



South Carolina

Grade 2 Gifted and Talented Assessment Program

Online Test Administration Manual

Fall 2024



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South Carolina 2024

Schedule of Important Dates 2024

Date	Event
September 11	DTC Pretest Workshop Webinar for Paper Administration
September 12	DTC Pretest Workshop Webinar for Online Administration
September 23–26	<i>DataManager</i> training available to District Test Coordinators (DTCs), School Test Coordinators (STCs), and Test Administrators (TAs)
September 23	SCDE Gr 2 GT Testing—2024–25 Roster is available in <i>DataManager</i>
September 23	Online Test Events open
October 7–29	Main test administration window
October 23–29	DTC to ensure that schools are on track to complete required tests before test window closes
October 29	Online Test Events close
November 6	Post-test Webinar for DTCs
December 4	Districts will receive Student Score Labels and Student Profile Narrative paper copies

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Purpose of This Manual

This *Test Administrator Manual* (TAM) provides important information to assist School Test Coordinators (STCs) and District Test Coordinators (DTCs) with the successful administration of the *Cognitive Abilities Test™* (CogAT®) and *Iowa Assessments™* in their districts. The TAM provides an overview of the gifted and talented state-administered tests, guidelines for administering the two assessments, and specific information regarding the receipt and return of the test materials.

Gifted and Talented Legislation

Districts are required to provide services for all gifted and talented students at the elementary and secondary levels as mandated in S.C. Code Ann. § 59-29-170 (2004) and State Board of Education regulation 2 S.C. Code Ann. Regs. 43-220. Students are identified for this program by demonstrating high performance ability or potential in academic and/or artistic areas. The South Carolina Department of Education (SCDE) provides an aptitude and an achievement assessment for this purpose. Although the primary purpose of these assessments is to identify students for the gifted and talented programs, student results can be useful to teachers as they examine their instructional practices and can help them identify teaching strategies for all students.

The identification of gifted and talented students is a multi-step process that consists of screening and referral, assessment of eligibility, and placement. The objective of the grade 2 testing program is to evaluate each student for placement into a district gifted and talented program.

For placement into the gifted and talented program, students must meet the criteria for two out of the three dimensions outlined in the regulation. Dimension A (Reasoning Abilities) requires students to demonstrate high aptitude (93rd national age percentile) in one or more of these areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three. Scores on *CogAT* are used for Dimension A eligibility. Students who meet the 96th or higher national age percentile composite score on *CogAT* are automatically eligible for placement into a district gifted and talented program.

Dimension B (High Achievement in Reading and/or Mathematical Areas) of the regulation requires that students demonstrate high achievement in reading

and/or mathematical areas (94th national percentile and above) as measured by a nationally normed or statewide assessment. Scores on the *Iowa Assessments* are used for Dimension B eligibility.

Students who meet the eligibility requirements of either Dimension A (aptitude) or Dimension B (achievement), but not both dimensions, must take the Performance Task Assessments (Dimension C).

Dimension C (Intellectual/Academic Performance) requires students to demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence/tenacity in the face of challenge, and creative productive thinking. One of the methods by which these characteristics may be demonstrated is with a score of sixteen on either the verbal or nonverbal component of the Performance Task Assessments for grade 3 placement.

Student Participation

South Carolina law requires districts to screen all students for a district gifted and talented program. This includes students with disabilities and multilingual learners. Students who are repeating grade 2 also must be included in the test administration. Those students who skip grade 2 and are promoted from grade 1 to grade 3 should be tested as well. Districts must administer the assessments offered by the state or receive approval from the SCDE to administer an alternative achievement test.

CogAT and Iowa Assessments—Grades 3–8

All districts will be given the opportunity, at a discounted price, to provide CogAT and the Iowa Assessments to students in grades 3 through 8 across the state. Please contact Sierra Scott, your local Riverside Insights Account Executive, at 407.362.8204 or sierra.scott@riversideinsights.com for more information.

Practice Tests

Districts may purchase practice tests for the *Iowa Assessments*. CogAT practice tests are available for download within your *DataManager™* account. These tests will give students an opportunity to become familiar with the various formats of test questions. Contact Celia Ortiz at celia.ortiz@riversideinsights.com to inquire about costs and to order these tests.

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Information About the Tests

The following tests have been identified by Riverside Insights for administration to grade 2 students:

CogAT Form 8	Level 8
Iowa Assessments Form G	Level 7

The following charts list the required sections for each test, subtest descriptions, the number of items on each section, and an estimated time for administration. All of the required sections are untimed.

Cognitive Abilities Test Form 8, Level 8 Complete Battery

The nine tests listed below must be administered.

Required Sections of Each Test	Description	Number of Items*	Estimated Testing Time* (Minutes)
Verbal Battery			
Picture Analogies	Each question shows a 2 x 2 matrix with three pictures and one empty cell. Students examine the two pictures in the top row to determine how they are related. Then they apply this relationship to the picture in the bottom row and choose the that generates a second pair of pictures related to each other in the same way as the first pair.	18	13
Sentence Completion	Students listen to a sentence or a question and then select the picture that best completes the sentence or answers the question.	18	14
Picture Classification	In each question, students examine three pictures and think of ways in which the pictures are alike. Then the students select the answer choice (in picture form) that belongs in the same group.	18	13

continued on next page...

Cognitive Abilities Test Form 8, Level 8 Complete Battery, continued

Required Sections of Each Test	Description	Number of Items*	Estimated Testing Time* (Minutes)
Quantitative Battery			
Number Analogies	Each question shows a 2 x 2 matrix and requires the same processes as the Picture Analogies subtest, but it uses quantitative concepts rather than verbal concepts.	18	15
Number Puzzles	Level 8 questions present students with one equation in which one element is missing. Students must select the missing number.	14	15
Number Series	Each question shows several strings of beads. The beads make a pattern. Students must discover the pattern and then select the string of beads that comes next in the sequence.	18	15
Nonverbal Battery			
Figure Matrices	Each question shows a 2 x 2 matrix and requires the same processes as the Picture Analogies and Number Analogies subtests but uses spatial forms.	18	13
Paper Folding	Students must imagine what happens to a piece of paper that is folded, usually cut in some way, and then unfolded. Then students select the answer choice that shows how the paper looks when it is opened.	16	11
Figure Classification	As on the Picture Classification subtest, students must infer how three objects or figures are similar and then select the figure that is most like the target set.	18	13

* Number of items and estimated testing times are the same for both paper and online administrations.

All of the *CogAT* tests are untimed. For screening into the gifted and talented program, a student must take all nine subtests to receive all three scores: verbal, quantitative, and nonverbal.

Iowa Assessments Form G, Level 7 Core Battery

Required Sections of Each Test	Description	Number of Items*	Estimated Testing Time* (Minutes)
Reading: Part 1 Reading: Part 2	<ul style="list-style-type: none"> ■ Administered in two parts, with each part requiring its own test session ■ Part 1 includes Picture Stories and Sentences ■ Part 2 includes Stories ■ Questions focus on literal understanding, making inferences, or generalizing from the information presented ■ Questions and response options are <i>not</i> read aloud 	Part 1: 17 Part 2: 18	Part 1: 20 Part 2: 25
Reading Totals		35	45
Mathematics: Part 1 Mathematics: Part 2	<ul style="list-style-type: none"> ■ Administered in two parts, with each part requiring its own test session ■ Questions measure the understanding of and ability to apply concepts in the areas of number sense and operations, algebraic patterns and connections, data analysis, geometry, and measurement ■ Response options are pictures, numbers, or words ■ In some questions, students solve brief word problems with answer options that include "N," which means "Not given" ■ Students hear each question 	Part 1: 26 Part 2: 15	Part 1: 25 Part 2: 25
Mathematics Totals		41	50

* Number of items and estimated testing times are the same for both paper and online administrations. Reading Part 1 includes both Picture Stories and Sentences.

All of the *Iowa Assessments* tests are untimed. For screening into the gifted and talented program, a student must take all four subtests to receive scores in both reading and mathematics.

Districts may choose to administer additional tests included in the *Iowa Assessments* that are not required for the South Carolina Grade 2 Gifted and Talented Assessment Program, but the optional tests must be administered after the required tests are completed.

There is no extra charge for this service. The district simply administers the tests of interest, and the scores for these tests will be provided automatically. Districts that wish to receive a Total Reading score must also administer the Vocabulary test, which is not required for the South Carolina Grade 2 Gifted and Talented Assessment Program.

Test Window

CogAT and the *Iowa Assessments* may be administered at any time during the statewide testing window: **October 7–29, 2024**.

Make-Up Testing

The Office of Assessment and Standards has decided to discontinue the make-up testing window for the Grade 2 Gifted and Talented Assessment to create a more streamlined and efficient testing system consistent with other testing programs. The make-up testing window, which was scheduled for January 7–15, 2025, will be canceled.

Districts must complete Grade 2 testing and make-up testing during the October 7–October 29, 2024 test window. This is a 17-day test window which provides sufficient time for both *CogAT* and *Iowa Assessments* test administrations plus any make-ups. In addition, districts must have their grade 2 data entered into the GIFT system by the end of day on January 9, 2025. This is a hard deadline with no exceptions being considered.

Districts may test newly enrolled second graders after fall testing using their own Dimension A and Dimension B assessments or wait until the following school year to test them. This is a district decision.

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Testing Students with Documented Disabilities and ML Students

Given the structure of *CogAT* and the *Iowa Assessments*, the vast majority of students will be able to take both tests in the standard manner. The test administrator reads the directions and all items to the students. Students who have disabilities that might make it difficult for them to demonstrate their abilities through standard testing procedures may use a variety of accommodations.

Testing Students with IEP/504 Plans

Definition of a Student with Disabilities

A student with a documented disability is either a student who has been evaluated and found to meet the eligibility criteria for enrollment in special education as defined by the Individuals with Disabilities Education Act (IDEA 97) and South Carolina State Board of Education Regulation 43-243.1 or a student who has a disability covered under Section 504 of the Rehabilitation Act of 1973.

Student Participation

Students with a current Individualized Education Program (IEP) or 504 Accommodations Plan must participate in screening for identification for the academic gifted and talented program. Students should participate in *CogAT* and *Iowa Assessments* testing, as appropriate, or in an alternative screening process that includes a documented review of existing data from a norm-referenced aptitude and norm-referenced mathematics and reading comprehension assessment.

The student's IEP team determines whether the student will participate in the assessment in the same manner as other students, or with accommodations. Students cannot be excluded from screening because of a disability.

IEP and 504 Plans

The IEP or 504 Accommodations Plan team determines how a student with disabilities participates in *CogAT* and *Iowa Assessments* testing. Decisions about standard accommodations must be made on an individual student basis, not on the basis of the category of disability or instructional placement.

IEP and 504 Accommodation Plan Requirements

Accommodations are changes to content, format, or conditions (instructional, assessment) for a particular student that do not reduce learning expectations or change the construct but do remove construct-irrelevant factors so that students are able to access the content and fully demonstrate what they know and can do. Please reference the 2014 *Standards for Educational and Psychological Testing* written by AERA, APA, and NCME.

Accommodations and/or supplemental materials and devices must be consistent with those used routinely in classroom instruction and assessment throughout the school year. However, not all instructional accommodations are appropriate for a standardized assessment as they may change the construct that is tested and invalidate the results. Any accommodation, supplemental materials, and devices used for instruction and assessment must be documented in the IEP or 504 Accommodations Plan. Changing accommodations in the IEP or 504 Accommodations Plan immediately before testing may not reflect accommodations that are familiar to the student and may not be in the best interest of the student.

South Carolina–Allowed Accommodations

The information that follows relates to the allowable accommodations for use in South Carolina. **Some accommodations listed in the *Directions for Online Administration (DFA)* for both *CogAT* (pages 9 and 10) and *Iowa Assessments* (pages 13 and 14) are not approved for use in South Carolina.** Make sure that Test Administrators (TAs) are aware that the accommodations listed in the section that follows are the only approved accommodations for the South Carolina Grade 2 Gifted and Talented Assessment program.

The design of *CogAT* and the *Iowa Assessments* includes **oral administration** for both the paper and the online formats of the assessments and **marking responses in the test booklet or directly within *DataManager* when testing online.**

Because these practices are available to all students, they do not appear in the following accommodations list.

Additionally, the *CogAT* and *Iowa Assessments* tests are designed to be administered over multiple days. The material presented each day is also broken into sections with breaks between each section. However, some students may need additional breaks or testing days based on individual need.

State-Allowed Accommodations

Setting

Individual or Small-Group – The small-group size should be consistent with the group size used for routine classroom assessments.

- Preferential seating
- Separate location

Timing

Frequent and Extended Breaks – This accommodation is used if additional time is needed beyond the break structure of the assessment. These breaks may occur:

- in the classroom/separate location, with no contact between students; or
- outside of the classroom/separate location, with contact between students monitored to ensure there is no discussion of the assessment.

Scheduling

Multiple Test Sessions/Days – The student may take portions of *CogAT* or the *Iowa Assessments* over several days, as long as all testing is completed by the last day of the testing window.

- Estimate the duration of each testing session for the student. This should be based on documentation of the time a student typically works on a task. Determine whether the student can complete the test in one day or over several days, in one session or over several sessions.
- If it is determined that the student requires testing over several days, divide the test into sections according to the time allotted for each test session. Each section should end with the last question on an odd-numbered page so that the student is not able to see test questions for the next session.
- During each testing session, the student may work only on test questions for that section. The student may not go back and work on any section from a previous session.

Presentation

(Please note that the highlighting and cueing accommodations are not available for online testing.)

Read Aloud to Self – All items on *CogAT* are pictorial. For the *Iowa Assessments*, the student may read the test questions aloud to himself or herself. This accommodation requires an individual administration.

Repeated Directions – Only test directions may be read aloud as many times as necessary to inform students of the *proper procedures to follow in responding*. This accommodation applies only to the general test directions prior to the first test item for each subtest. Additionally, any student may have the general directions repeated, reworded, or clarified to ensure the student understands the proper procedures to follow in responding.

Notice that there are differences between the test administration directions for the *CogAT* and *Iowa Assessments* tests. These administration directions apply to all students.

- *CogAT DFA* p. 9: You may repeat the directions or item prompts as many times as necessary. The pace will be based on student response times.
- *Iowa Assessments DFA* p. 14: Read the directions for each question only once. **Do not repeat the directions.** This applies to the entire test, even for students with “repeated directions” in their IEP, because repeating the directions changes the construct of the test.

Signing the Directions – The student may need to repeat/sign the directions to the TA for clarification or to demonstrate his or her understanding.

Signed Administration (Communication Assistance) – The online system does not have the capability of signing the test, so a TA or Interpreter may sign the entire administration to a student. The TA/Interpreter must sign exactly as written in the Proctor screen and may not interpret test item content beyond what is allowed by the subject. Care must be taken not to use signs that might convey answers to any test questions.

Response

Nonverbal Indication of Answer Choices – Students may indicate their answer choices nonverbally (e.g., pointing or using a personal communication device). A monitor must be present during this administration to verify the student’s responses were recorded accurately. Depending on how the student indicates his/her answer choices, an individual administration may be required.

Dictation of Responses (Answers Recorded) – Students may dictate their answers to a scribe/monitor. This accommodation requires an individual administration with two trained adults present.

Customized Materials

Large Print – A large-print format is available for both *CogAT* and the *Iowa Assessments* Complete Battery. The large-print version is a 12.5-inch by 15-inch spiral-bound booklet with text in 18-point sans serif type. Because the *Iowa Assessments* large-print test booklets are Complete Battery test booklets, students will be instructed to skip the Social Studies and Science subtests. **Students may mark directly in the large-print booklet with a pencil, pen, or crayon. Later, the TA can transfer the responses to the online test in a secure setting. A school staff member should verify the transfer.**

The DTC can order the large-print version of the test by contacting the Riverside Insights Project Manager, Celia Ortiz, via e-mail at celia.ortiz@riversideinsights.com. These materials must be ordered by October 21, 2024.

