Cognitive Abilities Test™
David F. Lohman

Houghton
Mifflin
Harcourt

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# Contents

## Part 1 Prepare for Testing ................................................................. 1
- About This Guide ............................................................................. 1
- Purpose ............................................................................................. 1
- How to Use This Guide ................................................................. 1
- About the CogAT Screening Form .................................................. 1
- About the CogAT Post-Screening Form ........................................... 2
- Testing with Levels 5/6–8 ................................................................. 2
- Question and Answer Format .......................................................... 3
- Practice Questions ........................................................................... 3
- Subtest Descriptions and Estimated Administration Times .......... 3
- Online Testing with DataManager .................................................. 5
  - About DataManager ................................................................. 5
  - About the Proctor Application ................................................... 5
  - About the Student View ............................................................ 5
  - About the Getting Started Tutorial .......................................... 6
- Test Administration Guidelines ....................................................... 6
- Accommodations and Modifications .............................................. 8
  - Students with Special Needs ....................................................... 8
  - English Language Learners (ELLs) .............................................. 9
  - Typical Accommodations ............................................................ 9
  - Post-Screening Form Modifications ......................................... 10
- Setting Up Testing Sessions ............................................................ 11
  - Scheduling Recommendations .................................................... 11
- Obtaining Materials and Equipment .............................................. 12
  - Supply List .................................................................................. 12
- Emergencies and Irregularities during Testing ............................... 12
  - Guidelines .................................................................................. 12
  - Troubleshooting ......................................................................... 13
- Pretesting Checklist ........................................................................ 13

## Part 2 Administer the Tests ............................................................. 17
- Overview of the Test Administration Process ................................. 17
- Logging On to the DataManager Proctor Application ................... 18
  - Log On with a Session Code ....................................................... 18
  - Log On without a Session Code ................................................. 19
- Opening the Testing Session ............................................................ 20
- Introducing the Test and Instructing Students to Log In ................. 21
- Confirming the Student Roster for This Session ............................ 23
Prepare for Testing

Part 1

About This Guide

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

How to Use This Guide
This guide is to be used during the online administration of Form 7 of the *Cognitive Abilities Test (CogAT) Screening Form*, Levels 5/6–8.

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

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

The primary purpose of the *CogAT Screening Form* is to provide a quick, reliable, and valid data point to anchor other measures that inform decisions on student placement in gifted and talented programs. The *CogAT Screening Form* should be administered when schools want to reduce the amount of testing and intend to use *CogAT* scores solely to screen students for possible inclusion in programs for the gifted and talented.

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

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

**About the CogAT Post-Screening Form**

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

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

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

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

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

**Testing with Levels 5/6–8**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Test Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5/6</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

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

**Question and Answer Format**

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

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

- Students taking the test on a mobile device (for example, iPad or Chromebook tablet) review the pictorial questions and answer pictures and tap an answer choice.

**Audio**

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

**Practice Questions**

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

**Proctor Led**

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

**Audio**

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

**Subtest Descriptions and Estimated Administration Times**

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

- For proctor-led administrations, allow additional time before administering each subtest to log students in to the system, read directions to the students, work through the practice questions, and answer any questions students may have.

- For audio administrations, allow additional time per testing period for students to 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.
### Screening Form Subtests

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

### Post-Screening Form Subtests

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

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

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

**🎧 Audio**

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

You can administer more than one audio testing session simultaneously. For more information about administering multiple testing sessions simultaneously, see “Managing Multiple Testing Sessions” on page 37.

*About the Student View*

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

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

- Students taking the test on a mobile device review the answer choices and tap an answer choice.

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

**Audio**
Audio plays for the directions at the beginning of each subtest and for each question. Students work at their own pace, advancing to the next question by clicking or tapping the Go button or by swiping the page from right to left. For more information about the student view, see “Test-Taking Tools in the Audio Student View” on page 33.

