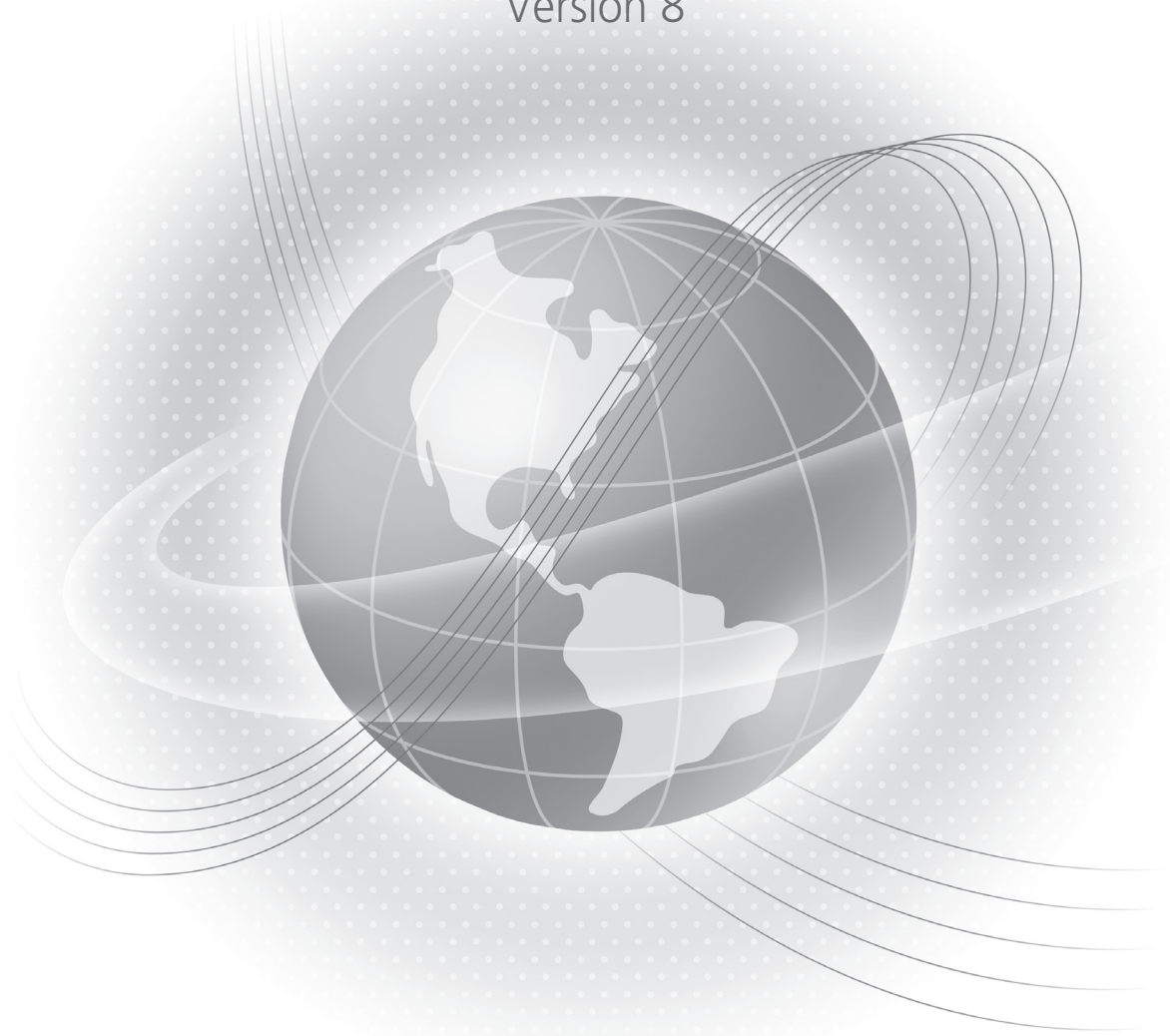


Cognitive Abilities Test™

# Directions for Online Administration

Version 8



LEVELS **9-17/18**  
FORM 7

*CogAT*®

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# Cognitive Abilities Test™

David F. Lohman



**Houghton  
Mifflin  
Harcourt**

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## About This Guide

### Purpose

The *Directions for Online Administration* describes the procedures that test administrators should follow when administering the *Cognitive Abilities Test*<sup>™</sup> (*CogAT*<sup>®</sup>) online with *Riverside DataManager*<sup>™</sup>. 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 of the *Cognitive Abilities Test (CogAT)*, Levels 9–17/18.

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

## About CogAT

*CogAT* appraises the cognitive development of students from kindergarten through grade 12. The test measures students' **learned reasoning abilities**. Although grounded in biological processes, these abilities are developed through in-school and out-of-school experiences.

The questions in *CogAT* require students to demonstrate their reasoning abilities in each of the three symbol systems most closely related to success in school: verbal reasoning, quantitative reasoning, and nonverbal reasoning.

- The Verbal Battery assesses students' abilities to use search, retrieval, and comparison processes that are essential for verbal reasoning.
- The Quantitative Battery assesses students' abilities to reason about patterns and relations using concepts that are essential in quantitative thinking.
- The Nonverbal Battery assesses students' abilities to reason with somewhat more novel questions that use spatial and figural content.

*CogAT* scores are used for three primary purposes:

- To guide efforts to adapt instruction to the needs and abilities of students
- To provide a measure of each student’s level of cognitive development that captures important information not represented in school grades or in other measures of school achievement
- To identify students whose predicted levels of achievement are markedly discrepant from their observed levels of achievement

For each of the nine subtests, the class answers one or two sample questions together. The sample questions demonstrate how to answer the items on that subtest. They are kept simple to be certain all of the students understand what they are supposed to do. Additional Practice Activities are available for Levels 9–12 in paper-and-pencil format for all subtests with the exception of Sentence Completion, as this item format is so commonly used in schools that it does not require additional practice. 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.

Each student who takes *CogAT* 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 [www.cogat.com](http://www.cogat.com) 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.

## Testing with Levels 9–17/18

The Levels 9–17/18 tests are typically administered to students in the following grades:

Grade	Test Level	Grade	Test Level
3	9	8	13/14
4	10	9	15/16
5	11	10	15/16
6	12	11	17/18
7	13/14	12	17/18

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. The Levels 9–17/18 subtests are timed, but there should be sufficient time for most students to attempt to answer every question.

## Question and Answer Format

Questions are in multiple-choice format.

- Students taking the test on a computer read the questions and answer choices 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 read the questions and answer choices and tap an answer choice.

## Sample Questions

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

### Proctor Led

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

### Audio

Students who are administered the online test with audio hear the directions for the sample 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 question.

## Subtest Descriptions and Administration Times

The following table describes each subtest and provides the testing time:

- For proctor-led administrations, allow additional time per testing period to log students in to the system, read directions to the students, and answer any questions.
- For audio administrations, allow additional time per testing period for students to log 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.

Battery/Subtest	Description	Testing Time (Minutes)
<b>Verbal Battery</b>		
Verbal Analogies	First students examine a pair of words and think of ways in which they are related. Then students apply this relationship to a third word to generate a new pair of words that goes together in the same way. Finally, students select the best answer choice or, if none seems correct, they look for a different way in which the first two words are related.	10

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## Subtest Descriptions and Administration Times, *continued*

Battery/Subtest	Description	Testing Time (Minutes)
Sentence Completion	Students read an incomplete sentence and then select the answer choice that best completes the sentence.	10
Verbal Classification	Students examine three words and think of ways in which they are alike. Then students select an answer choice that belongs in the same group.	10
<b>Quantitative Battery</b>		
Number Analogies	Students examine two pairs of numbers and figure out the rule both pairs follow. Then students apply the rule to a given number and choose an answer that generates a third pair of numbers that follows the same rule. Some questions in this subtest at Level 9 use a matrix format. All others use strings of number pairs.	10
Number Puzzles	Students are presented with one or more equations in which at least one number is missing. If one element is missing, students must select the missing number. If two or three elements are missing, students must substitute numbers that are provided for the missing elements and then solve the equation.	10
Number Series	Each question shows a series of numbers and requires students to identify the pattern and then select the next number in the sequence. Some questions in this subtest at Level 9 use beads to show a pattern.	10
<b>Nonverbal Battery</b>		
Figure Matrices	Levels 9–11 and some questions at Level 12 show a 2 x 2 matrix that requires the same process as the Verbal Analogies and Number Analogies subtests but uses spatial forms. Levels 13–17/18 and some questions at Level 12 show a 3 x 3 matrix that requires that students infer and then apply a simple rule. Students must determine the relationship between the first two elements, apply this relationship to the third element in the matrix, and then select the figure that completes the relationship.	10
Paper Folding	Students must imagine what happens to a piece of paper that is folded, has holes punched in it, and then is unfolded. The students select the answer choice that shows how the paper looks when it is opened.	10
Figure Classification	Students must determine how three figures are similar and then select the answer choice that is most like the first three figures.	10



# 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 testing sessions. To access the Proctor application, you must have a Platinum data package subscription and one of the following *DataManager* roles: Account Holder, Administrator, Teacher, or Proctor. The Proctor application provides the ability to create testing sessions. Testing 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, 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 Level 5/6, 7, or 8 test 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 testing sessions and monitor student progress during a session.

### Proctor Led

All subtests at Levels 9–17/18 begin as 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, work through the sample questions with the students, and then advance the students' screens to the first subtest question. Students work independently, advancing through the subtest at their own pace.

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

### Audio

Students hear the directions 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 testing session simultaneously. For more information about administering multiple testing sessions simultaneously, see “Managing Multiple Testing Sessions” on page 36.

