

Iowa Assessments™

# Directions for Online Administration

Version 11



LEVELS **5-8**  
FORMS E, F, and G



# Developed at The University of Iowa by

Iowa Testing Programs

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## About This Guide

### Purpose

The *Directions for Online Administration* describes the procedures that test administrators should follow when administering the *Iowa Assessments*<sup>™</sup> online with Riverside Insights *DataManager*. It is important that you read this guide thoroughly before the first day of testing and follow the directions carefully. This will ensure that your test administration will be consistent with all others and that the scores you receive will be meaningful and useful.

### How to Use This Guide

This guide is to be used during the online administration of *Iowa Assessments* Forms E, F, and G, Levels 5–8.

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

## About *Iowa Assessments*, Levels 5–8 Tests

The *Iowa Assessments* can be administered as a Complete, Core, or Survey battery. All tests are proctor led or can be administered with audio. (For more information about test administration modes, see “About the Proctor Application” on page 9.) The tests included in each battery are shown in the table below.

Content Area	Levels			
	5 and 6	7 and 8		
	Complete	Complete	Core	Survey
Vocabulary	✓	✓	✓	
Word Analysis	✓	✓	✓	
Reading	✓	✓	✓	✓
Listening	✓	✓	✓	
Language	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Computation		✓	✓	
Social Studies		✓		
Science		✓		

## Question and Answer Format

All questions are in multiple-choice format.

- 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 mobile device review the answer choices and tap an answer choice.

## Sample Questions

With the exception of the second part of the Reading test at Level 8, each test begins with one or more sample questions to give students practice with the content and format of the test.

### Proctor Led

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

### Audio

For audio administrations, students listen to the audio directions for the sample questions and select an answer choice. If students select an incorrect answer choice, the audio prompts students to try again. Students must select the correct answer choice before they can move to the next question.

## Test Descriptions and Estimated Administration Times

The following tables describe each test, provide an estimate of the testing times, and list the number of questions at each level. Administration times are approximate and are expected to vary with different test administrators and groups of students. Allow enough time for most students to finish each test.

- Allow five to ten minutes of additional time per testing period to sign students in to the system, read directions to the students, and answer any questions.
- Allow an additional five minutes in the first testing period for students to take the Getting Started tutorial.

## Level 5 Complete

Core and Survey batteries are not available for Level 5.

Test	Description	Approximate Working Time (min)	Number of Questions
Vocabulary	<ul style="list-style-type: none"> <li>• Questions measure listening vocabulary</li> <li>• Students hear a word and select a picture that illustrates the meaning of the word</li> <li>• Includes nouns, verbs, and modifiers</li> </ul>	20	23
Word Analysis	<ul style="list-style-type: none"> <li>• Questions emphasize the recognition of letters and letter-sound relationships</li> <li>• Response options are a mix of letters, pictures, or words</li> </ul>	20	29
Listening	<ul style="list-style-type: none"> <li>• Questions emphasize literal and inferential understanding of material that is heard</li> <li>• Students hear stories followed by a question</li> <li>• Response options are pictorial</li> <li>• Reading is not required</li> </ul>	30	23
Language	<ul style="list-style-type: none"> <li>• Questions measure student ability to use language to express ideas</li> <li>• Questions cover the use of prepositions, singular and plural, comparative and superlative forms, word classifications, verb tenses, or spatial-directional relationships</li> <li>• Students hear each question</li> <li>• Response options are pictorial</li> </ul>	25	27
Mathematics	<ul style="list-style-type: none"> <li>• Questions emphasize beginning mathematics concepts, problem solving, and mathematics operations</li> <li>• Questions are drawn from the areas of number sense and operations, algebraic patterns and connections, geometry, and measurement</li> <li>• Students hear each question</li> <li>• Response options are pictures and numbers</li> </ul>	25	27
Reading	<ul style="list-style-type: none"> <li>• Questions emphasize words and comprehension of sentences</li> <li>• Students do <i>not</i> hear most questions and answer options</li> </ul>	30	17
<b>Totals - Complete:</b>		<b>2 hr 30 min</b>	<b>146</b>

## Level 6 Complete

Core and Survey batteries are not available for Level 6.

Test	Description	Approximate Working Time (min)	Number of Questions
Vocabulary	<ul style="list-style-type: none"> <li>• Questions measure listening vocabulary</li> <li>• Students hear a word and select a picture that illustrates the meaning of the word</li> <li>• Includes nouns, verbs, and modifiers</li> </ul>	20	27

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## Level 6 Complete, *continued*

Test	Description	Approximate Working Time (min)	Number of Questions
Word Analysis	<ul style="list-style-type: none"> <li>• Questions emphasize the recognition of letters and letter-sound relationships</li> <li>• Response options are a mix of letters, pictures, or words</li> </ul>	20	33
Listening	<ul style="list-style-type: none"> <li>• Questions emphasize literal and inferential understanding of material that is heard</li> <li>• Students hear stories followed by a question</li> <li>• Response options are pictorial</li> <li>• Reading is not required</li> </ul>	30	27
Language	<ul style="list-style-type: none"> <li>• Questions measure student ability to use language to express ideas</li> <li>• Questions cover the use of prepositions, singular and plural, comparative and superlative forms, word classifications, verb tenses, or spatial-directional relationships</li> <li>• Students hear each question</li> <li>• Response options are pictorial</li> </ul>	25	31
Mathematics	<ul style="list-style-type: none"> <li>• Questions emphasize beginning mathematics concepts, problem solving, and mathematics operations</li> <li>• Questions are drawn from the areas of number sense and operations, algebraic patterns and connections, geometry, and measurement</li> <li>• Students hear each question</li> <li>• Response options are pictures and numbers</li> </ul>	25	35
Reading: Part 1 Reading: Part 2	<ul style="list-style-type: none"> <li>• Administered in two parts, with each part requiring its own test session</li> <li>• Part 1 includes Words, Pictures, and Word Attack</li> <li>• Part 2 includes Sentences, Picture Story, and Story</li> <li>• Questions emphasize words, comprehension of sentences, and stories</li> <li>• Students do <i>not</i> hear most questions and answer options</li> </ul>	Part 1: 20 Part 2: 20	Part 1: 17 Part 2: 17
<b>Totals - Complete:</b>		<b>2 hr 40 min</b>	<b>187</b>

### Reading Test Options for Level 6

The Level 6 Reading test assesses emerging literacy skills. Depending on the grade and time of year the test is to be given and depending on each student's level of development, there may be some students in a classroom for whom some or all parts of the test are not appropriate.

The Reading test for Level 6 has two parts. For students who are just starting to recognize printed words, it may be preferable to give only Part 1 (Words, Pictures, and Word Attack). The teacher's knowledge of each student's general skill development is the best guide for deciding which option for test administration is most appropriate for each student in the class. Students who take only Part 1 of the Reading test do not receive a Reading Total, ELA Total, or composite score on paper reports. On web reports, students will receive a Reading Words score only and no Reading Total, ELA Total, or composite score.

**Note:** If Part 2 of the Reading test is omitted, the Reading: Part 1 test will be sent to scoring after the test event closes.

### Level 7 Complete/Core

The names of the Core tests are shown in **bold** type.

Test	Description	Approximate Working Time (min)	Number of Questions
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Students are presented with a pictorial or written stimulus and select the best answer from a set of written responses</li> <li>Includes nouns, verbs, and modifiers</li> <li>Focus is on general vocabulary</li> <li>Questions and response options are <i>not</i> read aloud</li> </ul>	15	26
<b>Word Analysis</b>	<ul style="list-style-type: none"> <li>Questions measure how well students understand letter-sound relationships</li> <li>Response options are a mix of pictures and words</li> <li>Students hear each question</li> </ul>	15	32
<b>Reading: Part 1</b> <b>Reading: Part 2</b>	<ul style="list-style-type: none"> <li>Administered in two parts, with each part requiring its own test session</li> <li>Part 1 includes Picture Stories and Sentences</li> <li>Part 2 includes Stories</li> <li>Questions focus on literal understanding, making inferences, or generalizing from the information presented</li> <li>Questions and response options are <i>not</i> read aloud</li> </ul>	Part 1: 20 Part 2: 25	Part 1: 17 Part 2: 18
<b>Listening</b>	<ul style="list-style-type: none"> <li>Questions emphasize literal and inferential understanding of material that is heard</li> <li>Students hear stories followed by one or more questions</li> <li>Response options are pictorial</li> </ul>	25	27
<b>Language</b>	<ul style="list-style-type: none"> <li>Questions emphasize student ability to use some conventions of standard written English</li> <li>Four test sections assess spelling, capitalization, punctuation, and skill in written usage and expression</li> <li>Students hear each question and response option</li> </ul>	25	34
<b>Mathematics: Part 1</b> <b>Mathematics: Part 2</b>	<ul style="list-style-type: none"> <li>Administered in two parts, with each part requiring its own test session</li> <li>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</li> <li>Response options are pictures, numbers, or words</li> <li>In some questions, students solve brief word problems with answer options that include “N,” which means “Not given”</li> <li>Students hear each question</li> </ul>	Part 1: 25 Part 2: 25	Part 1: 26 Part 2: 15

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## Level 7 Complete/Core, *continued*

Test	Description	Approximate Working Time (min)	Number of Questions
Computation	<ul style="list-style-type: none"> <li>• Questions focus on addition and subtraction using whole numbers</li> <li>• Students hear the questions in the first section but not in the second section; the problems are presented in the student view</li> <li>• If the correct answer is not given, students select “N,” which means “Not given”</li> </ul>	25	25
Social Studies	<ul style="list-style-type: none"> <li>• Questions are drawn from the areas of history, geography, economics, and civics and government</li> <li>• Response options are pictorial</li> <li>• Students hear each question</li> </ul>	25	29
Science	<ul style="list-style-type: none"> <li>• Questions emphasize the methods and processes used in scientific inquiry, as well as knowledge in the areas of life science, earth and space science, and physical science</li> <li>• Response options are pictorial</li> <li>• Students hear each question</li> </ul>	25	29
<b>Totals - Complete:</b>		<b>4 hr 10 min</b>	<b>278</b>
<b>Totals - Core:</b>		<b>3 hr 20 min</b>	<b>220</b>

## Level 7 Survey

Test	Description	Approximate Working Time (min)	Number of Questions
Reading	<ul style="list-style-type: none"> <li>• Test consists of picture stories, sentences, and written stories</li> <li>• Questions focus on literal understanding, making inferences, or generalizing from the information presented</li> <li>• Students do <i>not</i> hear questions and response options</li> </ul>	35	28
Language	<ul style="list-style-type: none"> <li>• Questions emphasize student ability to use some conventions of standard written English</li> <li>• Four test sections assess spelling, capitalization, punctuation, and skill in written usage and expression</li> <li>• Questions and response options are read aloud</li> </ul>	25	34
Mathematics	<ul style="list-style-type: none"> <li>• 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</li> <li>• Response options are pictures, numbers, or words</li> <li>• In some questions, students solve brief word problems with answer options that include “N,” which means “Not given”</li> <li>• Questions are read aloud</li> </ul>	35	29
<b>Totals - Survey:</b>		<b>1 hr 35 min</b>	<b>91</b>

## Level 8 Complete/Core

The names of the Core tests are shown in **bold** type.

