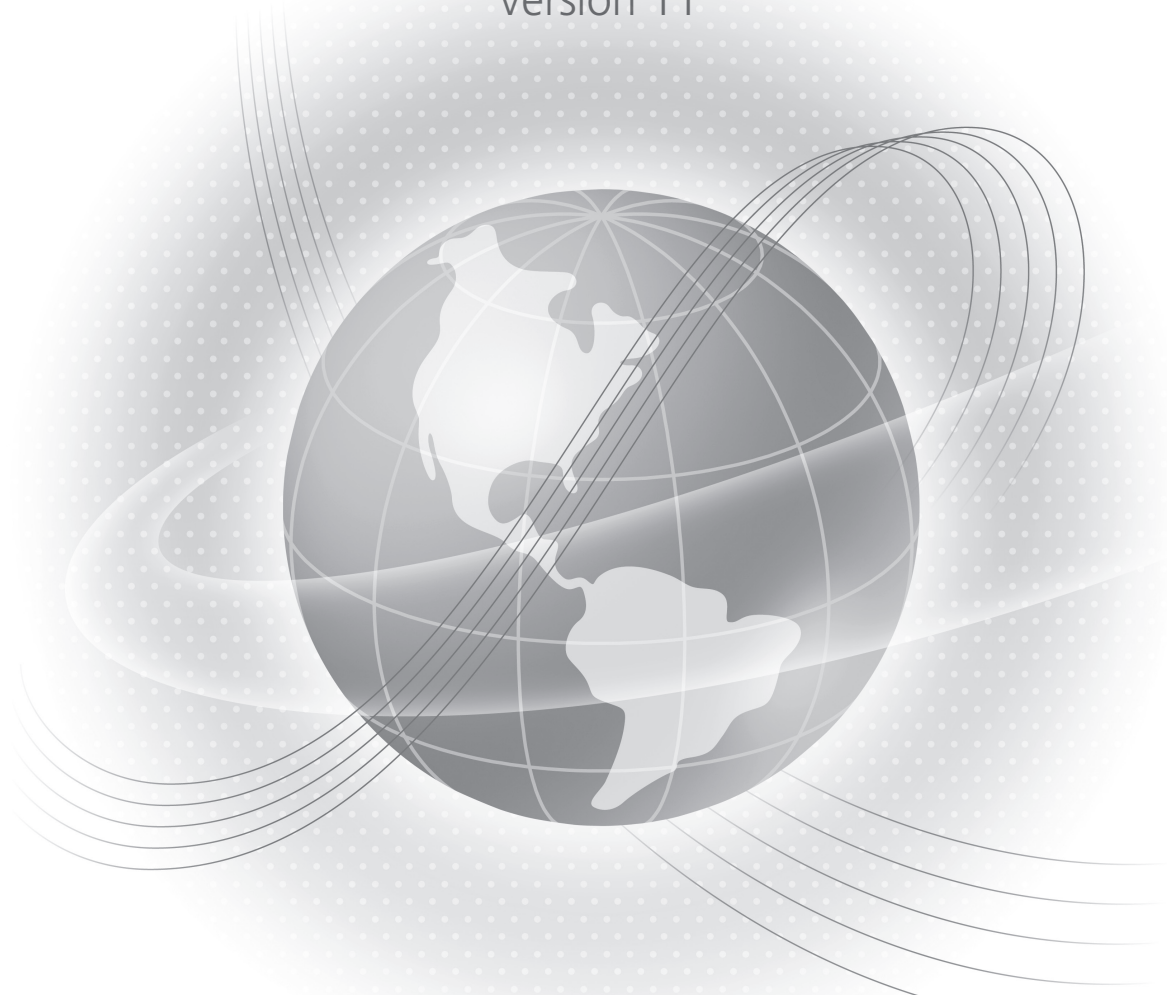


Cognitive Abilities Test™

# Directions for Online Administration

Version 11



LEVELS **5/6-8**  
FORMS 7 and 8

Screening Form

***CogAT®***

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# Cognitive Abilities Test™

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# Contents

<b>Part 1</b>	<b>Prepare for Testing</b>	<b>1</b>
About This Guide		1
Purpose		1
How to Use This Guide		1
About the <i>CogAT</i> Screening Form		1
About the <i>CogAT</i> Post-Screening Form		2
Testing with Levels 5/6–8		3
Question and Answer Format		3
Practice Questions		3
Subtest Descriptions and Estimated Administration Times		4
Online Testing with <i>DataManager</i>		6
About <i>DataManager</i>		6
About the Proctor Application		6
About the Student View		7
About the Getting Started Tutorial		7
Test Administration Guidelines		8
Accommodations and Modifications		10
Students with Special Needs		10
English Language Learners (ELLs)		10
Typical Accommodations		11
Post-Screening Form Modifications		12
Setting Up Test Sessions		13
Scheduling Recommendations		13
Obtaining Materials and Equipment		14
Supply List		14
Emergencies and Irregularities During Testing		14
Guidelines		14
Troubleshooting		15
Pretesting Checklist		16
<b>Part 2</b>	<b>Administer the Tests</b>	<b>17</b>
Overview of the Test Administration Process		17
Signing In to the <i>DataManager</i> Proctor Application		18
Sign In with a Session Code		18
Sign In without a Session Code		19
Opening the Test Session		21
Introducing the Test and Instructing Students to Sign In		22
Confirming the Student Roster for This Session		25

Beginning the Test Session.....	26
Completing the Test Session .....	29
<b>Part 3   <i>DataManager</i> Quick Reference.....</b>	<b>33</b>
About the Proctor Session Tab.....	33
About the Proctor Led Tab.....	34
Directions for Administration Area.....	34
Student Area.....	35
Refresh the Proctor Led Tab .....	35
Test-Taking Tools in the Audio Student View.....	35
Audio Test Directions in the Student View .....	36
Creating a Test Session .....	37
Deleting a Test Session .....	38
Managing Multiple Test Sessions .....	39
Printing a Test Session List.....	40
Printing Student Signin Information.....	41
Viewing Student Status Information.....	44
Adding a Student to a Roster .....	46
Saving and Closing a Test Session for an Individual Student.....	48
Saving and Closing a Test Session for All Students.....	49
Pausing and Resuming an Audio Test Session for an Individual Student.....	49
Pausing and Resuming a Test Session for All Students.....	49
Canceling a Test Session for an Individual Student.....	50
Canceling a Test Session for All Students.....	50

## About This Guide

### Purpose

The *Directions for Online Administration* describes the procedures that test administrators should follow when administering the *Cognitive Abilities Test™ (CogAT®) Screening Form* online with Riverside Insights *DataManager*. It is important that you read this guide thoroughly before the first day of testing and follow the directions carefully. This will ensure that your test administration will be consistent with all others and that the scores you receive will be meaningful and useful.

### How to Use This Guide

This guide is to be used during the online administration of Form 7 and Form 8 of the *CogAT Screening Form, Levels 5/6–8*.

- Part 1 provides information you will need in order to prepare for testing.
- Part 2 contains instructions for administering the subtests using *DataManager*.
- Part 3 provides instructions for performing selected *DataManager* tasks.

## About the CogAT Screening Form

The *CogAT Screening Form* is a short form of *CogAT* and consists of the first subtest from each of the three batteries on the complete test: Picture Analogies, Number Analogies, and Figure Matrices. Both the *CogAT Screening Form* and the complete *CogAT* test appraise the cognitive abilities of students from kindergarten through grade 12. Both measure students' **learned reasoning abilities**. Although grounded in biological processes, these abilities are developed through in-school and out-of-school experiences.

The primary purpose of the *CogAT Screening Form* is to provide a quick, reliable, and valid data point to anchor other measures that inform decisions on student placement in gifted and talented programs. The *CogAT Screening Form* should be administered when schools want to reduce the amount of testing and intend to use *CogAT* scores solely to screen students for possible inclusion in programs for the gifted and talented. The complete *CogAT* should be administered when schools need profiles of students' verbal, quantitative, and spatial reasoning abilities to help guide instruction methods for students with different learning styles or to predict achievement.

All test questions in the Screening Form are pictorial. Questions measure how well students reason using pictures, numbers, and shapes that sample a broad range of general verbal, quantitative, and spatial concepts.

The *CogAT Screening Form* provides a composite score and derived scores for making local and national comparisons. Derived scores for verbal, quantitative, and nonverbal reasoning are not provided.

For each subtest in the *CogAT* Screening Form, the class answers two practice questions together. The practice questions are kept simple in an effort to ensure that all students understand what they are supposed to do. Additional Practice Activities are available in paper and pencil format for all Screening Form subtests. These supplemental materials are especially helpful for young students, English language learners (ELLs), and whenever test scores are used to help make high-stakes decisions about students. As the students answer the actual subtest questions, they encounter complexities not presented in the practice questions and must apply their reasoning skills to figure out how the new elements relate to the original task. Questions range from those that most students will be able to answer correctly to those that only the most able students will answer correctly.

## About the *CogAT* Post-Screening Form

The *CogAT* Post-Screening Form consists of the remaining subtests from each of the three batteries on the complete test: Sentence Completion, Picture Classification, Number Puzzles, Number Series, Paper Folding, and Figure Classification. The Post-Screening Form should be administered when schools need profiles of students' verbal, quantitative, and spatial reasoning abilities to help guide instructional methods for students with different learning styles or to predict achievement.

**Important** The Post-Screening Form must be administered within 30 days from the initial Screening Form administration. For example, if you administer the Screening Form on September 15, you must administer the Post-Screening Form between September 16 and October 15.

If you have questions regarding a student's eligibility for taking the Post-Screening Form, contact your test coordinator.

Students whose scores exceed (or fall below) a particular cut score on the Screening Form can be administered the Post-Screening Form. Each student who takes the Post-Screening Form receives an ability profile score that shows how well the student reasons in each of the three symbol systems. Teachers can enter a student's ability profile score at <http://www.riversideinsights.com/solutions/CogAT> and receive specific suggestions for adapting instruction to capitalize on the student's cognitive strengths and to help shore up cognitive weaknesses. This is especially helpful when searching for ways to help a student who is struggling or who needs additional challenges.

Additional Practice Activities are available in paper and pencil format for all Post-Screening Form subtests with the exception of Sentence Completion, as this item format is so commonly used in schools that it does not require additional practice.

## Testing with Levels 5/6–8

The Levels 5/6–8 tests are developmentally appropriate for young students and are typically administered to students in the following grades:

Grade	Test Level
K	5/6
1	7
2	8

The questions in the subtests show how well students use their reasoning skills to solve problems they have **not** been directly taught. For this reason, the subtest questions do not parallel what the students are learning in school. You and your students need not be concerned if the material is new.

### Question and Answer Format

Questions are in multiple-choice format and are entirely pictorial. No reading is required of students in any of the subtests.

- Students taking the test on a computer review the pictorial questions and answer choices (in picture form) and either click an answer choice with the mouse or press the number or letter key corresponding to the position of the answer choice. For example, students can type **1** or **A** for the first answer choice listed, **2** or **B** for the second answer choice listed, and so on.
- Students taking the test on a mobile device (for example, an iPad) review the pictorial questions and answer pictures and tap an answer choice.

#### Audio

Students who are administered the online test with audio hear directions and practice questions at the beginning of each subtest, as well as prompts for all of the questions.

### Practice Questions

Each subtest begins with one or more practice questions to give students practice with the content and format of the subtest.

#### Proctor Led

For proctor-led administrations, students are paced through the practice questions.

#### Audio

Students who are administered the online test with audio hear the directions for the practice questions and select an answer choice. If students select an incorrect answer choice, the audio provides feedback explaining why the selected answer choice is incorrect. Students must select the correct answer choice before they can move to the next practice question.

## Subtest Descriptions and Estimated Administration Times

The following table describes each subtest and provides an **estimate** of the testing time for the typical classroom. Since these tests are not timed, actual testing times vary widely; some classes finish sooner than the time shown in the table and some finish later.

- For proctor-led administrations, allow additional time before administering each subtest to sign students in to the system, read directions to the students, work through the practice questions, and answer any questions students may have.
- For audio administrations, allow additional time per testing period for students to sign in to the system and ask questions.
- For all administrations, allow an additional five minutes in the first testing period for students to take the Getting Started tutorial.

### Screening Form Subtests

Subtest	Description	Estimated Testing Time (Minutes)		
		Level 5/6	Level 7	Level 8
Picture Analogies	Each question shows a 2 x 2 matrix with three pictures and one empty cell. Students examine the two pictures in the top row to determine how they are related. Then they apply this relationship to the picture in the bottom row and choose the answer that generates a second pair of pictures related to each other in the same way as the first pair.	15	13	13
Number Analogies	Each question shows a 2 x 2 matrix and requires the same processes as the Picture Analogies subtest, but it uses quantitative concepts rather than verbal concepts.	13	13	15
Figure Matrices	Each question shows a 2 x 2 matrix and requires the same processes as the Picture Analogies and Number Analogies subtests but uses spatial forms.	11	11	13

## Post-Screening Form Subtests

Battery/Subtest	Description	Estimated Testing Time (Minutes)		
		Level 5/6	Level 7	Level 8
<b>Verbal Battery</b>				
Sentence Completion	Students listen to a sentence or a question and then select the picture that best completes the sentence or answers the question.	14	13	14
Picture Classification	In each question, students examine three pictures and think of ways in which the pictures are alike. Then the students select the answer choice (in picture form) that belongs in the same group.	14	12	13
<b>Quantitative Battery</b>				
Number Puzzles	Each question at Levels 5/6 and 7 presents two trains. Students select the answer choice (in picture form) that makes the second train carry the same number of objects as the first train.  Level 8 questions present students with one equation in which one element is missing. Students must select the missing number.	11	11	15
Number Series	Each question shows several strings of beads. The beads make a pattern. Students must discover the pattern and then select the string of beads that comes next in the sequence.	14	13	15
<b>Nonverbal Battery</b>				
Paper Folding	Students must imagine what happens to a piece of paper that is folded, usually cut in some way, and then unfolded. Then students select the answer choice that shows how the paper looks when it is opened.	10	10	11
Figure Classification	As on the Picture Classification subtest, students must infer how three objects or figures are similar and then select the figure that is most like the target set.	10	11	13

## Online Testing with *DataManager*

### About *DataManager*

*DataManager* is a comprehensive online resource for managing your assessment program. *DataManager* enables you to organize, assign, and implement your test events and also to access and manage your test results online.

