

SAGE Testing & Depth of Knowledge

Why can't SAGE and CRTs be compared?

- Criterion Referenced Tests (CRTs) measure recall and reproduction of information.
- Student Assessment of Growth and Excellence (SAGE) measures begins with recall/reproduction and works toward strategic thinking and reasoning.
- SAGE will be an adaptive test (2015), testing with more complex problems as students master easier ones.
- 2014 SAGE was a pilot year, giving students the full battery of questions to test validity and reliability.
- Because students were given the full battery, testing fatigue most likely played a part in scores.

How is the SAGE test scored?

- Four **proficiency levels** are set—Proficient (3) and Highly Proficient (4) meet the state standard.
- **Scaled scores** are reported somewhere between 100-999, depending on the grade and subject.
- **Scaled scores** are a more precise measurement within the proficiency level and is broken down by category along with an overall scaled score.

What does Depth of Knowledge (DOK) mean?

- SAGE test items were leveled using Karen Hess' Cognitive Rigor Matrix (Bloom's Cognitive Process Dimensions configured with Webb's DOK levels).
- Complexity is based on Bloom's Cognitive Process Dimensions which include (from less to more complexity): Remember, Understand, Apply, Analyze, Evaluate, and Create.
- Webb's DOK has four levels: Recall & Reproduction (1), Skills & Concepts (2), Strategic Thinking/Reasoning (3), and Extended Thinking (4).
- SAGE proficiency is expecting students to perform at a minimum DOK level 3 and at more rigorous levels in Bloom's.
- Working in only DOK 3 or higher will lead to missed opportunities to identify what students know; therefore, a range of experiences is the goal, ending with the higher complexity and depth.

Why is improving DOK important?

- Students entering college and the work force will be expected to think critically and reason to perform in even the most basic of jobs.
- We are training our students to be college and career ready for positions that haven't been developed.
- With the rapid changes in technology and science, students must be ready to work competently in these and other fields that are ever changing referred to as 21st Century Skills.

What is Nebo School District's plan to prepare students for SAGE testing?

- We are continuing to hold professional development for our teachers in the Utah Core Standards.
- We are training our administrators and teachers on developing activities and assessments that further support critical thinking and reasoning skills.

The Hess Cognitive Rigor Matrix: Applies Webb's DOK to Bloom's Cognitive Process Dimensions

	Level 1 Recall & Reproduction	Level 2 Skills & Concepts	Level 3 Strategic Thinking/ Reasoning	Level 4 Extended Thinking
Remember	-Recall, locate basic facts, details, events		Not appropriate at this level	
Understand	-Select appropriate words to use when intended meaning is clearly evident	-Specify or explain relationships -summarize -identify central idea	-Explain, generalize, or connect ideas using supporting evidence (quote, example...)	-Explain how concepts or ideas specifically relate to other content domains or concepts
Apply	-Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning	-Use context to identify meaning of word -Obtain and interpret information using text features	-Use concepts to solve non-routine problems	-Devise an approach among many alternatives to research a novel problem
Analyze	-Identify whether information is contained in a graph, table, etc.	-Compare literary elements, terms, facts, events -analyze format, organization, & text structures	-Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to critique a text	-Analyze multiple sources -Analyze complex/abstract themes
Evaluate			-Cite evidence and develop a logical argument for conjectures	-Evaluate relevancy, accuracy, & completeness of information
Create	-Brainstorm ideas about a topic	-Generate conjectures based on observations or prior knowledge	-Synthesize information within one source or text	-Synthesize information across multiple sources or texts

Understanding Your Child's Assessment Scores

In the spring of 2014, your student took one or more SAGE assessments measuring his or her knowledge of the Utah Core Standards. These standards reflect the knowledge and skills that students will need to succeed in careers and college. Along with the *content standards* (the knowledge and skills to be taught), Utah educators have also established *proficiency levels* that establish a "proficiency score" for the assessment.

The proficiency levels established for SAGE are more challenging than prior assessments. They provide a more realistic assessment of what your student will need to know to succeed in college or start his or her career. These standards include rigorous expectations for post high school readiness that meet nationally and internationally competitive standards.

The guide below points out some key information to help you understand your student's score report. Please contact your student's school to get a copy of his or her report. For more information about SAGE, please visit www.schools.utah.gov/SAGE or www.sageportal.org.

1 Students will receive one report for each assessment. This display shows the assessment in which the student participated.

2 This display identifies the student and reports his or her **Scale Score** and **Proficiency Level** on the assessment. Both indicate how well students performed on the assessment.