<b>Test</b>	<b>Description</b>	<b>Approximate Working Time (min)</b>	<b>Number of Questions</b>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Students are presented with a pictorial or written stimulus and select the best answer from a set of written responses</li> <li>Includes nouns, verbs, and modifiers</li> <li>Focus is on general vocabulary</li> <li>Students do <i>not</i> hear questions and answer options</li> </ul>	15	26
<b>Word Analysis</b>	<ul style="list-style-type: none"> <li>Questions measure comprehension of letter-sound associations and word structures using affixes and the formation of compound words</li> <li>Response options are a mix of pictures and words</li> <li>Questions are read aloud</li> </ul>	15	33
<b>Reading: Part 1</b> <b>Reading: Part 2</b>	<ul style="list-style-type: none"> <li>Administered in two parts, with each part requiring its own test session</li> <li>Part 1 includes Picture Stories and Sentences</li> <li>Part 2 includes Stories</li> <li>Questions focus on literal understanding, making inferences, or generalizing from the information presented</li> <li>Students do <i>not</i> hear questions and answer options</li> </ul>	Forms E and F: Part 1: 20 Part 2: 25	Forms E and F: Part 1: 18 Part 2: 20
		Form G: Part 1: 10 Part 2: 35	Form G: Part 1: 14 Part 2: 24
<b>Listening</b>	<ul style="list-style-type: none"> <li>Questions emphasize literal and inferential understanding of material that is heard</li> <li>Students hear stories followed by one or more questions</li> <li>Response options are pictorial</li> </ul>	25	27
<b>Language</b>	<ul style="list-style-type: none"> <li>Questions emphasize student ability to use some conventions of standard written English</li> <li>Four test sections assess spelling, capitalization, punctuation, and skill in written usage and expression</li> <li>Students hear questions and response options</li> </ul>	25	42
<b>Mathematics: Part 1</b> <b>Mathematics: Part 2</b>	<ul style="list-style-type: none"> <li>Administered in two parts, with each part requiring its own test session</li> <li>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</li> <li>Response options are pictures, numbers, or words</li> <li>Some questions ask students to select a number sentence that could be used to solve the problem, or ask students to solve brief word problems with answer options that include "N," which means "Not given"</li> <li>Students hear each question</li> </ul>	Part 1: 25 Part 2: 25	Part 1: 26 Part 2: 20
<b>Computation</b>	<ul style="list-style-type: none"> <li>Questions focus on addition and subtraction using whole numbers</li> <li>Students hear the questions in the first section but not in the second section</li> <li>If the correct answer is not given, students select "N," which means "Not given"</li> </ul>	25	27

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### Level 8 Complete/Core, *continued*

Test	Description	Approximate Working Time (min)	Number of Questions
Social Studies	<ul style="list-style-type: none"> <li>• Questions are drawn from the areas of history, geography, economics, and civics and government</li> <li>• Response options are pictures or words</li> <li>• Students hear most questions</li> <li>• At the end of the test, students respond to sets of stimuli (students do <i>not</i> hear questions and stimuli)</li> </ul>	25	29
Science	<ul style="list-style-type: none"> <li>• Questions emphasize the methods and processes used in scientific inquiry, as well as knowledge in the areas of life science, earth and space science, and physical science</li> <li>• Response options are pictures or words</li> <li>• Students hear most questions</li> <li>• At the end of the test, students respond to sets of stimuli (students do <i>not</i> hear questions and stimuli)</li> </ul>	25	29
<b>Totals - Complete:</b>		<b>4 hr 10 min</b>	<b>297</b>
<b>Totals - Core:</b>		<b>3 hr 20 min</b>	<b>239</b>

### Level 8 Survey

Test	Description	Approximate Working Time (min)	Number of Questions
Reading	<ul style="list-style-type: none"> <li>• Test consists of picture stories, sentences, and written stories</li> <li>• Questions focus on literal understanding, making inferences, or generalizing from the information presented</li> <li>• Students do <i>not</i> hear questions and response options</li> </ul>	35	30
Language	<ul style="list-style-type: none"> <li>• Questions emphasize student ability to use some conventions of standard written English</li> <li>• Four test sections assess spelling, capitalization, punctuation, and skill in written usage and expression</li> <li>• Students hear questions and response options</li> </ul>	25	42
Mathematics	<ul style="list-style-type: none"> <li>• 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</li> <li>• Response options are pictures, numbers, or words</li> <li>• Some questions ask students to select a number sentence that could be used to solve the problem, or ask students to solve brief word problems with answer options that include "N," which means "Not given"</li> <li>• Students hear each question</li> </ul>	35	32
<b>Totals - Survey:</b>		<b>1 hr 35 min</b>	<b>104</b>

# Online Testing with *DataManager*

## About *DataManager*

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

## About the Proctor Application

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

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

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

## Proctor Led

For all tests, you will read aloud the directions for the test and the sample questions. For most tests, you will also read the test questions and control the pace of the test, advancing to the next question after students who are capable of answering the current question have done so. For tests with self-paced sections, students will read all or some of the questions independently and advance the test at their own pace. The table below lists the tests that have self-paced sections.

**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.

## Complete/Core Tests with Self-Paced Sections

Level	Test	Description
5	Reading	Directions, sample questions, and test questions 1–3 are proctor led. Test questions 4–17 are self-paced.
6	Reading: Part 1	Directions, sample questions, and test questions 1–5 are proctor led. Test questions 6–17 are self-paced.
	Reading: Part 2	Directions and sample questions are proctor led. All test questions are self-paced.
7	Vocabulary	Directions and sample questions are proctor led. All test questions are self-paced.
	Reading: Part 1	Directions and sample questions are proctor led. All test questions are self-paced.
	Reading: Part 2	Directions and sample questions are proctor led. All test questions are self-paced.
	Computation	Directions, sample questions, and test questions 1–9 are proctor led. Test questions 10–25 are self-paced.
8	Vocabulary	Directions and sample questions are proctor led. All test questions are self-paced.
	Word Analysis	Directions, sample questions, and test questions 1–30 are proctor led. Test questions 31–33 are self-paced.
	Reading: Part 1	Directions and sample questions are proctor led. All test questions are self-paced.
	Reading: Part 2	Directions and sample questions are proctor led. All test questions are self-paced.
	Computation	Directions, sample questions, and test questions 1–9 are proctor led. Test questions 10–27 are self-paced.
	Social Studies	Directions, sample questions, and test questions 1–23 are proctor led. Test questions 24–29 are self-paced.
	Science	Directions, sample questions, and test questions 1–23 are proctor led. Test questions 24–29 are self-paced.

## Survey Tests with Self-Paced Sections

Level	Test	Description
7	Reading	Directions and sample questions are proctor led. All test questions are self-paced.
8	Reading	Directions and sample questions are proctor led. All test questions are self-paced.

## **Audio**

Students hear the audio directions and, depending on the test, questions and answer choices. Students work independently, advancing through the test at their own pace.

You can administer more than one audio test session simultaneously. For more information about administering multiple test sessions simultaneously, see “Managing Multiple Test Sessions” on page 50.

## **About the Student View**

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

The student view presents each question and answer choice.

- Students either click an answer choice with the mouse or press the number or letter key corresponding to the position of the answer choice. For example, students can type **1** or **A** for the first answer choice listed, **2** or **B** for the second answer choice listed, and so on.
- Students taking the test on a mobile device (for example, an iPad) review the answer choices and tap an answer choice. Students advance to the next question by tapping the **Next** button or by swiping the page from right to left.

## **Proctor Led**

For most tests, the test administrator advances the test to the next question after students have had sufficient time to answer the current question. For tests with self-paced sections, students advance to the next question by clicking or tapping the **Go** button. At the end of a self-paced section, students see a **Stop** sign and must wait for the test administrator to advance the test.

## **Audio**

The student view plays the directions and, depending on the test, presents the question and answer choice. Students work at their own pace, advancing to the next question by clicking or tapping the **Go** button. For more information about the student view, see “About the Audio Student View” on page 41.

## **About the Getting Started Tutorial**

The Getting Started tutorial introduces students to the online testing format, navigation, and tools. We recommend that all students take the Getting Started tutorial prior to taking a test. 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 them to review the information more than once.

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

## Accommodations and Modifications

A testing **accommodation** refers to a change in the procedures for administering an assessment. The accommodation is intended to reduce as much as possible the effect of a student's special needs or limited English language proficiency on the assessment process so that the student is assessed on an equal footing with all other students. Testing accommodations do not change the *kind* of achievement being measured; they change *how* that achievement is measured. If chosen appropriately, an accommodation will provide neither too much nor too little help to the student who receives it.

A testing **modification** is a change in the procedures for administering a test that may affect the constructs being measured. For example, reading aloud those sections of the Reading test that students are expected to read independently represents a modification. A modification is sometimes necessary when an accommodation is not possible. A testing modification may lead to scores that differ in meaning between students who received the modification and those who did not receive it. Local, school system, or state policy usually determines whether these scores should be interpreted differently.

### Students with Special Needs

Some students have special needs that may make it difficult for them to demonstrate their achievement when standard testing procedures are used. Nearly all of these students would have been identified as eligible for special education services and would have an Individualized Education Program (IEP), an Individualized Accommodation Plan (IAP), or a Section 504 Plan. (This is less likely to be the case with students in kindergarten or grade 1.) The IEP or other plan ordinarily indicates whether the student should receive testing accommodations during school system-wide assessments and what the nature of those accommodations should be. If the primary goal of using the *Iowa Assessments* is to obtain information that will have value for planning and implementing instruction, aspects of testing that might provide false readings of a student's achievement should be altered so that the best possible information can be obtained. That is the goal of providing testing accommodations to students.



### English Language Learners (ELLs)

The purpose of using accommodations with English language learners is to be able to measure skills and knowledge related to the curriculum without significant interference from their limited opportunity to learn English and use it during assessment. Local, school system, or state guidelines should be followed when making decisions related to accommodations for ELL students.

## Typical Accommodations

The testing accommodations most frequently provided to students with IEPs, IAPs, or Section 504 plans, and accommodations sometimes provided to ELL students, are described below.



