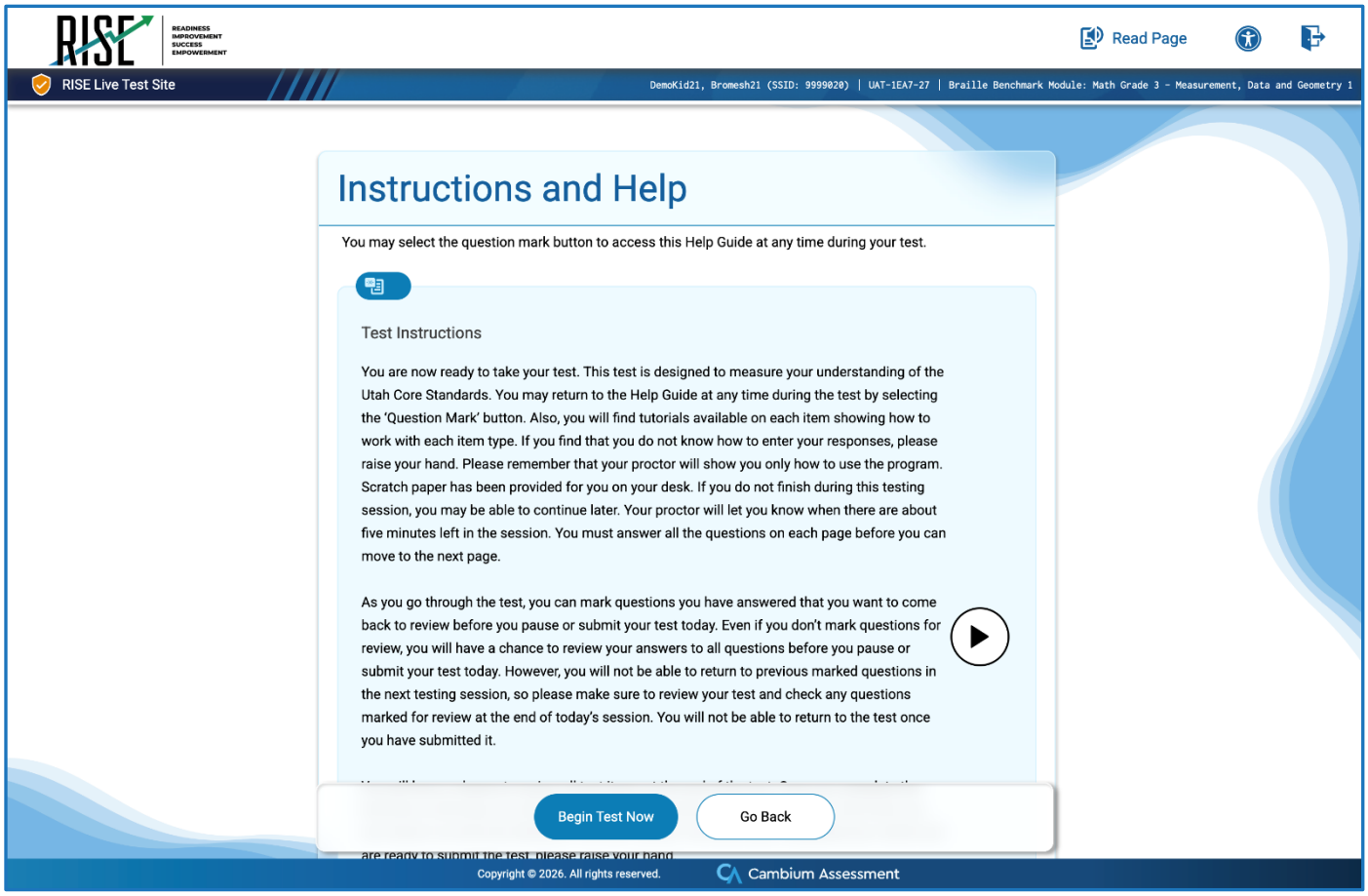

RISE
READINESS IMPROVEMENT SUCCESS EMPOWERMENT
Read Page
RISE Live Test Site
DemoKid21, Bromesh21 (SSID: 9999020) | UAT-1EA7-27 | Braille Benchmark Module: Math Grade 3 - Measurement, Data and Geometry 1
Text-to-Speech Sound Check
Make sure text-to-speech is working.
Press the speaker button. You should hear a voice speak the following sentence: "This text is being read aloud."
Sound Settings
Current Voice Pack: Samantha
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
Back
Copyright © 2026. All rights reserved.
Cambium Assessment

Figure 95. Instructions and Help Page




**Note:** Reading the assessment scripts is required for all remote administration of the RISE Interim Assessments to familiarize teachers and students with RISE standardized testing procedures. The scripts for each Interim Assessment are found below.

## Remote Mathematics Interim Assessment Script

### End of mathematics remote Interim Assessment session:

***Within the testing interface, click on the 'Broadcast' button.***

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

Follow local procedures to actively proctor the Interim Assessment session and to document any testing anomalies that occur. Students who finish early should be encouraged to use any remaining time to check their answers before submitting the Interim Assessment for scoring.

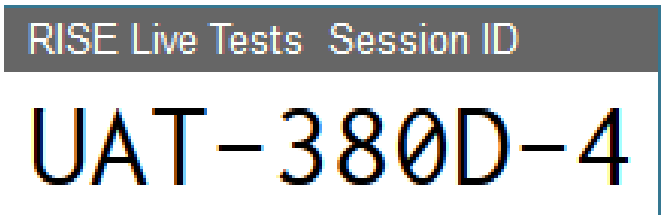
## Ending the Remote Interim Assessment Session

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

Ensure the following materials are secure:

- Scratch paper/graph paper written on by remote and classroom students
- Embossed items and passages (for students with braille accommodation)
- Print-on-Demand items and passages (for students with Large Print or paper-based accommodations)
- When all students have completed their Interim Assessments, or the current assessment session is over, you should stop the Interim Assessment session. Stopping a session automatically signs out all the students in the session and pauses their assessments. Click the **STOP** button in the upper-right corner next to the Session ID (see Figure 96). Please note: for remote administration, a new session ID will need to be provided to all students once the session has been stopped.

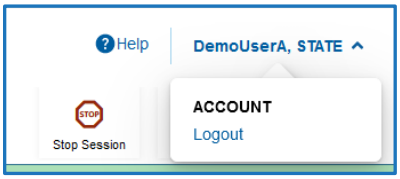
Figure 96. Session ID Window




### Remote Test Administrator—Sign Out

After ending the remote Interim Assessment session, click the **Logout** button in the upper-right corner of the TA site (see Figure 97).

Figure 97. Logout Button on TA Site Banner




## After Remote Interim Assessment Administration

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

# RISE Summative Assessments

RISE provides students, teachers, and parents a baseline for student learning, while ensuring that student proficiency and growth reflect what they know and can do.

## Purpose

Assessments are an essential element of the learning process. Teachers use a variety of assessments. The RISE Summative assessments are designed to assess the knowledge, skills, and abilities described in the Utah Core Standards for English language arts (ELA), writing for grades 5 and 8, mathematics, and science. For information regarding course codes that will require RISE Summative assessments, please contact Maureen Rushing, maureen.rushing@schools.utah.gov.

## Testing Windows and Scheduling

For information regarding LEA testing windows, please contact the LEA assessment director. Information regarding state assessment windows is found on the Assessment and Accountability website, www.schools.utah.gov, or users can contact Scott Roskelley (scott.roskelley@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 administer tests over multiple testing sessions, depending on local needs.

## Testing Times

RISE is not a timed assessment. The length of time a student takes to complete a test is dependent on many factors (demographics, language skills, reading comprehension, etc.); students have the autonomy to work at their own pace and should not be limited in any way. Students working productively through the items should be given the time they need to complete each assessment. Students will receive a score if they answer and respond to at least 85% of the assessment for Math and ELA, or at least one cluster for Science. The system will submit the test automatically at the close of the testing window.

## 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 2026-2027 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 Scott Roskelley (scott.roskelley@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 Scott Roskelley (scott.roskelley@schools.utah.gov).

**Step 2:** Read and Review all RISE User Guides, Manuals, and Documentation

- Ensure you have read all the necessary information for test administration in the Resources section of the RISE portal; this includes the sections in this *TAM* on how to access RISE systems and on the specific scripts to use for test administration.

**Step 3:** Review Eligibility of Students for RISE Summative Assessments

- Ensure that all students are appropriately registered in the school's student information system (SIS), and that these data are accurately represented in TIDE, including correct course assignments.
  - Verify proper test assignments.
  - Compile documentation concerning unique student circumstances that affect testing.
  - Check that all students who are expected to test are assigned to the assessment.

**Step 4:** Use the RISE TA-proctored Training Test site to prepare for Summative Administrations

- Ensure that each student and TA has completed a RISE Training Test in each content area prior to administering or completing a RISE summative assessment.
  - Practice the functionality of the Test Delivery System (TDS).
    - Answer various item types.
    - Navigate in the interface and through the assessment.
    - Become familiar with the available settings and resources/tools.

**Step 5:** Check Student Accommodations, Online Resources, and Participation Codes

- Use TIDE to mark and/or check appropriate accommodations, online resources, and participation codes for Parental Exclusion.
- For more details, refer to the *TIDE User Guide* located at UtahRISE.org.

**Step 6:** Evaluate the Testing Environment Where Your Students Will Be Completing Their Assessments

- Eliminate distracting noises—do not play music during standardized assessments.
- Cover or remove materials that may provide hints or answers to students.
- If possible, arrange the room to prevent students from viewing other computer screens.

- Notify students of electronic device policy—no devices allowed during testing—and how devices will be collected. Electronic devices include, but are not limited to, cellphones, smart phones, smart watches, or any other internet-capable device.

**Step 7:** Prepare Testing Materials

- Ensure that students have access to their seven-digit SSID, as this information is used to sign into any RISE assessment.
  - Test tickets can be printed from TIDE if needed.
  - For more details on printing student test tickets, refer to the *TIDE User Guide*, located at UtahRISE.org.
- Allowed Materials
  - Headphones (required for all RISE assessments)
  - Scratch and/or graph paper (required for all RISE assessments)
  - Pencil
  - Calculators, as appropriate

## Allowed Activities Following Test Completion

Students may read, rest, or draw on their scratch paper once they have finished testing. Students who are finished should never have access to Internet-capable devices while other students are still testing.

## Headphones

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

- Students can use Text-to-Speech to listen to stimuli or test items being read aloud.
- Some assessments contain several items that have recorded audio.
- Students with a braille accommodation can use the Job Access with Speech (JAWS®) screen-reading software.

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

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

## Scratch/Graph Paper

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

## Calculators—Mathematics

Please note: The RISE Calculator Manual is available on the portal. No electronic devices that can be used as calculators are allowed during testing. Electronic devices include, but are not limited to, cellphones, smart phones, smart watches, or any other internet-capable devices.

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.

Grade 6: Only the onscreen calculator may be used during the calculator portion (second segment) of the test.

- 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: A scientific calculator is allowed, either handheld or the provided onscreen calculator.

Secondary Math 1: A graphing calculator is allowed (non-internet capable), either handheld or the provided onscreen calculator (full-function).

## Calculators—Science

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

- An onscreen calculator is available to ALL students.
  - **Grades 4–6** will have a basic four-function calculator (i.e., add, subtract, multiply, and divide).
  - **Grades 7–8** will have a scientific calculator (including logarithms, trigonometric functions, and scientific notation; no graphing).
- Students may also provide their own calculators or use a classroom calculator that was used during course instruction (e.g., scientific, graphing, or basic).
- No electronic devices that can be used as calculators are allowed during testing. Electronic devices include, but are not limited to, cellphones, smart phones, smart watches, or any other internet-capable devices.

# Test Irregularities Requiring a Test Appeal

On rare occasions, a non-standard situation that requires action arises during test administration. To begin, any technical issues should be reported to the RISE Help Desk immediately. Waiting to report technical issues can result in further issues. Furthermore, RISE Benchmark Modules do not need to be submitted for test appeals. Five irregularities that require action are described below.

## Grace Period Extension

Grace Period Extension (GPE) should be same-day requests as they allow the student to review previously answered questions upon resuming a test or test segment after expiration of the 20-minute pause timer (e.g., an emergency evacuation occurs, and students are unable to return to the test within 20 minutes). Therefore, if a student is unable to return to the test on the same day, a grace period extension should not be granted.

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.

### Pause and Test Timeout Rules

#### Pause Rules

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

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

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

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

#### Test Timeout Rules

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

## Reset a Test

Resetting a test eliminates all responses for a student. When that student signs into the test again, the test will start over. This should only be done in situations where the test cannot be appropriately completed as is (e.g., two students accidentally sign into each other's tests, a student requiring braille was not given the accommodation, etc.). A test should never be reset to give a student a second opportunity; even if the student presumably did not do their best the first time. 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; this would only be allowable if students with accommodations did not receive them. 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 score should no longer be recorded (e.g., the student cheated, used inappropriate material, or a parental exclusion was received after the test was started or completed, etc.). If a test is invalidated, the student is not given another opportunity to take the test. Test Invalidations can be created by an LEA- or School-Level User but require approval by an LEA-Level user. If a test invalidation needs to be reversed, you will need to contact the RISE Help Desk.

Please refer to the *TIDE User Guide* for detailed instructions on creating appeals, including test invalidation and grace period extensions, located at UtahRISE.org.

# During Testing

The steps below outline the process for test administrators (TAs) to sign into TIDE. Students sign to RISE via the Secure Browser. It is highly recommended that all TAs review the scripts and test administration procedures prior to the day of administration.

TAs will help students sign into their assessments by reading the directions for administration. Reading the scripted instructions is required as part of each standardized test administration. All directions are indicated by the word "**SAY**" in bold type. Read these directions exactly as they are written. Follow the test-specific instructions for administering each test. Sections that will need to be tailored to the specific testing situation are noted. Directions and scripting are the same for most tests. Please note that there are unique directions and scripting for writing; mathematics grades 6, 7, and 8; and for students with screen reader and/or braille accommodations.

**Step 1:** Distribute Materials

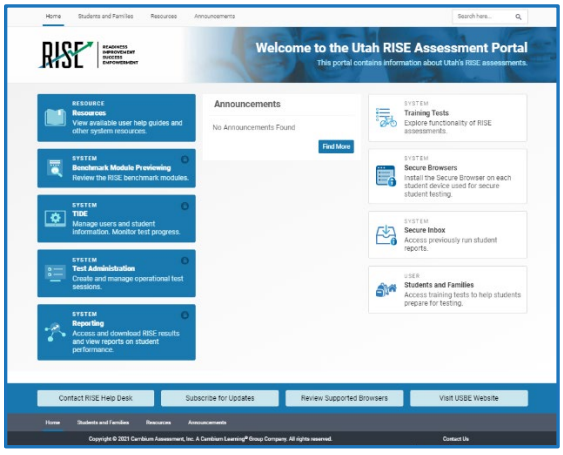
- Ensure that blank scratch/graph paper and headphones are distributed. If you are using student test tickets, ensure that those are also distributed.
- Follow local procedures to ensure that the Secure Browser is available and launched on each device students will use for the test. Ensure that all students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

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

**Step 2:** Sign into TDS system

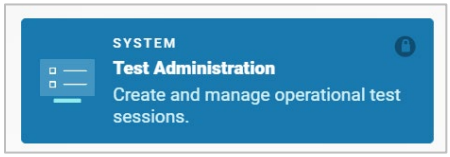
- Navigate to the RISE Portal (see Figure 98) at UtahRISE.org.

Figure 98. RISE Portal Home Page



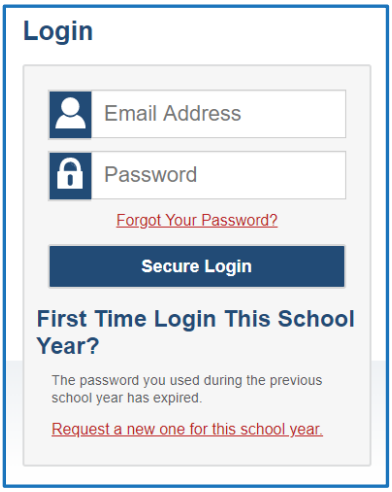

- Click on the **Test Administration** card (see Figure 99).

Figure 99. Test Administration Card



- You will be directed to the TDS sign-in screen (see Figure 100).

Figure 100. Test Delivery System Sign-in Screen



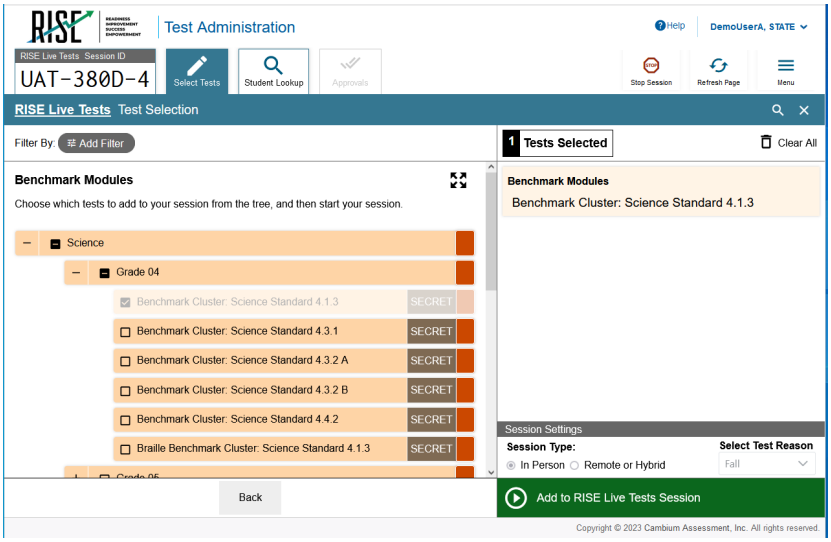

- Enter your username (email address) and password into the respective text fields.
- Click **Secure Login**. The TA site will display with the list of possible tests to add to your session.

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

**Step 3:** Select Tests to Administer

- In the test selection tree (see Figure 101), mark checkboxes for the test or tests you want to include in the session. Best practice is to select only the individual test(s) to be delivered in your session to prevent students from starting the wrong test by mistake. The system does allow users to select groups of tests if needed. To select all tests in a group, mark the checkbox for that group.
- Click **Start RISE Live Tests** Session

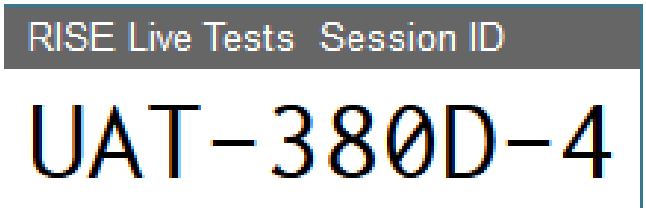
Figure 101. Test Selection Window



**Step 4:** Locate Session ID

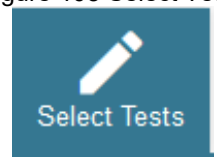
- You will see the Session ID for the test(s) to be administered (see Figure 102).

Figure 102. Session ID Window




- Each test session will be automatically assigned a unique Session ID. The Session ID to begin each testing session will be provided to students by the TA.
- If necessary, you can add additional tests to an ongoing test session by selecting **Select Tests** from the Session ID window (see Figure 103).

Figure 103 Select Tests




**Step 5:** Help Students Sign into the Test Session

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

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

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

# Summative Student Scripting—Required for every assessment

The following directions provide the necessary detail for students to enter RISE to begin testing. These are required to be read to students before every testing session and are applicable for every test, no matter the content.

***SAY: "Please ensure all personal electronic devices, including cell phones and smart watches, are powered off and put away for the remainder of the testing session. Scratch paper has been provided for you on your desk. If you need more scratch paper at any time, please raise your hand. After signing in, listen to the instructions before you begin your 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"*** **[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. On the next screen, please enter your Session ID. Then click the 'Sign In' button."***

## Special Case: Math Grade 6

The mathematics grade 6 assessment uniquely 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.

