



# Preparing Students for the RISE Test

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## BACKGROUND

### What is RISE?

The Utah Readiness, Improvement, Success, Empowerment (RISE) assessment is a legislatively mandated end-of-year summative assessment to help educators determine how well they are teaching the Utah core standards. RISE assesses English, reading, and mathematics in grades 3-8 and science in grades 4-8. The RISE assessment portal contains sections with resources, test administration sessions, the reporting system, the benchmark previewing section, training tests, and the user and student management system called the Test Information and Distribution Engine (TIDE).

### Science RISE Test Construction

**Clusters only** - Due to the three-dimensional nature of the Science with Engineering Education (SEEd) standards, the science assessments in RISE are all constructed in clusters which introduce a phenomenon and include multiple items/questions to scaffold and assess students ability to investigate the phenomenon. Through this format, clusters take students through a phenomena-based, three-dimensional learning sequence. Clusters allow students to engage in sensemaking using the science and engineering practices (SEPs) and crosscutting concepts (CCCs) to make sense of a phenomenon based on the disciplinary core ideas (DCIs). The cluster stimulus is usually placed on the left side of the screen along with supporting information, simulations, and models. The items or questions that the students use to demonstrate how well they understand the phenomenon, are usually on the right side of the screen. The exception to this placement is when the clusters are presented in streamline mode.

### Stimulus Parts

**Phenomena/Design Problems** - Instructional and assessment sequences are more coherent when students investigate compelling natural phenomena (in science) or work on meaningful design problems (in engineering) by engaging in the science and engineering practices. We refer to these phenomena and design problems as 'anchors.'

**Information** - The information in the stimulus is designed to help the students by giving them information they are not required to know in the SEEd standards. This information is only for making sense of the phenomena or for working on design problems. They are based on real published scientific material, and try to avoid using extraneous material that may be distracting to the tasks in the items.

**Task Statement** - All clusters contain a task statement that specifically tells the students what they will be doing as they engage in sensemaking in the items. An example would be, "In the questions that follow, you will develop and use a model to explain lunar eclipses."

## Item/Parts

The items on the RISE assessment are varied and are designed to help students make sense of the phenomenon, without being too easy or too difficult. A range of difficulty is required on the various items due to the legislated requirement that the assessment be computer adaptive. Examples of clusters are available on the [RISE training test](#).

## CLASSROOM APPLICATION

When observing a classroom in which the instruction is preparing students for the RISE test, the following **student actions** should be visible:

- Students engaging in sensemaking using the science and engineering practices (SEPs) and crosscutting concepts (CCCs) to make sense of a phenomenon-based in the disciplinary core ideas (DCIs).
- Students using the RISE training test as a class while discussing how to navigate the assessment, how to use testing resources/tools, and how to answer each item type.
- Students using the RISE Benchmark Models.
- Students using the Formative Assessment Cluster Exemplars within the [Science Core Guides](#).

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To support RISE assessment preparation, **teachers' plan** by

- Teaching the SEEd standards, with a focus of having students engage in sensemaking using the SEPs and CCCs to make sense of a phenomenon based in the DCIs.
- Fully familiarizing themselves with the current [RISE Test Administration Manual](#).
- Signing up for updates using the Subscribe for Updates link on the [Utah RISE Assessment Portal](#).
- Fully familiarizing themselves and their students with the RISE assessment system, including logging in, proctoring training and benchmark assessments, and using the various tools within the system for educators and students.

## IMPLEMENTATION RUBRIC

Basic	Emerging	Effective	Exceptional
Educators have students engage in multiple choice tests without phenomena or ways to engage in sensemaking.	Educators have quarterly assessments with some engagement in sensemaking around phenomena.	Educators routinely engage students in sensemaking around phenomena in instruction and assessments based on the SEEd standards.	Educators routinely have students engage in sensemaking around phenomena in instruction and assessments based on the SEEd standards.
Students have no familiarity with the RISE assessment system.	Students have limited familiarity with the RISE assessment system, can access the system with support and are not aware of the system tools (e.g., notes, dictionary, text-to-speech, etc.).	Students have a basic knowledge of the RISE assessment system, can access the system with support and are aware of the available system tools (e.g., notes, dictionary, text-to-speech, etc.).	Students can access and log into the RISE system with little or no prompting from the instructor. Students can access the appropriate system tools as needed (e.g., notes, dictionary, text-to-speech, etc.).

## RESOURCES

For information and announcements on science assessment in Utah, please sign up for the [Science Assessment Listserv](#)

[2024-2025 RISE Test Administration Manual](#)

[Utah RISE Assessment Portal](#)

Item types, along with their tutorials, are located on the resources page in the [RISE Assessment Portal](#)

[Utah RISE Training Tests](#)

[Utah RISE Benchmark Module Directory](#)

[Utah Legislation on RISE](#)



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