**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 students to review the information more than once.

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

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

- **Decide how the test will be administered and by whom.** Both the CogAT Screening Form and Post-Screening Form are designed to be group-administered tests; however, they may be administered individually if desired. The subtests and directions are constructed for relatively easy administration by classroom teachers. The subtests should be administered by someone who is familiar to the students and who has a good rapport with them. No special training in educational or psychological testing is required.

- **Monitor students.** Studies show that young students are quite capable of taking both
the CogAT Screening Form and Post-Screening Form. Nevertheless, it is important to monitor students to make sure each one understands the subtest instructions and is using a device to answer questions properly. The test format is easy for even young students to follow. However, if a class is large or if there are many students who are likely to need assistance, we strongly recommend that you arrange for qualified proctors to assist you during testing. Proctors can assist students as needed, allowing you to remain at your computer during testing. Typically, a test administrator or proctor can reasonably supervise up to 15 students. When more than 15 students are testing, consider adding proctors. Alternatively, you may administer the test in small groups to students who may be distracted by the pace at which their peers work, who may need extra breaks, or who may be disruptive in a larger group.

- **Observe students during the practice questions.** Students cannot do their best if they do not understand the directions and the practice questions. Always try to ensure that students understand what they are supposed to do before starting the subtest. Once testing begins, you may not answer questions about specific items. For example, do not identify pictures for students. However, questions about procedures and the mechanics of test taking may be answered anytime.

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

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

- **Pace the test to fit the students.** Levels 5/6–8 of the CogAT Screening Form and Post-Screening Form are designed to measure how well, rather than how rapidly, students solve reasoning problems. For this reason, the subtests are not timed. For classes in which some of the students are likely to take much longer than others, it may be best to administer the test in two separate groups. These groups could be formed on the basis of how quickly the students typically work. If possible, schedule an aide to engage the group that is not being tested while you administer the test to the other group. If you choose to divide the class into groups, you will need to create additional testing sessions. See “Creating a Testing Session” on page 35.

  **Proctor Led**
  As you guide students through the practice questions and the subtest, adjust the pace of the testing to fit the skill level of the students. Pacing the test helps to ensure that students who would otherwise rush through the questions have time to examine each question and consider all of the answer choices.
The rate at which students are paced through the questions should vary for different groups of students. The pace should be made to fit the students; the students should not be required to fit the pace. For classes in which some of the students are likely to take much longer than others, it may be best to administer the test in two separate groups.

Speaker

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

Accommodations and Modifications

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

Students with Special Needs

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

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

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

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

**Typical Accommodations**

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

**Students with IEPs or Section 504 Plans**

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tested Off Level</strong></td>
<td>Students who work at an instructional level well above or well below that of their grade peers may take a higher or lower level of the test. (Level 5/6 is the lowest available level.) Reading skills should not be a concern, since the Levels 5/6–8 tests do not require any reading on the part of the students. However, the range of difficulty of the questions in the Levels 5/6–8 tests allows most students to obtain accurate scores using the on-level test.</td>
</tr>
</tbody>
</table>
| **Repeated Directions**        | 🗣️ Proctor Led  
The test administrator may read aloud the directions and item prompts as many times as necessary to ensure that all students understand what they are supposed to do. If you have some students who may need all of these directions and item prompts repeated as a testing accommodation, then you may want to consider administering the test with audio or administering the paper-and-pencil test to those students. |
| **Audio**                      | 🎧 For each subtest, students may play the directions and item prompts as many times as necessary to ensure they understand what they are supposed to do. |
| **Separate Location**          | 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. |
| **Assistance with the Online Test** | 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. |
| **Other**                      | 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)

<table>
<thead>
<tr>
<th>Small Group/Individual Administration</th>
<th>Students may be tested in small groups or individually. There is no minimum group-size requirement for test administration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tested Off Level</td>
<td>Students who work at an instructional level well above or well below that of their grade peers may take a higher or lower level of the test. (Level 5/6 is the lowest available level.) Reading skills should not be a concern, since the Levels 5/6–8 tests do not require any reading on the part of the students. However, the range of difficulty of the questions in the Levels 5/6–8 tests allows most students to obtain accurate scores using the on-level test.</td>
</tr>
</tbody>
</table>
| Repeated Directions                   |  Proctor Led
The test administrator may read aloud the directions and item prompts as many times as necessary to ensure that all students understand what they are supposed to do. If you have some students who may need all of these directions and item prompts repeated as a testing accommodation, then you may want to consider administering the test with audio or administering the paper-and-pencil test to those students.