## 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.

The student view presents each question and the answer choices. For online tests with audio, the student view also plays the audio directions.

- 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 click the **Next** button to advance the subtest to the next question.
- Students taking the test on a mobile device (for example, iPad or Chromebook tablet) review the answer choices and tap an answer choice. Students advance to the next question by tapping the **Next** button or by swiping the page from right to left.

The student view provides several tools for students to use during testing. For example, students can click or tap the **Mark** button to select a question to review later. Once they have marked an answer, the button changes to **Unmark**. Clicking or tapping **Unmark** will remove the question from the review list. At the end of the subtest, the **Review** page appears. Students may also go to the **Review** page at any time by clicking or tapping the **Review** button. The **Review** page lists marked questions and any questions the student skipped. Students also have the option of reviewing all questions. The Getting Started tutorial describes these tools and how to use them.

### **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 testing 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 them to review the information more than once.

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

## **Test Administration Guidelines**

The test author and the publisher recommend the following guidelines:

- **Decide how the test will be administered and by whom.** *CogAT* is designed to be a group-administered test; however, it 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.** Monitor students to make sure they understand the subtest instructions and are using a device to answer questions properly. If a class is large or if there are many students who are likely to need assistance, arrange for qualified

proctors to assist you during testing. Proctors can assist students as needed, allowing you to remain at your computer during proctor-led sections of the subtest. Typically, a test administrator or proctor can reasonably supervise up to 20 students. If you are testing more than 20 students, consider adding proctors.

- **Observe students during the sample questions.** Students cannot do their best if they do not understand the directions and the sample 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 specific words 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 and someone will help them. Walk around the room and observe students as they work through the sample questions. If a student seems to linger on the sample questions, check to see if he or she needs assistance.

## **Accommodations**

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.

**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, students cannot use calculators even when a 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. Form 7 of *CogAT* is designed to be accessible to English language learners. Although language is used in all of the subtest directions, it is used in the actual subtest questions only in the Verbal Battery.



The following options are available for administering *CogAT* to English language learners:

- For students whose home language is Spanish and who have been in an English-only classroom for a limited time, the online test with Spanish audio is available for Levels 9–17/18.
- For ELL students who do not speak Spanish, the Verbal Battery can be omitted. Students will receive a Quantitative-Nonverbal partial composite. If you decide to exclude the scores on the Verbal Battery for some or all ELL students, check with your test coordinator for the procedures to follow. For more information about this partial composite, see the *CogAT Norms and Score Conversions Guide*.

### Typical Accommodations

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

#### Students with IEPs or Section 504 Plans





<b>Read Aloud</b>	<i>CogAT</i> is not a reading test. Students who have severe reading disabilities may require some assistance reading the questions in the Verbal Battery. Questions in these subtests may be read aloud to students who require such assistance. However, words should not be defined or sentences paraphrased.
<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. However, the range of difficulty of the questions in the Levels 9–17/18 tests allows most students to obtain accurate scores using the on-level test.
<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>Repeated Directions</b>	<p> <b>Proctor Led</b></p> <p>The test administrator may read aloud the directions 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 the directions repeated as a testing accommodation, then you will 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 as many times as necessary to ensure they understand what they are supposed to do.</p>

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## Students with IEPs or Section 504 Plans, *continued*

<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>Extended Time</b>	Some students may need extra time to reduce the effect of a slow work rate on their test performance. Students who have attention disorders or need help with word identification or reading are examples. Guidance from the student's IEP should be followed where extended time is needed. See "Extending Time in a Testing Session for an Individual Student" on page 47 for instructions on how to extend time.
<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.

## English Language Learners (ELLs)

<b>Read Aloud</b>	 <b>Proctor Led</b> The Verbal Battery subtest questions may be read aloud to ELL students who require such assistance. However, words should not be defined or translated or sentences paraphrased.   <b>Audio</b> Audio is not available for Verbal Battery subtest questions. If you have an ELL student who requires this accommodation, then you will want to consider administering the proctor-led test.
<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. However, the range of difficulty of the questions in the Levels 9–17/18 tests allows most students to obtain accurate scores using the on-level test.
<b>Repeated Directions</b>	 <b>Proctor Led</b> The test administrator may read aloud the directions 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 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.   <b>Audio</b> For each subtest, students may play the directions as many times as necessary to ensure they understand what they are supposed to do.

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## English Language Learners (ELLs), *continued*

<b>Extended Time</b>	ELL students may need extra time on the Verbal Battery to reduce the effect of a slow pace of work on their test performance. The slower work rate may be due to limited vocabulary, the need to seek assistance, or the use of a glossary. Extra time should not be necessary on the Quantitative and Nonverbal Batteries. See “Extending Time in a Testing Session for an Individual Student” on page 47 for instructions on how to extend time.
<b>Provision of English/Native Language Word-to-Word Dictionary</b>	Students may be permitted to use a glossary (no definitions) that translates an English word into the corresponding word in their home language. The need for this assistance is determined by the student’s teacher and depends on whether such glossaries are routinely used by the student during classroom assessments.
<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 may be administered in a language other than English. The online test with Spanish audio is available for Levels 9/17–18.

## Setting Up Testing Sessions

You can set up testing sessions at any time before testing. You will need to set up more than one testing session to complete your testing. For instructions on how to create testing sessions, see “Creating a Testing Session” on page 34.

### 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:
  - logging in to the system (test administrators and students)
  - explaining the testing task to students
  - receiving directions, working through sample questions, and answering students’ questions
  - managing technical issues, such as slow Internet speeds
- For Levels 9–17/18, it is recommended that the three test batteries be administered in three separate testing periods.

# 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>Pencils</b>	Each student will need one sharpened pencil with a good eraser for the Quantitative Battery. Have some extra pencils on hand.
✓	<b>Scratch Paper</b>	Each student should have a few sheets of scratch paper for the Quantitative Battery only. Do not allow the use of scratch paper for the Verbal and Nonverbal batteries.
✓	<b>Student Login Information</b>	Student login 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 login information slips, see "Printing Student Login Information" on page 38.
✓	<b>Session Code</b>	You will need the session code corresponding to the testing 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 Testing Session List" on page 37.
✓	<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 testing session, if possible. When you exit a session, a confirmation dialog box appears in the student view. Instruct students to click or tap **OK**.
  - If testing resumes during the same day, students can log in using the same session code. When students resume testing, the subtest will continue at the question each student was attempting during the previous testing session.
  - If testing resumes the next day, you will need to create a new testing session. See “Creating a Testing Session” on page 34. Students will log in using the new session code. After students log in, the subtest will continue at the question each student was attempting during the previous testing session.

For more information about saving and closing testing sessions, see “Saving and Closing a Testing Session for All Students” on page 45.

- 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 appears 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 a Testing Session for All Students” on page 46.
A student is clearly ill or upset.	Cancel the student’s test. See “Canceling a Testing Session for an Individual Student” on page 46.

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## Troubleshooting, continued

Problem	Resolution			
Noise or weather interrupts testing.	Click <b>Pause All</b> to pause testing. A confirmation dialog box appears 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.	<p>Resume testing when power is restored.</p> <ul style="list-style-type: none"> <li>• If testing resumes during the same day, students can log in using the same session code.</li> <li>• If testing resumes the next day, you will need to create a new testing session. See “Creating a Testing Session” on page 34. Students will log in using the new session code.</li> </ul> <p>After students log in, the subtest will continue at the question each student was attempting during the previous testing session.</p>			
The Internet connection is lost.	<p>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 appears. Have the students try to log back in to the test. If unsuccessful, have students log 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.</p> <p>If Internet connectivity is lost for all students, resume testing when connectivity is restored.</p> <ul style="list-style-type: none"> <li>• If testing resumes during the same day, students can log in using the same session code.</li> <li>• If testing resumes the next day, you will need to create a new testing session. See “Creating a Testing Session” on page 34. Students will log in using the new session code.</li> </ul> <p>After students log in, the subtest will continue at the question each student was attempting during the previous testing session.</p>			
(Computer only) Audio is not delivering properly.	<p>Adobe® Flash® is required to deliver online tests with audio. <i>DataManager</i> detects if a computer does not have Adobe Flash and automatically provides a link to the Adobe Flash download page. To deliver audio content, download Flash by clicking the link at the bottom of the student <b>Log In</b> page.</p> <div data-bbox="493 1436 1127 1768" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Log In</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>First Name * <input type="text"/></p> <p>Last Name * <input type="text"/></p> <p>Birth Month * <input type="text" value="▼"/></p> <p>Birth Day * <input type="text" value="▼"/></p> <p>Session Code * <input type="text"/></p> <p style="text-align: center;"><input type="button" value="Login"/></p> </td> <td style="width: 10%; text-align: center; vertical-align: middle;">OR</td> <td style="width: 40%; vertical-align: top;"> <p>Student ID * <input type="text"/></p> <p>Session Code * <input type="text"/></p> <p style="text-align: center;"><input type="button" value="Login"/></p> </td> </tr> </table> <p style="font-size: small; text-align: center;">If you are using a Microsoft Windows® XP computer and will be taking an audio-led assessment, <a href="#">you can click here</a> to download Adobe Flash.</p> </div>	<p>First Name * <input type="text"/></p> <p>Last Name * <input type="text"/></p> <p>Birth Month * <input type="text" value="▼"/></p> <p>Birth Day * <input type="text" value="▼"/></p> <p>Session Code * <input type="text"/></p> <p style="text-align: center;"><input type="button" value="Login"/></p>	OR	<p>Student ID * <input type="text"/></p> <p>Session Code * <input type="text"/></p> <p style="text-align: center;"><input type="button" value="Login"/></p>
<p>First Name * <input type="text"/></p> <p>Last Name * <input type="text"/></p> <p>Birth Month * <input type="text" value="▼"/></p> <p>Birth Day * <input type="text" value="▼"/></p> <p>Session Code * <input type="text"/></p> <p style="text-align: center;"><input type="button" value="Login"/></p>	OR	<p>Student ID * <input type="text"/></p> <p>Session Code * <input type="text"/></p> <p style="text-align: center;"><input type="button" value="Login"/></p>		
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 log 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 11.
  - ✓ Confirm the phone number of your local technical support personnel.
  - ✓ Verify that you have your user name and password.
  - ✓ Verify that you have login 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 login information, see “Printing Student Login Information” on page 38.
  - ✓ Verify that test administrators set up testing sessions for the Getting Started tutorial and any other testing sessions. For instructions on how to print a testing session list, see “Printing a Testing Session List” on page 37.
  - ✓ 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.
- 

## 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 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* **Log 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: Log on to the *DataManager* Proctor application**

Log on to *DataManager* and start the Proctor application.

