Online Assessment System (OAS)

Release 10

Version 1.0

User's Guide

Table of Contents

About the User's Guide

Each chapter of this guide can be used independently. You can read just the topics that interest you, or read the entire guide for a thorough introduction to the system. Chapters are arranged in order of use; the most commonly used functions are first, and specialized information that fewer users need comes last.

Throughout this guide, we present sample pictures of the screens associated with the tasks being described. The Online Assessment System is highly customizable and some screens might look slightly different than yours. There might be more or fewer options available to you based on your group's chosen configuration settings, your role in the OAS system, or your position within your group. Such differences are minor and should not hamper your use of this guide.

Note: Throughout OAS, all layers of an organization are called "group" or "groups."

Getting Support

We hope you enjoy using the Online Assessment System for your online testing program!

If you have specific questions not answered by this guide or the help system in OAS, please contact your administrator or call the CTB Product Support Team at 866-282-2250. You can also e-mail the CTB Product Support Team at oas_acct_mgmt@ctb.com.

Note: Custom State Contracts should contact their District Testing Coordinators for the telephone number they should use.

Chapter 1: Get to Know OAS

Overview of the Online Assessment System

OAS allows an educational group to test its students online and obtain rapid feedback on how well they performed. To do this, some administrative tasks must be completed. Users must be set up in OAS so the work of maintaining student data, making tests available for scheduling, and setting up test sessions can be shared among staff. To protect data, users are assigned to particular layers in the group and are given roles that control the tasks they perform.

Like user profiles, student profiles must be set up and maintained so the system can accurately match test performance to a particular individual. Some students might require testing accommodations to use the software, and this information must be specified as well.

> These administrative functions are covered towards the end of this guide, as this work is done by a fairly small percentage of OAS users. If you are an administrator, you might want to begin with *Chapter 5: Managing User Profiles* or *Chapter 6: Managing Student Profiles*.

After their profiles are in place, students can be assigned to a test session by any user with permission to make test assignments. Test assignments specify the time window when a student must log in with the testing software for a particular test to be administered to them.

> We follow this orientation chapter with one on setting up test sessions, as it is the most commonly performed task in OAS.

Students log in to OAS on a workstation with the online testing software installed. The software protects the testing environment and ensures that students do not have access to anything other than the test (and any necessary accommodations) during the test session. As students respond to items, their responses are recorded in OAS. Once students finish, their responses are scored, and the score is stored in OAS.

> This information is covered in *Chapter 3: Setting Up Student Workstations* and *Chapter 7: Proctoring the Test Experience*.

Using OAS to Manage Tests and Reports

OAS contains information about your group and allows you to assign your students (individually or in groups) to test sessions. Students log in at the appointed date and time to take the test, and raw (number correct) scores can be available as soon as they have finished, provided your group chooses this option. Students can see how well they performed as soon as they finish, and so can you, using View Status. To learn more about the students' test experience and the View Status function, review *Chapter 7: Proctoring the Test Experience*.

Your secure internet access to OAS requires a unique username and password. Any questions you have about logging in and getting started should be addressed by this chapter.

Viewing Other Users in OAS

If you are an administrator or coordinator, you have access to find/view the profiles of other users below you in the group, in addition to your own profile. This is covered in *Chapter 5: Managing User Profiles*.

How OAS Uses Groups to Manage Access

We speak about your group hierarchy with the terms **layers** and **members**. Your group likely consists of more than one **layer**. It might have a Department of Education, with districts in the layer below it, schools under the districts, and classes under schools. Or you could work for an adult education company with a parent corporation, a layer of regional offices under that, and training centers below the offices.

Your group likely has more than one **member** in each layer. There might be multiple schools in a district, or multiple training centers in a department. To help visualize, imagine you work in a public school system with the state as the top layer of your group. The district layer below the state has several members (Adams USD, Jackson Unified). Below them are members of the school layer (JFK High, Franklin Middle, King Elementary), then classes (Algebra, Mrs. Smith's 3rd Grade). Every individual district, school, and class is a unique member of the group.

When you and others are set up in OAS, you are assigned to particular members of the group; this is your **group assignment***.* Your group assignment controls the information to which you have access. If you are a school principal, you will have access to your school layer's information, as well as the information for all of the classes in your school. Users can have more than one group assignment; if you are a teacher of two classes, you will be assigned to two class members, and you will only have access to the information for your two classes.

Your group assignment controls what data you can access. What you are allowed to **do** with the information you can access is controlled by **user roles***.*

User Roles in OAS

User roles control what you can do with the information you can access. The administrator who sets up your profile assigns you a role. Depending on your role, you will have access to different functions in OAS. The roles available in OAS are Administrator, Administrative Coordinator, Coordinator, and Proctor.

Administrators are responsible for administering every layer below their own in the group, including managing other administrators below them. Administrators typically update their group's information, manage users, and manage student data. Administrators have permission to perform these functions in addition to all functions available to coordinators. *In a school setting,* administrators are usually assigned at the district (or larger schools), and act as the OAS "owner" at their site.

Administrative Coordinators are coordinators with permission to add and delete student records and manage accommodations for students whose Individual Educational Profiles (IEP's) require testing accommodations. *In a school setting,* administrative coordinators are generally secondary administrators set up by the site administrator to help take on the student management workload.

Coordinators perform most of the day-to-day tasks in OAS. Typically they are responsible for scheduling test sessions, and running reports (if applicable). *In a school setting,* coordinators are usually teachers or test coordinators who are responsible for scheduling tests, maintaining student data, and reporting for their classes.

Proctors monitor students during a test session. For the sessions to which they are assigned, they can work with session information. This might include adding or removing students from the test roster, or invalidating students who are suspected of test irregularities. *In a school setting*, proctors are generally lab supervisors or teachers who have been assigned to carry out testing for another teacher's class.

If you are an administrator who will manage user profiles, including user assignments and roles, you might want to begin with *Chapter 5: Managing User Profiles*. The table below shows "permissions" for each role.

User Roles	**Capability**
Administrator	• Manage Organizations
	• Manage Users
	• Upload data
	• Download data
	• Manage Program Status
	• Invalidate student attempt on test
	• All privileges of Administrative Coordinator
Administrative Coordinator	• Manage students
	• All privileges of Coordinator
Coordinator	• Schedule test session
	• Find test session
	• Edit test session
	• All privileges of Proctor
Proctor	• Monitor student testing
	• Add/remove students from test administration
	• Find student
	• View student information
	• Download client and test

Let’s Get Started

In this lesson, we will log in to OAS and explore the **Manage Sessions** page, the first page you see when you access the system.

Logging In

To log in, you need your username and password. You should have received them in two separate e-mails from CTB, or from your administrator, along with the URL (Web address) for OAS. **If you have previously logged in to OAS, skip this section**.

1. Open your web browser and type the URL (Web address) for OAS.

2. On the **User Login** page, type your **Username** and **Password**, and then click **Submit**. If you get an error message, check for typos and try again.

3. After your successful login, create a new password. All passwords must be from 8-32 characters in length, cannot have spaces, and must contain at least one letter and at least one number. Passwords are case-sensitive and can contain only these characters: A-Z, a-z, 0-9, _, -, $. Enter your new password in the **New Password** box and again in the **Confirm Password** box.

4. Click the down arrow in the **Hint** box and select a hint question to answer (for example, “What’s the name of your favorite pet?”).

5. Type the response to the hint question in the **Hint Answer** box. Your hint answer is case-sensitive. You must provide this answer if you ever forget your password.

6. Click **Submit**. The **Manage Sessions** page displays.

Logging In Again

After the first login, subsequent logins only require that you enter your username and password correctly. If you need to stop working and come back later, you should try to finish or save the task you are working on, to avoid losing your work.

Recovering Lost Passwords

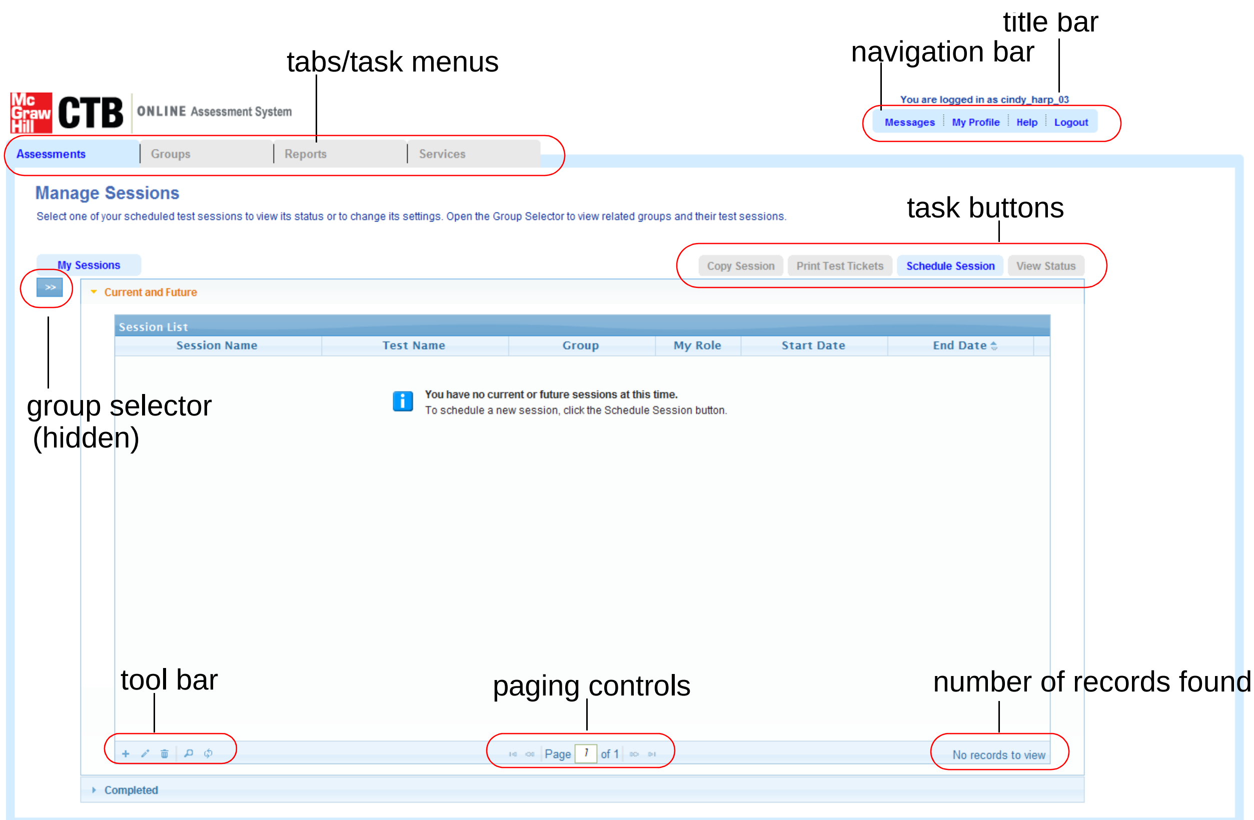
If you forget your password, enter your **Username** and click **Get New Password**. You must answer the hint question you supplied at your first login, and enter your email address. If your hint answer, username, and email match the information in the system database, a new password will be e-mailed to you. If you do not have e-mail, contact your administrator.

Note: You will be locked out after five failed login attempts. Contact your administrator or CTB Product Support.

Exploring the Manage Sessions Page

The **Manage Sessions** page is your starting point. It provides immediate access to the group- and test-related information you need. The screen examples used here are for a user with an administrator role. Other roles might have fewer menu options.

When you log in to the **Manage Sessions** page, the **My Sessions** list is open. The first time you log in to OAS, you will have no test sessions to display, unless someone else in your group has scheduled test sessions for you.



Let's take a closer look at the **My Sessions** panel, where you manage the test sessions to which you have access. The navigation and tools shown on the **My Sessions** panel are common to all tasks you perform in OAS.

- **Title bar -** At the very top of the page, the title bar identifies who is logged in.
- **Navigation bar -** Below the title bar is a blue bar with various useful links. These links are always visible, no matter what task you perform.

Messages - This link opens a small window that displays informative messages from CTB about the system, or from your group. These might include information on system availability or updates on new features, for example. If there are active messages or updates during the time you are accessing the system, a small red box with the number of messages appears in the Messages link area. Click the link to read messages.

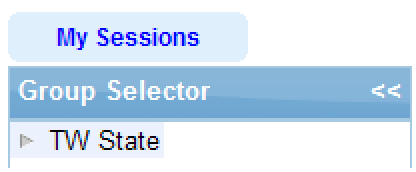
My Profile - This link opens your personal user profile so you can update your contact information or change your password.

Help - Click this link to open the online help in a separate window which you can resize and move around the screen. You might want to leave a help topic open while you work on the task it describes.

Logout - Click this link to close out your session and exit the system or to log in using a different user role or login.

- **Tabs -** The tabs are drop-down task menus. Each tab displays a group of tasks you can perform, based on your user role. For example the Assessments tab holds all the tasks you need to schedule or modify test sessions. The Groups tab holds all the tasks needed to manage your groups, users, and students. You might have fewer or more tabs than are shown here.
- **Instructions -** Under the page's title are instructions on how to use this page. You will find instructions in this location on most pages.

- **Group Selector -** Immediately under the "My Sessions" heading is the Group Selector. Upon first logging in, the Group Selector is hidden to give more space for the Session List. Click the right arrow symbol to display your group hierarchy. By default, the Group Selector displays the highest layer in your group to which you have access.



If you are a state administrator, it displays the state level, as in our example. If you are a school administrator, it displays the school level. Clicking the arrow to the left of the group displays the next layer below the one currently shown. Clicking the left arrow symbol in the title bar hides the Group Selector.

- **My Sessions -** This section lists the sessions you have authority to view; these include sessions you have scheduled for your group, sessions scheduled by others for which you are given a "Proctor" role, or sessions scheduled by others below you in your group hierarchy. Test sessions are placed in lists based on the dates for which they are scheduled. The **Current and Future** sessions list is open by default. Clicking the **Completed** heading displays test sessions with closed testing windows, and hides the Current and Future list. Clicking a session name selects the session so that you can take action on it using the buttons above the list or the icons at the foot of the list.

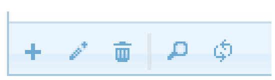
Columns - most of the column headings are self-explanatory, but we will look at a few of the columns more closely.

- **Session Name vs. Test Name -** The session name is the name assigned to this particular administration of the test. The test name is the name of the actual test being administered to students. For example, you might test two classes with the same test (Reading Skills Survey). Class A's session is at 9:00; you name it "Reading A." Class B's session is at 1:00, you name it "Reading B." The two sessions have different names, but the same test name.
- **Group -** The group for which the test session has been scheduled (a class or a grade, for example).
- **My Role -** You can be the administrator for one test session, and be assigned a proctor role for another that was scheduled by someone else. Your role has an impact on the information you are allowed to view and modify.
- **Start Date -** The earliest date on which students are allowed to log into the test session.
- **End Date -** The last date on which students are allowed to log into the test session.

Task Buttons - When you have selected a session, the buttons above the **My Sessions** list become active. Click one of the buttons to perform the related task.

- **Copy Session -** Click this button to copy a test session. If the currently selected test session cannot be copied, this button is inactive.
- **Print Test Tickets -** Click this button to print test tickets for students and test examiners.
- **Schedule Session -** Click this button to schedule another test session.
- **View Status -** Click this button to view the status of the selected test session, as well as individual student status on the session.

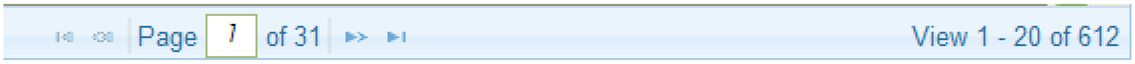
At the bottom of the lists are several standard tools shown as "icons" or small symbols. When you hover over an icon with your mouse pointer, a "tool tip" or text bubble shows you what the symbol does.



- **Add** - Click this icon to add a new record. This can be a new test session on the **My Sessions** page, or a new student in the **Manage Students** page, and so on.
- **Edit -** Click this pencil icon to edit the selected record. You can edit Current and Future test sessions only if no students have logged into the test. You can edit completed sessions only to extend the end date and reopen the test session.
- **Delete -** Click the trash can icon to delete a record.
- **Search/Find -** Click the magnifying glass to search for records.
- **Refresh -** Click this icon to refresh or update the list currently displayed.

Note: When there is more data to show than can be listed on one "page" of a table, you'll see a set of standard navigation elements at the bottom of the table. **|<** takes you to the first page of the table, **<<** takes you to the previous page, **>>** takes you to the next page, and **>|** takes you to the last page. Alternatively, you can type a page number in the "Page[**N**] of

NN” control and click the **Enter** key on your keyboard. The right side of the bar displays the numerical set of records you are viewing out of the total number of records in the list.



Now that you are familiar with the layout of the Home page and much of the information accessible from it, you are also familiar with the structure of all pages in the system. You should be well prepared to explore most of the system’s functionality.

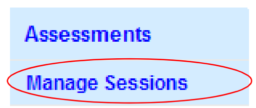
From here, we suggest continuing on to *Chapter 2: Setting Up Online Test Sessions*. Alternatively, you can choose from among the chapters and read just the ones that interest you, or explore the application on your own.