### Additional scripting only for Math Grade 6:

**SAY: "Once you go to the second segment, you will be unable to return to the first segment and you will not be able to review your answered questions in Segment 1."**

***Please note that the RISE assessments will provide automated instruction read aloud to students on each page as they progress through the following screens. These instructions will cover the information students will need to know to operate their test. The student should raise their hand should they encounter any issues. The students will be presented with audio/visual checks and test setting instructions.***

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

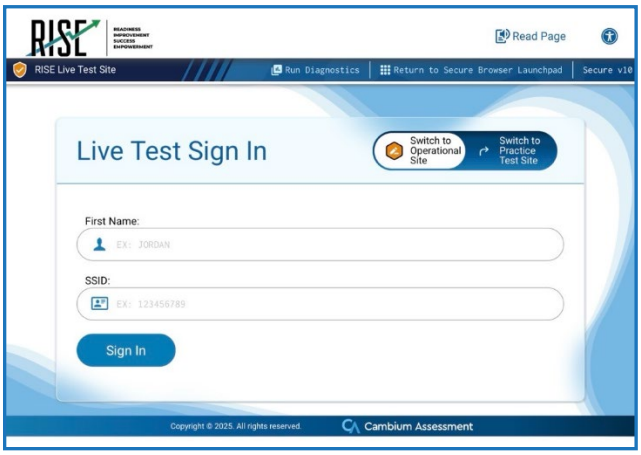
- Has the student entered his or her legal first name, not a nickname? Please note: some students have two first names. If two first names are listed e.g., John Henry, both names must be entered
- Has the student entered the correct SSID and the correct Session ID?

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

Test Sign-in for Students

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

Figure 104. Student Sign In Page




Pause while students sign in (see Figure 104).

***SAY: "Listen as you move through a few screens of test settings. Click on the play icon and listen along to the instructions provided. When you get to the test selection screen, choose the test you are taking today."***

Pause as students progress through the following pages (see Figure 105, 106, 107, 108). Students are instructed to contact their proctor with any questions.

Figure 105. Is This You? Page

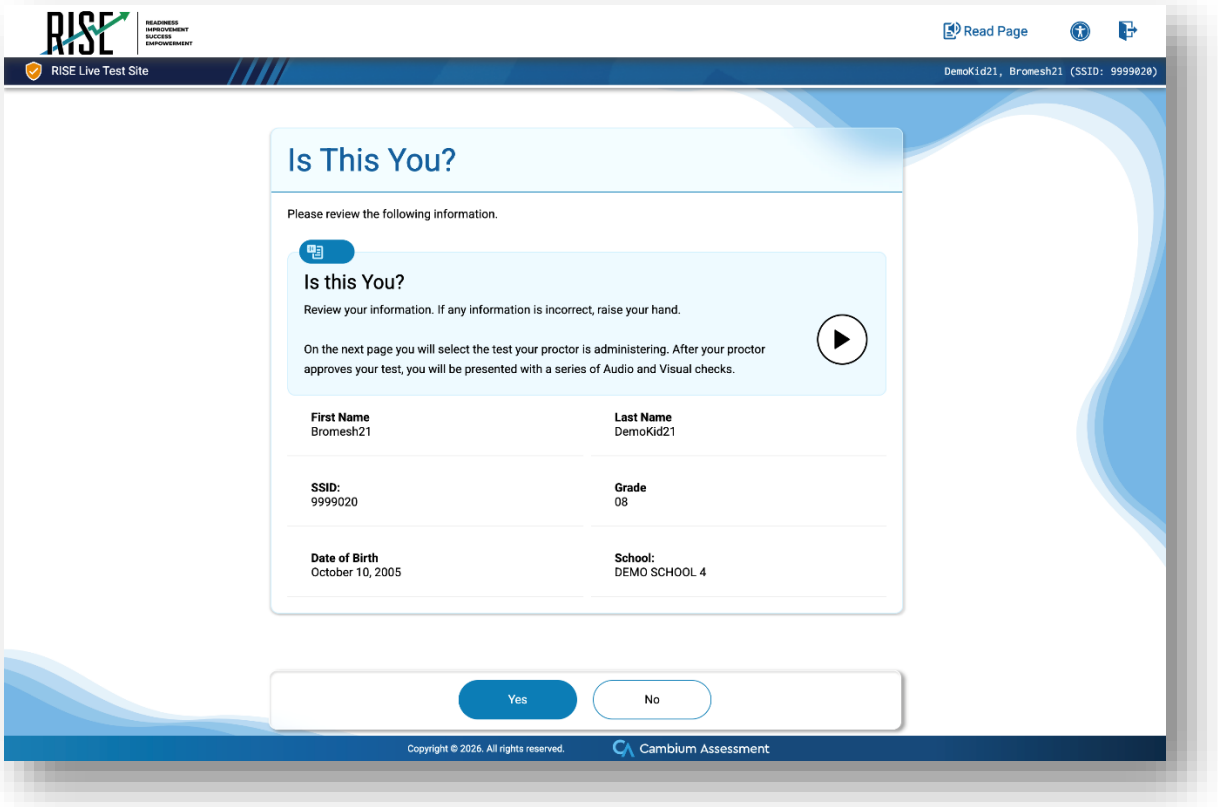


Figure 106. Waiting for Approval Page

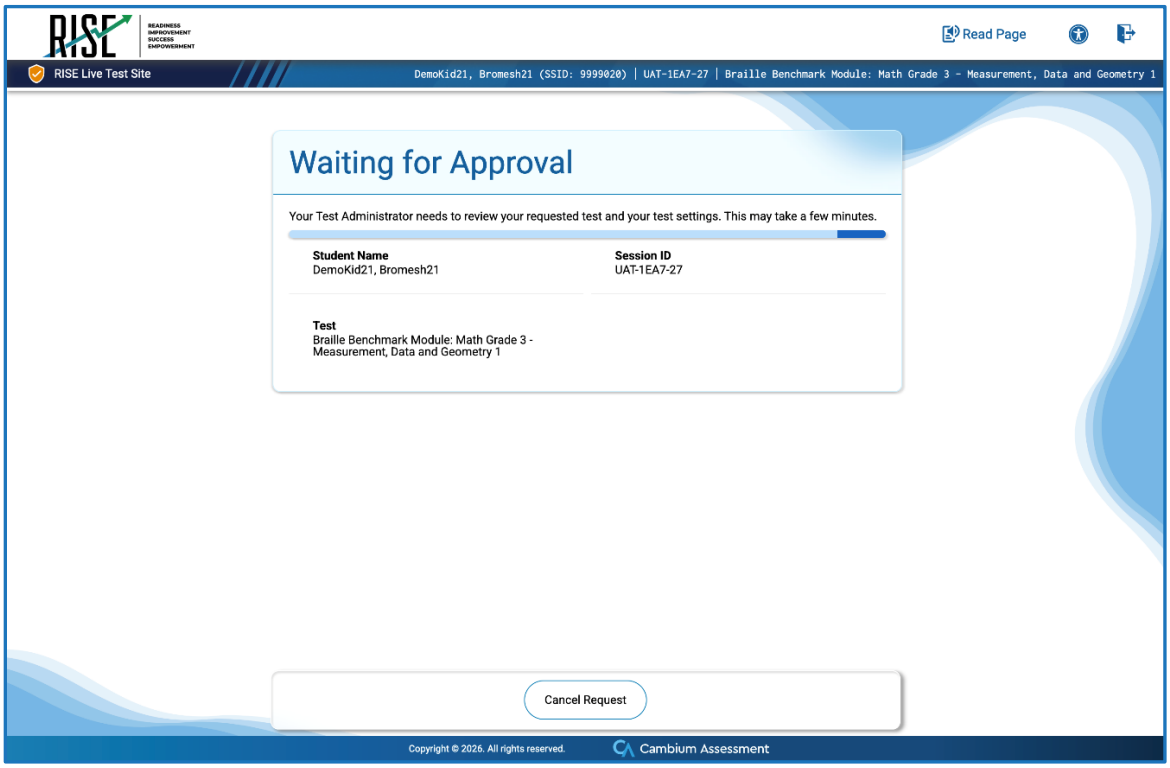



Figure 107. Test Selection

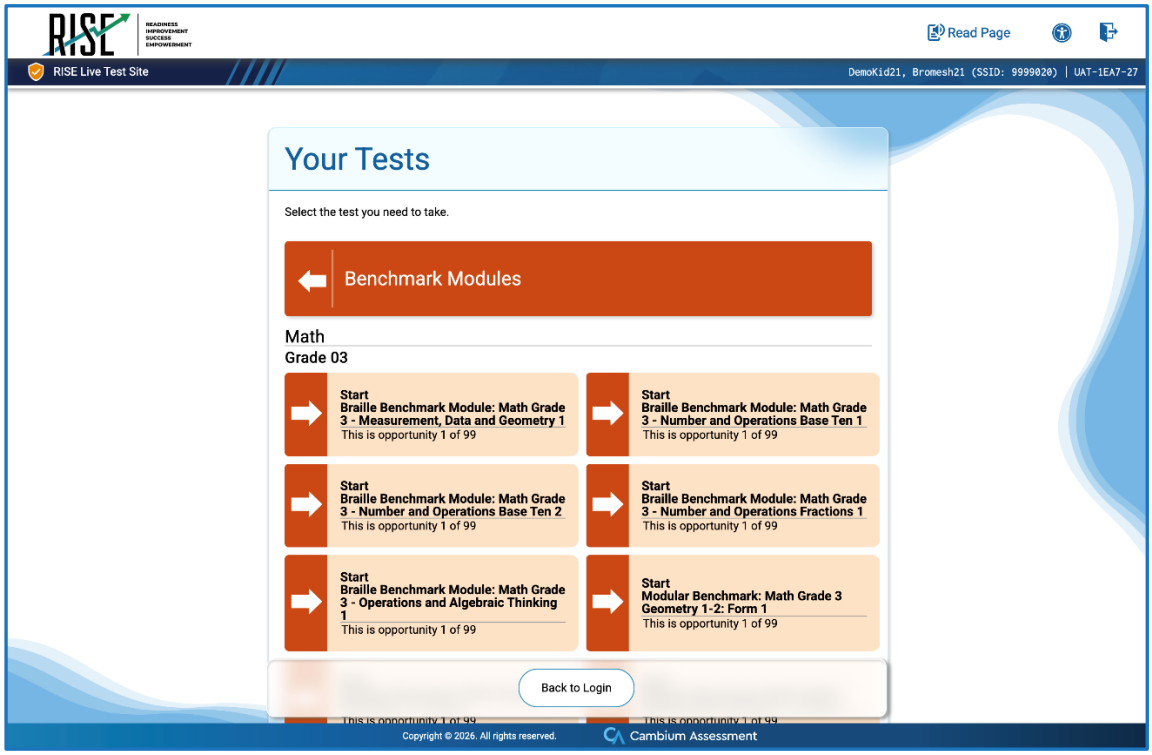


Figure 110. Audio/Video Checks Screens

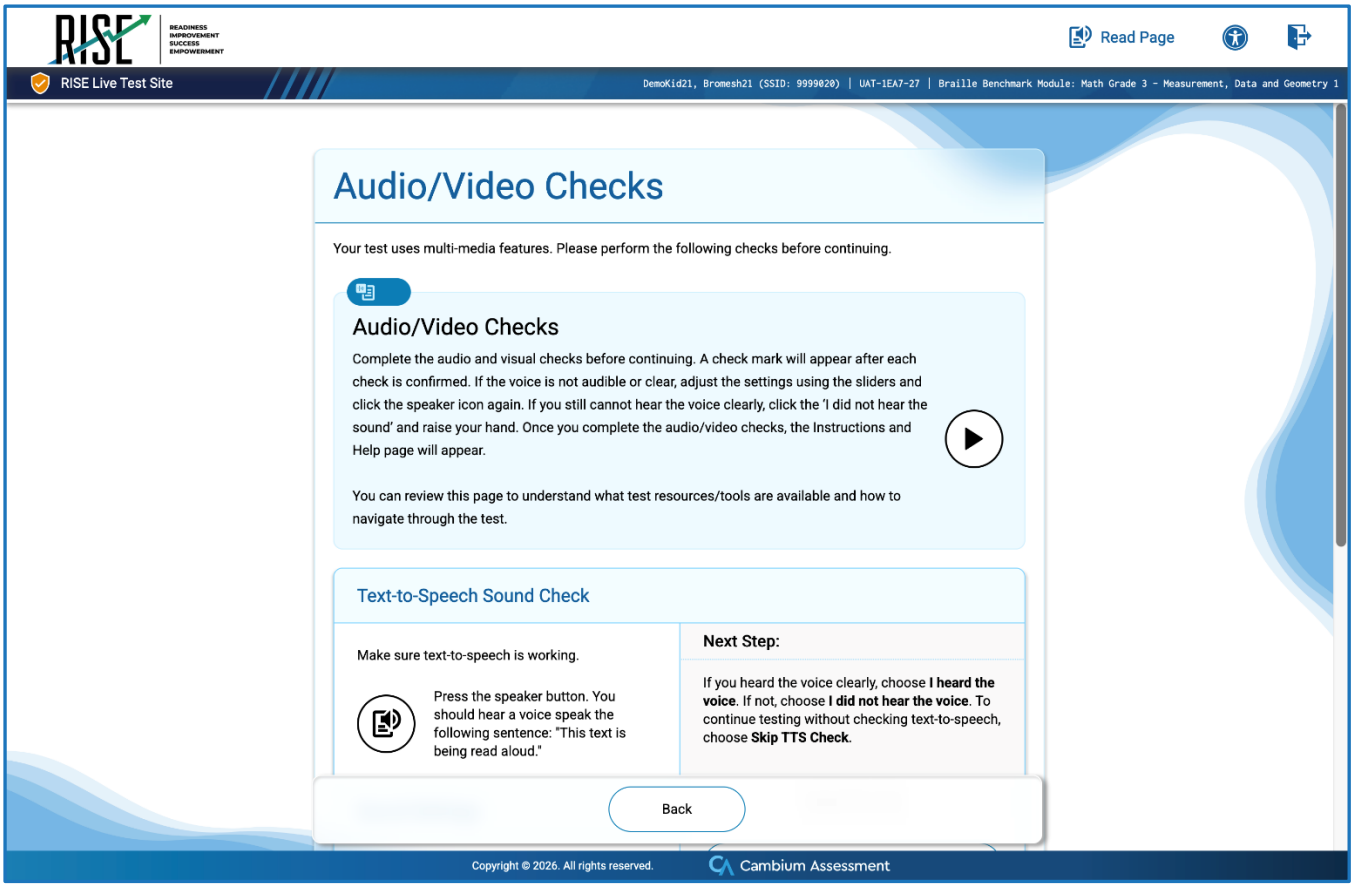
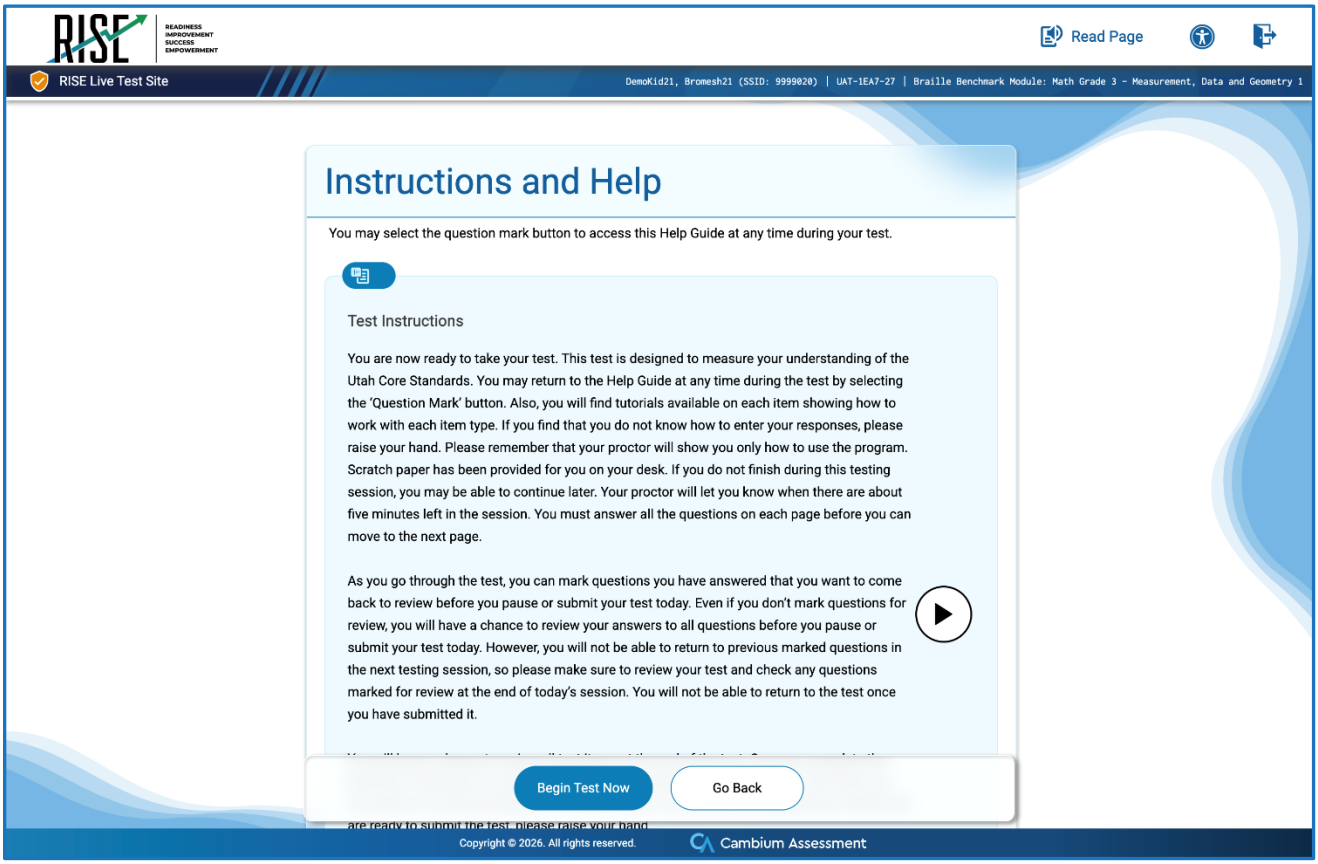


Figure 108. Instructions and Help Page




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

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

## 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.

**SCIENCE/ELA/MATH**

**SAY: "There are five minutes left in this test session. Please prepare to pause or end your test. If you pause your test, you will not be able to return to items you have answered, so please review them now. You will also not be able to return to your test once you have submitted it. If you are not finished, you will have a chance to answer the other items later."**

**WRITING**

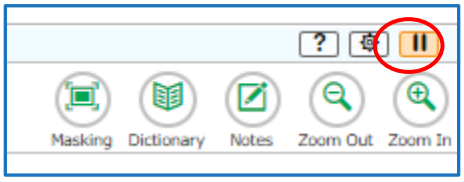
**SAY: "There are five minutes left in this test session. Please prepare to pause or end your writing test. You will be able to return to your response later if you are not finished."**

# 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 110. Pause Button

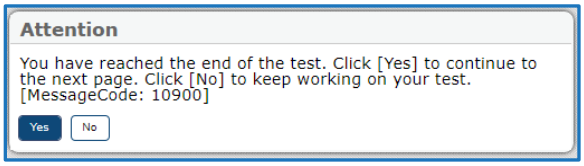



***SAY: "If you have finished the test, review items one more time to make sure you are happy with your responses because you will not be able to return to the test after you have submitted it."***

Figure 111. End Test Button

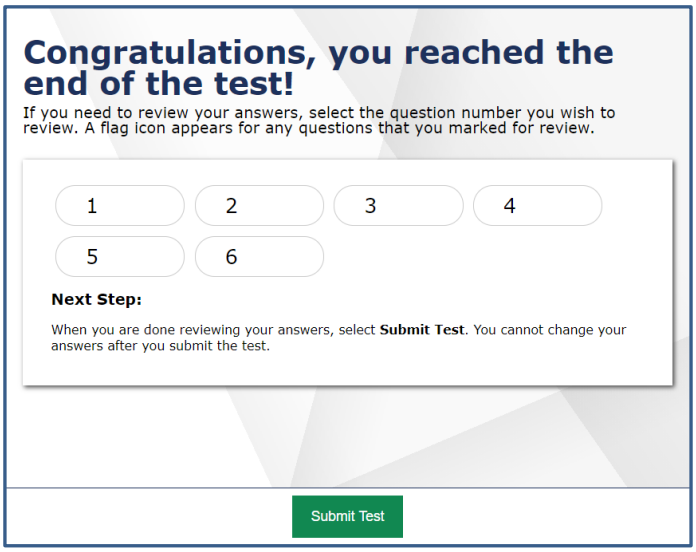



Figure 112. End of Test Attention Screen




***SAY: "Once you have reviewed the items, click Submit Test. If you need help, or cannot submit your test, raise your hand and let me know."***

Figure 113. End of Test Review Screen



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)

# Spanish Adaptive Summative Student Scripting

The following directions provide the necessary detail for students to enter RISE to begin testing. These are required to be read to students before every testing session and are applicable for every test, no matter the content.