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

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

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

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

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

Review the list of students logged 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 testing session.

### **Step 6: Complete the testing 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.

# Logging On to the *DataManager* Proctor Application

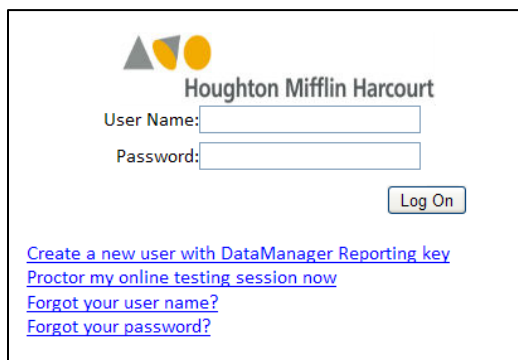
To log on to the *DataManager* Proctor application, do one of the following:

If you...	Follow these instructions...
Have a session code	“Log On with a Session Code” below
Do not have a session code	“Log On without a Session Code” on the following page

## Log On with a Session Code

If you know your session code, you can log on directly to your testing session in the Proctor application from the *DataManager* **Log On** page.

Go to the *DataManager* **Log On** page at <http://www.riversidedatamanager.com>. The **Log On** page appears and prompts you to enter your logon information.



## To log on to *DataManager* with a session code:

1. In the **User Name** box, type your user name.
2. In the **Password** box, type your password.
3. Click **Proctor my online testing session now**. The **Session Code** box appears.



4. In the **Session Code** box, enter your session code.
5. Click **Log On**.

### **Proctor Led**

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

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

## **Audio**

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

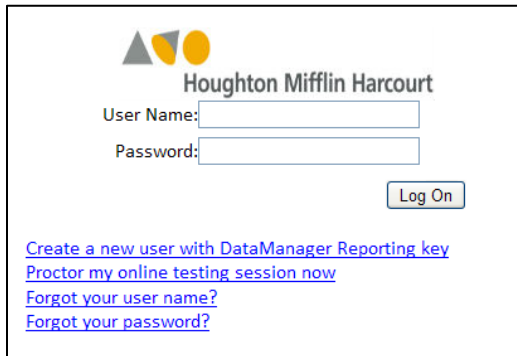
**Note:** You can administer more than one audio testing session at the same time. Each testing session opens in a separate tab. For more information about administering multiple testing sessions simultaneously, see “Managing Multiple Testing Sessions” on page 36.

6. Continue with “Introducing the Test and Instructing Students to Log In” on page 19.


## **Log On without a Session Code**

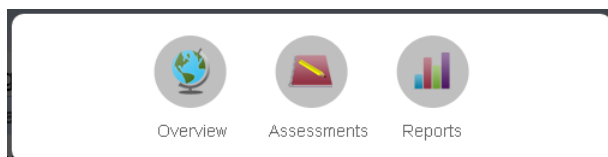
If you do not have a session code or do not know your session code, you can log on to the Proctor application from the *DataManager* **Log On** page.

Go to the *DataManager* **Log On** page at <http://www.riversidedatamanager.com>. The **Log On** page appears and prompts you to enter your logon information.



## **To log on to *DataManager* without a session code:**

1. In the **User Name** box, type your user name.
2. In the **Password** box, type your password.
3. Click **Log On**.
  - If you are assigned the Proctor role, the Proctor application and **Manage** tab appear. The **Manage** tab displays all of your current and expired testing sessions. Continue with “Opening the Testing Session” on page 18.
  - If you are assigned the Account Holder, Administrator, or Teacher role, the **Overview** page appears. Continue with step 4.
4. Click the **Application Switcher** button (). The **Application Switcher** appears. Note that you can also click an application’s quick link icon in the lower-left corner of the page.



- Click **Assessments**. The **Find Assessments** page appears.

Scope	Test Event Name	Event Creator	Date	Actions
CogAT	CogAT Screening Form - Wash Spring 2013	Steve Hough	3/25/2013	[Icons]
CogAT	CogAT - Washington Elem Spring 2013	Steve Hough	4/15/2013	[Icons]

**Note:** A list of open test events automatically displays in the test events results area. See the *DataManager Assessments User's Guide* for information on narrowing your search by year, scope, or view.

- Locate the test event for which you want to administer an online testing session.
- In the **Actions** column, click the **Proctor an Online Test Session for This Test Event** button (👤).

The **Manage** tab in the Proctor application appears. The **Manage** tab displays all of your current and expired testing sessions.

- Continue with "Opening the Testing Session" below.

## Opening the Testing Session

You must open a testing session in order for a student to log in to the test. In the event a student attempts to log in to a testing session before you open the testing session, the student will receive the following message on the **Log In** page.

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

**Log In**

<p>First Name * <input type="text"/></p> <p>Last Name * <input type="text"/></p> <p>Birth Month * <input type="text"/></p> <p>Birth Day * <input type="text"/></p> <p>Session Code * <input type="text"/></p> <p><input type="button" value="Login"/></p>	OR	<p>Student ID * <input type="text" value="1"/></p> <p>Session Code * <input type="text" value="45-6162"/></p> <p><input type="button" value="Login"/></p>
---	----	---

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

- On the **Manage** tab, find the testing session or the Getting Started tutorial you want to open by sorting the list by any of the columns with a sort button (↕).
- In the **Session Name** column, click the name of the testing session you want to open.

### **Proctor Led**

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

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

### **Audio**

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

**Note:** You can administer more than one audio testing session at the same time. Each testing session opens in a separate tab. For more information about administering multiple testing sessions simultaneously, see “Managing Multiple Testing Sessions” on page 36.

## **Introducing the Test and Instructing Students to Log In**

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

**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.

### **To introduce the test and instruct students to log in:**

1. Hand out student login information. Student login information consists of either the first name, last name, birth month, and birth day of each student or the student’s unique ID number. See “Printing Student Login Information” on page 38 for instructions on how to print student login information for the current session.
2. Write the session code on the board to make it easy for students to enter it on the **Log In** page.
3. 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 Administration Times” on page 3.
  - 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.

- If students are taking a subtest within the Quantitative Battery, distribute one sheet of scratch paper and a pencil to each student. Do not allow the use of scratch paper for the Verbal and Nonverbal Batteries.
- Instruct students to log in to the test.

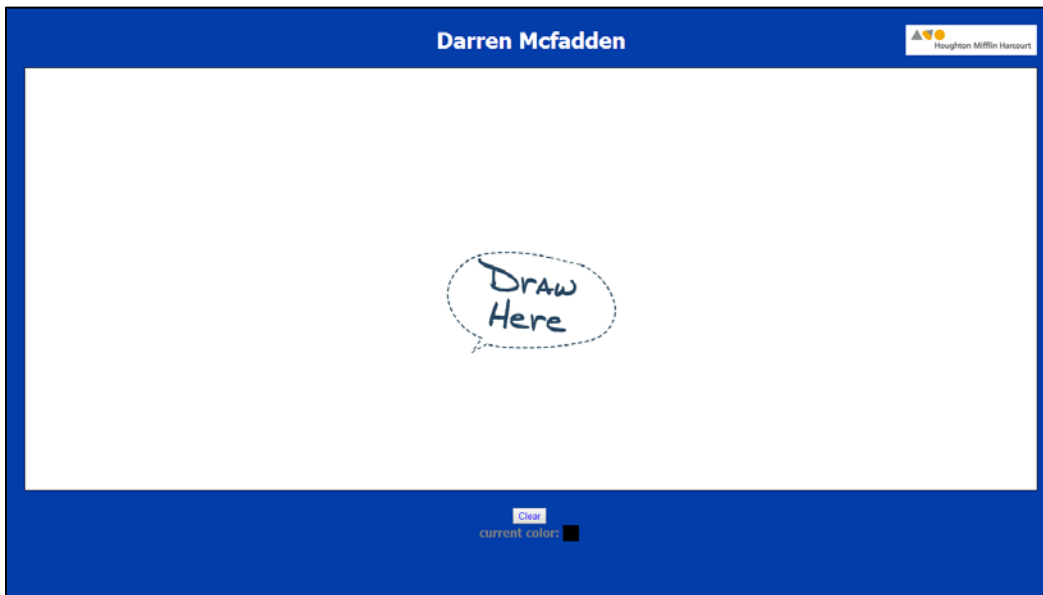
**Note:** Mobile-device users must first launch the app and tap **Take a Test** to access the **Log In** page.

