



WELCOME!

Charter School Directors Meeting
September 9, 2019

Welcome, Announcements, Director Report

Jennifer Lambert-SCSB Executive Director

“Our mission is to advance choice, innovation, and student success through rigorous authorizing and supportive oversight.

SCSB Vision is that every student has access to an excellent education that meets their unique learning needs.”



Charter School Employee of the Month

Loree Rominger, Providence Hall

Teaches IB Math Studies, IB SL Math, IB HL math, and IB SL Math 2. She is also their testing coordinator and mentoring committee lead.

An amazing leader, Exceptionally organized, Great communicator, Perennial favorite teacher from student surveys

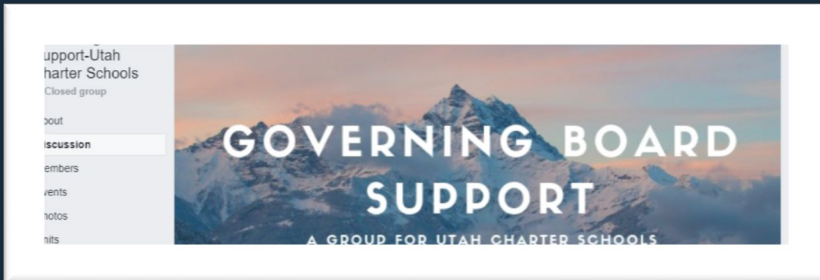
Tremendous asset to school, She not only has one of the highest pass rates for IB in the state but also in the nation (**Her Math IB SL pass rate was a 90% with an average score of 4.0. Her IB pass rate for Math IB Studies was 100% with an average score of 5.5 over 1.5 points higher than the world average!**) She teaches four different preps and serves as teacher mentor program director as well as a testing coordinator

“The students call her Mrs Mominger because she is so caring but also expects the most out of her students” **Principal Marshall**



New Support Option!

- Utah Charter School Directors
- Governing Board Support-Utah Charter Schools





UTREX

Malia McIlvenna-USBE Research Consultant





ASSESSMENT UPDATE

Kim Rathke-

Formative Assessment Specialist,

Test Administration Specialist

Testing Plan due September 15

Kim Rathke

Kim.Rathke@schools.Utah.gov

Testing Plan: [2019-2020 LEA Testing Plan Submission](https://forms.gle/pEQpbnPoqCHFrG8YA) Due September 15, 2019 (<https://forms.gle/pEQpbnPoqCHFrG8YA>)

See Board Rule R277-404-5: <https://rules.utah.gov/publicat/code/r277/r277-404.htm>

- Due September 15, 2019—Use the google form link listed above)

Before logging into survey monkey, prepare your plan.

You will need the following:

- ü Contact info for assessment director and any additional staff who assist you with assessment responsibilities
- ü Dates your LEA will administer all applicable statewide tests
 - RISE Mid-Year and Spring Summative, Interim, and Benchmark (grades 3-8)
 - Utah Aspire Plus (grades 9 & 10)
 - ACT (grade 11)
 - Access for ELLs 2.0
 - DLM/UAA
 - KEEP (Kindergarten)
 - Acadience
- ü Professional development plan description for all applicable assessments including dates and personnel who will present training
 - Include in plan the training that will be provided to educator and appropriate paraprofessionals on how to use statewide assessment results to inform instruction
- ü Training plan on Standard Test Administration and Testing Ethics policy including dates and personnel who will present training
- ü Include in plan the training that will be provided to educator and appropriate paraprofessionals on how to use statewide assessment results to inform instruction



**READINESS
IMPROVEMENT
SUCCESS
EMPOWERMENT**

Kim Rathke

Webinars and Workshops



Next AD Meeting: in person or via WebEx

Thursday, September 19 **9:00-11:00**—**RISE Benchmark training follows at noon**

Wednesday Webinars:

- First Wednesday of each month, beginning August 7, 2019 from 1:00-2:00 PM. The link will be provided in AD memos and here:

<https://uen.webex.com/uen/j.php?MTID=m9db1f4fa78c586e8e4d9358522943ffe>

RISE Benchmark & Interim Training: September 19, 2019 (following AD meeting)

Register in MIDAS: 54203—presented live and via WebEx 12:00-2:00 PM

RISE Summative Training: October 10, 2019 (following AD meeting)

Register in MIDAS: 54204—presented live and via WebEx—the focus will be on **Reporting** 12:00-1:00 PM

Utah RISE: Item Adaptive System



- Students in grades 3-8 take RISE
- **Benchmarks and Class Period Interims go live October 1, 2019**
 - **Teachers will be able to review student responses on BOTH the benchmarks and interim assessments**
- **Mid-year Summative window opens November 1, 2019**
- Test blueprint hasn't changed—similar number of items
- Writing assessed in grades 5 & 8 only; one writing prompt

Utah RISE Portal

- The new Utah Portal will go live on Monday, September 9
- Access the portal at utahrise.org
- LEA AD credentials will be sent from AIR via email September 16—check spam/junk folders for email

The screenshot shows the Utah RISE Portal homepage. The header includes the RISE logo, the tagline 'READINESS IMPROVEMENT SUCCESS EMPOWERMENT', and a search bar. The main content area is divided into several sections:

- Resources:** A blue button with a document icon.
- Benchmark Previewing:** A grey button with a computer icon and the text 'Coming Soon!'
- TIDE (Student and User Management):** A grey button with a person icon and the text 'Coming Soon!'
- Test Administration:** A grey button with a person icon and the text 'Coming Soon!'
- Reporting:** A grey button with a bar chart icon and the text 'Coming Soon!'
- Students & Families:** A blue button with a graduation cap icon.
- Recent Announcements:** A section with a microphone icon and a link to 'View archived announcements'.
- Helpful Links:** A section with a link icon and links to 'USBE Facebook', 'Twitter', 'USBE Youtube', and 'Utah State Board of Education'.
- Welcome to the Utah RISE Assessment Portal:** A section with a paragraph of text and a 'Training & Practice Tests' button.
- Secure Inbox Upload:** A grey button with a download icon and the text 'Coming Soon!'
- Secure Browser Installation:** A grey button with a shield icon and the text 'Coming Soon!'
- Supported Web Browsers:** A yellow button with a checkmark icon.
- Sign Up for Portal Email Updates:** A yellow button with an envelope icon.
- Contact RISE Help Desk:** A green button with a phone icon.

Red arrows point from the right side of the page to the 'Supported Web Browsers', 'Sign Up for Portal Email Updates', and 'Contact RISE Help Desk' buttons.



Secure Browser: Needed for all RISE assessments

- The Secure Browser will be live **September 9**
- Users do not need an account to begin downloading the Secure Browser
- Access the Secure Browser via the RISE portal utahrise.org

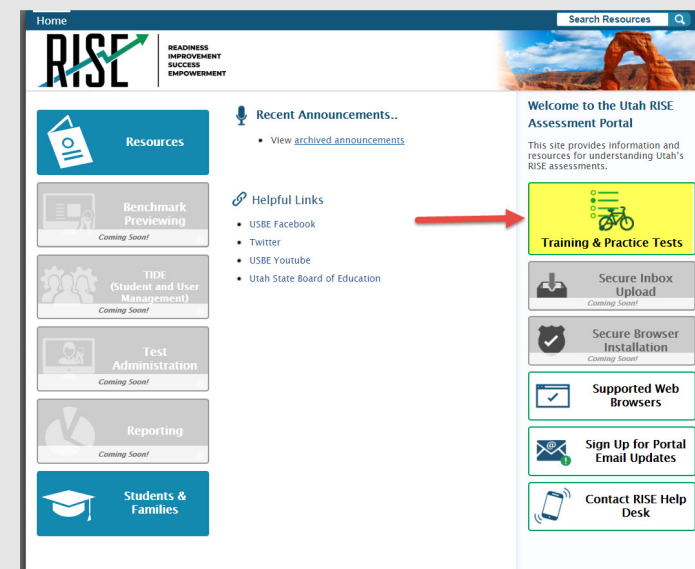
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- Contact RISE Help Desk**: A grey button with a phone icon.

The footer includes the RISE logo, the tagline 'READINESS IMPROVEMENT SUCCESS EMPOWERMENT', a link to 'About This Site', and the Utah State Board of Education logo.

Training Tests and Science Practice Tests

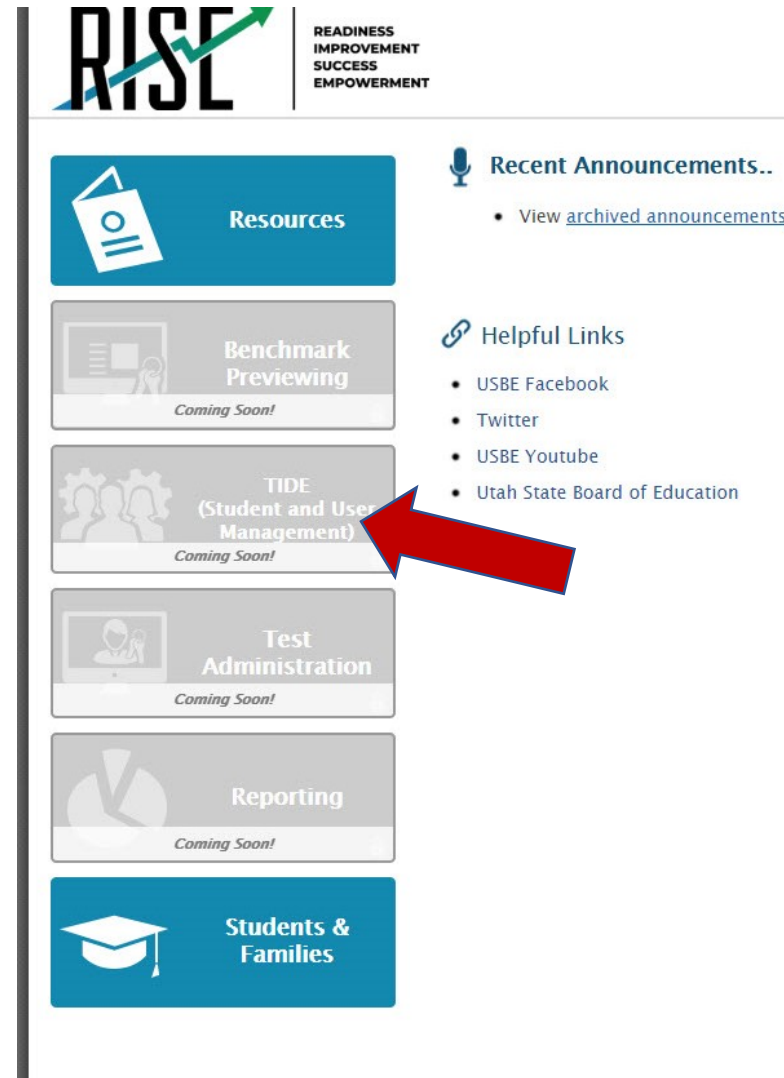
- Training tests available for math, ELA, writing, and science grades 4-5 on September 16
- Science cluster practice tests available for science grades 6-8 on September 16