**SAY: "Por favor, asegúrense de que todos los dispositivos electrónicos personales, incluidos los teléfonos celulares y los relojes inteligentes, estén apagados y guardados; no pueden usarlos hasta que termine la sesión de la prueba. La sesión de la prueba de hoy durará hasta las [insert time the session will end]. En sus escritorios encontrarán papel borrador para hacer anotaciones. Si en algún momento necesitan más papel borrador, por favor levanten la mano. En la pantalla de inicio de sesión, escriban su nombre y los siete dígitos de su identificación de estudiante del estado (SSID). Después de iniciar sesión, asegúrense de que sus audífonos estén conectados para hacer clic en el icono de reproducción y escuchar las instrucciones antes de comenzar la prueba. Escuchen atentamente mientras avanzan por la configuración de la prueba y las instrucciones. Cuando estén listos, seleccionen 'Comenzar la prueba ahora'".**

## Special Case: Math Grade 6

The mathematics grade 6 assessment uniquely 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.

**Additional scripting only for Math Grade 6:**

**SAY: "Una vez que pasen al segundo segmento, no podrán regresar al primero ni revisar las preguntas que contestaron en el Segmento 1".**

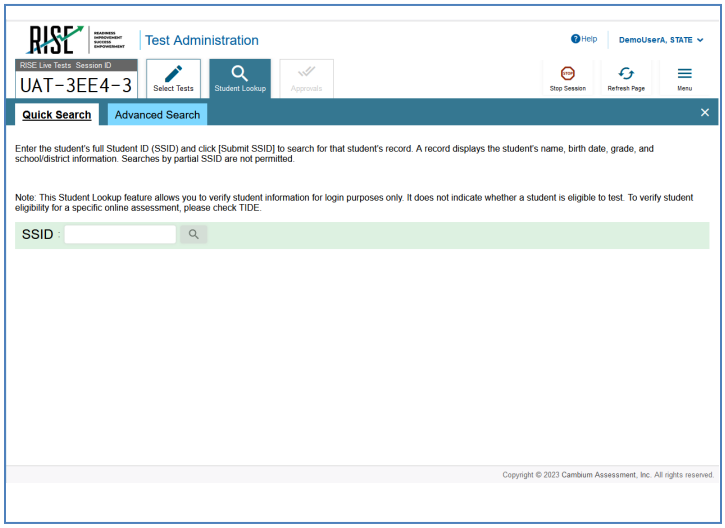
***Please note that the RISE assessments will provide automated instruction read aloud to students on each page as they progress through the following screens. These instructions will cover the information students will need to know to operate their test. The student should raise their hand should they encounter any issues. The students will be presented with audio/visual checks and test setting instructions.***

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

- Has the student entered his or her legal first name, not a nickname? Please note: some students have two first names. If two first names are listed e.g., John Henry, both names must be entered
- Has the student entered the correct SSID?
- Has the student entered the correct Session ID?
- Please note: The TA can look up the student's information using the Student Lookup function on the TA site. TAs may assist students with signing in, if necessary. Please see the Appendix for more information about this feature.

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

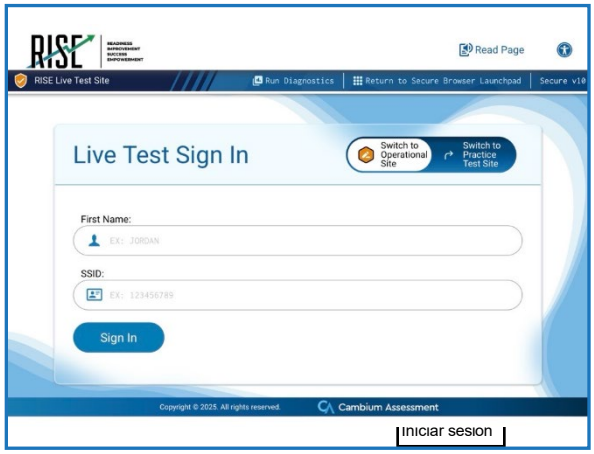
Student Lookup Function in TA Site




## Test Sign-in for Students

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

Figure 136. Student Sign In Page




Pause while students sign in (see Figure 136).

**SAY: "Ahora progresará a través de algunas pantallas de configuración de prueba. Haga clic en el icono del altavoz y escuche las instrucciones proporcionadas."**

Pause as students progress through the following pages (see Figure 136, 137, 138, 139). Students are instructed to raise their hand with any questions.

Figure 137. Is This You? Page

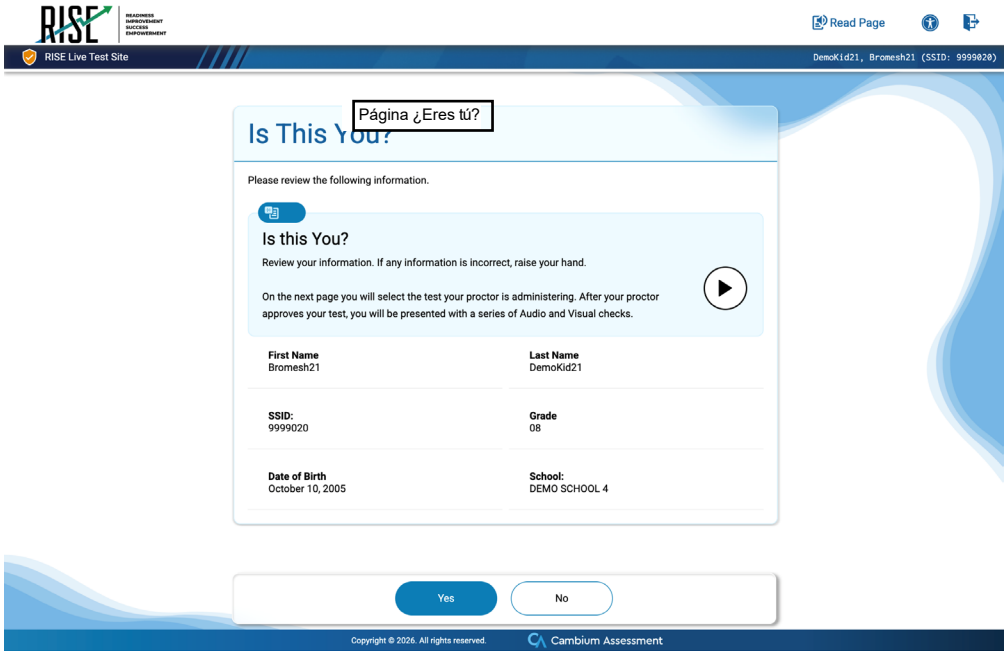



Figure 138. Waiting for Approval Page

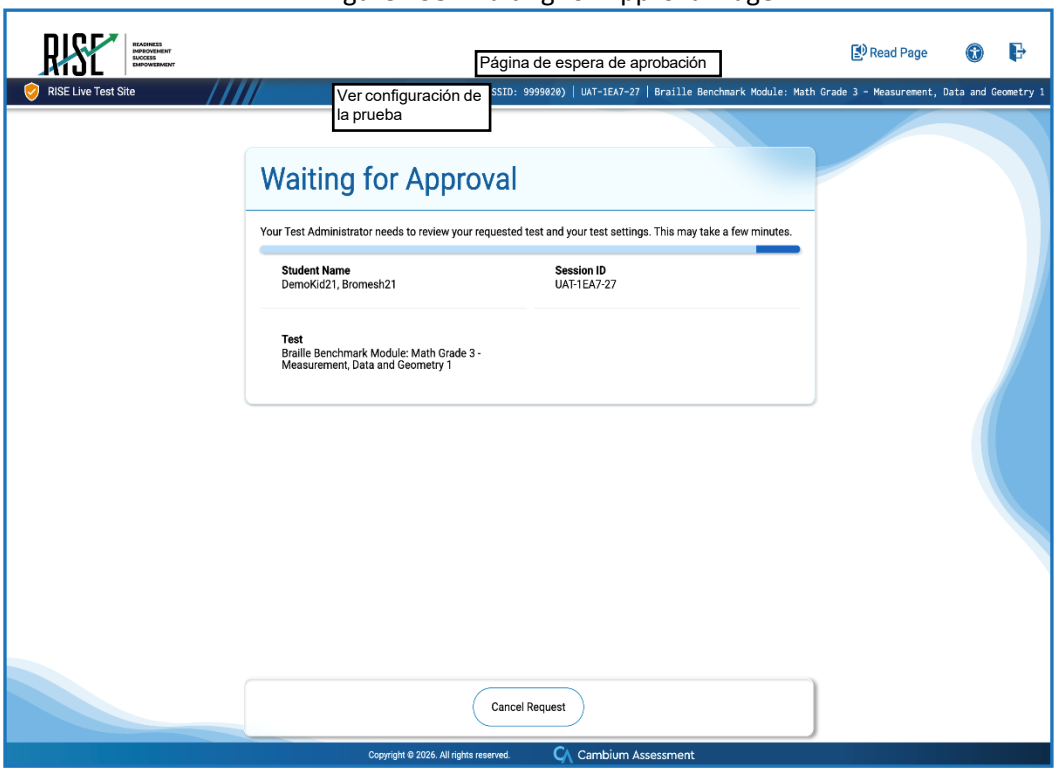
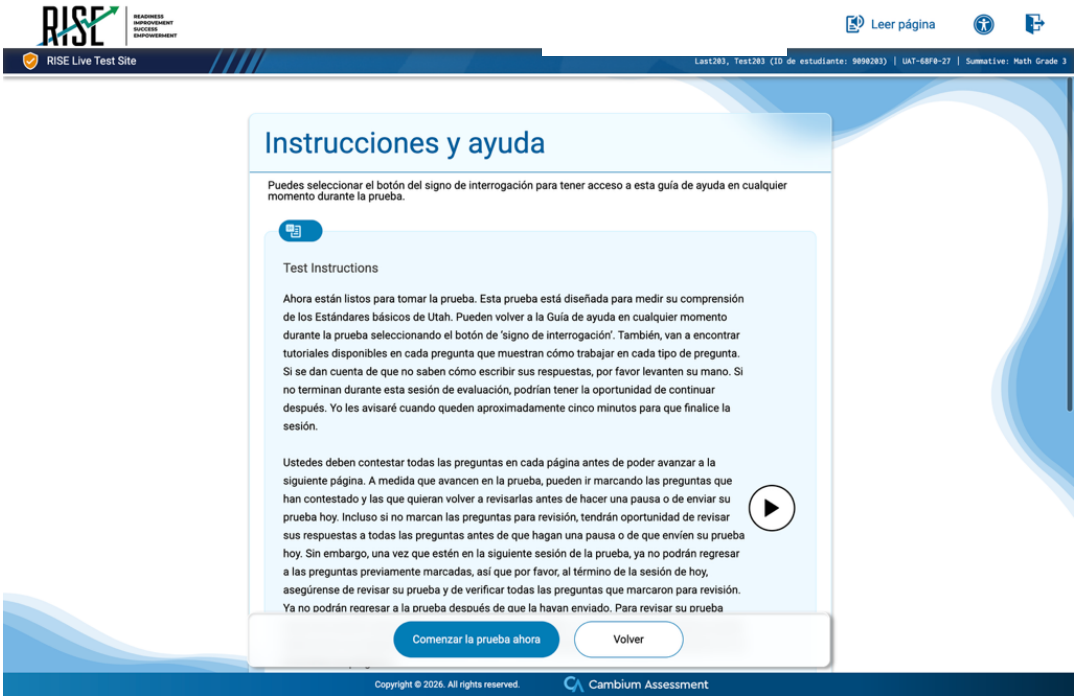


Figure 139. Audio/Video Checks Screens




Figure 140. Instructions and Help Page



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

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

**SAY: "Cuando terminen eso, seleccionen Comenzar la prueba ahora".**

# Five-Minute Alert Before the End of the Test Session

Follow appropriate local procedures to attract the students' attention and then read the following script.

**Science/ELA/Math:**
**SAY: "Quedan cinco minutos en esta sesión de la prueba. Por favor, prepárense para hacer pausa o terminar su prueba. Si hacen pausa a la prueba, no podrán regresar a las preguntas que ya han contestado, así que revisen ahora todas las preguntas que contestaron en la prueba. Tampoco podrán regresar a la prueba una vez que la hayan enviado. Si no han terminado, tendrán oportunidad para contestar las preguntas que les faltan más adelante".**

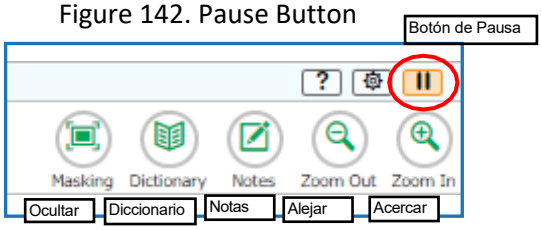
**Writing:**
**SAY: "Quedan cinco minutos en esta sesión de la prueba. Por favor, prepárense para hacer pausa o terminar su prueba de escritura. Podrán regresar a su respuesta más adelante si no han terminado".**

# Ending the Test Session

## Students—End the Session and Sign Out

**SAY: "Ya se acabó la sesión de la prueba. Si no terminaron, hagan clic en el botón de 'Pausa' en la esquina superior derecha".**

Figure 142. Pause Button




***SAY:*** **Si terminaron la prueba, revisen las preguntas una vez más para asegurarse que están satisfechos con sus respuestas, ya que no podrán regresar a la prueba una vez que la hayan enviado.**

Figure 143. End Test Button

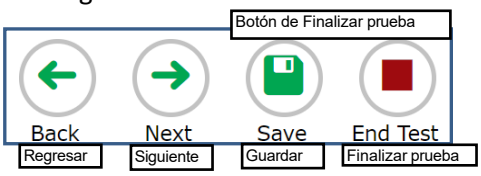


Figure 144. End of Test Attention Screen

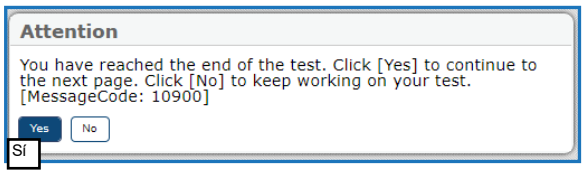
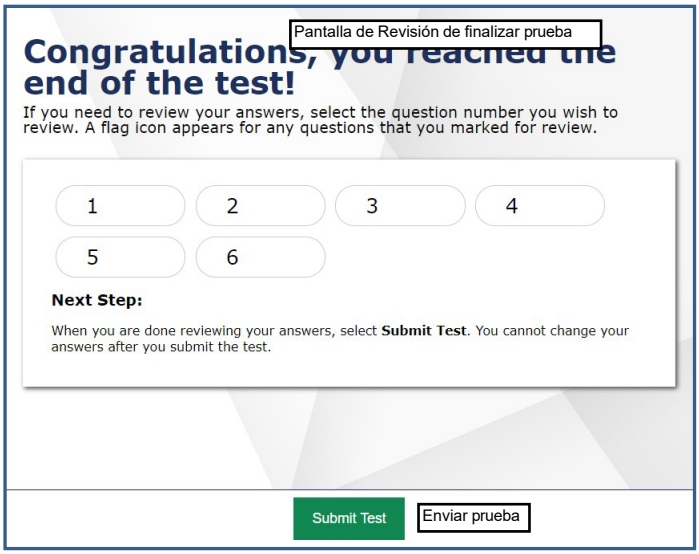



Figure 145. End of Test Review Screen




**SAY: "Una vez que hayan revisado las preguntas, hagan clic en Enviar prueba. Si necesitan ayuda o no pueden enviar su prueba, levanten la mano y avísenme."**

The student can click **Logout** to exit the Secure Browser.

[Pause.]

**SAY: "Ahora voy a recoger sus materiales de la prueba".**

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

Ensure the following materials are secure:

- Scratch paper/graph paper written on by students
- Embossed items and passages (for students with braille accommodation)
- Print-on-Demand items and passages (for students with Large Print or paper-based accommodations)
- Student test tickets, if provided (should have been collected already and placed in a secure location after the students began testing)

## Accommodated Test Script

If a student's test includes listening items, those students will be asked to perform an audio check before learning about the online testing resources/tools. In this event, please instruct students to check that their headphones are working.

**SAY: "Check your audio. Press 'Play' below to hear a sound. Change your volume as needed."**

If a student's test does not include an audio check, simply instruct those students to follow along while you read aloud the general instructions.

**SAY: "The directions will help you learn about how to take your test."**

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

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

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

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

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

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

# Administering the RISE Summatives Remotely

Administering Summative Assessments to remote students requires additional considerations above what would be encountered in the classroom setting. Only students who are enrolled full-time in an online setting can complete summative assessments remotely off-site.

**Math, ELA, Science, and Writing summative assessments are available for remote proctoring.**

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

## Required TIDE Student Settings for Remote Summative Administration

For a student to take a Remote Summative assessment, they must be marked as an Online Student in TIDE. This must be done by a School Administrator (SA) account or higher. Please review the TIDE Guide for steps to enable this setting.

Teacher (TE) accounts can view in the student interface to confirm the student is marked as an Online Student. Please note that this setting only controls Summative assessments. Interim and Benchmark Modules can be administered either remotely or in-person, regardless of this setting.




## Security

The **RISE Summative Assessments** are secure and not public assessments. Individual student results can be shared with online students via Zoom, Google Classroom, or other third-party communication software in a one-on-one conference with the student. Student results should not be shared over unsecured communication methods like personal email or text messages.

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

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

## Creating a Remote Session in the Test Delivery System

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

## Guidance for Remote Administration of Summative Assessments

- A maximum ratio of 10:2 student to proctor ratio is permitted for Remote Summative testing sessions. USBE requires two proctors for every 10 students in a proctor group. Both proctors must be in the same physical location and able to converse with each other during the entire testing session.
- Students who are enrolled full-time in an online setting are permitted to complete summative assessments off-site., Math, ELA, Science, and Writing summative assessments are available for remote proctoring.
- The RISE online testing system that teachers and test administrators in Utah have used to administer assessments in the classroom allows teachers to administer Summative Assessments to students who are off-site and not in the classroom. Features built into RISE allow teachers and students to see and communicate with each other during a remote Summative Assessment. However, once the assessment has been submitted, teachers and students cannot communicate with each other within the RISE system.
- Teachers and students do not need to buy or install any additional software to enable the remote administration feature. Teachers sign into the RISE test administration site they use when students are in the classroom. From this site, teachers can select a remote Summative Assessment session or an assessment session in the classroom. Teachers can schedule sessions in advance and provide a session ID to the session for students to join the session when it starts.
- The option to assess students remotely is built into RISE. Teachers and students will not be asked to share any additional personally identifiable information than they would share in an assessment session in a classroom.