- If students will log in using their names and birth days, tell students to type their name, exactly as shown on their login information slips, into the **First Name** and **Last Name** boxes on the student **Log In** page. Tell students to click or tap the down arrow in the **Birth Month** box and select their birth month from the list. Then tell students to click or tap the down arrow in the **Birth Day** box and select their birth day from the list.
- If students will log in using their unique student ID numbers, tell students to type their student ID number, exactly as shown on their login information slips, into the **Student ID** box on the student **Log In** page.

The screenshot shows the 'Log In' page of the Data Manager application. The page features a blue header with the 'DATA MANAGER' logo on the left and the 'Houghton Mifflin Harcourt' logo on the right. The main content area is white and contains a 'Log In' form. The form is divided into two columns by a vertical line. The left column includes input fields for 'First Name \*', 'Last Name \*', 'Birth Month \*' (a dropdown menu), 'Birth Day \*' (a dropdown menu), and 'Session Code \*'. The right column includes input fields for 'Student ID \*' and 'Session Code \*'. Each column has a 'Login' button at the bottom. The word 'OR' is centered between the two columns.

- Tell students to type the session code shown on the board into the **Session Code** box.
- Tell students to click or tap the **Login** button. Students should see the **Draw Here** page with their name listed at the top of the page.





8. Confirm students are logged in correctly by asking students to raise their hand if they see their name listed at the top of the **Draw Here** page.

If students...	then...
See a different name at the top of the <b>Draw Here</b> page	Cancel that student’s test and have the student log in again using his or her student login information. See “Canceling a Testing Session for an Individual Student” on page 46 for more information.
Are having trouble logging in using their names and birth days	<p>Try having them log in using their unique ID numbers. If a student still cannot log in, verify the following:</p> <ul style="list-style-type: none"> <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>• If the student is taking part 2 of a two-part test, the student has completed part 1.</li> <li>• The student has not already completed the test.</li> <li>• The student is logging in with either a unique name/birth day combination or a unique student ID number.</li> <li>• The student is using the correct login information.</li> <li>• The student is not attempting to log in to the testing session before the proctor opens the testing session.</li> </ul>

## Confirming the Student Roster for This Session

After students have logged in, you must confirm that the roster for the testing 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 42.

 **Proctor Led**

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

 **Audio**

If students arrive after testing has started, they may log 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 Testing Session

 **Proctor Led**

Familiarize yourself with the following procedures for reading subtest directions 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 sample questions clearly. Pause frequently to give students time to think about test procedures.

**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.

- 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 logged in successfully appear 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 <b>Welcome</b> page appears on the students’ devices. Continue with step 2.

*Continued on next page...*

If you want to...	Then do this...
Approve individual students	Click the approve button ( ✓ ) in the <b>Actions</b> column on the row where each student's name appears. The student is moved to the <b>Approved Students</b> area, and the <b>Welcome</b> page appears 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 <b>Log In</b> page appears 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 appears. The student is removed from the <b>Waiting for Approval</b> area, and the <b>Log In</b> page appears on the device.

2. After all students have been approved, click the **Proctor Led** tab. The **Welcome** page appears.
3. Click **Next** in the lower-right corner to advance to the first sample 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 directions and question. See "Directions for Administration Area" on page 30 for more information.
  - Answer any questions about the sample 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 words for students. However, questions about procedures and the mechanics of test taking may be answered anytime.
4. After you have completed the sample questions and are confident that students know what to do, click **Next** in the lower-right corner to start the subtest. The students' screens advance to the first question, and the remainder of the subtest is self-paced. Students work independently, advancing through the subtest at their own pace.
  - If you would like to review each question, click the **Next** button to advance through the questions. (When you click the **Next** button, you advance only your screen; students advance through the subtest independently.)
  - If you would like to go to the end of the subtest, click the **Skip to End** button to go to the **Thank You** page. **Note:** You cannot return to the subtest if you select this option.
5. 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.

When the testing session is approximately half over, remind students of the time remaining.



6. Use the tools on the **Proctor Led** tab to monitor testing.
  - The question a student is working on appears in the **Question** column of the student’s row.
  - When a student answers a question, a green check mark appears in the **Answered** column of the student’s row. Note that the check mark does not indicate whether the student answered correctly.

See “About the Proctor Led Tab” on page 30 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 logged in successfully appear 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 <b>Welcome</b> page appears 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 appears. The student is moved to the <b>Approved Students</b> area, and the <b>Welcome</b> page appears 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 <b>Log In</b> page appears on the students’ device.
Deny individual students	Click the deny button (  ) in the <b>Actions</b> column on the row where each student’s name appears. The student is removed from the <b>Waiting for Approval</b> area, and the <b>Log In</b> page appears on the student’s device.

2. Inform students that they may play the directions as many times as necessary to ensure they understand what they are supposed to do before entering the timed portion of the test.
3. 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 sample questions to the first subtest question within a few minutes.
    - If a student seems to linger on the sample questions, check to see whether he or she needs assistance.

**Note:** The audio test directions are reprinted in this guide for your reference. See “Directions in the Student View” on page 32.

- 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 Testing Session

### Proctor Led

To complete the testing session and send answers to scoring:

1. Do one of the following:

If...	Then follow these instructions...
Students finish the subtest before time expires	<ol style="list-style-type: none"> <li>1. Remind students to click or tap <b>Finished</b> on the <b>Review</b> page to end the subtest. A confirmation dialog box appears. Students must do one of the following:               <ul style="list-style-type: none"> <li>– Click <b>OK</b> to close the subtest. The <b>Thank You</b> page appears in the student view, and the student’s status in the <b>Approved Students</b> area of the session tab changes to <b>Completed</b>. <b>Note:</b> Students cannot return to the subtest after they click or tap <b>OK</b>. Students must click or tap <b>Cancel</b> if they are not finished answering the questions and need to return to the subtest.</li> <li>– Click <b>Cancel</b> to return to the subtest.</li> </ul> </li> <li>2. Remind students to click or tap <b>End</b> to close the subtest. Subtests are sent to Riverside Scoring Service™ for scoring, and the <b>Draw Here</b> page appears in the student view.</li> </ol>

*Continued on next page...*

If...	Then follow these instructions...
Time expires	<p>Students receive a confirmation dialog box informing them that time has expired.</p> <ul style="list-style-type: none"> <li>Instruct students to click or tap <b>OK</b>. The <b>Thank You</b> page appears in the student view, and the student's status in the <b>Approved Students</b> area of the session tab changes to <b>Completed</b>.</li> <li>Remind students to click or tap <b>End</b> to close the subtest. Subtests are sent to Riverside Scoring Service for scoring, and the <b>Draw Here</b> page appears in the student view.</li> </ul>

2. Check the **Approved Students** area of the session tab to verify that all students who are able have completed testing.
3. Do one of the following:

If...	Then follow these instructions...
You clicked <b>Skip to End</b> and are on the <b>Directions for Administration</b> page	Continue to step 4.
You clicked <b>Next</b> to advance through the questions and are at the <b>Review</b> page	<p>Click <b>Finished</b>. A confirmation dialog box appears. Do one of the following:</p> <ul style="list-style-type: none"> <li>Click <b>OK</b> to close the subtest. The directions for continuing or ending testing appear in the <b>Directions for Administration</b> area. Continue to step 4.</li> <li>Click <b>Cancel</b> to return to the subtest.</li> </ul>
You received a confirmation dialog box informing you that time has expired	<ul style="list-style-type: none"> <li>Click <b>OK</b>. The directions for continuing or ending testing appear in the <b>Directions for Administration</b> area.</li> <li>Continue to step 4.</li> </ul>

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 appears. Do one of the following: <ul style="list-style-type: none"> <li>– Click <b>OK</b> to create a new testing session. <i>DataManager</i> automatically creates the next testing session in the series, and the session tab (bearing the name of the session) and the <b>Proctor Led</b> tab appear. The <b>Welcome</b> page appears in the student view. Continue to step 3.</li> <li><b>Note:</b> <i>DataManager</i> displays session information for up to five linked testing sessions.</li> <li>– Click <b>Cancel</b> to return to the session tab without creating a new testing session.</li> </ul> </li> </ol>

Continued on next page...

If you want to...	Then follow these instructions...
Give students a break before continuing to the next subtest in the series, <i>continued</i>	<ol style="list-style-type: none"> <li>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>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>Click the session tab.</li> <li>Click <b>End Testing All</b> in the <b>Approved Students</b> area to close the subtest. A confirmation dialog box appears.</li> <li>Do one of the following: <ul style="list-style-type: none"> <li>Click <b>OK</b> to close the subtest. The <b>Log In</b> page appears in the student view. Log 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 testing session and send answers to scoring:

- Do one of the following:

If...	Then follow these instructions...
A student finishes the subtest before time expires	<ol style="list-style-type: none"> <li>Remind students to click or tap <b>Finished</b> on the <b>Review</b> page to end the subtest. A confirmation dialog box appears. Students must do one of the following: <ul style="list-style-type: none"> <li>Click <b>OK</b> to close the subtest. The <b>Thank You</b> page appears in the student view, and the student's status in the <b>Approved Students</b> area of the session tab changes to <b>Completed</b>. <b>Note:</b> Students cannot return to the subtest after they click or tap <b>OK</b>. Students must click or tap <b>Cancel</b> if they are not finished answering the questions and need to return to the subtest.</li> <li>Click <b>Cancel</b> to return to the subtest.</li> </ul> </li> <li>Remind students to click or tap <b>End</b> to close the subtest. Subtests are sent to Riverside Scoring Service for scoring, and the <b>Draw Here</b> page appears in the student view.</li> </ol>
Time expires	<p>Students receive a confirmation dialog box informing them that time has expired.</p> <ol style="list-style-type: none"> <li>Instruct students to click or tap <b>OK</b>. The <b>Thank You</b> page appears in the student view, and the student's status in the <b>Approved Students</b> area of the session tab changes to <b>Completed</b>.</li> <li>Remind students to click or tap <b>End</b> to close the subtest. Subtests are sent to Riverside Scoring Service for scoring, and the <b>Draw Here</b> page appears in the student view.</li> </ol>

- Check the **Approved Students** area of the session tab to verify that all students who are able have completed testing.