An alternative method of testing large-print online using the zoom feature in the web browser is also available.

Testing Multilingual Learners

Definition of Multilingual Learners

A multilingual learner (ML) is a student who has a primary language other than English and is not proficient in one or more of the language domains of listening, speaking, reading, writing, or comprehension in the English-speaking classroom as determined by a language proficiency instrument.

Student Participation

ML students must be given the opportunity to participate in *CogAT* and *Iowa Assessments* testing. The Individualized Language Acquisition Plan (ILAP) team determines how an ML student participates in these assessments. Decisions about standard accommodations must be made on an individual student basis. All ML students must take these tests in English.

Accommodation Plan Requirements

Accommodations and/or supplemental materials and devices must be consistent with those used routinely in classroom instruction and assessments throughout the school year. However, not all instructional accommodations are appropriate for a standardized assessment as they may change the construct that is tested and invalidate the results. Any accommodation, supplemental materials, and devices used for instruction and assessment must be documented in the Student Accommodation Plan. Changing accommodations in the ILAP immediately before testing may not reflect accommodations that are familiar to the student and may not be in the best interest of the student.

State-Allowed Accommodations for ML Students

Accommodations should be used only as appropriate for individual students and should not be applied to all ML students indiscriminately. Appropriate accommodations should be based on the student's English-proficiency-test results, teacher judgments, and other evidence, including the accommodations used in the classroom for the individual student.

The following accommodations may be used by ML students on these tests:

Bilingual Dictionary

- Students may use a word-to-word bilingual dictionary. However, the dictionary must not include any examples, pictures, or definitions. During test administration, ML students may consult only a conventional, published book. The word-for-word dictionary used during testing should be one used by the student for instruction and assessments throughout the school year.

Translate Directions

- In *DataManager*, the directions and item prompts may be administered in the student's native language using audio proctoring. Seven additional languages are available, including Spanish, Arabic, Chinese-Mandarin, Chinese-Cantonese, Russian, Somali, and Vietnamese. If your student's native language is not available, then the general test directions may be translated into the student's native language. This translation cannot go beyond the scope and meaning of the directions. **Test questions/individual test question directions may not be translated.** Practice items also may not be translated as they are embedded in the test.

Scheduling

- Students must begin testing on the regularly scheduled testing date. They may take portions of the tests over several days as long as all testing is completed by the last day of testing. Students may not go back to previously completed sections of the tests.

Individual or Small-Group Administration/Setting

- The *CogAT* and *Iowa Assessments* tests may be administered in a setting appropriate to the student's individual needs. Setting accommodations may include the following:
 - Preferential seating in the classroom
 - Separate location with minimal distractions
 - Small-group administration in a separate location
 - Individual administration in a separate location

The small-group size should be consistent with the group size used for routine classroom assessments.

Timing

- Students may take as long as they need to complete each test during the school day. Any timing accommodations, however, must be monitored to maintain test security. Timing accommodations may include the following:
 - Frequent breaks in the classroom/separate location without contact with other students
 - Extended breaks that may involve monitored contact with other students to ensure there is no discussion of the assessment
- The online test should be paused if the break will be longer than a few minutes. The test should be saved and closed if the student will need to continue testing another day.

Read Aloud to Self

- All items on *CogAT* are pictorial. For the *Iowa Assessments*, the student may read the test questions aloud to himself or herself. This accommodation requires an individual administration.

Repeated Directions

- Only test directions may be read aloud as many times as necessary to inform students of the proper procedures to follow **in responding**. During audio-led proctoring, the student can replay the directions by clicking the replay button located in the bottom left of the screen.
- This accommodation applies only to the general test directions prior to the first test item for each subtest. Additionally, any student may have the general directions repeated, reworded, or clarified to ensure the student understands the proper procedures to follow in responding.

Signing the Directions

- The student may need to repeat/sign the directions to the TA for clarification or to demonstrate his or her understanding.

Signed Administration (Communication Assistance)

- The online system does not have the capability of signing the test, so the TA or Interpreter may sign the entire administration to a student.
- The TA/Interpreter must sign exactly as written on the Proctor screen and may not interpret test item content beyond what is allowed by the subject.
- Care must be taken not to use signs that might convey answers to any test questions.

Response

- Nonverbal Indication of Answer Choices
 - Students may indicate their answer choices nonverbally (e.g., pointing or using a personal communication device).
 - A monitor must be present during this administration to verify the student's responses are recorded accurately.
 - Depending on how the student indicates his/her answer choices, an individual administration may be required.
- Dictation of Responses (Answers Recorded)
 - Students may dictate their answers to a scribe/monitor.
 - This accommodation requires an individual administration with two trained adults present.

Coding Accommodations for Students with Documented Disabilities and ML Students

The types of accommodations provided to students must be recorded in the student record in *DataManager*. See the sample showing this information in "Coding Accommodations in the Student Record in *DataManager*" on page 15.

Even though more accommodations are allowed for testing, the codes listed on the following page are the only accommodations that must be recorded. This information will be included in the student data file that is provided to the district and school, but it will not appear on any of the reports.

Code	Accommodation
A	Large Print
B	Signed Administration
C	Individual/Small-Group Administration
D	Timing or Scheduling
E	Presentation
F	Responses
G	Bilingual Dictionary (word-to-word)
H	Translate Directions

Coding Accommodations in the Student Record in *DataManager*

After the initial creation of the student roster, the Manage Students page allows you to edit student records, including coding accommodations in the Admin Codes field.

The screenshot shows the 'Admin Codes' field in the Data Manager interface. At the top, there are two buttons: '[All]' and '[None]'. Below these is a list of accommodation codes from A to T, each with a checkbox. The following codes are checked: A, E, D, and H. The other codes (B, C, G, I, K, M, O, Q, R, S, T) are unchecked.

Alt-V Scoring of *CogAT* for ML Students

Alt-V scoring involves the elimination of the Sentence Completion subtest from the Verbal battery. Teachers will administer only the Picture Analogies and Picture Classification subtests. The Sentence Completion subtest will be skipped. Students will complete the full Quantitative and Nonverbal batteries.

Students will receive a composite score and an ability profile that can be used for instructional grouping.

The use of Alt-V scoring should be determined for each individual ML student. ML students who receive an ACCESS for ELL's composite score between 1.0 and 4.9 may be considered for Alt-V scoring. ML students without an ACCESS score may have their screener score used; 1.0–4.5 may be considered.

Administering Alt-V Online

Administer the ALT VERBAL subtests indicated in the screenshot below as well as the full Quantitative and Nonverbal batteries. Once the ALT VERBAL subtests are administered, you DO NOT need to administer the VERBAL subtests.

Test Event *	CogAT TEST	?
Grade *	2 - Two	?
Test Group *	CogAT 8 Complete	?
Level *	Level 8	?
Battery/Subtest *	Select Battery/Subtest	?
Test Admin Type	Select Battery/Subtest	?

Created Sessions	
Session Name	
Getting Started2	GETTING STARTED / Getting Started
	ALT VERBAL / Picture Analogies
	ALT VERBAL / Picture Classification
	VERBAL / Picture Analogies
	VERBAL / Sentence Completion
	VERBAL / Picture Classification
	QUANTITATIVE / Number Analogies
	QUANTITATIVE / Number Puzzles
	QUANTITATIVE / Number Series
	NONVERBAL / Figure Matrices
	NONVERBAL / Paper Folding
SS TEST	NONVERBAL / Figure Classification

4

Preparing Students for Testing

Testing in Grade 2

Students in grade 2 show considerable differences in their experiential backgrounds, attention spans, ability to work on their own, and persistence in staying with a task. In recognition of these differences, some considerations are suggested.

- **Decide how the test will be administered and by whom.** *CogAT* and the *Iowa Assessments* are designed to be **group-administered** tests. For online administration, the student's state ID is used as their unique ID to sign in to the test. Test Administrators (TAs) should ensure that each student is using the correct ID. The tests and directions are constructed for relatively easy administration by classroom teachers. Someone who is familiar to the students and who has a good rapport with them should administer the tests.
- **Monitor students.** Studies show that young students are capable of taking *CogAT* and the *Iowa Assessments*. Nevertheless, it is important to monitor students to make sure that each one understands the test instructions, is working on the correct question, and is marking their answers properly.
- **Pace the test to fit the students.** Levels 5/6–8 of *CogAT* 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.

Making the Testing Meaningful

Students can be told that the teacher will use the results to better understand each student's progress. They should understand that the test will help teachers find out how the students learn and solve problems. There is no need to be anxious about the testing.

Addressing Test-Taking Skills

Some students taking these tests may not have taken tests of this type before and will benefit from some discussion about test-taking procedures. Students need to understand how to mark answers and how to move from one question to the next. Students need to understand that they will be expected to work independently.

Students should be told in advance that there might be a few questions that they will not know how to answer. They should be told that they are not expected to know the answers to all of the questions and that it is acceptable to leave some questions blank. For each question, students should think about the answer choices and decide which one would make the most sense. Students should be encouraged to persevere and not give up quickly, even if they encounter questions that they find difficult.

Scheduling the Tests

Districts may develop testing schedules that fit their circumstances. *CogAT* and the *Iowa Assessments* are untimed, and the pace at which the test questions are presented should be adjusted to suit the characteristics of the students being assessed. Riverside Insights believes that no more than one hour of testing per day is appropriate for grade 2 students. If a district chooses to administer any of the optional tests, they must be scheduled after the required tests are completed.

Although districts may set their *CogAT* and *Iowa Assessments* testing schedule, a sample schedule for administration is provided. The chart shows approximate test times for each subtest, although this may vary with different groups of students. The estimated times shown include time for logging into your online test session, explaining the testing task to the students, working through practice items, and answering students' questions.

**Sample Schedule for
the Administration of
CogAT and Iowa Assessments**

Day	Test	Estimated Time* (minutes)
Day 1	CogAT Verbal	
	Picture Analogies	13
	Sentence Completion	14
	Picture Classification	13
Day 2	CogAT Quantitative	
	Number Analogies	15
	Number Puzzles	15
	Number Series	15
Day 3	CogAT Nonverbal	
	Figure Matrices	13
	Paper Folding	11
	Figure Classification	13
Day 4	Iowa Assessments	
	Reading: Part 1	10
		10
	Reading: Part 2	25
Day 5	Iowa Assessments	
	Mathematics: Part 1	25
	Mathematics: Part 2	25

* Estimated testing times are the same for both paper and online administrations.

Informing Parents

Communication between school and home before testing begins can help make testing run smoothly and make it possible for students to do their best.

- We have provided a brochure with your test materials that provides information about the test that can be sent home to inform parents. Inform parents that there is no opt-out provision. All grade 2 students must be given the opportunity to test.
- Parent permission to take these tests is **not** required.
- All parents should be told in advance the dates and times each test and/or subtest will be administered in their school.
- Ensure that the dates and times that each subject will be administered are posted on the school's website at least 4 weeks prior to the opening of the state-approved testing window.

- Schools should emphasize to parents the importance of getting their children to school on time. Ask parents to avoid making doctor appointments and scheduling other out-of-school functions during testing hours.
- Identify students who need customized administrations and make appropriate arrangements for accommodations as documented in the students' IEP or 504 Plans.

Testing Environment

Planning for and providing an appropriate test setting is essential to ensure standardized testing conditions for all students.

- Tests should be administered in a familiar classroom to reduce student test anxiety and simplify test security.
- Students should be tested in classrooms that have good lighting and are well-ventilated with a reasonable temperature.
- Adequate space (three feet or more) between students is necessary to increase test security and to reduce distractions. Partitions may be used.
- Classrooms should be quiet and free from interruptions or distractions of any type. The last page of this manual includes a "Do Not Disturb" sign for use during testing. It may be removed from this manual and taped to the outside of the classroom or computer lab door.
- TAs and monitors must not work or communicate on a computer, tablet, phone, or similar device during a test administration. Any electronic devices must be silenced during testing.
- Anything content related (reading or mathematics) to grade 2 standards should be covered or removed.

District/School Guidelines for Disruptions

Schools should have policies and procedures in effect for classroom disturbances that interrupt testing. Such disruptions could include unruly students, students who sleep during the test, students who will not take the test, and students arriving late to school or leaving early because of appointments. **TAs should know what to do in each of these situations.**

Student Illness

If a student becomes ill during testing or displays other severe distress symptoms, the following guidelines should be implemented, as needed.

- The sick student should be excused from the classroom. The determination to remove a student depends on the severity and the timing of the sickness.
- If possible, send a monitor to accompany the student to the restroom, nurse's office, or other sick room.

- Students can take a supervised break until the sick student is situated and the student’s desk and the classroom have been cleaned.
- Save and exit the student’s test via the proctor screen.

Student Cheating

The school should follow policies and procedures established by the district for investigating and documenting suspected incidents of student cheating. If school and district officials determine that cheating occurred, the School Test Coordinator (STC) must invalidate the test. Requests to invalidate tests must be submitted to the Riverside Insights Project Manager. Districts do not have to report student cheating to the SCDE unless the cheating involves the use of an electronic device, such as a cell phone, computer or any one-to-one electronic device or involves theft of test materials.

Scratch Paper

If necessary, scratch paper may be used with any test. For Levels 7 and 8, each student should have one sheet of scratch paper for Part 2 of the Mathematics test. When scratch paper is used, distribute the scratch paper at the start of the test session and destroy used scratch paper at the end of the test session. The TA must collect and return to STC any scratch paper with student writing for secure disposal.

Troubleshooting

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

Problem	Resolution
A student’s behavior disrupts testing for the group.	Click Pause All to pause testing. A confirmation dialog box is displayed in the student view. Instruct students to click or tap OK . Remove the source of the problem and then click Resume All to resume testing when the group has calmed down.
A student is clearly ill or upset.	Cancel the student’s test by clicking the cancel button (⊘) in the Approved Students area on the row where the student’s name is displayed.

continued on next page...

Troubleshooting, *continued*

Problem	Resolution
Noise or weather interrupts testing.	Click Pause All to pause testing. A confirmation dialog box is displayed in the student view. Instruct students to click or tap OK . Click Resume All to resume testing when the noise ceases or it is safe to begin testing again.
A power outage interrupts testing.	Resume testing when power is restored. When testing resumes the next day, you will need to create a new test session. See "Creating a Test Session" on page 83. Students will sign in using the new session code. After students sign in, the subtest will continue at the question each student was attempting during the previous test session.
The Internet connection is lost.	If Internet connectivity is lost for only a few students, click the pause button (⏸) in the Approved Students area in the row where each student's name is displayed. Have the students try to sign back in to the test. If unsuccessful, have students sign in to the test through another device. Click the play button (▶) to resume testing. The test will continue at the question each student was attempting before the connection was lost. If Internet connectivity is lost for all students, resume testing when connectivity is restored. When testing resumes the next day, you will need to create a new test session. Students will sign in using the new session code. After students sign in, the subtest will continue at the question each student was attempting during the previous test session.
Audio is not working properly.	Adjust the volume on the device and headphones as needed. If the audio is still not working properly, replace the headphones or have the student sign in to the test through another device.

5 Test Security

Test Security

Every effort should be made to ensure that the administration of these tests is completed in a manner that is fair to all students. For this reason, the state has put in place test security procedures to limit the potential for disclosure of test content and the opportunity for students to gain an unfair advantage.