Individual Student Report

How did my student perform on the ELA test?

Test: **ELA Grade 7** 1
Year: **2013-2014**
Name: **Demo, Student**

3 This graphic shows your student's **Scale Score** on the left, along with an explanation of what it means on the right. *Scale score ranges* are displayed at the top and bottom of the graphic; for this grade and subject the range is 100-999. Utah educators have established four **Proficiency Levels**, and the text to the right of the barrel describes each level. Students reaching a level of Proficient or higher are on track to be prepared for post high school success.

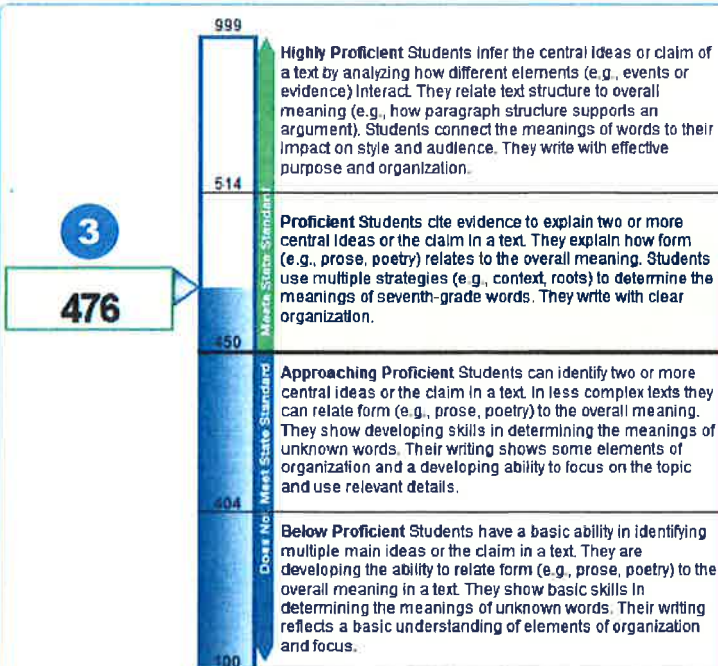
Legend: Strength And Weakness Indicator

+ Better than performance on the test as a whole = Similar to performance on the test as a whole
- Worse than performance on the test as a whole ♦ Too Few Items or Too Few Students

Student Test Performance 2

Name	SSID	Birth Date	Scale Score	Proficiency Level
Demo, Student	1234567	05/12/2000	476	Level 3 - Proficient

Scale Score and Overall Performance



Reporting Categories 4

Reporting Category	Scale Score	Relative Strength and Weakness Indicator
Reading Literature	407	-
Reading Informational Text	552	+
Listening Comprehension	330	-
Writing	530	+
Language	475	=

4 ELA, math, and science content is measured by the SAGE assessments. This section reports the student's scale score for each of these content areas as **Reporting Categories**. The **Relative Strengths and Weaknesses Indicator** graphically indicates how your student performed in these different content areas, in relation to his or her overall performance on the assessment. The + indicates the student performed better in this category than on the overall assessment. The = indicates the student performed similarly to their performance on the overall assessment, and the - indicates the student performed lower in this category than on the overall assessment. Descriptions of the content assessed for each **Reporting Category** can be found in the new Utah Core Standards posted on the SAGE website (www.schools.utah.gov/SAGE).

5 The **Average Scale Score** and **Percent Proficient** for all assessed students in the state, district, and school levels can be found in this table. **Average Scale Scores** provide a quick comparison of the student's performance to the average state, district, and school level scale scores. **Percent Proficient** results report the number of students that have reached a level of *Proficient* or higher.

6 The **Student Performance on Writing** section offers detailed descriptions on how your student performed on the writing portion of the ELA assessment. This section is specific to ELA and does not display on the math and science reports.