### About the Proctor Application

The *DataManager* Proctor application is used to create and manage online test sessions. To access the Proctor application, you must have an Online Testing data package subscription and one of the following *DataManager* roles: Account Holder, Administrator, Teacher, or Proctor. The Proctor application provides the ability to create test sessions. Test sessions can be administered at any time within the test event time frame.

**Important** Once a student begins testing in a given mode (paper and pencil or online), he or she must complete the test in that mode. If a situation arises that necessitates switching the mode of testing mid-assessment (for example, from online to paper and pencil), the student must start again from the beginning and complete the entire assessment using only one mode of testing.

**Students taking the Levels 5/6–8 tests online must complete the test using either the proctor-led mode or the online with audio mode.** Online modes of administration must not be mixed across proctor led and audio once a student begins testing.

The Proctor application enables you to begin, pause, and end test sessions and monitor student progress during a session.

#### Proctor Led

The Proctor application presents you with the exact words you will use to administer the test, where applicable. You will read aloud the directions for the subtest and each question. You will also control the pace of the subtest, advancing to the next question after students who are capable of answering the current question have done so.

You can administer only one proctor-led subtest at a time. Do not attempt to open another test session; the connection with students in the current session may be lost.

#### Audio

Students hear the directions and questions in English or Spanish for each subtest. Students work independently, advancing through the subtest at their own pace.

You can administer more than one audio test session simultaneously. For more information about administering multiple test sessions simultaneously, see “Managing Multiple Test Sessions” on page 39.

## About the Student View

**Note:** If your test administration is configured for students to use a mobile device, be advised that students will apply touch gestures to perform tasks. For example, students will “tap” fields to select options and enter information.

- Students taking the test on a computer either click an answer choice with the mouse or press the number or letter key corresponding to the position of the answer choice. For example, students can type **1** or **A** for the first answer choice listed, **2** or **B** for the second answer choice listed, and so on.
- Students taking the test on a mobile device (for example, a tablet) review the answer choices and tap an answer choice.

### Proctor Led

The test administrator reads each question while students look at the answer choices. The test administrator advances the subtest to the next question after students have had sufficient time to answer the current question.

### Audio

Audio plays for the directions at the beginning of each subtest and for each question. Students work at their own pace, advancing to the next question by clicking or tapping the **Go** button or by swiping the page from right to left. For more information about the student view, see “Test-Taking Tools in the Audio Student View” on page 35.

## About the Getting Started Tutorial

The Getting Started tutorial introduces students to the online testing format, navigation, and tools. We recommend that all students take the Getting Started tutorial prior to taking a subtest. Schedule a session for the Getting Started tutorial as you would any other test session. The tutorial can be taken as the first test on the day of testing. Students can repeat the Getting Started tutorial if you think it would be beneficial for students to review the information more than once.

**Note:** You must set up a separate test session for the Getting Started tutorial.

## Test Administration Guidelines

Students in kindergarten through second grade show considerable differences in their experiential backgrounds, attention spans, ability to work independently, and persistence in staying with a task. In recognition of these individual differences, the test authors and the publisher recommend the following guidelines:

- **Decide how the test will be administered and by whom.** Both the *CogAT* Screening Form and Post-Screening Form are designed to be group-administered tests; however, they may be administered individually if desired. The subtests and directions are constructed for relatively easy administration by classroom teachers. The subtests should be administered by someone who is familiar to the students and who has a good rapport with them. No special training in educational or psychological testing is required.
- **Monitor students.** Studies show that young students are quite capable of taking both the *CogAT* Screening Form and Post-Screening Form. Nevertheless, it is important to monitor students to make sure each one understands the subtest instructions and is using a device to answer questions properly. The test format is easy for even young students to follow. However, if a class is large or if there are many students who are likely to need assistance, we strongly recommend that you arrange for qualified proctors to assist you during testing. Proctors can assist students as needed, allowing you to remain at your computer during testing. Typically, a test administrator or proctor can reasonably supervise up to 15 students. When more than 15 students are testing, consider adding proctors. Alternatively, you may administer the test in small groups to students who may be distracted by the pace at which their peers work, who may need extra breaks, or who may be disruptive in a larger group.
- **Observe students during the practice questions.** Students cannot do their best if they do not understand the directions and the practice questions. Always try to ensure that students understand what they are supposed to do before starting the subtest. Once testing begins, you may not answer questions about specific items. For example, do not identify pictures for students. However, questions about procedures and the mechanics of test taking may be answered anytime.

### Proctor Led

Follow the script as it is written, but feel free to repeat, explain, or provide additional examples as necessary before testing begins.

### Audio

Inform students that they may play the directions as many times as necessary to ensure they understand what they are supposed to do, and remind students to raise their hand if they have any questions so that someone can help them. Walk around the room and observe students as they work through the practice questions. If a student seems to linger on the practice questions, check to see if he or she needs assistance.

- **Pace the test to fit the students.** Levels 5/6–8 of the *CogAT* Screening Form and Post-Screening Form are designed to measure how well, rather than how rapidly, students solve reasoning problems. For this reason, the subtests are not timed.

For classes in which some of the students are likely to take much longer than others, it may be best to administer the test in two separate groups. These groups could be formed on the basis of how quickly the students typically work. If possible, schedule an aide to engage the group that is not being tested while you administer the test to

the other group. If you choose to divide the class into groups, you will need to create additional test sessions. See “Creating a Test Session” on page 37.

### **Proctor Led**

As you guide students through the practice questions and the subtest, adjust the pace of the testing to fit the skill level of the students. Pacing the test helps to ensure that students who would otherwise rush through the questions have time to examine each question and consider all of the answer choices.

The rate at which students are paced through the questions should vary for different groups of students. The pace should be made to fit the students; the students should not be required to fit the pace. For classes in which some of the students are likely to take much longer than others, it may be best to administer the test in two separate groups.

### **Audio**

Actual administration times vary widely. For classes in which some of the students are likely to take much longer than others, it may be best to administer the test in two separate groups.

## Accommodations and Modifications

A testing **accommodation** refers to a change in the procedures for administering an assessment. The accommodation is intended to reduce as much as possible the effect of student characteristics that interfere with performance during testing and, subsequently, with valid inferences about the student's abilities. Testing accommodations should not change the *kinds* of abilities being measured; they should change *how* those abilities are measured. If chosen appropriately, an accommodation will provide neither too much nor too little help to the student who receives it.

### Students with Special Needs

Some students have characteristics that might make it difficult for them to demonstrate their reasoning abilities through standard testing procedures. Nearly all of these students would have been identified as eligible for special education services and would have an Individualized Education Program (IEP), an Individualized Accommodation Plan (IAP), or a Section 504 Plan. The IEP or other plan ordinarily indicates whether the student should receive testing accommodations during school system-wide assessments and what the nature of those accommodations should be. Occasionally, students who have not been identified for receiving special education services might need alterations in their test-taking procedures to manage the effect of a characteristic that might interfere with a valid assessment.

Given the test structure at Levels 5/6–8, many of these students will be able to take the *CogAT* Screening Form and Post-Screening Form without special accommodations. No reading is required, the pace of testing is varied to fit the group, and repeated directions are encouraged for all students.

**Calculator usage** – The *CogAT* quantitative subtests measure how well a student can hold numerical information in working memory while simultaneously mentally transforming that information in some way, for example, by performing elementary calculations on it. Therefore, a student cannot use a calculator even when the student's IEP permits calculator usage. Offloading calculations to a calculator removes the transformation processes and invalidates the normative scores.

### English Language Learners (ELLs)



The purpose of using testing accommodations with English language learners is to reduce the impact that their limited experience with English has on the measurement of their reasoning abilities. The *CogAT* Screening Form is designed to be accessible to English language learners. Although language is used in all of the subtest directions, it is not used in the actual subtest questions.

## Typical Accommodations

The testing accommodations most frequently used by students are described below.



### Students with IEPs or Section 504 Plans

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<b>Tested Off Level</b>	Students who work at an instructional level well above or well below that of their grade peers may take a higher or lower level of the test. (Level 5/6 is the lowest available level.) Reading skills should not be a concern, since the Levels 5/6–8 tests do not require any reading on the part of the students. However, the range of difficulty of the questions in the Levels 5/6–8 tests allows most students to obtain accurate scores using the on-level test.
<b>Repeated Directions</b>	<p> <b>Proctor Led</b></p> <p>The test administrator may read aloud the directions and item prompts as many times as necessary to ensure that all students understand what they are supposed to do. If you have some students who may need <b>all</b> of these directions and item prompts repeated as a testing accommodation, then you may want to consider administering the test with audio or administering the paper and pencil test to those students.</p> <p> <b>Audio</b></p> <p>For each subtest, students may play the directions and item prompts as many times as necessary to ensure they understand what they are supposed to do.</p>
<b>Separate Location</b>	A separate assessment room should be made available for students who might be distracted by the pace at which their peers work, who may need extra breaks, or who might be disruptive in a larger group.
<b>Assistance with the Online Test</b>	An assistant or proctor may record a student's answers in the online test if the student is unable to do so because of physical impairment.
<b>Other</b>	Accommodations noted in a student's IEP but not included in this list may be used, with the exception of calculator usage. For example, a test administrator who is fluent in the signing or cueing methods used by a student may need to repeat directions or certain portions of the test administration to clarify procedures for the student. Accommodations noted in a student's IEP should be used only if doing so will not alter the nature of the ability the test is intended to measure.

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## English Language Learners (ELLs)

<b>Small Group/Individual Administration</b>	Students may be tested in small groups or individually. There is no minimum group-size requirement for test administration.
<b>Tested Off Level</b>	Students who work at an instructional level well above or well below that of their grade peers may take a higher or lower level of the test. (Level 5/6 is the lowest available level.) Reading skills should not be a concern, since the Levels 5/6–8 tests do not require any reading on the part of the students. However, the range of difficulty of the questions in the Levels 5/6–8 tests allows most students to obtain accurate scores using the on-level test.
<b>Repeated Directions</b>	<p> <b>Proctor Led</b></p> <p>The test administrator may read aloud the directions and item prompts as many times as necessary to ensure that all students understand what they are supposed to do. If you have some students who may need <b>all</b> of these directions and item prompts repeated as a testing accommodation, then you may want to consider administering the test with audio or administering the paper and pencil test to those students.</p> <p> <b>Audio</b></p> <p>For each subtest, students may play the directions and item prompts as many times as necessary to ensure they understand what they are supposed to do.</p>
<b>Test Administered by ELL Teacher or Individual Providing Language Services</b>	This accommodation allows the student to be tested in the environment that is most comfortable. Also, it makes other accommodations more readily available if their need was not anticipated at the outset of the test administration.
<b>Directions Administered in a Language Other Than English</b>	The directions and item prompts may be administered in a language other than English. The online test with Spanish audio is available for Levels 5/6–8.

## Post-Screening Form Modifications

A testing **modification** is a change in the procedures for administering a test that may affect the constructs being measured. A modification is sometimes necessary when an accommodation is not possible. A testing modification may lead to scores that differ in meaning between students who received the modification and those who did not receive it. Local, school system, or state policy usually determines whether these scores should be interpreted differently. Although language is used in all of the subtest directions, it is used in the actual subtest questions only for the Sentence Completion subtest in the Post-Screening Form. During the Sentence Completion subtest, the student hears a different prompt for each subtest question. For ELL students who do not speak Spanish, the Sentence Completion subtest can be omitted or administered in English but not scored.

If you plan to omit the Sentence Completion subtest for an ELL student, then you must administer and hand score the remainder of the *CogAT* subtests and then manually calculate an alternative score for the Verbal Battery. See the *CogAT Norms and Score Conversions Guide* for more information about this score.

## Setting Up Test Sessions

You can set up test sessions at any time before testing. You may need to set up more than one test session to complete your testing. For instructions on how to create test sessions in *DataManager*, see “Creating a Test Session” on page 37.

## Scheduling Recommendations

When determining the testing schedule, please keep in mind the following points:

- For each subtest and the Getting Started tutorial, the test administration schedule should allow sufficient time for:
  - signing in to the system (test administrators and students)
  - explaining the testing task to students
  - receiving directions, working through practice questions, and answering students’ questions
  - managing technical issues, such as slow Internet speeds
- For Level 5/6, it is recommended that only one subtest be given per testing period, especially for fall testing. For example, if administering the Screening Form, the Picture Analogies, Number Analogies, and Figure Matrices subtests should each be given in a different testing period; for the Post-Screening Form, each subtest should be given in a different testing period. However, more than one testing period can be conducted in a day if students are allowed breaks between subtests during which they engage in other activities.
- For Levels 7 and 8, it is recommended that no more than three subtests be administered per day. It is generally best to schedule both morning and afternoon testing periods and include short breaks between subtests given in the same period.
- When determining the number of testing periods to schedule per day, consider the learning characteristics of your class. Students from kindergarten through second grade show considerable differences in their attention spans, their ability to work independently, and their persistence in staying on task. Most classes can comfortably take two subtests per day. Some classes will do better taking one subtest each day. For accurate test results, monitor your students as they take the test and adjust the schedule as needed to prevent fatigue.