District Test Coordinators (DTCs), School Test Coordinators (STCs), and Test Administrators (TAs) must adhere to all of the South Carolina test security laws, regulations, and policies before, during, and after the administration of *CogAT* and the *Iowa Assessments*. These are secure tests, and test materials must be treated in a careful and responsible manner. Appendix A (page 53) contains the South Carolina test security law and regulations, as well as the guidelines regarding the reporting, investigation, and documentation of test security violations.

The students' classroom teacher should administer these tests. Although teachers should be familiar with the tests prior to the administration, they must not review the test content with students in advance of the test date and must make every effort to avoid any inadvertent disclosure.

All materials from *Iowa Assessments* Form G and *CogAT* Form 8 have been restricted by Riverside Insights Customer Service and have never been and never will be sold, sampled, or distributed in any way within the state of South Carolina except as part of this contract. To ensure security, Riverside Insights will carefully control the distribution of the state-selected test materials and will sell only norm-referenced tests for grades not included in the statewide assessment system.

Secure Materials

Secure materials must be kept in secure, locked storage when not in use. If possible, the secure location should not have outside or inside windows. Also, secure test materials must not be stored in the same room as a copy or fax machine or any other frequently accessed equipment or supplies.

Do not leave secure materials unattended at any time. If a TA must leave the room before testing begins, all secure materials should be placed in a secure, locked cabinet, closet, or drawer. If there are no students in the classroom, materials are secure if the door to the room is locked.

Test Security Agreement Forms

All school and district personnel who will have access to secure test materials are required to sign an *Agreement to Maintain Test Security and Confidentiality* form. Three types of forms are available for district/school use. One form is for DTCs and STCs, one form is for TAs, and one form is for monitors.

The confidentiality agreement forms that must be signed by staff participating in the test administration are provided in Appendix A. The test security agreement forms also can be downloaded from the following link: <http://ed.sc.gov/tests/assessment-information/test-security/>.

Districts may add their own test security agreements. Test security forms must be signed and returned to the DTC after each person has participated in training. The DTC is responsible for collecting and storing the forms for five years.

6

Preparing for Testing

General Overview of Online Administration Procedures

District Test Coordinators (DTCs) will train School Test Coordinators (STCs). The STCs will be responsible for the proper administration of each test. STCs will train all Test Administrators (TAs). The tests will be administered during the prescribed test administration window according to the procedures described in this *Test Administration Manual*.

Student Rostering

The SCDE has submitted a student roster to be used by all districts for the grade 2 administration of *CogAT* and the *Iowa Assessments*. The roster named **SCDE Gr 2 GT Testing—2024–25** will be available in *DataManager* by September 23, 2024. STCs need to verify that all students are rostered correctly.

- Districts do not need to submit separate rosters for the grade 2 GT testing
- Do not rename the roster
- How to update a student's location if they move:
 - Student moves within your district—The DTC can make the update in *DataManager*
 - Student moves from another South Carolina district—The DTC will need to contact Riverside Insights Project Manager to request update

Test Events

The SCDE will create the Test Events to be used by all districts for the grade 2 administration of *CogAT* and the *Iowa Assessments*.

- Districts **do not** need to create separate Test Events for grade 2 GT testing
- **Do not** close any Test Events created for grade 2 GT testing
- **Do not** reopen a Test Event after it has been closed

Administering CogAT and Iowa Assessments

Testing with CogAT at Level 8

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

Grade	Test Level
K	5/6
1	7
2	8

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

Testing with Iowa Assessments at Level 7

All tests are proctor led or can be administered with audio. To obtain a Reading and Mathematics score, parts 1 and 2 of each test must be administered.

Question and Answer Format

- All questions in both assessments are in multiple-choice format
- The questions in *CogAT* are entirely pictorial, and no reading is required of the students in any of the subtests.
- Students taking the test on a computer review the answer choices and either click an answer choice with the mouse or press the number or letter key corresponding to the position of the answer choice. For example, students can type 1 or A for the first answer choice listed, 2 or B for the second answer choice listed, and so on.
- Students taking the test on a tablet review the answer choices and tap an answer choice.

Practice Questions

Each subtest begins with one or more practice questions to give students practice with the content and format of the subtest. The practice questions demonstrate how to answer the items on that subtest. They are kept simple to be certain all of the students understand what they are supposed to do.

Proctor Led

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

Audio

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

Scheduling Recommendations

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

- For each subtest and the Getting Started tutorial, the test administration schedule should allow sufficient time for:
 - Signing in to the system (TAs 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 Levels 7 and 8, it is recommended that no more than one battery of 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.

Setting Up Test Sessions

You can set up test sessions at any time before testing once the test events are opened on September 23, 2024. You will need to set up more than one test session to complete your testing. See “Creating a Test Session” on page 83 for instructions.

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 access and manage your test results online.

About the Proctor Application

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

Important Online modes of administration must not be mixed across proctored and audio once a student begins testing. If a situation arises that necessitates switching the mode of testing mid-assessment, the student must start again from the beginning and complete the entire assessment using only one mode of testing.

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

Proctor Led

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

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

Audio

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

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

About the Student View

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

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

Proctor Led

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

Audio

Audio plays for the directions at the beginning of each subtest and for each question.

Students work at their own pace, advancing to the next question by clicking or tapping the **Go** button or by swiping the page from right to left. For more information about the student view, see “Test-Taking Tools in the Audio Student View” in Appendix F.

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 any subtest. Schedule a session for the Getting Started tutorial as you would any other test session.

The tutorial can be taken as the first test on the day of testing. Students can repeat the Getting Started tutorial if you think it would be beneficial for students to review the information more than once.

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

District Test Coordinators

Approval of STCs and TAs

It is the responsibility of the DTCs to approve qualified STCs. STCs must be certified employees of the district and knowledgeable of all policies and procedures in this manual, especially the following topics: the test schedule, student participation, test security, online administration and proctoring instructions, the administration directions, and policies and procedure for assessing students with disabilities and multilingual learners (MLs).

In certain circumstances the DTC may approve TAs who meet one of the following criteria:

1. an employee of the district who is certified;
2. an employee of the district who is a critical-needs teacher and has a letter of eligibility, an interim certificate, or a critical-needs certificate;
3. a substitute teacher who is certified and employed by the district on an "as needed" basis;
4. someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement, change of career, etc., and has been approved by the DTC as a qualified TA; or
5. someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC as a qualified TA.

DTCs are required to participate in a pretest workshop presented by the Office of Assessment and Standards and the contractor for the *CogAT/Iowa Assessments*. Failure to attend a pretest workshop, without prior approval with OAS staff, will result in a test security violation ("Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test.") and a letter will be sent to the District Superintendent.

Before Testing—DTC

Technical Readiness

- Step 1.** Work with your designated district and/or school IT staff to check system and network requirements and ensure that <https://www.riversideonlinetest.com> connects on all student devices.
- Step 2.** Ensure that the schools have the necessary quantities of student and proctor devices for testing.

Prepare for Test Administration

- Step 1.** Review this *Test Administration Manual*.
- Step 2.** Ensure that STCs and TAs attend the *DataManager* Proctor Training.
- Step 3.** Develop a test administration schedule for the district. See page 19 of this *Test Administration Manual* for a sample testing schedule.
- Step 4.** Ensure that all STCs and TAs have access to *DataManager*.
- Step 5.** Work with STCs to confirm that all grade 2 students are rostered correctly.
- Step 6.** Ensure that arrangements have been made for any student who requires accommodations to respond to the test. Make certain that large-print test booklets are available if needed.

After Testing—DTC

- Step 1.** Return any paper test materials used for accommodations, including large-print booklets, scannable test books and *Directions for Administration* manuals.
- Step 2.** Ensure that STCs have validated score results. Contact Riverside Insights Project Manager with discrepancies.

DTC Checklist of Major Activities

Before Testing	During and After Testing
<ul style="list-style-type: none"> ▪ Attend the Pretest Workshop Webinar for Online Administration on September 12, 2024. ▪ Develop test administration schedule. ▪ Read and review the <i>Test Administration Manual</i>. ▪ If large-print test booklets are needed, contact the Riverside Insights Program Manager by October 21, 2024, to request them. ▪ Train STCs. ▪ Ensure staff administering any tests have access to <i>DataManager</i>. ▪ Confirm the phone number of your district's technical support personnel and communicate to your STCs. 	<ul style="list-style-type: none"> ▪ Ensure that schools are on track to complete all the required subtests during the test window. The SCDE will be closing the Test Events on October 29, 2024. No further testing will be permitted once the Test Events are closed. ▪ Return any paper test materials used for accommodations, including large-print test booklets, scannable test books, and <i>Directions for Administration</i> manuals. ▪ Provide ongoing support to STCs. ▪ Ensure that STCs have validated score results. Contact Riverside Insights Project Manager with discrepancies.

School Test Coordinators

Before Testing—STC

Prepare for Test Administration

- Step 1.** Review this *Test Administration Manual* to familiarize yourself with the administration procedures.
- Step 2.** STCs and TAs attend *DataManager* Proctor Training.
- Step 3.** Inform teachers of the test schedule and ensure that they have their username and password to the *DataManager* platform.
- Step 4.** Confirm that all grade 2 students are rostered correctly and verify that you have sign-in information for each student.
- Step 5.** Ensure that arrangements have been made for any student who requires accommodations to respond to the test. Make certain that large-print test booklets are available if needed.
- Step 6.** Determine who will create Test Sessions in preparation for testing.

Verifying Student Identification Information

Student Roster

- It is critical that each student's birth date is accurate, as this information will be used to report student results.
- If a student has an incorrect birth date reported in *DataManager*, you can update it directly in the online portal using the Manage Student feature.

Students New to the School

- If a student is new to the school, STCs can manually add the student to the roster in *DataManager* using the Manage Student feature. If the student is moving from another school or district, contact your DTC to make the update to the student's location.

STC Checklist of Major Activities

Before Testing	During and After Testing
<ul style="list-style-type: none"> ▪ STCs and TAs attend <i>DataManager</i> Proctor Training. ▪ Read and review the <i>Test Administration Manual</i> and the <i>Directions for Online Administration (CogAT and Iowa Assessments)</i>. ▪ Inform parents of the test schedule. ▪ Confirm that all grade 2 students are rostered correctly. ▪ Let your DTC know if you have students who require large-print test booklets. ▪ Inform teachers of the test schedule. ▪ Inform the TAs what the procedures are for creating Test Sessions in preparation for testing. ▪ Train monitors. 	<ul style="list-style-type: none"> ▪ Ensure that TAs are on track to complete all the required subtests during the test window. The SCDE will be closing the Test Events on October 29, 2024. No further testing will be permitted once the Test Events are closed. ▪ Return any paper test materials used for accommodations to the DTC, including large-print test booklets, scannable test books, and <i>Directions for Administration</i> manuals. ▪ Provide ongoing testing support to TAs. ▪ Ensure that STCs have validated score results. Contact Riverside Insights Project Manager with discrepancies.

Test Administration

The same test administration procedures must be used across the state to ensure that test results for the South Carolina Grade 2 Gifted and Talented Assessment Program are valid, reliable, and equitable. To provide uniform test administration, TAs must carefully follow the instructions provided in *Test Administration Manual*.

To prepare for the test administration, the TA should review the *Test Administration* manual prior to the district's testing window. Training sessions must be coordinated by the STC and held at the school with no students present. Training sessions must comply with all test security procedures.

Notice that there are differences between the test administration directions for the *CogAT* and *Iowa Assessments* tests. These administration directions apply to all students.

- *CogAT DFA* pp. 9 and 10: You may repeat the directions or item prompts as many times as necessary. The pace will be based on your student response times.
- *Iowa Assessments DFA* p. 14: Read the directions for each question only once. **Do not repeat the directions.** This applies to the entire test, except as described below.

These instructions in the *Iowa Assessments DFA* mean that none of the text printed in blue and preceded by the word "SAY" can be repeated. The only exception is the last six mathematics items in Part 2. The instructions direct teachers to repeat each of these six items. Also, note that these instructions also apply to students with disabilities whose IEP or 504 Plans specify "repeated directions" because repeating the directions changes the construct of the test.

Be sure your teachers administering tests understand the differences between the *repeat directions* accommodation and the different procedures for these two tests.

Accounting for All Students

The state requires that all students have the opportunity to take the *CogAT* and *Iowa Assessments* tests. For students who missed part or all of the test(s) administered, you will need to know which students were absent or are no longer in the school (moved). Remember, all students who are absent during testing should be given every opportunity to make up any tests missed during the testing window.

Make-Up Tests

If any students are absent at the time of testing, **every effort should be made to give them the opportunity to take the tests.**

After Test Administration

Student Transfers

It is the new district's responsibility to test the student during the testing window if there is sufficient time to complete the assessments. If there is not sufficient time to complete testing during the main testing window, districts may test newly enrolled second graders after fall testing using their own Dimension A and Dimension B assessments or wait until the follow school year to test them. This is a district decision.

Large-Print Test Booklets

Large-print test booklets for students who have difficulty reading text in a standard-size font will need to be returned. Before the booklets are returned, students' responses **must be transferred to the online test by two trained adults in a secure setting.**

7

Administer the Tests

Overview of the Test Administration Process

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

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

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

Step 2: Open the test session

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

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

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

Step 4: Confirm the student roster for this session

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

Step 5: Begin testing

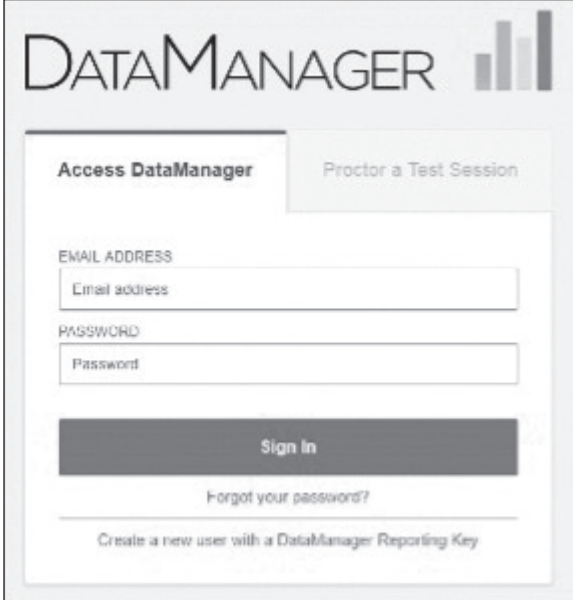
Begin the Getting Started tutorial or test session.

Step 6: Complete the test session

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

Signing In to the *DataManager* Proctor Application

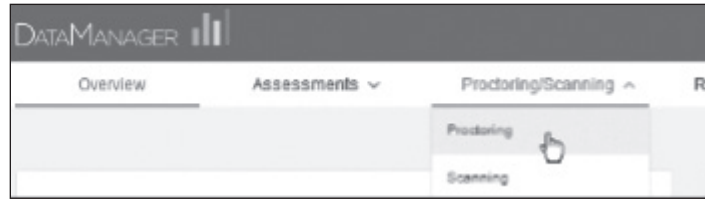
Go to *DataManager* Sign-In page at <https://www.riversidedatamanager.com>. The Sign-In page is displayed and prompts you to enter your sign-in information.



The screenshot shows the DataManager Proctor Application Sign-In page. At the top, the logo "DATA MANAGER" is displayed next to a bar chart icon. Below the logo, there are two tabs: "Access DataManager" (which is active) and "Proctor a Test Session". Under the "Access DataManager" tab, there are two input fields: "EMAIL ADDRESS" with a placeholder "Email address" and "PASSWORD" with a placeholder "Password". Below these fields is a dark grey "Sign In" button. Underneath the button, there is a link "Forgot your password?". At the bottom of the form, there is a link "Create a new user with a DataManager Reporting Key".