 Audio
For each subtest, students may play the directions and item prompts as many times as necessary to ensure they understand what they are supposed to do. |
| Test Administered by ELL Teacher or Individual Providing Language Services | 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. |
| Directions Administered in a Language Other Than English | The directions and item prompts may be administered in a language other than English. The online test with Spanish audio is available for Levels 5/6–8. |

Post-Screening Form Modifications

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

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

You can set up testing sessions at any time before testing. You may need to set up more than one testing session to complete your testing. For instructions on how to create testing sessions in DataManager, see “Creating a Testing Session” on page 35.

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

Supply List
The following items must be available when testing begins:

| ✔ Directions for Online Administration | You will need a printed copy of this Directions for Online Administration. |
| ✔ 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. For instructions on how to print student login information slips, see “Printing Student Login Information” on page 39. |
| ✔ Session Code | You will need the session code corresponding to the testing session you are administering. You can find the session code on the DataManager Manage tab in the Created Sessions area. For instructions on how to print session codes, see “Printing a Testing Session List” on page 38. |
| ✔ Headphones | 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. |
| ✔ Spare Computers, Mobile devices | 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 35. 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 46.
• 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.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student’s behavior disrupts testing for the group.</td>
<td>Click <strong>Pause All</strong> to pause testing. A confirmation dialog box appears in the student view. Instruct students to click or tap <strong>OK</strong>. Remove the source of the problem and then click <strong>Resume All</strong> to resume testing when the group has calmed down. See “Pausing and Resuming a Testing Session for All Students” on page 47.</td>
</tr>
<tr>
<td>A student is clearly ill or upset.</td>
<td>Cancel the student’s test. See “Canceling a Testing Session for an Individual Student” on page 47.</td>
</tr>
<tr>
<td>Noise or weather interrupts testing.</td>
<td>Click <strong>Pause All</strong> to pause testing. A confirmation dialog box appears in the student view. Instruct students to click or tap <strong>OK</strong>. Click <strong>Resume All</strong> to resume testing when the noise ceases or it is safe to begin testing again.</td>
</tr>
<tr>
<td>A power outage interrupts testing.</td>
<td>Resume testing when power is restored.</td>
</tr>
<tr>
<td></td>
<td>• If testing resumes during the same day, students can log in using the same session code.</td>
</tr>
<tr>
<td></td>
<td>• If testing resumes the next day, you will need to create a new testing session. See “Creating a Testing Session” on page 35. 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.</td>
</tr>
<tr>
<td>The Internet connection is lost.</td>
<td>If Internet connectivity is lost for only a few students, click the pause button ( ) in the <strong>Approved Students</strong> 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.</td>
</tr>
</tbody>
</table>

*Continued on next page...*
### Troubleshooting, continued

<table>
<thead>
<tr>
<th>Problem</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Internet connection is lost, continued</td>
<td>If Internet connectivity is lost for all students, resume testing when connectivity is restored.</td>
</tr>
<tr>
<td></td>
<td>• If testing resumes during the same day, students can log in using the same session code.</td>
</tr>
<tr>
<td></td>
<td>• If testing resumes the next day, you will need to create a new testing session. See “Creating a Testing Session” on page 35. Students will log in using the new session code.</td>
</tr>
<tr>
<td></td>
<td>After students log in, the subtest will continue at the question each student was attempting during the previous testing session.</td>
</tr>
<tr>
<td>(Computer only) Audio is not delivering properly.</td>
<td>Adobe® Flash® is required to deliver online tests with audio. DataManager 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 Log In page.</td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Log In" /></td>
</tr>
<tr>
<td></td>
<td>If you are using a Microsoft Windows® XP computer and will be taking an audio-led assessment, you can click here to download Adobe Flash.</td>
</tr>
<tr>
<td>Audio is not working properly.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Pretesting Checklist