Test Information and Distribution Engine (TIDE) Updates



- UTREx nightly uploads begin September 11
- TIDE goes live September 16
- Once LEA ADs receive credentials from AIR, they will create School Admin user accounts
- LEA ADs and/or School Admins will create accounts for users at the school level



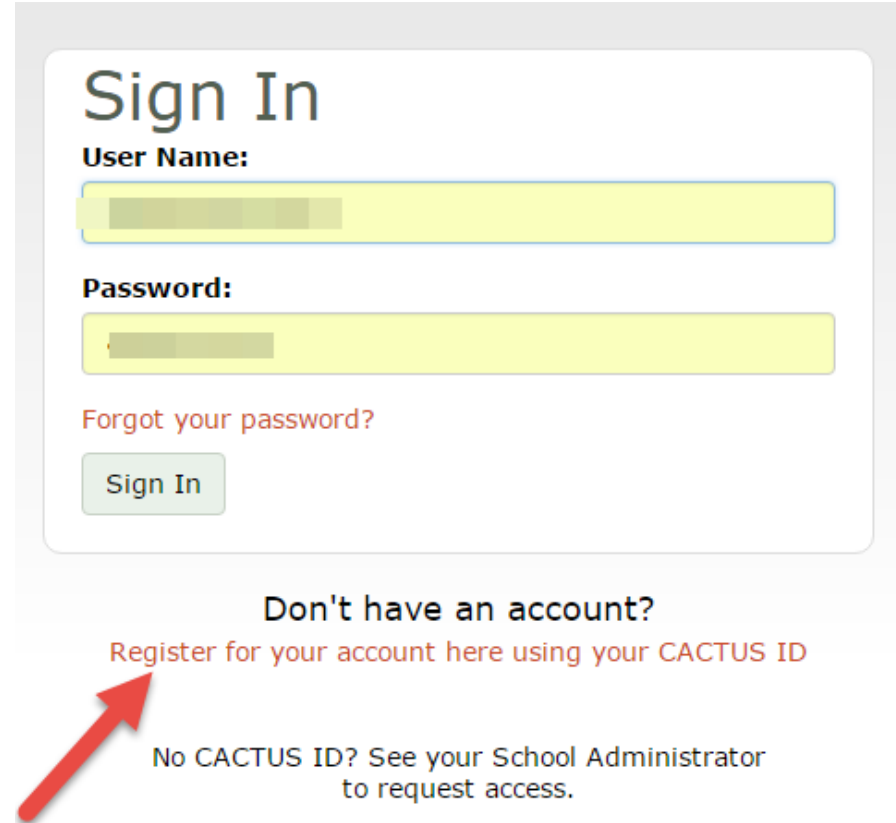


Enhancements Fall 2019

Utah Compose Upload is complete

- Utah Compose upload was completed on Monday, September 2
- All teachers should see current courses and students
- New teachers must register as new users—admins CANNOT create accounts for teachers—the accounts will not validate if the registration process is not completed correctly

How to register as a new user

A screenshot of a web form titled "Sign In". It contains two input fields: "User Name:" and "Password:", both with yellow backgrounds and blue borders. Below the password field is a link "Forgot your password?" in red text. A "Sign In" button is located below the link. At the bottom of the form, there is a section titled "Don't have an account?" with a red link "Register for your account here using your CACTUS ID". A red arrow points to this link. Below the link, there is a note: "No CACTUS ID? See your School Administrator to request access."

Sign In

User Name:

Password:

[Forgot your password?](#)

Don't have an account?

[Register for your account here using your CACTUS ID](#)

No CACTUS ID? See your School Administrator to request access.

Teacher Sign-up

Enter your information in the fields below to create a new teacher account.

* - Denotes a required field.

Teacher Information

Cactus ID*

First Name*

Last Name*

Email Address*

Phone Number

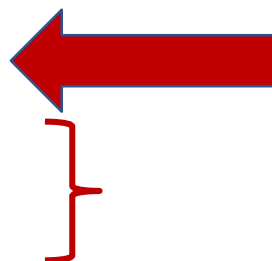
Social Security Number Product*

This number is calculated by multiplying all the non-zero digits of your Social Security number.

For example if your Social Security number is **111-22-0333** you would multiply $1 \times 1 \times 1 \times 2 \times 2 \times 3 \times 3 \times 3$ and enter **108** in the field.

Birthday*

Gender*



CACTUS ID

**First and Last name must match
CACTUS ID records *exactly***



**Multiply your SSN by itself.
Ignore zeroes.
Do not use commas**

Teacher Role: Teacher Modeling Account

Select an Account

Select an account which you want to use.

Sign in as teacher

Sign in as student

- When teachers log into their accounts, they will be able log in using a teacher role or a student role
- The student role can be used for live instruction using Utah Compose and allows teachers to model and use program features with students

Teacher Role: Teacher Adding Teacher Ability

Home Lessons Students Reports Prompts

Teacher / Language Arts 7A - 1330 / Home / Edit Course

Edit Course

Course Name*

Language Arts 7A - 1330

Save Cancel

Teachers can change name of their course(s) here

Add an existing teacher

Add Teacher

Add Teacher

Name*

Add Teacher

Teachers can only add Utah Compose registered teachers from their school to protect PII

Teacher Role: Lessons



Assigned Lessons

Assigned Lessons Lessons

Category: Development of Ideas Select Lesson Category Difficulty Level: All Levels Select Difficulty Level

Developing Conclusions
⌚ Time: 13 minutes Level: Intermediate 🗣️ Read-aloud available
A strong conclusion gives your reader a sense of closure as well as emphasizing and summarizing your essay's main points. This lesson gives you information and argumentative essays.

Elaboration in Essays
⌚ Time: 6 minutes Level: Intermediate 🗣️ Read-aloud available
How do you get from point A to point B in your writing? Details are the "landmarks" that keep your focus - and a reader's interest - on track. Organization and guide the reader from one sentence to the next.

Elaboration in Essays
⌚ Time: 8 minutes Level: Beginner 🗣️ Read-aloud available
In this lesson you'll learn how to make your main point stronger through the use of different kinds of support: cause and effect, examples.

+ Assign Lessons

Click the "Lessons" tab
Select lesson for learning intention
Click "Assign Lessons"

Assign Lessons

Search lesson: Category: All Categories Search student: Grade: All Grades

0 lessons selected

Name
<input type="checkbox"/> A Different Kind of Fun
<input type="checkbox"/> A Good Deed Rewarded
<input type="checkbox"/> A Stell-Ar Performance
<input type="checkbox"/> Active vs. Passive Verbs Set 1
<input type="checkbox"/> Active vs. Passive Verbs Set 2

0 students selected

Name	User Name
<input type="checkbox"/> William Brown	Demo.William.Brown1276
<input type="checkbox"/> Noah Davis	Demo.Noah.Davis1276
<input type="checkbox"/> Jane Doe	Demo.Jane.Doe1276
<input type="checkbox"/> James Johnson	Demo.James.Johnson1276
<input type="checkbox"/> Emma Miller	Demo.Emma.Miller1276

Teacher Role: Graphic Organizer Assignment

HomeLessonsStudentsReportsPrompts

Teacher ▾ / Grade 5 - 1330 ▾ / Prompt / Edit Prompt

Edit Prompt

Title

All About Dirt

Description

Read about soil. Be sure to read all three articles, and to click on the Food Web button on the third page. Then write an explanation of why soil is so important to us. Use facts from all four sources to support your explanation.

Genre

Informative/Explanatory

Sub-Genre

Content Areas

10 Science

Status

Enabled 7/22/2019

Stimulus Materials

Article: What is Soil?

Article: Soil Importance

Article: Incredible Journey

NOTE: Measurement Incorporated does not control any of the content on the stimulus material pages.