1. In the **EMAIL ADDRESS** field, type your username (your username is your email address).
2. In the **PASSWORD** field, type your password.
3. Click **Sign In**.
 - If you are assigned the Proctor role, the **Proctor Session** page opens. The **Manage** tab displays all of your current and expired test sessions. Continue with "Opening the Test Session" on page 40.
 - If you are assigned the Administrator or Teacher role, the **Overview** page is displayed. Continue with step 4.

4. Click the **Proctoring** heading to enter the proctor screen.



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

A screenshot of the DATA MANAGER 'Proctor Session' page. The page is titled 'Proctor Session' and has a 'Manage' tab selected. It features a 'Create New Test Session' form with fields for Test Event, Grade, Test Group, Level, Battery/Subtest, and Test Admin Type. There are also checkboxes for 'Draw Screen' and 'Remote Proctoring Portal'. Below the form is a 'Created Sessions' table with columns for Session Name, Test Admin Type, Test Event, Test Group, Level, Battery/Subtest, Session Code, and Actions. The table contains four rows of session data. At the bottom, there is a section for 'Expired Sessions' and a 'Need Help?' button.

Session Name	Test Admin Type	Test Event	Test Group	Level	Battery/Subtest	Session Code	Actions
Birch 1 Getting Started	Proctor Led	CogAT 7 Fall 2020 Madison	CogAT 7 Complete	Level 7	Getting Started	83-29664	✕
Birch 1 Verb Pic An	Audio-English	CogAT 7 Fall 2020 Madison	CogAT 7 Complete	Level 7	VERBAL / Picture Analogies	17-76820	
Bradshaw 2 IowaFlex Reading	Self Paced	IowaFlex Reading Madison Fall 2020	IowaFlex Reading	Grade 2	IowaFlex Reading	62-17715	✕
Woods 4 IowaFlex Math	Self Paced	IowaFlex Math Madison Fall 2020	IowaFlex Math	Grade 4	IowaFlex Math	95-42065	✕

5. Continue with "Opening the Test Session" on page 40.

Opening the Test Session

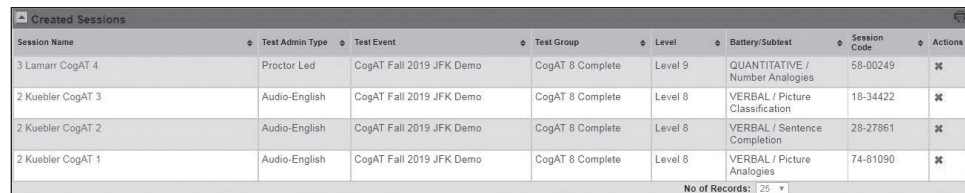
You must open a test session in order for a student to sign in to the test.

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

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

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

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



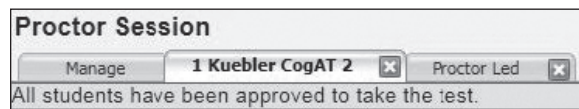
Session Name	Test Admin Type	Test Event	Test Group	Level	Battery/Subtest	Session Code	Actions
3 Lamar CogAT 4	Proctor Led	CogAT Fall 2019 JFK Demo	CogAT 8 Complete	Level 9	QUANTITATIVE / Number Analogies	58-00249	✕
2 Kuebler CogAT 3	Audio-English	CogAT Fall 2019 JFK Demo	CogAT 8 Complete	Level 8	VERBAL / Picture Classification	18-34422	✕
2 Kuebler CogAT 2	Audio-English	CogAT Fall 2019 JFK Demo	CogAT 8 Complete	Level 8	VERBAL / Sentence Completion	28-27861	✕
2 Kuebler CogAT 1	Audio-English	CogAT Fall 2019 JFK Demo	CogAT 8 Complete	Level 8	VERBAL / Picture Analogies	74-81090	✕

No of Records: 25

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

Proctor Led

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



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

Audio

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

Note: You can administer more than one audio test session at the same time. Each test session opens in a separate tab.

Introducing the Test and Instructing Students to Sign In

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

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

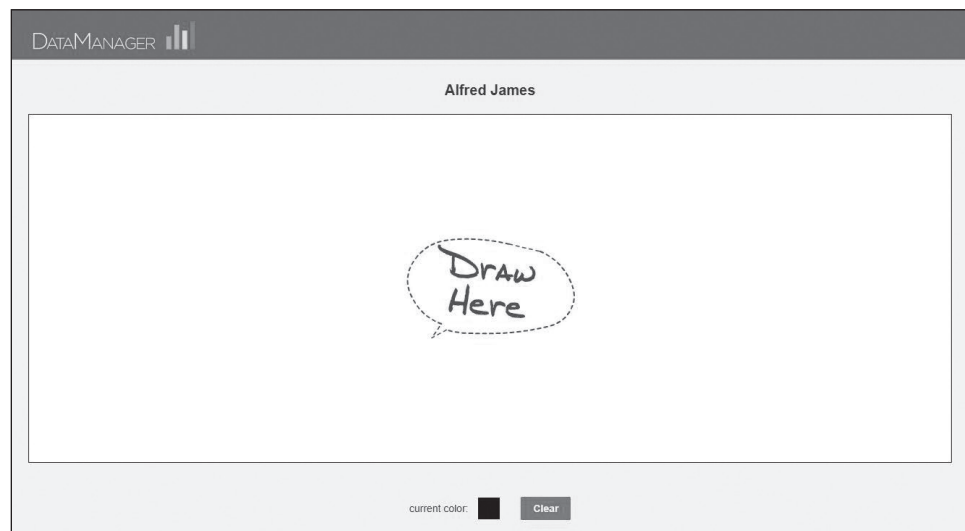
To introduce the test and instruct students to sign in:

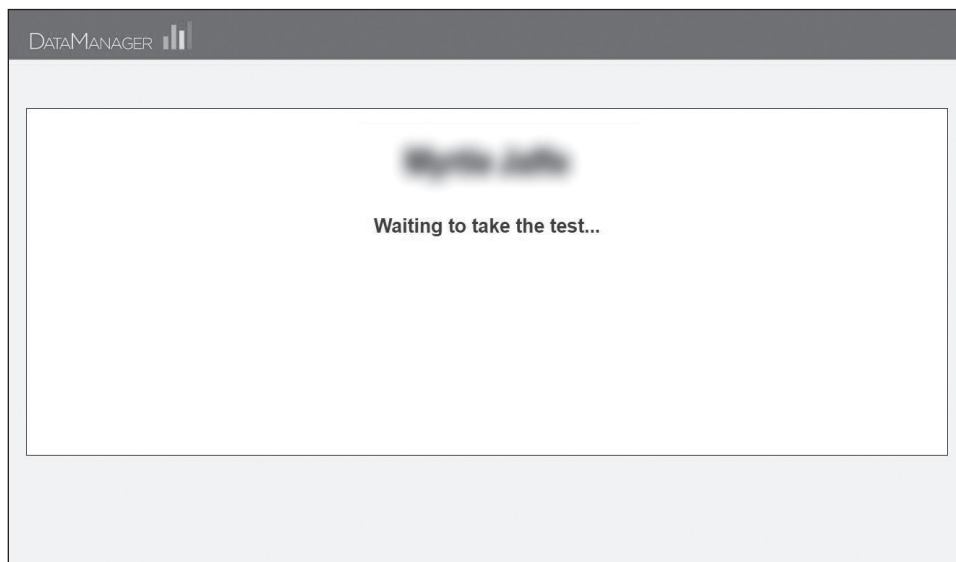
1. Provide students with their individual credentials, which consist of either personal information (first name, last name, birth month and day) or a unique ID number. A Teacher or School Test Coordinator (STC) can print student sign-in information for an individual with the Proctor role to distribute to each student.
2. Write the test session code on the board to make it easy for students to enter it on the Sign-In page.
3. Instruct students about test-taking procedures.
 - Tell students about the subtest (or Getting Started tutorial) they are about to take.
 - 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.
 - Remind students about the test-taking tools available in the test they are taking:
 - Answer remover tool for all tests (not available for tablet)
 - Highlighter for passages in the Reading test (not available for tablet)
 - Calculator for the mathematics test
 - Remind students they may need to scroll down to see the entire passage or question.
4. Distribute one sheet of scratch paper and a pencil to each student.

5. Instruct students to sign in to the test.
 - Direct students to the standard *DataManager* browser on their machines/devices to sign in to <https://www.riversideonlinetest.com>.
 - Students using their names and birthdays to sign in must type their names exactly as they appear on their sign-in information slips. After they fill in the **First Name** and **Last Name** fields on the Sign-In page, tell them to click the down arrow in the **Birth Month** box and select their birth month from the list, then click the down arrow in the **Birth Day** box and select their birth day from the list.
 - Students using their unique student ID numbers must type their student ID numbers exactly as they appear on their sign-in information slips into the **Student ID** field.

The screenshot shows the 'Sign In' page of the DataManager application. The page is titled 'Sign In' and includes a note '* = Required Fields'. There are two columns of input fields. The left column has fields for 'FIRST NAME *', 'LAST NAME *', 'BIRTH MONTH *', 'BIRTH DAY *', and 'SESSION CODE *'. The right column has fields for 'STUDENT ID *' and 'SESSION CODE *'. An 'OR' separator is between the columns. Each column has a 'Sign In' button at the bottom.

6. Tell students to enter the session code shown on the board into the **Session Code** field.
7. Tell students to click or tap the Sign In button. Students will see the Draw Here page or the Waiting to take the test...page.





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

If a student...	Then...
Sees a different name at the top of the page	Cancel that student's test and have the student sign in again using their student sign-in information. See "Canceling a Test Session for an Individual Student" on page 99 for more information.
Is having trouble signing in using their name and birth day	<p>Try having the student sign in using their unique ID number. If a student still cannot sign in, verify the following:</p> <ul style="list-style-type: none"> ■ The student has not attempted to sign in to the test session before the Proctor has opened the test session. (In this case, the student receives the message: "The proctor has not started this test session. Please wait until the proctor starts the test session and then try to sign in again.") ■ The student is signing in with either a unique name/ birthday combination or a unique student ID number. ■ The student is assigned to take the test. ■ The student is assigned to take the test at the level being tested. ■ The student has not already completed the test. ■ If the student is taking part 2 of a two-part test, the student has completed part 1.

Confirming the Student Roster for This Session

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

To confirm the student roster:

1. If you are administering a proctor-led test, click the session tab. If you are administering an audio test, continue to step 2.
2. Review the list of students in the Waiting for Approval area to ensure that the student roster includes all students who should take the subtest. If you need to add students to the roster, see “Adding a Student to a Roster” on page 94.

Proctor Led

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

Audio

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

Beginning the Test Session

Proctor Led

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

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

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

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

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

2. After all students have been approved, click the **Proctor Led** tab. The Welcome page is displayed.
3. Click **Go** in the lower-right corner to advance to the first practice question. Follow the directions in the **Directions for Administration** area. You may need to scroll down in the **Directions for Administration** area to see the entire item. See "Directions for Administration Area" on page 79 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 at 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 appears to be considering questions carefully before responding. Note and report to your Test Coordinator any incident that could have an adverse effect on the test results.
6. Use the tools on the **Proctor Led** tab to monitor testing.
 - A pacing clock above the **Student** area starts when the test begins. Use the pacing clock to help you gauge the amount of time to give students to answer the question before advancing to the next question.
 - The question a student is working on is displayed in the **Question** column of the student’s row.
 - When a student has had an opportunity to answer a question, a green check mark is displayed in the **Answered** column of the student’s row. Note that the check mark does not indicate whether the student answered correctly. If your connection is slow, you may also need to ask students to confirm (either verbally or by raising their hands) that they are ready to continue to the next question.

See “About the Proctor Led Tab” on page 78 for more information about the tools on the **Proctor Led** tab.



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

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

If you want to...	Then do this...
Approve all students	Click Approve All on the Waiting for Approval bar. The students are moved to the Approved Students area, and the Welcome page is displayed on the students' devices. Students can begin testing. <ul style="list-style-type: none">■ Ask students to raise their hands when they hear the subtest begin so you know their headphones are working.■ Continue with step 2.
Approve individual students	Click the approve button (👍) in the Actions column on the row where each student's name is displayed. The student is moved to the Approved Students area, and the Welcome page is displayed on the student's device. The student can begin testing. <ul style="list-style-type: none">■ Ask each student to confirm that the headphones are working by raising their 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 Sign-In page is displayed on the students' devices.
Deny individual students	Click the deny button (👎) in the Actions column on the row where each student's name is displayed. The student is removed from the Waiting for Approval area, and the Sign-In page is displayed 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 81.

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

Completing the Test Session

Proctor Led

To complete the test session and send answers to scoring:

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

If...	Then follow these instructions...
All students who are able have finished selecting their answers and you are ready to complete the test session and send answers to scoring	Click Done . A confirmation dialog box is displayed. Do one of the following: <ul style="list-style-type: none"> ■ Click OK to close and send subtests to Riverside Scoring Service for scoring. The Thank You page is displayed 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 test session	Click Back to move to a previous question.

3. Do one of the following:

If you want to...	Then follow these instructions...
<p>Give students a break before continuing to the next subtest in the series</p>	<ol style="list-style-type: none"> 1. Click the session tab. 2. Click Continue Testing All in the Approved Students area of the session tab. A confirmation dialog box is displayed. Do one of the following: <ul style="list-style-type: none"> – Click OK to create a new test session. <i>DataManager</i> automatically creates the next test session in the series, and the session tab (bearing the name of the session) and the Proctor Led tab appear. The Welcome page is displayed in the student view. Continue to step 3 below. <p>Note: <i>DataManager</i> displays session information for up to five linked test sessions.</p> – Click Cancel to return to the session tab without creating a new test 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.
<p>End testing for this period</p>	<ol style="list-style-type: none"> 1. Click the session tab. 2. Click End Testing All in the Approved Students area to close the subtest. A confirmation dialog box is displayed. 3. Do one of the following: <ul style="list-style-type: none"> – Click OK to close the subtest. The Sign-In page is displayed in the student view. Sign out of <i>DataManager</i>. – Click Cancel to return to the session tab without ending testing for this period.



To complete the test session and send answers to scoring:

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

Note: Students cannot return to the subtest after they click or tap **Done**. Remind students to click or tap **Back** if they are not finished answering the questions and need to go back to the test.
2. Remind students to click or tap **End** to close the subtest. Subtests are sent to Riverside Scoring Service for scoring, and the Draw Here page is displayed in the student view.

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

If you want to...	Then follow these instructions...
<p>Give students a break before continuing to the next subtest in the series</p>	<ol style="list-style-type: none"> 1. Click the session tab. 2. Click Continue Testing All in the Approved Students area of the session tab. A confirmation dialog box is displayed. Do one of the following: <ul style="list-style-type: none"> – Click OK to create a new test session. <i>DataManager</i> automatically creates the next test session in the series, and the session tab (bearing the name of the session) is displayed. The Welcome page is displayed in the student view and students can begin testing. Continue to step 3 below. <p>Note: <i>DataManager</i> displays session information for up to five linked test sessions.</p> – 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' test sessions are paused, and the Pause All button becomes the Resume All button. <p>Note: When you pause a test session, a confirmation dialog box is displayed in the student view. Instruct students to click or tap OK. The Draw Here page is displayed in the student view until the test session resumes.</p> 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.
<p>End testing for this period</p>	<ol style="list-style-type: none"> 1. Click the session tab. 2. Click End Testing All in the Approved Students area to close the subtest. A confirmation dialog box is displayed. 3. Do one of the following: <ul style="list-style-type: none"> – Click OK to close the subtest. The Sign-In page is displayed in the student view. Sign out of <i>DataManager</i>. – Click Cancel to return to the session tab without ending testing for this period.