The remote administration option should be used when students who are enrolled full-time in an online setting need to complete a Math, ELA, Science, or writing Summative Assessments in an online setting.

## How to Prepare for Remote Administration

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

| Task | Status |
|---|---|
| Make sure the teacher's computer or iPad has the Chrome, Firefox, or Safari web browser installed so they can access the RISE test administration site. | |
| Make sure the teacher's computer has a built-in or plug-in webcam. | |
| Make sure the teacher's computer has a built-in or plug-in microphone. | |
| Make sure the teacher's computer has a built-in or plug-in speaker. | |
| Make sure each student's testing device has a built-in or plug-in webcam. | |
| Make sure each student's testing device has a built-in or plug-in microphone. | |
| Make sure each student's testing device has a built-in or plug-in speaker. | |

| | |
|---|---|
| Use the diagnostic checker to make sure the teacher's webcam, microphone, and speaker are working properly. | |
| Make sure the diagnostic checker has been run on each student's testing device to test their webcam, microphone, and speaker. | |
| Highly recommended: Make sure each student has taken a remote TA-proctored training test to ensure their technology is working properly and to familiarize teachers and students with the remote administration process. | |
| Highly recommended: Schedule a Summative Assessment session in advance and share the session ID to the test session with students. | |

## How to Prepare the Teacher's Computer to Administer Summative Assessments Remotely

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

Please note: both proctors will need to share the same device while proctoring as the system does not allow for multiple proctors to log in on separate devices.

## What Technology do Teachers Need?

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

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

## Hardware Requirements for Teachers

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

## Software Requirements for Teachers

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

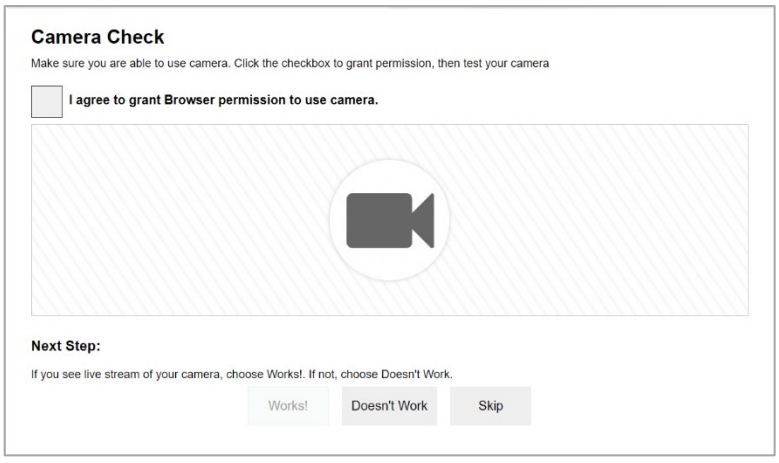
## Before Testing Day: Checking your Technology

To ensure the teacher's webcam, microphone, and speaker meet the minimum requirements necessary for remote testing, run the diagnostic checker at https://netdiag.cambiumtds.com/diagnostictool/Pages/?c=ClearSight_PT

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

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

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

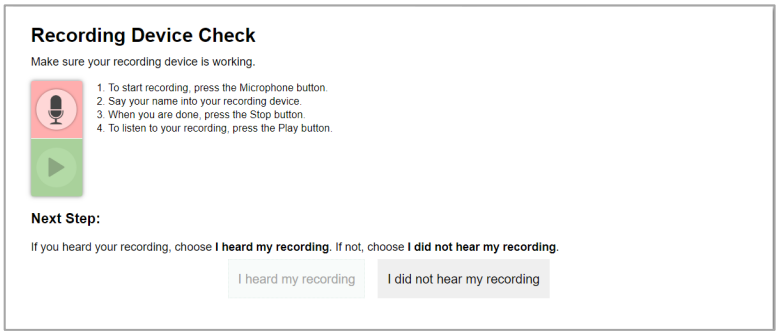



Teachers can ensure their microphone is working properly by following the steps below:

6. In the *Recording Device Check* field, select the **Microphone** icon ( ).
7. Speak into your microphone.
8. When you are done speaking, select the **Stop** icon ( ) to stop recording.
9. To listen to your recording, select the **Play** icon ( ) to listen to your recording.

10. Do one of the following:

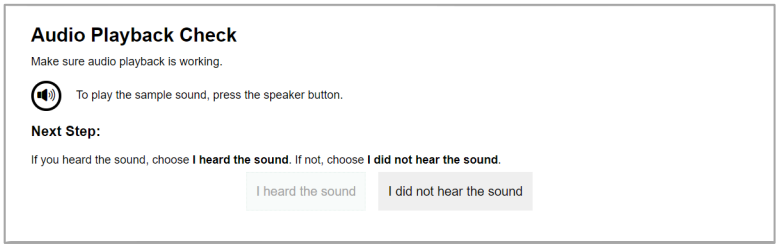
- If you hear the audio you recorded from your speaker, select **I heard my recording**. A checkmark appears in the upper right corner of the *Recording Device Check* field. Your microphone works.
- If you do not hear the audio you recorded from your speaker, select **I did not hear my recording** and contact your school's technology coordinator to troubleshoot the problem.




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

3. In the *Audio Playback Check* field, select the **Play Audio** icon ( ).
4. 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.

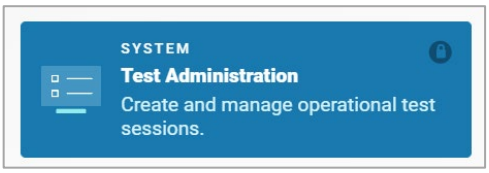



## How to Log in the Test Administration Site in an Online Setting

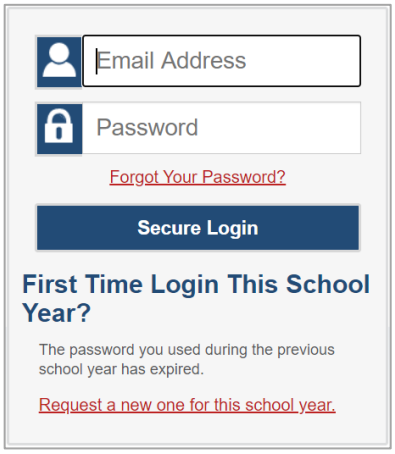
Teachers access the RISE test administration site in an online setting the same way they would access it in a classroom. From the test administration site, teachers can start a Summative Assessment session immediately or schedule a Summative Assessment session to start in the future.

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

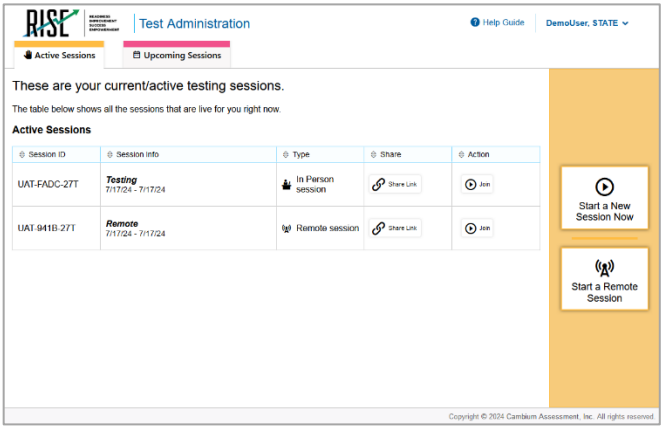
4. Access the RISE portal at www.utahrise.org
5. Select the Test Administration card.




6. 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. Users are prohibited from logging in to the RISE and Secure Browser systems using any credentials other than those specifically assigned to their role.



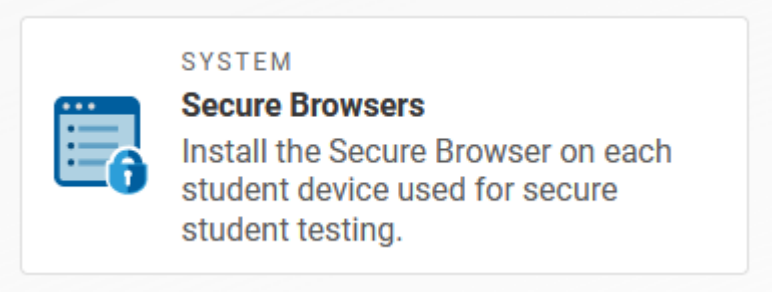

Once you have logged in, the *Test Administration* site appears, displaying the *Active Sessions* page. In addition to allowing teachers to create Summative Assessment sessions for students in the classroom like they have done in the past, this site has been redesigned to allow teachers to create Summative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




## How to Schedule a Summative Assessment Session in Advance

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

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

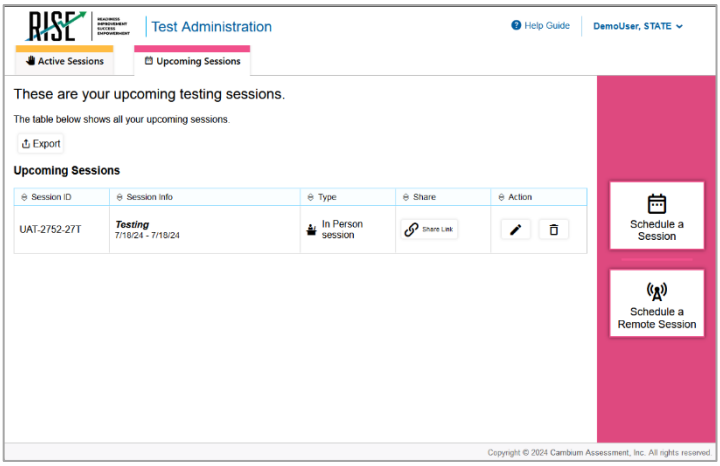



For information about communicating session information to students, see the section How to Communicate Session Information Securely to Students.

Teachers can schedule a Summative Assessment session in advance by following the steps below:

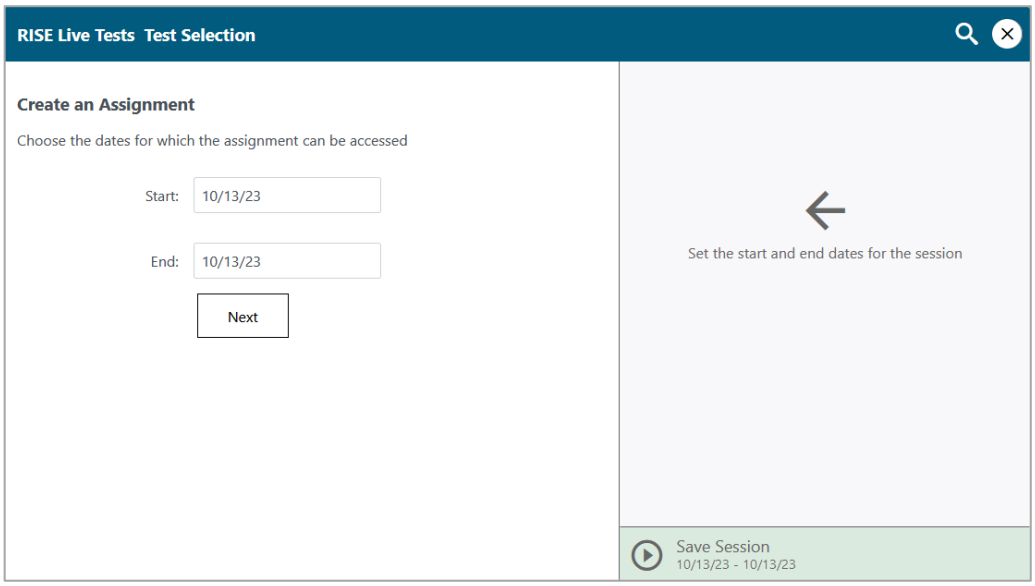
10. Access the RISE test administration site by following steps in the section How to Log in the Test Administration Site .

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

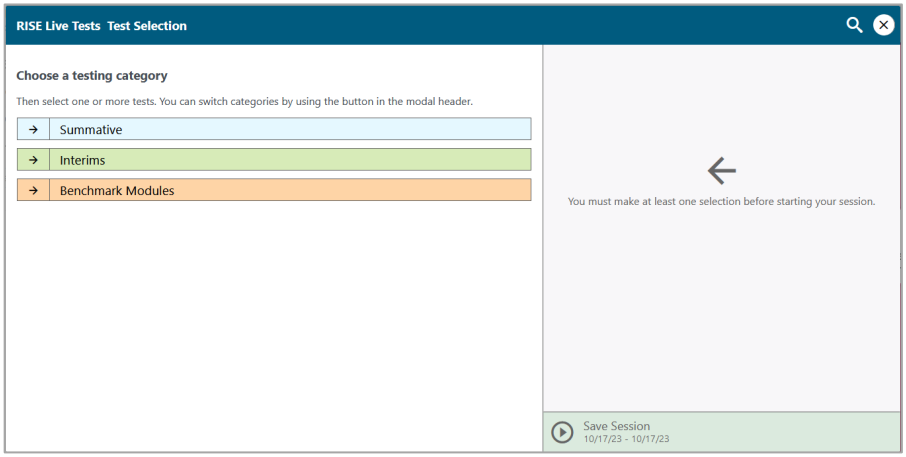



12. The *Upcoming Sessions* page appears. Select **Schedule a Session**.

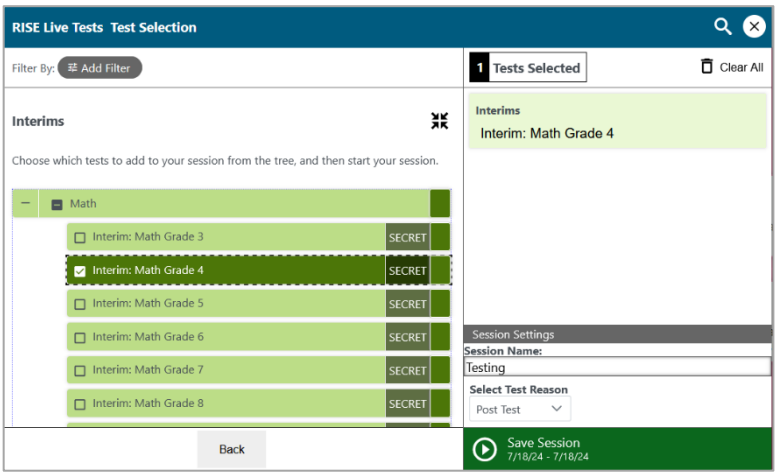
13. The *Schedule a Session* pop-up window appears. In the *Start* and *End* fields, enter a start and end date for the session and select **Next**.




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



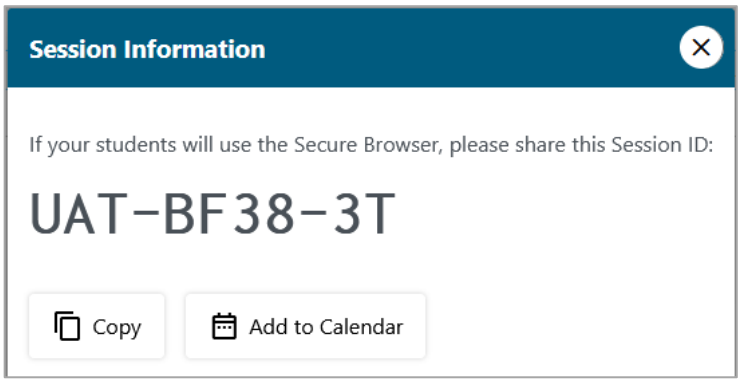

15. The Summative Assessments appear. Select a Summative Assessment to add to the session by marking the checkbox(es) by the test(s). Expand a group of Summative Assessments by selecting the **Plus Sign** icon (+) next to that group.



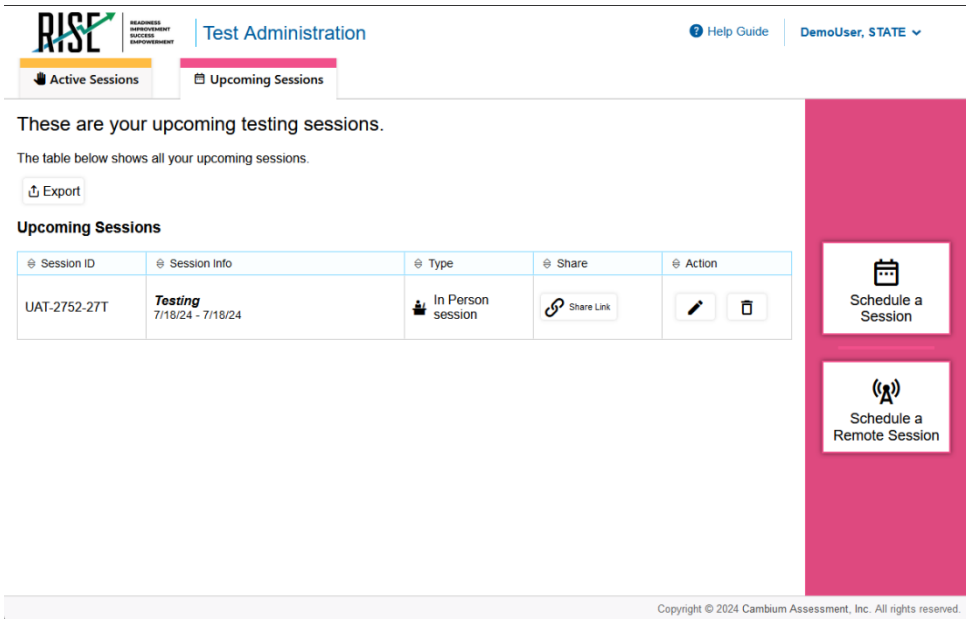

16. Once you have selected a Summative Assessment to add to the session, the *Session Settings* fields appear. Do the following:
    a. In the *Session Name* field, enter a name for the session. It is recommended you make the name descriptive as to the summative and timeframe being administered. As an example: 'Grade 3 Math Summative October 16'. Do not enter special characters in the name.
    b. Select **Save Session**.

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

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




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




- 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 Summative Assessment Session Scheduled in Advance but has Not Started

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

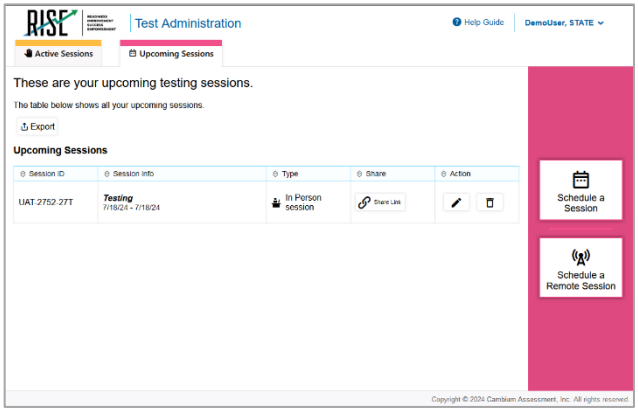
For example, a teacher may want to modify a session after it was created to change the start or end date of the session.

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

4. Access the RISE test administration site by following steps in the section How to Log in the Test Administration Site .

5. The *Test Administration* site appears. Do one of the following:

   - To modify a Summative Assessment session, select **Upcoming Sessions**. The *Upcoming Sessions* page appears.




6. To edit an upcoming Summative Assessment session, select **Edit** for that Summative Assessment session and do one of the following:

- To modify a Summative Assessment session, complete steps 4-9 in the section How to Schedule a Summative Assessment Session in Advance.