# Obtaining Materials and Equipment

## Supply List

The following items must be available when testing begins:

✓ <b>Directions for Online Administration</b>	You will need a printed copy of this <i>Directions for Online Administration</i> .
✓ <b>Student Signin Information</b>	Student signin information consists of either the first name, last name, birth month, and birth day of each student or the student's unique ID number. For instructions on how to print student signin information slips, see "Printing Student Signin Information" on page 41.
✓ <b>Session Code</b>	You will need the session code corresponding to the test session you are administering. You can find the session code on the <i>DataManager Manage</i> tab in the <b>Created Sessions</b> area. For instructions on how to print session codes, see "Printing a Test Session List" on page 40.
✓ <b>Headphones</b>	If you are administering the test with audio, you will need a pair of headphones for each student. Verify that one or two spare headphones are available to replace a pair that is not working properly.
✓ <b>Spare Computers, Mobile Devices</b>	Verify that one or two spare devices are available to replace a device that is not working properly.

## Emergencies and Irregularities During Testing

### Guidelines

It is not possible to provide specific guidance for emergencies and irregularities, but there are some principles that seem reasonable to consider under many circumstances.

- The welfare of the students should always be of primary concern. Whatever action might need to be taken should put the health and safety of students first.
- If the testing room must be evacuated, click **Exit All** to save and close the test session, if possible. When you exit a session, a confirmation dialog box opens in the student view. Instruct students to click or tap **OK**.
  - If testing resumes during the same day, students can sign in using the same session code. When students resume testing, the subtest will continue at the question each student was attempting during the previous test session.
  - If testing resumes the next day, you will need to create a new test session. See "Creating a Test Session" on page 37. Students will sign in using the new session code. After students sign in, the subtest will continue at the question each student was attempting during the previous test session.

For more information about saving and closing test sessions, see "Saving and Closing a Test Session for All Students" on page 49.

- The security of the test must be maintained. If the testing room must be evacuated, lock the door, if possible.

- Document the details of the irregularity. These details will help to determine what actions may need to be taken so that useful scores can still be obtained. Notes on areas of confusion or unusual behavior of particular students can greatly assist in understanding unexpected test scores.

## Troubleshooting

Certain types of interruptions are recoverable and will permit a continuation of the testing; others may require a complete retesting or a modification of interpretations that use norms. When retesting is required, use a different form of the test when possible. In the absence of a second test form, you may retest with the same form only after a period of at least three to four weeks has elapsed.

Problem	Resolution
A student's behavior disrupts testing for the group.	Click <b>Pause All</b> to pause testing. A confirmation dialog box opens in the student view. Instruct students to click or tap <b>OK</b> . Remove the source of the problem and then click <b>Resume All</b> to resume testing when the group has calmed down. See "Pausing and Resuming an Audio Test Session for an Individual Student" on page 49.
A student is clearly ill or upset.	Cancel the student's test. See "Canceling a Test Session for an Individual Student" on page 50.
Noise or weather interrupts testing.	Click <b>Pause All</b> to pause testing. A confirmation dialog box opens in the student view. Instruct students to click or tap <b>OK</b> . Click <b>Resume All</b> to resume testing when the noise ceases or it is safe to begin testing again.
A power outage interrupts testing.	Resume testing when power is restored. <ul style="list-style-type: none"> <li>• If testing resumes during the same day, students can sign in using the same session code.</li> <li>• If testing resumes the next day, you will need to create a new test session. See "Creating a Test Session" on page 37. Students will sign in using the new session code.</li> </ul> After students sign in, the subtest will continue at the question each student was attempting during the previous test session.
The Internet connection is lost.	If Internet connectivity is lost for only a few students, click the pause button (⏸) in the <b>Approved Students</b> area in the row where each student's name is listed. Have the students try to sign back in to the test. If unsuccessful, have students sign in to the test through another device. Click the play button (▶) to resume testing. The test will continue at the question each student was attempting before the connection was lost. If Internet connectivity is lost for all students, resume testing when connectivity is restored. <ul style="list-style-type: none"> <li>• If testing resumes during the same day, students can sign in using the same session code.</li> <li>• If testing resumes the next day, you will need to create a new test session. See "Creating a Test Session" on page 37. Students will sign in using the new session code.</li> </ul> After students sign in, the subtest will continue at the question each student was attempting during the previous test session.
Audio is not working properly.	Adjust the volume on the device and headphones as needed. If the audio is still not working properly, replace the headphones or have the student sign in to the test through another device.

# Pretesting Checklist

The following checklist will help you get ready for testing:

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## Day Before Testing

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- ✓ Read Part 2 of this guide to familiarize yourself with the administration procedures.
- ✓ Review the online help topics for the *DataManager Proctor* application and ensure that you are familiar with how to operate the application. You can access the *DataManager* online help by clicking **Help** in the upper-right corner of the *DataManager* window.
- ✓ Check the availability of the materials listed in “Obtaining Materials and Equipment” on page 14.
- ✓ Confirm the phone number of your local technical support personnel.
- ✓ Verify that you have your user name and password.
- ✓ Verify that you have signin information for each student. You will need either the first name, last name, birth month, and birth day of each student or the student’s unique ID number. For instructions on how to print student signin information, see “Printing Student Signin Information” on page 41.
- ✓ Test administrators should verify that test sessions are set up for the Getting Started tutorial and any other test sessions. For instructions on how to print a test session list, see “Printing a Test Session List” on page 40.
- ✓ Arrange for a testing area that is comfortable and well lit.
- ✓ Check that audio is enabled on the device and that it is not muted. Adjust the volume on the device and headphones as needed.

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## Day of Testing

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- ✓ Make the necessary physical arrangements in the room.
    - Cover or remove visual aids such as word walls.
    - Make whatever adjustments that are needed for lighting, heating, ventilation, and control of visual or noise distractions.
    - Arrange the room so that the test administrator can see the students’ screens; for example, locate the test administrator’s computer in the back of the room to enable the test administrator to see the students’ screens.
    - Arrange the room so that students will be separated from one another as much as the room allows. If needed, place dividers between computers to ensure that students are separated.
  - ✓ Ensure that proctors know what is expected of them during testing.
  - ✓ Open the secure browser on each student computer or launch the *DataManager* app and tap **Start the Test** to display the *DataManager* Sign In page.
  - ✓ Take steps to avoid interruptions of the testing periods by fire drills or announcements over the public address system. Prepare a “Testing—Please do not disturb” sign to place on the door during testing.
-

## Overview of the Test Administration Process

This section provides an overview of the online test administration process. Detailed instructions for performing each of the steps listed below appear in this part of the guide.

### **Step 1: Sign in to the *DataManager* Proctor application**

Sign in to *DataManager* and start the Proctor application.

### **Step 2: Open the test session**

Find and open the test session for the Getting Started tutorial or for the subtest you are administering.

### **Step 3: Introduce the test and instruct students to sign in to the subtest**

Follow the instructions in this guide to direct students to sign in to the subtest.

### **Step 4: Confirm the student roster for this session**

Review the list of students signed in and assist students who are having problems. Resolve any student roster issues such as last-minute additions.

### **Step 5: Begin testing**

Begin the Getting Started tutorial or test session.

### **Step 6: Complete the test session**

Verify that all students who are able have completed their subtests before continuing to the next subtest in the series or ending the testing period.

# Signing In to the *DataManager* Proctor Application

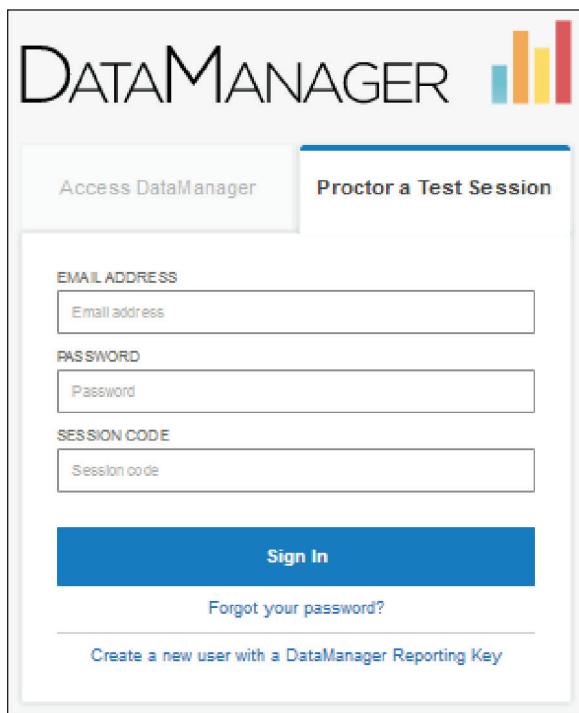
To sign in to the *DataManager* Proctor application, do one of the following:

If you...	Follow these instructions...
Have a session code	“Sign In with a Session Code” below
Do not have a session code	“Sign In without a Session Code” on page 19

## Sign In with a Session Code

If you know your session code, you can sign in directly to your test session in the Proctor application from the *DataManager* Sign In page.

Go to the *DataManager* Sign In page at <https://www.riversidedatamanager.com>. The Sign In page opens and prompts you to enter your signin information.



### To sign in to *DataManager* with a session code:

1. In the **EMAIL ADDRESS** field, enter your user name (your user name is your email address).
2. In the **PASSWORD** field, enter your password.
3. Click **Proctor a Test Session**. The **SESSION CODE** field is displayed.
4. In the **SESSION CODE** field, enter your session code.
5. Click **Sign In**. The session tab opens. The session tab (bearing the name of the session) opens. If the session you are opening is proctor led, the **Proctor Led** tab also opens.

## Proctor Led

If you are administering a proctor-led test session, the session tab (bearing the name of the session) and **Proctor Led** tab open.

**Note:** You can administer only one proctor-led test at a time. Do not attempt to open another test session; the connection with students in the current session may be lost.

## Audio

If you are administering an audio test session, the session tab (bearing the name of the session) opens.

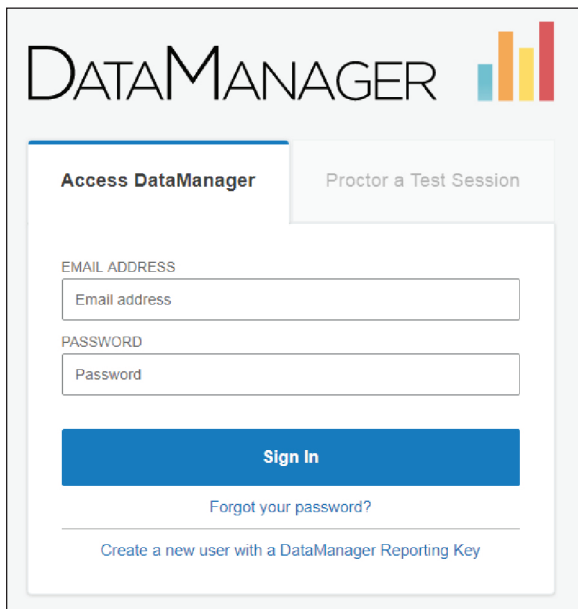
**Note:** You can administer more than one audio test session at the same time. Each test session opens in a separate tab. For more information about administering multiple test sessions simultaneously, see “Managing Multiple Test Sessions” on page 39.

6. Continue with “Introducing the Test and Instructing Students to Sign In” on page 22.

## Sign In without a Session Code

If you do not have a session code or do not know your session code, you can sign in to the Proctor application from the *DataManager* Sign In page.

Go to the *DataManager* Sign In page at <https://www.riversidedatamanager.com>. The Sign In page opens and prompts you to enter your signin information.

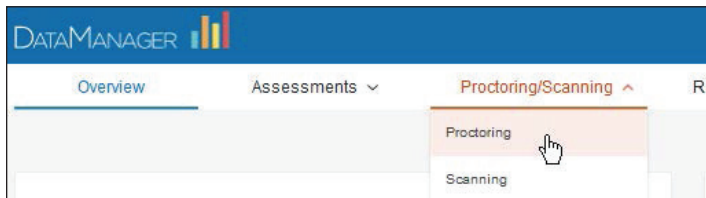


### To sign in to *DataManager* without a session code:

1. In the **EMAIL ADDRESS** field, type your user name (your user name is your email address).
2. In the **PASSWORD** field, type your password.
3. Click **Sign In**.
  - If you are assigned the Proctor role, the Proctor Session page opens. The **Manage**

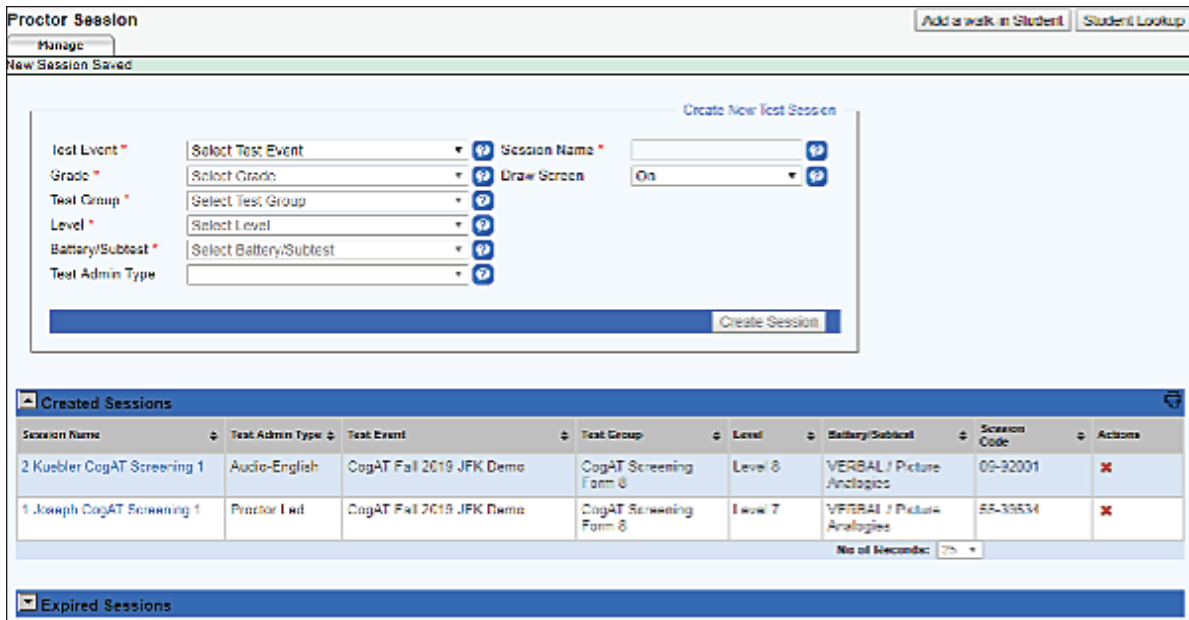
tab displays all of your current and expired test sessions. Continue with “Opening the Test Session” on page 21.