8

Reporting

DataManager Reporting is a dynamic online reporting tool that allows you to perform the following tasks:

- Create customized reports using the options available for your account
- View and edit reports online
- Save, edit, and re-use report criteria
- Print reports
- Export reports to PDF, RTF, or Microsoft Excel® format

All activity related to reports takes place in the Reports Center. During testing, score results are available within 24–48 hours of the time the students' tests are submitted. You can generate and download your final online reports and data export when you receive your paper score reports.

Students Included in Reports

- All students who participated in the test administration of *CogAT* and the *Iowa Assessments* will be included in the reports generated in *DataManager*.
- Students who were absent, excused, or refused to take any of the tests will not be reported.
- Students who are absent during part of the test administration and complete at least one battery will receive scores and their results will be included in the summary calculations.
- Students must complete all 4 subtests of the *Iowa Assessments*. They must complete all 9 subtests of *CogAT* to receive a composite VQN score.
- Students who were enrolled in a school at the beginning of the year but moved during testing will be reported in the new school.

District Reports

In addition to full access to the *DataManager* Reporting tool, districts will receive one copy of the student score labels and two printed copies of the Profile Narrative.

School Reports

School Test Coordinators will have full access to the *DataManager* Reporting tool and will be receiving the following paper reports:

- Student Profile Narrative
- Student Score Labels—hard copies shipped to the school
- Ability Profile System: <http://www.riversideinsights.com/cogat/cogatprofile>
- <https://education.uiowa.edu/research/research-centers-and-research-initiatives/iowa-testing-programs>

Please respond promptly to Riverside Insights to resolve all open alerts for scoring and reporting. Failure to respond can cause a delay in shipping reports.

Appendix A

Test Security Regulations, Violations, and Forms

S.C. Code Ann. § 59-1-445 (2004) addresses violations of mandatory test security regulations and procedures, penalties, and investigations. The following is an excerpt from this section:

- (1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:
 - (a) Give examinees access to test questions prior to testing;
 - (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
 - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
 - (d) Make answer keys available to examinees;
 - (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;
 - (f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

- (2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the State Department of Education.

The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the State Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

S.C. Code Ann. § 59-1-447 (2004) requires the State Board of Education to establish detailed mandatory test security procedures by regulation.

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 2. S.C. Code Ann. Regs. 43-100 (2016), are reprinted below.

State Board Regulation:

43-100. Test Security.

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
 - A. The statewide tests, as defined in State Board of Education Regulation 43-262, including field tests and pilot tests;
 - B. Examinations for admission to teacher education programs and teacher certification examinations;
 - C. Examinations for admission to programs such as the gifted and talented program;
 - D. High school equivalency tests.
- II. As used in this regulation, “local school board” means the governing board of a public school district, a public charter school, as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.
- III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of materials for the entire period of time (before, during, or after testing) the materials are in the district and/or the schools within that district. The policy must address security for paper-based, computer-based, and customized assessments. This also applies to district-owned materials that are the same as those used in any state-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, secure paper-based materials must be stored under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent and the administration from each of the special schools and institutions that utilize tests administered by or through the State Board of Education must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the South Carolina Department of Education (SCDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test

instruments which are utilized in testing programs administered by or through the State Board of Education.

- V.** Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SCDE.
- VI.**
 - A.** The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction.
 - B.** In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.
- VII.** Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the high school equivalency tests forfeits all opportunities to retake the test(s).
- VIII.** Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59-1-445 (1990, 2004). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- IX.** Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data and, as such, are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
 - A.** Failing to administer tests on the test dates specified by the SCDE.
 - B.** Failing to maintain an appropriate testing environment, free from undue distractions.
 - C.** Failing to proctor the test to ensure that examinees are engaged in appropriate test-taking activities.
 - D.** Providing examinees with access to test questions or specific test content prior to testing.
 - E.** Providing examinees with access to answer keys prior to or during testing.
 - F.** Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the SCDE any test, test question, or specific test content.
 - G.** Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the SCDE any portion of examinee responses to any item or any section of a secured test.

- H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
- I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during, or after testing.
- J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
- K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. Failing to provide accommodations and/or customized materials as specified in the student's Individualized Education Program (IEP) or 504 plan. Providing accommodations and/or customized materials not included in the student's IEP or 504 plan.
- P. Excluding examinees or exempting from assessment students who should be assessed.
- Q. Failing to return test materials for all examinees.
- R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
- S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
- T. Altering test scores in electronic records or files.
- U. Failing to report a security breach.
- X. The SCDE has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.
- XI. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division.
- XII. If a security breach occurs in a district, or charter school, rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district or charter school by the SCDE at the discretion of the State Board of Education.

- XIII.** At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credential of an educator may be suspended or revoked based on evidence of violation of test security provisions.

Reporting Test Security Violations

All suspected test security violations as defined in S.C. Code Ann. §59-1-445 (2004) or 2 S.C. Code Ann. Regs. 43-100 (2016) must be reported to the South Carolina Department of Education (SCDE).

The District Test Coordinator (DTC) and School Test Coordinator (STC) are responsible for conducting a comprehensive investigation of each allegation. The DTC must prepare and submit to the SCDE all required documentation.

Following an internal SCDE review of the submitted documentation, and considering the gravity of the alleged violation, the SCDE will take one of three actions:

1. the incident will not be reported to the South Carolina Law Enforcement Division (SLED);
2. the incident will be reported to SLED for information; or
3. the incident will be reported to SLED for investigation.

As appropriate, the DTC and/or the Superintendent will receive an e-mail or a letter indicating which of these actions is being pursued by the Office of Assessment.

Reports may serve as a basis for initiating invalidation of test scores or other actions by the Certification Review Committee and/or the State Board of Education.

Required Documentation

This section discusses the documents that must be submitted if a test security violation occurred during testing.

The following documents must be completed and submitted to Tonya Kinard in the Office of Assessment and Standards.

- 1. Test Security Violation (TSV) Application**—DTCs must complete this TSV application online via the SCDE website membership login page. The TSV application will automatically be directed to the Office of Assessment and Standards.

The application must include all of the requested information including the identification of the person who allegedly committed the violation and their certificate number. Indicate the law that is violated, if applicable. See S.C. Code Ann. § 59-1-445—located [on page 53 of this *Test Administration Manual*]

and posted under “South Carolina Test Security Law” on the Test Security Web page—for the appropriate letters (a–f) to use for Legislative Violation(s).

Also indicate the regulation(s) violated, using the exact wording of the violation(s) as stated in 2 S.C. Code Ann. Regs. 43-100 (2016), found [on pages 54–57 of this *Test Administration Manual*] and posted under “State Board Test Security Regulations” on the Test Security Web page. For example, if a teacher assisted a student on the test, the following should be typed on the Action Form for Regulation Violation(s): “H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their response.”

The Description of Violation section of the Action Form should provide a concise summary of the incident. The summary should include the basic elements of “who, what, where, when, and how” the violation occurred. This section does not replace an overall summary written by the DTC (see supporting documentation).

- 2. Supporting Documentation**—This information would include all of the following items:
 - a. written statements (signed and dated) from all adults involved in the incident,
 - b. summaries of any interviews with students,
 - c. IEP team meeting minutes with an indication of their recommendations, if applicable, and
 - d. a signed and dated summary written by the DTC. This summary is required, and it should be in the form of a letter to the Office of Assessment and Standards that is uploaded to the SCDE Test Security Violation (TSV) app. The letter must highlight all applicable information and indicate the actions taken by the DTC or the district office. This letter does not replace the “Incident Description” or “Comments” sections of the online TSV app.

The supporting documentation should be uploaded to the TSV application site.

How to Conduct an Investigation and Document the Information

The following paragraphs outline more specific information about how to conduct an investigation and how to document the information included in the test security violation report.

- A.** If a test security violation is observed within a school, the individual(s) observing the incident must notify the STC or the DTC as soon as possible. The STC must notify the DTC immediately regarding the violation. The DTC must notify the Gifted and Talented program manager, David Trombly.
- B.** The DTC and the STC are responsible for conducting a comprehensive investigation to reconstruct what occurred to cause the alleged violation.

The investigation should capture information including the “who, what, where, when, and how” of the incident.

- C. The STC and/or the DTC should obtain a written statement of events (affidavit) from each adult involved in the situation, including the accused. Affidavits must be signed and dated in ink by the person making the statement. It is not necessary to have individual statements from students.
- D. As appropriate, the STC and DTC may need to interview some or all of the persons involved in each incident. All interviews should be conducted individually to elicit the most reliable information. Open-ended questions should be used during the interview process to obtain the most compelling evidence. In the case of student interviews, the STC should write a summary of the information learned from each student. It is not necessary to have the students provide a written statement.
- E. The DTC must enter online a summary of events. If appropriate, the DTC may want to provide additional details regarding the incident such as action taken as a result of the investigation, if the district referred the violation to the South Carolina Law Enforcement Division, or any information that supports or refutes the credibility of any witness.

Test Security Violations and Students with Disabilities and Multilingual Learners

DTCs and School STCs should work closely with special education and multilingual learner (ML) coordinators and teachers within the schools to ensure that all accommodations are provided for students with disabilities and all ML students in accordance with each student’s Individual Education Program (IEP), 504 Accommodation Plan, or Individualized Language Acquisition Plan (ILAP).

The State Board of Education Regulations 2 S.C. Code Ann. Regs. 43-100 (2016) state that **not providing accommodations** (to include customized test forms) as specified for students with IEPs or 504 Plans or **providing more accommodations** than specified is considered a breach of professional ethics that may jeopardize the validity of the inferences made on the basis of test data. As such, these actions are viewed as security violations that could result in criminal prosecution and/or disciplinary action to an educator’s professional certificate.

In the event of a test security violation involving testing accommodations for students with disabilities, or ML students, the DTC must report the test security violation in accordance with the procedure outlined in the [previous section of this *Test Administration Manual*] and as posted at <https://ed.sc.gov/tests/test-security/>.

In addition, the school/district must convene the IEP/504 Plan team or ILAP team to review the test security violation. During the meeting of the IEP/504 Plan team or ILAP team, the team may consider only the testing accommodations as written in the IEP/504 Plan/ILAP and may not change the accommodations specified in the plan. The IEP/504 Plan/ILAP team must address the test security violation as follows:

- **If a student received a non-standard accommodation that is not specified in the IEP/504 Plan/ILAP Plan** the team must **invalidate** the test administration by contacting the Riverside Insights Program Manager.
- **If a student received a standard accommodation** that is not specified in the IEP/504 Plan/ILAP Plan, the team must determine if the unauthorized accommodation would cause the test score to be invalid.
- **If a student did not receive a standard or non-standard accommodation** that is specified in the IEP/504 Plan/ILAP, the team must determine whether the test score would be valid without the specified accommodation and/or non-standard accommodation.

If the IEP/504 Plan team determines that:

- **the test administration is valid**, remember to record the appropriate accommodation code(s)—i.e., the code(s) for the accommodation(s) actually used—in the student record in *DataManager*.
- **the test administration is not valid**, the school/district must invalidate the score by contacting the Riverside Insights Program Manager.

Test Security Agreement Forms

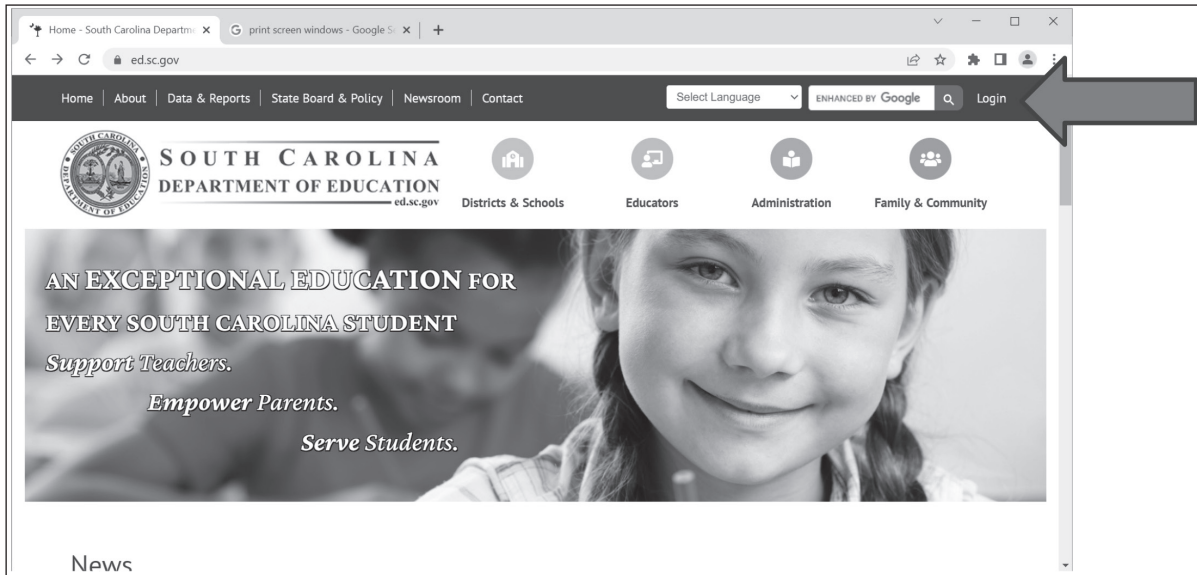
All school and district personnel who will have access to secure test materials are required to sign an *Agreement to Maintain Test Security and Confidentiality* form. Three types of forms are available for district/school use. One form is for DTCs and STCs, one form is for Test Administrators (TAs), and one form is for monitors.

The DTC and STC, TA, and monitor test security agreement forms are provided in this appendix on pages 63–68. Districts may add their own test security agreements.

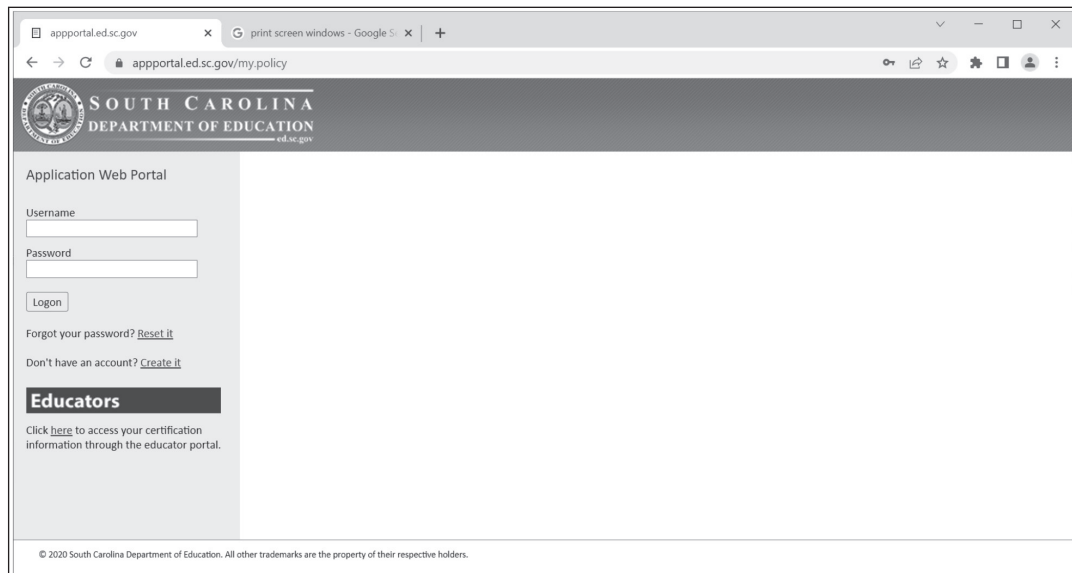
Test security forms must be signed and returned to the DTC after each person has participated in training. The DTC is responsible for collecting and storing the forms for five years.