The following checklist will help you get ready for testing:

<table>
<thead>
<tr>
<th>Day before Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Read Part 2 of this guide to familiarize yourself with the administration procedures.</td>
</tr>
<tr>
<td>✓ 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.</td>
</tr>
<tr>
<td>✓ Check the availability of the materials listed in “Obtaining Materials and Equipment” on page 12.</td>
</tr>
<tr>
<td>✓ Confirm the phone number of your local technical support personnel.</td>
</tr>
<tr>
<td>✓ Verify that you have your user name and password.</td>
</tr>
<tr>
<td>✓ 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 39.</td>
</tr>
<tr>
<td>✓ Test administrators should verify that testing sessions are set up 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 38.</td>
</tr>
<tr>
<td>✓ Arrange for a testing area that is comfortable and well lit.</td>
</tr>
<tr>
<td>✓ Make the necessary physical arrangements in the room.</td>
</tr>
<tr>
<td>✓ Cover or remove visual aids such as word walls.</td>
</tr>
<tr>
<td>✓ Make whatever adjustments are needed for lighting, heating, ventilation, and control of visual or noise distractions.</td>
</tr>
<tr>
<td>✓ 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.</td>
</tr>
<tr>
<td>✓ 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.</td>
</tr>
<tr>
<td>✓ Ensure that proctors know what is expected of them during testing.</td>
</tr>
<tr>
<td>✓ 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.</td>
</tr>
<tr>
<td>✓ 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.</td>
</tr>
</tbody>
</table>
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.
Log on to the $DataManager$ Proctor Application

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

<table>
<thead>
<tr>
<th>If you...</th>
<th>Follow these instructions...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a session code</td>
<td>“Log On with a Session Code” below</td>
</tr>
<tr>
<td>Do not have a session code</td>
<td>“Log On without a Session Code” on the following page</td>
</tr>
</tbody>
</table>

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 37.

6. Continue with “Introducing the Test and Instructing Students to Log In” on page 21.

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 20.
   - 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.
5. Click **Assessments**. The **Find Assessments** page appears.

![Find Assessments](image)

**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.

6. Locate the test event for which you want to administer an online testing session.

7. 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.

8. 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.

![Log In](image)

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

1. 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 ( ).

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

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 37.

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

Follow the steps below 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 39 for instructions on how to print student login information for the current session.

2. Write the testing 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 Estimated 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.

4. 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 name and birth day, tell students to type their name, exactly as shown on their login information slip, 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 number, tell students to type their student ID number, exactly as shown on their login information slip, into the Student ID box on the student Log In page.

5. Tell students to type the session code shown on the board into the Session Code box.

6. 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.

7. 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.

<table>
<thead>
<tr>
<th>If students...</th>
<th>then...</th>
</tr>
</thead>
<tbody>
<tr>
<td>See a different name at the top of the Draw Here page</td>
<td>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 47 for more information.</td>
</tr>
</tbody>
</table>
| Are having trouble logging in using their names and birth days | Try having them log in using their unique ID numbers. If a student still cannot log in, verify the following:  
  • The student is assigned to take the test.  
  • The student is assigned to take the test at the level being tested.  
  • If the student is taking part 2 of a two-part test, the student has completed part 1.  
  • The student has not already completed the test.  
  • The student is logging in with either a unique name/birth day combination or a unique student ID number. |
<table>
<thead>
<tr>
<th>If students...</th>
<th>then...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are having trouble logging in using their names</td>
<td>• The student is using the correct login information.</td>
</tr>
<tr>
<td>and birth days, continued</td>
<td>• The student is not attempting to log in to the testing session</td>
</tr>
<tr>
<td></td>
<td>before the proctor opens the testing session.</td>
</tr>
</tbody>
</table>