3. Do one of the following:

If you want to...	Then follow these instructions...
<p>Give students a break before continuing to the next subtest in the series</p>	<ol style="list-style-type: none"> <li>1. Click <b>Continue Testing All</b> in the <b>Approved Students</b> area of the session tab. A confirmation dialog box appears. Do one of the following:               <ul style="list-style-type: none"> <li>– Click <b>OK</b> to create a new testing session. <i>DataManager</i> automatically creates the next testing session in the series, and the session tab (bearing the name of the session) appears. The <b>Welcome</b> page appears in the student view, and students can begin testing.                   <p><b>Note:</b> <i>DataManager</i> displays session information for up to five linked testing sessions.</p> </li> <li>– Click <b>Cancel</b> to return to the session tab without creating a new testing session.</li> </ul> </li> <li>2. 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> </ol>
<p>End testing for this period</p>	<ol style="list-style-type: none"> <li>1. Click <b>End Testing All</b> in the <b>Approved Students</b> area to close the subtest. A confirmation dialog box appears.</li> <li>2. Do one of the following:               <ul style="list-style-type: none"> <li>– Click <b>OK</b> to close the subtest. The <b>Log In</b> page appears in the student view. Log 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 Session Tab

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

**Proctor Session** Add a walk-in Student Student Lookup

Manage Ford 4 Proctor Verbal Analogies Proctor Led

Session Name	Test Admin Type	Test Event	Test Group	Level	Battery/Subtest	Session Code
Ford 4 Proctor Verbal Analogies	Proctor Led	CogAT Washington Fall 2013 B	CogAT 7 Complete	Level 10	VERBAL / Verbal Analogies	26-4061

**Exceptions (0 of 1)** ①

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

**Waiting for Approval (0 of 1)** ② Approve All Deny All

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

**Approved Students (1 of 1)** ③ All Continue Testing All End Testing All Pause All Exit All Cancel All Extend Time All

Last Name	First Name	MI	Date of Birth	Gender	Grade	Battery/Subtest	Status	Actions
Dickson	Jeremy		05/16/2003	M	4 - Four	VERBAL / Verbal Analogies	0 min	⏸ ⏹ ⏪ ⏩ ⏴ ⏵

No of Records: 25

- ① Students appear in the **Exceptions** area if they are not assigned to the testing session.
- ② The **Waiting for Approval** area shows students who have logged 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. You can
  - Monitor the status of all students and see the question number each student is currently answering.
  - Continue or end testing for all students in the session.
  - Pause or resume testing for an individual student or for all students in the session.
  - Save and close 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.
  - Extend testing time for an individual student or for all students in the session.

## 🗨 About the Proctor Led Tab

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

- View the directions and sample 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.

The screenshot displays the 'Proctor Session' interface in a web browser. At the top, there's a navigation bar with 'Welcome', 'Admin', 'Help', and 'Logout'. Below that is the 'Assessments' section with 'Add a walk-in Student' and 'Student Lookup' buttons. The main area is titled 'Proctor Session' and shows a table of session details. A 'Refresh' button is located next to the 'Time' field. Below the session details is a table of students with columns for 'Name', 'Question', and 'Answered'. To the right of the student list is a large yellow box titled 'DIRECTIONS FOR ADMINISTRATION' containing instructions and a sample question. The browser window title bar is visible at the top, showing the URL 'HMHARQWWEB03'.

### 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 sample 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® XP or higher	Mac OS® X 10.5 Leopard or higher
Microsoft® Internet Explorer® 7 or higher	F11	N/A
Mozilla Firefox® 5 or higher		Command + Shift + F
Apple Safari® 5		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 testing 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 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.




## About the Student View

### Test-Taking Tools

The student view has several test-taking tools available for students to use during testing. Students can click 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 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.

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

-  Click or tap to replay the directions. **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 move the slider to the left to decrease the volume.

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

## Directions in the Student View

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

Subtest	Directions
Verbal Analogies	<p>To answer the questions in this test, figure out how the first pair of words goes together. Then find the word that makes the next pair go together in the same way. You will have 10 minutes to complete this test. Keep working until you reach the end of the test. If you finish early you may check your answers by using the <b>Review</b> button.</p> <p>Try to answer every question. If you cannot answer a question, try the next one. If there is time, go back to the questions you skipped. If you have any questions, raise your hand and someone will help you. Click <b>Next</b> to begin the test.</p>
Sentence Completion	<p>To answer the questions in this test, read the sentence and the answer choices below it. Then find the word that best completes the sentence. You will have 10 minutes to complete this test. Keep working until you reach the end of the test. If you finish early you may check your answers by using the <b>Review</b> button.</p> <p>Try to answer every question. If you cannot answer a question, try the next one. If there is time, go back to the questions you skipped. If you have any questions, raise your hand and someone will help you. Click <b>Next</b> to begin the test.</p>
Verbal Classification	<p>To answer these questions, decide how the first three words are alike. Then find the answer choice that is most like the first three words. You will have 10 minutes to complete this test. Keep working until you reach the end of the test. If you finish early you may check your answers by using the <b>Review</b> button.</p> <p>Try to answer every question. If you cannot answer a question, try the next one. If there is time, go back to the questions you skipped. If you have any questions, raise your hand and someone will help you. Click <b>Next</b> to begin the test.</p>
Number Analogies	<p>To answer the questions in this test, figure out the rule that the first two pairs of numbers follow. Then use that rule to find the missing number in the third pair. Most questions use only one rule. But some questions use two rules, such as adding and then doubling. You may use your scratch paper to help you find the correct answer. You will have 10 minutes to complete this test. Keep working until you reach the end of the test. If you finish early you may check your answers by using the <b>Review</b> button.</p> <p>Try to answer every question. If you cannot answer a question, try the next one. If there is time, go back to the questions you skipped. If you have any questions, raise your hand and someone will help you. Click <b>Next</b> to begin the test.</p>
Number Puzzles	<p>To answer the questions in this test, find the missing number that goes in the square. You may use your scratch paper to help you find the correct answer. You will have 10 minutes to complete this test. Keep working until you reach the end of the test. If you finish early you may check your answers by using the <b>Review</b> button.</p>

*Continued on next page...*

Subtest	Directions
Number Puzzles, <i>continued</i>	Try to answer every question. If you cannot answer a question, try the next one. If there is time, go back to the questions you skipped. If you have any questions, raise your hand and someone will help you. Click <b>Next</b> to begin the test.
Number Series	<p><b>Level 9</b></p> <p>To answer the questions in this test, figure out the pattern that the numbers make. Then choose the answer that continues the pattern. You may use scratch paper to help you find the correct answer. You will have 10 minutes to complete this test. Keep working until you reach the end of the test. If you finish early you may check your answers by using the <b>Review</b> button.</p> <p>Try to answer every question. If you cannot answer a question, try the next one. If there is time, go back to the questions you skipped. If you have any questions, raise your hand and someone will help you. Click <b>Next</b> to begin the test.</p> <p><b>Levels 10–17/18</b></p> <p>To answer the questions in this test, figure out the rule that the numbers in the series follow. Then apply the rule to find the number that comes next in the series. You may use your scratch paper to help you find the correct answer. You will have 10 minutes to complete this test. Keep working until you reach the end of the test. If you finish early you may check your answers by using the <b>Review</b> button.</p> <p>Try to answer every question. If you cannot answer a question, try the next one. If there is time, go back to the questions you skipped. If you have any questions, raise your hand and someone will help you. Click <b>Next</b> to begin the test.</p>
Figure Matrices	<p><b>Levels 9–11</b></p> <p>To answer the questions in this test, first decide how the figures in the top row go together. Then make the figures in the bottom row of the puzzle go together in the same way. You will have 10 minutes to complete this test. Keep working until you reach the end of the test. If you finish early you may check your answers by using the <b>Review</b> button.</p> <p>Try to answer every question. If you cannot answer a question, try the next one. If there is time, go back to the questions you skipped. If you have any questions, raise your hand and someone will help you. Click <b>Next</b> to begin the test.</p> <p><b>Levels 12–17/18</b></p> <p>The questions in this test show a matrix with a missing figure. You must select the answer choice that best completes the matrix. You will have 10 minutes to complete this test. Keep working until you reach the end of the test. If you finish early you may check your answers by using the <b>Review</b> button.</p> <p>Try to answer every question. If you cannot answer a question, try the next one. If there is time, go back to the questions you skipped. If you have any questions, raise your hand and someone will help you. Click <b>Next</b> to begin the test.</p>
Paper Folding	<p><b>Level 9</b></p> <p>To answer the questions in this test, first look at the pictures that show how the piece of paper is folded and where holes or shapes are cut out. Then decide how the paper will look when it is unfolded. You will have 10 minutes to complete this test. Keep working until you reach the end of the test. If you finish early you may check your answers by using the <b>Review</b> button.</p>

*Continued on next page...*

Subtest	Directions
Paper Folding, <i>continued</i>	<p><b>Level 9, <i>continued</i></b> Try to answer every question. If you cannot answer a question, try the next one. If there is time, go back to the questions you skipped. If you have any questions, raise your hand and someone will help you. Click <b>Next</b> to begin the test.</p> <p><b>Levels 10–17/18</b> To answer the questions in this test, first look at the pictures that show how a square piece of paper is folded and where holes are punched in it. Then figure out how the paper will look when it is unfolded. You will have 10 minutes to complete this test. Keep working until you reach the end of the test. If you finish early you may check your answers by using the <b>Review</b> button.</p> <p>Try to answer every question. If you cannot answer a question, try the next one. If there is time, go back to the questions you skipped. If you have any questions, raise your hand and someone will help you. Click <b>Next</b> to begin the test.</p>
Figure Classification	<p>To answer the questions in this test, decide how the figures in the top row are like each other. Then find the answer choice that is most like them. You will have 10 minutes to complete this test. Keep working until you reach the end of the test. If you finish early you may check your answers by using the <b>Review</b> button.</p> <p>Try to answer every question. If you cannot answer a question, try the next one. If there is time, go back to the questions you skipped. If you have any questions, raise your hand and someone will help you. Click <b>Next</b> to begin the test.</p>

## Creating a Testing Session

You can create testing sessions at any time before testing. When you create a testing 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 Administration Times,” beginning on page 3, so that students can continue testing from one subtest to the next in the series without logging in to each testing 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 9, it is recommended that you administer the three test batteries in three separate testing periods, each scheduled on a different day.
- For Levels 10–17/18, it is recommended that you administer the three test batteries in three separate testing periods. 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.