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<b>Read Aloud</b>	<p> <b>Proctor Led</b></p> <p><b>Levels 5 and 6</b></p> <p>With the exception of most of the Reading test, all questions at Levels 5 and 6 are read aloud by the teacher. Under no circumstances should the Reading test be read aloud or signed to a student as an accommodation (except for those individual questions whose directions are provided in the proctor-led portion of the test). To do so would drastically change what the test measures and what the student's score means.</p> <p><b>Levels 7 and 8</b></p> <p>Most questions at Levels 7 and 8 are read aloud by the teacher. The Vocabulary test and sections of the Computation, Social Studies (Level 8 only), Science (Level 8 only), and Word Analysis (Level 8 only) tests that students are expected to read may need to be read aloud to students who have reading disabilities so that their disabilities do not interfere with the measurement of their achievement. Test administrators should read all or parts of these tests when the student's IEP specifies this as an accommodation. Under no circumstances should the Reading test be read aloud or signed to a student as an accommodation. To do so would drastically change what the test measures and what the student's score means.</p>
	<p> <b>Audio</b></p> <p><b>Levels 5 and 6</b></p> <p>With the exception of most of the Reading test, audio is provided for all questions at Levels 5 and 6.</p> <p><b>Levels 7 and 8</b></p> <p>Students hear most questions at Levels 7 and 8.</p>
<b>Tested Off Level</b>	<p>Off-level testing should be considered for students who, in most curricular areas, are working at an instructional level different from that of their grade peers. For example, a lower-level test may align better with some students' learning opportunities and experiences than the on-level test for their grade.</p>
<b>Separate Location</b>	<p>A separate room should be made available for students who might be distracted by the pace at which their peers work, who may need extra breaks, or who might be disruptive in a larger group.</p>

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## Typical Accommodations, *continued*

<b>Large-Print Edition</b>	<p>Students with visual impairments may benefit from the use of a large-print paper version of the test (available for Levels 7 and 8). Follow these instructions when using the large-print edition in conjunction with the online test.</p> <ul style="list-style-type: none"><li>• Provide sufficient table area to handle an open 12.5-inch by 16-inch test booklet.</li><li>• If students typically use book stands or low-vision aids during instruction, they may use them during testing.</li><li>• Make students aware that the numerical order of the items moves from top to bottom of each column.</li><li>• Determine how students will record their answers.<ul style="list-style-type: none"><li>– Students may mark directly in the large-print booklet with a pencil, pen, or crayon. Later, the test administrator can transfer the responses to the online test. A school staff member should verify the transfer.</li><li>– Students may be tested individually and may give oral responses to the test administrator. The test administrator will record the student responses directly in the online test.</li></ul></li></ul>
<b>Assistance with the Online Test</b>	<p>An assistant or Proctor may record a student’s answers in the online test if the student is unable to do so because of physical impairment.</p>
<b>Repeated Directions</b>	<p> <b>Proctor Led</b></p> <p>Directions may be read aloud as many times as necessary to ensure that students understand what they are supposed to do. Exceptions are the directions for individual test items, which should not be repeated. In addition, a test administrator who is fluent in the signing or cuing methods used by the student may need to repeat directions or certain portions of the test administration to clarify procedures for the student.</p> <p> <b>Audio</b></p> <p>For each test, students may play the directions as many times as necessary to ensure they understand what they are supposed to do.</p>
<b>Test Administered by ELL Teacher or Individual Providing Language Services</b>	<p>This accommodation allows the student to be tested in the environment that is most comfortable. Also, it makes other accommodations more readily available if their need was not anticipated at the outset of the test administration.</p>
<b>Provision of English/Native Language Word-to-Word Dictionary</b>	<p><b>Levels 7 and 8 only</b></p> <p>Students may be permitted to use a glossary (no definitions) that translates an English word into the corresponding word in their home language. The need for this assistance is determined by the student’s teacher and depends on whether such glossaries are routinely used by the student during classroom assessments.</p>
<b>Other</b>	<p>Accommodations noted in a student’s IEP but not included in this list may be used. However, they should be used only if doing so will not alter the nature of the achievement the test is intended to measure.</p>

## Setting Up Test Sessions

You can set up test sessions at any time before testing. You will need to set up more than one test session to complete your testing. For instructions on how to create test sessions, see “Creating a Test Session” on page 49.

### Scheduling Recommendations

- Test administration times are approximate and are expected to vary with different test administrators and groups of students. Allow enough time for most students to finish each test.
- Each school or school system can decide on the number of tests to administer per day and the number of days to test. We recommend that you administer the tests over multiple days rather than administer all tests on a single day. This will minimize any adverse effects of student fatigue on performance.
- If you administer more than one test in the same testing period, we recommend allowing a few minutes of rest between the tests.
- For each test and the Getting Started tutorial, the test administration schedule should allow sufficient time for:
  - signing in to the system (test administrators and students)
  - explaining the testing task to students
  - receiving directions, working through sample questions, and answering students’ questions
  - managing technical issues such as slow Internet speeds

## Obtaining Materials and Equipment

### Supply List

The following items must be available when testing begins.

✓ <b>Directions for Online Administration</b>	You will need a printed copy of this <i>Directions for Online Administration</i> .
✓ <b>Scratch Paper</b>	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 and another for the Computation 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.
✓ <b>Pencils</b>	Each student should have one sharpened pencil with an eraser.

*Continued on next page...*

## Supply List, *continued*

✓ <b>Session Code</b>	You will need the session code corresponding to the test session you are administering. You can find the session code on the <i>DataManager Manage</i> tab in the <b>Created Sessions</b> area. For instructions on how to print session codes, see “Printing a Test Session List” on page 52.
✓ <b>Student Signin Information</b>	Student signin information consists of either the first name, last name, birth month, and birth day of each student or the student’s unique ID number. For instructions on how to print student signin information slips, see “Printing Student Signin Information” on page 53.
✓ <b>Headphones</b>	If you are administering the test with audio, you will need a pair of headphones for each student. Verify that one or two spare headphones are available to replace a pair that is not working properly.
✓ <b>Spare Computers, Mobile Devices</b>	Verify that one or two spare devices are available to replace a device that is not working properly.

## Emergencies and Irregularities During Testing

### Guidelines

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

- The welfare of the students should always be of primary concern. Whatever action might need to be taken should put the health and safety of students first.
- If the testing room must be evacuated, click **Exit All** to save and close the test session, if possible. When you exit a session, a confirmation dialog box is displayed in the student view. Instruct students to click or tap **OK**.
  - If testing resumes during the same day, students can sign in using the same test session code. When students resume testing, the test will continue at the question each student was attempting during the previous test session.
  - If testing resumes the next day, you will need to create a new test session. See “Creating a Test Session” on page 49. Students will sign in using the new test session code. After students sign in, the test will continue at the question each student was attempting during the previous test session.

For more information about saving and closing test sessions, see “Saving and Closing a Test Session for All Students” on page 61.

- The security of the test must be maintained. If the testing room must be evacuated, lock the door if possible.
- Document the details of the irregularity. These details will help to determine what actions may need to be taken so that useful scores can still be obtained. Contact your Test Coordinator for instructions on how to document the emergency/irregularity and next steps.

## Troubleshooting

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

Problem	Resolution
A student's behavior disrupts testing for the group.	Click <b>Pause All</b> to pause testing. A confirmation dialog box is displayed in the student view. Instruct students to click or tap <b>OK</b> . Remove the source of the problem and then click <b>Resume All</b> to resume testing when the group has calmed down. See "Pausing and Resuming a Test Session for All Students" on page 62.
A student is clearly ill or upset.	Cancel the student's test. See "Canceling a Test Session for an Individual Student" on page 63.
Noise or weather interrupts testing.	Click <b>Pause All</b> to pause testing. A confirmation dialog box is displayed in the student view. Instruct students to click or tap <b>OK</b> . Click <b>Resume All</b> to resume testing when the noise ceases or it is safe to begin testing again.
A power outage interrupts testing.	<p>Resume testing when power is restored.</p> <ul style="list-style-type: none"> <li>• If testing resumes during the same day, students can sign in using the same session code.</li> <li>• If testing resumes the next day, you will need to create a new test session. See "Creating a Test Session" on page 49. Students will sign in using the new session code.</li> </ul> <p>After students sign in, the test will continue at the question each student was attempting during the previous test session.</p>
The Internet connection is lost.	<p>If Internet connectivity is lost for only a few students, click the pause button (⏸) in the <b>Approved Students</b> area in the row where each student's name is displayed. Have the students try to sign back in to the test. If they are 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.</p> <p>If Internet connectivity is lost for all students, resume testing when connectivity is restored.</p> <ul style="list-style-type: none"> <li>• If testing resumes during the same day, students can sign in using the same session code.</li> <li>• If testing resumes the next day, you will need to create a new test session. See "Creating a Test Session" on page 49. Students will sign in using the new session code.</li> </ul> <p>After students sign in, the test will continue at the question each student was attempting during the previous test session.</p>

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## Troubleshooting, *continued*

Problem	Resolution
Audio is not working properly.	Adjust the volume on the device and headphones as needed. If the audio is still not working properly, replace the headphones or have the student sign in to the test through another device.

## Pretesting Checklist

The following checklist will help you get ready for testing:

---

### Day Before Testing

---

- ✓ Read Part 2 of this guide to familiarize yourself with the administration procedures.
  - ✓ Review the online help topics for the *DataManager Proctor* application and ensure that you are familiar with how to operate the application. You can access the *DataManager* online help by clicking **Help** in the upper-right corner of the *DataManager* window.
  - ✓ Check the availability of the materials listed in “Obtaining Materials and Equipment” on page 15.
  - ✓ Confirm the phone number of your local technical support personnel.
  - ✓ Verify that you have your user name and password.
  - ✓ Verify that you have signin information for each student. You will need either the first name, last name, birth month, and birth day of each student or the student’s unique ID number. For instructions on how to print student signin information, see “Printing Student Signin Information” on page 53.
  - ✓ Verify that test administrators set up test sessions for the Getting Started tutorial and any other test sessions. For instructions on how to print a test session list, see “Printing a Test Session List” on page 52.
  - ✓ Arrange for a testing area that is comfortable and well lit.
  - ✓ Check that audio is enabled on the device and that it is not muted. Adjust the volume on the device and headphones as needed.
- 

### Day of Testing

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- ✓ Make the necessary physical arrangements in the room.
    - Cover or remove visual aids such as word walls.
    - Make whatever adjustments are needed for lighting, heating, ventilation, and control of visual or noise distractions.
    - Arrange the room so that the test administrator can see the students’ screens; for example, locate the test administrator’s computer in the back of the room to enable the test administrator to see the students’ screens.
    - Arrange the room so that students will be separated from one another as much as the room allows. If needed, place dividers between computers to ensure that students are separated.
- 

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## Pretesting Checklist, *continued*

- 
- ✓ Ensure that proctors know what is expected of them during testing.
- 
- ✓ Open the secure browser on each student computer or launch the *DataManager* app and tap **Start the Test** to display the *DataManager* Sign In page.
- 
- ✓ Talk with students about the procedures you will be using and the importance of doing their best.
- 
- ✓ Take steps to avoid interruptions of the testing periods by fire drills or announcements over the public address system. Prepare a “Testing—Please do not disturb” sign to place on the door during testing.
-



## Overview of the Test Administration Process

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

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

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

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

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

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

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

### **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 tests before continuing to the next test in the series or ending the testing period.

## Signing In to the *DataManager* Proctor Application

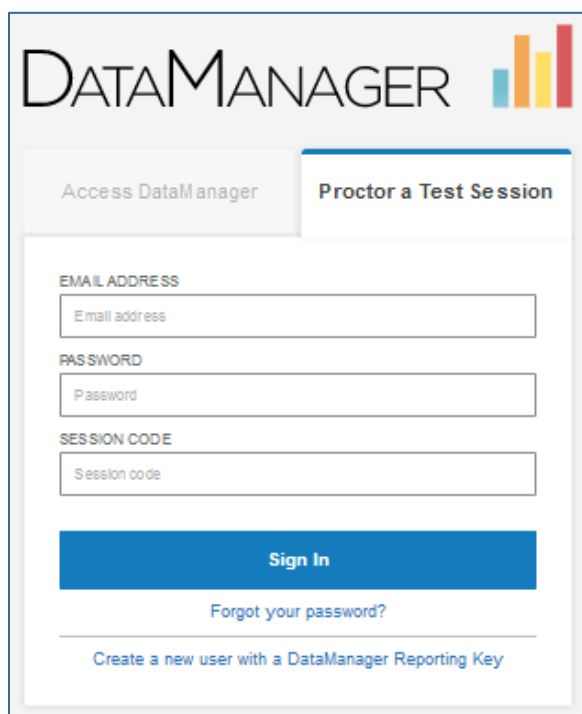
To sign in to the *DataManager* Proctor application, do one of the following:

If you...	Follow these instructions...
Have a session code	“Sign In with a Session Code” below
Do not have a session code	“Sign In without a Session Code” on page 23

### Sign In with a Session Code

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

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



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

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

### **Proctor Led**

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

**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.

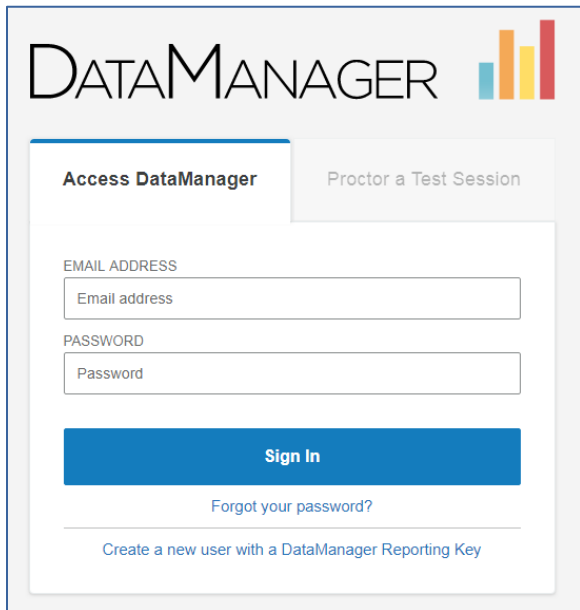
**Note:** You can administer more than one audio test session at the same time. Each test session opens in a separate tab. For more information about administering multiple test sessions simultaneously, see “Managing Multiple Test Sessions” on page 50.