## 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 43.

**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.

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

**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 test items before you start the subtest.

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

1. Students who have 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:

<table>
<thead>
<tr>
<th>If you want to…</th>
<th>Then do this…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approve all students</td>
<td>Click <strong>Approve All</strong> on the <strong>Waiting for Approval</strong> bar. The students are moved to the <strong>Approved Students</strong> area, and the <strong>Welcome</strong> page appears on the students’ devices. Continue with step 2.</td>
</tr>
<tr>
<td>Approve individual students</td>
<td>Click the approve button (✔) in the <strong>Actions</strong> column on the row where each student’s name appears. The student is moved to the <strong>Approved Students</strong> area, and the <strong>Welcome</strong> page appears on the student’s device. Continue with step 2.</td>
</tr>
<tr>
<td>Deny all students</td>
<td>Click <strong>Deny All</strong> in the <strong>Waiting for Approval</strong> bar. The students are removed from the <strong>Waiting for Approval</strong> area, and the <strong>Log In</strong> page appears on the students’ devices.</td>
</tr>
<tr>
<td>Deny individual students</td>
<td>Click the deny button (✖) in the <strong>Actions</strong> column on the row where each student’s name appears. The student is removed from the <strong>Waiting for Approval</strong> area, and the <strong>Log In</strong> page appears on the student’s device.</td>
</tr>
</tbody>
</table>

2. After all students have been approved, click the **Proctor Led** tab. The **Welcome** page appears.

3. Click **Go** in the lower-right corner to advance to the first practice question. Follow the directions in the **Directions for Administration** area. You may need to scroll down in the **Directions for Administration** area to see the entire item. See “Directions for Administration Area” on page 32 for more information.

   - Answer any questions about the practice questions and help any students having difficulty.
   - Do not begin the subtest until students understand what they are supposed to do.
   - Once testing begins, you may not answer questions about specific items. For example, do not identify pictures for students. However, questions about procedures and the mechanics of test taking may be answered any time.

4. After you have completed the practice questions and are confident that students know what to do, click **Go** in the lower-right corner to start the subtest.

5. Follow the directions in the **Directions for Administration** area.

   - Before you begin reading each question, ask students to check the question number in the upper-right corner of their screens and verify that they are on the correct question.
   - Read the test question. When the word **Pause** is used in the directions, allow a reasonable time for all the students to consider the question. Pause after reading
each question to allow students time to select their answers. Remember that you control their screens.

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

- To advance to the next question, click **Go**. All students’ screens will advance to the next question. Screens may advance at different rates. If possible, have proctors walk around the room and check that students are on the correct screen before you begin reading. If proctors are unavailable, ask students to check the question number in the upper-right corner of their screens to verify they are on the correct question before you begin reading. Check the **Student** area of the **Proctor Led** tab to help confirm that students are on the correct question.

- Observe the way students are working, confirming that each student is working independently and appearing to consider questions carefully before responding. Note and report to your test coordinator any incident that could have an adverse effect on the test results.

6. Use the tools on the **Proctor Led** tab to monitor testing.

- A pacing clock above the **Student** area starts when the test begins. Use the pacing clock to help you gauge the amount of time to give students to answer the question before advancing to the next question.

- The question a student is working on 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. If your connection is slow, you may also need to ask students to confirm (either verbally or by raising their hands) that they are ready to continue to the next question.