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

## To create a testing session:

1. Log on to the *DataManager* Proctor application. See “Logging On to the *DataManager* Proctor Application” on page 16 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 7 Complete**.
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. See “Subtest Descriptions and Administration Times” on page 3 for information about the subtests.

7. In the **Test Admin Type** list, select **Proctor Led**, **Audio-English**, or **Audio-Spanish**.
8. In the **Session Name** box, 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 4 Number Analogies). The session name must be unique for the test event you selected.
9. Click **Create Session**. Your session appears 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
<a href="#">Wilson 12 Audio Spanish Number Analogies</a>	Audio-Spanish	CogAT 2013 Testing	CogAT 7 Complete	Level 17/18	QUANTITATIVE / Number Analogies	21-8556	✘
<a href="#">Wilson 12 Audio English Number Analogies</a>	Audio-English	CogAT 2013 Testing	CogAT 7 Complete	Level 17/18	QUANTITATIVE / Number Analogies	80-9555	✘
<a href="#">West 10 Proctor Led Figure Matrices</a>	Proctor Led	CogAT 2013 Testing	CogAT 7 Complete	Level 15/16	NONVERBAL / Figure Matrices	22-3882	✘

## Deleting a Testing Session

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

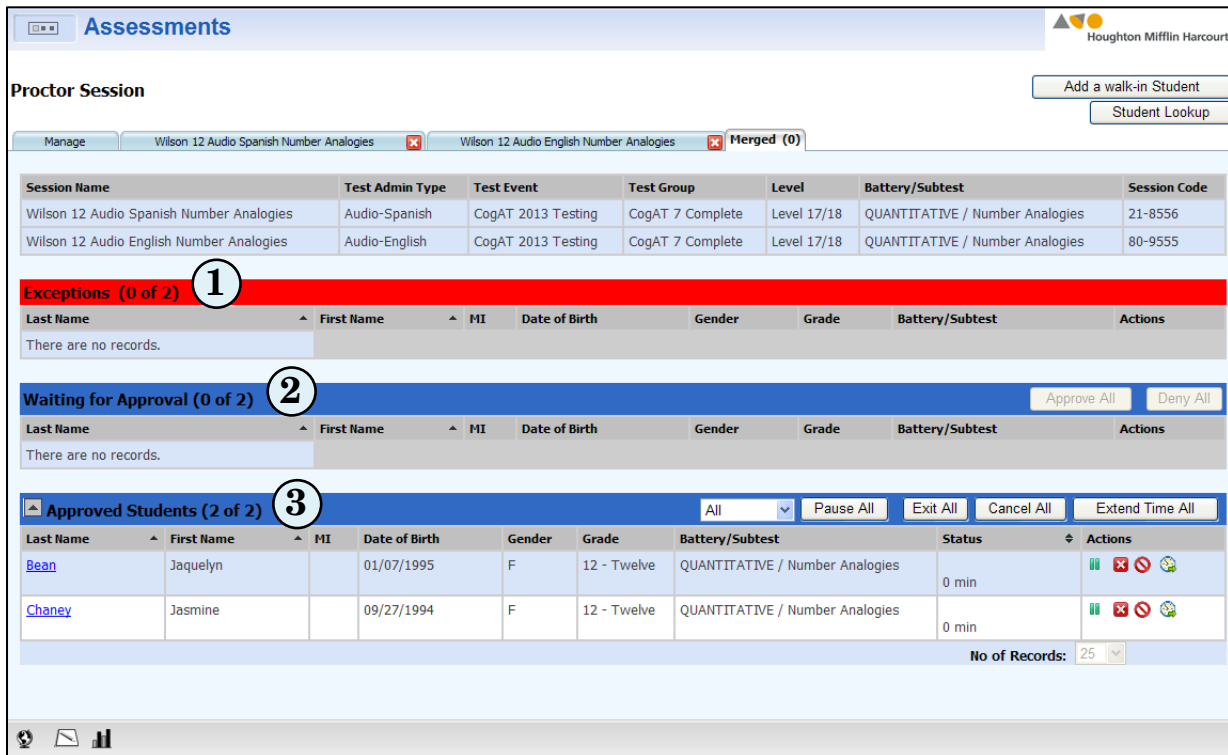
### To delete a testing session:

1. On the **Manage** tab, find the testing 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 testing session.

## Managing Multiple Testing Sessions

You can administer more than one audio testing session simultaneously by opening multiple testing sessions from the **Manage** tab (see “Opening the Testing Session” on page 18). Sessions can be different test levels or subtests; for example, you can open a Level 9 Verbal Analogies and a Level 10 Number Series audio testing 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 testing 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 testing session tab. The **Merged** tab displays session information for up to five self-paced testing sessions.











The screenshot shows the Proctor application interface with the following components:

- Session Header:** Displays session information for two sessions: Wilson 12 Audio Spanish Number Analogies and Wilson 12 Audio English Number Analogies. The Merged tab is active, showing 0 merged sessions.
- Exceptions (0 of 2):** A table with columns: Last Name, First Name, MI, Date of Birth, Gender, Grade, Battery/Subtest, and Actions. It contains the text "There are no records."
- Waiting for Approval (0 of 2):** A table with columns: Last Name, First Name, MI, Date of Birth, Gender, Grade, Battery/Subtest, and Actions. It contains the text "There are no records."
- Approved Students (2 of 2):** A table with columns: Last Name, First Name, MI, Date of Birth, Gender, Grade, Battery/Subtest, Status, and Actions. It lists two students: Bean, Jaquelyn and Chaney, Jasmine.

Session Name	Test Admin Type	Test Event	Test Group	Level	Battery/Subtest	Session Code
Wilson 12 Audio Spanish Number Analogies	Audio-Spanish	CogAT 2013 Testing	CogAT 7 Complete	Level 17/18	QUANTITATIVE / Number Analogies	21-8556
Wilson 12 Audio English Number Analogies	Audio-English	CogAT 2013 Testing	CogAT 7 Complete	Level 17/18	QUANTITATIVE / Number Analogies	80-9555

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

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

Last Name	First Name	MI	Date of Birth	Gender	Grade	Battery/Subtest	Status	Actions
Bean	Jaquelyn		01/07/1995	F	12 - Twelve	QUANTITATIVE / Number Analogies	0 min	   
Chaney	Jasmine		09/27/1994	F	12 - Twelve	QUANTITATIVE / Number Analogies	0 min	   

No of Records: 25

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

- ① Students appear in the **Exceptions** area if they are not assigned to the testing 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.

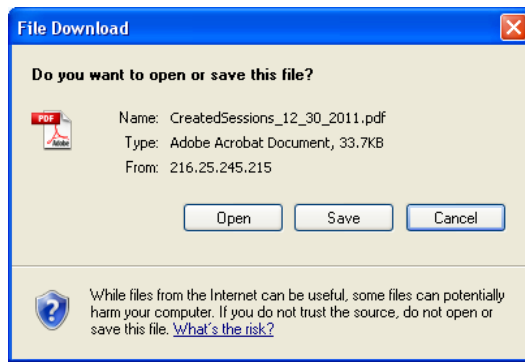
- ② The **Waiting for Approval** area shows students who have logged in for the session and who are waiting for approval to begin the subtest.
- ③ Once students are approved, their names appear in the **Approved Students** area. Students can start testing immediately after they have been approved.

## Printing a Testing Session List

You can export testing session information to a PDF file to organize test administration tasks on the day of testing and to help prepare for test setup between sessions. The testing sessions are listed in the selected sort order in which they display on the **Manage** tab.

### To print a testing session list:

1. On the **Manage** tab, click the print button (🖨️) on the **Created Sessions** bar.
  - If you are using a Mac, a PDF file of the session list will automatically download to your download folder. Open the download folder to access the file.
  - If you are using a PC, the **File Download** dialog box appears. Continue with step 2.



**Note:** The **File Download** dialog box may be different depending on the browser you are using.

2. Do one of the following from the **File Download** dialog box:
  - Click **Open** to open a PDF file of the session list in Adobe® Reader®. A list of all the testing sessions appears in the order in which they appear on the **Manage** tab.
  - Click **Save** to save the list as a PDF file. The **Save As** dialog box appears. In the **Save in** box, select a folder. In the **File name** box, type a file name, and then click **Save**. The file is saved to the folder you selected.
  - Click **Cancel** to return to the **Manage** tab without creating a PDF file.
3. In your browser window or in Adobe Reader, click the **Print** button. The **Print** dialog box appears.
4. Click **OK** to print the testing session list.