Advanced Options +

SaveCancel

Graphic Organizer

Require the organizer or make it optional:
Optional

Timer

Set the timer for your students' tests or disable it entirely:
Enabled
60 minutes (between 30 and 90)

Essay Drafts

Allow students to resubmit an essay a limited number of times:
Enabled
30 revisions (between 1 and 99)

Essay Format

Allow students to format an essay:
Enabled
1 Hide Format until draft number (between 1 and 99)

Essay Title

Require students to write an essay title:
Not required

Cited sources

Require students to list sources:
Optional

Grammar and Spelling Feedback

Hide grammar and spelling feedback until draft number
1 (between 1 and 99)

Peer Review

Enabled
For the reviewer, the name of the essay author is:
Shown
For the essay author, the name of the reviewer is:
Shown

Recommended

William Brown ✕

Noah Davis ✕

Jane Doe ✕

James Johnson ✕

Emma Miller ✕

Sophia Moore ✕

John Smith ✕

Mia Taylor ✕

Alexander Williams ✕

Olivia Wilson ✕

Remove All Select All

Specialized Vocabulary List

Add uncommon technical or content-related words you don't want marked as misspelled.
Remove All

Essay Copy/Paste

Enabled

Score enabling

Hide score until draft number
1 (between 1 and 99)

SaveCancel

Teacher and Student Role: Graphic Organizer Assignment

Teacher View

Graphic Organizer

Require the organizer or make it optional:
Required

Timer

Specify organizer:

- Argument and Text Evidence
- Snowflake
- Venn Diagram
- Textual Evidence
- Opinion, Support, Evidence
- Essay Outline
- Flower Pot Map
- Four-Square
- Free-Write
- Brainstorming to Choose a Claim

Essay Drafts

Defaults to "Optional"
Select "Required" to require a specific organizer or student choice
Organized by genre

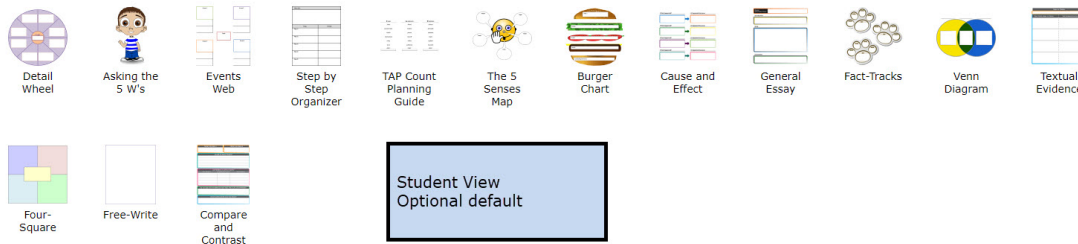
Student View

Practice Writing

Select an Organizer

Select an organizer and click **Next** to begin the prewriting exercise. To download a printable version of the organizer, select an organizer and click **Print**.

Recommended



Other Organizers

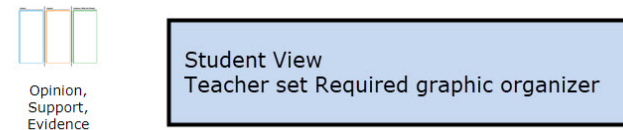


Practice Writing

Select an Organizer

Select an organizer and click **Next** to begin the prewriting exercise. To download a printable version of the organizer, select an organizer and click **Print**.

Required Organizer



Teacher Role: Essay Copy & Paste Restrictions

Advanced Options

Graphic Organizer Require the organizer or make it optional:

Timer Set the timer for your students' tests or disable it entirely:

 minutes (between 30 and 90)

Essay Drafts Allow students to resubmit an essay a limited number of times:

 revisions (between 1 and 99)

Essay Format Allow students to format an essay:

 Hide Format until draft number (between 1 and 99)

Essay Title Require students to write an essay title:

Cited sources Require students to list sources:

Grammar and Spelling Feedback Hide grammar and spelling feedback until draft number
 (between 1 and 99)

Peer Review
For the reviewer, the name of the essay author is:

For the essay author, the name of the reviewer is:

Recommended

William Brown ✕ Noah Davis ✕ Jane Doe ✕ James Johnson ✕ Emma Miller ✕

Sophia Moore ✕ John Smith ✕ Mia Taylor ✕ Alexander Williams ✕

Olivia Wilson ✕

[Remove All](#) [Select All](#)

Specialized Vocabulary List Add uncommon technical or content-related words you don't want marked as misspelled.

[Remove All](#)

Essay Copy/Paste

Score enabling Hide score until draft number
 (between 1 and 99)

[Save](#) [Cancel](#)

- Teacher has ability to prevent students from copying and pasting text from outside sources into an essay or from within an essay
- Prevents direct plagiarism by students
- Must be set per prompt using Advanced Options
- Can be adjusted between writing sessions by teacher (enable and then disable on later drafts)
- “Disable It” is system default

Teacher Role: Multi-select Print

From “Home” tab, under “Student Writing History,” teacher can multi-select students and print latest essay drafts

Teacher ▾ / Grade 5 - 1330 ▾ / Home

Student Writing History

Click a date to view a score report. To view results for one student, select a student in the drop down box.

Student
All Students ▾

Prompt
All Prompts ▾

Print

	Date	Student	Prompt	Stage	Status	Reviewed	Messages
<input type="checkbox"/>	7/22/2019	Smith, John	Student Choice Opinion	Gr. Org	In progress	-	
<input type="checkbox"/>	7/22/2019	Doe, Jane	Student Choice Informative/Explanatory	1st Draft	In progress	-	1 (1 new)
<input type="checkbox"/>	7/21/2019	Doe, Jane	A Favorite Activity	4th Draft	Finalized	-	

Student Role: Split Screen Revision

- When students revise an essay, the screens are split side by side
- Student no longer have to scroll up and down during revision
- Student have the option to turn off spelling and grammar feedback during revision

A Special Memory

Write an essay about a memory that is important to you. Write the essay in narrative form. Help your reader feel the emotion you felt as you were living through this event.

⌚ Time Remaining Hide ▲

59:50

Writing Suggestions

✔ Show Feedback

Camping in Colorado

I used to love going camping in Colorado with my family. We went every summer after visiting my relatives. I remember the Big Thompson river rushing down over the rocks and between the mountains. As soon as we saw the river, we knew we were almost there. There were always fishermen along the river with their hip waders and rods with reels. It was really pretty cold in the Rockies during the summer, so people had to wear jackets during the day and especially at night. I would try to look out the window to see the tops of the mountains

We'd set up the tent, and put all our sleeping bags, and clothes in the tent, and then my mom would get busy setting up her kitchen. We had a camp stove and a big cooler. Once a bear tipped it over and ate stuff out of it. My dad would look for wood to build a fire later, and my brothers and I would go check out the rest of the camp, the store, and the restrooms, and see if there was a playground, or place to swim.

There was something about being in the mountains that made us all so hungry, and we could hardly wait to eat. My mom would get impatient with us, and tell us to go do something, until it was ready. I would set the wooden picnic table, because, that way, I could sneak some food! Then we'd always have hamburgers, and fresh tomatos, and corn on the cob. It was so good. Then we'd sit around the fire, and make somores and talk. We'd get tired early, and besides, there wasn't any light except for the fire and the lantern, so we'd go to bed, and in the morning, I was always cold and clammy, and always woke up hearing the tent door zip up and down. Then it was time for breakfast and a new adventure!

Cited sources:

No sources entered.

Camping in Colorado

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Cited sources:

Cited Sources

Previous

325 words

Save and Quit

✔ Submit

⌚ Your essay is autosaved every 60 seconds.

Student Role: Split Screen Graphic Organizer with Highlighting

Practice Writing

Select an Organizer

Select an organizer and click **Next** to begin the prewriting exercise. To download a printable version of the organizer, select an organizer and click **Print**.

Recommended



Other Organizers

A Favorite Activity

Describe an activity that you like to do in your free time. Explain what about this activity makes it something you choose to do. Use examples and descriptive details to help the reader understand your choice.

Writing Suggestions

There are no right or wrong responses to the prompt. The essay must be long enough to develop your ideas about the topic and to allow scoring in each of 8 areas: Development of Ideas, Organization, Style, Word Choice, Sentence Fluency, Conventions (scored by the site) as well as Textual Evidence and Content Accuracy (scored by your teacher). Use details, facts, information, and examples to support your ideas.

When proofreading your essay, ask yourself the following questions:

- Is the essay well organized and developed?
- Is there an introduction and a conclusion?
- Is there sufficient evidence to support your choices?
- Are sentences clear, concise, and varied in format? Do they flow logically from one thought to another?
- Is the vocabulary specific and appropriate?
- Are the spelling, punctuation, grammar, and capitalization correct?
- Are you writing in standard American English?

Use the boxes below to organize your ideas and evidence for your essay.

Topic or Thesis:	
Practice Graphic Organizer	
Main Points, Ideas, or Claims	Text Evidence/Source/Location
Camping is fun	Article from Backpacking
Checking out the highlighting feature	I like the color choices

Time Remaining Hide

57:30

Peer Review Enhancements (October 1, 2020)

- Updated peer review document
- Standardized grade and genre-specific questions
 - A list of six questions teachers can choose for peer review completion
 - Two standard questions will be provided for each prompt
- Comment section for students to elaborate on feedback
- More engaging format for students

UTIPS:
Utah Test Item Pool Service
Kim Rathke

UTIPS syncs with SIS programs

Utah Test Item Pool Service CORE v20.20150211.1-9-g2d87c2 (9531030)

Navigation
MY ASSESSMENTS
My tests
SHARED ASSESSMENTS
Utah State Office of Education
ITEM BANK
Item Bank
CONFIGURATION
Organizations
Search Users
Settings

1. Search for user

Search User Accounts

Viper Teacher

2. Enter user

With role: (any role)

1 result for "Viper Teacher"

viper teacher (viper)

3. Select user

4. Ensure teacher SIS

5. Enter Cactus ID

6. Save

Username: viper

SIS Login: 12345

Cactus ID: 67890

Password: [Change password... Clear]

First Name: viper

Last Name: teacher

Email: []

Memberships:

- Teacher of viper classroom
 - math
 - Transformers School
 - zzyzx QA district
 - Utah State Office of Education
- Privileges: take tests; create, edit, and manage own tests; create user accounts; edit organizations; change own username; can have assessments shared to them; edit user accounts; edit memberships; grant role requests
- Teacher (Limited) of Math 8
 - Shared Math
 - Secondary Math
 - USOE Statewide Shared Tests
 - Utah State Office of Education
- Privileges: create, edit, and manage own tests; can have assessments shared to them

+ Grant a new role

Logins: 547

Last Login: 1:08 PM on Wednesday, March 23rd, 2016 from 198.245.95.124 lasting 5 minutes with 3 server hits

Save Merge with...