Chapter 2: Setting Up Online Test Sessions

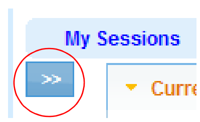
Test sessions are scheduled with a series of panels that guide you step-by-step through the process. We'll cover each of the steps separately.

Step 1: Select a Test Product

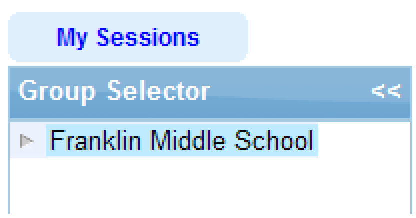
1. Click **Manage Sessions** on the Assessments tab, if you are not already on your **My Sessions** page.



2. Click the "show" arrows to open the Group Selector.

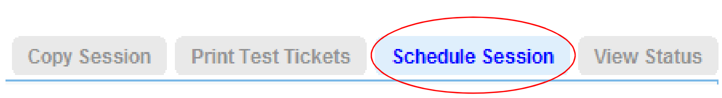


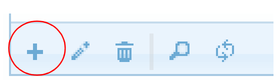
Upon opening, the Group Selector displays the highest layer of the hierarchy to which you have access. Click the arrow beside each layer to display the layer beneath it in the hierarchy, until you reach the layer at which you will schedule the test session (if you are not already there). For example, this is the Group Selector for an administrator at the school layer. If the students reside at the class layer, rather than at the school layer, the user would click the arrow beside the school name to see the display of classes, and select a class for which to schedule the session.



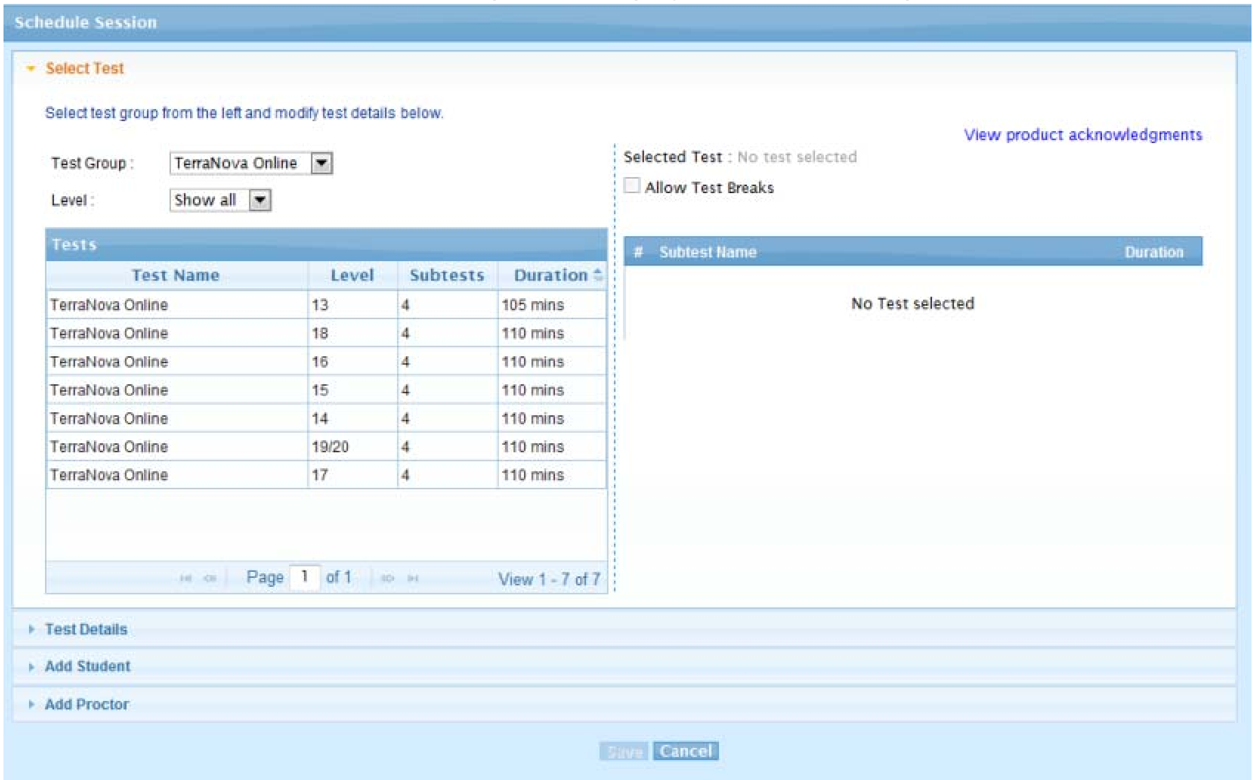
The Session List for that layer under your login displays Current and Future test sessions, if any have already been scheduled.

3. Click **Schedule Session** above the Session List, or click the **Schedule Session** icon at the bottom of the list.





4. The **Schedule Session** window opens to display the **Select Test** panel.



First, you make some choices that affect the **Tests** table:

Test Group

- If you have only one test available to you, it is automatically selected for you.
- If you have multiple tests available, a pull-down list from which to choose a test appears. Scroll through the list and click the test you want. The **Tests** table refreshes accordingly.

Level, Grade (when applicable to the test product)

- Some test products have multiple levels, or test multiple grades.
- If your test does not have levels or grades, the selection box will not display.
- if your test has only one level or grade, it is automatically selected for you.
- if your test has several levels or grades, you can choose one in the selection box to control the display in the **Tests** table. You can also leave “Show All” in the selection box to show all levels or grades available.

Additional information is presented to help you select which test to administer to your students:

Subtests

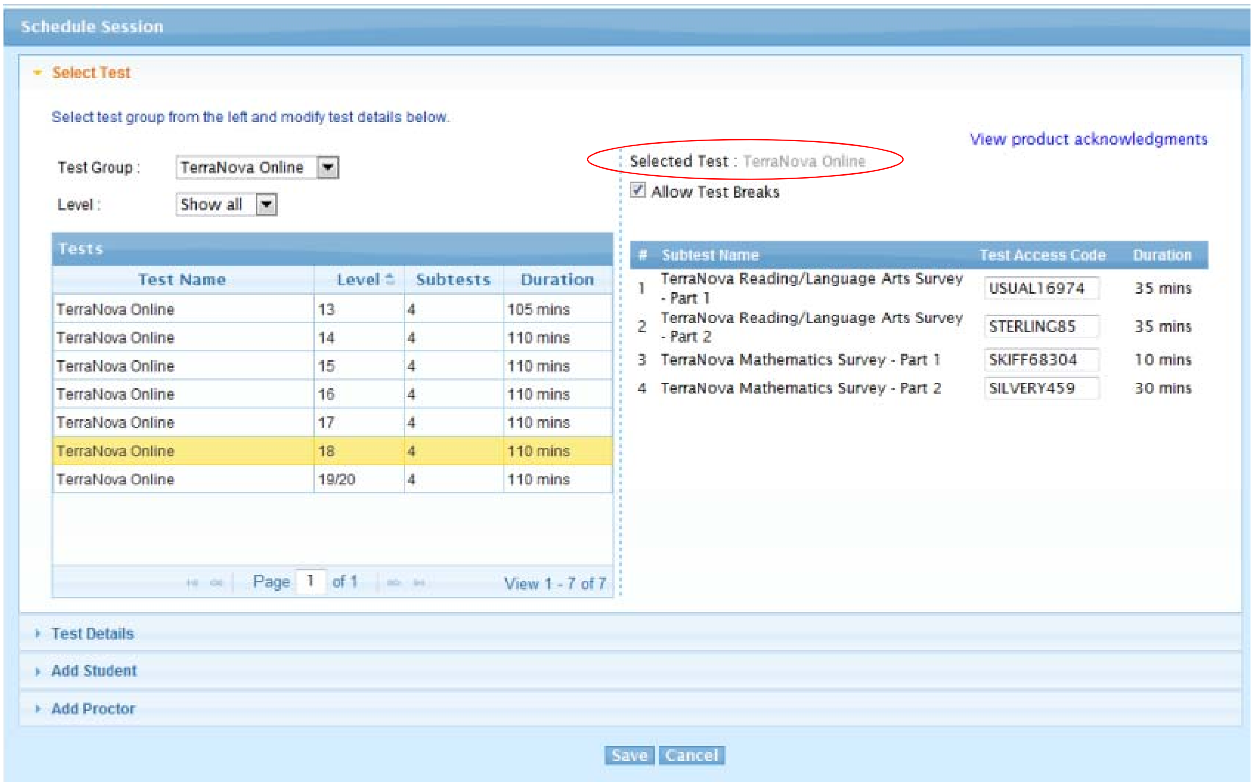
- If the test has multiple subtests, the list shows the number of subtests available.

Duration

- The allotted time for students to complete the test, if the test is timed. If the test has no time limits, “untimed” appears.

Click the name of the appropriate test to select it.

5. After you select your test, you see your selected test and subtests (if any) on the right. Here you see any additional choices about how the test is given.



The contents of this area will vary:

- Some tests are structured to allow random distractor order. If so, you can specify Random Distractor Order here.
- If the test has just one section, your options for the *test* are given. For most tests, this means the option to specify your own Test Access Code (TAC) instead of the system-generated one.
- If the test has multiple sections (subtests), your options for the *subtests* are given.
- If your group permits breaks between subtests, this is where you set the breaks, in addition to changing the TAC. When breaks are allowed, each section of the test must have its own TAC for security purposes.

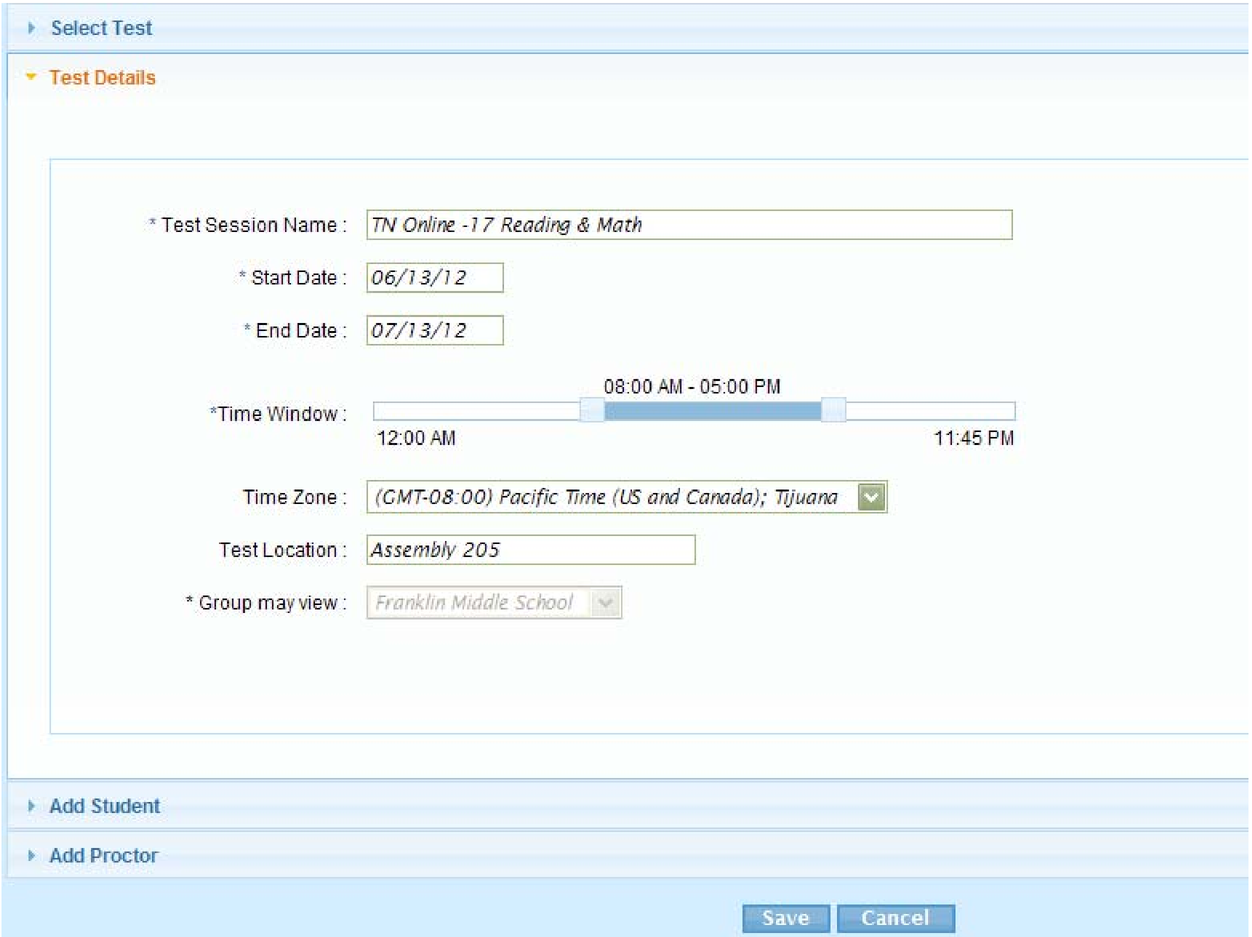
Note: The TAC is the code all students use to log in to the online testing session. If you decide to change the system-generated TAC to something simpler for your students, remember that it must be completely unique in the system.

6. When you are satisfied with your selections, click **Test Details**.

Step 2: Select Test Details

This panel is where you will specify the name of the test session, the dates and times of the testing window, and where the test session will be administered.

Tip: You can click the **Save** button at the bottom of the page at any time. This saves your work up to that point, in case you are interrupted during session scheduling.



7. Specify your choices in the **Details** section.
   - Specify a **Test Session Name**. The system automatically supplies a test name based on the test product's name. You can enter a new name (up to 64 characters) in this box. The name you provide should be unique and should help you identify this test session from all others in the Session List; for example, by including the teacher's name or group name.
   - Specify the **Start Date/End Date**. These are the dates during which students can begin logging in to this session and after which students are no longer permitted to access the session. Click in each box and a calendar pops up for you to select a date.

- Select the **Time Window**. These are the hours during which students can begin logging in to this session and after which students are no longer permitted to access the session. Click one end of the slider and hold down on the mouse button as you adjust the start time and the end time for each day's testing time.

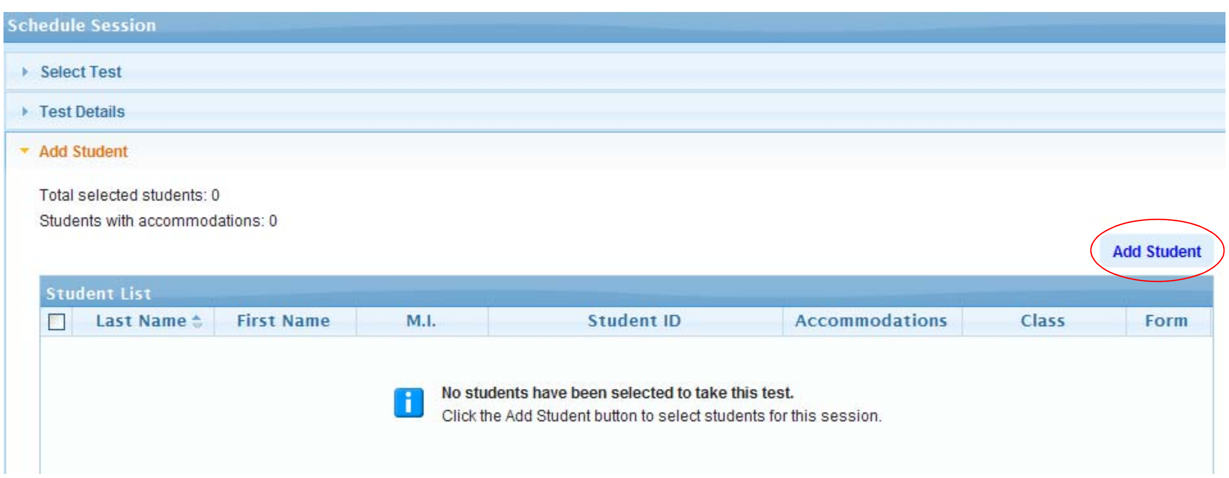
Note: Do not confuse the **Time Window** start and end times with the time limit for a test. Suppose your test is a 45-minute timed test, and the session allows login from March 6 to March 10 between 9:00 AM and 1:00 PM. This means that students can log in at any time between 9:00 and 1:00 on the scheduled days, and they will have 45 minutes to complete their test. A student logging in at 12:59 PM will have 45 minutes to complete his test. A student attempting to log in at 1:05 PM will not be able to do so.

- Select the **Time Zone**, if necessary. The time zone associated with your profile is used automatically, but you can change it if the students are in another time zone.
- Optionally, specify the **Test Location**, the place in which students will be tested, such as a computer lab.
- If applicable, select which **Group may view** test results. If you have multiple group assignments, specify where the test results belong. For example, you are the principal and have access to all the school's classes. You can specify that the results of this test belong to a particular class rather than to your school. This option cannot be selected if you do not have access to multiple layers or members of your group.