## How to Communicate Session Information Securely to Students

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

## Tasks to Complete During Remote Administration

This section lists and explains the tasks that teachers will need to complete to administer and monitor a Summative.

## How to Join a Remote Summative Assessment Session Scheduled in Advance

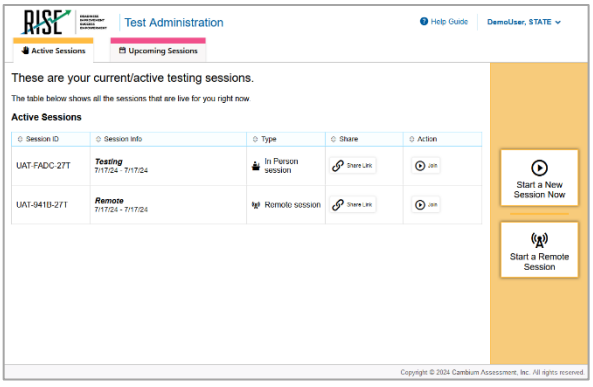
Teachers join a Summative Assessment session they scheduled in advance and approve students into the session so students can complete the Summative Assessment. Teachers should plan to join active sessions in advance to allow students time to log in. Students cannot join a session until the teacher has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

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

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

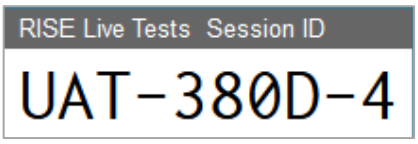
1. Access the RISE test administration site by following steps in the section How to Log in the Test Administration Site .

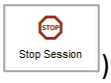
2. The *Test Administration* site appears. Select **Join** for the Summative Assessment session you want to join.



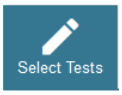

3. If the Summative Assessment session is being administered in a remote session, a pop-up window appears in your web browser, requesting access to your microphone and camera. Select **Allow**. If you do not select Allow, students taking the test will be unable to see or hear you during video conferences.

4. The *Test Administration* site appears. The session will begin and will continue the same way it would if you had created it to start immediately. The session ID appears at the top of the page.




- To stop the session, select the **Stop** icon ( 

).

- To select additional Summative Assessments to add to the session, select the **Select Tests** icon ( 

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

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

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

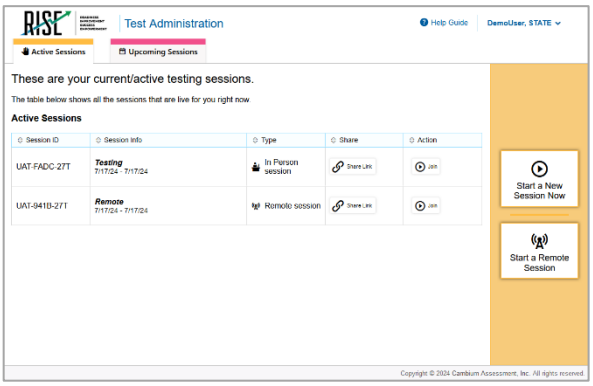
## How to Start Summative Assessment Session Immediately for Students in an Online Setting

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

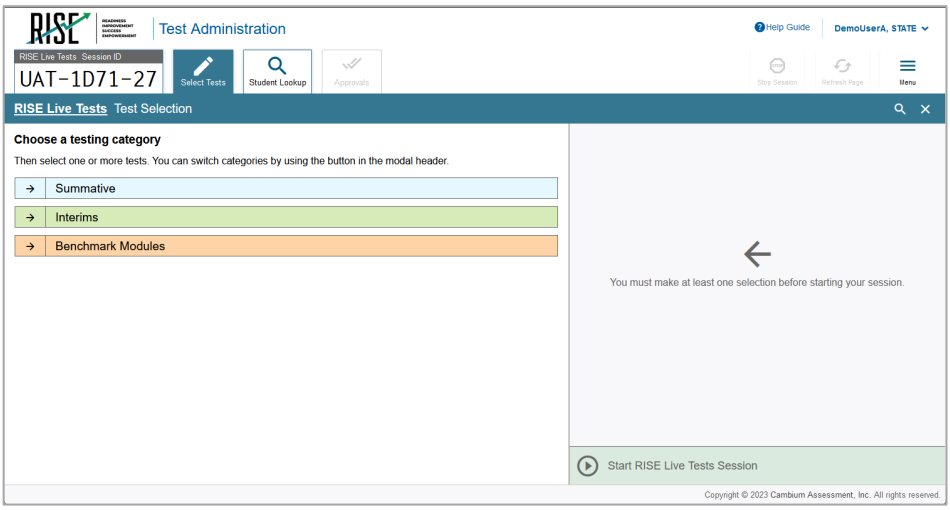
Teachers can start a Summative Assessments session immediately by following the steps below:

8. Access the test administration site by following steps in the section How to Log in the Test Administration Site.

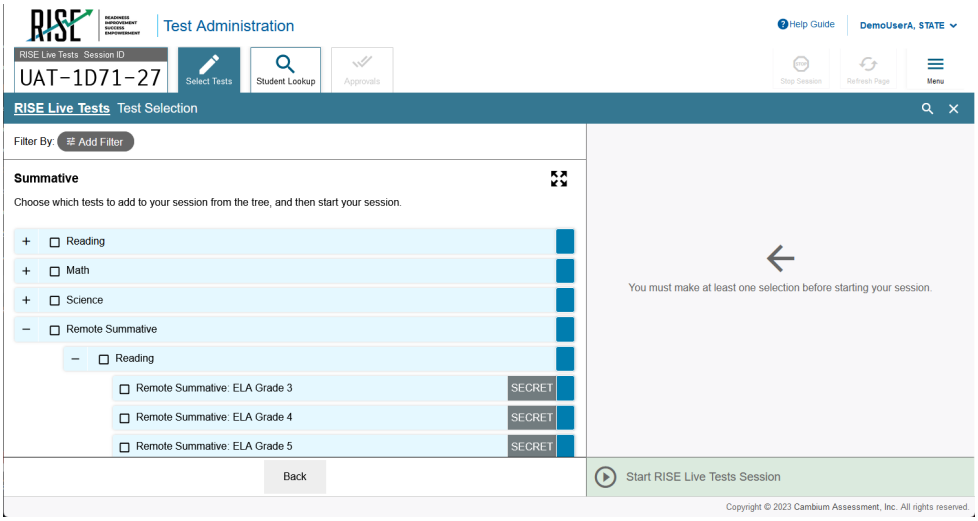
9. The *Test Administration* site appears, displaying the *Active Sessions* page. Select **Start a New Session Now**.




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




11. The Summative Assessments appear. Select the Summative Assessments that you want to administer. Expand a group of tests by selecting the **Plus Sign** icon (+) next to that group.




12. Once you have selected a Summative Assessment to add to the session, the *Session Settings* fields appear. Do the following:

    a. In the *Session Type* field, do one of the following:

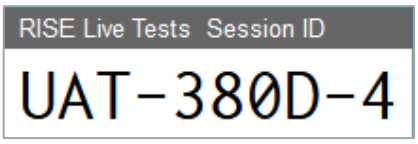
        i. For an in-person session, select **In Person**.

        ii. For a remote session, select **Remote**.

    b. Select **Start RISE Live Tests Session**.

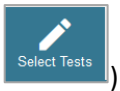
13. If the session is a remote session, a pop-up window appears in your web browser, requesting access to your microphone and camera. Select **Allow**. If you do not select Allow, students taking the test will be unable to see or hear you during video conferences.

14. 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 Summative Assessments to add to the session, select the **Select Tests** icon ( 

).

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

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

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

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

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

- Broadcasted messages to students pop up automatically as announcements on each student's screen. Students do not need to do anything for these messages to appear. These messages are also read aloud.
- 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.

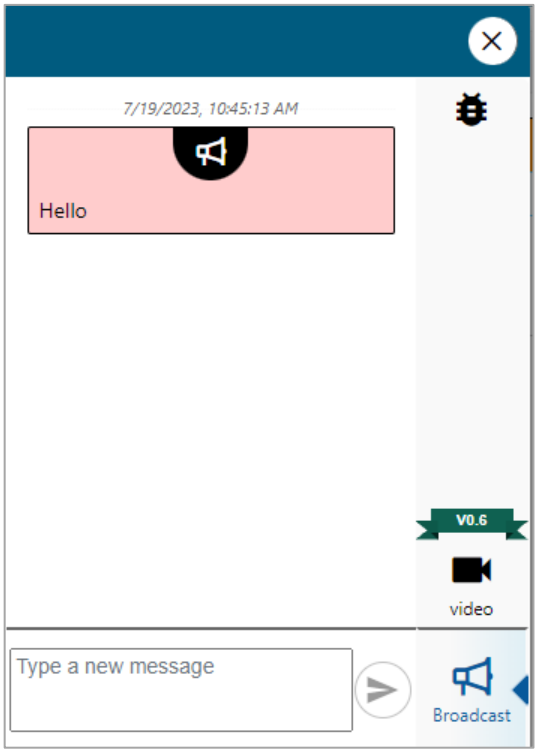
Teachers can communicate with all students in a remote test session by following the steps below:

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

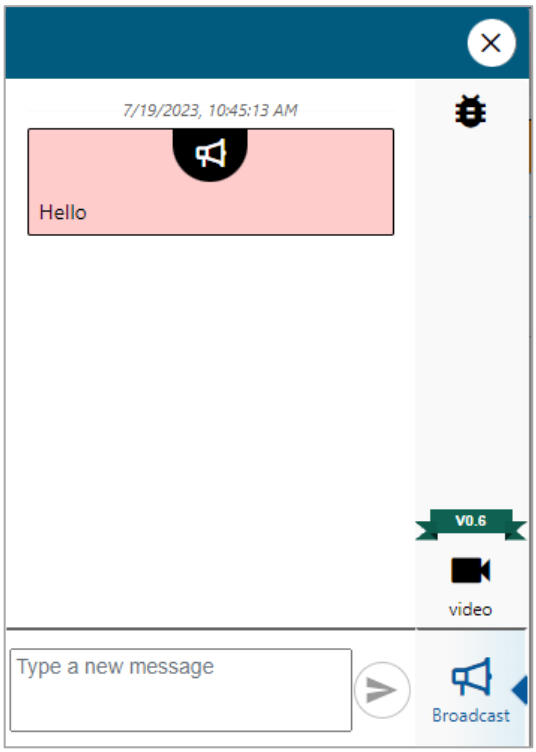
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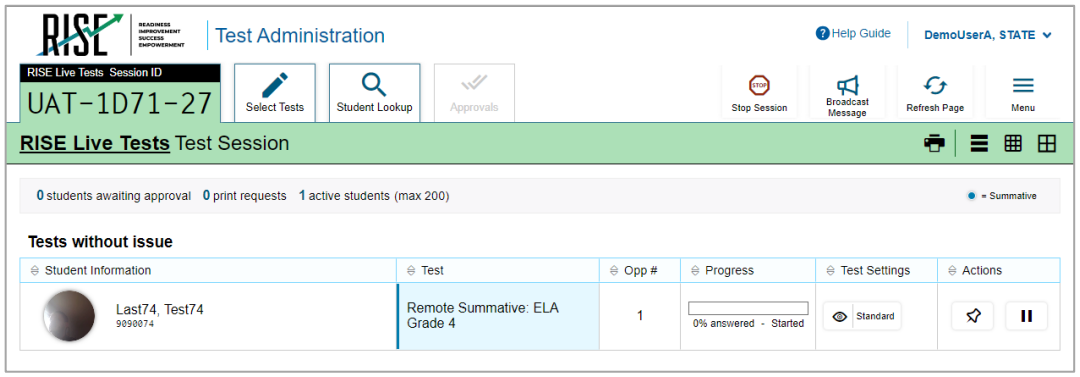
4. The *Broadcast* pop-up window opens. In the *Type a new message* field, type your message and then select the **Send** icon ( ).



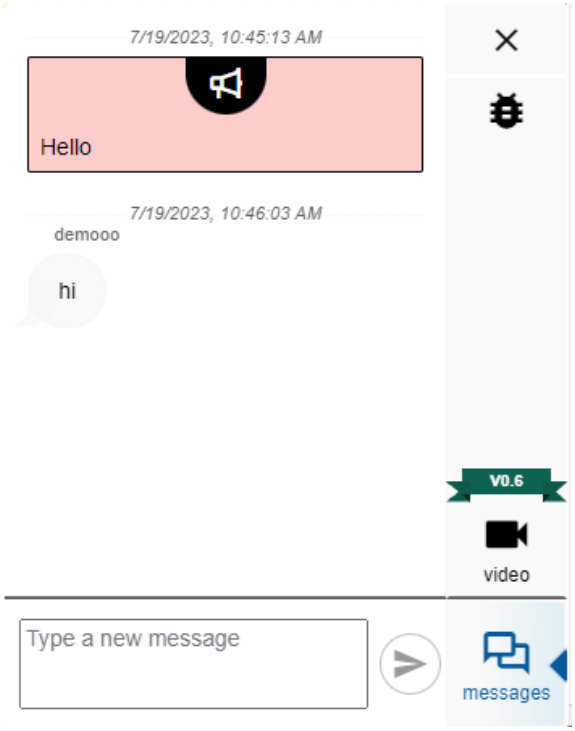

- Your message automatically appears on the testing device of each student in the session and will be read aloud. Students do not need to do anything for this message to appear. It may be helpful to remind students that they do not need to individually reply to broadcast messages unless requested to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




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




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

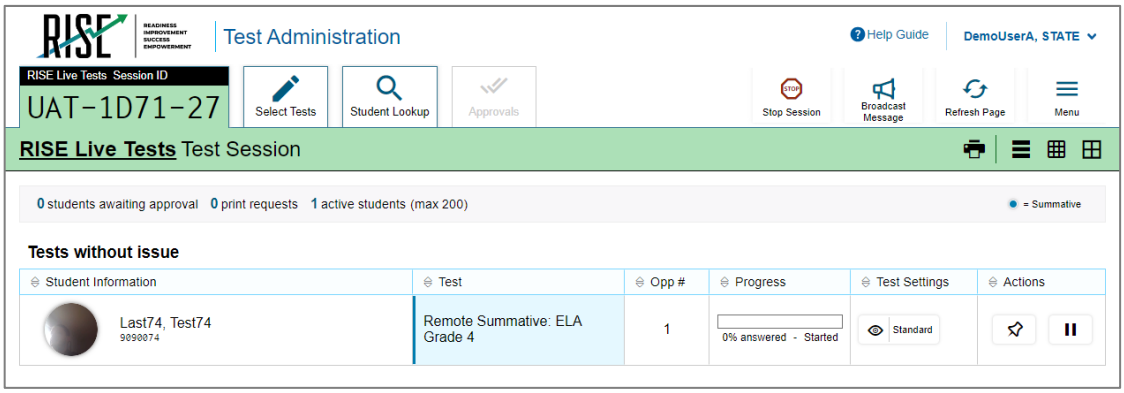



Select **X** to close the *Chat* pop-up window. The test administration site appears.

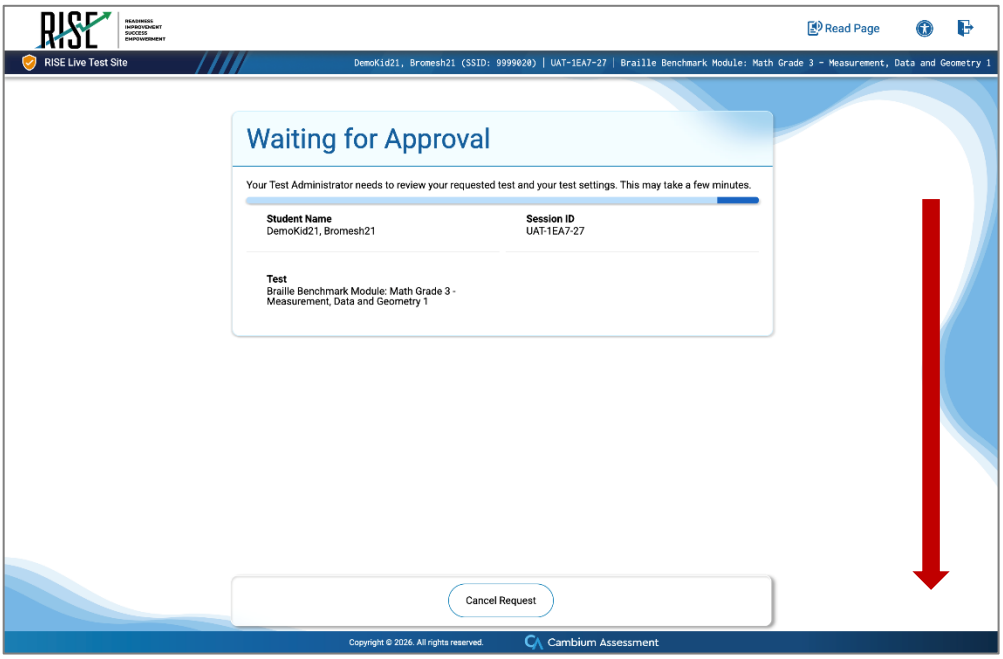
## How to Observe Students while they Complete Summative Assessments Off-Site

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

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



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



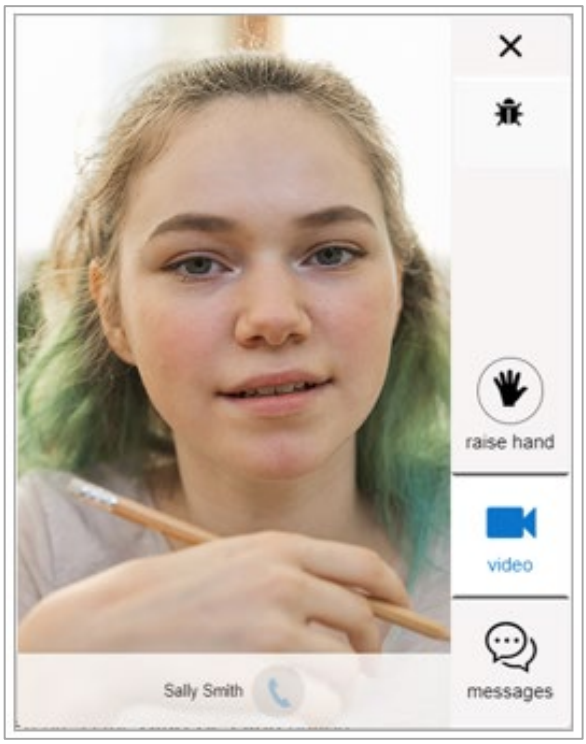
Once teachers approve students to join test sessions, teachers can see the **Student Video** icons on the list of students on the RISE remote Summative Assessment administration site. You may select a larger student view by clicking on the various options to the left of the broadcast icon. Depending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

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

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

3. From the list of students in the test session, select the **Student Video** icon ( ) for the student you wish to view.

4. 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 Summative Assessment administration site appears.

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

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

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

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

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



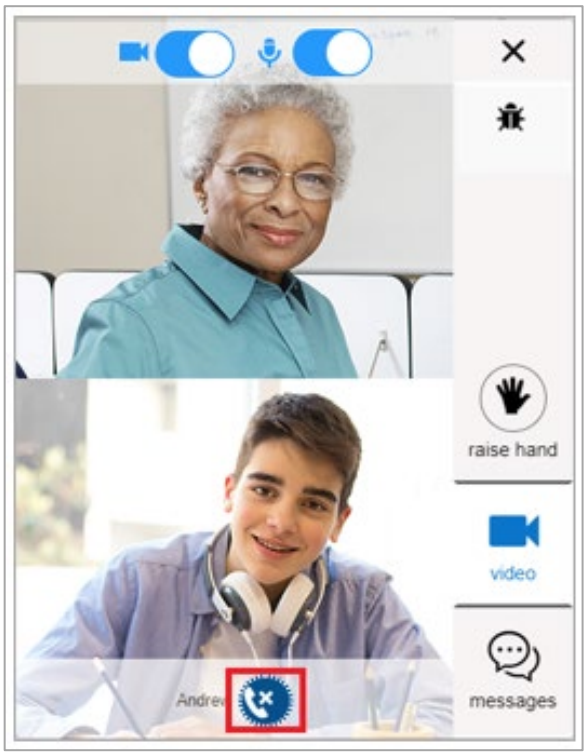

The call is placed. On your device, the *Video Conference* pop-up window displays a split-screen view of you and the student. On the student's device, the *Video Conference* pop-up window displays automatically, displaying the same split-screen view of you and the student.