See “About the Proctor Led Tab” on page 32 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:

<table>
<thead>
<tr>
<th>If you want to...</th>
<th>Then do this...</th>
</tr>
</thead>
</table>
| Approve all students | Click **Approve All** on the **Waiting for Approval** bar. The students are moved to the **Approved Students** area, and the **Welcome** page appears on the students’ devices. Students can begin testing.  
  * Ask students to raise their hands when they hear the subtest begin so you know their headphones are working.  
  * Continue with step 2. |

Continued on next page...
<table>
<thead>
<tr>
<th>If you want to...</th>
<th>Then do this...</th>
</tr>
</thead>
</table>
| Approve individual students | Click the approve button (✔) in the Actions column on the row where each student’s name appears. The student is moved to the Approved Students area, and the Welcome page appears on the student’s device. The student can begin testing.  
• Ask each student to confirm that the headphones are working by raising his or her hand.  
• Continue with step 2. |
| Deny all students | Click Deny All in the Waiting for Approval bar. The students are removed from the Waiting for Approval area, and the Log In page appears on the students’ devices. |
| Deny individual students | Click the deny button (✗) in the Actions column on the row where each student’s name appears. The student is removed from the Waiting for Approval area, and the Log In page appears on the student’s device. |

2. During testing, check student activities regularly.
   - Monitor student progress carefully in the first few minutes of the subtest by viewing the Approved Students area of the session tab or by walking around the room and observing student screens.
     - The Status column indicates the question the student is currently attempting. Make sure students move from the directions and practice questions to the first subtest question within a few minutes.
     - If a student seems to linger on the practice questions, check to see whether he or she needs assistance.
   
   **Note:** The audio test directions are reprinted in this guide for your reference. See “Audio Test Directions in the Student View” on page 34.
   - 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. Check the Student area of the Proctor Led tab to verify that all students who are able have finished selecting all their answers.
2. Do one of the following:

<table>
<thead>
<tr>
<th>If...</th>
<th>Then follow these instructions...</th>
</tr>
</thead>
</table>
| All students who are able have finished selecting their answers and you are ready to complete the testing session and send answers to scoring | Click Done. A confirmation dialog box appears. Do one of the following:  
- Click OK to close and send subtests to HMH Scoring Service™ for scoring. The Thank You page appears in the student view, and directions for continuing or ending testing appear in the Directions for Administration area. Continue to step 3.  
- Click Cancel to return to the subtest. |
| You need to return to a previous question before completing the testing session | Click Back to move to a previous question. |

3. Do one of the following:

<table>
<thead>
<tr>
<th>If you want to...</th>
<th>Then follow these instructions...</th>
</tr>
</thead>
</table>
| Give students a break before continuing to the next subtest in the series | 1. Click the session tab.  
2. Click Continue Testing All in the Approved Students area of the session tab. A confirmation dialog box appears. Do one of the following:  
- Click OK to create a new testing session. DataManager automatically creates the next testing session in the series, and the session tab (bearing the name of the session) and the Proctor Led tab appear. The Welcome page appears in the student view. Continue to step 3.  
  Note: DataManager displays session information for up to five linked testing sessions.  
- Click Cancel to return to the session tab without creating a new testing session.  
3. Allow students a few minutes of rest. If students will be allowed to leave their devices during the break, make sure students return to the same devices they used before the break.  
4. Click the Proctor Led tab to administer the subtest. |
| End testing for this period | 1. Click the session tab.  
2. Click End Testing All in the Approved Students area to close the subtest. A confirmation dialog box appears.  
3. Do one of the following:  
- Click OK to close the subtest. The Log In page appears in the student view. Log out of DataManager.  
- Click Cancel to return to the session tab without ending testing for this period. |
Audio

To complete the testing session and send answers to scoring:

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

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

2. Remind students to click or tap End to close the subtest. Subtests are sent to HMH Scoring Service for scoring, and the Draw Here page appears in the student view.