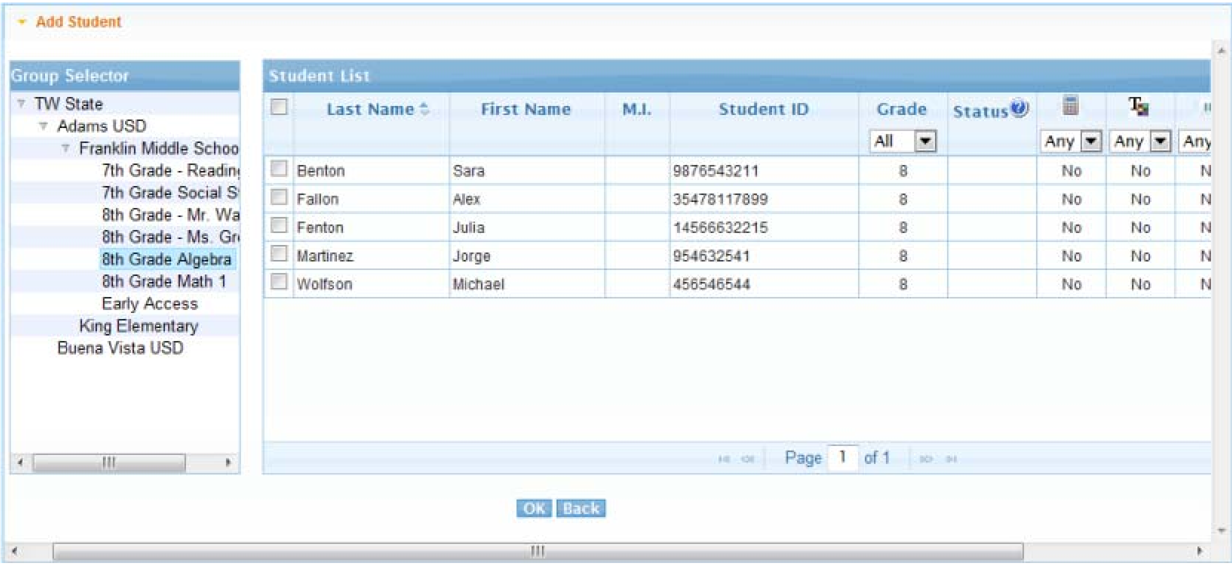
Step 3: Add Students

Next you will assign students to the test session roster.

1. Click the **Add Student** heading to open the Add Student panel. The top of the panel shows the total number of students selected for assignment, and the number of students with accommodations.



2. Click the **Add Student** button and the **Group Selector** opens. Click down through the layers beneath you, if applicable, to locate the layer where the students you want to add to the test session reside, and select that layer. The Student List displays on the right.



Only users assigned above the layer where students reside need to move through the group layers to find students. Whether you navigated through your group to find students or they were already displayed, you now work from the display of students.

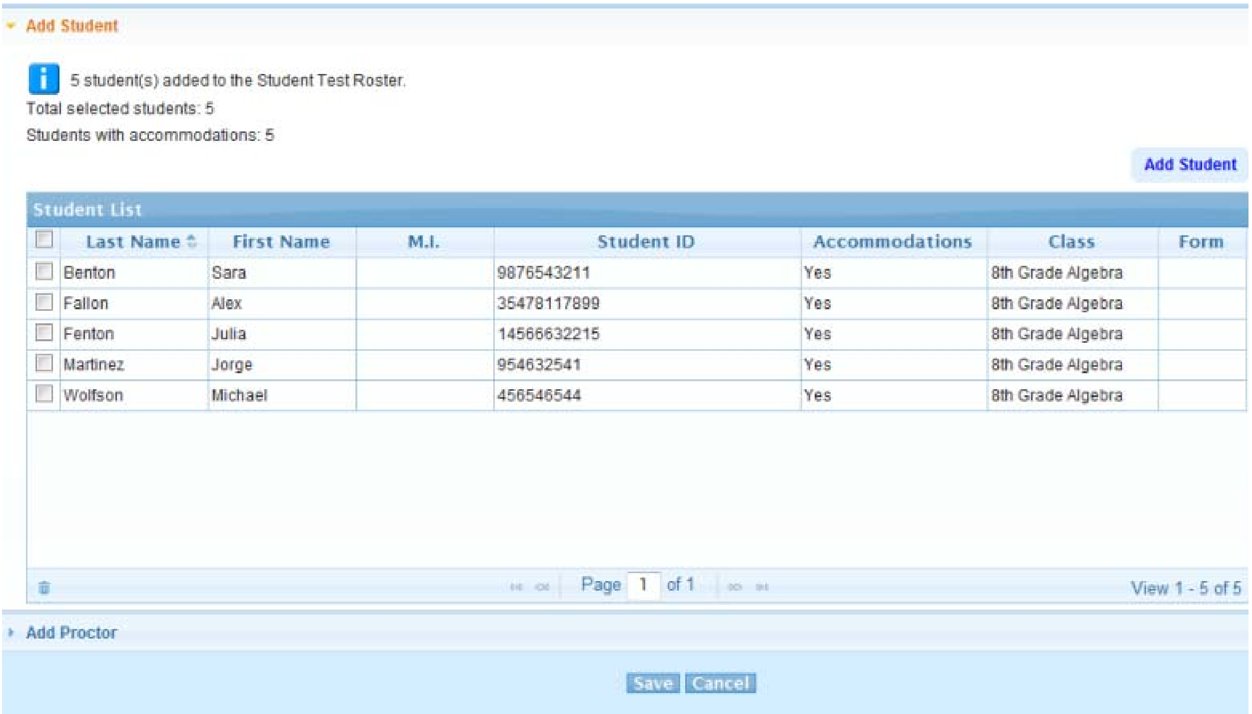
3. Click the check box at the top of the first column to select every student in the list, or click check boxes in the first column to select students one-by-one. If any student needs testing accommodations, this will be indicated in the table so that you know to make arrangements for him/her.

   Filtering is optional; use the pull-down lists for Grade, Online Calculator, Color and Font adjustments, and other accommodations (represented by their icons) to reduce the display to only those students who:

   - are in a particular grade (If your group does not allow off-grade-level testing, this will be pre-set to the grade or grades that match the selected test and you will be unable to change it.)
   - require or do not require accommodations during testing

Note: An extremely rare situation can occur in which a student who is in multiple classes is assigned to the very same test session by different users. (For example, both the math and science teachers assign a student to the school-wide Skills Exam on March 3rd at 9AM.) If this occurs, you are notified of your options. Depending on your group assignment and at what layer the student was assigned, you can reassign the student's results from the other scheduler's class to yours. You can't reassign if the student has already logged in and begun the test, or if the student was assigned to the test at a group layer above your own.

Click **OK** when you have selected all the students for this test session. The page refreshes, and you see the number of students added to the test session and the list of students you have selected.



You have the option to change the student assignments in the following ways:

- Click **Add Students** to go back and add more students.
- Select a few students' check boxes and click the **Delete Students** icon to remove just those students from the session.
- Click the check box at the top of the column and click the **Delete Students** icon to remove all students to start over again.
- You can also filter students as explained previously, or sort the list of students by clicking the column heading. This is useful if you have a very long test roster and want to search for a particular student (to verify that the student was assigned, or to remove him/her from the session).

Click **OK** after you have made any necessary adjustments to the test roster.

Step 4: Add Proctors

In the Add Proctor panel you can assign other staff members to help administer the test to students. As the scheduler of the session, you are automatically assigned as a proctor for it. The process you use to select proctors is similar to the process you use to select students, except that there is no filtering for proctors.

Complete the **Add Proctor** section, if necessary.

1. Click the **Add Proctor** heading to open the Add Proctor panel.

2. Click **Add Proctor**. The Group Selector opens, showing your top layer assignment.

   If necessary, click the arrow beside each layer to reach the group layer at which the staff members reside that you want to assign.

3. Click a check box beside each staff member you want to assign as proctor to this test session, and then click **OK**.

   Similar to the process for adding students, you can add more proctors, or delete one or more proctors from the test session.

4. Click **OK** after you have made any necessary adjustments to the Proctor List.

5. Finally, after you have completed all four sections necessary to schedule a test session, click **Save**. The Schedule Session window closes and returns you to Manage Sessions/My Sessions tab, with the new test session listed.

Tip: You might need to click the **Refresh** icon to see your test session.

At any time after scheduling the test session and assigning students and proctors to the session, but before testing time, you can print test tickets.

Printing Test Session Documents

You can print test tickets as soon as you have scheduled the test session, or you might want to wait until close to the actual test date to print test tickets and distribute them, to ensure test security.

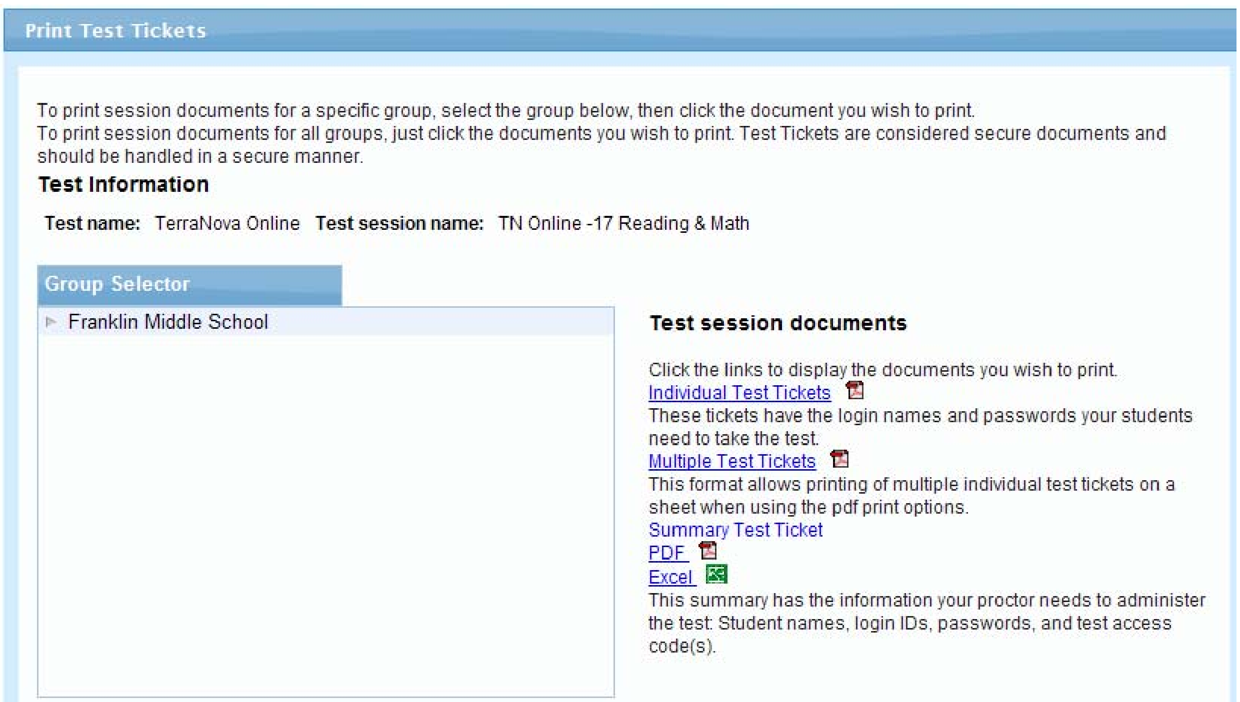
1. Navigate to your **My Sessions** page if you are not already there.

2. In the **Group Selector**, click the arrow beside each layer as needed to reach the layer at which the test session is scheduled, and then select that layer. The Session List opens.

3. Select the test session for which you will print test tickets, and then click **Print Test Tickets**.

4. To print session documents for a specific group, navigate through your **Group Selector**, if necessary, to display the appropriate group for printing purposes, select it, and then click the document you want to print.

   For example, suppose you scheduled a district-wide test session for all students. If you select the district in the **Group Selector**, you will get every test ticket for every student in the district. You might prefer moving through the group layers down to a specific class and printing only the tickets for that one class. It is up to you—the system gives you that flexibility. .



5. To print session documents for **all** groups, just click the link for the type of test tickets you want to print. There are several options for printing test tickets.

   Individual Test Tickets - One for each student; these tickets have the student's login name and passwords for the test session, and are in PDF format for printing.

Multiple Test Tickets - This PDF (Portable Document Format) file allows printing of multiple individual test tickets on a sheet when using the PDF printing options. For readability, we recommend printing no more than four test tickets per sheet. (The test tickets are formatted two per page, but you can use the PDF print options to print two sheets (four tickets) per page, if your printer permits this.)

Summary Test Ticket - For the test examiner or proctor. The summary test ticket contains all of the test session information, including the Test Access Codes for each separate section of the test, and lists all the students assigned to the test session with their secure logins and passwords. The Summary Test Ticket can be printed in PDF format, or downloaded/printed in Microsoft® Excel® spreadsheet format.

Note: You will need to have the free Adobe® Reader® software installed on your computer to view and/or print PDF files. You must have Microsoft® Excel® software installed on your computer to view and/or print XLS files.

Test Session Documents

The test proctor distributes an **Individual Test Ticket** to each student taking the test. It contains that student's login ID and password for the session.

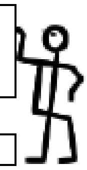
Individual Test Ticket

Student Name: Abasi, Arif
Student ID: 333983465

Test Name: Augmented Norm-Referenced Test

Your login information

Login ID:	arif_abasi_1010
Password:	tent19
Test Access Code:	



Wait for the teacher or test proctor to give you the Test Access Code.

Keyboard Shortcuts

To move through the test, use the buttons on each screen, or you may use these keyboard shortcuts.

If two keys are used together, a + sign is shown between them. You don't need to press the + key.

For example, to Go Back, press the Ctrl key and hold it down as you press the J key.

Description	Keyboard Shortcut
Enter an answer:	A B C D E
Go Back:	Ctrl + J
Go On:	Ctrl + K
Mark/Unmark for review:	Ctrl + L
Show/Hide time:	Ctrl + O
Stop:	Ctrl + S
Finish Test:	Ctrl + F

TTI

The **Summary Test Ticket** is for the test proctor's use. It contains all the test session information, a student count, and the Test Access Codes.

Note: Test Access Codes should be kept secret and only given to students the moment they start the test.

Summary Test Ticket: Augmented Norm-Referenced Test

Test Name: Augmented Norm-Referenced Test

Grade: 7

Start Date:	09-04-2007	Time Limit:	1 hour and 50 minutes
End Date:	09-05-2007	Allow/Enforce Breaks:	No
Login Window:	08:00 AM - 05:00 PM	Location:	
Time Zone:	(GMT-08:00) Pacific Time (US and Canada); Tijuana		

Test Access Codes

Test access codes prevent early logins. Distribute test access codes just before starting each test.

Sequence	Subtest Name	Duration	Test Access Code
1	Mathematics Part 1	20 minutes	pleasant63
2	Mathematics Part 2	30 minutes	pleasant63
3	Mathematics Part 3	60 minutes	pleasant63

Total Students: 14

Total Students with Accommodations: 0

Page 1 of 2

TTS

The Summary Test Ticket contains the login data for every student assigned (using the Group Selection made on the **Print Options** page):

Summary Test Ticket: Augmented Norm-Referenced Test

Test Name: Augmented Norm-Referenced Test

Grade: 7

Start Date:	09-04-2007	Time Limit:	1 hour and 50 minutes
End Date:	09-05-2007	Allow/Enforce Breaks:	No
Login Window:	08:00 AM - 05:00 PM	Location:	
Time Zone:	(GMT-08:00) Pacific Time (US and Canada); Tijuana		

Student	Student ID	Login ID	Password	Form	Status	Accommodation
Abasi, Arif	333983465	arif_abasi_1010	tent19	1	Scheduled	--
Abrams, Dana	543987657	dana_abrams_0120	rare74	1	Scheduled	--
Acedo, Maya	333449765	maya_acedo_1018	shah96	1	Scheduled	--
Adine, Phil	543218712	phil_adine_1223	shot8	1	Scheduled	--
Albright, Nena	554320987	nena_albright_0106	warp7	1	Scheduled	--
Ale, Hannah	521973521	hannah_ale_0325	wert47	1	Scheduled	--
Amelie, Belle	534984012	belle_amelie_0418	sell80	1	Scheduled	--
Angle, Hanna	345239855	hanna_angle_0501	virus8	1	Scheduled	--
Anh, Nuna	545882354	nuna_anh_0130	swung8	1	Scheduled	--
Anolavson, Anders	532998653	anders_anolavson_0315	spine5	1	Scheduled	--
Apple, Jo	553469778	jo_apple_0405	to2638	1	Scheduled	--
Arcula, Marcy		marcy_arcula_0921	bread4	1	Scheduled	--
Ashe, Asa		asa_ashe_0525	rug515	1	Scheduled	--
Asher, Bernie	343990453	bernie_asher_0120	read71	1	Scheduled	--

Page 2 of 2

TTS

Note: A Security Note on Test Tickets for Apple® Macintosh® Users

After you have viewed or printed the test tickets, when using an Apple® Safari® or Mozilla®Firefox® browser, you must manually delete the downloaded PDF files themselves, and the “download list” that the browser creates.