Delete user account

Individual Teacher Sync

- CACTUS ID required
- Select school SIS system
- Add "Teacher" role
- Save

UTIPS Help Desk:

utipshelp@schools.utah.gov

Print Standards Mastery Report

example assessment

Save

Overview

Items

Participants

Sharing

Results List

Score Distribution

Item Report

Standards Mastery

assessment id 380889

9 items

4 results

Group by: (none)

Names: Last, First

After: anytime

Before: anytime

Group standards by: Domain

Filter by: (none)

Print...

Name	Math:4.OA	Math:4.NBT	Math:5.OA	Math:5.NBT
Student, Janet				
Student, Jenny				
Student, Mark				
Student, Paul				
Average				

Print

Total: 1 page

Cancel

Save

Destination

Save as PDF

Pages

All

Layout

Portrait

8/5/2019

Utah Test Item Pool Service

example assessment

Name	Math:4.OA	Math:4.NBT	Math:5.OA	Math:5.NBT
Student, Janet	50%	100%	33%	50%
Student, Jenny	100%	100%	100%	67%
Student, Mark	50%	100%	67%	100%
Student, Paul	0%	100%	33%	83%
Average	50%	100%	58%	75%

Print Student Results—filtering and grouping coming soon

example assessment

Save

Overview

Items

Participants

Sharing

Results List

Score Distribution

Item Report

Standards Mastery

assessment id 380889
9 items
4 results

Group by: (none)
Names: Last, First

After: anytime
Before: anytime

Filter by: (none)
Print...
Download

Name	Score	Percentage	Unscored
Student, Janet	4/9	44.4%	
Student, Jenny	7/9	77.8%	
Student, Mark	8/9	88.9%	
Student, Paul	6/9	66.7%	

Print

Total: 1 page

Cancel

Save

Destination

Save as PDF

Pages

All

Layout

Portrait

8/5/2019

Utah Test Item Pool Service

example assessment

Name	Score	Percentage	When Taken	Completed
Student, Janet	4/9	44.4%	08/05/19 10:54 AM	18 seconds
Student, Jenny	7/9	77.8%	08/05/19 10:55 AM	33 seconds
Student, Mark	8/9	88.9%	08/05/19 10:56 AM	54 seconds
Student, Paul	6/9	66.7%	08/05/19 10:57 AM	57 seconds

Print Individual Student Results

example assessment

Save

Overview

Items

Participants

Sharing

Results List

Score Distribution

Group by: (none)

Names: Last, First

After: anytime

Before: anytime

Name	Score	Percentage	Un
Student, Janet	4/9	44.4%	
Student, Jenny	7/9	77.8%	
Student, Mark	8/9	88.9%	
Student, Paul	6/9	66.7%	

Result for "Jenny Student" on "example a

Save

Print...

Question

▶ 1 Which of the following is equivalent to $4 \times 10 -$

▶ 2 Which of the following is equivalent to $2 \times 50 +$

▶ 3 What is the next number in the pattern?

▶ 4 What does the 8 in the number 38,564 mean?

▶ 5 A concert tour earned \$103.5 million. What is t

Print

Total: 2 pages

Cancel

Save

Destination

Save as PDF

Pages

All

Layout

Portrait

More settings

▼

8/5/2019

Utah Test Item Pool Service

Result for "Jenny Student" on "example assessment"

1. Which of the following is equivalent to $4 \times 10 - 2$?

a. 80

b. 42

c. 38

d. 16

2. Which of the following is equivalent to $2 \times 50 + 1$?

a. 52

b. 53

c. 103

d. 101

3. What is the next number in the pattern?

2.3, 4.6, 9.2, 18.4, ____

a. 73.6

b. 23.0

c. 27.6

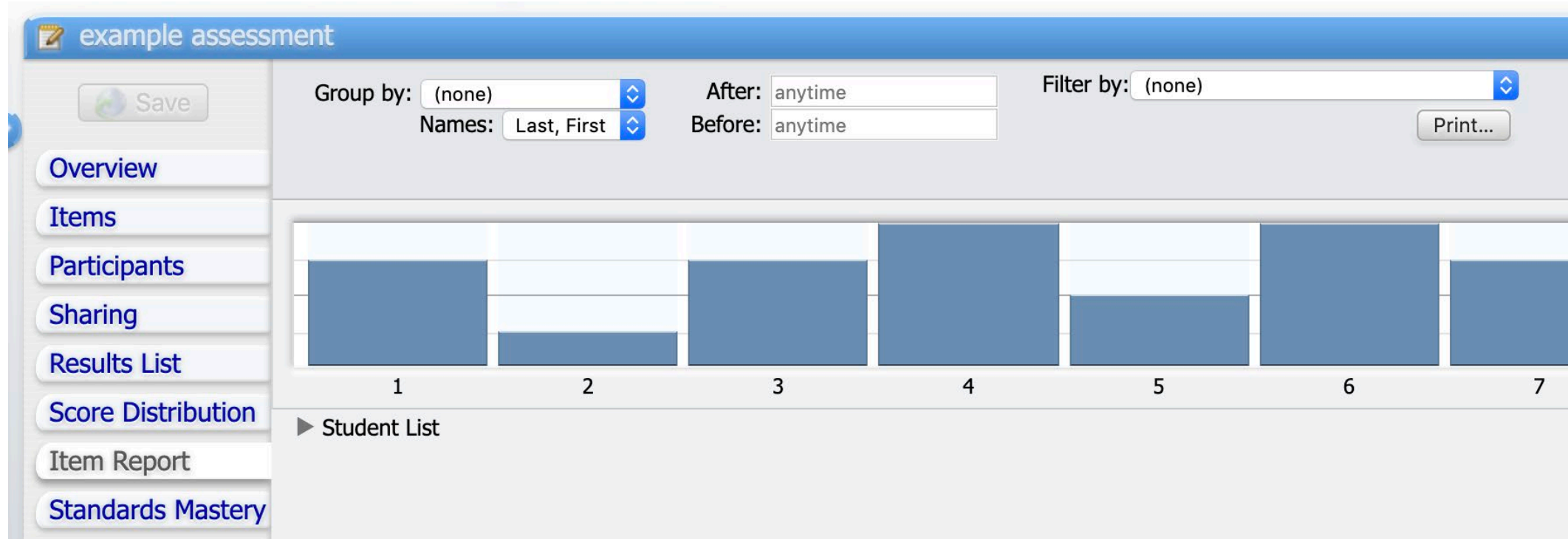
d. 36.8

4. What does the 8 in the number 38,564 mean?

Print Score Distribution Chart



Print Item Report



Timelines for Transfer and Lotteries

*Cindy Davis-
USBE Board Member*



LAND TRUST

Karen Rupp-Program Administrator



CREATE A NEW ACCOUNT
SCHOOLLANDTRUST.ORG

School LAND Trust

Learning And Nurturing Development

Search ...



Login & Manage Account

Schools

Timelines/Due Dates

Laws and Rules

Lands

Fund

Contact ▾

Welcome to School LAND Trust

This page is intended for the Administration of Districts & Schools

Schools and Districts are invited to use this Administrative site to ENTER AND EDIT their data, plans and reports.

LOGIN



Public Reports Section

Public Reports

Custom Plan Search

Funding Report

District and School Contacts

Give Feedback

Feedback

Log in with your Utah.gov Account

Username:

Password:

LOG IN

Forgot your: [Username](#) / [Password?](#)

Create Your Account



Activate an Account?

Log In

Technical Support

[Technical Support and Live Chat](#)

Phone: (801) 983-0275

Email: support@utah.gov

[Send Us Your Feedback](#)

Create Your Utah.gov Account

Credentials

Username:

Valid usernames contain between 5 and 35 letters and numbers.

Valid passwords must be between 8 and 50 letters, numbers, or special characters, and must have at least one uppercase letter, one lowercase letter, and one number.

Password:

Your Info

Email:

First Name:

Last Name:

Mobile Phone:

CANCEL

CREATE MY ACCOUNT



Create Your Account

Activate an Account?

Log In

Technical Support

[Technical Support and Live Chat](#)

Phone: (801) 983-0275

Email: support@utah.gov

[Send Us Your Feedback](#)



FINAL STEPS

- Go to your email and request the login.
- It should direct you back to the website for you to complete the request.

MOST IMPORTANT

Please remember in this case you are a **SCHOOL USER FIRST!!** Make sure you click this one.

A drop-down box will be available that lists all the districts. **CHARTERS** is one of the districts. Select charter and a second drop down box has all the charter schools listed. **Select your school and submit.**

Once this is complete, it will generate an email to our office, and we will approve your access.

REMINDER - EXPENDITURE DATA DUE BY SEPTEMBER 12TH!!!!!!

Expenditures by Category

*Please enter 510, 530, and 580 expenditures into the **580** column.

[illegible]

DUE DATE REMINDERS!!!