- If you are assigned the Account Holder, Administrator, or Teacher role, the Overview page opens. Continue with step 4.
4. Click the **Proctoring/Scanning** heading and select **Proctoring** from the drop-down menu.



**Note:** You can also select **Launch Proctoring** from the **Proctoring** card in the right column of the Overview page or **Proctoring** from the site map that generates when you click the **Site Map** link at the bottom right corner of every page.

The Proctor Session page opens to the **Manage** tab and displays all of your current and expired test sessions.



5. Continue with “Opening the Test Session” on page 21.

## Opening the Test Session

You must open a test session in order for a student to sign in to the test.

**Note:** In the event a student attempts to sign in to a test session before you open the test session, the student will receive the following message on the Sign In page:

“The proctor has not started this test session. Please wait until the proctor starts the test session and then try to sign in again.”

### To open a test session (or the Getting Started tutorial):

1. On the **Manage** tab, find the session you want to open. Use the sort arrows in the column heads to help you find a specific session.

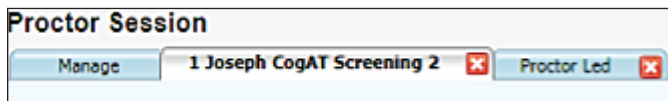
Session Name	Test Admin Type	Test Event	Test Group	Level	Battery/Subject	Session Code	Actions
2 Kuebler CogAT Screening 1	Audio-English	CogAT Fall 2019 JFK Demo	CogAT Screening Form 8	Level 8	VERBAL / Picture Analogies	09-92001	✖
2 Kuebler CogAT Screening 2	Audio-English	CogAT Fall 2019 JFK Demo	CogAT Screening Form 8	Level 8	QUANTITATIVE / Number Analogies	93-36863	✖
1 Joseph CogAT Screening 2	Proctor Led	CogAT Fall 2019 JFK Demo	CogAT Screening Form 8	Level 7	QUANTITATIVE / Number Analogies	21-80376	✖
1 Joseph CogAT Screening 1	Proctor Led	CogAT Fall 2019 JFK Demo	CogAT Screening Form 8	Level 7	VERBAL / Picture Analogies	55-39534	✖

No of Records: 25

2. In the **Session Name** column, click the name of the test session you want to open.

### 🗨️ Proctor Led

If the test session is proctor led, the session tab (bearing the name of the session) opens, and the **Proctor Led** tab also opens to its right.



**Note:** You can administer only one proctor-led test at a time. Do not attempt to open another test session; the connection with students in the current session may be lost.

### 🎧 Audio

If you are administering an audio test session, the session tab (bearing the name of the session) opens.

**Note:** You can administer more than one audio test session at the same time. Each test session opens in a separate tab. For more information about administering multiple test sessions simultaneously, see “Managing Multiple Test Sessions” on page 39.

## Introducing the Test and Instructing Students to Sign In

Follow the steps in this section to explain the test to the students and instruct them to sign in to the test.

**Note:** If your students are testing on mobile devices, they may apply touch gestures to perform the tasks described below. For example, students will “tap” rather than “click” fields to select options and enter information.

### To introduce the test and instruct students to sign in:

Provide students with their individual credentials, which consist of either personal information (first name, last name, birth month and day) or a unique ID number. A Teacher, Administrator, or Account Holder can print student signin information for an individual with the Proctor role to distribute to each student. See “Printing Student Signin Information” on page 41 for instructions on how to print student signin information for the current session.

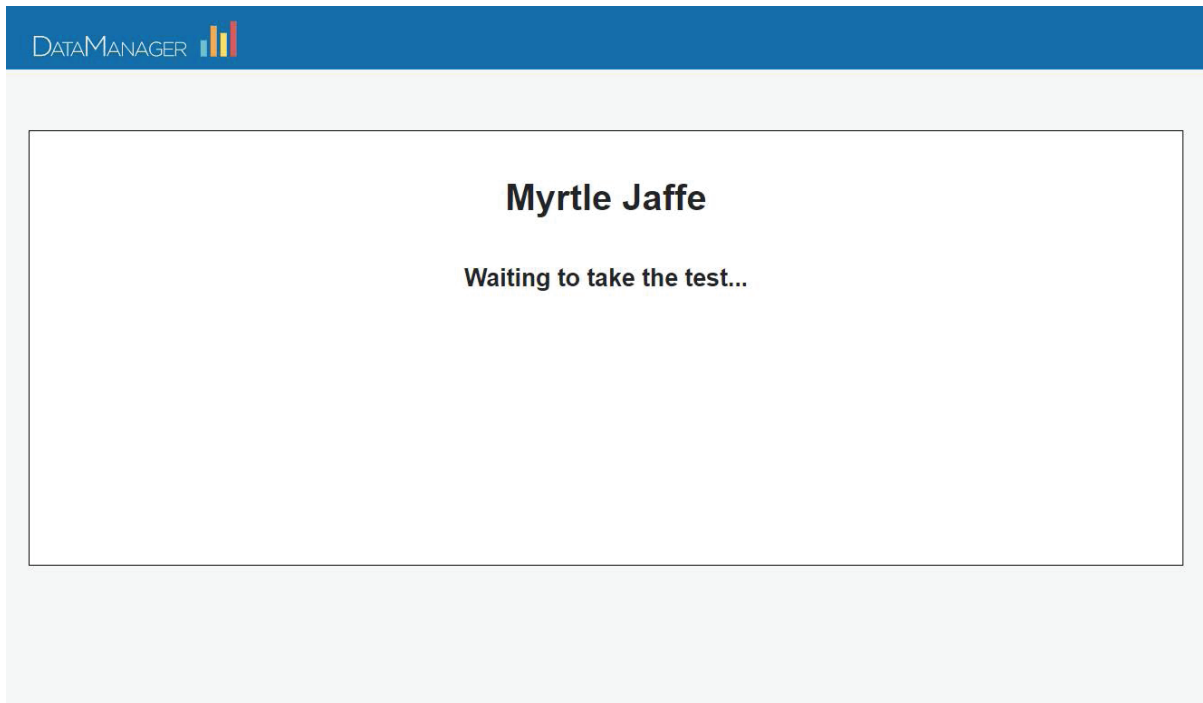
1. Write the test session code on the board to make it easy for students to enter it on the Sign In page.
2. Instruct students about test-taking procedures.
  - Tell students about the subtest (or Getting Started tutorial) they are about to take. For a list of subtest descriptions, see “Subtest Descriptions and Estimated Administration Times” on page 4.
  - Remind students to remain quiet during testing and to stay in their seats during and after testing.
  - Talk with students about the importance of doing their best. Remind students to consider questions carefully before responding and encourage them to raise their hands if they need assistance.
3. Instruct students to sign in to the test.
  - Direct students to the student online testing browser on their machines/devices, where the student Sign In page opens in kiosk mode.
  - Mobile device users must first launch the app and tap **Take a Test** to access the Sign In page.
  - Students using their names and birthdays to sign in must type their names exactly as they display on their signin information slips. After they fill in the **First Name** and **Last Name** fields on the Sign In page, tell them to click the down arrow in the **Birth Month** box and select their birth month from the list, then click the down arrow in the **Birth Day** box and select their birth day from the list.

- Students using their unique student ID numbers must type their student ID numbers exactly as they display on their signin information slips into the **Student ID** field.

The screenshot shows a web interface for 'Data Manager' with the 'Riverside Insights' logo. The main content is a 'Sign In' form. At the top right of the form area, it says '\* = Required Fields'. The form is split into two columns by a vertical line. The left column has five fields: 'FIRST NAME\*' (text input), 'LAST NAME\*' (text input), 'BIRTH MONTH\*' (dropdown menu), 'BIRTH DAY\*' (dropdown menu), and 'SESSION CODE\*' (text input). Below these is a blue 'Sign In' button. The right column has two fields: 'STUDENT ID\*' (text input) and 'SESSION CODE\*' (text input). Below these is another blue 'Sign In' button. The word 'OR' is centered between the two columns.

4. Tell students to enter the session code shown on the board into the **Session Code** field.

5. Tell students to click or tap the **Sign In** button. Students will see the Draw Here page or the Waiting to take the test... page.



6. Confirm students are signed in correctly by asking students to raise their hand if they see their name listed at the top of the page.

If a student...	Then...
Sees a different name at the top of the page	Cancel that student's test and have the student sign in again using their student sign-in information. See "Canceling a Test Session for an Individual Student" on page 50 for more information.
Are having trouble signing in using their name and birth day	<p>Try having the student sign in using their unique ID numbers. If a student still cannot sign in, verify the following:</p> <ul style="list-style-type: none"> <li>• The student has not attempted to sign in to the test session before the Proctor has opened the test session. (In this case, the student receives the message: "The proctor has not started this test session. Please wait until the proctor starts the test session and then try to sign in again.")</li> <li>• The student is signing in with either a unique name/birthday combination or a unique student ID number.</li> <li>• The student is assigned to take the test.</li> <li>• The student is assigned to take the test at the level being tested.</li> <li>• The student has not already completed the test.</li> <li>• If the student is taking part 2 of a two-part test, the student has completed part 1.</li> <li>• The student is eligible to take the Post-Screening Form.</li> </ul>

## Confirming the Student Roster for This Session

After students have signed in, you must confirm that the roster for the test session includes the students you want to test.

### To confirm the student roster:

1. If you are administering a proctor-led test, click the session tab. If you are administering an audio test, continue to step 2.
2. Review the list of students in the **Waiting for Approval** area to ensure that the student roster includes all students who should take the subtest. If you need to add students to the roster, see "Adding a Student to a Roster" on page 46.

#### Proctor Led

If you need to add students to the roster, you must do so before the test session begins. Students cannot join after testing has started.

**Note:** The Post-Screening Form must be administered within 30 days from the initial Screening Form administration. Students who have not completed the Screening Form or who are trying to access the Post-Screening Form after the 30-day period display in the **Exceptions** area. Check with your test coordinator for the procedures to follow.

#### Audio

If students arrive after testing has started, they may sign in and you may approve them to begin testing. However, before allowing the students to join, verify that there is enough time remaining in the testing period for the students to complete the subtest.

# Beginning the Test Session

## Proctor Led

Familiarize yourself with the following procedures for reading test items before you start the subtest.

- Follow the on-screen directions **exactly**.
- Read aloud **word for word** the text preceded by the word **SAY**. The text that is **not** preceded by **SAY** and not indented is important information, but it should not be read to students.
- Use a natural speech pattern when administering the test. Read all directions and practice questions clearly. Pause frequently to give students time to think about test procedures.
- You may repeat the directions as many times as necessary.

### To approve students and start the test or Getting Started tutorial:

1. Students who have signed in successfully display in the **Waiting for Approval** area. Review the students listed in the **Waiting for Approval** area and do one of the following:

If you want to...	Then do this...
Approve all students	Click <b>Approve All</b> on the <b>Waiting for Approval</b> bar. The students are moved to the <b>Approved Students</b> area, and the Welcome page opens on the students' devices. Continue with step 2.
Approve individual students	Click the approve button (✔) in the <b>Actions</b> column on the row where each student's name is listed. The student is moved to the <b>Approved Students</b> area, and the Welcome page opens on the student's device. Continue with step 2.
Deny all students	Click <b>Deny All</b> in the <b>Waiting for Approval</b> bar. The students are removed from the <b>Waiting for Approval</b> area, and the Sign In page opens on the students' devices.
Deny individual students	Click the deny button (✘) in the <b>Actions</b> column on the row where each student's name is listed. The student is removed from the <b>Waiting for Approval</b> area, and the Sign In page opens on the student's device.

2. After all students have been approved, click the **Proctor Led** tab. The Welcome page is displayed.
3. Click **Go** in the lower-right corner to advance to the first practice question. Follow the directions in the **Directions for Administration** area. You may need to scroll down in the **Directions for Administration** area to see the entire item. See "Directions for Administration Area" on page 34 for more information.
  - Answer any questions about the practice questions and help any students having difficulty.
  - Do not begin the subtest until students understand what they are supposed to do.

- Once testing begins, you may not answer questions about specific items. For example, do not identify pictures for students. However, questions about procedures and the mechanics of test taking may be answered any time.
4. After you have completed the practice questions and are confident that students know what to do, click **Go** in the lower-right corner to start the subtest.
  5. Follow the directions in the **Directions for Administration** area.
    - Before you begin reading each question, ask students to check the question number in the upper-right corner of their screens and verify that they are on the correct question.
    - Read the test question. When the word **Pause** is used in the directions, allow a reasonable time for all the students to consider the question. Pause after reading each question to allow students time to select their answers. Remember that you control their screens.

**Note:** If your test administration is configured for students to use a mobile device, substitute the word “tap” for the word “click” as you read the directions to the students.