Test Security Violation Application Login Information

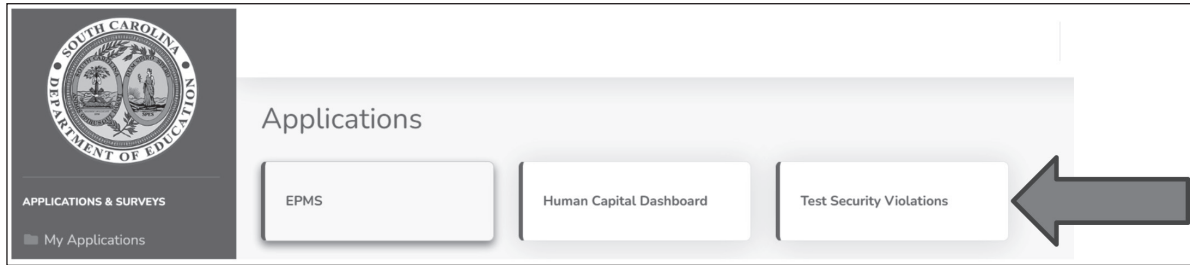
On the SCDE homepage, click **Login**.



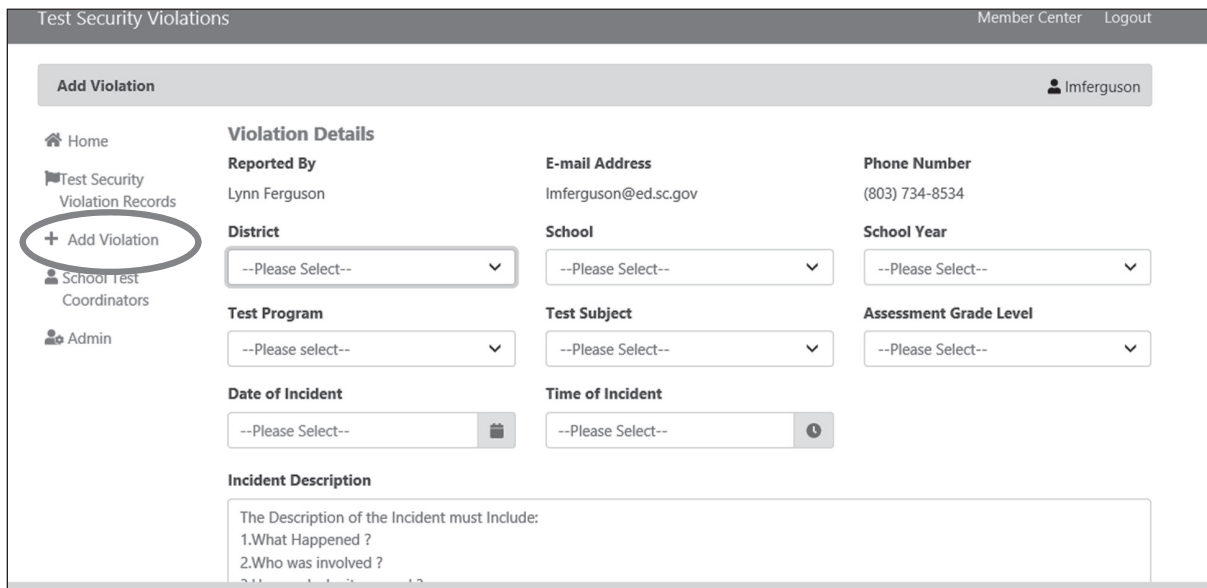
Type in your login information.



Under **Web Applications**, click **Test Security Violations**.



Click **Add Violation**.





STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

ELLEN E. WEAVER
STATE SUPERINTENDENT OF EDUCATION

**Agreement to Maintain Test Security and Confidentiality
for District Test Coordinators (DTCs) and School Test Coordinators (STCs)**

CogAT, IA and PTA

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the South Carolina Department of Education (SCDE) must take every step to assure the security and confidentiality of the state test materials. District Test Coordinators (DTCs) and School Test Coordinators (STCs) must provide appropriate training for all personnel involved in testing so that they have a common understanding of test security and appropriate testing practices.

Online and Paper Test Administration Manuals (TAMs) for each assessment program provide detailed test security information and administration guidelines. The TAMs and/or other appropriate instructions must be distributed to testing personnel as soon as possible prior to the testing window so that STCs, Test Administrators (TAs), and monitors will have the opportunity to read the appropriate TAM or TAMs and become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom. The Directions for Administration for each assessment may be distributed at the same time as the TAMs but not more than one week in advance of their use.

DTCs must review test security policies and procedures with the STCs and require them to read all appropriate materials and documents provided to them. DTCs and/or STCs must review test security policies and procedures with all TAs, monitors, and any other personnel in the school who will be handling test materials. STCs must require TAs and monitors to read all sections of the TAM(s), the Directions for Administration for each assessment, and all appropriate materials and documents provided to them.

As a DTC or STC, I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide assessment program: Cognitive Abilities Test (CogAT), Iowa Assessments (IA), and the South Carolina Performance Tasks Assessment (PTA).

As a DTC, I acknowledge that I have distributed TAMs to the STCs prior to the testing window and have required each STC to read all sections of this manual.

As a DTC, I acknowledge that I have provided a comprehensive training for all STCs that included a discussion of test security policies/procedures and test administration procedures as outlined in the TAM.

As a STC, I acknowledge that I have distributed TAMs and Directions for Administration to the TAs and the monitors prior to the testing window and have required each person involved with testing to read all sections of each manual.

As a STC, I acknowledge that I have provided a comprehensive training for all individuals involved in administering or monitoring the test and/or handling test materials. I further acknowledge that the training provided to the individuals included a discussion of test security policies and test administration procedures as outlined in the TAMs.

I acknowledge that it is my responsibility, as a DTC or STC, to follow all of the state laws and regulations regarding testing ethics and test security.

I acknowledge that I have read the test security laws, regulations, procedures, and other appropriate information provided to me regarding test security and my testing responsibilities.

I acknowledge that it is my responsibility, as a DTC or STC, to follow all of the testing procedures as outlined in the test administration manual and other documents that may be provided to me by the SCDE.

I understand the tests are secure, confidential, and proprietary documents owned by the assessment contractor.

I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the tests to anyone.

I will not give examinees access to test questions prior to testing or make answer keys available to examinees.

I will not coach, help, or assist examinees in any way during testing; nor will I alter or interfere with examinees' responses in any way.

I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the SCDE any part of any secure test materials, including tests, test questions, test content, oral administration scripts, and examinees' responses.

I will return all secure test materials (including, but not limited to, test booklets, answer documents, and test administration directions,) to the DTC or to the assessment contractor, by the required dates.

I will not participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the test security laws or this affidavit.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Date

Print Name

District and School



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

ELLEN E. WEAVER
STATE SUPERINTENDENT OF EDUCATION

**Agreement to Maintain Test Security and Confidentiality
for Test Administrators**

CogAT, IA and PTA

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the South Carolina Department of Education (SCDE) must take every step to assure the security and confidentiality of the state test materials. District Test Coordinators (DTCs) and School Test Coordinators (STCs) must provide appropriate training for all personnel involved in testing so that they have a common understanding of test security and appropriate testing practices. STCs must review test security policies and procedures with all Test Administrators (TAs), monitors, and any other personnel in the school who will be handling test materials.

Online and Paper Test Administration Manuals (TAMs) for each assessment program provide detailed test security information and administration guidelines. The Test Administration Manuals and/or other appropriate instructions must be distributed to testing personnel as soon as possible prior to the testing window so that test administrators have the opportunity to read the appropriate TAM(s) and become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide assessment program: Cognitive Abilities Test (CogAT), Iowa Assessments (IA), and the South Carolina Performance Tasks Assessment (PTA).

I acknowledge that I have the responsibility to *read all sections* of the appropriate TAM or TAMs prior to the testing window.

I acknowledge that I have the responsibility to read the *Directions for Administration* prior to the testing window.

I acknowledge that I have read the test security laws, regulations, and procedures and other appropriate information provided to me regarding test security and my testing responsibilities.

I acknowledge that I have received training regarding the administration of a statewide assessment. I further acknowledge that the training included a discussion of test security policies and test administration procedures as outlined in the TAM(s).

I acknowledge that it is my responsibility, as a test administrator, to follow all of the state laws and regulations regarding testing ethics and test security.

I acknowledge that it is my responsibility to follow all of the testing procedures as outlined in the test administration manual and other documents that may be provided to me by the SCDE.

I understand the tests are secure, confidential, and proprietary documents owned by the assessment contractors.

I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the tests to anyone.

I will not give examinees access to test questions prior to testing or make answer keys available to examinees.

I will not coach examinees during testing or alter or interfere with examinees' responses in any way.

I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the SCDE any part of any secure test materials, including tests, test questions, test content, oral administration scripts, and examinees' responses.

I will return all secure test materials (including, but not limited to, test booklets, answer documents, *Directions for Administration*, etc.) to the STC or to the DTC, as appropriate.

I will not participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the test security laws or this affidavit.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Date

Print Name

District and School



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

ELLEN E. WEAVER
STATE SUPERINTENDENT OF EDUCATION

**Agreement to Maintain Test Security and Confidentiality
for Test Monitors**

CogAT, IA and PTA

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the South Carolina Department of Education (SCDE) must take every step to assure the security and confidentiality of the state test materials. District Test Coordinators (DTCs) and School Test Coordinators (STCs) must provide appropriate training for all personnel involved in testing so that they have a common understanding of test security and appropriate testing practices.

Online and Paper Test Administration Manuals (TAMs) for each assessment program provide detailed test security information and administration guidelines. The Test Administration Manuals and/or other appropriate instructions must be distributed to monitors as soon as possible prior to the testing window so that they will have the opportunity to read the appropriate TAM(s) and become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom.

DTCs and/or STCs must review test security policies and procedures with monitors and require monitors to read all sections of the TAMs and other appropriate materials and documents provided to them.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide assessment program: Cognitive Abilities Test (CogAT), Iowa Assessments (IA), and the South Carolina Performance Tasks Assessment (PTA).

I acknowledge that it is my responsibility, as a monitor, to follow all of the state laws and regulations regarding testing ethics and test security.

I acknowledge that I have read the test security laws, regulations, procedures, and other appropriate information provided to me regarding test security and my testing responsibilities.

I acknowledge that it is my responsibility, as a monitor, to follow all of the testing procedures as outlined in the test administration manuals.

I understand the tests are secure, confidential, and proprietary documents owned by the assessment contractor.

I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the tests to anyone.

I will not give examinees access to test questions prior to testing or make answer keys available to examinees.

I will not coach examinees during testing or alter or interfere with examinees' responses in any way.

I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the SCDE any part of any secure test materials, including tests, test questions, test content, oral administration scripts, and examinees' responses.

I will return all test materials to the STC or the DTC, as appropriate.

I will not participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the test security laws or this affidavit.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Date

Print Name

District and School

Appendix B

Frequently Asked Questions

1. *Is there a test schedule that I should follow?*

Both *CogAT* and the *Iowa Assessments* were standardized under a variety of test administration schedules. This gives local districts the flexibility to create a test schedule that best matches their local needs and calendar. However, testing windows should be distributed over several days. A sample administration schedule is provided on page 19 of this *Test Administration Manual*, including estimated testing times for each of the subtests.

2. *Is the student penalized for “guessing”?*

Teachers can inform their students in advance that they are not expected to know the answers to all the questions, and that it is acceptable to make no mark for a question. Although random marking of answers should not be allowed, students should be encouraged to make “thoughtful guesses” to individual questions.

3. *Do you have practice materials?*

Separate practice tests are available for *CogAT* and the *Iowa Assessments*. They are sold in packages of 25 with one *Directions for Administration* per grade level. Please note that the actual tests also include practice items to help students understand the format of the tests. Riverside Insights recommends that districts request a free sample of any practice materials for review before ordering.

4. *What is a PDF report?*

A Portable Document Format (PDF) report is an electronic version of a score report. The report can be viewed/printed with Adobe® Reader® and gives users the ability to print reports on demand without storing a large stack of paper throughout the school year. These reports also will be available through your *DataManager* account. Adobe Reader software can be downloaded free of charge at <https://get.adobe.com/reader/otherversions/>.

5. *A student’s demographic information reported in the student roster is incorrect. How do I update the student’s record?*

Updates to the student information are done directly in the online portal using the Manage Student feature.

6. *What does CogAT measure?*

CogAT appraises the cognitive development of students from kindergarten through grade 12. The test measures students’ learned reasoning abilities.

Although grounded in biological processes, these abilities are developed through in-school and out-of-school experiences.

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

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

Appendix C

Definition of CogAT

What Is CogAT?

CogAT assesses *learned reasoning abilities* of students from kindergarten through grade 12. The questions on *CogAT* test students in verbal, quantitative, and nonverbal reasoning.

Since cognitive growth is a developmental process, performance on *CogAT* can be given meaning by comparing an individual's scores with those of a representative sample of peers who are the same age or who are in the same grade in school. This type of normative comparison is used to interpret scores on *CogAT*.

Is CogAT an IQ Test?

Even though it measures reasoning abilities that are a critical component of all definitions of intelligence, *CogAT* is not an intelligence test. Good intelligence tests measure *a broader range of thinking, memory, and learning abilities* than *CogAT*. Furthermore, the Standard Age Scores (SAS) reported on *CogAT* should not be confused with IQ scores. IQ tests are standardized on representative samples of the entire population. In contrast, *CogAT* is standardized on those children who attend school and can take the test. If *CogAT* were an intelligence test, it would measure a broader array of cognitive abilities and be normed using a sample that represents the entire population. Although *CogAT* is not an intelligence test, it has high correlations with the total scores on such tests. This means that students who obtain high scores on *CogAT* will generally obtain high overall scores on individually administered intelligence tests.

How Does Aptitude Differ from Abilities?

Old ideas of innate aptitude have long since been discarded. Current theories define aptitude as *readiness to learn and perform well in a particular situation*. Aptitudes are those characteristics that people bring to situations that help them succeed in those situations—a much broader concept than abilities. Abilities are an important class of aptitudes. For example, reasoning abilities are particularly helpful aptitudes when students must understand new relationships, when their existing knowledge is limited, or when they must go beyond the information given. Aptitudes for success in school also include existing knowledge and skill (i.e., achievement to date), motivation (especially persistence), interest, etc. Ability test scores function as measures of aptitude if the scores are used to make inferences about a person's potential for future achievement in a particular environment.