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 Summative Assessment. Students who request assistance will appear at the top of the class list for efficient monitoring.

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

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

3. From the list of students in the Summative Assessment session, select the **Student with Hand Raised** icon for the student to whom you wish to respond.

4. The *Video Conference* pop-up window appears, displaying high resolution video of the student. Do one of the following:

   - To send the student a chat message, select **Messages**, enter your message in the *Type a new message* field and select the **Send** icon ( ). Your message appears automatically on the student's screen. Students can respond to your message with a chat message of their own.

   - To start a one-on-one video conference with the student, select the **Call** icon ( ). The student appears in a split-screen. You and the student can see and hear each other.

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

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

- To lower the student's hand, select the **Lower Hand** icon ( 

).
- To close the *Video Conference* pop-up window, select **X**. The list of students in the session appears.

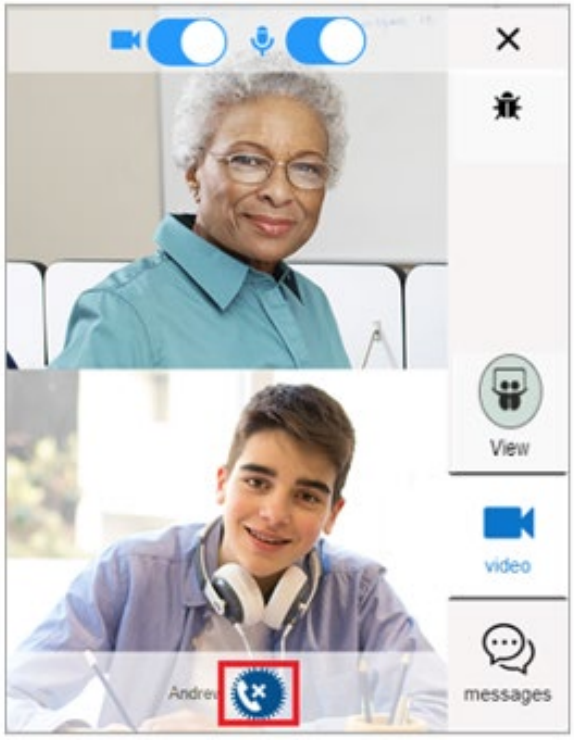


## How to View a Student's Screen

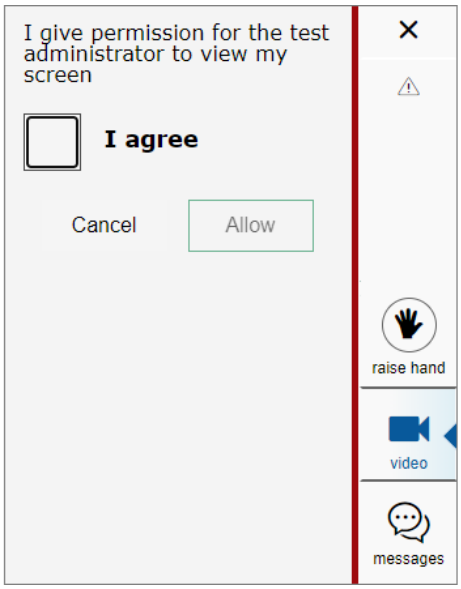
If a student has a question that requires you to see their screen, the system has screensharing functionality.

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

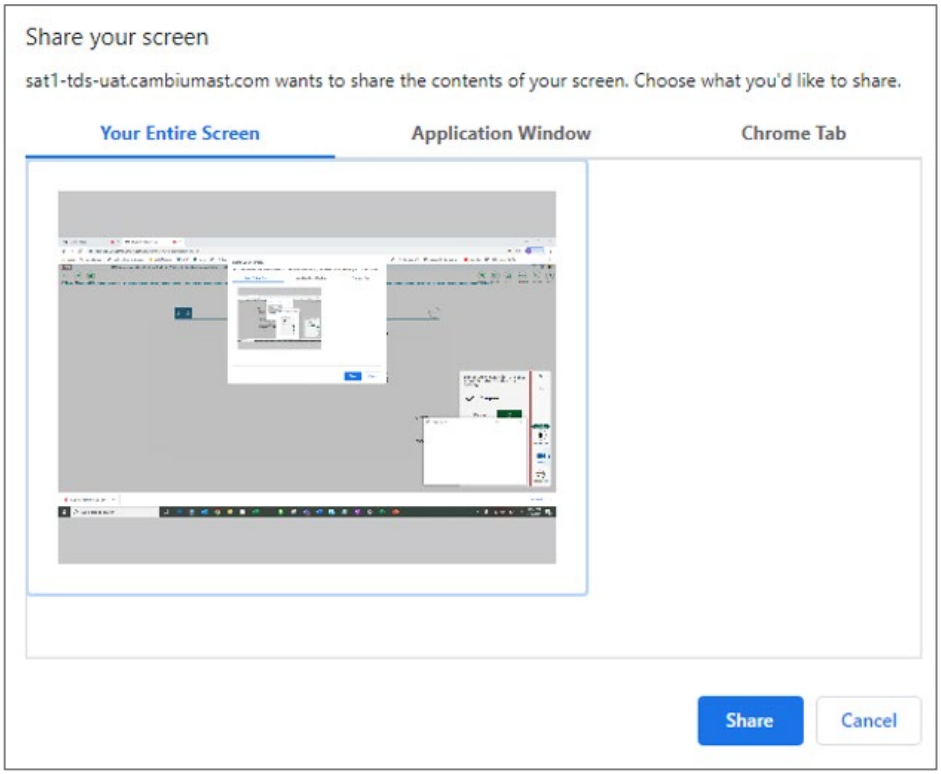
6. In the *Video Conference* pop-up window, select the **View** icon ( ).




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

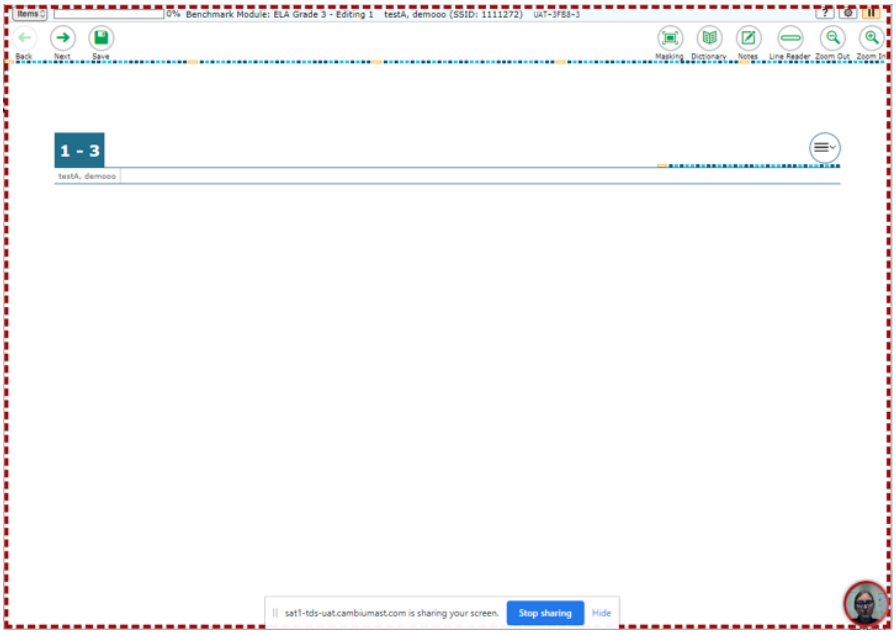


8. Once the student selects the **I agree** box, the *Share your screen* pop-up window will appear where the student will specify if they want to share their entire screen, an application window, or a browser tab (as applicable).

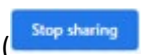



9. Once the student specifies which screen they want to share and selects the **Share** button ( 

), screensharing will begin. A red, dashed border will appear around the student's screen when it is being shared. The teacher will then be able to view the student's screen.




10. There are two ways to end screensharing.

- The student can select the **Stop Sharing** button ( 

) on their screen.
- The teacher can select the **End** icon ( 

) in the *Video Conferencing* pop-up window on their screen.

## How to Respond if a Test Alert Appears for a Student

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

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

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

3. When a test alert appears, select the **Student Video** icon for the student.

4. The *Video Conference* pop-up window appears, displaying high resolution video of the student. Do one of the following:

   - To send the student a chat message, select **Messages**, enter your message in the *Type a new message* field and select the **Send** icon (  ). Your message appears automatically on the student's screen. Students can respond to your message with a chat message of their own.

   - To start a one-on-one video conference with the student, select the **Call** icon (  ). The student appears in a split-screen. You and the student can see and hear each other.

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

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

   - To lower the student's hand, select the **Lower Hand** icon (  ).

   - To close the *Video Conference* pop-up window, select **X**. The list of students in the session appears.

## How to End a Remote Summative Assessment Session

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

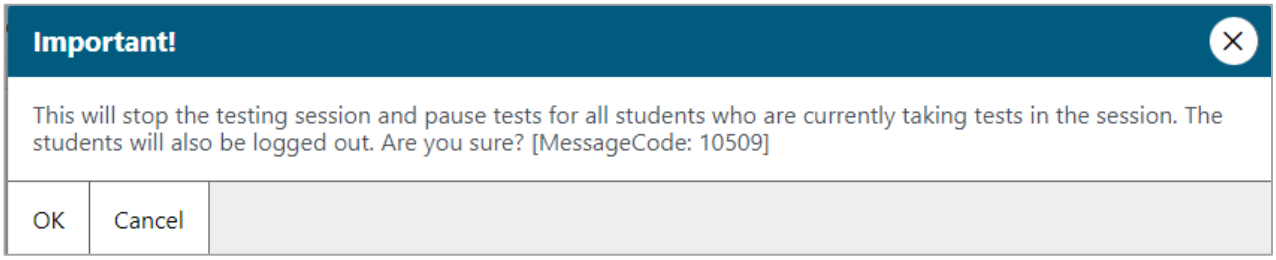
Stopping a session automatically logs out all the students in the session and pauses their Summative Assessment. Once a session is stopped, it cannot be resumed. To resume the Summative Assessments that were in that session, a new session should be started. Please note: updated session information will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

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




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

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



## Remote Summative Assessment Student Instructions

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

***Please note that remotely proctored Summative Assessments taken within the Secure Browser do require a third-party communication software to be disabled on the student's machine while Summative Assessment is underway. You may continue to communicate through any third-party platform you typically use in the classroom as needed to provide the following:***

***Please note that the RISE assessments will provide automated instruction read aloud to students on each page as they progress through the following screens. These* instructions *will cover the information students will need to know to operate their test. The student should contact their proctor should they encounter any issues. The students will be presented with audio/visual checks and test setting instructions.***

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

## Steps for Directing Students

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

The following directions provide the necessary detail for students to enter RISE to begin testing. These are required to be read to students before every testing session and are applicable for every test, no matter the content.

***SAY: "Please ensure all personal electronic devices, including cell phones and smart watches, are powered off and put away for the remainder of the testing session. Scratch paper has been provided for you on your desk. If you need more scratch paper at any time, please raise your hand. After signing in, listen to the instructions before you begin your 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."*** **[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. On the next screen, please enter your Session ID. Then click the 'Sign In' button."***

***Please note that the RISE assessments will provide automated instruction read aloud to students on each page as they progress through the following screens. These instructions will cover the information students will need to know to operate their test. The student should raise their hand should they encounter any issues. The students will be presented with audio/visual checks and test setting instructions.***

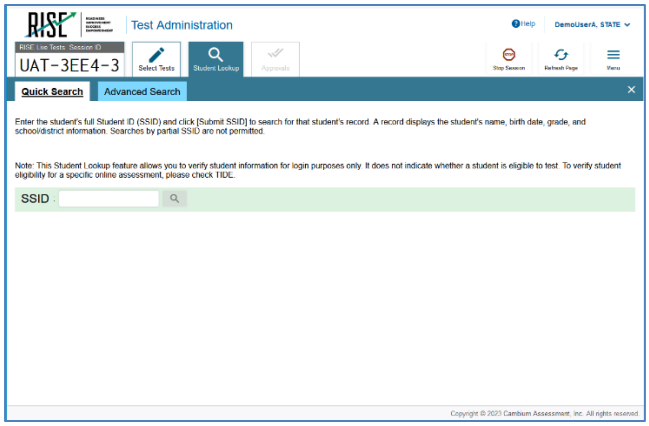
**Please also note that Math Grade 6 has additional instructions on page 163.**

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

- Has the student entered his or her legal first name, not a nickname? Please note: some students have two first names. If two first names are listed e.g., John Henry, both names must be entered
- Has the student entered the correct SSID and the correct Session ID?

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

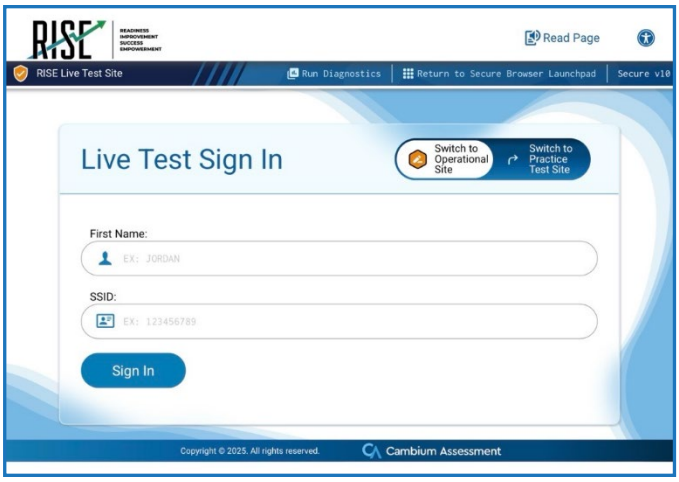
Student Lookup Function in TA Site



## Test Sign-in for Students

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

Figure 90. Student Sign In Page




Pause while students sign in (see Figure 90).

***SAY: "Listen as you move through a few screens of test settings. Click on the play icon and listen along to the instructions provided. When you get to the test selection screen, choose the test you are taking today."***

Pause as students progress through the following pages (see Figure 91, 92, 93, 94). Students are instructed to raise their hand with any questions.