6. Continue with “Introducing the Test and Instructing Students to Sign In” on page 26.

### **Sign In without a Session Code**

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

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



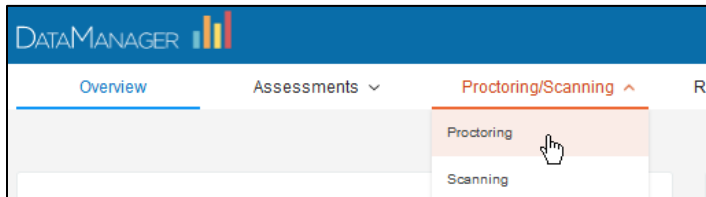
### **To sign in to *DataManager* without a session code:**

1. In the **EMAIL ADDRESS** field, type your user name (your user name is your email address).
2. In the **PASSWORD** field, type your password.

3. Click **Sign In**.

- If you are assigned the Proctor role, the Proctor Session page opens. The **Manage** tab displays all of your current and expired test sessions. Continue with “Opening the Test Session” on page 25.
- If you are assigned the Account Holder, Administrator, or Teacher role, the Overview page is displayed. Continue with step 4.

4. Click the **Proctoring/Scanning** heading and select **Proctoring** from the drop-down menu.



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

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

A screenshot of the 'Proctor Session' page in the 'Manage' tab. The page has a header with 'Add a walk-in Student' and 'Student Lookup' buttons. Below the header is a 'New Session Saved' message. The main content area is titled 'Create New Test Session' and contains a form with the following fields: 'Test Event \*' (dropdown), 'Session Name \*' (text input), 'Grade \*' (dropdown), 'Draw Screen' (dropdown set to 'On'), 'Test Group \*' (dropdown), 'Level \*' (dropdown), 'Battery/Subtest \*' (dropdown), and 'Test Admin Type' (dropdown). A 'Create Session' button is at the bottom of the form. Below the form is a table titled 'Created Sessions' with the following data:

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

5. Continue with “Opening the Test Session” on page 25.

## 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.

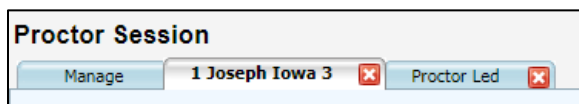
Session Name	Test Admin Type	Test Event	Test Group	Level	Battery/Subtest	Session Code	Actions
2 Kuebler Iowa 3	Audio-English	Iowa Fall 2019 JFK Demo	Iowa Form G Complete	Level 7	Word Analysis	90-70538	✘
2 Kuebler Iowa 2	Audio-English	Iowa Fall 2019 JFK Demo	Iowa Form G Complete	Level 7	Vocabulary	59-47578	✘
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

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) displays.

**Note:** You can administer more than one audio test session at the same time. Each test session opens in a separate tab. For more information about administering multiple test sessions simultaneously, see “Managing Multiple Test Sessions” on page 50.

## Introducing the Test and Instructing Students to Sign In

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

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

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

Provide students with their individual credentials, which consist of either personal information (first name, last name, birth month and day) or a unique ID number. A Teacher, Administrator, or Account Holder can print student signin information for an individual with the Proctor role to distribute to each student. See “Printing Student Signin Information” on page 53 for instructions on how to print student signin information for the current session.

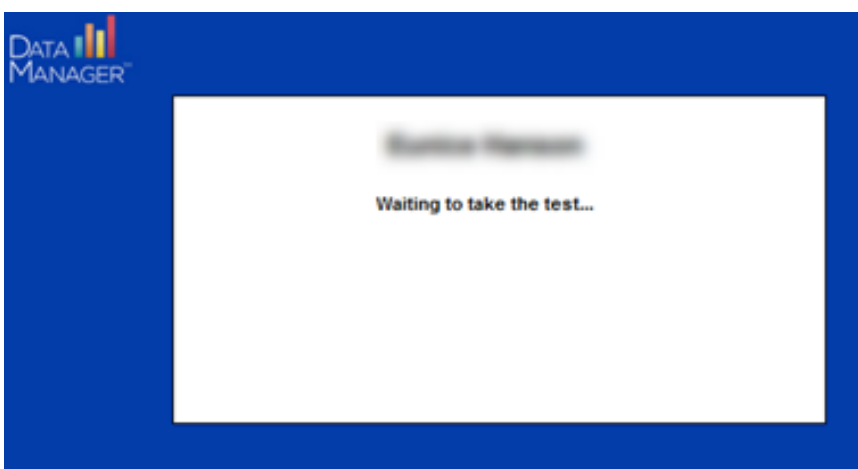
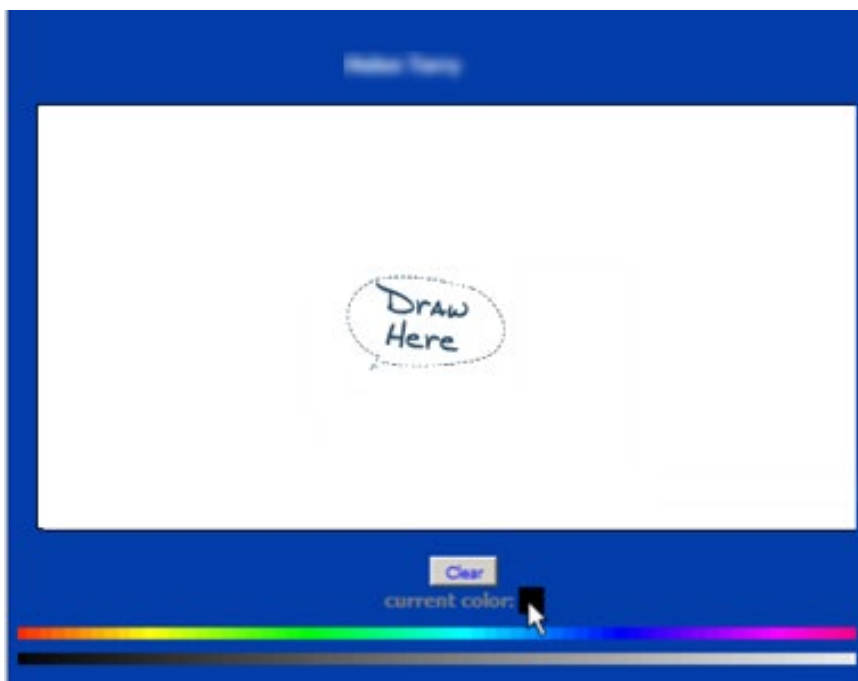
1. Write the test session code on the board to make it easy for students to enter it on the Sign In page.
2. Instruct students about test-taking procedures.
  - Tell students about the test they are about to take. For a list of test descriptions, see “Test Descriptions and Estimated Administration Times” on page 2.
  - 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 tablets)
    - highlighter for passages in the Reading test (not available for tablets)
    - calculator for the Mathematics test
  - Remind students they may need to scroll down to see the entire passage or question.
3. Distribute one sheet of scratch paper and a pencil to each student.

4. Instruct students to sign in to the test.
  - Direct students to the student online testing browser on their machines/devices, where the student Sign In page is displayed in kiosk mode.
  - Mobile device users must first launch the app and tap **Take a Test** to access the Sign In page.
  - Students using their names and birthdays to sign in must type their names exactly as they appear on their signin information slips. After they fill in the **First Name** and **Last Name** fields on the Sign In page, tell them to click the down arrow in the **Birth Month** box and select their birth month from the list, then click the down arrow in the **Birth Day** box and select their birth day from the list.
  - Students using their unique student ID numbers must type their student ID numbers exactly as they appear on their signin information slips into the **Student ID** field.

The screenshot shows the 'Sign In' page of the Data Manager application. The page is titled 'Sign In' and features two columns of input fields. The left column includes fields for First Name, Last Name, Birth Month (dropdown), Birth Day (dropdown), and Session Code. The right column includes fields for Student ID and Session Code. A vertical line with 'OR' separates the two columns. Each column has a 'Sign In' button at the bottom. The top of the page shows 'DATA MANAGER' and 'Riverside Insights' logos. A legend indicates that an asterisk (\*) denotes required fields.

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

6. Tell students to click or tap the **Signin** button. Students will see the Draw Here page or the Waiting to take the test... page.



7. 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 signin information. See "Canceling a Test Session for an Individual Student" on page 63 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"> <li>• The student has not attempted to sign in to the test session before the Proctor has opened the test session. (In this case, the student receives the message: "The proctor has not started this test session. Please wait until the proctor starts the test session and then try to sign in again.")</li> <li>• The student is signing in with either a unique name/birthday combination or a unique student ID number.</li> <li>• The student is assigned to take the test.</li> <li>• The student is assigned to take the test at the level being tested.</li> <li>• The student has not already completed the test.</li> <li>• If the student is taking part 2 of a two-part test, the student has completed part 1.</li> </ul>

### Additional Administration Notes by Test

- Reading
  - If you are administering a proctor-led test, note that some portions of the Reading test are self-paced. See page 33 for instructions on administering self-paced sections within a proctor-led test.
- Vocabulary (Levels 7 and 8)
  - If you are administering a proctor-led test, note that some portions of the Vocabulary test are self-paced. See page 33 for instructions on administering self-paced sections within a proctor-led test.
- Word Analysis
  - At Level 8, if you are administering a proctor-led test, note that some portions of the Word Analysis test are self-paced. See page 33 for instructions on administering self-paced sections within a proctor-led test.
- Mathematics: Part 2 (Levels 7 and 8)
  - Distribute a pencil and a sheet of scratch paper to each student before the test.
  - After testing, collect the scratch paper and pencils. Destroy scratch paper that was used during testing.

- Computation (Levels 7 and 8)
  - If you are administering a proctor-led test, note that some portions of the Computation test are self-paced. See page 33 for instructions on administering self-paced sections within a proctor-led test.
  - Distribute a pencil and a sheet of scratch paper to each student before the test.
  - After testing, collect the scratch paper and pencils. Destroy scratch paper that was used during testing.
- Social Studies
  - At Level 8, if you are administering a proctor-led test, note that some portions of the Social Studies test are self-paced. See page 33 for instructions on administering self-paced sections within a proctor-led test.
- Science
  - At Level 8, if you are administering a proctor-led test, note that some portions of the Science test are self-paced. See page 33 for instructions on administering self-paced sections within a proctor-led test.