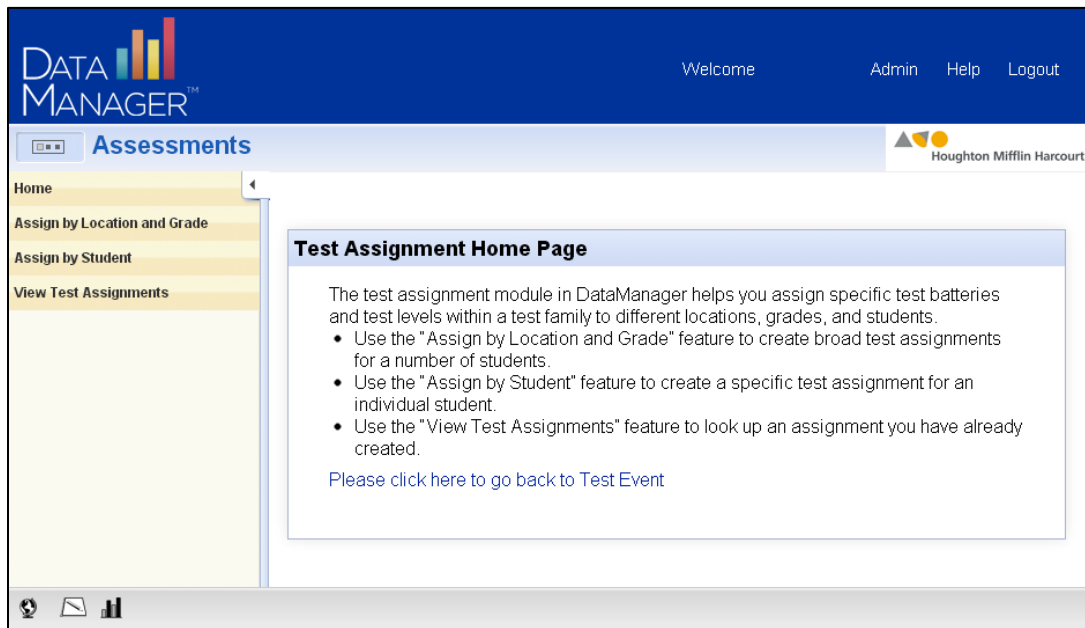
# Printing Student Login Information

Student login 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 login information slips to provide to students on the day of testing.

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

## To print student login information:

1. Open the **Edit Test Event** page associated with the test assignment and student login information you want to print. See "Creating and Managing Test Events" in the *DataManager Assessments User's Guide* for more information about test events.
2. In the **Complete Tasks for this Event** area, click **Create/Manage Test Assignments**. The **Test Assignment Home Page** appears.



3. In the **Navigation** menu, click **View Test Assignments**. The **View Test Assignments** page appears.

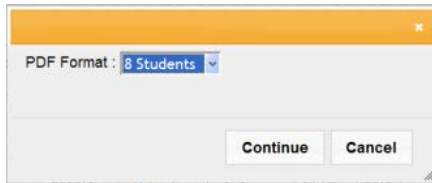


4. In the **Location** field, click **(None)** to display the location hierarchy.
  - a. Click the right arrow ( ▶ ) to expand the hierarchy. Click the down arrow ( ▼ ) to collapse the hierarchy.
  - b. Select a school or class location level. A list of assignments for that location appears.

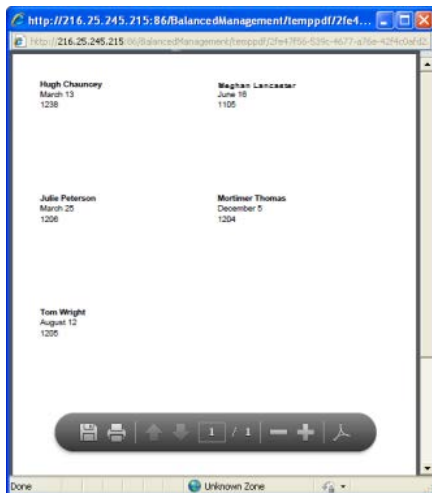
**Note:** Student login information can be printed only for locations at or below the school level.

View Test Assignments									
Test Event		CogAT - Spring							
Location*		Washington Elementary							
<a href="#">Export All</a>									
Assignment ID	Assignment Type	Location	Grade	Test Group	Level	Administration Mode	Battery/Subtest	Test Admin Type	Actions
18136	LocGrd	Washington Elementary	3 - Three	CogAT 7 Complete	Level 9	Online	Verbal, Quantitative, Nonverbal	Proctor Led, Proctor Led, Proctor Led	
18137	LocGrd	Washington Elementary	4 - Four	CogAT 7 Complete	Level 10	Online	Verbal, Quantitative, Nonverbal	Proctor Led, Proctor Led, Proctor Led	

- Locate the assignment for which you want to print student login information.
- In the **Actions** column, click the **Print Test Roster** button (). The **Print Test Roster Format** dialog box appears.



- In the **PDF Format** list, select a print template. You can print student login information in groups of eight or thirty students per page.
- Click **Continue**. The student login information appears in a new window. The **Adobe Reader** toolbar appears at the bottom of the displayed document.



- In your browser window, click the Adobe Reader **Print** button. The **Print** dialog box appears.
- Click **OK** to print the student login information.

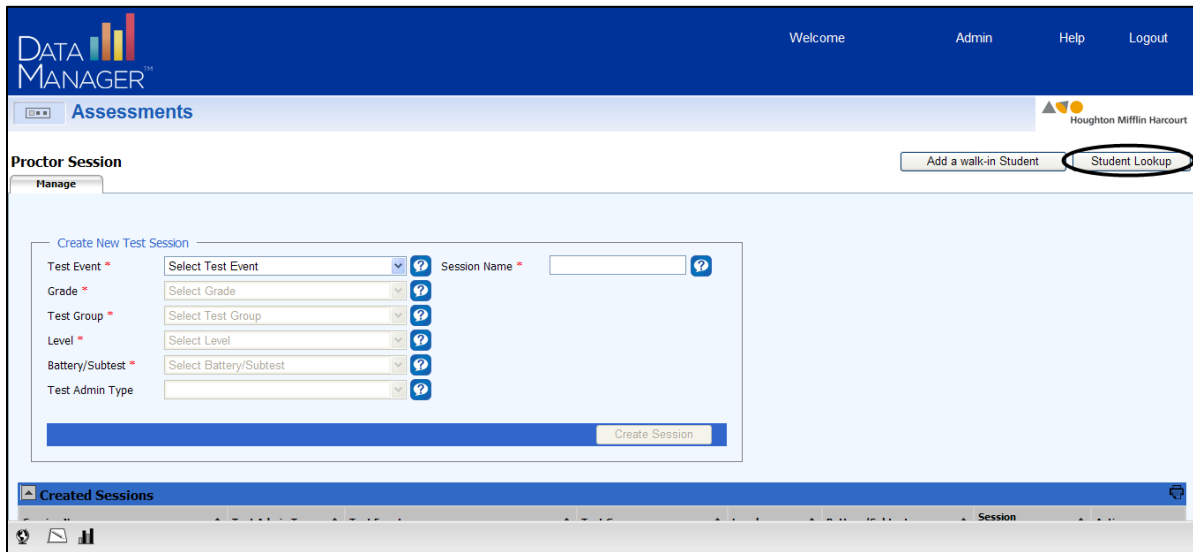
# Viewing Student Status Information

The **Student Status** tab provides access to detailed student information that can assist you in helping students log in to a testing session. **Student Status** provides the following information about each student to identify potential testing session login and roster data issues:

- the name of the student with the exact spelling as it appears 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

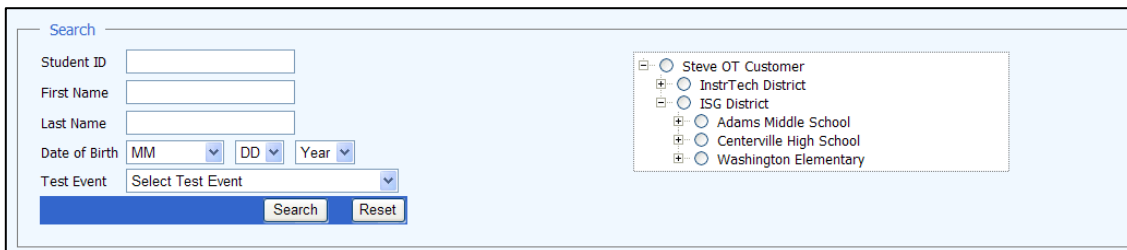
## To view student status information:

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



The **Student Status** tab appears.

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** box, type the student’s unique identification number.
  - In the **First Name** box, type the student’s first name.
  - In the **Last Name** box, type the student’s last name.
  - In the **Date of Birth** box, click the down arrow 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 appears and lists the results that meet the selected search criteria.

**Note:** If the search returns more than 100 items, a dialog box appears 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, you can add the student. See “Adding a Student to a Roster” on page 42 for more information.