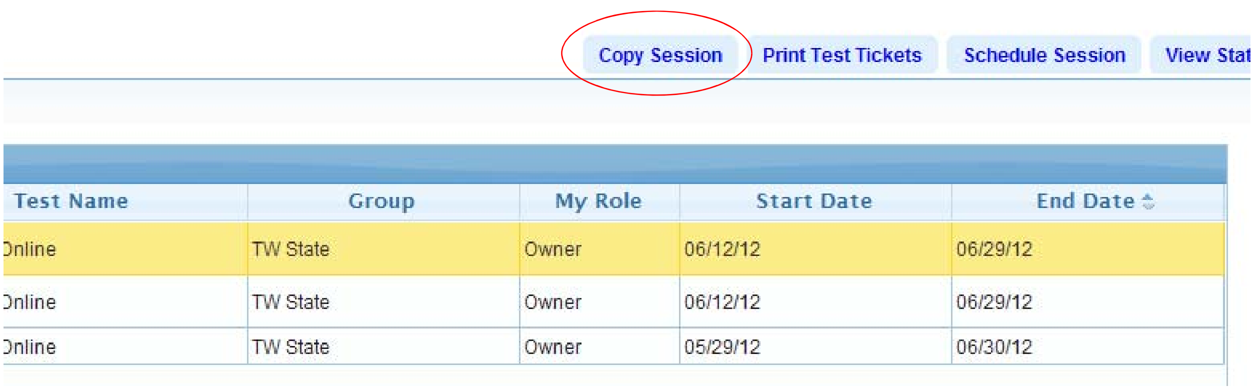
Editing or Copying Scheduled Tests

You can edit some of the settings for a scheduled test session. The editable settings depend on the information you have permission to access, whether or not any students have logged in to the test, and whether or not the session is still open for test-taking.

You can copy a saved test session (for example, to give the same students a practice test multiple times) if the session was scheduled by you, or by someone else assigned to the same member group. If you have permission to copy the session, you will see a **Copy Session** button on the **My Sessions** page.

If the session was scheduled using a “secured” test (a test that each student is allowed to take only once), it cannot be copied. When you copy a test session, you are basically just editing the information for an existing session to make it unique.

1. On the **My Sessions** page, locate the session you want to copy or edit. Select the session and the **Copy Session** button becomes clickable.



2. Click **Copy Session** or **Edit Session**, depending on what you want to do.

   The **Edit Test Session** window opens with the Test Details panel in view (described in *Step 2: Select Test Details* in this chapter).

   If you are copying a test session, some information (such as the test name and test access code (TAC)) must be changed to make it a new session. The Test Session Name is initially shown as “Copy of [*original session name*]” but you can change it. The system automatically changes the Test Access Code, but you can rename the TACs to make them easier for students to enter.

   Check the list of students and proctors for the copied test session, as some of them might not have been copied, due to your level of permissions or because their location in the group has changed.

3. Change the information you need to edit, the same way that the information was specified when scheduling the session. Click **Save** when done.

   The Edit Test Session window closes, returning you to your **My Sessions** page. A message verifies that your test session has been updated successfully.

Now that you know how to schedule a test session for your students, you might want to continue on to *Chapter 3: Setting Up Student Workstations* to learn how to prepare the students' workstations for testing. If someone else, such as a lab technician, performs that task for you, you might want to skip ahead to another chapter or just explore OAS on your own.

Scheduling a Make-up Test Session

If some students were unable to attend the test session for which they were scheduled, you might need to schedule a make-up session. First you must remove those students from the original test session. Then you schedule a new test session and add the students to the new session. Print new test tickets for the session.

1. On the **My Sessions** page, select the test session for which the students were scheduled and click **Edit**.

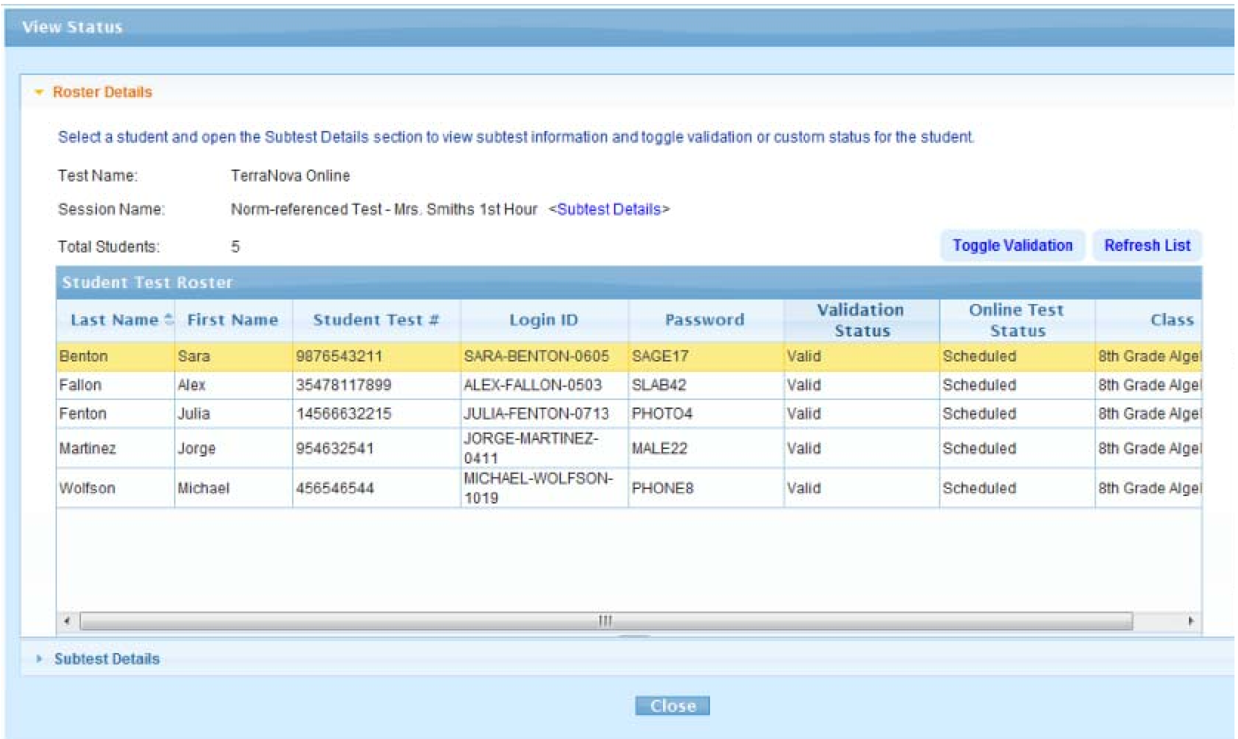
2. In the **Edit Test Session** dialog, click the **Add Student** section. Select the student or students you want to reschedule, and click **Remove Student**, and then click **Save**.

3. Schedule a new test session as previously described, and assign the selected students to the new test session.

4. Print Individual Test Tickets and a Summary Test Ticket for the session and distribute to the test proctor as appropriate.

About the View Status Page

This page shows you the testing status of all students assigned to this session. To access the **View Status** page, select a session and clicking the **View Status** button on the **My Sessions** page.



The **Roster Details** panel lists all students assigned to the test session and shows their testing status. The Test Name, Session Name, and Total Students assigned to the test session are displayed in the header information. Click the **Subtest Details** link beside the Session Name to see the Subtest Name and Sequence, Duration (time limit), and Test Access Code for each portion of the entire test displayed in a “pop-up” window.

Columns - Basic student information, the student’s login ID and password for this session, and testing statuses are displayed in the table. (We will cover more about students’ statuses when we go through *Chapter 7: Proctoring the Test Experience*.) Depending on your group’s preferences, there might be additional columns of custom information, including raw test scores. Click the column headings to sort table data.

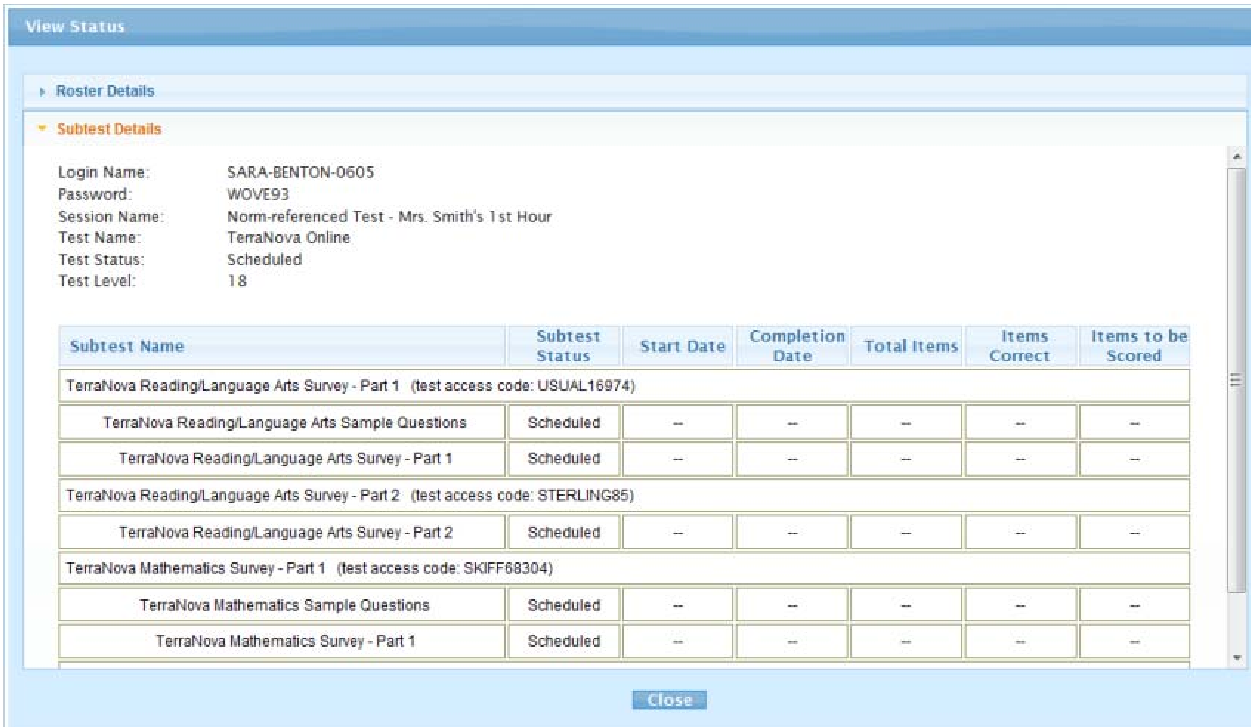
Buttons - Click one of the buttons to perform the related task for that session.

- **Toggle Validation -** When you have selected a student, this button becomes active. Click this button to change a student’s validation status. For information about validation status, see *Chapter 7: Proctoring the Test Experience*.

Note: If your group has been configured to validate/invalidate at the subtest level, rather than for the whole test, the Toggle Validation button does not appear on this page. clicking the Subtest Details heading opens the Subtest Details panel, where you will see the Toggle Validation button.

- **Toggle Custom -** Depending on your group’s configuration settings, you might see an additional button labeled “Toggle Custom.” This button corresponds to an added column in the table which is customized to your group’s choice for an additional status setting that can be toggled between two states (similar to Valid/Invalid for the Toggle Validation button).
- **Refresh List** - When student testing is in progress, you can use this page to monitor everyone’s status. Click this button to refresh the data in the list, allowing you to monitor which students have finished. You can use the testing statuses to help you resolve testing problems for your students.

The **Subtest Details** panel lists details by student. To view subtest details for a student, select the student and then click the **Subtest Details** heading.


View Status

Roster Details

Subtest Details

Login Name: SARA-BENTON-0605
Password: WOVE93
Session Name: Norm-referenced Test - Mrs. Smith's 1st Hour
Test Name: TerraNova Online
Test Status: Scheduled
Test Level: 18

Subtest Name	Subtest Status	Start Date	Completion Date	Total Items	Items Correct	Items to be Scored
TerraNova Reading/Language Arts Survey - Part 1 (test access code: USUAL16974)						
TerraNova Reading/Language Arts Sample Questions	Scheduled	--	--	--	--	--
TerraNova Reading/Language Arts Survey - Part 1	Scheduled	--	--	--	--	--
TerraNova Reading/Language Arts Survey - Part 2 (test access code: STERLING85)						
TerraNova Reading/Language Arts Survey - Part 2	Scheduled	--	--	--	--	--
TerraNova Mathematics Survey - Part 1 (test access code: SKIFF68304)						
TerraNova Mathematics Sample Questions	Scheduled	--	--	--	--	--
TerraNova Mathematics Survey - Part 1	Scheduled	--	--	--	--	--

Close

This panel displays the individual student’s status on each assigned subtest, including whether the student has started and/or completed the subtest, the total items in each subtest, and the number of items answered correctly (raw score), as well as the number of items waiting to be scored, if any. Additionally, if your group is configured to validate/invalidate at the subtest level, there will be a Toggle Validation button at the top.

Chapter 3: Setting Up Student Workstations

The following instructions will help you properly set up student workstations and check them before test day.

Preparing for Student Testing

Your test site (classroom or computer lab) should be ready to go when students arrive to take their test. This is typically done by a system administrator or technical coordinator in most labs, but you might need to do it yourself for your classroom, or in a smaller group. An Installation Guide and Minimum Technical Requirements checklist are available on your group's ctb.com Web site, should you need them.

Note: If major updates to the software have taken place since you last tested, you will be notified to uninstall the existing software and install the newer version before testing.

First, you must load the testing software onto the workstations that students will use. The software must be installed on each workstation before testing, as the software is required to run the test session.

Next, download the test content onto the workstations before the test. Pre-loading test content makes test-taking a bit faster, because the workstations won't have to reach out across the Internet to download the test when the student logs in. Pre-loading the test content is optional for those systems testing only a few students at a time, but it is essential for locations with heavy network traffic or slow connections, or large numbers of students testing simultaneously. It assures that the student test experience will be less likely to suffer slowdowns and interruptions that can occur with limited bandwidth.

There is no need for concern about security. Test content cannot be accessed without the test access code, user ID, and password, and answers to items are not stored on the workstation. The test is automatically removed from the workstation after a period of time specified by your group, up to 60 days.

Finally, you should check that every student's workstation is set to the **Student Login** page and ready to go. This ensures that students can begin as soon as they receive the test access code.

Note: If you have a student with "Read Aloud" functionality as an accommodation, be sure the computer to be used has sound capability; that is, the computer must have a sound card and a headset for the student to use. Preferably, locate the computer a good distance from other students so that the sound does not disturb other students during testing. For more information on student accommodations, read *Chapter 6: Managing Student Profiles*.

Prep-Step 1: Verify Systems Meet Requirements

All workstations and their network must meet minimum performance requirements. Consult the Minimum Technical Requirements list available to you either through your program's dedicated website on ctb.com, from your CTB Account Manager, or from Customer Support. The Minimum Technical Requirements list includes the minimum requirements for PC, Linux®, and Macintosh® operating systems; details for network connectivity; and security requirements that must be met before downloading the testing software.

As you follow the steps to install the testing software, you will find there are slight variations in the details for installation on each of the operating systems (Windows, Linux, and Mac), and in the appearance of the icons for each system. The appearance of the icons is minor and should not cause confusion, but pay close attention to any specific variations noted for the operating system on which you are currently installing.

Prep-Step 2: Load Testing Software

The testing software allows your students to take their test in a secure environment. It provides a "locked-down" browser, meaning that when it is open, students cannot access the Internet or anything else on their computer, such as other software programs or the desktop.

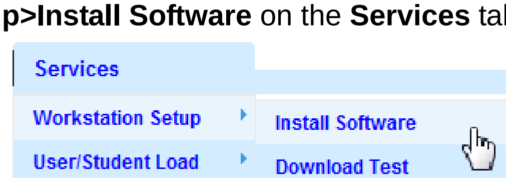
Before you begin, be sure to disable any instant messaging services, pop-up blocking software, or automatic reminder services.

Note: There are two methods offered on the Install Software page for downloading and installing software, the "Standard Interactive Install" or the "Custom Configuration Install." The method you will use depends on your network/workstation schema, security restrictions, and your staff technical expertise. Only the Standard Interactive Install is explained here. The Custom Configuration Install presumes a level of expertise with installing and configuring software. For more information on the Custom Configuration Install, refer to the OAS Installation Guide.