Figure 91. Is This You? Page

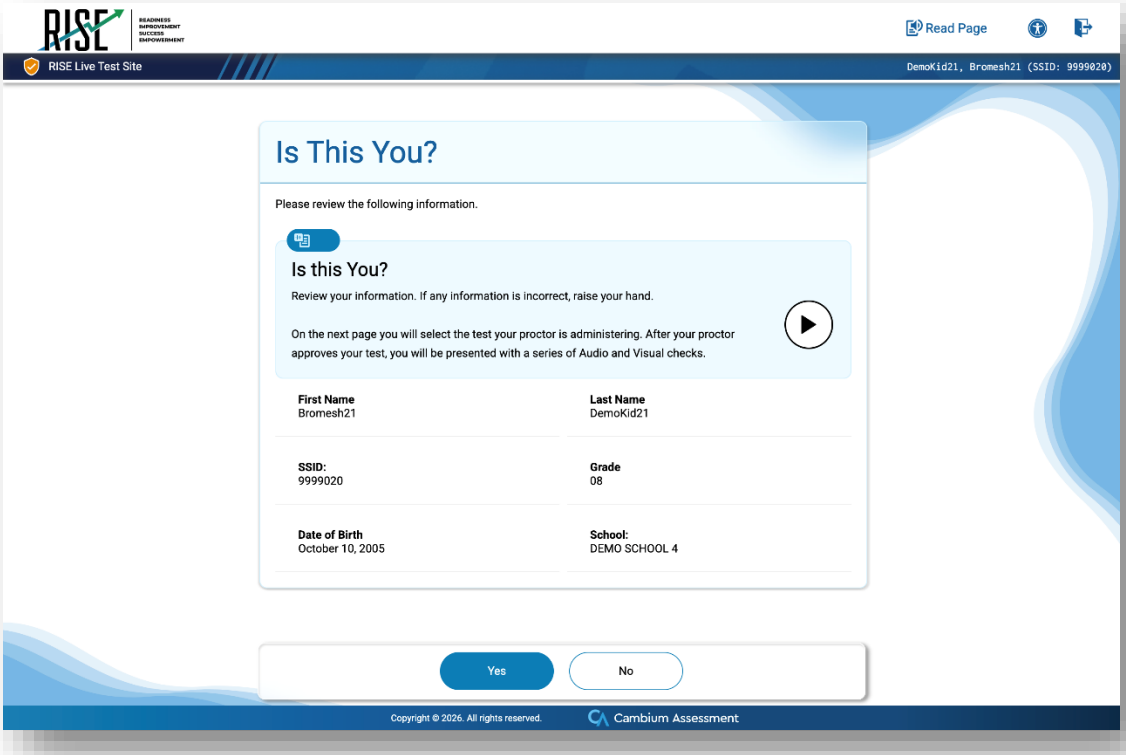



Figure 92. Students' Your Tests Page

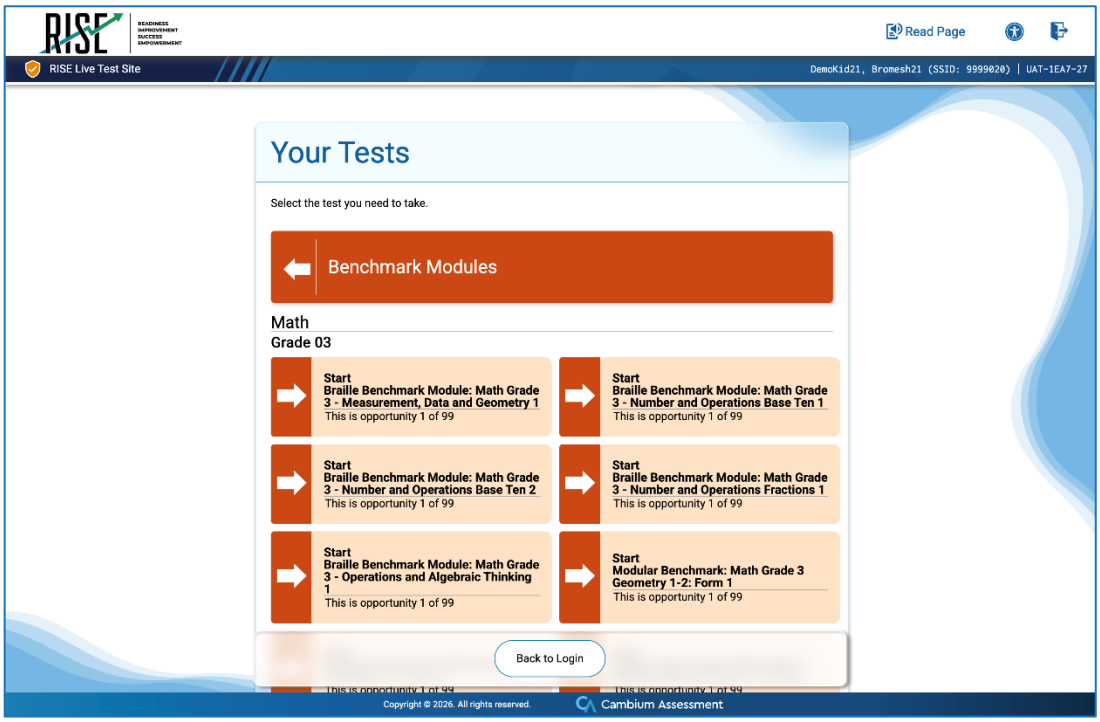


Figure 93. Waiting for Approval Page

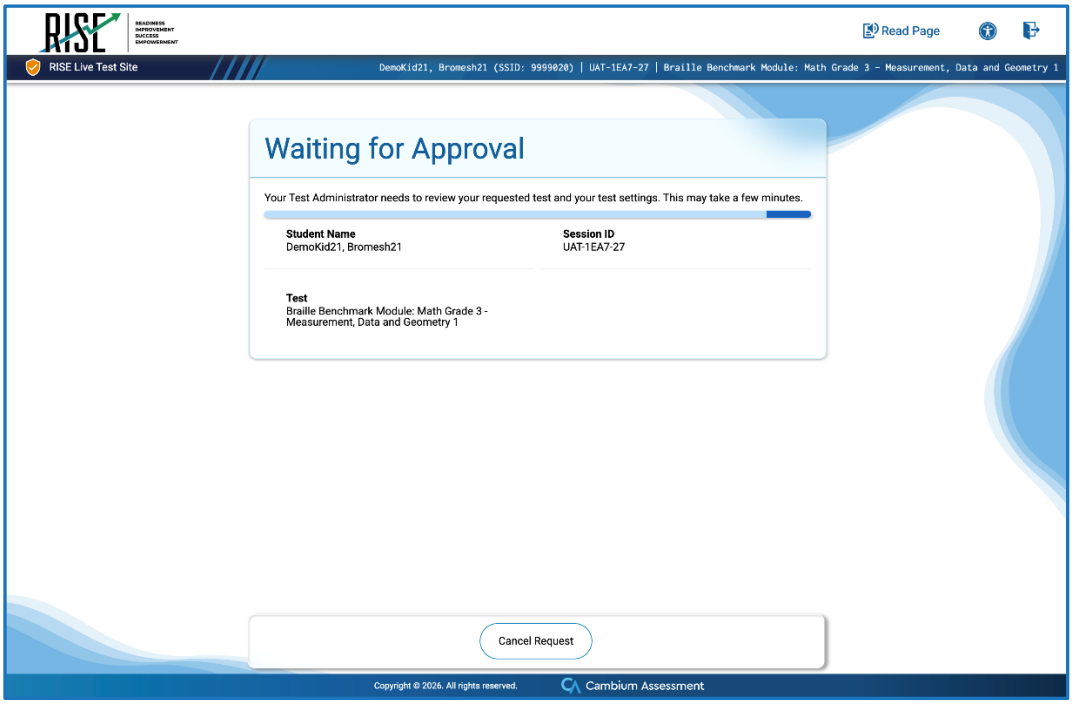
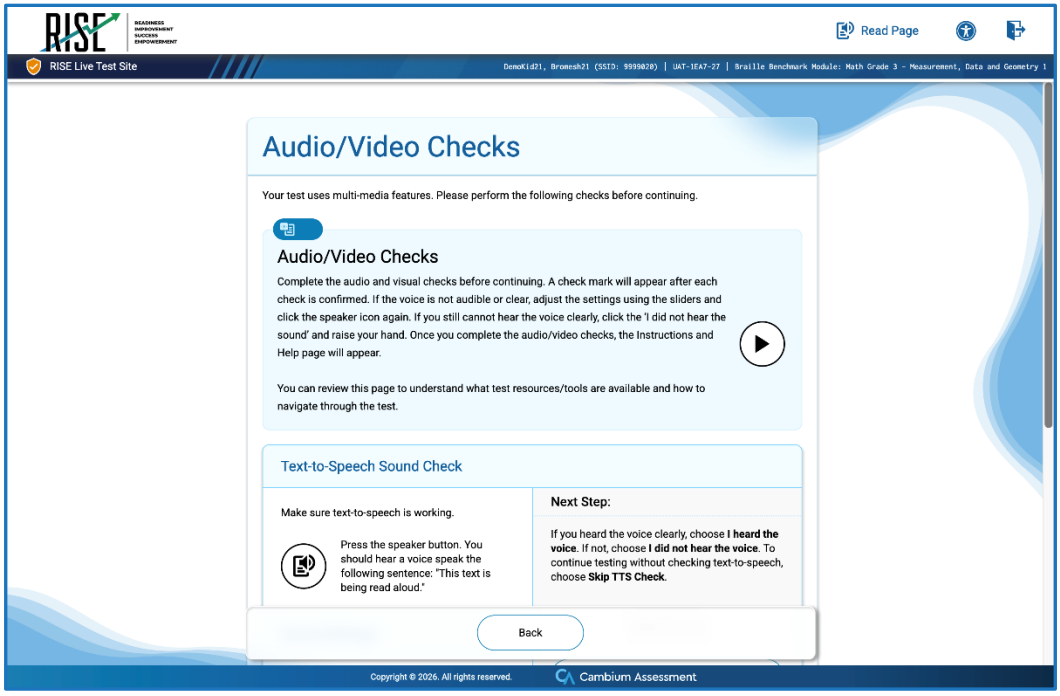



Figure 94. Audio/Video Checks Screens



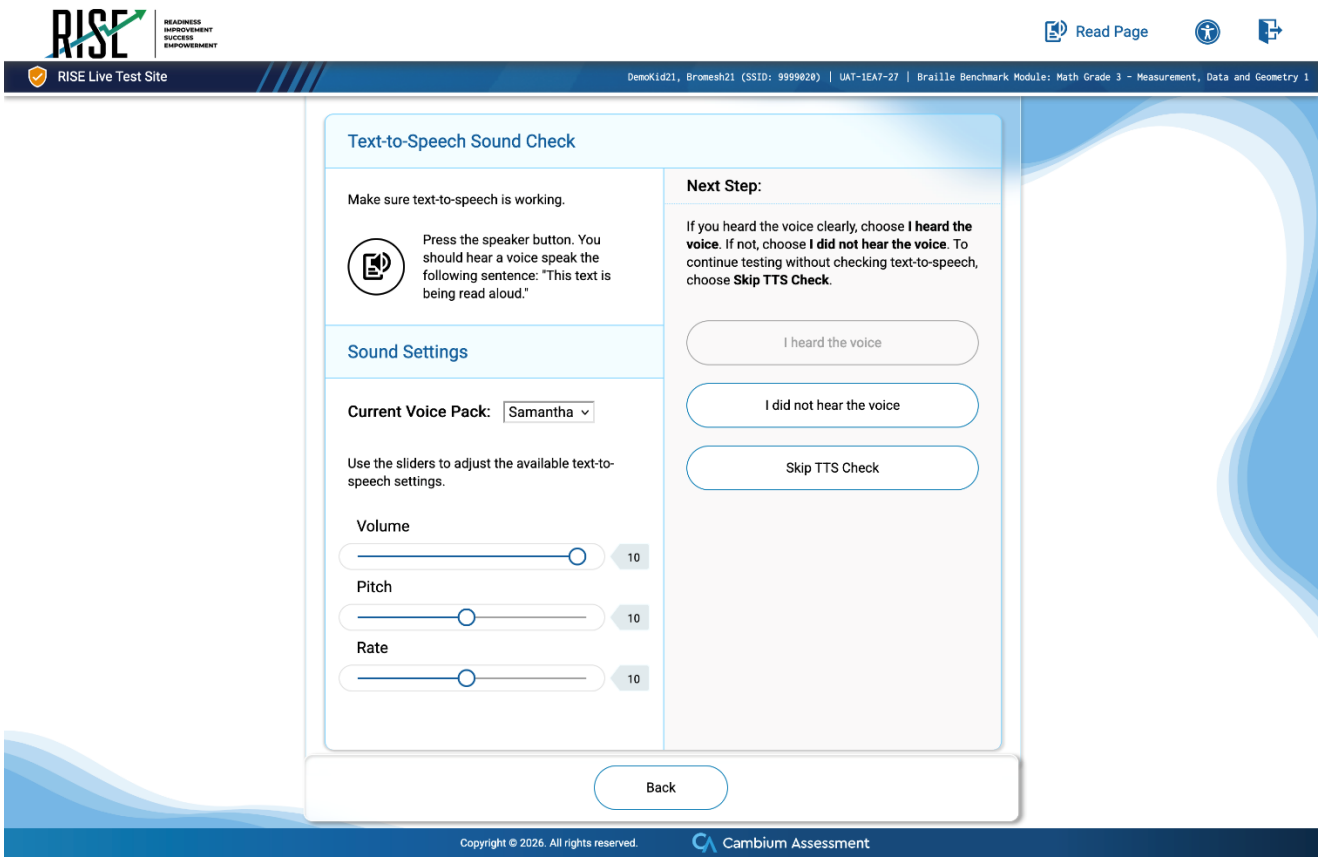
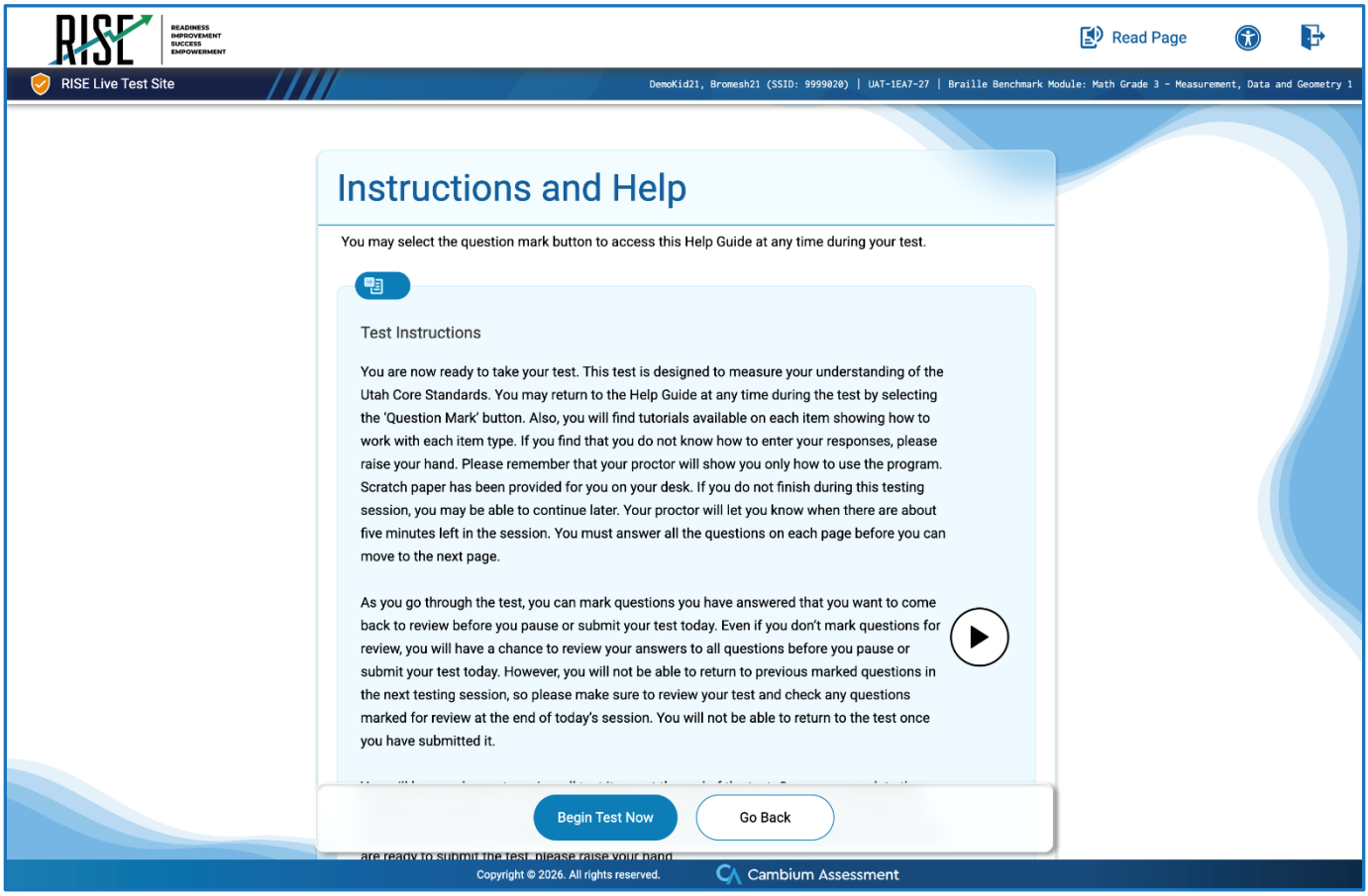

Read Page
RISE Live Test Site
DemoKid21, Bromesh21 (SSID: 9999020) | UAT-1EA7-27 | Braille Benchmark Module: Math Grade 3 - Measurement, Data and Geometry 1
Text-to-Speech Sound Check
Make sure text-to-speech is working.
Press the speaker button. You should hear a voice speak the following sentence: "This text is being read aloud."
Sound Settings
Current Voice Pack: Samantha
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
Back
Copyright © 2026. All rights reserved.
Cambium Assessment

Figure 95. Instructions and Help Page




**Note:** Reading the assessment scripts is required for all remote administration of the RISE Summative Assessments to familiarize teachers and students with RISE standardized testing procedures. The scripts for each Summative Assessment are found below.

## Remote ELA or Mathematics Summative Assessment Script

**End of remote Summative Assessment session:**

***Within the testing interface, click on the 'Broadcast' button to message all students in the session.***

***Paste the following text in sequence, allowing for time for each section to be read aloud. This text will be automatically read aloud to each student in the session.***

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

Follow local procedures to actively proctor the remote Summative Assessment session and to document any testing anomalies that occur. Students who finish early should be encouraged to use any remaining time to check their answers before submitting the Summative Assessment for scoring.

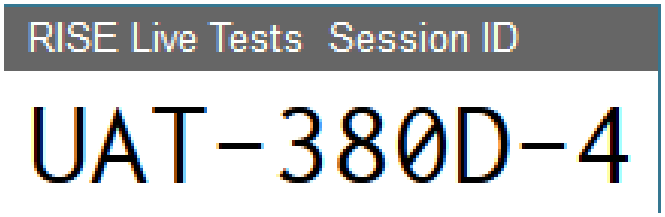
## Ending the Remote Summative Assessment Session

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

Ensure the following materials are secure:

- Scratch paper/graph paper written on by remote and classroom students
- Embossed items and passages (for students with braille accommodation)
- Print-on-Demand items and passages (for students with Large Print or paper-based accommodations)
- When all students have completed their Summative Assessments, or the current assessment session is over, you should stop the Summative Assessment session. Stopping a session automatically signs out all the students in the session and pauses their assessments. Click the **STOP** button in the upper-right corner next to the Session ID (see Figure 96). Please note: for remote administration, a new session ID will need to be provided to all students once the session has been stopped.

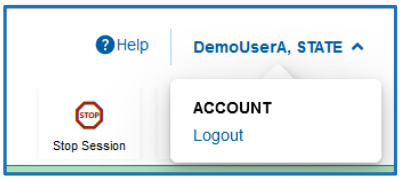
Figure 96. Session ID Window




### Remote Test Administrator—Sign Out

After ending the remote Summative Assessment session, click the **Logout** button in the upper-right corner of the TA site (see Figure 97).

Figure 97. Logout Button on TA Site Banner




## After Remote Summative Assessment Administration

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

# Appendix

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

## A

### Alert Messages

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

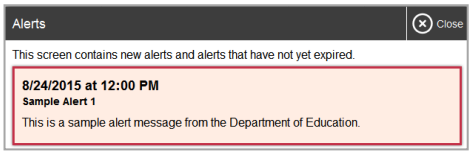
1. In the banner, click **Alerts** (see Figure 158). The ***Alerts*** window appears listing all the active alert messages (see Figure 159).

2. Click **Close** to close the window and return to the TA Site.

Figure 158. Alerts Button




Figure 159. Record of Alerts




## E

### Expiration Rules for Test Opportunities

Opportunities refer to the number of times a student can take a test within a range of dates. Tests may have one opportunity or multiple opportunities. A student's test opportunity remains active until the student submits the test or until the opportunity expires. Once a test opportunity expires, the student cannot complete or review the test.

The expiration timeframe is dependent on the type of assessment, as follows:

- Benchmark Modules & Interim Assessments: 30 days
- Midyear Summative Assessments: 21 days
- Spring Summative Assessments: 60 days

## K

### Keyboard Commands in the Student Testing Site

Students can use keyboard commands to navigate between test elements, features, and resources/tools. Some important things to note about keyboard commands are:

Keyboard commands require the use of the primary keyboard, so please do not use keys in a numeric keypad. Some keyboard commands (such as the commands for using the Line Reader) may not work when testing on iOS devices connected to an external keyboard.

Students will not be able to use external keyboards on tablet devices when attempting to type numbers into the TDS' on-screen calculator, or when responding to item types that require students to type numbers. Students will need to use the on-screen number keys.

When Permissive Mode is enabled for a test, keyboard commands are blocked and will not work.

### Keyboard Commands for Sign-In Pages and In-Test Pop-ups

Table 10 lists keyboard commands for selecting options on the sign-in pages or pop-up windows that appear during a test.

Table 10. Keyboard Commands for Sign-In Pages and Pop-Up Windows

| Function | Keyboard Commands |
|---|---|
| Move to the next option | • **Tab** |
| Move to the previous option | • **Shift** + **Tab** |
| Select the active option | • **Enter** |
| Mark checkbox | • **Space** |
| Scroll through drop-down list options | • **Arrow Keys** |
| Close pop-up window | • **Esc** |

### Keyboard Commands for Test Navigation

Table 11 lists keyboard commands for navigating tests and responding to questions.

Table 11. Keyboard Commands for Test Navigation

| Function | Keyboard Commands |
|---|---|
| Scroll up | • **Up Arrow** |
| Scroll down | • **Down Arrow** |
| Scroll to the right | • **Right Arrow** |
| Scroll to the left | • **Left Arrow** |
| Move to the next element | • **Tab** |
| Move to the previous element | • **Shift** + **Tab** |
| Select an answer option | • **Space** |
| Go to the next test page | • **Ctrl** + **Right Arrow** |
| Go to the previous test page | • **Ctrl** + **Left Arrow** |
| Open the global menu | • **Ctrl** + **G** |
| Open a context menu | • **Ctrl** + **M** |

### Keyboard Commands for Global and Context Menus

Students can use keyboard commands to access resources/tools in the global and context menus. For more information about resources/tools in these menus, see the How Students Use Testing Resources/Tools section of this manual.

*Please note: To return to this page after following this link, use one of the following keyboard shortcuts:* ***Alt*** *+* ***Left Arrow*** *(for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or* ***Command*** *+* ***Left Arrow*** *(for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that*

*these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.*

### Global Menu

1. To access the global menu resources/tools using keyboard commands, press **Ctrl** + **G**. The global menu list opens.
2. To move between options in the global menu, use the **Up** or **Down** arrow key.
3. To select an option, press **Enter**.
4. To close the global menu without selecting an option, press **Esc**.

### Context Menus

1. To open the context menu for an element (question, answer options, or stimulus), navigate to the element using the **Tab** or **Shift** + **Tab** command.
2. Press **Ctrl** + **M**. The context menu for the selected element opens.
3. To move between options in the context menu, use the **Up** or **Down** arrow keys.
4. To select an option, press **Enter**.
5. To close the context menu without selecting an option, press **Esc**.

### Keyboard Commands for Highlighting Selected Regions of Text

This section explains how to use keyboard commands to select a text excerpt (such as a word in a passage) and highlight it. These instructions only apply to students using the Secure Browser.