    - To advance to the next question, click **Go**. All students’ screens will advance to the next question. Screens may advance at different rates. If possible, have proctors walk around the room and check that students are on the correct screen before you begin reading. If proctors are unavailable, ask students to check the question number in the upper-right corner of their screens to verify they are on the correct question before you begin reading. Check the **Student** area of the **Proctor Led** tab to help confirm that students are on the correct question.
    - Observe the way students are working, confirming that each student is working independently and appearing to consider questions carefully before responding. Note and report to your test coordinator any incident that could have an adverse effect on the test results.
  6. Use the tools on the **Proctor Led** tab to monitor testing.
    - A pacing clock above the **Student** area starts when the test begins. Use the pacing clock to help you gauge the amount of time to give students to answer the question before advancing to the next question.
    - The question a student is working on is displayed in the **Question** column of the student’s row.
    - When a student answers a question, a green check mark is displayed in the **Answered** column of the student’s row. Note that the check mark does not indicate whether the student answered correctly. If your connection is slow, you may also need to ask students to confirm (either verbally or by raising their hands) that they are ready to continue to the next question.

See “About the Proctor Led Tab” on page 34 for more information about the tools on the **Proctor Led** tab.

## Audio

### To approve students and start the test or Getting Started tutorial:

1. Students who have signed in successfully display in the **Waiting for Approval** area. Review the students listed in the **Waiting for Approval** area and do one of the following:

If you want to...	Then do this...
Approve all students	Click <b>Approve All</b> on the <b>Waiting for Approval</b> bar. The students are moved to the <b>Approved Students</b> area, and the Welcome page opens on the students' devices. Students can begin testing. <ul style="list-style-type: none"><li>• Ask students to raise their hands when they hear the subtest begin so you know their headphones are working.</li><li>• Continue with step 2.</li></ul>
Approve individual students	Click the approve button (✔) in the <b>Actions</b> column on the row where each student's name is listed. The student is moved to the <b>Approved Students</b> area, and the Welcome page opens on the student's device. The student can begin testing. <ul style="list-style-type: none"><li>• Ask each student to confirm that the headphones are working by raising his or her hand.</li><li>• Continue with step 2.</li></ul>
Deny all students	Click <b>Deny All</b> in the <b>Waiting for Approval</b> bar. The students are removed from the <b>Waiting for Approval</b> area, and the Sign In page opens on the students' devices.
Deny individual students	Click the deny button (✘) in the <b>Actions</b> column on the row where each student's name is listed. The student is removed from the <b>Waiting for Approval</b> area, and the Sign In page opens on the student's device.

2. During testing, check student activities regularly.
  - Monitor student progress carefully in the first few minutes of the subtest by viewing the **Approved Students** area of the session tab or by walking around the room and observing student screens.
    - The **Status** column indicates the question the student is currently attempting. Make sure students move from the directions and practice questions to the first subtest question within a few minutes.
    - If a student seems to linger on the practice questions, check to see whether he or she needs assistance.

**Note:** The audio test directions are reprinted in this guide for your reference. See "Audio Test Directions in the Student View" on page 36.

- Observe the way students are working and confirm that students appear to be considering questions carefully before responding.
- Check that each student is working independently.
- Note and report to your test coordinator any incident that could have an adverse effect on the test results.

## Completing the Test Session

### Proctor Led

#### To complete the test session and send answers to scoring:

1. Check the **Student** area of the **Proctor Led** tab to verify that all students who are able have finished selecting all their answers.
2. Do one of the following:

If...	Then follow these instructions...
All students who are able have finished selecting their answers and you are ready to complete the test session and send answers to scoring	Click <b>Done</b> . A confirmation dialog box opens. Do one of the following: <ul style="list-style-type: none"> <li>• Click <b>OK</b> to close and send subtests to Riverside Scoring Service for scoring. The Thank You page opens in the student view, and directions for continuing or ending testing display in the <b>Directions for Administration</b> area. Continue to step 3.</li> <li>• Click <b>Cancel</b> to return to the subtest.</li> </ul>
You need to return to a previous question before completing the test session	Click <b>Back</b> to move to a previous question.

3. Do one of the following:

If you want to...	Then follow these instructions...
Give students a break before continuing to the next subtest in the series	<ol style="list-style-type: none"> <li>1. Click the session tab.</li> <li>2. Click <b>Continue Testing All</b> in the <b>Approved Students</b> area of the session tab. A confirmation dialog box opens. Do one of the following:               <ul style="list-style-type: none"> <li>– Click <b>OK</b> to create a new test session. <i>DataManager</i> automatically creates the next test session in the series, and the session tab (bearing the name of the session) and the <b>Proctor Led</b> tab open. The Welcome page opens in the student view. Continue to step 3 below.                   <p><b>Note:</b> <i>DataManager</i> displays session information for up to five linked test sessions.</p> </li> <li>– Click <b>Cancel</b> to return to the session tab without creating a new test session.</li> </ul> </li> <li>3. Allow students a few minutes of rest. If students will be allowed to leave their devices during the break, make sure students return to the same devices they used before the break.</li> <li>4. Click the <b>Proctor Led</b> tab to administer the subtest.</li> </ol>
End testing for this period	<ol style="list-style-type: none"> <li>1. Click the session tab.</li> <li>2. Click <b>End Testing All</b> in the <b>Approved Students</b> area to close the subtest. A confirmation dialog box opens.</li> <li>3. Do one of the following:               <ul style="list-style-type: none"> <li>– Click <b>OK</b> to close the subtest. The Sign In page opens in the student view. Sign out of <i>DataManager</i>.</li> <li>– Click <b>Cancel</b> to return to the session tab without ending testing for this period.</li> </ul> </li> </ol>

 **Audio**

**To complete the test session and send answers to scoring:**

1. Remind students to click or tap **Done** to end the subtest. The Thank You page opens in the student view, and the student’s status in the **Approved Students** area of the session tab changes to **Completed**.

**Note:** Students cannot return to the subtest after they click or tap **Done**. Remind students to click or tap **Back** if they are not finished answering the questions and need to go back to the test.

2. Remind students to click or tap **End** to close the subtest. Subtests are sent to Riverside Scoring Service for scoring, and the Draw Here page opens in the student view.
3. Check the **Approved Students** area of the session tab to verify that all students who are able have completed testing.
4. Do one of the following:

If you want to...	Then follow these instructions...
Give students a break before continuing to the next subtest in the series	<ol style="list-style-type: none"> <li>1. Click the session tab.</li> <li>2. Click <b>Continue Testing All</b> in the <b>Approved Students</b> area of the session tab. A confirmation dialog box opens. Do one of the following:               <ul style="list-style-type: none"> <li>– Click <b>OK</b> to create a new test session. <i>DataManager</i> automatically creates the next test session in the series, and the session tab (bearing the name of the session) opens. The Welcome page opens in the student view and students can begin testing. Continue to step 3 below.</li> <li><b>Note:</b> <i>DataManager</i> displays session information for up to five linked test sessions.</li> <li>– Click <b>Cancel</b> to return to the session tab without creating a new subtest.</li> </ul> </li> <li>3. In the <b>Approved Students</b> area, click <b>Pause All</b> on the <b>Approved Students</b> bar. The students’ test sessions are paused, and the <b>Pause All</b> button becomes the <b>Resume All</b> button.               <p><b>Note:</b> When you pause a test session, a confirmation dialog box opens in the student view. Instruct students to click or tap <b>OK</b>. The Draw Here page opens in the student view until the test session resumes.</p> </li> <li>4. Allow students a few minutes of rest. If students will be allowed to leave their devices during the break, make sure students return to the same devices they used before the break.</li> <li>5. In the <b>Approved Students</b> area, click <b>Resume All</b> on the <b>Approved Students</b> bar. Students can resume testing.</li> </ol>

*continued on next page...*

If you want to...	Then follow these instructions...
End testing for this period	<ol style="list-style-type: none"> <li>1. Click the session tab.</li> <li>2. Click <b>End Testing All</b> in the <b>Approved Students</b> area to close the subtest. A confirmation dialog box opens.</li> <li>3. Do one of the following: <ul style="list-style-type: none"> <li>– Click <b>OK</b> to close the subtest. The Sign In page opens in the student view. Sign out of <i>DataManager</i>.</li> <li>– Click <b>Cancel</b> to return to the session tab without ending testing for this period.</li> </ul> </li> </ol>



## About the Proctor Session Tab

You will use the session tab to perform session administration functions. The session tab includes a session header that contains information about the test sessions and the following three areas containing student information:

The screenshot displays the DataManager Proctor Session interface. At the top, there's a navigation bar with tabs: Overview, Assessments, Proctoring/Scanning (active), Reports, and Administration. The session header shows '1 Joseph CogAT Screening 1' and 'Proctor Led'. Below the header, there are three main sections:

- Exceptions (0 of 2):** A red header section with a table that currently shows 'There are no records'.
- Waiting for Approval (0 of 2):** A blue header section with a table that currently shows 'There are no records'.
- Approved Students (2 of 2):** A blue header section with a table showing two students:
 

Last Name	First Name	MI	Date of Birth	Gender	Grade	Battery/Subtest	Status	Actions
Ballard	Arturo		04/29/2012	U	1 - One	VERBAL / Picture Analogies	Intro	[Stop] [Refresh]
Comer	Richard		04/25/2012	U	1 - One	VERBAL / Picture Analogies	Intro	[Stop] [Refresh]

- ① Students are listed in the **Exceptions** area if they are not assigned to the test session.
- ② The **Waiting for Approval** area shows students who have signed in for the session and who are waiting for approval to begin the test.
- ③ The **Approved Students** area shows students who have been approved to begin testing. In this area you can
  - Monitor a student's status and see the question number the student is currently answering.
  - Extend time for a test session.
  - Pause or resume testing for an individual student or for all students in the session.
  - Cancel testing for an individual student or for all students in the session.

## 🗨 About the Proctor Led Tab

If you are administering a proctor-led test session, you will use the **Proctor Led** tab to perform the following tasks:

- View the directions and subtest questions you will read to students.
- Monitor the time elapsed since the subtest started (the subtest starts when the first student is approved).
- View the question number each student is working on.
- Verify whether a student has answered the current question.
- Refresh proctor-led testing information or student information.

## Directions for Administration Area

The **Directions for Administration** area (1) of the Proctor Led tab provides instructions and text that you read to the students. The top part of the screen displays the directions for administration. The lower part of the screen displays the question that students see. You may need to scroll down to see the entire directions and question.

If you need more viewing space for the **Directions for Administration** area, use the shortcut keys in the table below to change your browser to full screen.

Web Browser	Windows® 7 or higher	macOS® X 10.9 Mavericks or higher
Microsoft® Internet Explorer® 9 or higher	F11	N/A
Mozilla Firefox® current version		Command + Shift + F
Google Chrome™ current version		Control + Command + F
Apple Safari® 8		Control + Command + F

## Student Area

The **Student** area of the **Proctor Led** tab provides test status information for each student, enabling you to monitor progress during the test. The **Student** area includes the following information.

- ② elapsed time since the subtest started
- ③ total number of students in the test session
- ④ names of students in alphabetical order by last name
- ⑤ question number the student is working on
- ⑥ completion status of the current question; a green check mark (✔) indicates the student has viewed/answered the question

## Refresh the Proctor Led Tab

If test information is not displaying correctly in the **Directions for Administration** area, click the **Refresh** button (⑦) to update the Proctor's test screen.

If student information is not displaying correctly in the **Student** area, click the browser **Refresh** button (⑧) to update each column of student information.

**Note:** The appearance and position of the browser **Refresh** button may vary depending on the browser you are using.

## Test-Taking Tools in the Audio Student View

The student view has several test-taking tools available for students to use during testing with audio. Students can click or tap the buttons shown below within the student view.



Click or tap to move to the next question. **Note:** This button is unavailable while the audio is playing.



Click or tap to move to the previous question. **Note:** This button is unavailable while the audio is playing.



Click or tap to replay the directions and the item prompts. **Note:** This button is unavailable while the audio is playing.



Click or tap to pause the audio.



Click or tap to resume the audio.



Move the slider to the right to increase the volume or to the left to decrease the volume.

**Note:** The volume slider is not available for tablets. To adjust audio, use the tablet volume button.



Click or tap to finish the subtest. **Note:** This button is unavailable while the audio is playing.



Click or tap to close the subtest. Students return to the Draw Here page. **Note:** This button is unavailable while the audio is playing.

## Audio Test Directions in the Student View

The subtest directions that students hear in the student view are reproduced below for your reference.

### Screening Form

Subtest	Directions
Picture Analogies	Now you will work by yourself to answer some more questions. To answer these questions, figure out how the pictures in the top row go together. Then click the answer that makes the pictures in the bottom row of the big box go together in the same way. After you answer a question, click <b>Go</b> to move to the next one.
Number Analogies	Now you will work by yourself to answer some more questions. To answer these questions, figure out how the pictures in the top row go together. Then click the answer that makes the pictures in the bottom row of the big box go together in the same way. After you answer a question, click <b>Go</b> to move to the next one.
Figure Matrices	Now you will work by yourself to answer some more questions. To answer these questions, decide how the shapes in the top row go together. Then click the answer that makes the shapes in the bottom row of the big box go together in the same way. After you answer a question, click <b>Go</b> to move to the next one.

### Post-Screening Form

Subtest	Directions
<b>Verbal Battery</b>	
Sentence Completion	Now you will work by yourself to answer some more questions. For each row of pictures, you will hear a question. Click the picture that is the best answer to the question. Listen carefully. Then click your answer. After you answer a question, click <b>Go</b> to move to the next one.
Picture Classification	Now you will work by yourself to answer some more questions. To answer these questions, think about how the pictures in the top row are like each other. Then click the answer that goes best with the pictures in the top row. After you answer a question, click <b>Go</b> to move to the next one.
<b>Quantitative Battery</b>	
Number Puzzles	<b>Levels 5/6 and 7</b> Now you will work by yourself to answer some more questions. To answer these questions, count the number of things the first train carries. Then click the answer that makes the second train carry the same number of things. After you answer a question, click <b>Go</b> to move to the next one. <b>Level 8</b> Now you will work by yourself to answer some more questions. To answer these questions, click the answer that makes the numbers on both sides of the equal sign total the same amount. After you answer a question, click <b>Go</b> to move to the next one.