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

4. Do one of the following:

<table>
<thead>
<tr>
<th>If you want to...</th>
<th>Then follow these instructions...</th>
</tr>
</thead>
</table>
   | Give students a break before continuing to the next subtest in the series | 1. Click the session tab.  
   | | 2. Click Continue Testing All in the Approved Students area of the session tab. A confirmation dialog box appears. Do one of the following:  
   | | − Click OK to create a new testing session. DataManager automatically creates the next testing session in the series, and the session tab (bearing the name of the session) appears. The Welcome page appears in the student view and students can begin testing. Continue to step 3.  
   | | Note: DataManager displays session information for up to five linked testing sessions.  
   | | − Click Cancel to return to the session tab without creating a new subtest.  
   | | 3. In the Approved Students area, click Pause All on the Approved Students bar. The students’ testing sessions are paused, and the Pause All button becomes the Resume All button. Note: 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.  
   | | 4. Allow students a few minutes of rest. If students will be allowed to leave their devices during the break, make sure students return to the same devices they used before the break.  
   | | 5. In the Approved Students area, click Resume All on the Approved Students bar. Students can resume testing.  

Continued on next page...
<table>
<thead>
<tr>
<th>If you want to...</th>
<th>Then follow these instructions...</th>
</tr>
</thead>
<tbody>
<tr>
<td>End testing for this period</td>
<td>1. Click the session tab.</td>
</tr>
<tr>
<td></td>
<td>2. Click <strong>End Testing All</strong> in the <strong>Approved Students</strong> area to</td>
</tr>
<tr>
<td></td>
<td>close the subtest. A confirmation dialog box appears.</td>
</tr>
<tr>
<td></td>
<td>3. Do one of the following:</td>
</tr>
<tr>
<td></td>
<td>− Click <strong>OK</strong> to close the subtest. The <strong>Log In</strong> page appears</td>
</tr>
<tr>
<td></td>
<td>in the student view. Log out of <strong>DataManager</strong>.</td>
</tr>
<tr>
<td></td>
<td>− Click <strong>Cancel</strong> to return to the session tab without ending</td>
</tr>
<tr>
<td></td>
<td>testing for this period.</td>
</tr>
</tbody>
</table>
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:

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

Directions for Administration Area

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

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

<table>
<thead>
<tr>
<th>Web Browser</th>
<th>Windows® XP or higher</th>
<th>Mac OS® X 10.5 Leopard or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft® Internet Explorer® 7 or higher</td>
<td>F11</td>
<td>N/A</td>
</tr>
<tr>
<td>Mozilla Firefox® 5 or higher</td>
<td>Command + Shift + F</td>
<td>Control + Command + F</td>
</tr>
<tr>
<td>Apple Safari® 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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.

1. elapsed time since the subtest started
2. total number of students in the testing session
3. names of students in alphabetical order by last name
4. question number the student is working on
5. 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 (Refresh) to update the proctor’s test screen.

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

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

**Test-Taking Tools in the Audio Student View**

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

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

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

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

- **Pause**
  Click or tap to pause the audio.

- **Resume**
  Click or tap to resume the audio.

- **Volume Slider**
  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.

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

- **End**
  Click or tap to close the subtest. Students return to the Draw Here page. This button is unavailable while the audio is playing.
Audio Test Directions in the Student View

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

Screening Form

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

Post-Screening Form

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Battery</td>
<td></td>
</tr>
<tr>
<td>Sentence Completion</td>
<td>Now you will work by yourself to answer some more questions. For each row of pictures, you will hear a question. Click the picture that is the best answer to the question. Listen carefully. Then click your answer. After you answer a question, click Go to move to the next one.</td>
</tr>
<tr>
<td>Picture Classification</td>
<td>Now you will work by yourself to answer some more questions. To answer these questions, think about how the pictures in the top row are like each other. Then click the answer that goes best with the pictures in the top row. After you answer a question, click Go to move to the next one.</td>
</tr>
</tbody>
</table>

Quantitative Battery

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Puzzles</td>
<td><strong>Levels 5/6–7</strong>&lt;br&gt;Now you will work by yourself to answer some more questions. To answer these questions, count the number of things the first train carries. Then click the answer that makes the second train carry the same number of things. After you answer a question, click Go to move to the next one.</td>
</tr>
<tr>
<td></td>
<td><strong>Level 8</strong>&lt;br&gt;Now you will work by yourself to answer some more questions. To answer these questions, click the answer that makes the numbers on both sides of the equal sign total the same amount. After you answer a question, click Go to move to the next one.</td>
</tr>
</tbody>
</table>

Continued on next page...
**Post-Screening Form, continued**

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

**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 Estimated 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 5/6, it is recommended that you administer only one subtest per testing period. However, more than one testing period can be conducted in a day if students are allowed breaks between testing periods during which they engage in other activities.