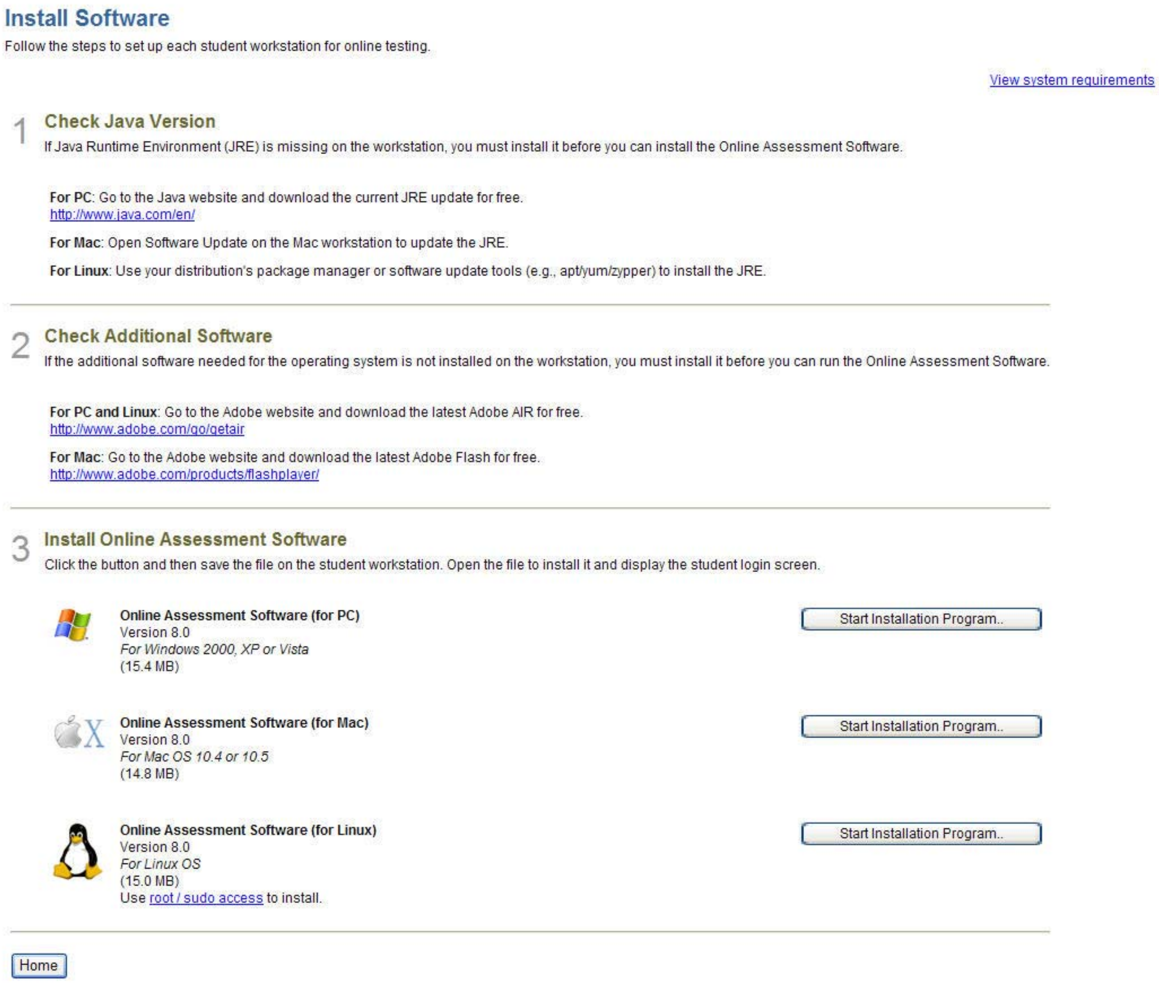
Here are the steps involved in loading the testing software. Be sure that you have administrative rights to add software on the workstation before you begin.

Note: **For Linux**, to install the software to the default location and allow it to be used by all users of the system, you must execute the installation process with root access, either by logging in as **root** before running the installer, or by executing the installer with "**sudo.InstalllOnlineAsmt.bin**" from a terminal session. If you cannot obtain root access, you must choose a different location during the installation process, to which your user has write permissions, and the installed software might only work if started by the user performing the installation.

1. Click **Workstation Setup>Install Software** on the **Services** tab.



The **Install Software** page opens, with three steps to complete.



Each workstation must have the correct versions of Java Runtime Environment™ (JRE) and either Adobe® Air® (for PC or Linux) or Flash® software (for Macintosh) for student testing. If the workstation is not set up with the proper versions, the student cannot use it to take the test. For your convenience, the **Install Software** page has links to the appropriate websites for you to download the correct versions. (The downloads are free). Just click the link for each one, and follow the instructions given by the application's provider.

Note: **For Mac**, to obtain a newer version of the JRE, you must use the Macintosh Software Update feature. Click the **Apple logo** in the upper-left corner of the desktop title bar, and select **Software Update**. It will check to see if there are newer versions of the software available. If the software is up-to-date, a message tells you so. Click **OK** to close the message. If there are any newer versions of installed software available, the system lists them. Select the most current version and then click **Install**.

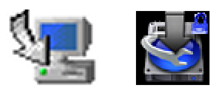
Note: **For Linux**, use your distribution's package manager or software update tools (e.g., apt/yum/zypper) to install the JRE.

2. After the correct JRE and Adobe Air or Flash software is installed, click the **Start Installation Program** button for the workstation's operating system.

Note: Alternatively, your organization may have a website where a custom URL or link for each platform is posted from which you can download the installation software. Navigate to the website and click the appropriate link for the platform on which the client will run.

3. When the **File Download** dialog opens, choose to **Save** the file to the workstation desktop on PC or Mac, or to your preferred location on Linux.
   - **For PC and Linux**, upon completion of download, the **InstallOnlineAsmt.exe** icon will be on the desktop (PC), or **InstallOnlineAsmt.bin** will be in the chosen location (Linux).
   - **For Mac**, an InstallOnlineAsmt**.zip** icon is placed on the desktop. Click the icon to unzip the installer. If you are asked to confirm the download, click **Download**. The InstallOnlineAssessment**.app** icon replaces the **.zip** icon.

4. **For PC or Mac**, **click** (or double-click) the **InstallOnlineAsmt.exe** icon to launch the installer.



For Mac, click the lock in the lower left corner of the security dialog, and then enter your system administrator credentials.
For Linux, navigate to location in which you saved the file and launch the **InstallOnlineAsmt.bin** to begin installing.

5. The installer checks the workstation system to verify that requirements are met.
   - If requirements are not met, the missing requirements or software are listed. You cannot install the testing software until system requirements are met and prerequisite software is installed.
   - If requirements are met, the installer leads you through installing the testing software.

6. Follow the prompts in the installer.

   We recommend you install in the location suggested by the installer.

   For PC and Mac, click **Next** in the Introduction and Destination Folder dialogs, click **Install**, and **Done**. When installation is complete, you will see the Online Assessment icon on the workstation desktop.

For Linux, we recommend that you accept the suggested location for each of the files if possible: Click **Next** in the Introduction dialog, click **Next** in the Destination Folder dialog to accept the default location (or if necessary, choose your preferred installation location, and then click **Next**), click **Install** at the third prompt, and then click **Done**.

Upon completion of installation, you will see a Linux-provided **Online Assessment** icon on the desktop.

7. Edit proxy information as needed.

For PC, find the “proxy.properties” file in the C:\Program Files\CTB\Online Assessment\etc folder.
For Mac, find the “proxy.properties” file in Applications\Online Assessment\etc folder.
For Linux, find the “proxy.properties” file in the [installation location]/Online Assessments/etc folder, or other location you specified during installation.

If the computer has a proxy that does not require authentication, edit the file and place the corresponding proxy details next to the following items within the file:

proxy.host=

proxy.port=

If the computer has a proxy that requires authentication, edit the file and place the corresponding proxy details next to the following items within the file:

proxy.host=

proxy.port=

proxy.username=

proxy.password=

Note: **For Linux**, if any proxy is configured, add **127.0.0.1** on the “ignored hosts” settings. Make sure the setting persists for all users across restarts.

8. To confirm that the software has installed properly, click (or double-click) the Online Assessment icon. After a few seconds, the **Login** page opens.

9. Installation of the Online Assessment software is now complete. Click **Cancel** to close the Online Assessment software until it is time for testing.

Prep-Step 3: Loading Test Content

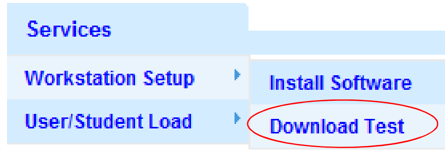
Tests automatically download at student login. However, downloading and pre-positioning test content on the workstation (or local server, depending on your network configuration) is highly recommended to minimize use of network capacity during peak use times. The OAS testing interface provides a rich, multi-media experience with full-screen color capabilities, and as such, the content files can be sizable, requiring some time to download. Pre-positioning is thus advisable when possible, resulting in sustainable, predictable network performance for all test takers as well as other users of the local area network and Internet connection.

There is a quick method by which you can pre-position test content on all of your workstations securely. You must first download the test content in a .zip file and position it in the appropriate file location on a single workstation using one of the following methods (for PC, Mac, or Linux). Then you can use the method for *Bulk Pre-positioning of Test Content* in this chapter to quickly copy the encrypted test content to remaining workstations.

Downloading Test Content

Here are the steps to download test content onto a workstation.

1. Log in to OAS and select **Workstation Setup>Download Test** on the **Services** tab.



2. Click the **[product name] link** for the Product Type (tests) you want to download.

   A standard **File Download** dialog asks whether to Open or Save the ZIP file containing the content.

3. Click **Save**.

4. Select a location to save the file temporarily, such as the workstation's Desktop.

5. Position the content for testing: When the download is complete, open the ZIP file and **Extract** or **Copy** the contents into the "objectbank" folder on the workstation.

   The default location of the "objectbank" folder is as follows:

   On PC: **C:\Program Files\CTB\Online Assessment\data\objectbank**

   On Mac: **/Applications/Online Assessment/data/objectbank**

   On Linux: **/urs/local/Online Assessment/data/objectbank**

   If you changed the default software location during installation, the object bank path still will be ...\Online Assessment\data\objectbank.

   (This assumes the testing software has been installed. If it has not, you can perform this step of unzipping and loading the files when you complete the installation of the testing software.)

Bulk Pre-Positioning of Test Content

Once you have downloaded test content to a single workstation, you can use a shortcut to place the encrypted content on the other student workstations.

Note: While you can download or copy the content ZIP file to any workstation without first installing the testing software, you cannot pre-position the content for use until you have installed the testing software on the workstation.

1. Navigate to the folder into which you downloaded the test on the first workstation.

By default, the location on a
PC is **C:\Program Files\CTB\Online Assessment\data\objectbank**.

The default location on a
Mac is **Macintosh HD\Applications\Online Assessment\data\objectbank**.

The default location on a
Linux workstation is **<user home>/Online Assessment/data/objectbank**.

If you changed the default software location during installation, the object bank path still will be ...\Online Assessment\data\objectbank.

2. Copy the entire contents of the folder to a jump drive, CD-ROM, tape backup, or other storage media you will use to pre-position the test content on other workstations.

3. Copy the contents of the object bank from the storage media to each new workstation into the objectbank folder, using the exact same file structure as the original.

   The file structure on Mac and Linux machines is the same as PC, but the location will vary as follows:
   The default location on a PC is
   C:\Program Files\CTB\Online Assessment\data\objectbank
   The default location on a Macintosh is
   Macintosh HD/Applications|Online Assessment/data/objectbank.
   The default location on Linux is
   …usr/local/Online Assessment/data/objectbank.

   If you changed the default software location during installation, the object bank path still will be **.../Online Assessment/data/objectbank**, or the file location you specified.

Preparing the Test

1. Prior to test day, make sure the session is scheduled in OAS. See *Chapter 2: Setting Up Online Test Sessions* if you need a refresher on scheduling test sessions.

2. Print Individual Test Tickets for each of the students and distribute them before the test session.

3. Print a Summary Test Ticket for yourself (and for any proctors), which provides all student logins and the test access code. The test access code should not be given to students until the moment they are to log in. This will be covered in *Chapter 7: Proctoring the Test Experience*.

Launching the Test Software

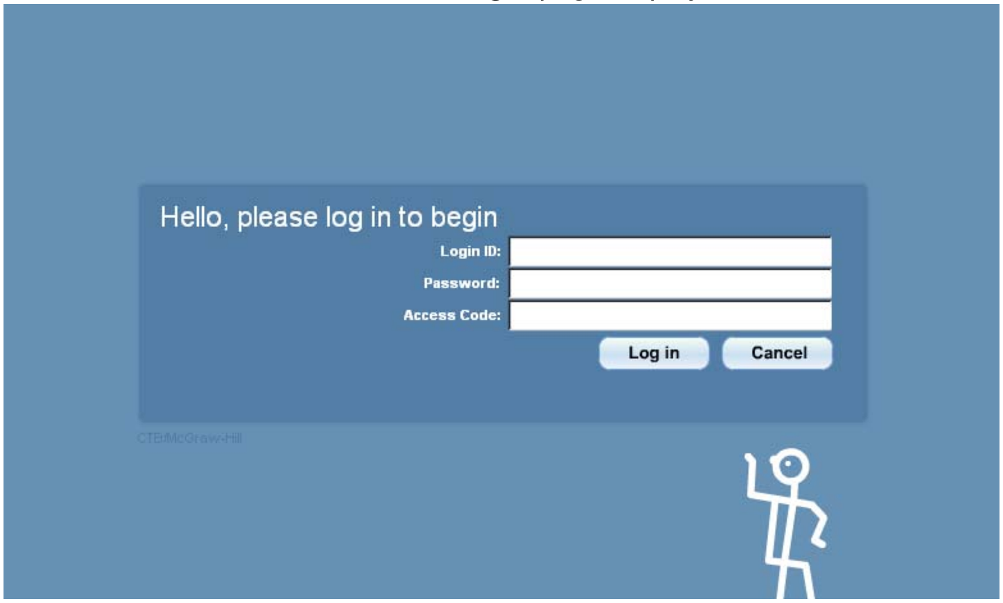
1. Before the test, prepare the testing center by temporarily disabling instant messaging, screen savers, power savers, and system restore utilities during the testing window. Remote desktop access must also be disabled. Anti-virus auto-scan and/or auto-update software should be set to run when testing will not be taking place. (See the current Configuration Checklist for a comprehensive list of software setup requirements.)

2. Launch the testing software on each workstation to be used. Click (or double-click) the **Online Assessment** icon on each desktop.
   (For Mac users whose network requires proxy authentication, you might be prompted to enter your network credentials before the **Login** page appears).

   It can take a moment to connect to the CTB server. During this time, an active display lets you know that the program is working to establish a connection.

3. When the connection is established, the **Login** page displays.



4. Repeat these steps on every workstation needed for testing. Leave each one open to the Student Login page.

Chapter 4: Adding Classes to Your Group

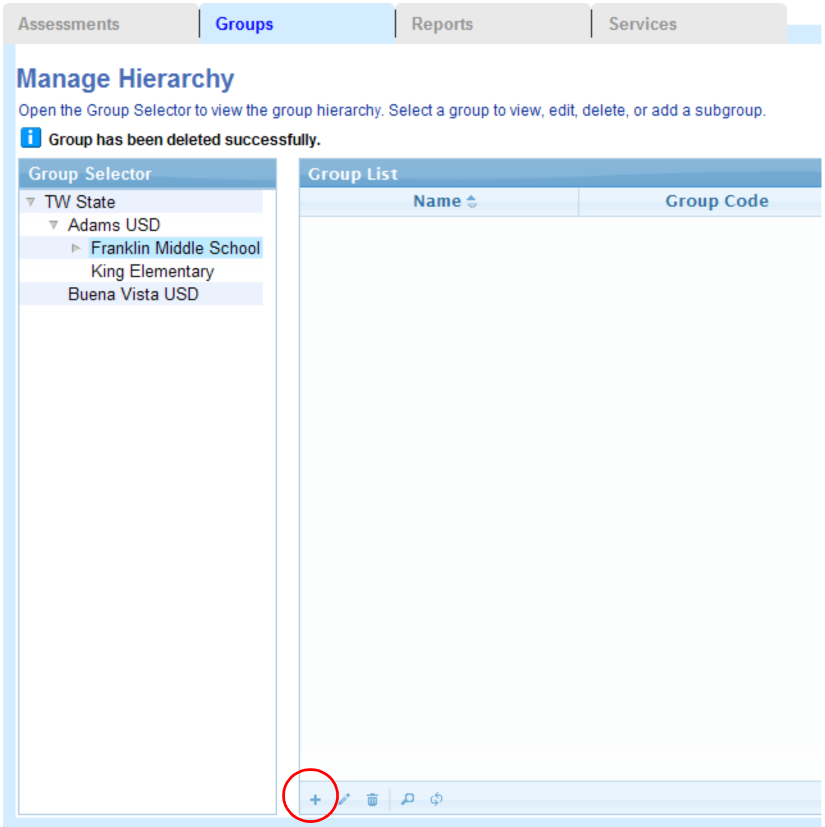
If you are the administrator responsible for adding classes to your school structure, you will see a **Manage Hierarchy** link on your **Groups** tab. If you do not see this link, contact your group's administrator to have the correct role assigned to you.

Adding a Class

1. Click **Manage Hierarchy** on the **Groups** tab. The Group Selector displays the highest layer in your group to which you have access.