*continued on next page...*

## Post-Screening Form, *continued*

Subtest	Directions
<b>Quantitative Battery, <i>continued</i></b>	
Number Series	Now you will work by yourself to answer some more questions. To answer these questions, figure out the pattern the beads in the box make. Then click the string of beads that comes next in the pattern. After you answer a question, click <b>Go</b> to move to the next one.
<b>Nonverbal Battery</b>	
Paper Folding	Now you will work by yourself to answer some more questions. To answer these questions, look at how the paper is being folded and changed. Then click the answer picture that shows how the paper looks when it is opened. After you answer a question, click <b>Go</b> to move to the next one.
Figure Classification	Now you will work by yourself to answer some more questions. To answer these questions, decide how the shapes in the top row are like each other. Then click the answer that is most like the shapes in the top row. After you answer a question, click <b>Go</b> to move to the next one.

## Creating a Test Session

You can create test sessions at any time before testing. When you create a test session, you select the first subtest that you want students to take. Subtests are automatically linked in the recommended order as shown in “Subtest Descriptions and Estimated Administration Times,” beginning on page 4, so that students can continue testing from one subtest to the next in the series without signing in to each test session. After students complete a subtest, you can allow them to continue to the next subtest in the series or end testing.

**Important** When determining whether students should continue to the next subtest in the series, follow the testing schedule provided by the test coordinator and keep in mind the following points:

- For Level 5/6, it is recommended that you administer only one subtest per testing period. However, more than one testing period can be conducted in a day if students are allowed breaks between testing periods during which they engage in other activities.
- For Levels 7 and 8, if you administer all three CogAT Screening Form subtests on the same day, it is generally best to schedule both morning and afternoon test sessions. If you are administering Levels 7 and 8 of the Post-Screening Form, then it is recommended that you administer no more than three subtests per day. Be sure to include short breaks between subtests given in the same testing period when scheduling both morning and afternoon test sessions.

You must set up a separate test session for the Getting Started tutorial. In addition, you must set up a separate test session for each testing period, regardless of whether the periods occur on the same day or on different days. For example, if you administer a subtest during the morning and plan to continue testing in the afternoon, create a new test session for the afternoon testing period.

## To create a test session:

1. Sign in to the *DataManager* Proctor application. See “Signing In to the *DataManager* Proctor Application” on page 18 for instructions.
2. In the **Test Event** list, select the test event you want to test. See “Creating and Managing Test Events” in the *DataManager* Assessments User’s Guide for more information about test events.
3. In the **Grade** list, select the grade you want to test.
4. In the **Test Group** list, select **CogAT Screening Form 7, CogAT Post-Screener Form 7, CogAT Screening Form 8, or CogAT Post-Screener Form 8**.
5. In the **Level** list, select the test level that you will be administering or that is assigned to the students you will be testing.
6. In the **Battery/Subtest** list, select the battery/subtest to administer.  
**Note:** The subtests are listed in the recommended order in which they should be administered.
7. In the **Test Admin Type** list, select **Proctor Led, Audio-English, or Audio-Spanish**.
8. In the **Session Name** field, type a session name. You can type any name for the session. It is recommended that you enter a logical name to help you identify the session, such as using the following format: teacher last name/grade/subtest (for example, Hanson 2 Number Analogies). The session name must be unique for the test event you selected.
9. Click **Create Session**. Your session is displayed in the **Created Sessions** area and is ready for you to proctor.

Session Name	Test Admin Type	Test Event	Test Group	Level	Battery/Subtest	Session Code	Actions
2 Kuebler CogAT Screening 1	Audio-English	CogAT Fall 2019 JFK Demo	CogAT Screening Form 8	Level 8	VERBAL / Picture Analogies	09-92001	✖
2 Kuebler CogAT Screening 2	Audio-English	CogAT Fall 2019 JFK Demo	CogAT Screening Form 8	Level 8	QUANTITATIVE / Number Analogies	93-36863	✖
1 Joseph CogAT Screening 2	Proctor Led	CogAT Fall 2019 JFK Demo	CogAT Screening Form 8	Level 7	QUANTITATIVE / Number Analogies	21-80378	✖
1 Joseph CogAT Screening 1	Proctor Led	CogAT Fall 2019 JFK Demo	CogAT Screening Form 8	Level 7	VERBAL / Picture Analogies	55-39534	✖

No of Records: 25

## Deleting a Test Session

You can delete a test session to remove sessions that were created incorrectly or are no longer needed. A test session cannot be deleted if students are signed in and are approved for testing.

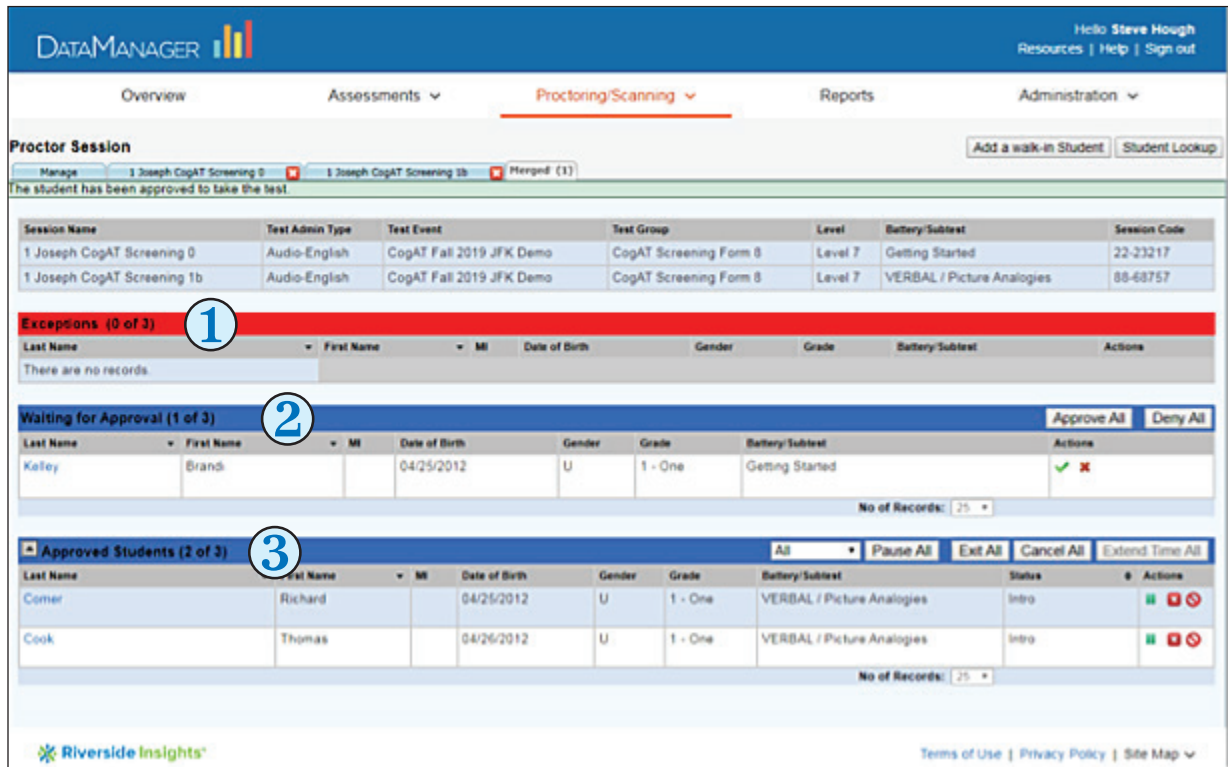
### To delete a test session:

1. On the **Manage** tab, find the test session you want to delete by sorting any of the columns with the sort button (⇅) next to them.
2. In the **Actions** column, click the delete button (✖) to delete the test session.

## Managing Multiple Test Sessions

You can administer more than one audio test session simultaneously by opening multiple test sessions from the **Manage** tab (see “Opening the Test Session” on page 21). Sessions can be different test levels or subtests; for example, you can open a Level 5/6 Paper Folding and a Level 7 Figure Classification audio test session simultaneously.

When a second session is started, the Proctor application automatically displays the **Merged** tab in addition to the individual tabs for each session. The **Merged** tab allows you to view information and perform most tasks for multiple test sessions from a single tab, rather than switching between various session tabs. For example, you can approve students to begin testing in all sessions. However, you cannot enable students to continue to the next subtest in the series from the **Merged** tab; you can continue testing only from an individual test session tab. The **Merged** tab displays session information for up to five self-paced test sessions.



The screenshot shows the DataManager Proctoring/Scanning interface. The top navigation bar includes Overview, Assessments, Proctoring/Scanning (selected), Reports, and Administration. The main content area is titled "Proctor Session" and shows a "Merged" tab selected. Below the tab, there is a table of session information and three tables of student information.

Session Name	Test Admin Type	Test Event	Test Group	Level	Battery/Subtest	Session Code
1 Joseph CogAT Screening 0	Audio-English	CogAT Fall 2019 JFK Demo	CogAT Screening Form 8	Level 7	Getting Started	22-23217
1 Joseph CogAT Screening 1b	Audio-English	CogAT Fall 2019 JFK Demo	CogAT Screening Form 8	Level 7	VERBAL / Picture Analogies	88-68757

**Exceptions (0 of 3)** ①

Last Name	First Name	MI	Date of Birth	Gender	Grade	Battery/Subtest	Actions
There are no records.							

**Waiting for Approval (1 of 3)** ②

Last Name	First Name	MI	Date of Birth	Gender	Grade	Battery/Subtest	Actions
Kalley	Brand		04/25/2012	U	1 - One	Getting Started	<input checked="" type="checkbox"/> <input type="checkbox"/>

**Approved Students (2 of 3)** ③

Last Name	First Name	MI	Date of Birth	Gender	Grade	Battery/Subtest	Status	Actions
Comer	Richard		04/25/2012	U	1 - One	VERBAL / Picture Analogies	Intro	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Cook	Thomas		04/26/2012	U	1 - One	VERBAL / Picture Analogies	Intro	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The **Merged** tab includes a session header that contains information for each test session, and the following three areas containing student information:

- ① Students are listed in the **Exceptions** area if they are not assigned to the test session for one or more of the following reasons:
  - The student is not assigned to take the subtest.
  - The student is not assigned to take the subtest at the level being tested.
  - There are two or more students who have the same name and birth date information.

**Note:** You can approve students in the **Exceptions** group if you want them to take the subtest. If you approve a student who previously completed the subtest, the student will see the Thank You page in the student view.

- ② The **Waiting for Approval** area shows students who have signed in for the session and who are waiting for approval to begin the subtest.
- ③ Once students are approved, their names are listed in the **Approved Students** area. Students can start testing immediately after they have been approved.

## Printing a Test Session List

You can export test session information to a PDF file to help you organize test administration tasks on the day of testing. Test sessions are listed in the sort order in which they are displayed on the **Manage** tab.

### To print a test session list:

1. On the **Manage** tab, click the print button (🖨️) on the **Created Sessions** bar. Depending on your operating system and browser, you will see options for saving or opening the file.
2. Follow your browser's prompts to open or save the PDF file. The file, when opened, resembles this:

Session Name	Test Event	Test Group	Level	Battery/Subtest	Test Admin Type	Session Code
Iowa_LL_0918	Iowa Form	Complete	Level 7	Vocabulary	Proctor Led	62-4216
Spanish_0918	Audio_Test	CogAT 7 Cc	Level 17	VERBAL / Verbal Analogies	Audio-Spanish	80-3002
Test_0830	CogAt	CogAT Post Screener Fc	Level 12	VERBAL / Sentence Completion	Proctor Led	74-1026
Test_0910_1	Iowa Form	Complete nt	Level 9 n	Reading 1	Self Paced	38-8364
Test_0900	CogAt	CogAT 7 Cc	Level 10	Getting Started	Proctor Led	16-4027
Test_0901	CogAt	CogAT 7 Cc	Level 12	Getting Started	Proctor Led	48-2855
Test0328_1	CogAt	CogAT 7 Cc	Level 8	QUANTITATIVE / Number Series	Audio-English	37-9437

3. In your browser window or in Adobe Reader, click the **Print** button. The **Print** dialog box opens.
4. Click **OK** to print the test session list.

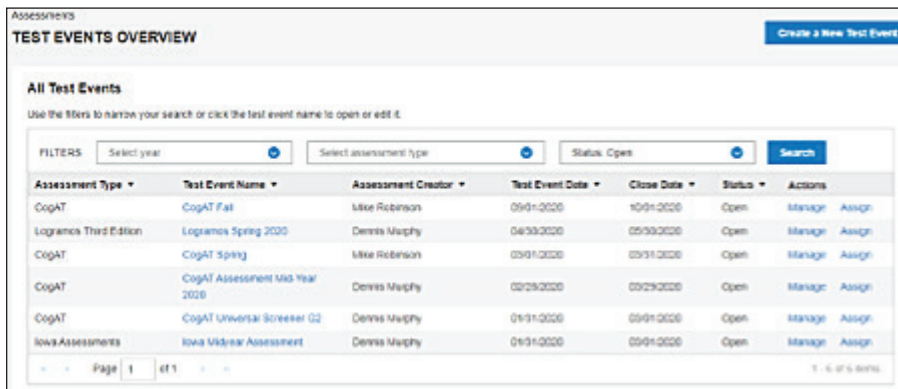
## Printing Student Signin Information

Student signin information consists of either the first name, last name, birth month, and birth day of each student or the student's unique ID number. You can print student signin information slips to provide to students on the day of testing.

**Note:** You must be assigned the Account Holder, Administrator, or Teacher role to print student signin information. If you do not have one of these roles, contact your Test Coordinator.