## 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 an audio test, continue to step 2. If you are administering a proctor-led test, click the session tab. The session page is displayed.
2. Review the list of students in the **Waiting for Approval** area to verify that all students listed should take the test.

#### Proctor Led

Ensure that the student roster includes all students who should take the test. 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 test.

# Beginning the Test Session



## Proctor Led

Familiarize yourself with the following procedures for reading test items:

- 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.
- Read each question only once. **Do not repeat the question.**
- **Do not give students any help with the test questions or with picture identification.** In some questions, students are told the names of the pictures as part of the oral directions. In other questions, however, it is important that the students themselves identify the pictures.
- Speak distinctly and at a constant rate. Do not use inflection in your voice that could cue students to the correct answers.
- Allow just enough time for all students who are capable of finishing a question to do so before you begin reading the next question. Some students might not finish some questions.

### 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 <b>Approve All</b> on the <b>Waiting for Approval</b> bar. The students are moved to the <b>Approved Students</b> area, and the Welcome page is displayed on the students' devices. Continue with step 2.
Approve individual students	Click the approve button (  ) in the <b>Actions</b> column on the row where each student's name is displayed. The student is moved to the <b>Approved Students</b> area, and the Welcome page is displayed on the student's device. Continue with step 2.
Deny all students	Click <b>Deny All</b> on the <b>Waiting for Approval</b> bar. The students are removed from the <b>Waiting for Approval</b> area, and the Sign In page is displayed on the students' devices.
Deny individual students	Click the deny button (  ) in the <b>Actions</b> column on the row where each student's name is displayed. The student is removed from the <b>Waiting for Approval</b> 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 sample question. Follow the directions in the **Directions for Administration** area. You may need to scroll down in the **Directions for Administration** area to see the entire directions and question. See “Directions for Administration Area” on page 40 for more information.
4. After you have completed the sample question, click **Go** in the lower-right corner to start the test.
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.

  - Allow enough time for all students who are capable of answering each question to do so.
  - 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 that 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 each student is attempting is displayed in the **Question** column of the student’s row.

- When a student views/answers a question, a green check mark is displayed in the **Answered** column of the student’s row. Note that the check mark does not indicate whether the student answered correctly. If your connection is slow, you may also need to ask students to confirm (either verbally or by raising their hands) that they are ready to continue to the next question.

See “Directions for Administration Area” on page 40 for more information about the tools on the **Proctor Led** tab.

7. If you are administering a section that requires students to read the questions and work independently just as they would in a self-paced test, the **Directions for Administration** area will inform you when the next section is self-paced. See page 10 for a list of tests that have self-paced sections.
  - a. To begin a self-paced section, click **Go** on the **Proctor Led** tab to pass control of the test to the students.
    - Students see the first question and a **Go** button in the lower-right corner of their screens. Students answer the question and click **Go** to advance to the next question or click **Back** to return to the previous question. At the end of the section, students see a **Stop** sign and cannot proceed further.
    - You see the first question in the **Proctor Led** tab and a **Go** button in the lower-right corner.
  - b. On the **Proctor Led** tab, do one of the following:
    - If you would like to review each question, click the **Go** button to advance through the questions. (Note that when you click the **Go** button, you advance only your screen; students advance through the test independently.) When you reach the end of the section, a page with a **Stop** sign is displayed.
    - If you would like to go to the end of the section, click the link in the **Directions for Administration** area to go to the last page of the section. A page with a **Stop** sign is displayed.
  - c. Do one of the following:

If...	Then...
Students are at the end of a section	Verify that all students are on the page with the <b>Stop</b> sign. Click <b>Go</b> . A message is displayed asking you to confirm that students are ready to continue. Click <b>OK</b> to resume control of the test.
Students are at the end of the test	See “Completing the Test Session” on page 35 for instructions to complete the test session and send answers to scoring.

## Audio

### 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 <b>Approve All</b> on the <b>Waiting for Approval</b> bar. The students are moved to the <b>Approved Students</b> area, and the Welcome page is displayed on the students' devices. Students can begin testing. <ul style="list-style-type: none"><li>• Ask students to raise their hands when they hear the test begin so you know their headphones are working.</li><li>• Continue with step 2.</li></ul>
Approve individual students	Click the approve button (✓) in the <b>Actions</b> column on the row where each student's name is displayed. The student is moved to the <b>Approved Students</b> area, and the Welcome page is displayed on the student's computer. The student can begin testing. <ul style="list-style-type: none"><li>• Ask each student to confirm that the headphones are working by raising his or her hand.</li><li>• Continue with step 2.</li></ul>
Deny all students	Click <b>Deny All</b> in the <b>Waiting for Approval</b> bar. The students are removed from the <b>Waiting for Approval</b> area, and the Sign In page is displayed on the students' devices.
Deny individual students	Click the deny button (✗) in the <b>Actions</b> column on the row where each student's name is displayed. The student is removed from the <b>Waiting for Approval</b> 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 test by viewing the **Approved Students** area of the session tab or by walking around the room and observing students' screens.
    - The **Status** column indicates the question the student is currently attempting. Make sure students move from the sample questions and directions to the first test question within a few minutes.
    - If a student seems to linger on the sample questions, check to see whether he or she needs assistance.

**Note:** The audio test directions are reprinted in this guide for your reference. See "Directions in the Student View" on page 42.

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

## Completing the Test Session

### Proctor Led

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

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

If...	Then follow these instructions...
All students who are able have finished selecting their answers and you are ready to complete the test session and send answers to scoring	Click <b>Done</b> . A confirmation dialog box displays. Do one of the following: <ul style="list-style-type: none"> <li>• Click <b>OK</b> to close the test session and send tests 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 <b>Directions for Administration</b> area. Continue to step 3.</li> <li>• Click <b>Cancel</b> to return to the test.</li> </ul>
You need to return to a previous question before completing the test session	Click <b>Back</b> to move to a previous question.

3. Do one of the following:

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

 **Audio**

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

1. Remind students to click or tap **Done** to end the test. 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 test 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 test. Tests are sent to Riverside Scoring Service for scoring and the Draw Here page is displayed in the student view.

**Note:** Students can remain on the Draw Here page for up to 20 minutes. If you do not continue or end the test session within 20 minutes, then the student automatically returns to the Sign In page.

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 test in the series</p>	<ol style="list-style-type: none"> <li>1. Allow students a few minutes of rest. If students will be allowed to leave their devices during the break, make sure students return to the same devices they used before the break.</li> <li>2. Ask students to raise their hands if they returned to the Sign In page. If a student automatically returned to the Sign In page, then that student can sign back in using the same session code.</li> <li>3. Click <b>Continue Testing All</b> in the <b>Approved Students</b> area of the session tab. A confirmation dialog box is displayed. Do one of the following: <ul style="list-style-type: none"> <li>– Click <b>OK</b> to create a new test session. <i>DataManager</i> automatically creates the next test session in the series, and the session tab (bearing the name of the session) is displayed. The Welcome page is displayed in the student view and students can begin testing. <p><b>Note:</b> <i>DataManager</i> displays session information for up to five linked test sessions.</p> </li> <li>– Click <b>Cancel</b> to return to the session tab without creating a new test.</li> </ul> </li> </ol>
<p>End testing for this period</p>	<ol style="list-style-type: none"> <li>1. Click <b>End Testing All</b> in the <b>Approved Students</b> area to close the test. A confirmation dialog box is displayed.</li> <li>2. Do one of the following: <ul style="list-style-type: none"> <li>– Click <b>OK</b> to close the test. The Sign In page is displayed in the student view. Sign out of <i>DataManager</i>.</li> <li>– Click <b>Cancel</b> to return to the session tab without ending testing for this period.</li> </ul> </li> </ol>



## About the Session Tab

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

The screenshot displays the DataManager Proctoring/Scanning interface. At the top, there is a navigation bar with tabs for Overview, Assessments, Proctoring/Scanning (selected), Reports, and Administration. Below the navigation bar, the Proctor Session header shows '1 Joseph Iowa 2' and 'Proctor Led'. A message states 'The student has been approved to take the test.' Below this, there are three tables of student information:

Session Name	Test Admin Type	Test Event	Test Group	Level	Battery/Subtest	Session Code
1 Joseph Iowa 2	Proctor Led	Iowa Fall 2019 JFK Demo	Iowa Form G Complete	Level 6	Vocabulary	30-85525

**1 Exceptions (0 of 3)**

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

**2 Waiting for Approval (1 of 3)**

Last Name	First Name	MI	Date of Birth	Gender	Grade	Battery/Subtest	Actions
Comer	Richard		04/25/2012	U	1 - One	Vocabulary	✓ ✗

**3 Approved Students (2 of 3)**

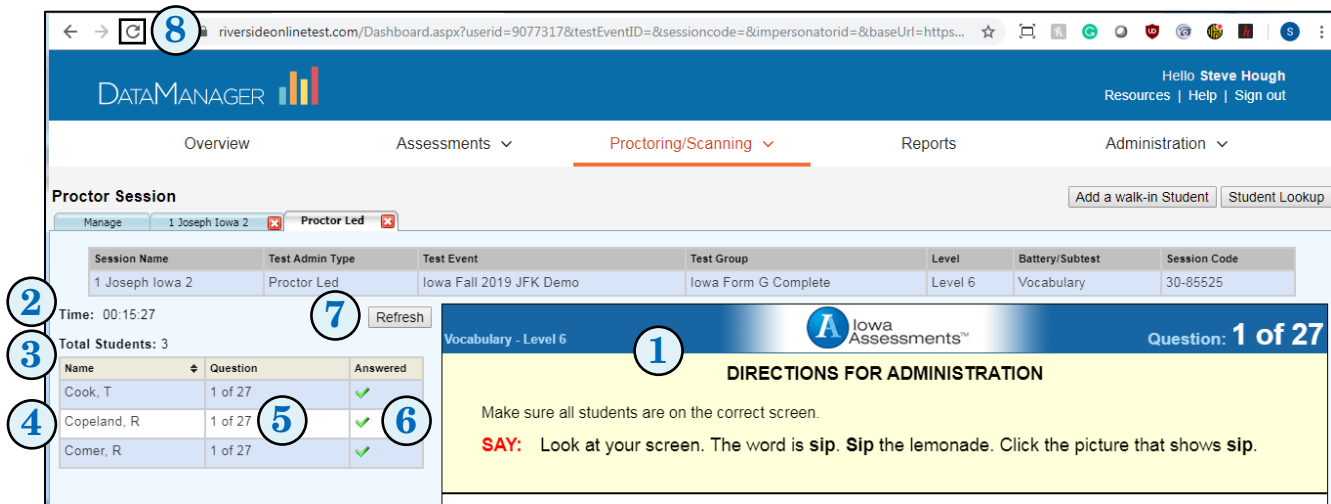
Last Name	First Name	MI	Date of Birth	Gender	Grade	Battery/Subtest	Status	Actions
Cook	Thomas		04/26/2012	U	1 - One	Vocabulary	Intro	✗ ⏸
Copeland	Rose		04/27/2012	U	1 - One	Vocabulary	Intro	✗ ⏸

- ① Students appear in the **Exceptions** area if they are not assigned to the test session.
- ② The **Waiting for Approval** area shows students who have signed in for the session and who are waiting for approval to begin the test.
- ③ The **Approved Students** area shows students who have been approved to begin testing. 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 test questions you will read to students.
- Monitor the time elapsed since the test started (the test starts when the first student is approved).
- View the question number each student is working on.
- Verify whether a student has answered the current question.
- Refresh proctor-led testing information or student information.