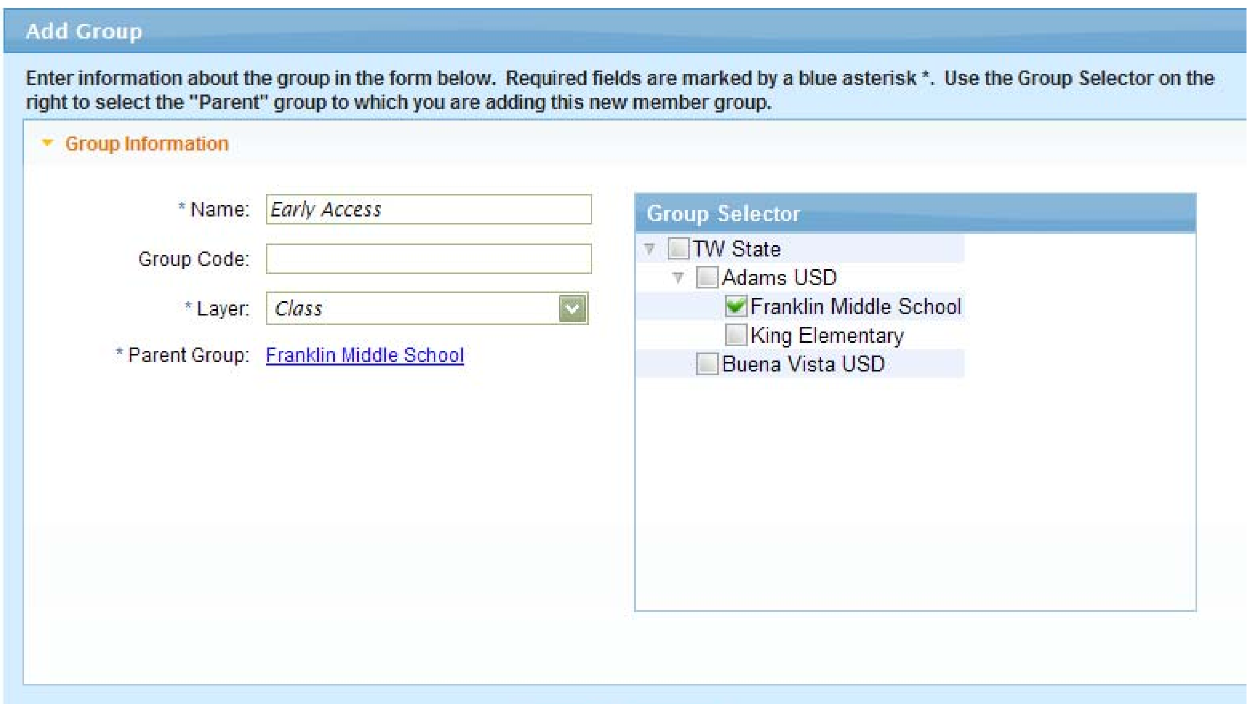
2. Select the layer of the hierarchy where you want to add the new member group. To add a class, click the arrows beside each layer as needed to drill down until you find the school layer, and select a school. (If you are a school administrator, this can be the highest layer to which you have access, and will display by default.) The Group List on the right displays existing classes in the school, if there are any.

3. Click the **Add Group** icon at the bottom of the Group List.



The **Add Group** dialog opens.

4. Fill in the **Name** for the new class.



5. Select the parent group (school) to which the new class belongs.

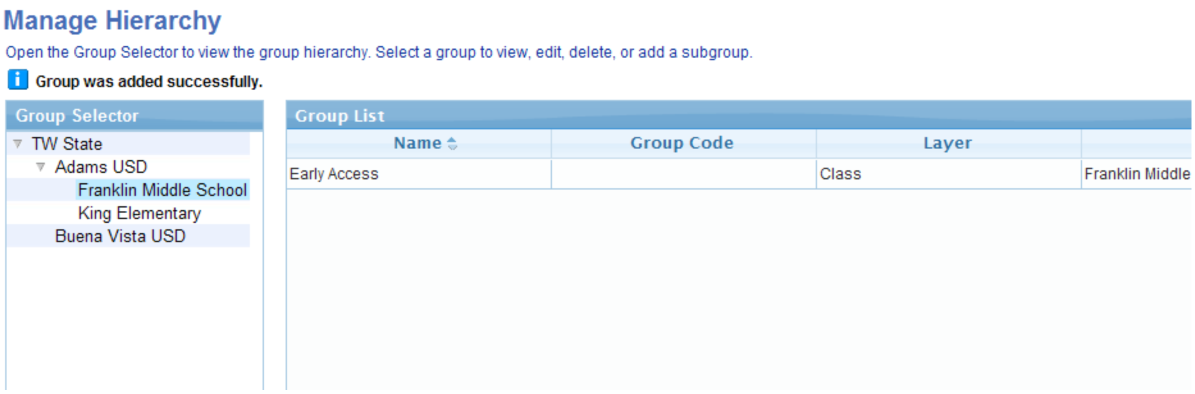
   a. If you opened the Add Group dialog by first selecting the school in the Group Selector, the school will already be selected.

   b. If you opened the Add Group dialog by clicking Add Group at some other layer, you must choose the school to which the new class belongs. Click the arrows beside each layer until you reach the school layer, and then click the school name to select it.

6. Optionally, fill in the **Group Code** if your school or system uses group/class codes.

7. Select **Class** from the **Layer** drop-down list, if it is not pre-selected.

8. Click **Save**. The dialog closes and the Group List is updated to show the new class.



9. Review the information for accuracy. If needed, click **Edit Group** to make changes, and then click **Save** again.

Chapter 5: Managing User Profiles

This chapter shows how to work with other users' profile information in the system, one profile at a time. Note that some groups upload files containing user information to automatically create user profiles all at once. See *Chapter 9: Uploading Student and User Profiles*.

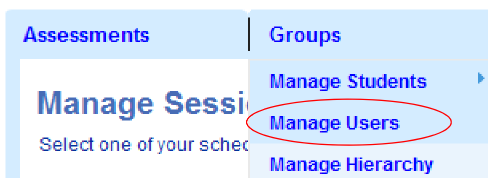
Managing Users

Administrators can manage (add, delete, view/edit) the profiles of administrative coordinators, coordinators, and proctors at or below their group assignment, as well as manage other administrators below their group assignment. All users can edit their own personal information, but not that of other users.

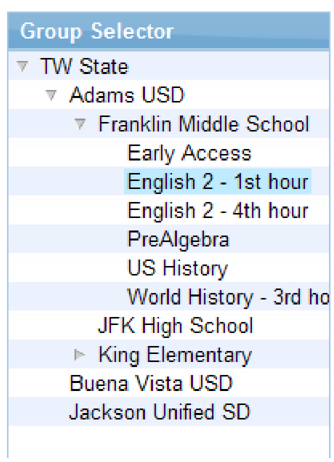
The first step in managing users is to locate the user in the group's User List.

Finding a User Profile

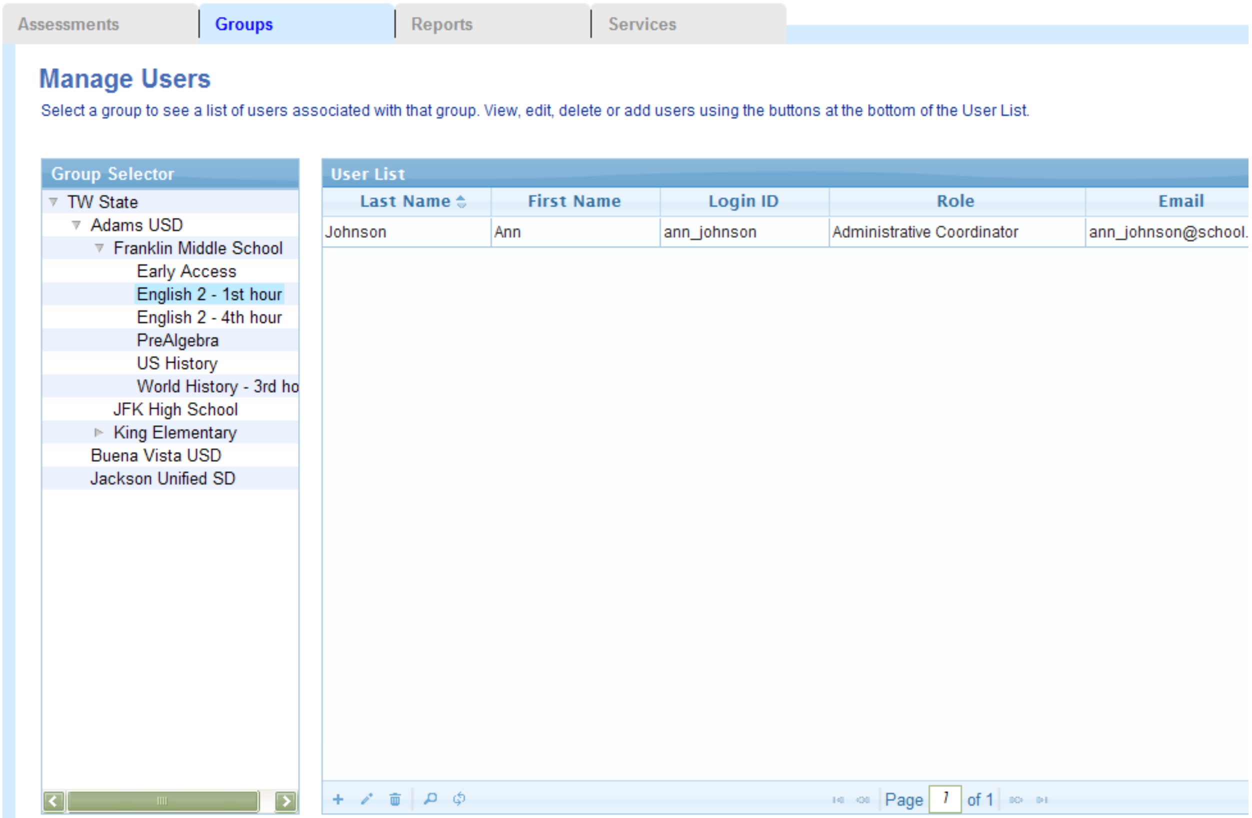
1. Click **Manage Users** on the **Groups** tab.



2. In the **Group Selector**, click arrows beside each layer to locate the layer with which the user is associated



3. When you reach the layer where the user resides, select it. The **User List** displays a list of all users in that group.



4. Click the user's name whose profile you want to manage, and then click **View/Edit User**, **Delete User**, or **Change Password** as appropriate to the task you want to perform with this profile.

Tip: If the list of users is long, click the **Search User** icon (magnifying glass) at the bottom of the User List. In the window that opens, enter your search keyword (last name, class assignment, user ID, etc.) and click **Search** to quickly locate the desired user.

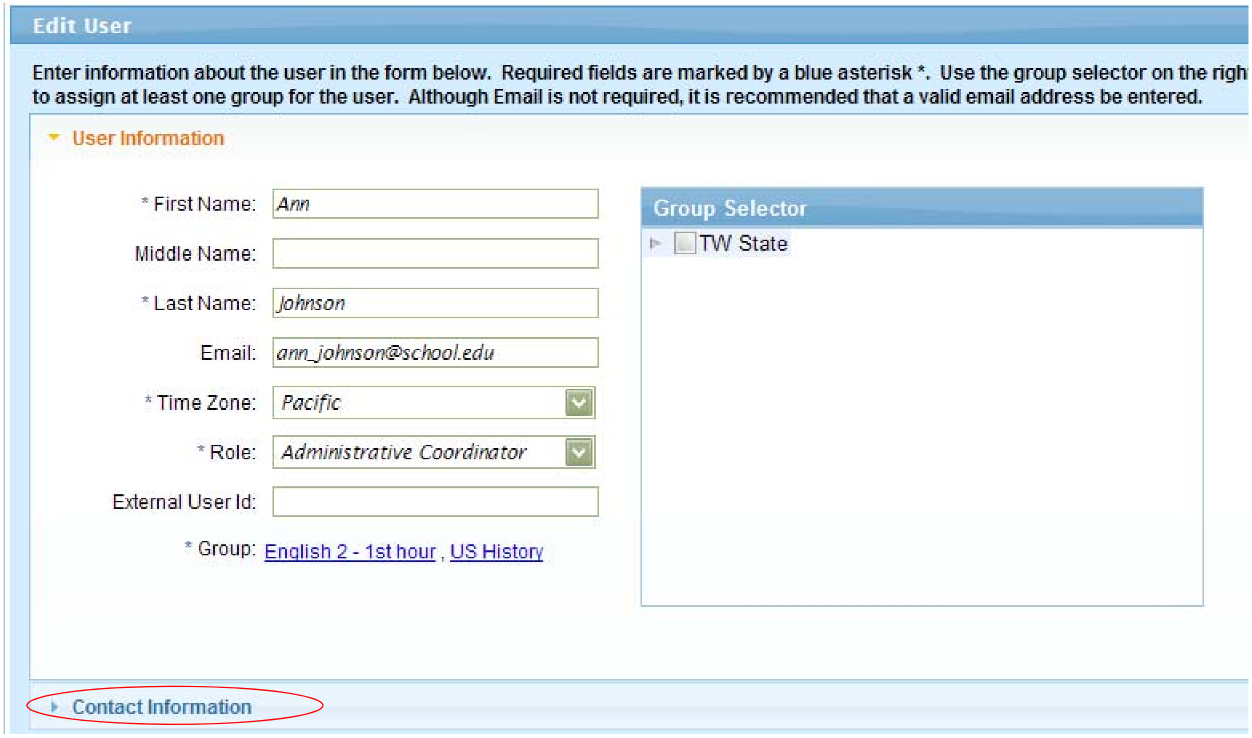
Viewing / Editing a User Profile

1. Find the user profile as described in *Finding a User Profile* in this chapter.

2. Click a name to select it, and then click **View/Edit User**. The **Edit User** page opens.

3. View or edit the user profile as needed. You can change any of the information in the user's profile.

The **User Information** panel contains basic profile information.



4. Click the arrow beside **Contact Information** heading to open the lower panel. The **Contact Information** panel contains the user's personal and/or business contact information. You do not have to enter this information unless your group requires it.

5. Edit the information for this user as necessary. Click **Save** to save your changes. The User List updates to show the user record, and a confirmation message above the list informs you that the profile has been changed successfully.

Deleting a User Profile

1. Find the user profile as described in *Finding a User Profile* in this chapter.

2. Click a name to select it, and then click the **Delete User** icon.

3. Click **OK** to confirm the deletion when prompted to do so. The User List updates, and a confirmation message above the list informs you that the profile has been deleted successfully.

Resetting a Password Through the User Profile

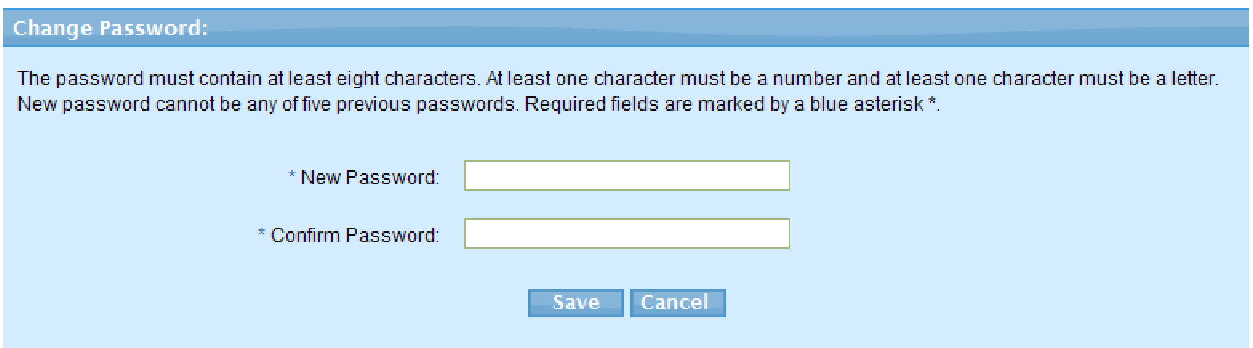
If you are an administrator, and a user below you in your group assignment forgets his or her user password and hint answer, you can reset the password. Resetting the password allows the user to log in. The user then creates a new password and hint, as described in *Chapter 1: Get to Know OAS*.

The Change Password button is located at the top of the User List.

1. Find the user profile as described in *Finding a User Profile*.

2. Click the user's name to select it, and then click **Change Password**.

3. On the **Change Password** page, enter the **New Password** and retype it in the **Confirm Password** box. Remember, passwords must be between 8-32 characters in length, cannot have spaces, and must contain at least one letter and at least one number. Passwords are case-sensitive and can contain only these characters: A-Z, a-z, 0-9, _, -, $.



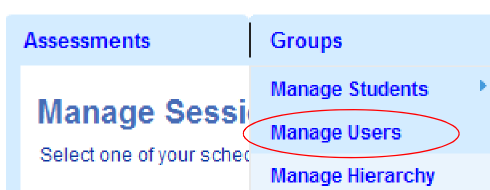
4. Click **Save** to submit the change of password.

   The **Manage Users** page displays a confirmation message above the User List to confirm that you have successfully changed the password.

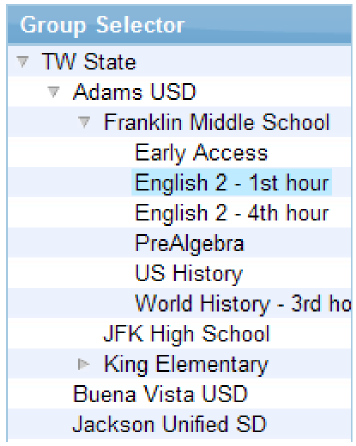
Adding a New User

If you are an administrator, you can add new user profiles at or below your group assignment.