1. To select text and highlight it, navigate to the element containing the text you want to select.
2. Press **Ctrl** + **M** to open the context menu and navigate to **Enable Text Selection**.
3. Press **Enter**. A flashing cursor appears at the upper-left corner of the active element.
4. To move the cursor to the beginning of the text you want to select, use the arrow keys.
5. Press **Shift** and an arrow key to select your text. The text you select appears shaded.
6. Press **Ctrl** + **M** and select **Highlight Selection**.

### Keyboard Commands for Grid Questions

Questions with the grid response area may have up to three main sections – an answer space, which is the grid area where students enter the response; an object bank, which is a panel containing objects you can move to the answer space; and a button row, which appears above the answer space and may include **Delete**, **Add Point**, **Add Arrow**, **Add Line**, **Add Circle**, **Add Dashed Line**, and **Connect Line** buttons. See Figure 160.

To move between the main sections, do the following:

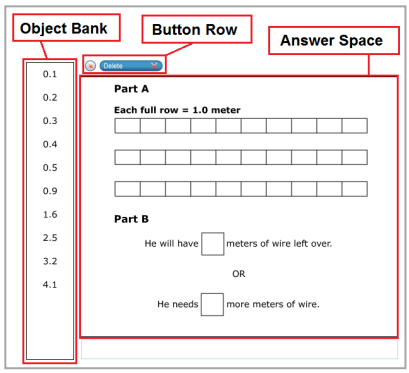
– To move clockwise, press Tab. To move counterclockwise, press Shift + Tab.

To add an object to the answer space**,** do the following:

a. With the object bank active, use the arrow keys to move between objects. The active object has a blue background.

b. To add the active object to the answer space, press **Space**.

Figure 160. Grid Question




To use the action buttons, do the following:

c. With the button row active, use the left and right arrow keys to move between the buttons. The active button is white.

d. To select a button, press **Enter**, and then press **Space** to apply the point, arrow, or line to the answer space.

To move objects and graph elements in the answer space, do the following:

e. With the answer space active, press **Enter** to move between the objects, and then press **Space**. The active object displays a blue border.

f. Press an arrow key to move the object. To move the object in smaller increments, hold **Shift** while pressing an arrow key.

### Keyboard Commands for Equation Questions

Equation questions allow students to use keyboard commands to open a menu listing the special characters they can insert into the response area.

1. To insert special characters in the response area, with the focus in the text field of the response area, press **Alt** + **7**. The ***Special Characters*** window opens.

2. To move between options in the context menu, use the **Up** or **Down** arrow keys.

3. To add the selected option to the response area, press **Enter**.

# L

## Login Information for the TA Site

To be able to access the TA Site, your TIDE administrator must first create your account in TIDE. Once your account is created, you receive an account activation email. You can sign into the TA Site after activating your account.

1. Navigate to the RISE Portal (UtahRISE.org).

2. Select the appropriate TA Site:

   a. To access the TA Interface, click **Test Administration** (see Figure 161).

   b. To access the TA Training Site, click **Take the Training Tests**, then select **TA Training Site**. See Figure 162.

3. The ***Login*** page appears. Enter your email address and password.

   Click **Secure Login**. The selected TA Site appears with login fields (see Figure 163).

   a. If you have not logged in using this browser before, or if you have cleared your browser cache, the ***Enter Code*** page appears (see Figure 164) and an email containing an authentication code is sent to your address.

      - In the *Enter Emailed Code* field, enter the emailed code.
      - Click **Submit** to view the TA Site.

      **Note**: You must use the authentication code within 15 minutes of the email being sent. If the code has expired, click **Resend Code** to request a new code.

Figure 161. Card for TA Interface

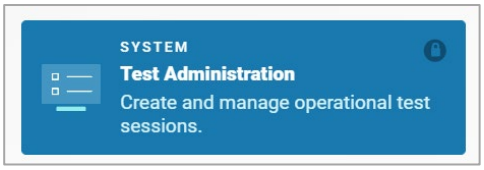



Figure 162. Cards for TA Training Site

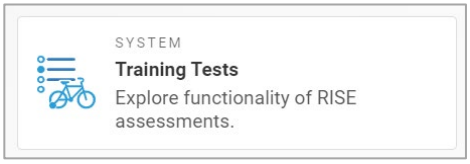



Figure 163. Login Page

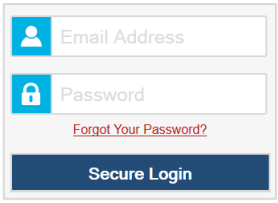
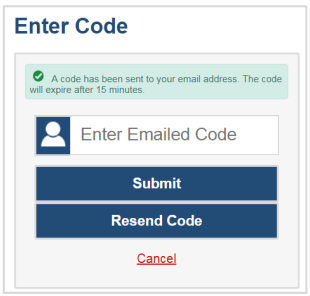



Figure 164. Enter Code Page




4. If you are associated with multiple institutions that have testing windows set, a pop-up message prompts you to select a testing institution. Select your institution from the drop-down list and click **Go**. To change the institution, you must log out and then log back in.

# P

## Pause and Test Timeout Rules

### Pause Rules

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

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

### Test Timeout Rules

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

## Print Session Information

You can print a snapshot of the TA Site as it currently appears if you wish to keep a hard-copy record of the Session ID or list of approved students. Please note that federal law prohibits the release of students' personally identifiable information. All printouts must be securely stored and then destroyed when no longer needed.

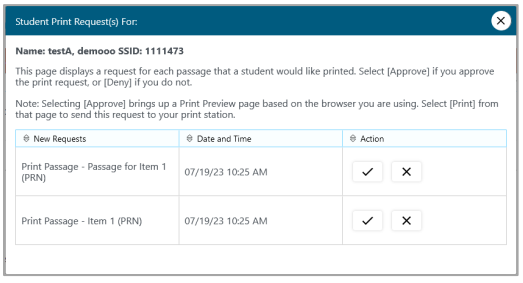
1. In the banner, click **Print Session**. The computer's print dialog window appears.
2. Click **OK**.

## Print Approved Requests Information

You can view and print a list of every print request you approved for students during the current session.

1. In the banner, click **Approved Requests**. The ***Print Requests*** window appears listing all the approved print requests (see Figure 165).
2. Select **Print** to print the list.

Figure 165. Print Requests Window




# S

## Secure Browser

The Secure Browser ensures test security by prohibiting access to external applications and navigation away from the test. When the Secure Browser launches, it checks for other applications running on the device. If it detects a forbidden application, it displays a message listing the offending application and prevents the student from testing. This also occurs if a forbidden application launches while the student is already in a test.

In most cases, a detected forbidden application is a scheduled or background job, such as anti-virus scans or software updates. The best way to prevent forbidden applications from running during a test is to schedule such jobs outside of planned testing hours.

Some additional measures you can implement to ensure the test environment is secure are:

**Close External User Applications**

Before launching the Secure Browser, or prior to administering the online tests, close all non-required applications on testing devices, such as word processors and web browsers.

**Avoid Testing with Dual Monitors**

Students should not take online tests on computers connected to more than one monitor. Systems that use a dual monitor setup typically display an application on one screen while another application is accessible on the other screen.

Disable Screen Savers and Timeout Features

On all testing devices, be sure to disable any features that display a screen saver or log out users after a period of inactivity. If such features activate while a student is testing, the Secure Browser logs the student out of the test.

### Using the Secure Browser with Accessibility Software

For students with special needs or administrators seeking to accommodate students using accessibility features, the Secure Browser provides the option for assessments to be taken in less restrictive environments. This feature is known as Permissive Mode.

Assistive Technology Mode (also called Permissive Mode) is an accommodation option that allows students to use accessibility software in addition to the Secure Browser. Offered on Mac OS and Windows, students testing in Permissive Mode can have moderated access to the system outside of the Secure Browser. This allows students who need accessibility resources/tools to seamlessly navigate between the browser and approved applications that suit their test-taking needs.

Please note that accessibility software must be certified for use with the Online Testing System and forbidden applications will still not be allowed to run. For information about supported operating systems, see the *Supported Operating Systems and Devices*.

Assistive Technology Mode activates when the student is approved for testing. Students who have the Assistive Technology Mode setting enabled should not continue with the sign-in process until their accessibility software is correctly configured.

*To use accessibility software with the Secure Browser:*

1. Open the required accessibility software.
2. Open the Secure Browser. Begin the normal sign-in process up to the TA approval step.
3. When a student is approved for testing, the Secure Browser allows the operating system's menu and task bar to appear.
   - **Windows**: On Windows, the Secure Browser resizes, and the taskbar remains visible inside the test in its usual position. Students can execute the keyboard shortcut ALT+TAB to switch between the Secure Browser and accessibility applications, such as JAWS and NVDA, that they are permitted to use in their test session. Please note that when using Windows 8 and above, the task bar remains on-screen throughout the test after enabling accessibility software. However, forbidden applications are still prohibited.

- **Mac**: On Mac OS, the Secure Browser resizes, and students can view the dock in its usual position inside the test. If the dock is set to autohide, no resizing occurs, and the dock is only visible when the mouse is moved toward the bottom of the screen. Students can execute the keyboard shortcut CMD+TAB to switch between the Secure Browser and permitted accessibility applications.

4. The student must immediately switch to the accessibility software that is already open on the computer so that it appears over the Secure Browser. The student cannot click within the Secure Browser until the accessibility software is configured.

   - **Windows:** To switch to the accessibility software application, click the application in the task bar.
   - **Mac:** To switch to the accessibility software application, click the application in the dock.

5. The student configures the accessibility software settings as needed.

6. After configuring the accessibility software settings, the student returns to the Secure Browser. At this point, the student can no longer switch back to the accessibility software. If changes need to be made, the student must sign out and then sign in again.

7. The student continues with the sign-in process.

As soon as Assistive Technology Mode is turned off, the Secure Browser reoccupies the whole screen so that the taskbar or dock is no longer visible, and the student's ability to switch between any applications and the Secure Browser is suppressed.

### Accessing the Secure Browser on Mobile Devices

Tablets and Chromebooks should be configured for testing before you provide them to students. For more information, see the *Configuration, Troubleshooting and Advanced Secure Browser Installation Guides* on the RISE Portal under Technology Resources.

*To configure iOS devices:*

Tap the **SecureTestBrowser** Secure Browser icon.

*To configure Chromebooks:*

From the **Apps** link on the Chrome OS login screen, select **SecureTestBrowser** Secure Browser.

### Closing the Student Testing Site on Tablets

After a test session ends, close the **SecureTestBrowser** application on student tablets.

*To close the Student Testing Site on iOS devices:*

1. Double tap the **Home** button. The multitasking bar appears.

2. Locate the **SecureTestBrowser** application preview and slide it upward.

*To close the Student Testing Site on Chromebooks:*

Click **Close Secure Browser** in the upper-right corner.

### Force-Quitting the Secure Browser

In the rare event that the Secure Browser or test becomes unresponsive, you can force-quit the Secure Browser. Please note that the Secure Browser hides features such as the Windows task bar or Mac OS X dock. If the Secure Browser is not

closed correctly, then the task bar or dock may not reappear correctly, requiring you to reboot the device. Avoid using a force-quit command if possible.

To force the Secure Browser to close, use the keyboard command for your operating system as shown in Table 12. This action logs the student out of the test. When the browser is opened again, the student logs back in to resume testing.

Table 12. Force-Quit Secure Browser Keyboard Commands

| Operating System | Key Combination |
|---|---|
| Windows* | • **Ctrl** + **Alt** + **Shift** + **F10** |
| Mac OS X* | • **Ctrl** + **Alt** + **Shift** + **F10**. The **Ctrl** key may appear as **Control**, **Ctrl**, or **^** |
| Linux | • **Ctrl** + **Alt** + **Shift** + **Esc** |

*If you are using an Apple keyboard, you may need to press **Ctrl** + **Shift** + **Option** + **F10.** If you are using a laptop or notebook, you may also need to press **Function** before pressing **F10**.

Force-quit commands do not exist for the Secure Browser for iOS and Chrome OS.

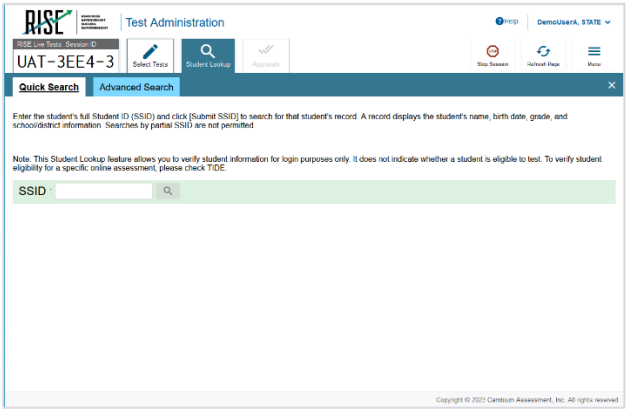
**iOS:** Double tap the Home button, then close the app as you would any other iOS app.
**Chrome OS:** To exit the Secure Browser from the sign-in screens, press **Ctrl** + **Shift** + **S**. You cannot force-quit once the test begins.

## Student Lookup Feature

You can use the student lookup feature in the TA Site to perform a quick or advanced search for student information. This is useful if students signing into your test session cannot remember their login information.

1. To perform a quick search:
   a. In the banner, select **Student Lookup**.
   b. Enter a student's full SSID and click **Submit SSID**. Search results appear below the search field. See Figure 166.
2. To perform an advanced search:
   a. In the banner, select **Student Lookup,** and then select **Advanced Search** (see Figure 167).
   b. Select the appropriate LEA and school from the drop-down lists.
   c. Select the appropriate grade.
   d. *Optional:* Enter a student's exact first or last name. Partial names are not allowed.

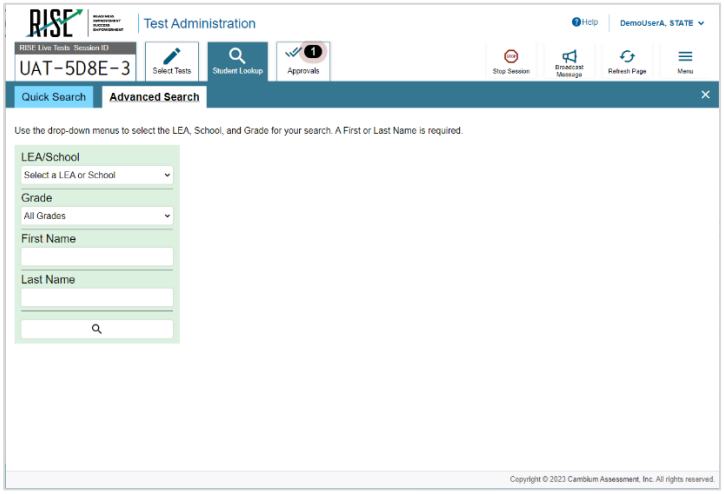
Figure 166. Student Lookup: Quick Search



e. Click **Search**. Search results appear below the search fields.

f. To view a student's information, click  in the Details column.

Figure 167. Student Lookup: Advanced Search



# T

## Transfer a Test Session

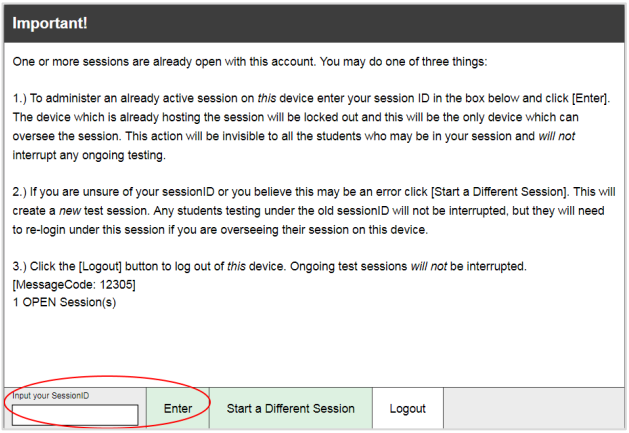
You can transfer an active test session from one device or browser to another without stopping the session or interrupting in-progress tests. This is useful in scenarios when your computer malfunctions or if you accidentally close the browser while a session is in progress. Please note that to transfer a test session, you must enter the active Session ID.

Your session remains open until it times out. If you do not return to the active session within 20 minutes and there is no student activity during that time, the Online Testing System logs you out and pauses the students' tests.

The Online Testing System ensures that you can administer only a test session from one browser at a time. If you move a test session to a new device, you cannot simultaneously administer the session from the original browser or device.

1. While the session is still active on the original device or browser, sign into the TA Site on the new device or browser. A Session ID prompt appears (see Figure 168).
2. Enter the active Session ID in the text box and click **Enter**. The TA Site appears, allowing you to continue monitoring your students' progress. The test session on the previous computer or browser automatically closes.

Figure 168. Session ID Prompt




Please note that the Session ID prompt appears any time you access the TA Site during an active session. If you do not wish to return to the active session, you can click **Start a Different Session** to create a new session or **Logout** to close the active session and log out of the TA Site.

# U

## User Support and Troubleshooting Information

### User Support

For information and assistance in using the Online Testing System, contact the RISE Helpdesk. The Helpdesk is open Monday–Friday 7:00 a.m. to 4:00 p.m. Mountain Standard Time (except holidays or as otherwise indicated on the RISE Portal).

**RISE Assessment Program Helpdesk**

Toll-Free Phone Support: 877-269-4966

Email Support: RISEhelpdesk@cambiumassessment.com

Please provide the Helpdesk with a detailed description of your problem, as well as the following:

Test Administrator name
If the issue pertains to a student, provide the student's SSID and associated LEA or school. Do not provide the student's name.
If the issue pertains to a TIDE user, provide the user's full name and email address.
Any error messages and codes that appeared, if applicable.
Affected test ID and question number, if applicable.
Operating system and browser version information, including version numbers (for example, Windows 10 and Firefox 60 or Mac OS 10.14 and Safari 11).
Information about your network configuration, if known:

- Secure Browser installation (to individual devices or network)
- Wired or wireless internet network setup

### 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.

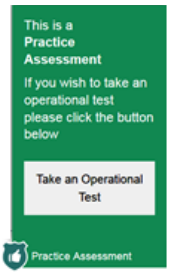
### Common Student Sign-in Errors

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 into the wrong site. Verify that the student correctly entered the active Session ID. Also, verify that both you and the student are using the correct sites. For example, students signed in to the Student Training Site cannot access sessions created in the TA Interface. A message displayed in the bottom-left corner of the ***Student Sign-In*** page indicates which site the student is on (see Figure 159). If a student is on the wrong site, the student can select the button included in the message to proceed to the correct site.

Figure 144. Testing Type Message



**Student information is not entered correctly:**

Verify that the student correctly entered the SSID. If this does not resolve the error, use the Student Lookup tool to verify the student's information.

**Session has expired:**

The Session ID corresponds to a closed session. Ensure that the student enters the correct Session ID and verify that your session is open. For more information about test sessions, see the section Selecting Tests and Starting a Test Session.

### Resolving Secure Browser Error Messages

This section provides possible resolutions for the following messages that students may receive when signing into tests using the Secure Browser.

**You cannot log in with this browser:**

This message occurs when the student is not using the correct Secure Browser. To resolve this issue, ensure the latest version of the Secure Browser is installed, and that the student launched the Secure Browser instead of a standard web browser. If the latest version of the Secure Browser is already running, then log the student out, restart the device, and try again.

**Looking for an internet connection…:**

This message appears when the Secure Browser cannot connect with the Online Testing System. This can occur if there is a network-related problem. Make sure that either the network cable is plugged in (for wired connections) or the Wi-Fi connection is live (for wireless connections). Also check if the Secure Browser must use specific proxy settings; if so, those settings must be specified as options when configuring the Secure Browser. If connection issues persist, contact a network technician.

**Test Environment Is Not Secure:**

This message can occur when the Secure Browser detects a forbidden application running on the device. If this message appears on an iPad, ensure that either Autonomous Single App Mode or Automatic Assessment Configuration is enabled.