The screenshot displays the 'Proctor Led' interface. At the top, there's a navigation bar with 'Overview', 'Assessments', 'Proctoring/Scanning' (selected), 'Reports', and 'Administration'. Below this, the 'Proctor Session' section shows session details in a table:

Session Name	Test Admin Type	Test Event	Test Group	Level	Battery/Subtest	Session Code
1 Joseph Iowa 2	Proctor Led	Iowa Fall 2019 JFK Demo	Iowa Form G Complete	Level 6	Vocabulary	30-85525

Below the table, there's a 'Time: 00:15:27' and 'Total Students: 3' section. A table lists students and their progress:

Name	Question	Answered
Cook, T	1 of 27	✓
Copeland, R	1 of 27	✓
Comer, R	1 of 27	✓

The main area is titled 'Directions for Administration' and contains the following text:

**DIRECTIONS FOR ADMINISTRATION**

Make sure all students are on the correct screen.

**SAY:** Look at your screen. The word is **sip**. Sip the lemonade. Click the picture that shows **sip**.

### 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 test 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.

## About the Audio Student View


### Test-Taking Tools

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

-  Click to move to the next question. This button is unavailable while the audio is playing.
-  Click to move to the previous question. This button is only available on the directions screens and not on any audio test questions.
-  Click to replay the directions. Replay is not available for individual test questions.
-  Click to pause the audio.
-  Click 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 tablet. To adjust audio, use the tablets volume button.

 Click to finish the test. Students cannot view or change any of their answers after they click **Done**.

 Click to close the test. Students will return to the Draw Here page.

## Directions in the Student View

Students hear the following general directions at the beginning of each test administered with audio:

*Today you will take the Iowa Assessments. You will hear each question only once. Try to answer every question. If you are not sure of the answer, choose the one you think is correct. If you have any questions, raise your hand and someone will help you.*

Test-specific directions are provided below for your reference.

### Level 5 Complete

Test	Directions
Vocabulary	This is a test about the meanings of words. Students hear a word and then choose the picture that goes with the word.
Word Analysis	<p>This is a test about letters and their sounds.</p> <p><b>Questions 1–3</b> Students hear a letter and then choose the letter they heard.</p> <p><b>Questions 4–7</b> Students click the letter that stands for the beginning sound in the words they hear.</p> <p><b>Questions 8–11</b> Students click the picture whose name begins with the same sound as the word they hear.</p> <p><b>Questions 12–19</b> Students hear a word and choose the word whose name begins with the same sound as the word they heard.</p> <p><b>Questions 20–23</b> Students choose the picture whose name rhymes with the word they hear.</p> <p><b>Questions 24–29</b> Students replace a letter or letters in a word to make a new word. Students then identify the picture of the new word.</p> <p><b>Questions 30–33</b> Students find the letter or letters that start the word or go in the middle of the word that names the picture they see.</p>
Listening	This is a test about understanding what students hear. Students hear a short story and then choose the picture that goes with the story.
Language	This is a test about some of the ways people use language. Students hear a short story and choose the picture that goes with the story.
Mathematics	This is a math test. Students hear a question and then choose the picture that best answers the question.
Reading	<p><b>Questions 1–3</b> This is a reading test. Students hear a word and then hear that word used in a sentence. Students choose the word they heard.</p>

*Continued on next page...*

## Level 5 Complete, *continued*

Test	Directions
Reading, <i>continued</i>	<p><b>Questions 4–6</b> Students look at the picture and decide which of the four words best tells about the picture. Students choose the word that best tells about the picture.</p> <p><b>Questions 7–13</b> In each question students hear a short story and see some pictures that go with the story. Students decide which picture shows the last word in the story.</p> <p><b>Questions 14–17</b> In each question, there are a sentence and three words. Students read the sentence and the three words under the sentence. Students decide which word makes the most sense in the blank in the sentence.</p>

## Level 6 Complete

Test	Directions
Vocabulary	This is a test about the meanings of words. Students hear a word and then choose the picture that goes with the word.
Word Analysis	<p>This is a test about letters and their sounds.</p> <p><b>Questions 1–3</b> Students hear a word and then choose the word that begins with the same sound as the word they heard.</p> <p><b>Questions 4–7</b> Students click the letter that stands for the beginning sound in the words they hear.</p> <p><b>Questions 8–11</b> Students click the picture whose name begins with the same sound as the word they hear.</p> <p><b>Questions 12–19</b> Students hear a word and choose the word whose name begins with the same sound as the word they heard.</p> <p><b>Questions 20–23</b> Students choose the picture whose name rhymes with the word they hear.</p> <p><b>Questions 24–29</b> Students replace a letter or letters in a word to make a new word. Students then identify the picture of the new word.</p> <p><b>Questions 30–33</b> Students find the letter or letters that start the word or go in the middle of the word that names the picture they see.</p>
Listening	This is a test about understanding what students hear. Students hear a short story and then choose the picture that goes with the story.
Language	This is a test about some of the ways people use language. Students hear a short story and choose the picture that goes with the story.

*Continued on next page...*

## Level 6 Complete, *continued*

Test	Directions
Mathematics	This is a math test. Students hear a question and then choose the picture that best answers the question.
Reading Part 1	<p><b>Questions 1–5</b> This is a reading test. Students hear a word and then hear that word used in a sentence. Students choose the word they heard.</p> <p><b>Questions 6–10</b> Students look at the picture and decide which of the four words best tells about the picture. Students choose the word that best tells about the picture.</p> <p><b>Questions 11–17</b> In each question students hear a short story and see some pictures that go with the story. Students decide which picture shows the last word in the story.</p>
Reading Part 2	<p><b>Questions 1–9</b> This is a reading test. In each question, there are a sentence and three words. Students read the sentence and the three words under the sentence. Students decide which word makes the most sense in the blank in the sentence.</p> <p><b>Questions 10–13</b> There is a picture on each screen. Below the picture is a question that asks something about the picture. Students read the question and the three answers below the question. There is only one right answer for each question; students choose the one they think is the best answer.</p> <p><b>Questions 14–17</b> At the top of the screen is a story. Students read the story and then read the question below the story. There are three answers to the question, but only one of these answers is right. Students choose the answer they think is best.</p>

## Level 7 Complete

Test	Directions
Vocabulary	<p><b>Questions 1–13</b> This is a test about the meanings of words. In each question in this section, there are a picture and four words. One of the four words tells about the picture. Students read the four words and decide which one best tells about the picture.</p> <p><b>Questions 14–26</b> Each of the sentences in this part has a word missing. Under each sentence are four words. Students decide which word belongs in the sentence.</p>
Word Analysis	<p><b>Questions 1–4</b> This is a test about letters and their sounds. Students hear a word and then choose the word that begins with the same sound as the word they heard.</p> <p><b>Questions 5–8</b> Students choose the word that rhymes with the word they hear.</p>

*Continued on next page...*

**Level 7 Complete, continued**

Test	Directions
Word Analysis, <i>continued</i>	<p><b>Questions 9–13</b> Students find the letter or letters that start the word or go in the middle of the word that names the picture they see.</p> <p><b>Questions 14–19</b> Students replace a letter or letters in a word to make a new word. Students then identify the picture of the new word.</p> <p><b>Questions 20–25</b> Students hear a word and choose the picture whose name has the same vowel sound as the word they heard.</p> <p><b>Questions 26–29</b> Some words have a letter that is silent, or not sounded. Students choose the word that has a letter that is silent, or not sounded.</p> <p><b>Questions 30–32</b> Students hear a word followed by three endings. Students choose the ending that can be added to make a new word.</p>
Reading Part 1	<p><b>Questions 1–11</b> 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><b>Questions 12–17</b> 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	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.
Listening	This is a test about understanding what students hear. Students hear a short story and then choose the picture that goes with the story.
Language	<p><b>Questions 1–11</b> This is a test about some of the ways people use language. The first part of this test is a spelling test. There are three words on the students' screen. Students hear the three words and then hear the words used in a sentence. Students choose the word that is misspelled.</p> <p><b>Questions 12–16</b> In this part of the test, students look for mistakes in the use of capitalization. Students read and listen to a story and then choose the line that contains a word that needs a capital letter.</p> <p><b>Questions 17–21</b> In this part of the test, students look for mistakes in the use of punctuation marks such as periods, question marks, commas, and exclamation points. Students read and listen to a story and then choose the line that needs a punctuation mark.</p> <p><b>Questions 22–34</b> In this part of the test, students look for mistakes in the use of words. Students read and listen to a story and then choose the line that contains a word that needs to be changed.</p>
Mathematics Part 1	This is a math test. Students hear a question and then choose the picture or number that best answers the question.

*Continued on next page...*

## Level 7 Complete, continued

Test	Directions
Mathematics Part 2	<p><b>Questions 1–9</b> 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><b>Questions 10–15</b> 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>
Computation	<p><b>Questions 1–4</b> This is a math test. In this part of the test students hear an addition problem and decide on the answer. 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> <p><b>Questions 5–9</b> Now students will do some subtraction problems. Students hear a subtraction problem and decide on the answer. 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> <p><b>Questions 10–25</b> This part of the test has both addition and subtraction problems.</p>
Social Studies	This is a test to help find out what students know about social studies. Students hear a question and then choose the picture that they think best answers the question.
Science	This is a test to help find out what students know about science. Students hear a question and then choose the picture that they think best answers the question.

## Level 8 Complete

Test	Directions
Vocabulary	<p><b>Questions 1–13</b> This is a test about the meanings of words. In each question in this section, there are a picture and four words. One of the four words tells about the picture. Students read the four words and decide which one best tells about the picture.</p> <p><b>Questions 14–26</b> Each of the sentences in this part has a word missing. Under each sentence are four words. Students decide which word belongs in the sentence.</p>
Word Analysis	<p><b>Questions 1–4</b> This is a test about letters and their sounds. In the first section of the test, students hear a word and then choose the word that begins with the same sound as the word they heard.</p> <p><b>Questions 5–12</b> Students hear a word and choose the word or picture that has the same vowel sound as the word they heard.</p> <p><b>Questions 13–16</b> Students see a picture and a word that names the picture. The word is missing a letter or letters in the middle of it. Students click the letter or letters that go in the middle of the word to make the name of the picture.</p>

Continued on next page...

