

## What are the SAGE assessments?

SAGE stands for *Student Assessment of Growth and Excellence*. The SAGE assessments are assessments that measure what students know and can do in relation to the Utah Core Standards in English Language Arts (ELA), Mathematics, and Science. Utah educators developed the following Utah SAGE assessments:

- ELA grades 3–11, Writing, Reading, Language, and Listening
- Mathematics grades 3–8 and Secondary Mathematics I–III
- Science grades 4–8, Biology, Earth Science, Chemistry, and Physics

The SAGE assessments are adaptive assessments that are designed to measure student knowledge and skills. Every time a student answers a question, his or her response helps determine the next question he or she answers. The difficulty of the assessment will adjust to each student's responses, providing a more precise measure of what each student knows and can do in relation to Utah's Core Standards.



## How can I help my student?

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>

## For more information...

Visit the Utah SAGE Portal at [www.sageportal.org](http://www.sageportal.org).



## SAGE Assessments What do student results mean?



*SAGE is Utah's Assessment System  
Utah owns and controls  
this assessment*

*Developed by Utah for Utah*

## How will I receive the results from my students' assessment?

Beginning in the fall of 2014, schools and districts will begin preparing to provide individual student reports to families. Families can expect to receive their student's information sometime in the next couple of months according to school and district timelines. Teachers and principals will be available to explain the new reports and interpretive guides will be provided. Using these data, you can work with Utah educators to improve your child's post-high school success. If your student is not yet proficient on one or more of the SAGE assessments, please talk to his or her teacher about the plan to get him or her there. Some schools may be distributing these reports at parent teacher conferences; some will have meetings where you can learn what the results mean. If you have moved to another Utah public school since an assessment was taken last spring, you can contact your current school to receive those results. Moving forward, SAGE assessment results will be available immediately to students and teachers.

## What are proficiency levels?

Proficiency levels indicate a student's progress towards College and Career Readiness (CCR) for a content area in the Utah Core Standards. While scaled scores indicate at an individual level what a student knows and is able to do, proficiency levels interpret that score into categories: Highly Proficient, Proficient, Approaching Proficient, and Below Proficient. Descriptions of what it means to score in any of the proficiency levels are described in the students report.

On track for CCR (proficient) } Level 4: Highly Proficient  
 } Level 3: Proficient

Not on track for CCR (not proficient) } Level 2: Approaching Proficient  
 } Level 1: Below Proficient

Proficient scores were determined at the culmination of a week-long standard setting workshop where preliminary assessment results were presented to more than 200 educators, as well as community and board members, and other stakeholders. These participants applied their own professional judgment, took actual assessments, viewed previous performance data, and considered other performance data results to assist them in determining proficiency levels.

## What is a scale score?

Students will be assigned a scale score and a proficiency level for each assessment. A scaled score represents a student's performance on a particular assessment and is reported as a number from 100–900 for ELA and Mathematics, and from 775–925 for Science. These scaled scores allow for consistent interpretation of the scores and a common understanding of their meaning demonstrating growth from year to year, e.g., comparing grade 3 ELA to grade 4 ELA for each student. These scaled scores are mapped into four proficiency levels.

In ELA and Mathematics, the scale score representing proficiency is different for each assessment because the assessments are vertically linked. In Science, the scale score representing proficiency is always 840 because proficiency in one grade or course does not necessarily rely on proficiency from the previous grade or course.

A student's report is best interpreted recognizing that there is a standard error of measurement associated with all assessment results. Detailed information about the SAGE standard error of measurement can be found at <http://schools.utah.gov/assessment/Adaptive-Assessment-System/Standard-Error-of-Measurement-Explanation.aspx>.

## Individual Student Report

### Individual Student Report

How did my student perform on the ELA test?

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

#### 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

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

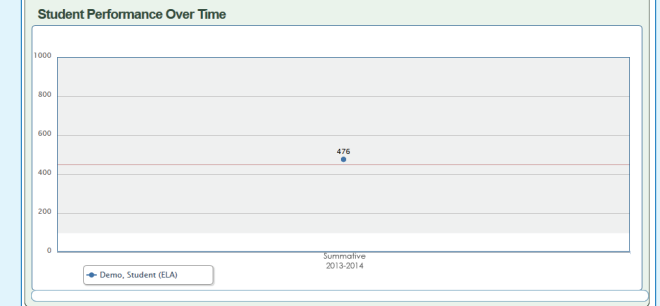
  

Reporting Category	Scale Score	Relative Strength and Weakness Indicator
Reading Literature	407	
Reading Informational Text	552	
Listening Comprehension	330	
Writing	530	
Language	475	

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

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 fill 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 succinctly 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.



A score report interpretation guide will be available to explain each section of the Individual Student Report. Please see your local school for a copy of that guide.