October 20th

- New Council Membership
- Principal Assurance Form
- Final Report for 2018-19



EARLY LITERACY

Sara Wiebke-USBE Literacy Coordinator



Early Literacy Supports

Sara Wiebke

PreK-12 Literacy
Coordinator



RESOURCES

- Early Literacy Program Technical Manual
- Utah LEA Rostering Support Document
- Utah's K-12 Literacy Framework
- Dyslexia Handbook
- Building Readers Toolkit
- Tiered Program List
- Learning to Read: Primer 1 & 2

Early Literacy Program Technical Manual



Summary of the Early Literacy Program:

- Requirements
- Funding and Utah Grants
- State Growth Goal and Local Goals
- Acadience Reading Benchmarks, Progress Monitoring, Pathways of Progress, Test Administration and Ethics Policy, Testing Windows
- Alternate and Alternative Assessments
- Data and Reporting

Utah LEA Rostering Support Document

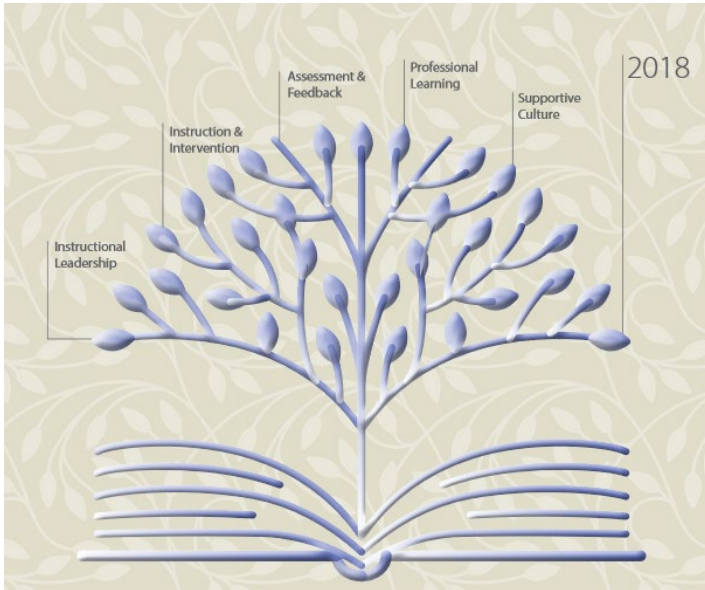
Provides information and troubleshooting information for state rostering (K-3) in mClass (Amplify) including:

- Enrollment
- Staff IDs
- UTREx
- Cactus IDs
- Missing students or classes
- FAQs

The Amplify logo is displayed in a large, orange, serif font within a white circular area on the right side of the slide. The word "Amplify." is written in a classic serif typeface, with a period at the end. The circular background is white and has a subtle grey drop shadow against the dark grey slide background.

Amplify.

Utah's K-12 Literacy Framework



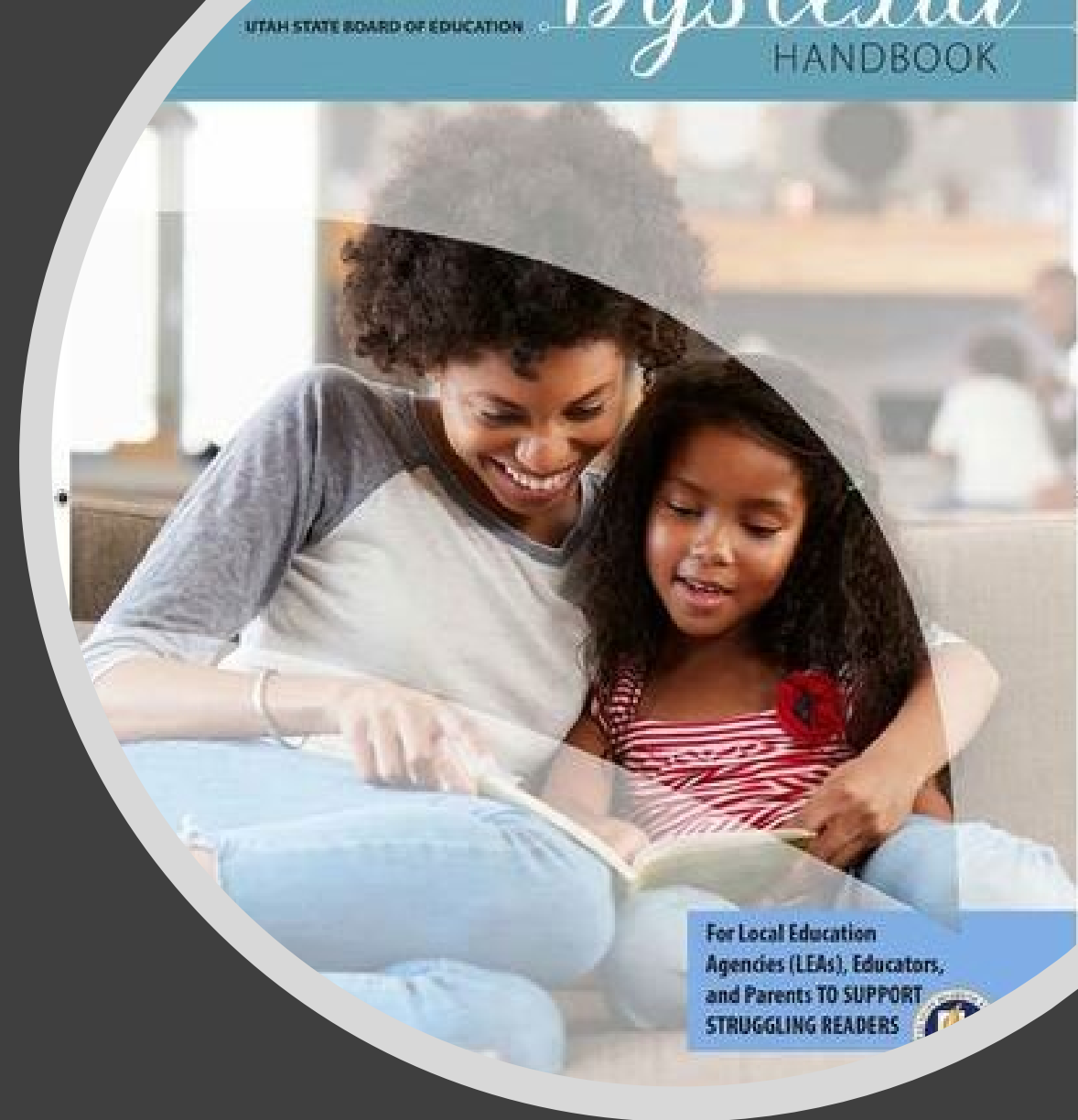
Purpose is to support districts, charters, and schools in evaluating, refining, and monitoring the essential systems, structures, and literacy practices necessary to achieve greater outcomes in the area of literacy for students in K-12.

- How to use
- Literacy elements
- Self-assessment tool and lines of evidence
- Planning tool
- Recommended literacy block minutes
- Resources

Dyslexia Handbook

Goal is to ensure that students with dyslexia have access to equal educational opportunities, thereby improving student academic outcomes and well-being.

- Definition of dyslexia and laws
- Characteristics, myths, and impacts of dyslexia
- Coexisting disabilities and accommodations
- MTSS and Effective Literacy Instruction



For Local Education
Agencies (LEAs), Educators,
and Parents TO SUPPORT
STRUGGLING READERS





Building Readers Toolkit

A guide for parents that includes information on:

- Strategies to support their child/children at home
- Dyad reading
- Routines
- Comprehension
- High frequency words

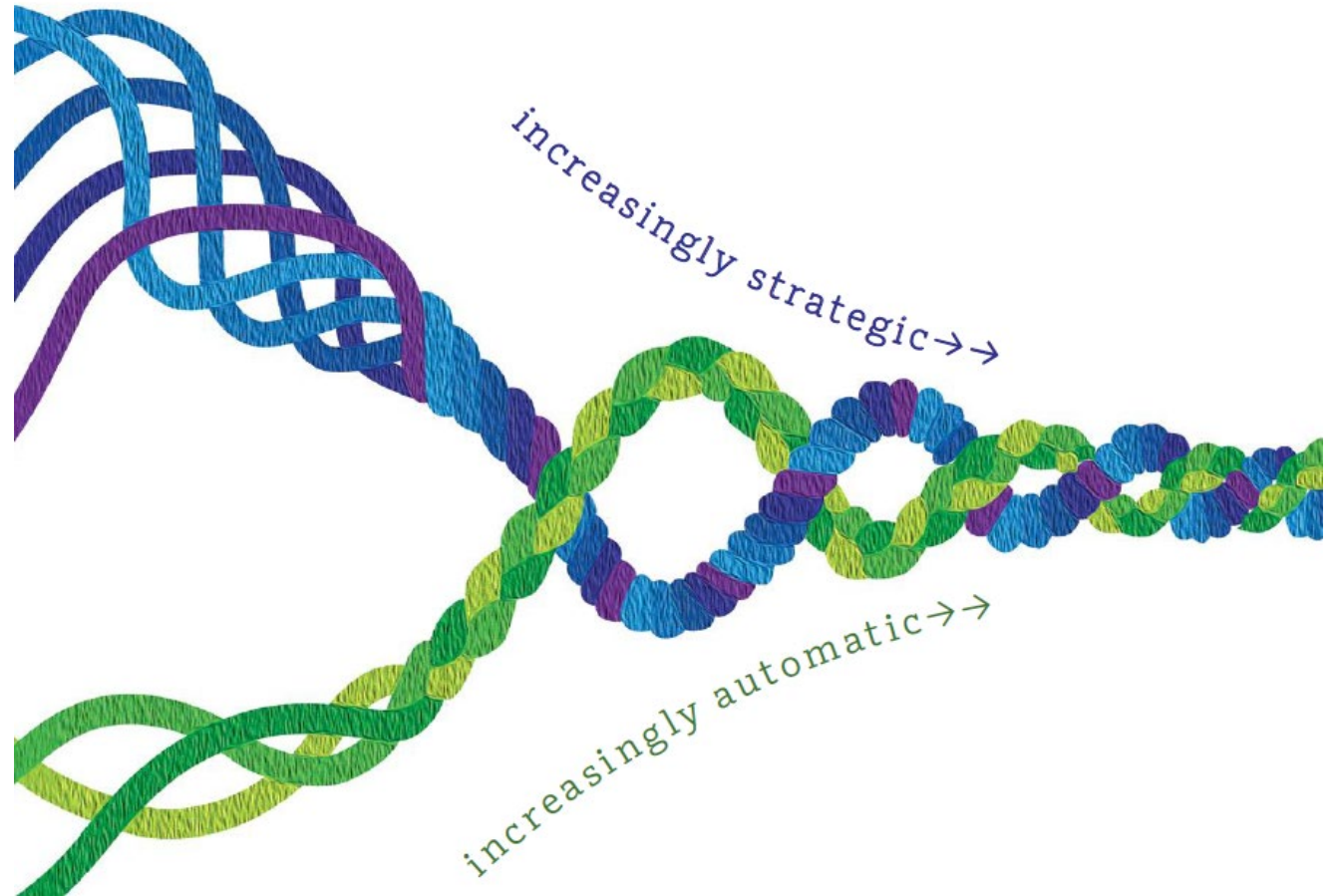


Tiered Program List

- List of evidence-based programs that have been reviewed as appropriate for Tier 1, 2, and 3 instruction.
- Includes target areas and grades each program is best used with
- Links to evidence