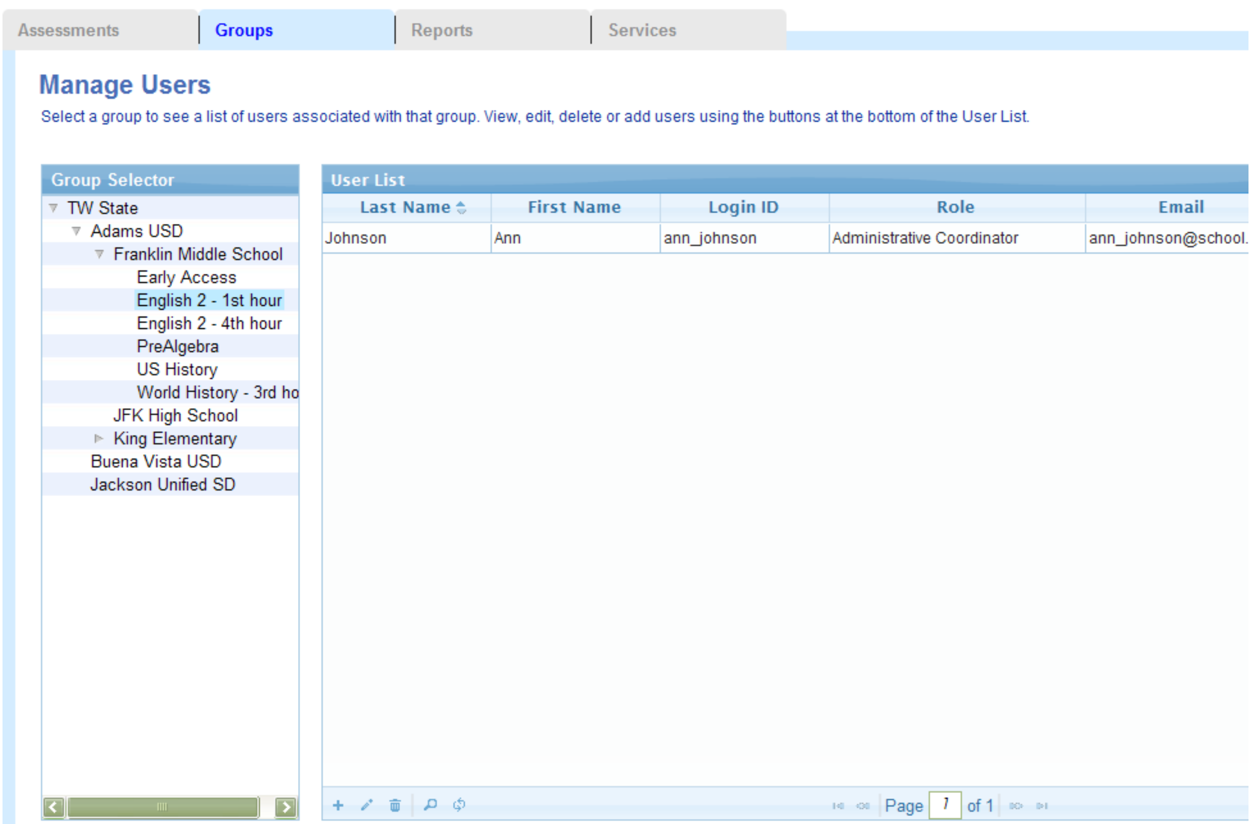
1. Click **Manage Users** on the **Groups** tab.



2. In the **Group Selector**, click arrows beside each layer as needed to locate the layer with which the user will be associated

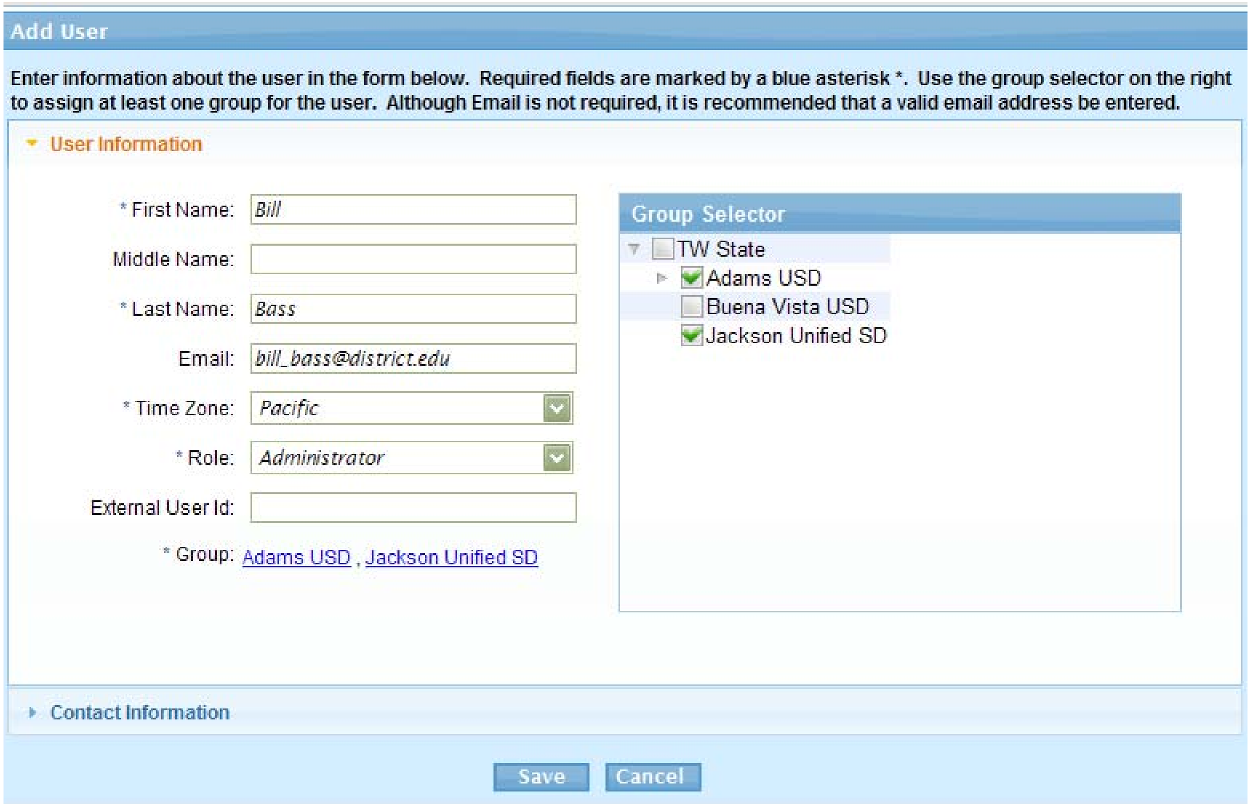


3. When you reach the layer where the user resides, select it. The **User List** displays a list of all users in that group.



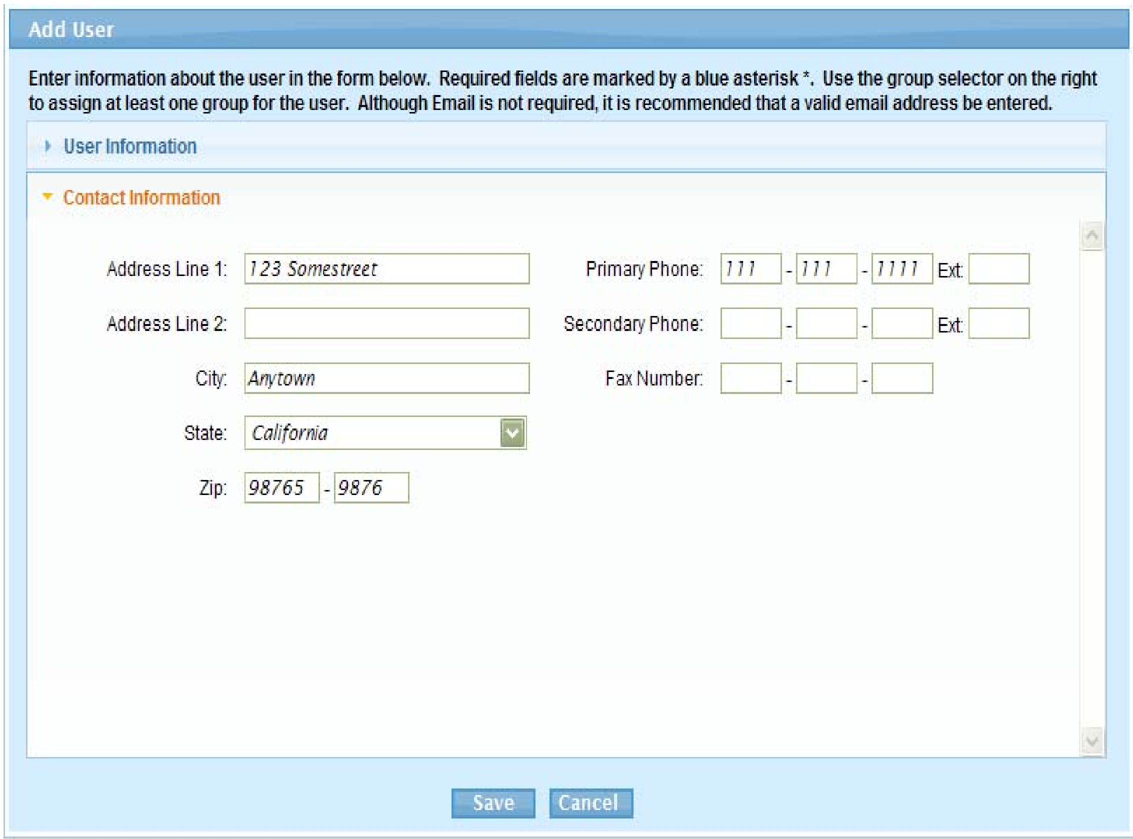
4. Click **Add User**. The **Add User** page opens.

5. Move through the user profile, adding or selecting the necessary information. An asterisk (*) indicates required information; other fields are optional.



The Group Selector on the right allows you to move through your group layers until you reach the member group where your user is assigned. For more information about moving through group layers, see *Chapter 1: Getting to Know OAS*. A user can be assigned to more than one member group, such as multiple classes or subjects, as in the illustration above.

6. Optionally, you can enter contact information. Click the arrow beside **Contact Information** to expand this section.



7. Click **Save** to add the new user to the system.

   The User List updates to show the user record, and a confirmation message above the list informs you that the profile has been added successfully.

Note: When you create a new user, **two separate e-mails** (for greater security) are sent to the user. The first e-mail provides login information, minus the password. The second e-mail contains the password. If you do not provide an e-mail address when adding a new user, you are responsible for providing them with their Login ID and a password. They will be required to change the password upon first logging in to the system.

Many e-mail systems apply spam filters to e-mails from unknown senders. When you add users, be sure to follow up with them and verify that they received their e-mails. If they do not, have them check the location in which e-mails from unknown senders are stored.

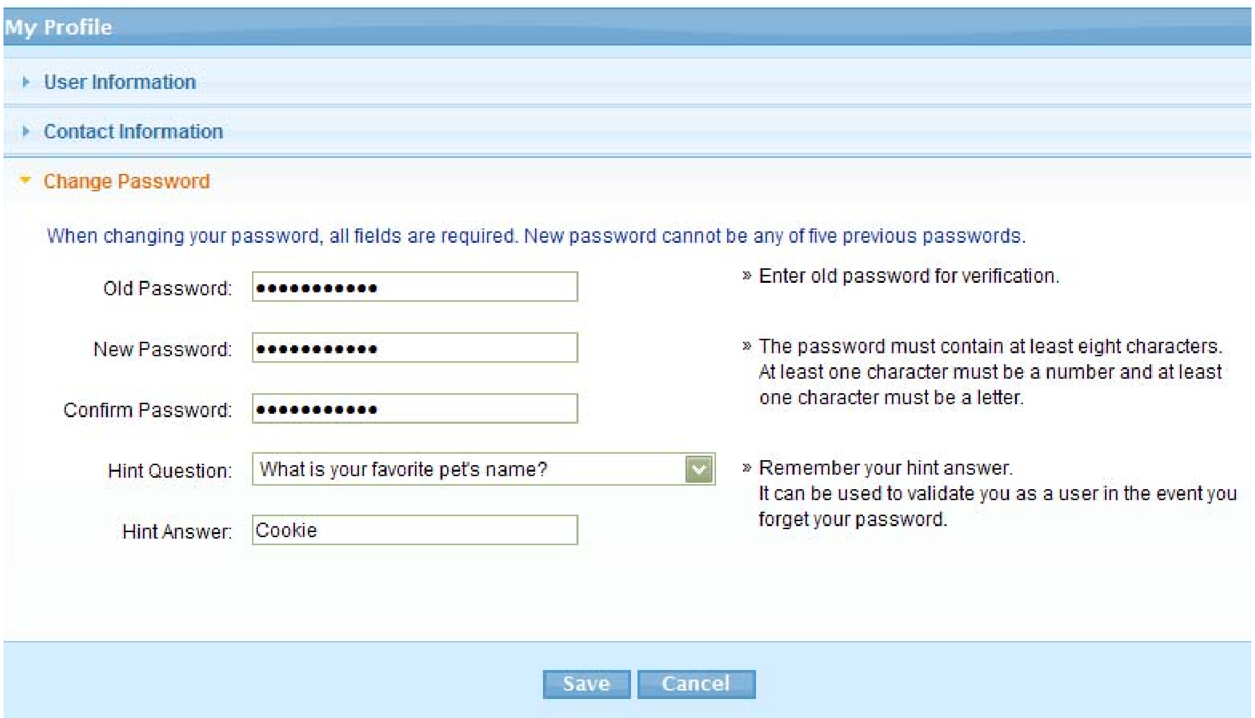
Editing Your Own Profile or Password

You can view and edit your own profile and change your login information (password, hint question, and answer). However, only your administrator can edit your group assignment or delete your profile.

1. On the navigation bar, click **My Profile** to open your profile page.

2. You can change any of your **User Information** or **Contact information**, except your login ID and group assignment.

3. Click **Change Password** to reset your login information. Enter your current password for verification, then your new login password and/or hint question and answer (as applicable).



4. Click **Save** when done.

Chapter 6: Managing Student Profiles

As with managing users, your user role and group assignment determine your access to manage student profiles.This chapter shows how to work with student profile information in the system, one profile at a time. Note that some groups upload files containing student information to automatically create student profiles all at once. See *Chapter 9: Uploading Student and User Profiles*.

Managing Students

Your role and group assignment determines whether you are permitted to search for, add, view/ edit, or delete student profiles.

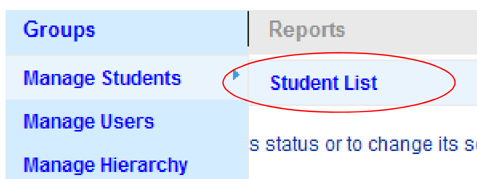
Coordinators can search for and view student profiles at and below their group assignment.

Administrative Coordinators and **Administrators** can also add, view/edit, delete, and manage accommodations for student profiles at and below their group assignment.

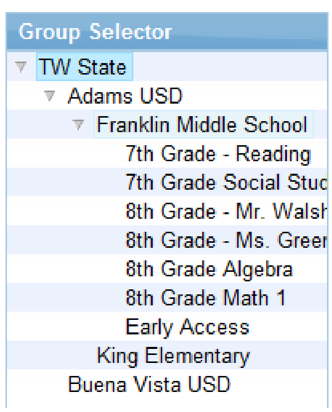
Unlike users, students do not have a fixed password associated with their profiles. Students receive a different password for every assigned test session for greater test security.

Finding a Student Profile

1. Click **Manage Students>Student List** on the **Groups** tab.



2. In the **Group Selector**, click arrows beside each layer to locate the layer where the student resides.



3. When you reach the layer where the student resides, select it. The **Student List** displays a list of all students in that group.

Student List

Last Name	First Name	M.I.	Grade	Group	Gender	Accommodation	Login ID	Student ID
Benton	Sara		8	8th Grade Algebra	Female	Yes	SARA-BENTON-0605	9876543211
Fallon	Alex		8	8th Grade Algebra	Male	Yes	ALEX-FALLON-0503	35478117899
Fenton	Julia		8	8th Grade Algebra	Female	Yes	JULIA-FENTON-0713	14566632215
Martinez	Jorge		8	8th Grade Algebra	Male	Yes	JORGE-MARTINEZ-0411	954632541
Wolfson	Michael		8	8th Grade Algebra	Male	Yes	MICHAEL-WOLFSON-1019	456546544

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4. Click the student's name whose profile you want to manage, and then click **View/Edit Student** or **Delete Student** as appropriate to the task you want to perform with this profile.

Tip: If the list of students is long, click the **Search Student** icon (magnifying glass) at the bottom of the **Student List**. In the window that opens, enter your search keyword (last name, class assignment, user ID, etc.) and click **Search** to quickly locate the student.

Viewing / Editing a Student Profile

Administrators, Administrative Coordinators, and Coordinators can view student profiles at and below their group assignments. Administrators and Administrative Coordinators can edit student profiles, including setting special testing accommodations.