- For Levels 7 and 8, if you administer all three CogAT Screening Form subtests on the same day, it is generally best to schedule both morning and afternoon testing sessions. If you are administering Levels 7 and 8 of the Post-Screening Form, then it is recommended that you administer no more than three subtests per day. Be sure to include short breaks between subtests given in the same testing period when scheduling both morning and afternoon testing sessions.
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 a subtest 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 18 for instructions.

2. In the **Test Event** list, select the test event you want to test. See “Creating and Managing Test Events” in the *DataManager Assessments User’s Guide* for more information about test events.

3. In the **Grade** list, select the grade you want to test.

4. In the **Test Group** list, select *CogAT 7 Screening Form* or *CogAT 7 Post Screening Form*.

5. In the **Level** list, select the test level that you will be administering or that is assigned to the students you will be testing.

6. In the **Battery/Subtest** list, select the battery/subtest to administer.

   **Note:** The subtests are listed in the recommended order in which they should be administered.

7. In the **Test Admin Type** list, select **Proctor Led**, **Audio-English**, or **Audio-Spanish**.

8. In the **Session Name** 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 2 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.
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 20). Sessions can be different test levels or subtests; for example, you can open a Level 5/6 Paper Folding and a Level 7 Figure Classification audio 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 **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.

   ![File Download dialog box](image)

   **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.

![View Test Assignments](image)

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](image)

5. Locate the assignment for which you want to print student login information.

6. In the **Actions** column, click the **Print Test Roster** button (-print). The **Print Test Roster Format** dialog box appears.

![Print Test Roster Format](image)

7. In the **PDF Format** list, select a print template. You can print student login information in groups of eight or thirty students per page.

8. Click **Continue**. The student login information appears in a new window. The **Adobe Reader** toolbar appears at the bottom of the displayed document.
9. In your browser window, click the Adobe Reader **Print** button. The **Print** dialog box appears.

10. 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 43 for more information.

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

![Student Status Table]

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. HMH—HMH 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.
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 a proctor-led test, click the session tab. If you are administering an audio test, continue to step 2.
2. Click the save and close button ( ) in the Approved Students area on the row where the student’s name 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 a proctor-led test, click the session tab. If you are administering an audio test, continue to step 2.

2. In the Approved Students area, click Exit All on the Approved Students bar. All of the students are removed from the Approved Students area, and their 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 an Audio Testing Session for an Individual Student**

**To pause an audio testing session for an individual student:**

1. On the session tab, click the pause button ( ) in the Approved Students area in the row where the student’s name appears. The student’s testing session is paused, and the pause button becomes a play button ( ).

2. 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 an audio testing session for an individual student:**

On the session tab, click the play button ( ) in the Approved Students area in the row where the student’s name appears. Students will continue from the question they were
working on when you paused the testing session, and the play button becomes a pause button (■).

**Pausing and Resuming a Testing Session for All Students**

To pause a testing session for all students:

1. If you are administering a proctor-led test, click the session tab. If you are administering an audio test, continue to step 2.
2. In the **Approved Students** area, click **Pause All** on the **Approved Students** bar. The students’ 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. In the **Approved Students** area, click **Resume All** on the **Approved Students** bar.
   - If you are administering a subtest with audio, students will continue from the question they were working on when you paused the 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 a proctor-led test, click the session tab. If you are administering an audio test, continue to step 2.
2. Click the cancel button (❌) in the **Approved Students** area on the row where the student’s name 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 a proctor-led test, click the session tab. If you are administering an audio test, continue to step 2.

2. Click **Cancel All** on the **Approved Students** bar. The session ends for all students in the 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.