**Level 8 Complete, continued**

Test	Directions
Word Analysis, <i>continued</i>	<p><b>Questions 17–21</b> Students replace a letter or letters in a word to make a new word. Students then click the picture of the new word.</p> <p><b>Questions 22–25</b> Students click the word that has a letter that is silent or not sounded.</p> <p><b>Questions 26–29</b> Students click the ending that can be added to make a new word.</p> <p><b>Questions 30–33</b> Students click the two words that can be joined together to make a new word.</p>
Reading Part 1	<p><b>Questions 1–11 (Forms E and F); Questions 1–7 (Form G)</b> 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 four words below the sentence and choose the word that best fits in the sentence.</p> <p><b>Questions 12–18 (Forms E and F); Questions 8–14 (Form G)</b> Students read a sentence and the four words under the sentence. Then students decide which word makes the most sense in the blank in the sentence. Students click the word that goes best in the sentence.</p>
Reading Part 2	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.
Listening	This is a test about understanding what students hear. Students hear a short story and then choose the picture that goes with the story.
Language	<p><b>Questions 1–11</b> This is a test about some of the ways people use language. The first part of this test is a spelling test. There are three words on the students’ screen. Students hear the three words and then hear the words used in a sentence. Students choose the word that is misspelled.</p> <p><b>Questions 12–18</b> In this part of the test, students look for mistakes in the use of capitalization. Students read and listen to a story and then choose the line that contains a word that needs a capital letter.</p> <p><b>Questions 19–25</b> In this part of the test, students look for mistakes in the use of punctuation marks such as periods, question marks, commas, and exclamation points. Students read and listen to a story and then choose the line that needs a punctuation mark.</p> <p><b>Questions 26–42</b> In this part of the test, students look for mistakes in the use of words. Students read and listen to a story and then choose the line that contains a word that needs to be changed.</p>
Mathematics Part 1	This is a math test. Students hear a question and then choose the picture or number that best answers the question.
Mathematics Part 2	<p><b>Questions 1–10</b> 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>

*Continued on next page...*

**Level 8 Complete, continued**

Test	Directions
Mathematics Part 2, <i>continued</i>	<b>Questions 11–14</b> This is a math test. Students are to choose the number sentence that will help them solve the problem. Students listen carefully to the question and then choose their answer. <b>Questions 15–20</b> 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 for any of the questions to help them find the right answer.
Computation	<b>Questions 1–4</b> This is a math test. In this part of the test students hear an addition problem and decide on the answer. 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. <b>Questions 5–9</b> Now students will do some subtraction problems. Students hear a subtraction problem and decide on the answer. 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. <b>Questions 10–27</b> This part of the test has both addition and subtraction problems.
Social Studies	<b>Questions 1–23</b> This is a test to help find out what students know about social studies. Students hear a question and then choose the picture that they think best answers the question. <b>Questions 24–29</b> Students use the information on the screen to answer the question.
Science	<b>Questions 1–23</b> This is a test to help find out what students know about science. Students hear a question and then choose the picture that they think best answers the question. <b>Questions 24–29</b> Students use the information on the screen to answer the question.

## Creating a Test Session

You can create test sessions at any time before testing. When you create a test session, select the first test that you want students to take. Tests are automatically linked in the recommended order as shown in “Test Descriptions and Estimated Administration Times,” beginning on page 2, so that students can continue testing from one test to the next in the series without signing in to each test session. After students complete a test, you can allow them to continue to the next test in the series or end testing.

### **Important**

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

- It is recommended that you administer the tests over multiple days rather than administer all tests on a single day.
- If you administer more than one test in the same testing period, allow students a few minutes of rest between the tests.

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 different days. For example, if you administer one or more tests 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 22 for instructions.
2. In the **Test Event** list, select the test event you want to test. See “Creating and Managing Test Events” in the *DataManager Assessments User’s Guide* for more information about test events.
3. In the **Grade** list, select the grade you want to test.
4. In the **Test Group** list, select the test group (for example, **Iowa Form E Complete**).
5. In the **Level** list, select the test level that you will be administering or that is assigned to the students you will be testing.
6. In the **Battery/Subtest** list, select the test to administer.

**Note:** The tests are listed in the recommended order in which they should be administered. See “About *Iowa Assessments*, Levels 5–8 Tests” on page 1 for information about the batteries and tests.

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

- 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/test (for example, Hanson 4 Math). The session name must be unique for the test event you selected.
- 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:

- 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.
- 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, any self-paced Levels 9–17/18 *Iowa Assessments* test, any *Logramos*® Third Edition test, or any *Cognitive Abilities Test*™ (*CogAT*®) audio test simultaneously by opening multiple test sessions from the **Manage** tab (see “Opening the Test Session” on page 25). Sessions can be for different test levels or tests; for example, you can open a Level 6 Vocabulary and a Level 7 Language 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 test 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.

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

Manage 2 Kuebler Iowa 1 2 Kuebler Iowa 2 2 Kuebler Iowa 3 **Merged (2)**

The student has been approved to take the test.

Session Name	Test Admin Type	Test Event	Test Group	Level	Battery/Subtest	Session Code
2 Kuebler Iowa 1	Audio-English	Iowa Fall 2019 JFK Demo	Iowa Form G Complete	Level 7	Getting Started	22-27753
2 Kuebler Iowa 2	Audio-English	Iowa Fall 2019 JFK Demo	Iowa Form G Complete	Level 7	Vocabulary	59-47578
2 Kuebler Iowa 3	Audio-English	Iowa Fall 2019 JFK Demo	Iowa Form G Complete	Level 7	Word Analysis	90-70538

**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 (2 of 3)** ② Approve All Deny All

Last Name	First Name	MI	Date of Birth	Gender	Grade	Battery/Subtest	Actions
Dennison	Wayne		05/01/2011	U	2 - Two	Getting Started	✓ ✗
Dow	Thurman		05/02/2011	U	2 - Two	Vocabulary	✓ ✗

No of Records: 25

**Approved Students (1 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	Word Analysis	Intro	⏸ ⏹ ⏻

No of Records: 25

The **Merged** tab includes a session summary table, which 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:

Session Name	Test Event	Test Group	Level	Battery/Subtest	Test Admin Type	Session Code
Iowa_LL_0918	Iowa Form	Complete	Level 7	Vocabulary	Proctor Led	62-4216
Spanish_0918	Audio_Test	CogAT 7 Cc	Level 17/	VERBAL / Verbal Analogies	Audio-Spanish	80-3092
Test_0630	CogAt	CogAT Post Screener Fo	Level 12	VERBAL / Sentence Completion	Proctor Led	74-1026
Test_0910_1	Iowa Form	Complete n	Level 9 n	Reading 1	Self Paced	38-8364
Test_0990	CogAt	CogAT 7 Cc	Level 10	Getting Started	Proctor Led	16-4027
Test_0991	CogAt	CogAT 7 Cc	Level 12	Getting Started	Proctor Led	48-2655
Test0329_1	CogAt	CogAT 7 Cc	Level 8	QUANTITATIVE / Number Series	Audio-English	37-9437

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

# Printing Student Signin Information

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

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

## To print student signin information:

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

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

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

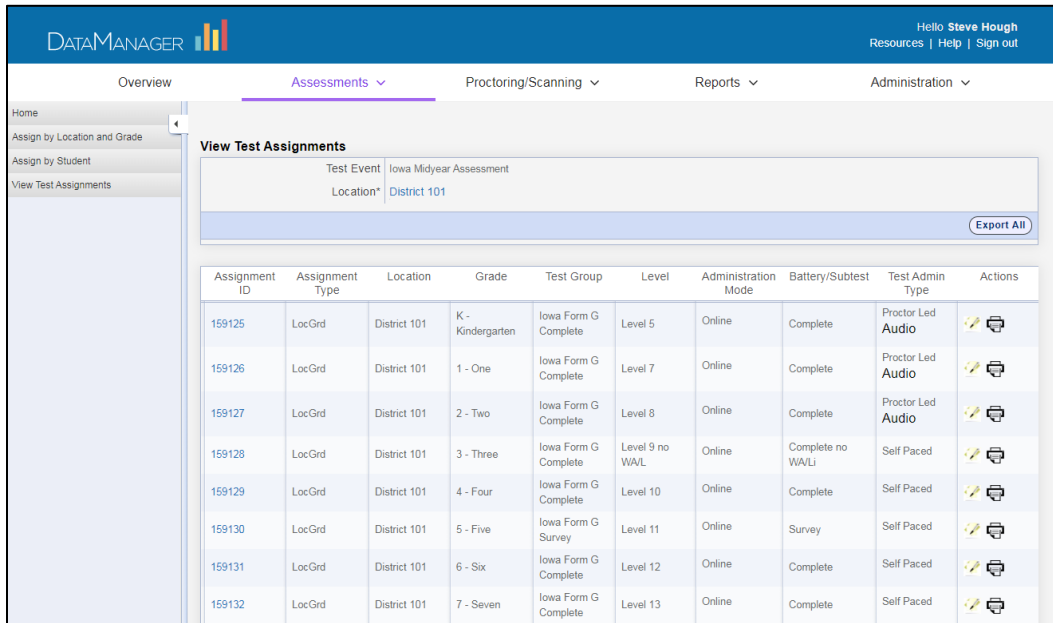
**Test Assignment Home Page**

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

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

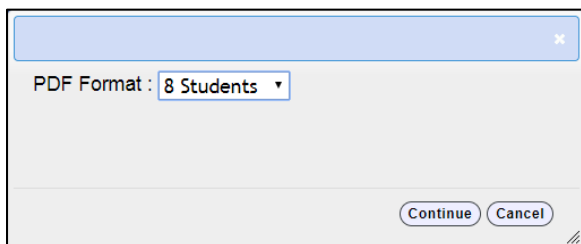
[Please click here to go back to Test Event](#)

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

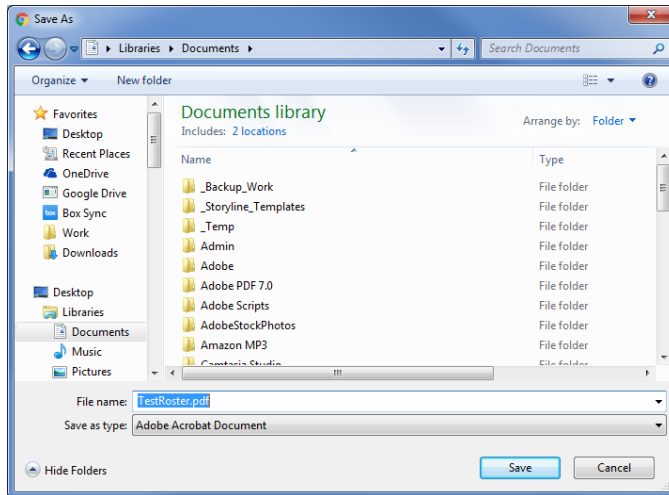


- The name of the location associated with the test event is displayed in the **Location** field. Click the name of the current location to display the location hierarchy.
  - Click the right arrow (▶) to expand the hierarchy. Click the down arrow (▾) to collapse the hierarchy.
  - Select a school or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

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



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 is displayed.
10. Click **OK** to print the student sign-in information.