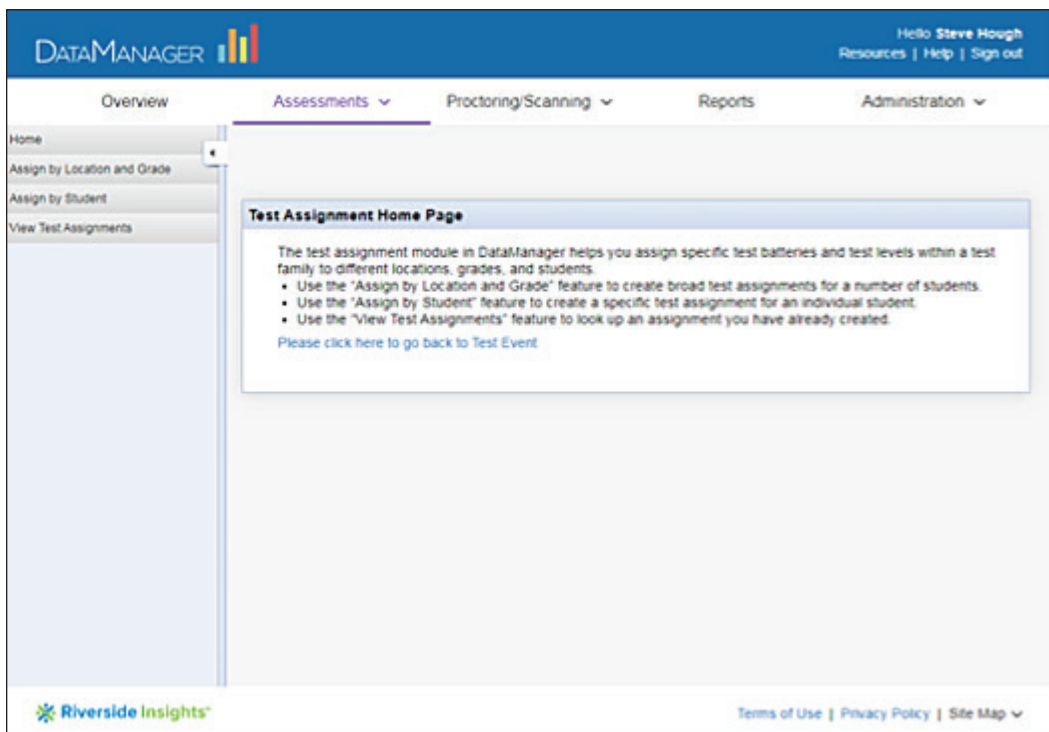
### To print student signin information:

1. Open the Test Events Overview page associated with the test assignment and student signin information you want to print. See "Creating and Managing Test Events" in the *DataManager Assessments User's Guide* for more information about test events.



Assessment Type	Test Event Name	Assessment Creator	Test Event Date	Close Date	Status	Actions
CogAT	CogAT Fall	Mike Robinson	09/01/2020	10/01/2020	Open	Manage Assign
Logramos Third Edition	Logramos Spring 2020	Dennis Murphy	04/30/2020	05/30/2020	Open	Manage Assign
CogAT	CogAT Spring	Mike Robinson	03/01/2020	03/31/2020	Open	Manage Assign
CogAT	CogAT Assessment Mid-Year 2020	Dennis Murphy	02/28/2020	03/29/2020	Open	Manage Assign
CogAT	CogAT Universal Screener G2	Dennis Murphy	01/31/2020	03/01/2020	Open	Manage Assign
Iowa Assessments	Iowa Midyear Assessment	Dennis Murphy	01/01/2020	02/01/2020	Open	Manage Assign

2. In the **Actions** column, click **Assign**. The Test Assignment Home Page is displayed.



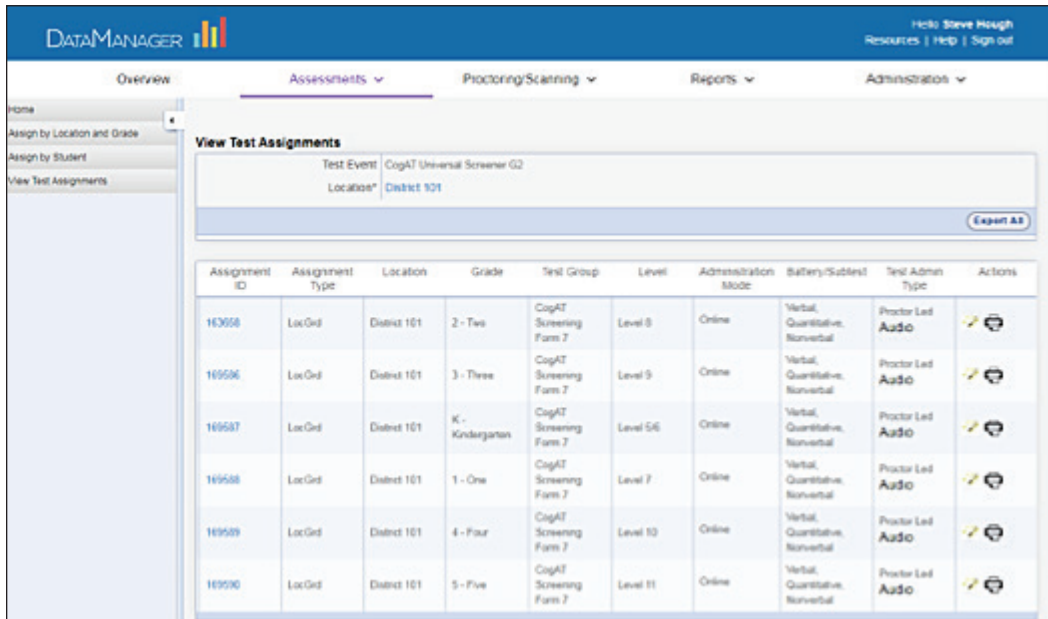
**Test Assignment Home Page**

The test assignment module in DataManager helps you assign specific test batteries and test levels within a test family to different locations, grades, and students.

- Use the "Assign by Location and Grade" feature to create broad test assignments for a number of students.
- Use the "Assign by Student" feature to create a specific test assignment for an individual student.
- Use the "View Test Assignments" feature to look up an assignment you have already created.

Please click [here](#) to go back to Test Event

- In the **Navigation** menu, click **View Test Assignments**. The View Test Assignments page is displayed. The test event name is listed at the top of the page, followed by a **Location** field.

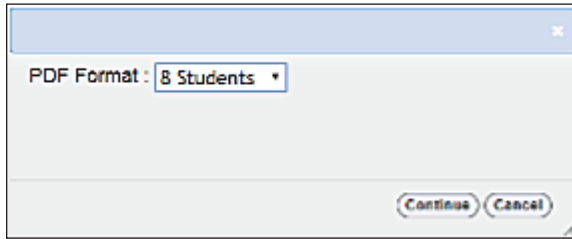


- The name of the location associated with the test event is displayed in the **Location** field. Click the name of the current location to display the location hierarchy.
  - Click the right arrow (▶) to expand the hierarchy. Click the down arrow (▾) to collapse the hierarchy.
  - Select a school or class location level. A list of assignments for that location is displayed.

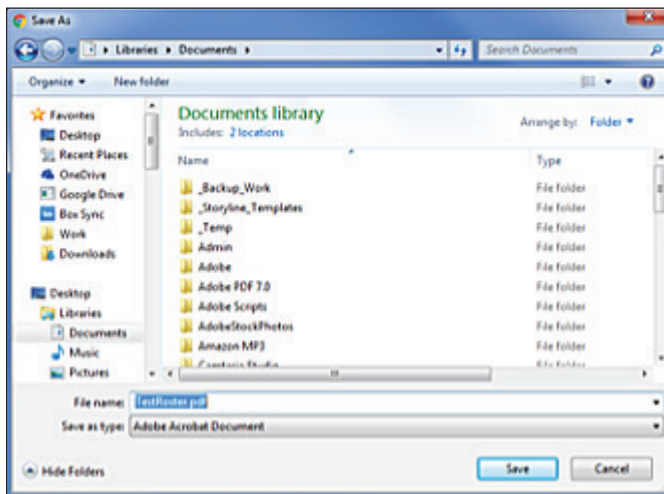
**Note:** Student sign-in information can be printed only for locations at or below the school level.

- Locate the assignment for which you want to print student sign-in information.

- In the **Actions** column, click the **Print Test Roster** button (🖨️). The **Print Test Roster Format** dialog box is displayed.



- In the **PDF Format** list, select a print template. You can print student sign-in information in groups of eight or thirty students per page.
- Click **Continue**. Follow your browser's prompts to save the PDF file.



- Open the PDF file in Adobe Reader and click the **Print** button. The **Print** dialog box opens.
- Click **OK** to print the student sign-in information.

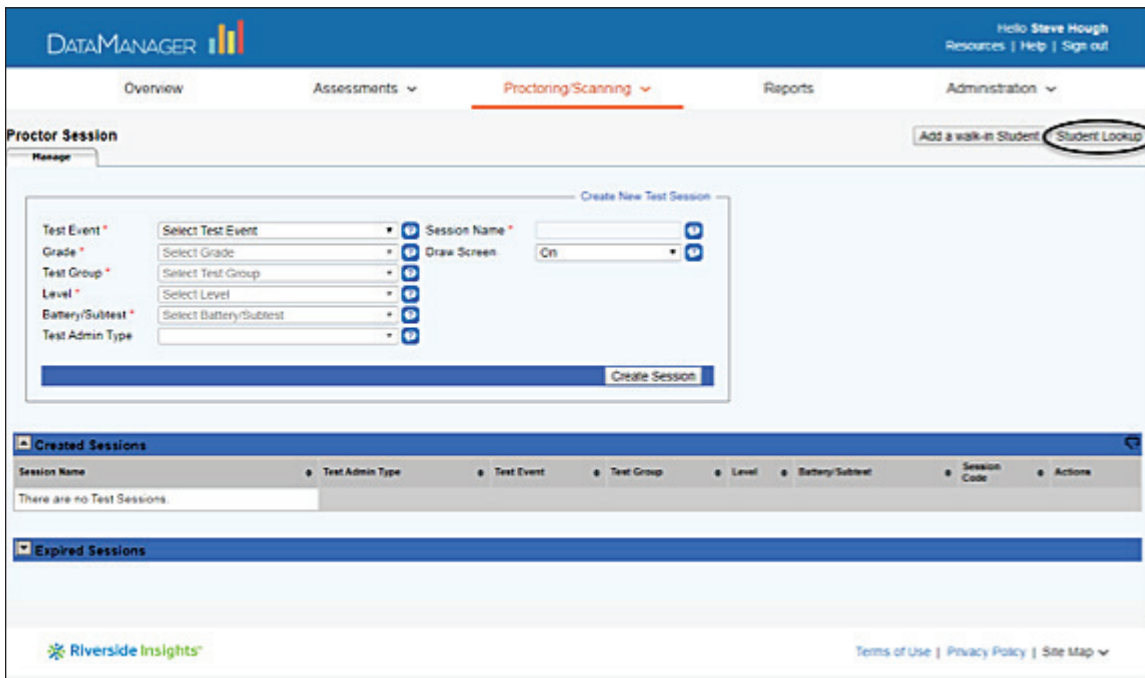
# Viewing Student Status Information

The **Student Status** tab provides access to detailed student information that can assist you in helping students sign in to the Sign In page for a test session. **Student Status** provides the following information about each student to identify potential test session signin and roster data issues:

- the name of the student with the exact spelling as it is listed on the roster
- the student’s month and day of birth
- the student’s unique ID
- the subtests that have been assigned to the student and the current status of each subtest

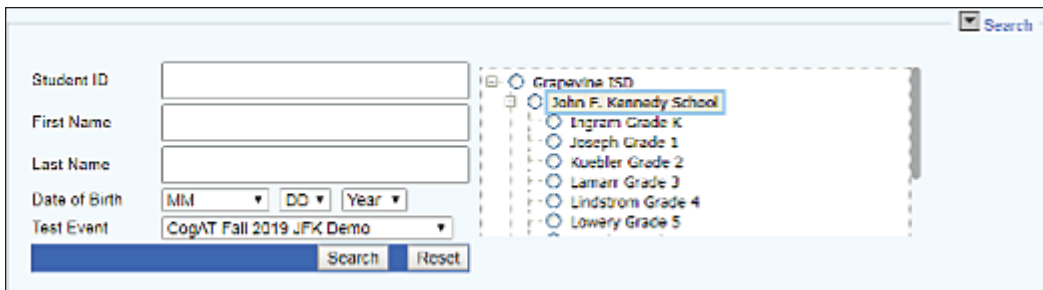
### To view student status information:

1. Click the **Student Lookup** button located in the upper right of the Proctor Session page.



The **Student Status** tab opens.

2. The **Student Status** tab provides a **Search** area to help you locate student information. You can search by unique student ID, first name, last name, date of birth, test event, or location (or any combination of these fields).



3. Enter and/or select one or more of the following search criteria:
  - In the **Student ID** field, type the student’s unique identification number.
  - In the **First Name** field, type the student’s first name.
  - In the **Last Name** field, type the student’s last name.
  - In the **Date of Birth** boxes, click the down arrows and select the student’s month, day, and year of birth.
  - In the **Test Event** box, click the down arrow and select a test event.

**Note:** If you select a test event, you must also select another search criterion.

  - In the location box on the right side of the **Search** area, select a building- or class-level location. Click the plus sign (⊕) to expand the hierarchy. Click the minus sign (⊖) to collapse the hierarchy. You must select a location at the building level or below.
4. Click **Search**. The **Student Status** table opens and lists the results that meet the selected search criteria.

**Note:** If the search returns more than 100 items, a dialog box opens and asks you to refine your search criteria. If you cannot find information for a student, contact your Test Coordinator to see whether the student is assigned to take the test. If the student is not on the student roster and should be, your administrator can add the student. See “Adding a Student to a Roster” on page 46 for more information.