Learning to Read: Primer 1 & 2

Provides
information on
the science of
reading,
background
knowledge, and
brain research



Testing Window for Acadience Reading

- The state benchmark assessment is Acadience Reading (formerly known as DIBELS Next)
 - *It is NOT DIBELS 6 nor DIBELS 8*
- BOY – before September 30
- MOY – December 1 - January 31
- EOY – Middle of April – June 15

Data Due Dates

- BOY – October 30
- MOY – Last day of February
- EOY – June 30

Reminders

SPED Program Accounting



*Neil Stevens- Federal Special Education
Fiscal Accountability and Compliance
Monitoring*



*Cole Shakespear- State Special Education
Fiscal Accountability and Compliance
Monitoring*



NEW VISION SCREENING STATUTE

BettySue Hinkson, Utah School Nurse Association





SB 143: Vision Screening In Utah Public Schools

BettySue Hinkson, MSN RN NCSN
State School Nurse Consultant, UDOH

September 2019

Major Changes



- No longer optional
- No Q90 (now aggregate reporting requirement)
- Tier 1 and Tier 2
- Symptoms Questionnaire
- Online training modules
 - A: Basics on how to set up vision screening
 - B: Volunteer training
 - C: How to do Tier 2 screening
 - D: Outside Entity



Schools with a school nurse:

- School nurse is responsible for vision screening

Schools without a school nurse:

- Someone should be appointed as the DESIGNATED VISION POINT PERSON (DVPP). This person will be responsible for planning and implementing the vision screening, including evaluating the Symptoms Questionnaire and submitting the annual report to UDOH.

Forms



Certificate
Referral/Results
Opt-Out
Symptoms Questionnaire
Annual Report

<http://choosehealth.utah.gov/prek-12/school-nurses/guidelines/forms.php>

Parent Notification



- Parental consent is not required to do vision screening
- Notification is required, along with instructions on how to opt-out.
- If parent wants to opt-out, it must be done annually, and in writing.

Symptoms Questionnaire (SQ)



- Required for all students who:
 - fail benchmarks (only one form per school year)
 - referred for special education (including 3 year evaluation)
 - teacher concern, or
 - parent concern
- More about this one later.....

Vision Symptoms Questionnaire
Utah Department of Health in accordance with UCA 53G-9-404

Teachers are required to complete this form if a student does not achieve benchmark on the benchmark reading assessment (grades 1-3) or is being referred for special education services related to a specific learning disability. Parent may also complete this form if there is a vision concern. When completed please give this form to the school nurse for tier 2 evaluation and possible referral to an eye care professional.*

Student Name:		Referral Date:	
School:		Grade:	
Teacher:			
Name/Title of person completing form:			
Does student wear glasses? <input type="checkbox"/> yes <input type="checkbox"/> no			
<i>If answer is 'yes' to any areas below, please provide details in the comment section(s).</i>		Yes	No
1. As a teacher or parent are you concerned with this student's vision?			
Appearance Symptoms		Yes	No
2. Tilts head, squints, closes or covers one eye when reading			
3. Gaze issues, eyes turn in or out, crossed eyes, eyes wander			
4. Different size pupils or eyes			
5. Watery eyes, eyes appear hazy or clouded			
Complaints (Student Statements) Symptoms		Yes	No
6. Words float, move, or jump around when reading			
7. Complaints of headaches, dizziness, or nausea when reading (please specify)			
8. Complaints of itching, burning, or scratchy eyes (please specify)			
9. Complaints of blurred or double vision, unusual sensitivity to light, or difficulty seeing (please specify):			
10. History of head injury with vision complaints			
Behavior Symptoms		Yes	No
11. Loses place when reading			
12. Skips over or leaves out small words when reading			
13. Writes uphill or downhill; difficulty writing in a straight line			
14. Has difficulty copying from the board			
15. Avoids near work, such as reading or writing			
16. Has difficulty lining up numbers when doing math			
17. Has difficulty finishing assignments on time			
18. Holds books too close; leans too close to a computer screen			
19. Clumsy; bumps into things; knocks things over			
Other vision concerns:			

Tier 1



Mandatory Grades:

PK, K, 1st, 3rd, 5th, 7th or 8th, and 9th or 10th

- 10th grade can be done in Driver Education
- Can do more than those grades listed above, but not less
- LEA determines 7th or 8th, and 9th or 10th

Tier 2



- **Schools with a nurse:**
 - comprised of distance vision (if not done that year)
 - near vision
 - May also include the following if indicated by SQ
 - color vision screening
 - eye tracking and focusing
 - convergence insufficiency
- **Schools without a nurse:**
 - Distance vision (if not done that year)
 - Based on SQ can either
 - Do nothing (all 'no' responses on SQ)
 - Referral to eye care professional (if indicated by SQ)

Symptoms Questionnaire (SQ)



Nurse (or DVPP) does not complete this. This is to be done by the teacher if student failed benchmark or being referred for special education, or parent if parent concern.

Teacher has 45 days to complete this form to get to the nurse. Nurse then has 30 days to complete evaluation of SQ and do a tier 2 screening (if indicated). If no nurse DVPP evaluates the SQ.

Results of SQ will determine:

- If no tier 2 screening is necessary, or
- If a student is automatically referred to eye care professional in lieu of a tier 2 screening.

Significant Vision Impairment



A visual impairment severe enough to interfere with learning.

The term is the designation required for a child to be eligible for services from a teacher of students with visual impairments in an LEA or at the Utah Schools for the Deaf and the Blind (USDB).

A significant vision impairment must be determined individually for each student after examination and diagnosis by a licensed health care provider and functional assessment by a qualified vision professional.

Follow-Up and Documentation



Referral:

- Should be sent out within 30 days of screening

Follow-up:

- Standard of care whenever referrals are done

Documentation:

- Can be electronic or paper
- Should include pass/fail, referral, and follow-up

Confidentiality



This needs to be stressed to volunteers. They should not share any screening results with anyone other than school nurse (including parent or teacher). School nurse (or DVPP) will then notify parent and teacher if necessary.

Outside Entities



Some schools may choose to have an outside entity provide the vision screening. Only approved outside entities are allowed to provide this to ensure consistency in screening. Outside entities cannot charge a student, family, or school for this service.

There is an application process to become an approved outside entity. As of today, only **Friends for Sight** has completed the application process.

Reporting



The statute requires reporting of vision screening to UDOH at the end of the school year. This is aggregate information only, no student specific information is to be reported.

There are two ways to submit the required data: the annual school health workload census, or the annual vision report.

Links for Online Training



Module A: Vision Screening Basics

Who is this training for? New school nurses, DVPP, seasoned school nurses who want to ensure they are complying with new state requirements

<https://usbe.instructure.com/enroll/HW3XPK>

Module B: Training for Volunteers

Who is this training for? Anyone who will volunteer or assist with a tier 1 vision screening (including outside entities)

<https://usbe.instructure.com/enroll/EXCN6C>

Module C: Tier 2 Vision Screening

Who is this training for? **School nurses only**

<https://usbe.instructure.com/enroll/D6HGNG>

Other Training



September 24, 2019
Cannon Health Building (288 N 1460 W, room 129)

[Join Hangouts Meet](#)

meet.google.com/jbu-ubvq-ufe

Meeting ID: meet.google.com/jbu-ubvq-ufe

(US) [+1 301-857-3190](tel:+13018573190)

PIN: 873 860#

This meeting will be recorded and available to view later.

THANK YOU!