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

<span style="color: green;">■</span> Completed <span style="color: yellow;">■</span> In Progress <span style="color: red;">■</span> Not Started <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">1</span>				
Student				
<b>Teagarden, Mary</b> DOB : 02/13/2006 Student ID : 1201 <b>CogAT</b> Fall 2012 CogAT 7 Screening Form Grade 1 - One Level 5/6 <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">2</span>	Getting Started	Picture Analogies	Number Analogies	Figure Matrices
<b>Thomas, Mortimer</b> DOB : 12/05/2004 Student ID : 1204 <b>CogAT</b> Fall 2012 CogAT 7 Complete Grade 2 - Two Level 7 <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span>	Getting Started	Picture Analogies	Sentence Completion	Picture Classification
<b>Tongue, Lilia</b> DOB : 08/01/1997 Student ID : 1229 <b>CogAT</b> Fall 2012 CogAT 7 Complete Grade 10- Ten Level 15/16	Getting Started	Verbal Analogies	Sentence Completion	Verbal Classification

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 appear 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.

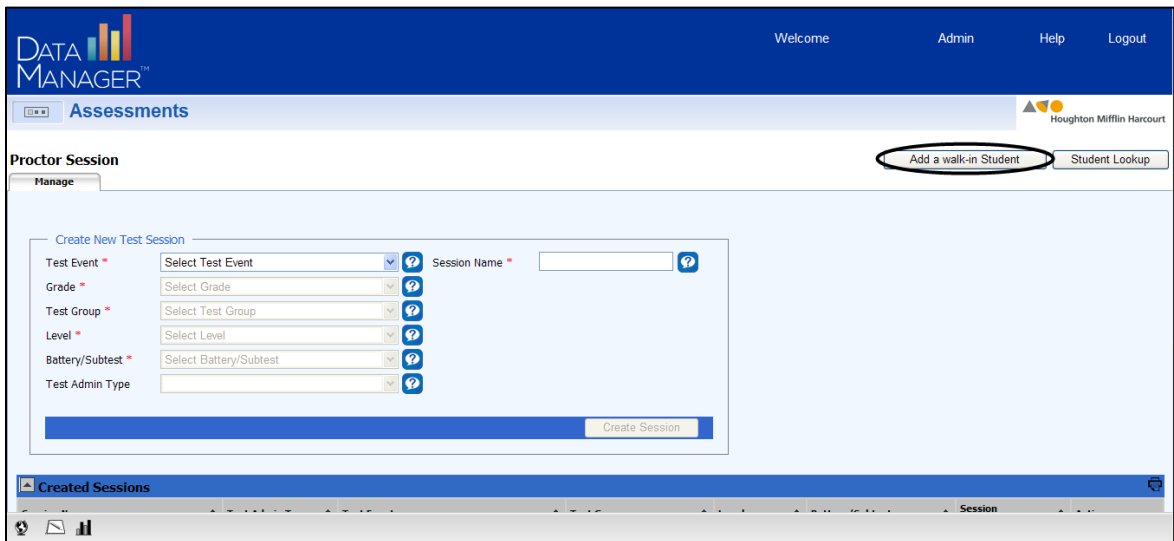
A roster is the relationship between students and their locations. This relationship determines the groups in which students can be tested and the way data will be reported. Riverside creates rosters for you based on the student and location data you provide. Sometimes you may need to add a student to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

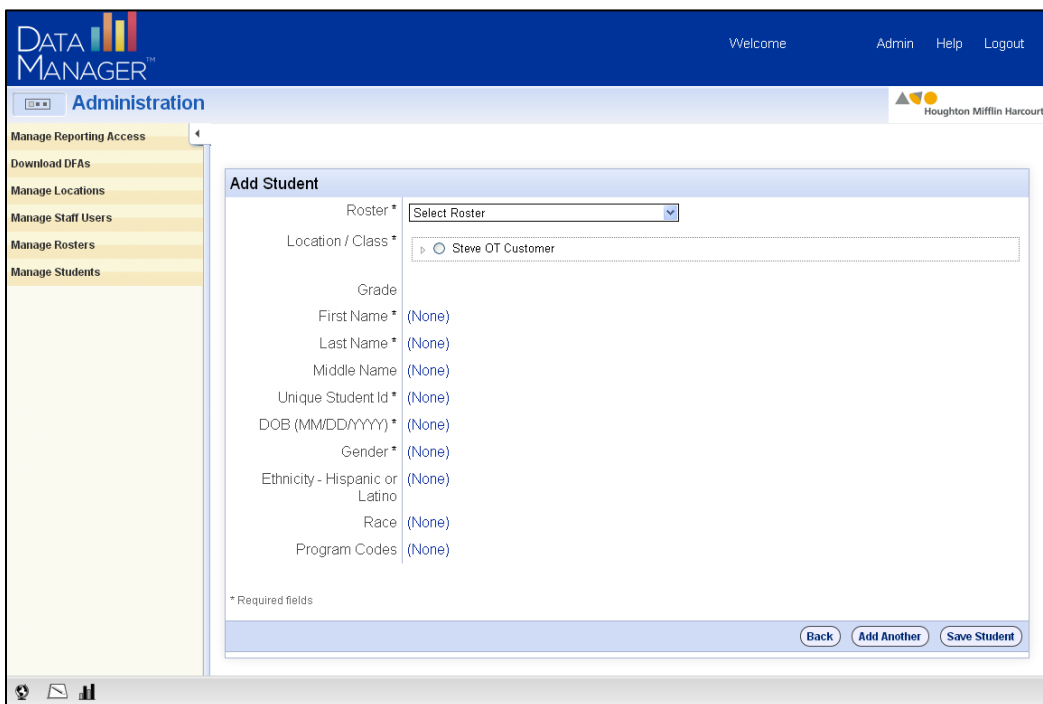
The **Add a walk-in Student** feature allows you to quickly add a student to an existing roster.

### 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 **Add Student** page appears. Fields with an asterisk (\*) are required.



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 appears. 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. Do one of the following:
  - If you have other students to enter, click **Add Another**.
  - If you are finished adding students, click **Save Student**. A confirmation message appears and informs you that the student has been successfully added to the roster.

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

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

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

**Note:** When you save and close a student’s testing 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 testing session.



# Saving and Closing a Testing Session for All Students



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

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



**Note:** When you save and close a testing 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 testing session.

# Pausing and Resuming a Testing Session for an Individual Student

## To pause a testing session for an individual student:

1. If you are administering an audio test, continue to step 2. If you are administering a proctor-led test, click the session tab.
2. On the session tab, click the pause button () in the **Approved Students** area in the row where the student's name appears. The student's testing session is paused, and the pause button becomes a play button () .
3. When you pause a testing session, a confirmation dialog box appears in the student view. Instruct the student to click or tap **OK**. The **Draw Here** page appears in the student view until the testing session resumes.

## To resume a testing session for an individual student:

1. On the session tab, click the play button () in the **Approved Students** area in the row where the student's name appears.
  - If you are administering a subtest with audio, the student will continue from the question the student was working on when you paused the testing session, and the play button becomes a pause button () .
  - If you are administering a proctor-led subtest, continue to step 2.
2. Click the **Proctor Led** tab.
3. Continue to proctor the testing session from the question the student was working on when you paused the testing session.

# Pausing and Resuming a Testing Session for All Students

## To pause a testing session for all students:

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

## To resume a testing session for all students:

1. On the session tab, 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 testing session.
  - If you are administering a proctor-led subtest, continue to step 2.
2. Click the **Proctor Led** tab.
3. Continue to proctor the testing session from the question students were working on when you paused the testing session.

# Canceling a Testing Session for an Individual Student

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

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

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

## Canceling a Testing Session for All Students

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

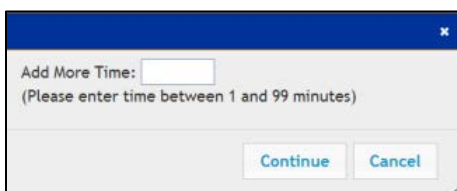
1. If you are administering an audio test, continue to step 2. If you are administering a proctor-led test, click the session tab.
2. On the session tab, click **Cancel All** on the **Approved Students** bar. The session ends for all students in the testing session.
3. When you cancel a testing session,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

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

## Extending Time in a Testing Session for an Individual Student

### To extend time in a testing session for an individual student:

1. If you are administering an audio test, continue to step 2. If you are administering a proctor-led test, click the session tab.
2. On the session tab, click the extend time button (🕒) on the row where the student's name appears. The **Add More Time** dialog box appears.



3. In the **Add More Time** box, type the number of minutes you want to extend the testing session. You can enter a value between 1 and 99.

**Note:** You cannot extend time for a student's testing session if the time value in the **Status** column in the session tab is "0." If you need to extend time after time has expired, contact the *DataManager* Support Center.

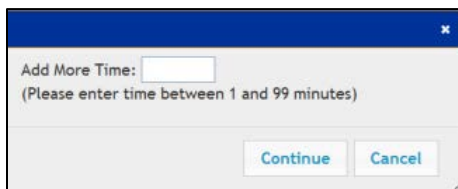
4. Click **Continue**. A message displays at the top of the session tab confirming that the student's testing session has been extended.

**Note:** The updated time to complete the test will refresh in the **Status** column after the student clicks or taps the **Next** button to move to the next test question.

## Extending Time in a Testing Session for All Students

### To extend time in a testing session for all students:

1. If you are administering an audio test, continue to step 2. If you are administering a proctor-led test, click the session tab.
2. On the session tab, click the **Extend Time All** button on the **Approved Students** bar. The **Add More Time** dialog box appears.



3. In the **Add More Time** box, type the number of minutes you want to extend the testing session. You can enter a value between 1 and 99.  
**Note:** You cannot extend time for students' testing sessions if the time value in the **Status** column in the session tab is "0." If you need to extend time after time has expired, contact the *DataManager* Support Center.
4. Click **Continue**. A message displays at the top of the session tab confirming that the students' testing sessions have been extended.

**Note:** The updated time to complete the test will refresh in the **Status** column after students click or tap the **Next** button to move to the next test question.



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