Appendix D

Definition of Race and Ethnicity Categories

Ethnicity

Hispanic/Latino A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Race Categories

American Indian or Alaska Native A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Appendix E

Program Definitions

[All]	[None]
<input type="checkbox"/> Free/Reduced-Price Lunch	<input type="checkbox"/> ELL
<input type="checkbox"/> Migrant Student	<input type="checkbox"/> Section 504
<input type="checkbox"/> Gifted Talented	<input type="checkbox"/> Title I Language
<input type="checkbox"/> IEP	<input type="checkbox"/> SE
<input type="checkbox"/> Title I Math	<input type="checkbox"/> Other 1
<input type="checkbox"/> Other 2	

IEP Individualized Education Program
504 Section 504
F/RL Free and Reduced
GT Gifted and Talented
ELL Multilingual Learner
MG Migrant
TI L Title One Language
TI M Title One Math

Appendix F

DataManager Quick Reference

About the Session Tab

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

The screenshot shows the DataManager Proctor Session interface. At the top, there is a navigation bar with tabs for Overview, Assessments, Proctoring/Scanning (selected), Reports, and Administration. The session header displays '2 Kuebler CogAT 1' and includes buttons for 'Add a walk-in Student' and 'Student Lookup'. Below the header, there are three main sections:

- Exceptions (0 of 2):** A table with columns for Last Name, First Name, MI, Date of Birth, Gender, Grade, Battery/Subtest, Reason, and Actions. A circled '1' is next to the header.
- Waiting for Approval (0 of 2):** A table with columns for Last Name, First Name, MI, Date of Birth, Gender, Grade, Battery/Subtest, and Actions. It includes 'Approve All' and 'Deny All' buttons. A circled '2' is next to the header.
- Approved Students (2 of 2):** A table with columns for Last Name, First Name, MI, Date of Birth, Gender, Grade, Battery/Subtest, Status, and Actions. It includes buttons for 'Continue Testing All', 'End Testing All', 'Pause All', 'Exit All', and 'Cancel All'. A circled '3' is next to the header. The table shows two students: Dennison, Wayne (05/01/2011, U, 2 - Two, VERBAL / Picture Analogies, Starting Test) and Dow, Thurman (05/02/2011, U, 2 - Two, VERBAL / Picture Analogies, Starting Test). A 'No of Records: 25' dropdown is at the bottom right.

① Students appear in the **Exceptions** area if they are not assigned to the test session for one or more of the following reasons:

- The student is not assigned to take the test.
- The student is not assigned to take the test at the grade 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 test. If you approve a student who previously completed the test, the student will see the Thank You page in the student view.

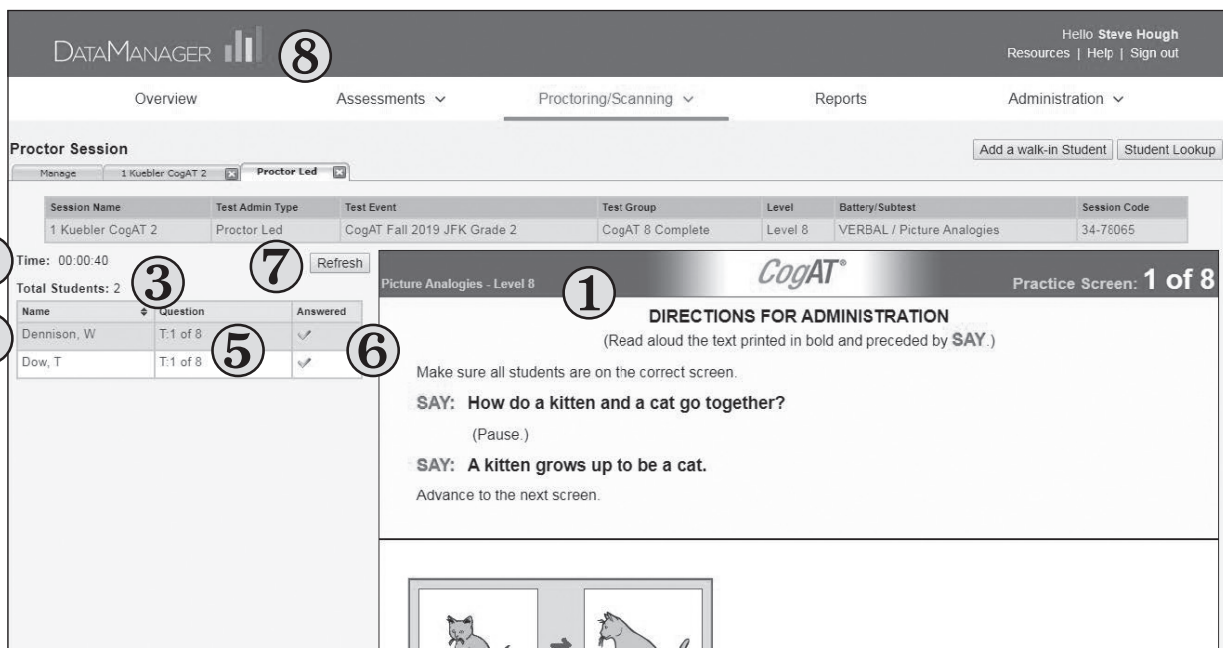
② The **Waiting for Approval** area shows students who have signed in for the session and who are waiting for approval to begin the test.

- ③ The **Approved Students** area shows students who have been approved to begin testing. You can:
- Monitor a student's status and see the question number the student is currently answering.
 - Extend time for a test session.
 - Pause or resume testing for an individual student or for all students in the session.
 - Cancel testing for an individual student or for all students in the session.

About the Proctor Led Tab

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

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



Directions for Administration Area

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

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

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

Student Area

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

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

Refresh the Proctor Led Tab

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

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

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



Test-Taking Tools in the Audio Student View

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



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



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



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



Click or tap to pause the audio.



Click or tap to resume the audio.

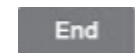


Move the slider to the right to increase the volume or to the left to decrease the volume.

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



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



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.

Subtest	Directions
Picture Analogies	Now you will work by yourself to answer some more questions. To answer these questions, figure out how the pictures in the top row go together. Then click the answer that makes the pictures in the bottom row of the big box go together in the same way. After you answer a question, click Go to move to the next one.
Sentence Completion	Now you will work by yourself to answer some more questions. For each row of pictures, you will hear a question. Click the picture that is the best answer to the question. Listen carefully. Then click your answer. After you answer a question, click Go to move to the next one.

continued on next page...

Subtest Directions, *continued*

Subtest	Directions
Picture Classification	Now you will work by yourself to answer some more questions. To answer these questions, think about how the pictures in the top row are like each other. Then click the answer that goes best with the pictures in the top row. After you answer a question, click Go to move to the next one.
Number Analogies	Now you will work by yourself to answer some more questions. To answer these questions, figure out how the pictures in the top row go together. Then click the answer that makes the pictures in the bottom row of the big box go together in the same way. After you answer a question, click Go to move to the next one.
Number Puzzles	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.
Number Series	Now you will work by yourself to answer some more questions. To answer these questions, figure out the pattern the beads in the box make. Then click the string of beads that comes next in the pattern. After you answer a question, click Go to move to the next one.
Figure Matrices	Now you will work by yourself to answer some more questions. To answer these questions, decide how the shapes in the top row go together. Then click the answer that makes the shapes in the bottom row of the big box go together in the same way. After you answer a question, click Go to move to the next one.
Paper Folding	Now you will work by yourself to answer some more questions. To answer these questions, look at how the paper is being folded and changed. Then click the answer picture that shows how the paper looks when it is opened. After you answer a question, click Go to move to the next one.
Figure Classification	Now you will work by yourself to answer some more questions. To answer these questions, decide how the shapes in the top row are like each other. Then click the answer that is most like the shapes in the top row. After you answer a question, click Go to move to the next one.

continued on next page...

Subtest Directions, *continued*

Subtest	Directions
Reading: Part 1	<p>Questions 1–11</p> <p>This is a reading test. Each question has a picture. Below the picture is a sentence that tells something about the picture. Each sentence has a missing word. Students look at the three words below the sentence and choose the word that best fits in the sentence.</p> <p>Questions 12–17</p> <p>Students read the sentence and the three words under the sentence and then decide which word makes the most sense in the blank in the sentence.</p>
Reading: Part 2	<p>This is a reading test. Each question in this part has a story. Students read the story and the question below the story. Students choose the answer they think is best.</p>
Mathematics: Part 1	<p>This is a math test. Students hear a question and then choose the picture or number that best answers the question.</p>
Mathematics: Part 2	<p>Questions 1–9</p> <p>This is a math test. Students answer some questions using information found in graphs and tables. Students listen carefully to the question and then choose their answer.</p> <p>Questions 10–15</p> <p>This is a test of math problem solving. Students hear some problems and work through each problem. Students choose either one of the three possible answers or “N,” which stands for “Not given.” Students may use scratch paper to help them find the right answer.</p>

Creating a Test Session

You can create test sessions at any time before testing. When you create a test session, you select the first subtest that you want students to take. Subtests are automatically linked in the recommended order as shown in “*Cognitive Abilities Test Form 8, Level 8 Complete Battery*,” beginning on page 3, and “*Iowa Assessments Form G, Level 7 Core Battery*,” on page 5, so that students can continue testing from one subtest to the next in the series without signing in to each test session. After students complete a subtest, you can allow them to continue to the next subtest in the series or end testing.

Important When determining whether students should continue to the next subtest in the series, follow the testing schedule provided by the test coordinator.

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

1. Sign in to the *DataManager* Proctor application. See “Signing In to the *DataManager* Proctor Application” on page 38 for instructions.
2. In the **Test Event** list, select the test event you want to test.
3. In the **Grade** list, select the grade you want to test.
4. In the **Test Group** list, select **CogAT 8 Complete** or **Iowa Form G Core**.
5. In the **Level** list, select the test level that you will be administering or that is assigned to the students you will be testing.
6. In the **Battery/Subtest** list, select the battery/subtest to administer.
Note: The subtests are listed in the recommended order in which they should be administered.
7. In the **Test Admin Type** list, select **Proctor Led**, **Audio-English**, or **Audio-Spanish**.
8. In the **Session Name** field, type a session name. You can type any name for the session. It is recommended that you enter a logical name to help you identify the session, such as using the following format: teacher last name/grade/subtest (for example, Hanson 2 Number Analogies). The session name must be unique for the test event you selected.
9. Click **Create Session**. Your session is displayed in the **Created Sessions** area and is ready for you to proctor.

Session Name	Test Admin Type	Test Event	Test Group	Level	Battery/Subtest	Session Code	Actions
2 Kuebler Iowa 3	Audio-English	Iowa Fall 2019 JFK Demo	Iowa Form G Complete	Level 7	Word Analysis	90-70538	✖
2 Kuebler Iowa 2	Audio-English	Iowa Fall 2019 JFK Demo	Iowa Form G Complete	Level 7	Vocabulary	59-47578	✖
2 Kuebler Iowa 1	Audio-English	Iowa Fall 2019 JFK Demo	Iowa Form G Complete	Level 7	Getting Started	22-27753	✖
1 Joseph Iowa 3	Proctor Led	Iowa Fall 2019 JFK Demo	Iowa Form G Complete	Level 6	Word Analysis	11-37208	✖
1 Joseph Iowa 2	Proctor Led	Iowa Fall 2019 JFK Demo	Iowa Form G Complete	Level 6	Vocabulary	30-85525	✖
1 Joseph Iowa 1	Proctor Led	Iowa Fall 2019 JFK Demo	Iowa Form G Complete	Level 6	Getting Started	64-25557	✖

No of Records: 25

Deleting a Test Session

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


To delete a test session:

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

Managing Multiple Test Sessions

You can administer more than one audio test session simultaneously by opening multiple test sessions from the **Manage** tab (see “Opening the Test Session” on page 40). Sessions can be different test levels or subtests; for example, you can open a Level 5/6 Paper Folding and a Level 7 Figure Classification audio test session simultaneously.

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

DATA MANAGER  Hello Steve Hough
Resources | Help | Sign out

Overview Assessments ▾ Proctoring/Scanning ▾ Reports Administration ▾

Proctor Session Add a walk-in Student Student Lookup

Manage 2 Kuebler CogAT 2 2 Kuebler CogAT 3 **Merged (0)**

Session Name	Test Admin Type	Test Event	Test Group	Level	Battery/Subtest	Session Code
2 Kuebler CogAT 2	Audio-English	CogAT Fall 2019 JFK Demo	CogAT 8 Complete	Level 8	VERBAL / Sentence Completion	28-27861
2 Kuebler CogAT 3	Audio-English	CogAT Fall 2019 JFK Demo	CogAT 8 Complete	Level 8	VERBAL / Picture Classification	18-34422









Exceptions (0 of 3) ①

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

Waiting for Approval (0 of 3) ② Approve All Deny All

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

Approved Students (3 of 3) ③ All ▾ Pause All Exit All Cancel All Extend Time All

Last Name	First Name	MI	Date of Birth	Gender	Grade	Battery/Subtest	Status	Actions
Durand	Larry		05/03/2011	U	2 - Two	VERBAL / Picture Classification	Intro	  
Febus	John		05/04/2011	U	2 - Two	VERBAL / Sentence Completion	Intro	  
Fox	Anne		05/05/2011	U	2 - Two	VERBAL / Picture Classification	Intro	  

No of Records: 25 ▾

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

- ① Students appear in the **Exceptions** area if they are not assigned to the test session for one or more of the following reasons:
 - The student is not assigned to take the test.
 - The student is not assigned to take the test at the grade 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 test. If you approve a student who previously completed the test, the student will see the Thank You page in the student view.

- ② The **Waiting for Approval** area shows students who have signed in for the session and who are waiting for approval to begin the test.
- 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 Test Session List

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

To print a test session list:

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

Created Sessions List						
Session Name	Test Event	Test Group	Level	Battery/Subtest	Test Admin Type	Session Code
Birch 1 Getting Started	CogAT 7 Fall 2020 Madison	CogAT 7 Complete	Level 7	Getting Started	Proctor Led	83-29664
Birch 1 Verb Pic An	CogAT 7 Fall 2020 Madison	CogAT 7 Complete	Level 7	VERBAL / Picture Analogies	Audio-English	17-76820
Bradshaw 2 IowaFlex Reading	IowaFlex Reading Madison Fall 2020	IowaFlex Reading	Grade 2	IowaFlex Reading	Self Paced	62-17715
Woods 4 IowaFlex Math	IowaFlex Math Madison Fall 2020	IowaFlex Math	Grade 4	IowaFlex Math	Self Paced	95-42065

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

Printing Student Sign-in Information

Student sign-in 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 sign-in information slips to provide to students on the day of testing.

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

To print student sign-in information:

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

Assessments
TEST EVENTS OVERVIEW Create a New Test Event

All Test Events

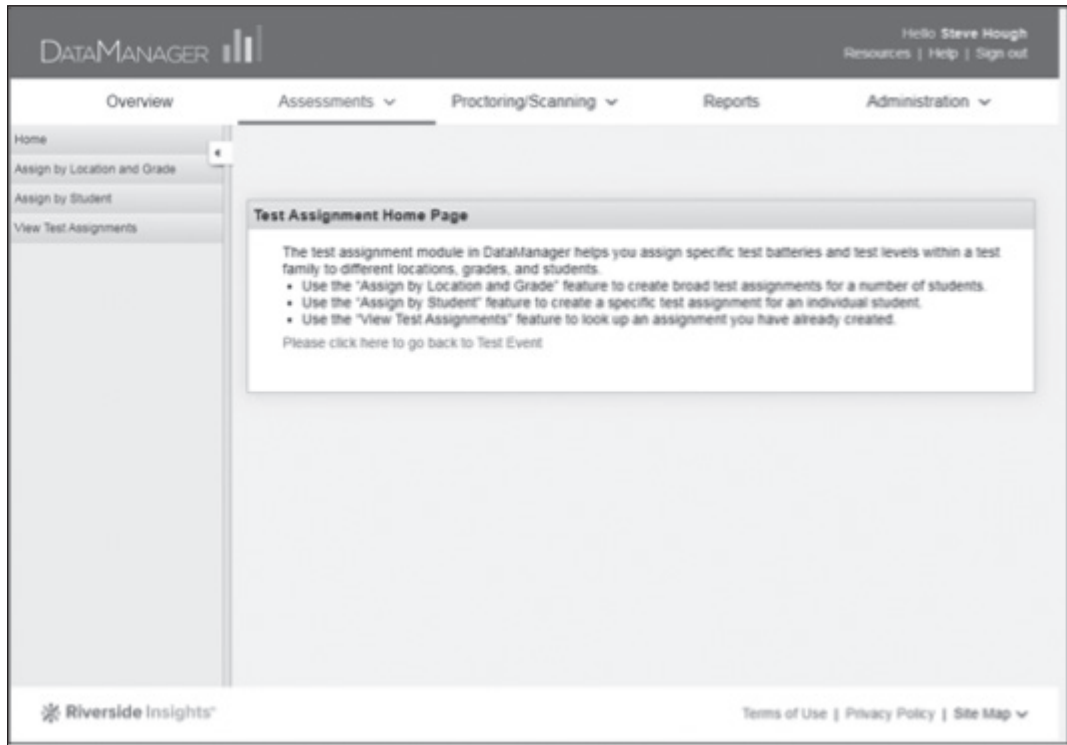
Use the filters to narrow your search or click the test event name to open or edit it.