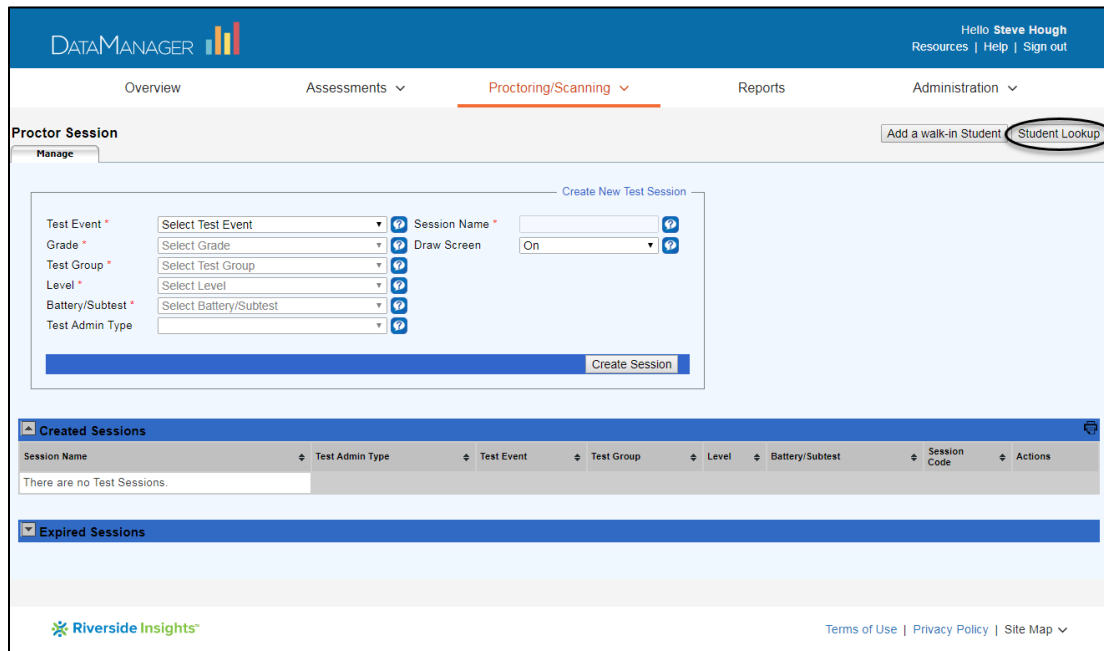
## Viewing Student Status Information

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 tests that have been assigned to the student and the current status of each test

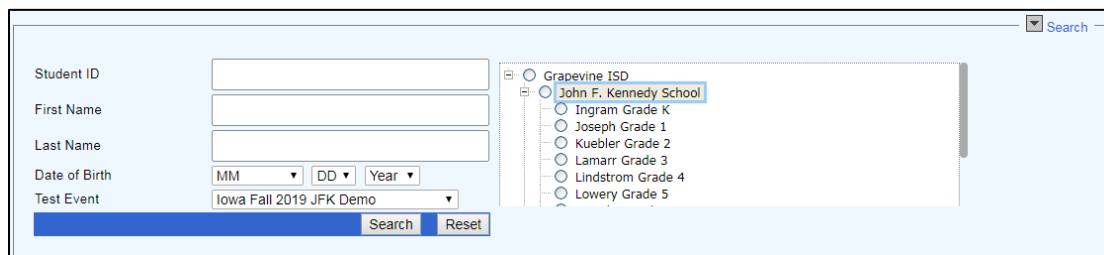
## To view student status information:

1. Click the **Student Lookup** button located in the upper-right portion 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, you can add the student. See “Adding a Student to a Roster” on page 58 for more information.

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

Student	Getting Started	Vocabulary	Word Analysis	Listening
Ballard, Arturo DOB : 04/28/2012 Student ID : RVC1329 <b>Iowa Form G Complete</b> 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 <b>Iowa Form G Complete</b> 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 <b>Iowa Form G Complete</b> 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 <b>Iowa Form G Complete</b> 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:

1

- 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 tests 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.

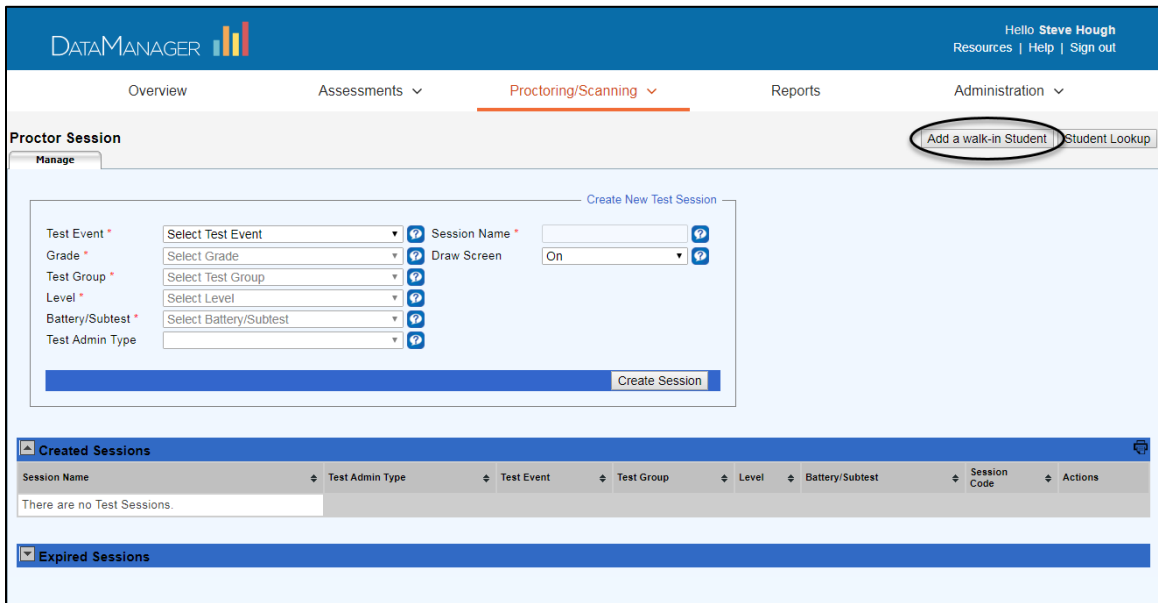
Changes to the roster can occur for several reasons:

- 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.

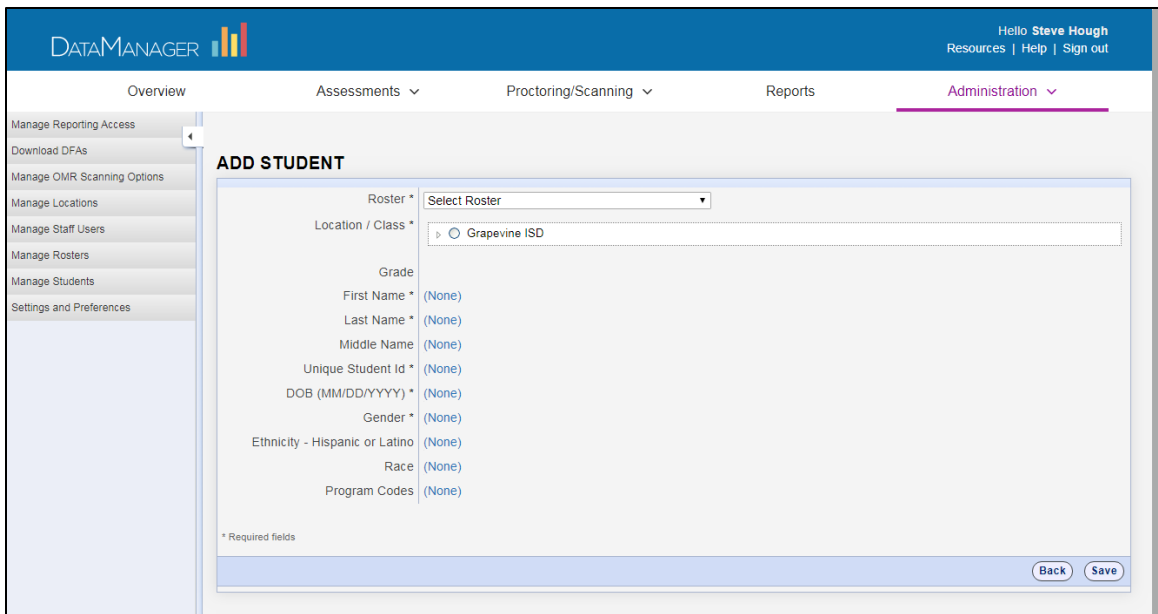
## To add a student to a roster:

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



The screenshot shows the 'Proctor Session' page in the Data Manager application. The user is logged in as Steve Hough. The navigation menu includes Overview, Assessments, Proctoring/Scanning (selected), Reports, and Administration. The 'Add a walk-in Student' button is circled in the top right corner. The main content area is titled 'Proctor Session' and contains a 'Create New Test Session' form. The form has the following fields: Test Event (dropdown), Grade (dropdown), Test Group (dropdown), Level (dropdown), Battery/Subtest (dropdown), and Test Admin Type (dropdown). There are also fields for Session Name, Draw Screen (On/Off), and a 'Create Session' button. Below the form is a table for 'Created Sessions' and a section for 'Expired Sessions'.

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



The screenshot shows the 'ADD STUDENT' page in the Data Manager application. The user is logged in as Steve Hough. The navigation menu includes Overview, Assessments, Proctoring/Scanning, Reports, and Administration (selected). The left sidebar shows a list of management options. The main content area is titled 'ADD STUDENT' and contains a form for adding a student. The form has the following fields: Roster (dropdown), Location / Class (text input), Grade (dropdown), First Name (text input), Last Name (text input), Middle Name (text input), Unique Student Id (text input), DOB (MM/DD/YYYY) (text input), Gender (dropdown), Ethnicity - Hispanic or Latino (dropdown), Race (dropdown), and Program Codes (text input). The 'Roster' field is set to 'Select Roster' and the 'Location / Class' field is set to 'Grapevine ISD'. There are 'Back' and 'Save' buttons at the bottom right.

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

6. (Optional) In the **Middle Name** field, click **(None)** and then type the student's middle name in the box.
7. In the **Unique Student Id** field, click **(None)** and then type a unique student identification number (provided by the school) in the box. The length of the unique student 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 an audio test, continue to step 2. If you are administering a proctor-led test, click the session tab.
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 test 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 an audio test, continue to step 2. If you are administering a proctor-led test, click the session tab.
2. On the session tab, click **Exit All** on the **Approved Students** bar. All of the students are removed from the **Approved Students** area and their 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 test will continue at the question each student was attempting during the previous test session.

# Pausing and Resuming a Test Session for an Individual Student

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

1. If you are administering an audio test, continue to step 2. If you are administering a proctor-led test, click the session tab.
2. On the session tab, click the pause button (⏸) in the **Approved Students** area in the row where the student's name is displayed. The student's test session is paused, and the pause button becomes a play button (▶).
3. 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.

### **Important**

If a student's test session is paused in a self-paced section of a proctor-led test, you must resume the student's test session before advancing the test to the next proctor-led section. Confirm that all students are on the same question before administering the next proctor-led section of the test.

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

1. In the **Approved Students** area, click the play button (▶) in the **Approved Students** area in the row where the student's name is displayed. The student's test session resumes and the play button becomes a pause button (⏸).
2. If you are administering a test with audio, the student will continue from the question he or she was working on when you paused the test session.
  - If you are administering a proctor-led test, continue to step 3.
  - Click the **Proctor Led** tab.
3. Continue to proctor the test session from the question the student was working on when you paused the test session.

## Pausing and Resuming a Test Session for All Students

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


1. If you are administering an audio test, continue to step 2. If you are administering a proctor-led test, click the session tab.
2. On the session tab, click **Pause All** on the **Approved Students** bar. The students' 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. On the session tab, click **Resume All** on the **Approved Students** bar.
  - If you are administering a test 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 test, continue to step 2.
2. Click the **Proctor Led** tab.
3. Continue to proctor the test session from the question that 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 an audio test, continue to step 2. If you are administering a proctor-led test, click the session tab.
2. On the session tab, click the cancel button (  ) in the **Approved Students** area on the row where the student's name 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 an audio test, continue to step 2. If you are administering a proctor-led test, click the session tab.
2. On the session tab, Click **Cancel All** on the **Approved Students** bar. The session ends for all students in the 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.