BettySue Hinkson, MSN RN NCSN

State School Nurse Consultant

Utah Department of Health

bhinkson@Utah.gov

(801) 419-1078 or (801) 538-6814

<http://choosehealth.utah.gov/prek-12/school-nurses/guidelines/screenings.php>

HIGH SCHOOL UTAH CORE STANDARDS FORMATIVE TOOL

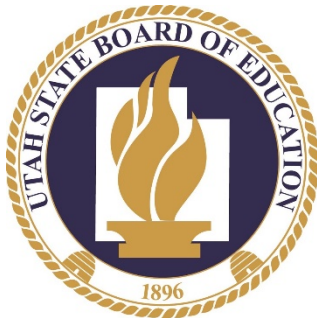
Rebecca Peterson-USBE College and Career Readiness Specialist

High School Assessments Info

Charter Directors' Meeting

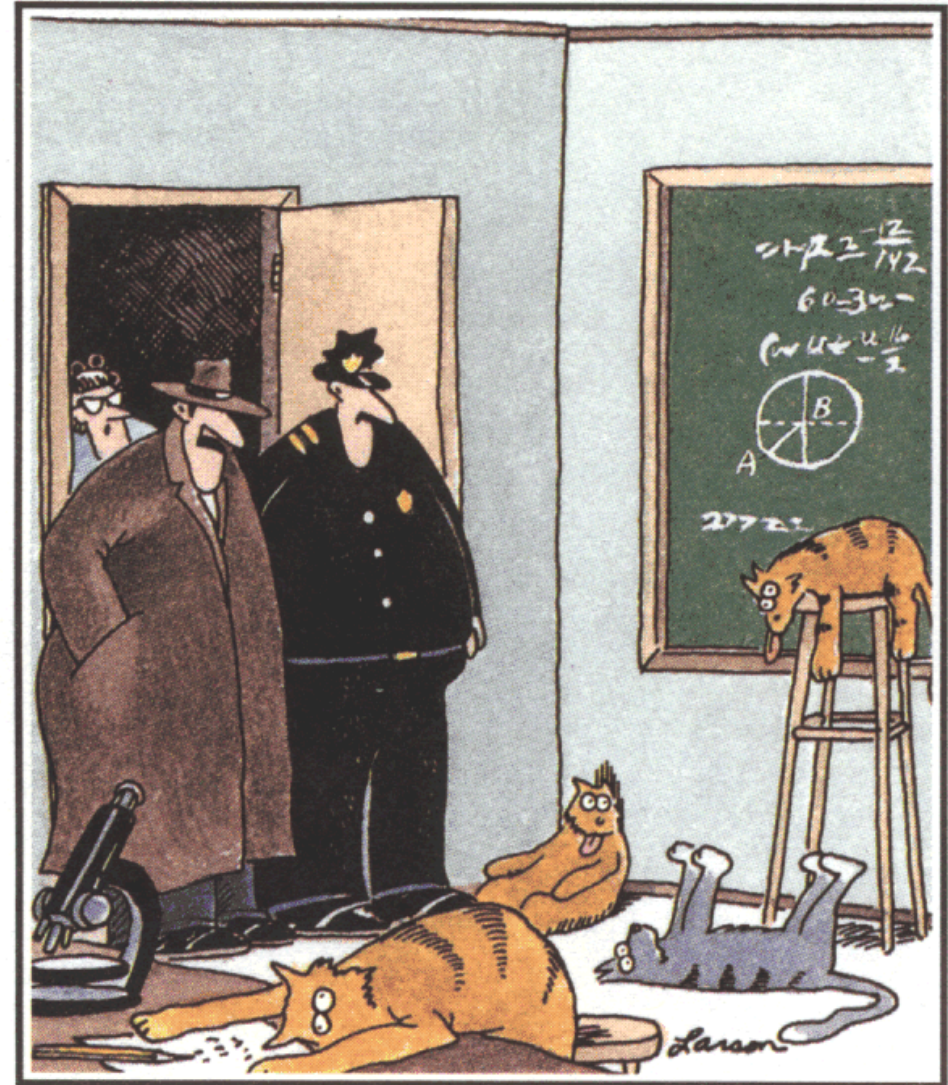
9.9.19

Rebecca Peterson



Agenda

- Utah Aspire Plus updates
- Utah Core Standards Benchmarks – Overview
- ACT updates



“Notice all the computations, theoretical scribbles, and lab equipment, Norm. ...
Yes, curiosity killed these cats.”





Utah Aspire Plus

Updates for 2020

Utah Aspire Plus test dates

- **Who?**

- 9th and 10th grade students

- **When?**

- Test window: March 23rd – May 15th

- *2nd ACT test date is March 24th if you would like to test on the same day

Utah Aspire Plus updates



Enhancements for 2020:

- pre-assigned test sessions by grade and subject
- Timing being reviewed by TAC – for now plan for same times as last year
 - 90 min. for both reading & math
 - 45 min. for English
 - 60 min. for science
- Read aloud directions shortened

Upcoming trainings



Benchmarks Overview	9/16 3:30 – 4:30 PM	Online – via WebEx https://uen.webex.com/uen/j.php?MTID=m69e2233068b5cca584bc24c92d9a726b	Assessment Directors, teachers, administrators
Benchmarks administration training	10/2/2019 3:30 – 5:00 PM	Online – via WebEx https://uen.webex.com/uen/j.php?MTID=m69e2233068b5cca584bc24c92d9a726b	Assessment directors, teachers, administrators
Technology requirements	10/3/2019 District Technology Coordinator Meeting	Nebo Summit Center -regular meeting for district technology coordinators	Technology staff
Utah Aspire Plus Administration Training	1/28, 1/29, 1/30, 1/31 1:00 – 3:30 PM	Locations around the state TBD N. Utah, SLC area, Central Utah, S. Utah Registration information available starting in October	Assessment directors, testing coordinators
Utah Aspire Plus technology training	1/28, 1/29, 1/30, 1/31 1:00 – 3:30 PM	Locations around the state TBD N. Utah, SLC area, Central Utah, S. Utah Registration information available starting in October	Technology staff

Email listserv

- For anyone who would like to receive information specifically pertaining to Utah Aspire Plus
 - administrators, counselors, testing coordinators, etc.
- Info from AD Memo and answers to questions that people ask
- Utah Aspire Plus email listserv:
 - to sign up, go to <https://lists.uen.org/mailman/listinfo/utahaspireplus> and follow the instructions



Utah Core Standards Benchmarks

Formative tools for you to use

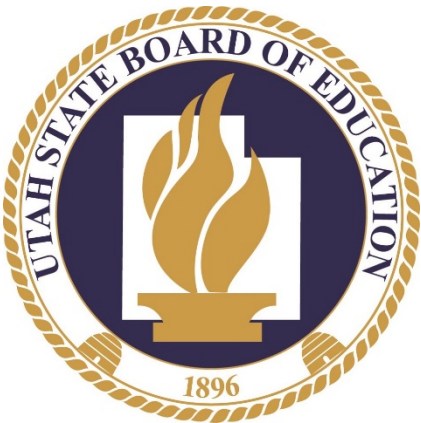


Utah Core Standards Benchmarks



- Pearson Access^{next} and TestNav
- Formative tool
 - Used by teachers to inform instruction and by students to set learning goals
 - Local use – no data collected by state
- Measures knowledge and skills
 - Utah Core Standards
- Fixed form – two to three versions (A & B, some have C)
 - Number of items per form range from 7-23
- Administer as many times as you would like to

What is available?

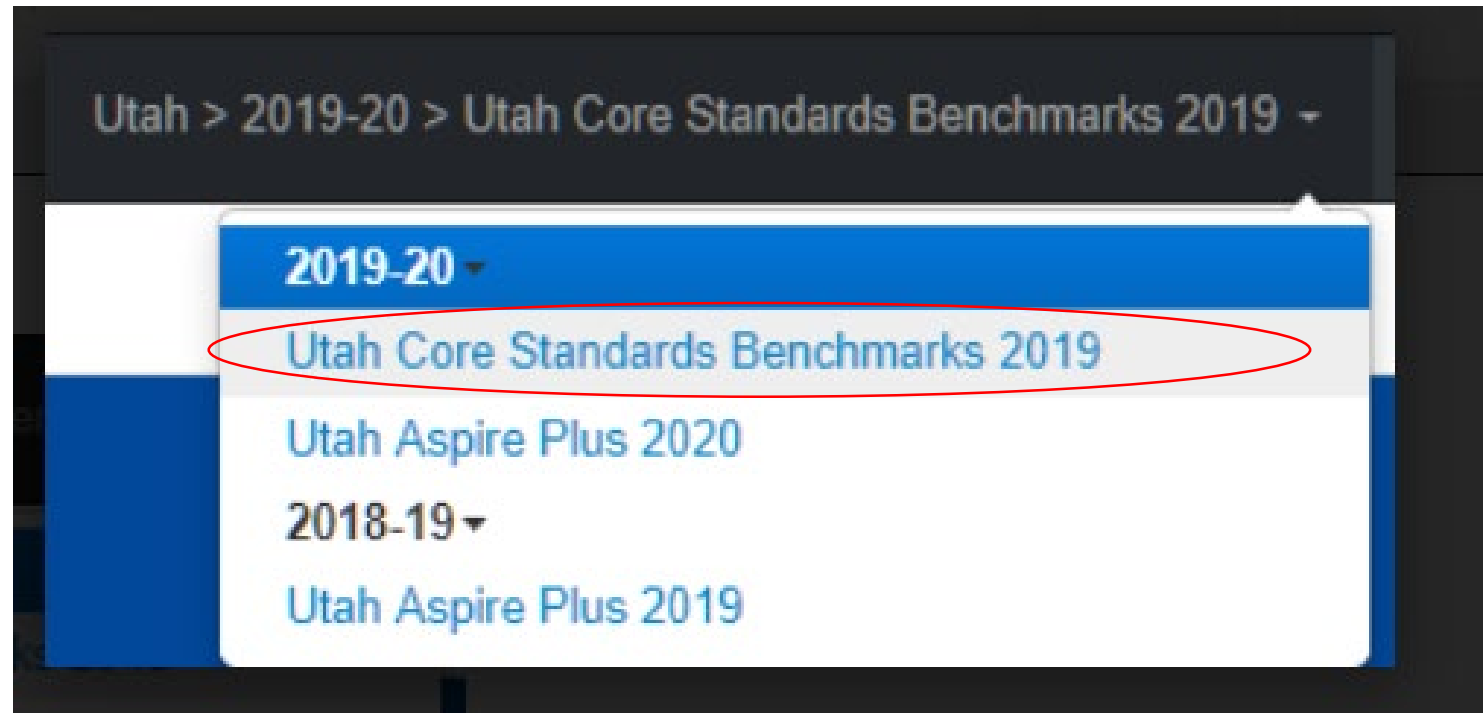


- Reading, English, Math, and Science
- Searchable by subject, course, and standard/strand
 - Mathematics
 - Secondary Math I
 - Geometry
 - Algebra
 - Number & Quantity / functions
 - Science
 - Life Science
 - Standard 1
 - Standard 2 . . . Etc.