FILTERS:

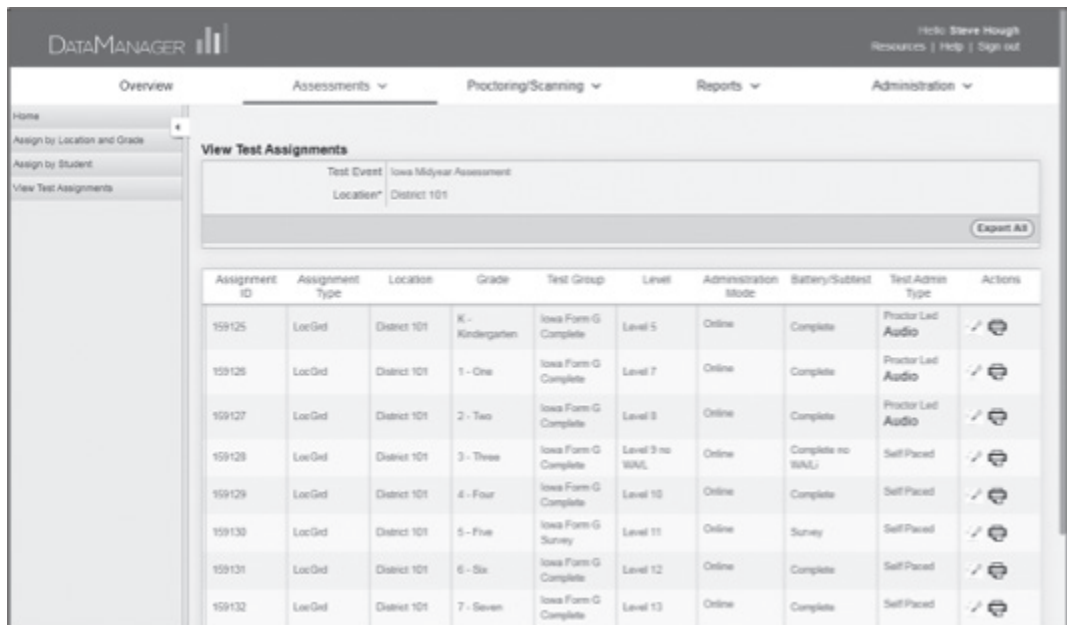
Assessment Type	Test Event Name	Assessment Creator	Test Event Date	Close Date	Status	Actions
CogAT	CogAT Fall	Mike Robinson	09/01/2020	10/01/2020	Open	Manage Assign
Logramics Third Edition	Logramics Spring 2020	Dennis Murphy	04/30/2020	05/30/2020	Open	Manage Assign
CogAT	CogAT Spring	Mike Robinson	03/01/2020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

Page 1 of 1 1 - 6 of 6 items

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

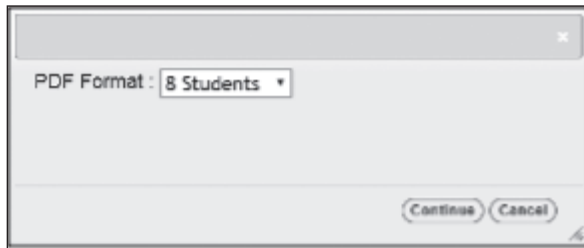


- In the **Navigation** menu, click **View Test Assignments**. The View Test Assignments page is displayed. The test event name is listed at the top of the page, followed by a **Location** field.

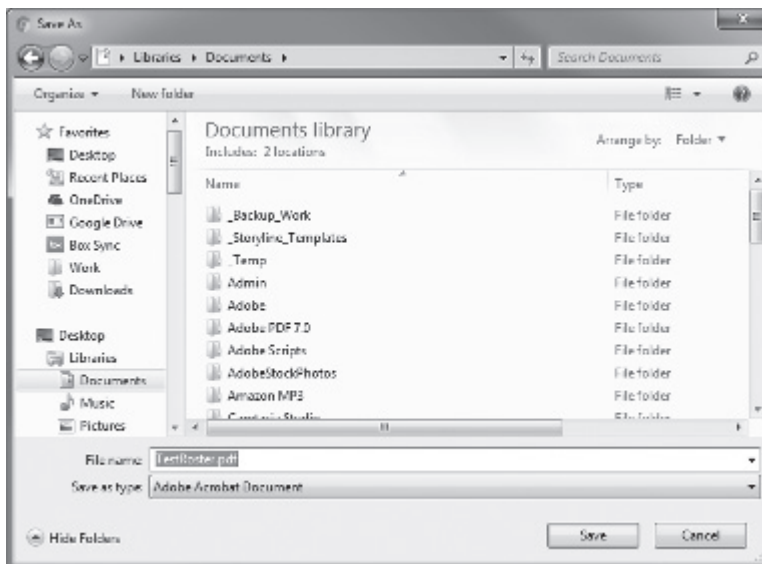


4. The name of the location associated with the test event is displayed in the **Location** field. Click the name of the current location to display the location hierarchy.
 - a. Click the right arrow (▶) to expand the hierarchy. Click the down arrow (▾) to collapse the hierarchy.
 - b. Select a school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

Note: Student sign-in information can be printed only for locations at or below the school level.
5. Locate the assignment for which you want to print student sign-in information.
6. In the **Actions** column, click the **Print Test Roster** button (🖨️). The **Print Test Roster Format** dialog box is displayed.



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



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

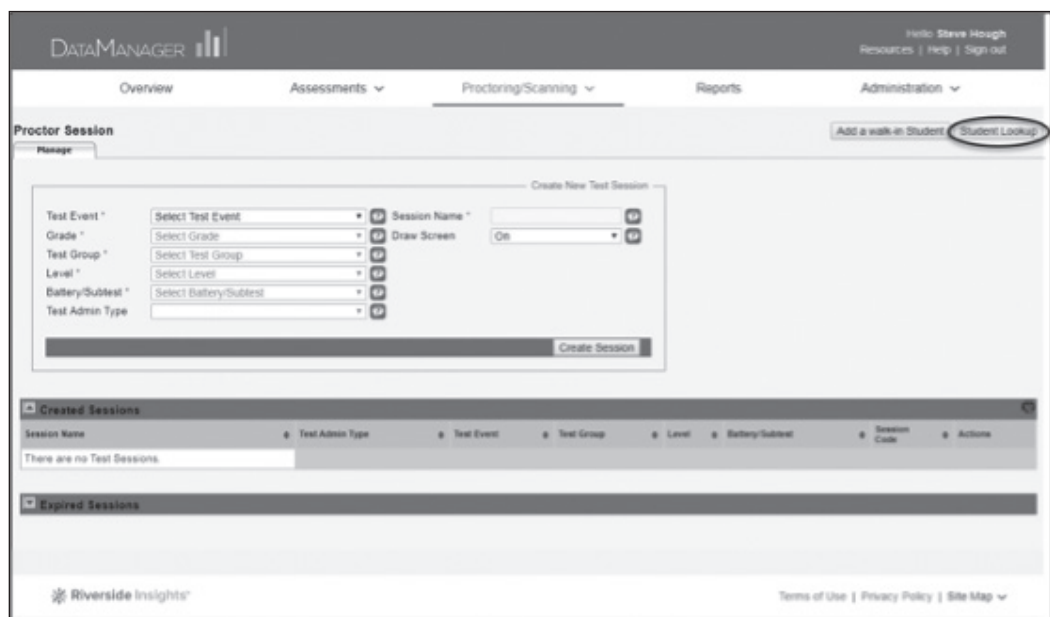
Viewing Student Status Information

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

- The name of the student with the exact spelling as it is displayed 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

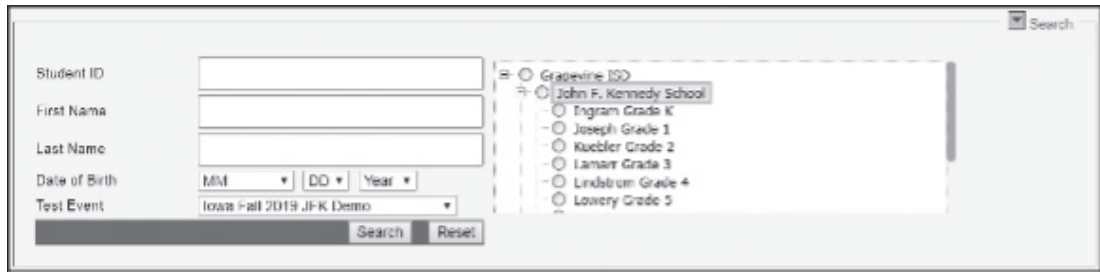
To view student status information:

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



The **Student Status** tab is displayed.

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



3. Enter and/or select one or more of the following search criteria:
- In the **Student ID** field, enter the student’s unique identification number.
 - In the **First Name** field, enter the student’s first name.
 - In the **Last Name** field, enter the student’s last name.
 - In the **Date of Birth** boxes, click the down arrows and select the student’s month, day, and year of birth.
 - In the **Test Event** box, click the down arrow and select a test event.
- Note:** If you select a test event, you must also select another search criterion.
- In the location box on the right side of the **Search** area, select a building- or class-level location. Click the plus sign (⊕) to expand the hierarchy. Click the minus sign (⊖) to collapse the hierarchy. You must select a location at the building level or below.
4. Click **Search**. The **Student Status** table is displayed and lists the results that meet the selected search criteria.

Note: If the search returns more than 100 items, a dialog box is displayed and asks you to refine your search criteria. If you cannot find information for a student, contact your Test Coordinator to see whether the student is assigned to take the test. If the student is not on the student roster and should be, your administrator can add the student. See “Adding a Student to a Roster” on page 94 for more information.

The Student Status table includes the following information:

	Completed	In Progress	Not Started
Student			
Ballard, Arturo DOB : 04/28/2012 Student ID : RVC1329 Iowa Form G Complete Test Event: Iowa Fall 2019 JFK Demo Iowa Form G Complete Grade 1 - One Level 6	Getting Started	Vocabulary	Word Analysis Listening
Comer, Richard DOB : 04/25/2012 Student ID : SVC1326 Iowa Form G Complete Test Event: Iowa Fall 2019 JFK Demo Iowa Form G Complete Grade 1 - One Level 6	Getting Started	Vocabulary	Word Analysis Listening
Cook, Thomas DOB : 04/26/2012 Student ID : SVC1327 Iowa Form G Complete Test Event: Iowa Fall 2019 JFK Demo Iowa Form G Complete Grade 1 - One Level 6	Getting Started	Vocabulary	Word Analysis Listening
Copeland, Rose DOB : 04/27/2012 Student ID : SVC1328 Iowa Form G Complete Test Event: Iowa Fall 2019 JFK Demo Iowa Form G Complete	Getting Started	Vocabulary	Word Analysis Listening

- ① A legend for the color coding in the table.
 - Green—The student has **completed** the test.
 - Yellow—The test is **in progress**.
 - Red—The student has **not started** the test.

Note: The Completed status indicates that student testing is complete. Scored reports should be available soon.
 - ② Student and test data, including:
 - First and last name
 - Date of birth
 - Unique student ID
 - Test family
 - Test event name
 - Grade and test level

Note: If you did not select **Test Event** as a search criterion and a student is assigned to more than one test event, then the student's name may appear more than once in the table.
 - ③ The student's assigned subtests for the test event.
5. Click Reset to clear the Search area and enter new search criteria.

Adding a Student to a Roster

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

A roster is the relationship between students and their locations. This relationship determines the groups in which students can be tested and the way data will be reported. Riverside Insights creates rosters for you based on the student and location data you provide. Sometimes you may need to add a student to a roster at the time of testing. Changes to the roster can occur for several reasons:

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

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

To add a student to a roster:

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

The screenshot shows the DATA MANAGER interface. At the top right, there is a user profile for Steve Hough. The main navigation bar includes Overview, Assessments, Proctoring/Scanning, Reports, and Administration. The Proctoring/Scanning section is active, showing a 'Proctor Session' page. In the top right of this page, the 'Add a walk-in Student' button is circled. Below this is a 'Create New Test Session' form with the following fields: Test Event (dropdown), Grade (dropdown), Test Group (dropdown), Level (dropdown), Battery/Subtest (dropdown), Test Admin Type (dropdown), Session Name (text input), and Draw Screen (checkbox). A 'Create Session' button is at the bottom of the form. Below the form are two sections: 'Created Sessions' and 'Expired Sessions', both currently empty.

The Add Student page is displayed. Fields with an asterisk (*) are required.

The screenshot shows the 'ADD STUDENT' form in the DATA MANAGER application. The form includes the following fields:

- Roster * (Dropdown menu: Select Roster)
- Location / Class * (Dropdown menu: Grapevine ISD)
- Grade
- First Name * (Text input: (None))
- Last Name * (Text input: (None))
- Middle Name (Text input: (None))
- Unique Student Id * (Text input: (None))
- DOB (MM/DD/YYYY) * (Text input: (None))
- Gender * (Text input: (None))
- Ethnicity - Hispanic or Latino (Text input: (None))
- Race (Text input: (None))
- Program Codes (Text input: (None))

At the bottom right of the form, there are 'Back' and 'Save' buttons. A legend at the bottom left indicates that fields with an asterisk (*) are required.

2. In the Roster list, select the roster you want to modify.
3. In the **Location/Class** list, select the class level to which you want to assign the student. You must assign the student to a class-level location.
4. In the **First Name** field, click **(None)** and then type the student's first name in the box.
5. In the **Last Name** field, click **(None)** and then type the student's last name in the box.
6. (Optional) In the **Middle Name** field, click **(None)** and then type the student's middle name in the box.
7. In the **Unique Student Id** field, click **(None)** and then type a unique student identification number (provided by the school) in the box. The length of the unique student identification number 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 is displayed. Verify the date of birth you entered is correct.

9. In the **Gender** field, click **(None)** and then select the student's gender.
10. (Optional) In the **Ethnicity - Hispanic or Latino** field, click **(None)** and then select Y or N to indicate whether the student is Hispanic or Latino.
11. (Optional) In the **Race** field, click **(None)** and then select all applicable races.
12. (Optional) In the **Program Codes** field, click **(None)** and then select the applicable program codes.
13. Click **Save**. A confirmation message informs you that the student has been added to the roster.

Saving and Closing a Test Session for an Individual Student

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

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

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

Saving and Closing a Test Session for All Students

To save and close a test session for all students:

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

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

Pausing and Resuming an Audio Test Session for an Individual Student

To pause an audio test session for an individual student:

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

To resume an audio test session for an individual student:

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

Pausing and Resuming a Test Session for All Students

To pause a test session for all students:

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

To resume a test session for all students:

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

Canceling a Test Session for an Individual Student

To cancel a test session for an individual student:

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

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

Canceling a Test Session for All Students

To cancel a test session for all students:

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

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



DO NOT DISTURB

**Testing is taking
place in this room.**

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