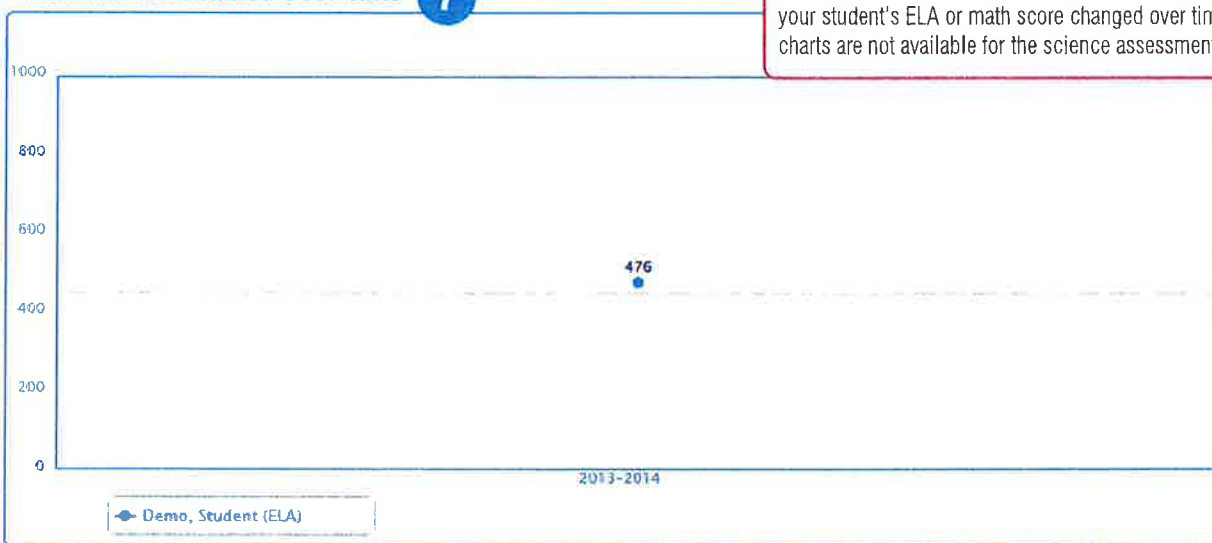
Standard Error of Measurement can be found at <http://schools.utah.gov/assessment/Adaptive-Assessment-System/Standard-Error-of-Measurement-Explanation.pdf>

Comparison Scores		
Name	Average Scale Score	Percent Proficient
Utah	429	42
Demo District	453	55
Demo Middle	485	69

Student Performance on Writing

Essay	Statement of Purpose, Focus & Organization	Evidence & Elaboration	Conventions & Editing
Informative / Explanatory	The student's essay is a developed response that fits the task and is focused on the central idea. The essay has an appropriate structure, and the ideas build on one another. The writing flows well and includes an Introduction and conclusion that fit the audience and purpose.	The student's essay uses cited facts and details from the provided sources to support the central idea. The evidence is general to the subject rather than specific to the prompt. The essay uses many writing techniques and a mix of general and precise, subject-specific language to explain ideas. The language is appropriate for the audience and purpose.	The student's essay shows command of grade-level English grammar, usage, spelling, and punctuation. The student uses phrases and clauses to create a variety of sentence types (e.g., simple, complex). The student places phrases correctly, avoiding misplaced modifiers.
Opinion / Argumentative	The student's essay includes a clear claim and provides supporting ideas and evidence. The essay uses an appropriate structure (e.g., order of importance) and transitions (e.g., "furthermore," "moreover," "finally") to make the writing flow. The writing clearly connects ideas and addresses opposing claims.	The student's essay gives adequate support for the claim by using cited evidence from the provided sources. The essay shows satisfactory command of different writing techniques. The writing sufficiently expresses ideas by using both precise language (e.g., academic terms, subject-specific vocabulary) and general language that is appropriate for the audience and purpose.	The student's essay shows command of grade-level English grammar, usage, spelling, and punctuation. The student uses phrases and clauses to create a variety of sentence types (e.g., simple, complex). The student places phrases correctly, avoiding misplaced modifiers.

Student Performance Over Time



7 The **Trend Chart** shows your student's ELA or math baseline score for this year. In future years, it will show how your student's ELA or math score changed over time. Trend charts are not available for the science assessments.

Next Steps

Families and Utah educators can work together using SAGE student results to improve each student's success in school.

If your student is not yet proficient on one or more of the SAGE assessments, or needs additional academic support, please talk to his or her teacher to develop a plan.

The following links provide sample resources for parents that are intended to support your child's learning:

- **Elementary Math:** <http://schools.utah.gov/CURR/mathelem/Resources.aspx>
- **Secondary Math:** <http://schools.utah.gov/CURR/mathsec/Web-Resources.aspx>
- **Elementary ELA:** <http://schools.utah.gov/CURR/langartelem/Resources/Parent-Student.aspx>
- **Secondary ELA:** <http://schools.utah.gov/curr/langartsec/>
- **Science:** <http://schools.utah.gov/CURR/science/default.aspx>