The **Student Status** table includes the following information:

Student	Getting Started	Picture Analogies	Number Analogies	Figure Matrices
<b>Ballard, Arturo</b> DOB : 04/28/2012 Student ID : RVC1329 CogAT Screening Form 8 Test Event: CogAT Fall 2019 JFK Demo CogAT Screening Form 8 Grade 1 - One Level 7				
<b>Comer, Richard</b> DOB : 04/26/2012 Student ID : SVC1326 CogAT Screening Form 8 Test Event: CogAT Fall 2019 JFK Demo CogAT Screening Form 8 Grade 1 - One Level 7				
<b>Cook, Thomas</b> DOB : 04/26/2012 Student ID : SVC1327 CogAT Screening Form 8 Test Event: CogAT Fall 2019 JFK Demo CogAT Screening Form 8 Grade 1 - One Level 7				
<b>Copeland, Rose</b> DOB : 04/27/2012 Student ID : SVC1320 CogAT Screening Form 8 Test Event: CogAT Fall 2019 JFK Demo CogAT Screening Form 8 Grade 1 - One Level 7				

① A legend for the color coding in the table.

- Green—The student has **completed** the test.
- Yellow—The test is **in progress**.
- Red—The student has **not started** the test.

**Note:** The **Completed** status indicates that student testing is complete. Scored reports should be available soon.

② Student and test data, including:

- First and last name
- Date of birth
- Unique student ID
- Test family
- Test event name
- Grade and test level

**Note:** If you did not select **Test Event** as a search criterion and a student is assigned to more than one test event, then the student's name may display more than once in the table.

③ The student's assigned subtests for the test event.

5. Click **Reset** to clear the **Search** area and enter new search criteria.

## Adding a Student to a Roster

**Note:** You must be assigned the Account Holder or Administrator role to add a student to a roster. If you do not have one of these roles, contact your Test Coordinator.

A roster is the relationship between students and their locations. This relationship determines the groups in which students can be tested and the way data will be reported. Riverside Insights creates rosters for you based on the student and location data you provide.

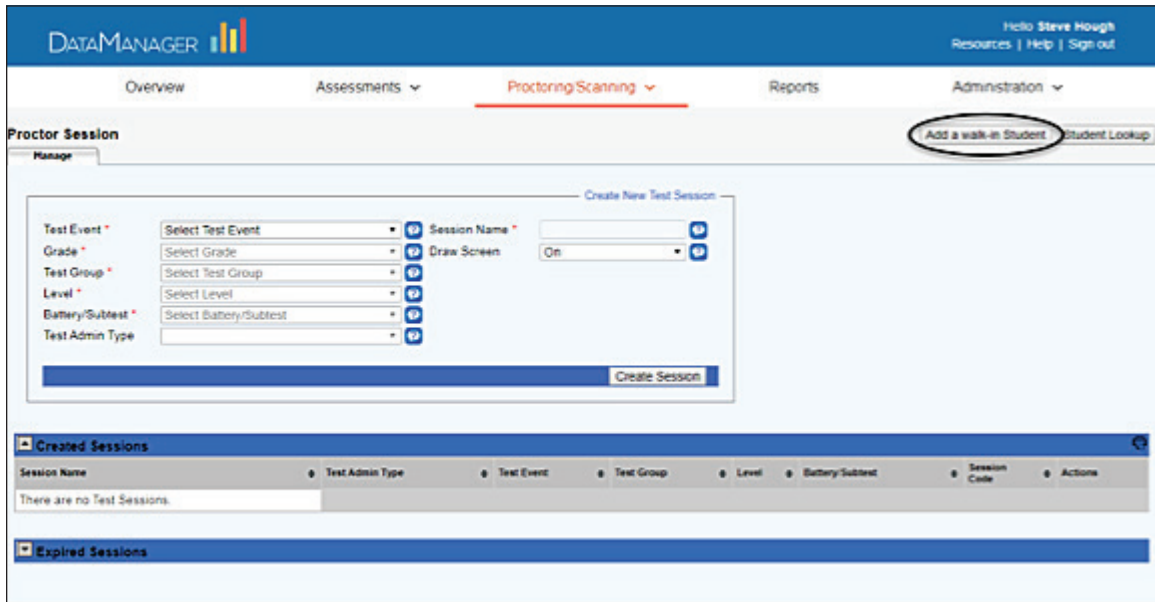
Sometimes you may need to add a student to a roster at the time of testing. Changes to the roster can occur for several reasons.

- A family recently moved to the school system.
- A school system contains a transient population, such as migrant farm workers.
- There were administrative errors in the initial submission of student data for the roster.

The **Add a walk-in Student** feature allows you to quickly add a student to an existing roster.

## To add a student to a roster:

1. Click the **Add a walk-in Student** button located in the upper right of the Proctor Session page.

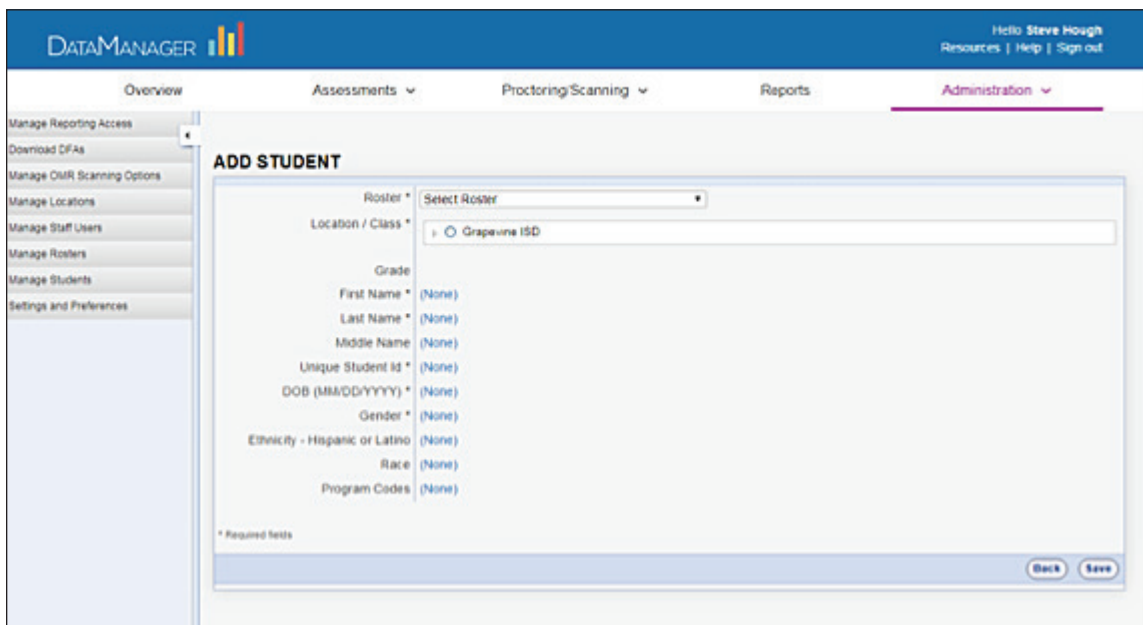


The screenshot shows the 'Proctor Session' page in the Data Manager application. The 'Add a walk-in Student' button is highlighted with a red circle in the top right corner. The page contains a 'Create New Test Session' form with the following fields:

- Test Event \* (dropdown menu)
- Grade \* (dropdown menu)
- Test Group \* (dropdown menu)
- Level \* (dropdown menu)
- Battery/Subtest \* (dropdown menu)
- Test Admin Type (dropdown menu)
- Session Name \* (text input)
- Draw Screen (dropdown menu)

Below the form is a 'Created Sessions' table with columns: Session Name, Test Admin Type, Test Event, Test Group, Level, Battery/Subtest, Session Code, and Actions. The table is currently empty, showing 'There are no Test Sessions.' Below this is an 'Expired Sessions' section.

The Add Student page opens. Fields with an asterisk (\*) are required.



The screenshot shows the 'ADD STUDENT' page in the Data Manager application. The page includes a sidebar with navigation options: Manage Reporting Access, Download DFAs, Manage Client Scanning Options, Manage Locations, Manage Staff Users, Manage Rosters, Manage Students, and Settings and Preferences. The main form has the following fields:

- Roster \* (dropdown menu)
- Location / Class (text input)
- Grade (dropdown menu)
- First Name \* (text input)
- Last Name \* (text input)
- Middle Name (text input)
- Unique Student Id \* (text input)
- DOB (MM/DD/YYYY) \* (text input)
- Gender \* (dropdown menu)
- Ethnicity - Hispanic or Latino (text input)
- Race (text input)
- Program Codes (text input)

A legend at the bottom left indicates that fields with an asterisk (\*) are required. The form has 'Back' and 'Save' buttons at the bottom right.

2. In the **Roster** list, select the roster you want to modify.
3. In the **Location/Class** list, select the class level to which you want to assign the student. You must assign the student to a class-level location.
4. In the **First Name** field, click **(None)** and then type the student's first name in the box.
5. In the **Last Name** field, click **(None)** and then type the student's last name in the box.

6. (Optional) In the **Middle Name** field, click **(None)** and then type the student's middle name in the box.
7. In the **Unique Student Id** field, click **(None)** and then type a unique student identification number (provided by the school) in the box. The length of the unique student ID may be up to ten characters. You may use any combination of the following values:
  - A–Z
  - 0–9
  - dashes
8. In the **DOB (MM/DD/YYYY)** field, click **(None)** and then type the student's date of birth. You must enter the date of birth in MM/DD/YYYY format.

**Note:** If you enter a date of birth that is out of range for obtaining age-based scores, a warning message opens. Verify the date of birth you entered is correct.
9. In the **Gender** field, click **(None)** and then select the student's gender.
10. (Optional) In the **Ethnicity - Hispanic or Latino** field, click **(None)** and then select **Y** or **N** to indicate whether the student is Hispanic or Latino.
11. (Optional) In the **Race** field, click **(None)** and then select all applicable races.
12. (Optional) In the **Program Codes** field, click **(None)** and then select the applicable program codes.
13. Click **Save**. A confirmation message informs you that the student has been added to the roster.

## Saving and Closing a Test Session for an Individual Student

### To save and close a test session for an individual student:

1. If you are administering a proctor-led test, click the session tab. If you are administering an audio test, continue to step 2.
2. Click the save and close button (🗑️) in the **Approved Students** area on the row where the student's name is listed. The student is removed from the **Approved Students** area, and that student's test session ends.
3. When you save and close a test session, a confirmation dialog box opens in the student view. Instruct the student to click or tap **OK**. The student returns to the *DataManager* Sign In page.

**Note:** When you save and close a student's test session, the student's completed test answers and testing status are saved in the system. When the student resumes testing, the subtest will continue at the question the student was attempting during the previous test session.

## Saving and Closing a Test Session for All Students

### To save and close a test session for all students:

1. If you are administering a proctor-led test, click the session tab. If you are administering an audio test, continue to step 2.
2. In the **Approved Students** area, click **Exit All** on the **Approved Students** bar. All of the students are removed from the **Approved Students** area, and their test sessions are ended.
3. When you save and close a test session, a confirmation dialog box opens in the student view. Instruct students to click or tap **OK**. Students return to the *DataManager* Sign In page.

**Note:** When you save and close a test session for all students, the students' completed test answers and testing status are saved in the system. When students resume testing, the subtest will continue at the question each student was attempting during the previous test session.

## Pausing and Resuming an Audio Test Session for an Individual Student

### To pause an audio test session for an individual student:

1. On the session tab, click the pause button (||) in the **Approved Students** area in the row where the student's name is listed. The student's test session is paused, and the pause button becomes a play button (▶).
2. When you pause a test session, a confirmation dialog box opens in the student view. Instruct the student to click or tap **OK**. The Draw Here page opens in the student view until the test session resumes.

### To resume an audio test session for an individual student:

- On the session tab, click the play button (▶) in the **Approved Students** area in the row where the student's name is listed. Students will continue from the question they were working on when you paused the test session, and the play button becomes a pause button (||).

## Pausing and Resuming a Test Session for All Students

### To pause a test session for all students:

1. If you are administering a proctor-led test, click the session tab. If you are administering an audio test, continue to step 2.
2. In the **Approved Students** area, click **Pause All** on the **Approved Students** bar. The students' test sessions are paused, and the **Pause All** button becomes the **Resume All** button.
3. When you pause a test session, a confirmation dialog box opens in the student view. Instruct students to click or tap **OK**. The Draw Here page opens in the student view until the test session resumes.

### To resume a test session for all students:

1. In the **Approved Students** area, click **Resume All** on the **Approved Students** bar.
  - If you are administering a subtest with audio, students will continue from the question they were working on when you paused the test session.
  - If you are administering a proctor-led subtest, continue to step 2.
2. Click the **Proctor Led** tab.
3. Continue to proctor the test session from the question students were working on when you paused the test session.

## Canceling a Test Session for an Individual Student

### To cancel a test session for an individual student:

1. If you are administering a proctor-led test, click the session tab. If you are administering an audio test, continue to step 2.
2. Click the cancel button (⊘) in the **Approved Students** area on the row where the student's name is listed. The student is removed from the **Approved Students** area, and that student's test session ends.
3. When you cancel a test session, a confirmation dialog box opens in the student view. Instruct the student to click or tap **OK**. The student returns to the *DataManager* Sign In page.

**Note:** Canceling a test session for a student erases all completed test answers and returns the student to the testing pool. Use this action with discretion.

## Canceling a Test Session for All Students

### To cancel a test session for all students:

1. If you are administering a proctor-led test, click the session tab. If you are administering an audio test, continue to step 2.
2. Click **Cancel All** on the **Approved Students** bar. The session ends for all students in the test session.
3. When you cancel a test session, a confirmation dialog box opens in the student view. Instruct students to click or tap **OK**. Students return to the *DataManager* Sign In page.

**Note:** Canceling the test session for all students erases all completed test answers and returns students to the testing pool. Use this action with discretion.