How do I get to the Benchmarks?



- After signing into PearsonAccess^{next}, select Utah Core Standards Benchmarks 2019 from the drop down.



Students
enrolled,
registered
and assigned
testlets in
PA^{next}



- Teachers can find their students enrolled and registered for Benchmarks in Setup>Students

A screenshot of the PearsonAccessnext web application. The top navigation bar includes links for Home, Setup, Testing, Reports, Test Config, Tools, and Support. The 'Setup' link is circled in red. Below the navigation bar, the 'Students' section is highlighted with a blue header. Under 'Students', there is a 'Tasks' section with '0 Selected' and a 'Start' button. To the right, there is a 'Students' section with '0 Selected' and a 'Clear' button. Below this, there is a 'Find Students' section with a dropdown menu set to 'Registered to Utah Core Standards Benchmarks 2019'. A search bar is present with a 'Search' button, which is also circled in red. A tooltip is visible over the 'Search' button, stating 'Show all results' and 'This action clears the search and filters'. Below the search bar, there are filters for 'State Student ID' and 'Local Student ID', each with a 'Starts with' input field. A table of results is shown at the bottom, with columns for 'State Student ID', 'Last Name', and 'First Name'. The table contains 9 results, with the first few rows showing student information. The 'Search' button and the tooltip are circled in red.

Sessions will be auto created, placing students into a session in PA^{next}

- Teacher can search for their sessions by using their CACTUS ID and then can filter by test

Session

The screenshot shows the 'Sessions' page in PearsonAccessNext. At the top, there's a navigation bar with links like Home, Setup, Testing, Reports, Test Config, Tools, and Support. Below this, the 'Sessions' section has a 'Go to Students in Sessions' link. There are two tabs: 'Tasks' (0 Selected) and 'Sessions' (0 Selected). The 'Sessions' tab is active, showing a 'Find Sessions' search bar with the text 'int' and a 'Search' button. Below the search bar, there are filters for 'Session Status', 'Organization', and 'Test'. The search results show 3 results in a table:

Session	Session Status	Scheduled Start Date	Test	# Students	Actual
int g9e fa	In Progress	08/12/2019	English Grade 9 Editing Form A	3	08/13/2019
int g9i fa	Not Prepared	08/12/2019	Reading Grade 9 Informational Form A	5	
int g9l fa	Not Prepared	08/12/2019	Reading Grade 9 Listening Form A	1	

Filter

The screenshot shows the 'Find Sessions' page in PearsonAccessNext. The search bar contains 'int' and the 'Search' button is clicked. The filters on the left are 'Session Status', 'Organization', and 'Test'. The 'Test' filter is selected, showing a dropdown menu with 'English Grade 9 Editing Form A' selected. The search results show 1 result in a table:

Session	Session Status	Scheduled Start Date	Test
int g9e fa	In Progress	08/12/2019	English Grade 9 Editing Form A



More
information –
coming during
fall trainings!



Wait . . . What do I need to do?

- Don't worry – more information, tutorials, and training coming this fall!

Benchmarks Overview

- 9/16 3:30 – 4:30 PM Online – via WebEx

Benchmarks administration training

- 10/2/2019 - 3:30 – 5:00 PM Online – via WebEx



Shmoop Login Flow

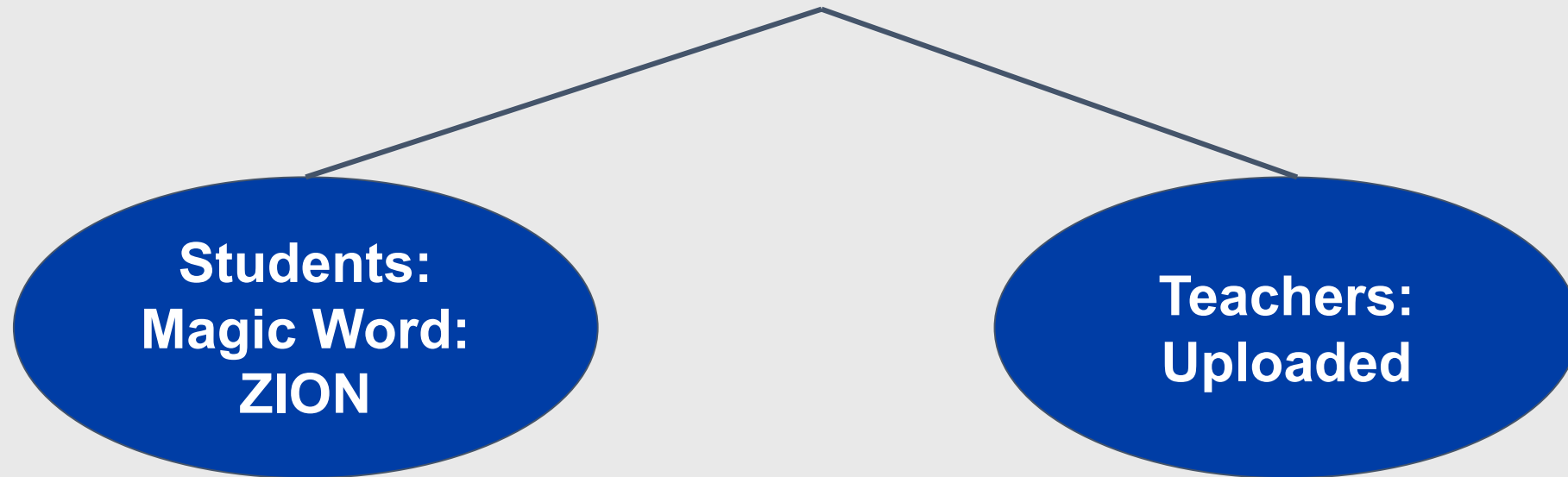
2019/2020



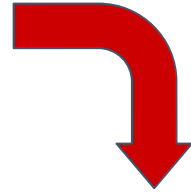
Option 1: District-wide SSO

LTI integration with LMS or Google SSO

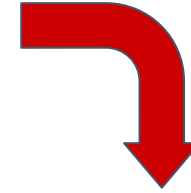
Option 2: User Upload tool



**Shmoop upload
Assessment Directors**



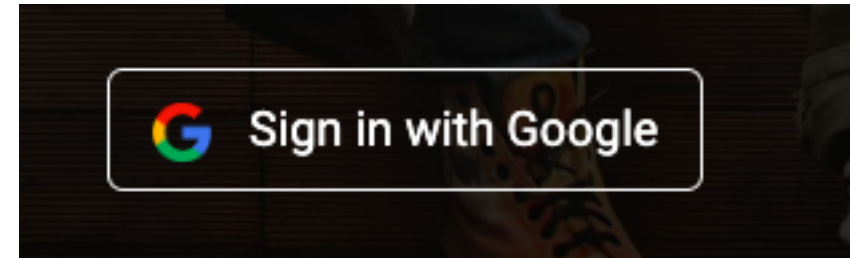
**AD's upload other
district admin and site
admins**



**Site admins upload
teacher users**

**Students use
Magic Word: ZION**

Integration Options



Please reach out with questions about other integration options!

Training Requests

Please fill out this form:

<https://tinyurl.com/shmooputah>



You can always contact us with any questions at:

stephanie.weiss@shmoop.com

(310) 488-2640



ACT 2020

What's new?





ACT 2020 overview

- Subtests this year:
 - English, reading, math, science
- *No writing*
- More online test window options
- Proctor caching = optional

ACT test dates - paper

- **What are our **paper** test date options for 2020?**
- If you are testing on **paper**, your test date options are
 - Standard (Paper): March 3, 2020
 - Standard (Paper): March 24, 2020
 - Standard (Paper): April 7, 2020
- Accommodated **paper** test dates are:
 - Accommodations (Paper): March 3-6, & 9-13
 - Accommodations (Paper): March 24-27, 30-31, & April 1-3
 - Accommodations (Paper): April 7-10 & 13-17

ACT test dates - online

- **What are our **online** test date options for 2020?**
- If you are testing **online**, you can test on any of the days in the following windows:
 - Online standard & accommodations: March 3 – 5 & 10 -12
 - Online standard & accommodations: March 24 – 26, & March 31 – April 2
 - Online standard & accommodations: April 7-9 & 14-16

Email listservs

- For anyone who would like to receive information specifically pertaining to the ACT
 - administrators, counselors, testing coordinators, etc.
- Info from AD Memo and answers to questions that people ask
- ACT Communications email listserv:
 - <https://lists.uen.org/mailman/listinfo/actcommunications> and follow the instructions



Upcoming ACT trainings

Smooth Sailing on ACT administrative Day	10/9 3:00 – 4:00	Online via WebEx https://uen.webex.com/uen/j.php?MTID=mecb640ffc0744d8cfa93ef951cecb8fa	Assessment Directors, test coordinators
Preparing students for the ACT through Core Instruction	10/30 3:00 – 5:00 PM	In-person USBE, Basement West or Online via WebEx Register here: https://forms.gle/ztz7Jz5mnWHvFJvL6	Teachers, testing coordinators, curriculum directors, administrators

Questions? Suggestions?

Email: Rebecca.Peterson@schools.utah.gov



NEXT MEETING...

TUESDAY, October 14, 2019

12:30-3:30pm



The school's new hall passes proved to be extremely effective in discouraging frivolous trips to the rest room.