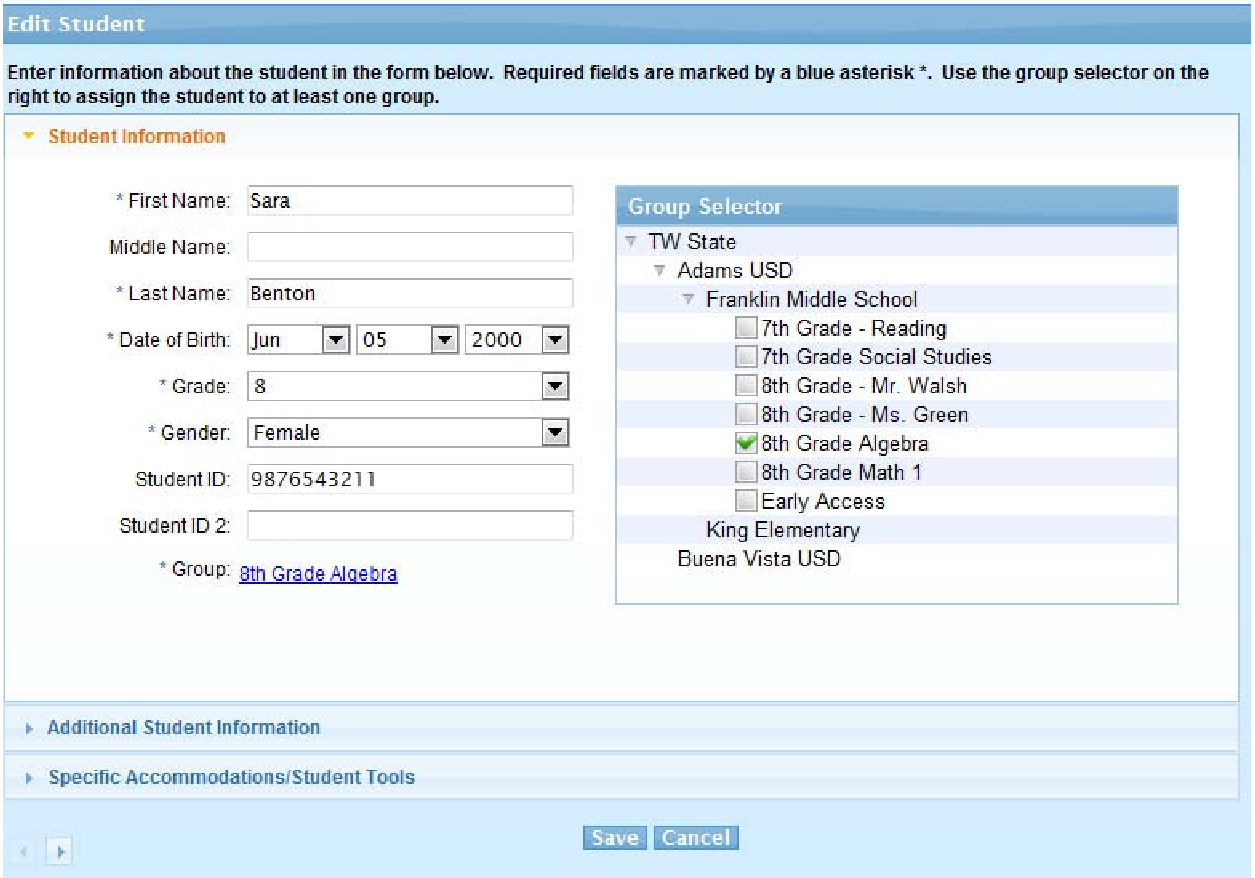
1. Find the student profile as described in the preceding section.

2. Click the student's name and then click **View/Edit Student**.

3. The student profile can have up to three sections, depending on your group's specifications: **Student Information**, **Additional Student Information**, and **Specific Accommodations/ Student Tools**.

Student Information

Student Information lists basic profile information. All groups use this section.



On the left side of the **Student Information** panel, you will see basic student identifying data. On the right, you will see the **Group Selector**. Use the **Group Selector** to locate the group where you want to reassign the student. Students can be assigned to more than one group; for example, a high school student might belong to more than one class.

4. Edit the student data as needed, and then click **Save**. Alternatively, view/edit the data on the Additional Student Information and Specific Accommodation panels (if required) before saving.

Additional Student Information

The Additional Student Information panel lists the demographic and accommodations information used by your group. Your student profiles might not contain this section. If they do, the contents might not match those shown in this example, as different groups use different categories.

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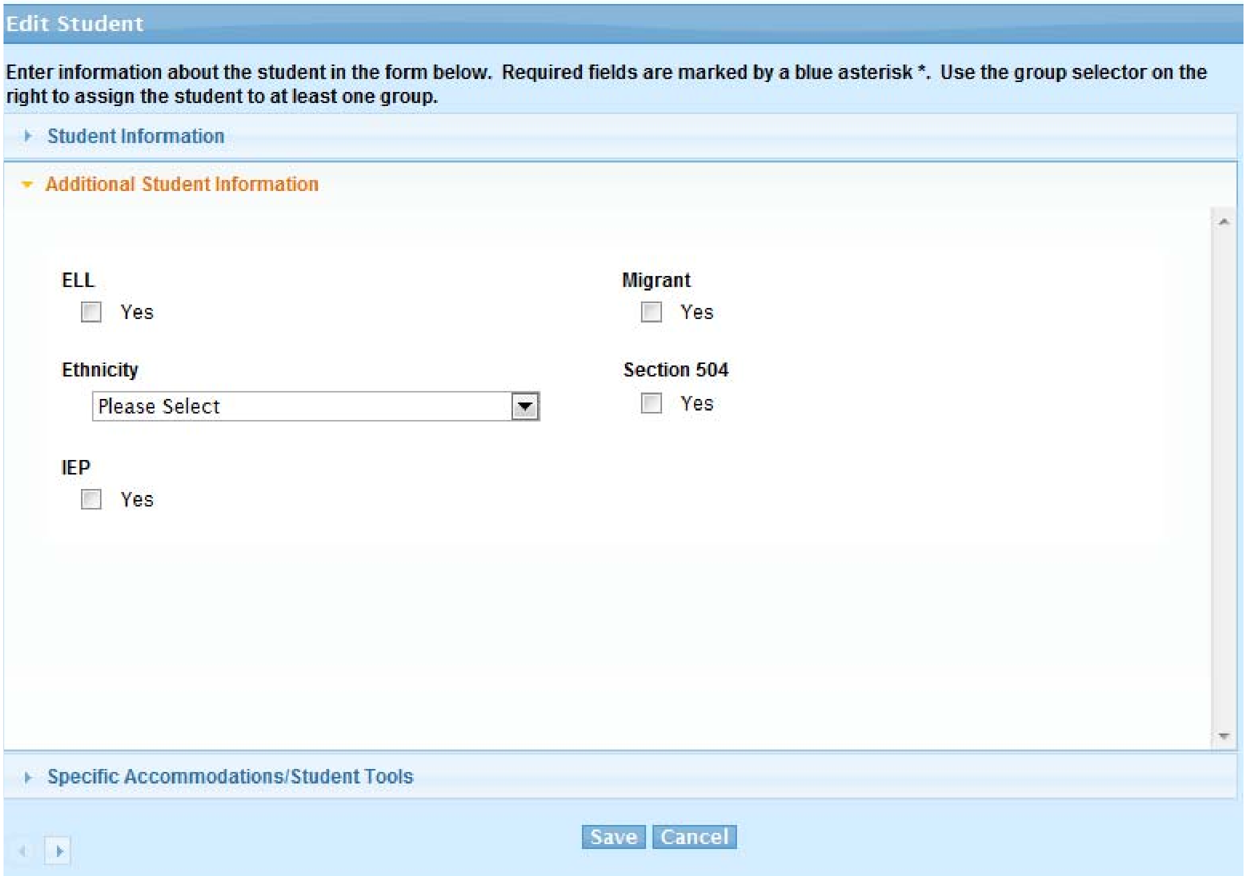

Specific Accommodations/Student Tools

The bottom panel, **Specific Accommodations/Student Tools**, lists information on any specific testing accommodations or special tools required by the student to make online testing possible. Set the student's test accommodations before scheduling the student's test session. Accommodation settings are in effect for all test sessions until changed.

Some accommodations are predetermined by a higher layer in the group hierarchy (at the District level, for example) and cannot be changed. For example, all students can be set to eliminate test time limits, or to allow students to use a highlighter. Other accommodations might appear but you might not be allowed to assign them.

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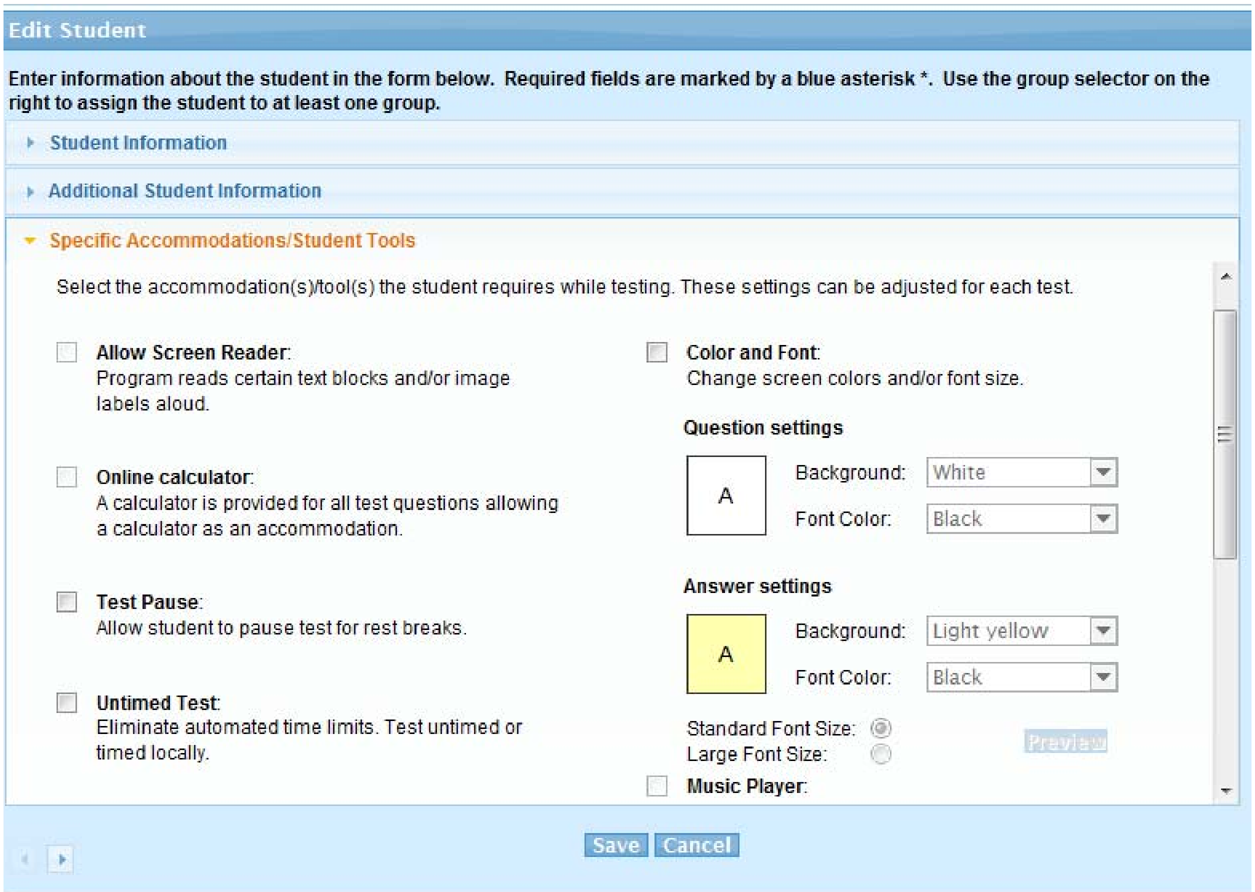
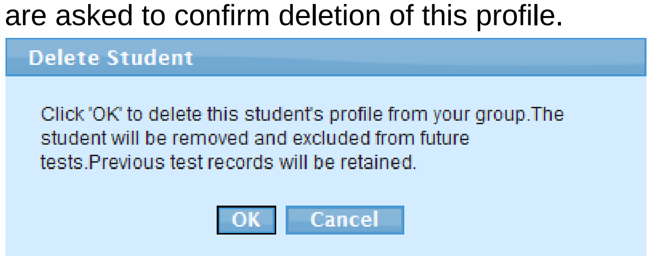


Use the scroll bar to view more **Specific Accommodations** than are shown in the illustration above.

Deleting a Student Profile

Administrators and Administrative Coordinators can delete student profiles at and below their group assignments.

1. Find the student profile as described in *Finding a Student Profile*.
2. Click the student's name and then click **Delete**.
3. Click **OK** when you are asked to confirm deletion of this profile.

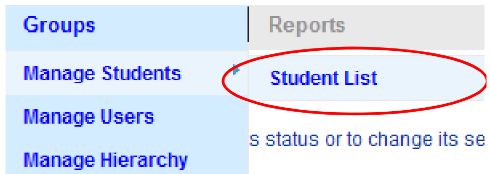


The Student List refreshes, and a confirmation message above the list informs you that the profile has been deleted successfully.

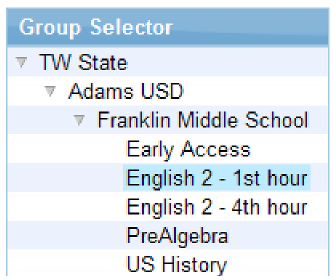
Adding a New Student Profile

Administrators and Administrative Coordinators can add student profiles at and below their group assignments.

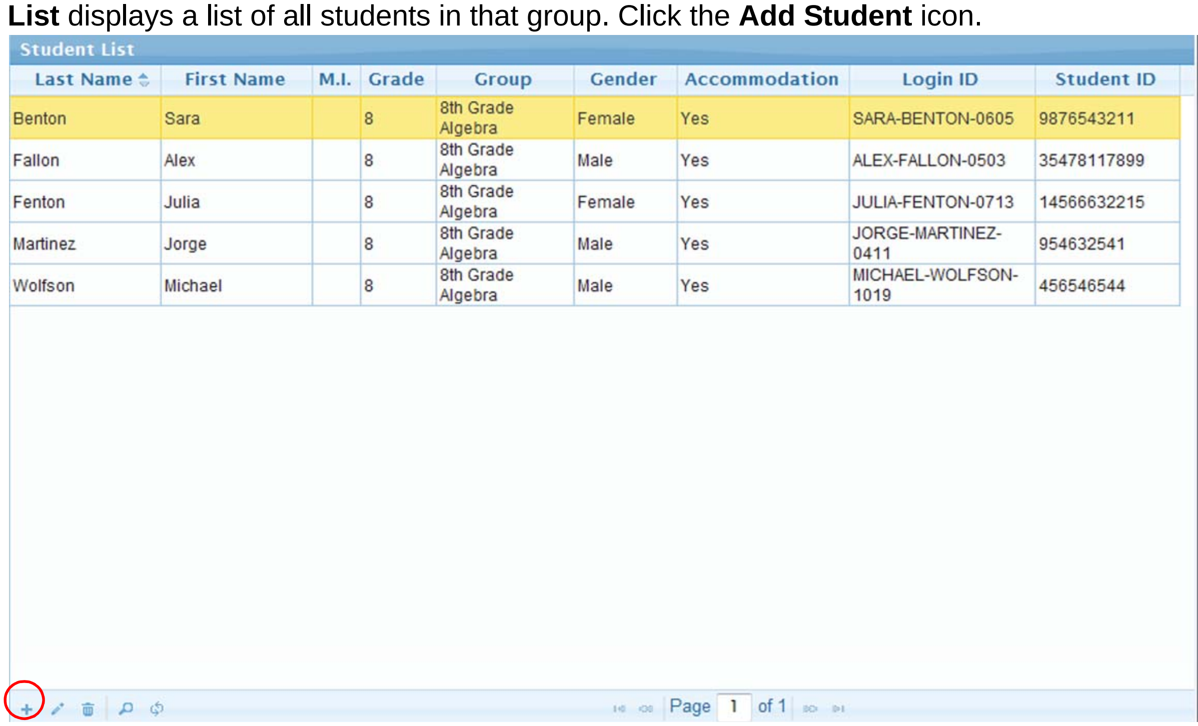
1. Click **Manage Students>Student List** on the **Groups** tab.



2. In the **Group Selector**, click arrows beside each layer as needed to locate the layer where the student resides.



3. When you reach the layer where the student you are adding will reside, select it. The **Student List** displays a list of all students in that group. Click the **Add Student** icon.


Student List

Last Name	First Name	M.I.	Grade	Group	Gender	Accommodation	Login ID	Student ID
Benton	Sara		8	8th Grade Algebra	Female	Yes	SARA-BENTON-0605	9876543211
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Fenton	Julia		8	8th Grade Algebra	Female	Yes	JULIA-FENTON-0713	14566632215
Martinez	Jorge		8	8th Grade Algebra	Male	Yes	JORGE-MARTINEZ-0411	954632541
Wolfson	Michael		8	8th Grade Algebra	Male	Yes	MICHAEL-WOLFSON-1019	456546544

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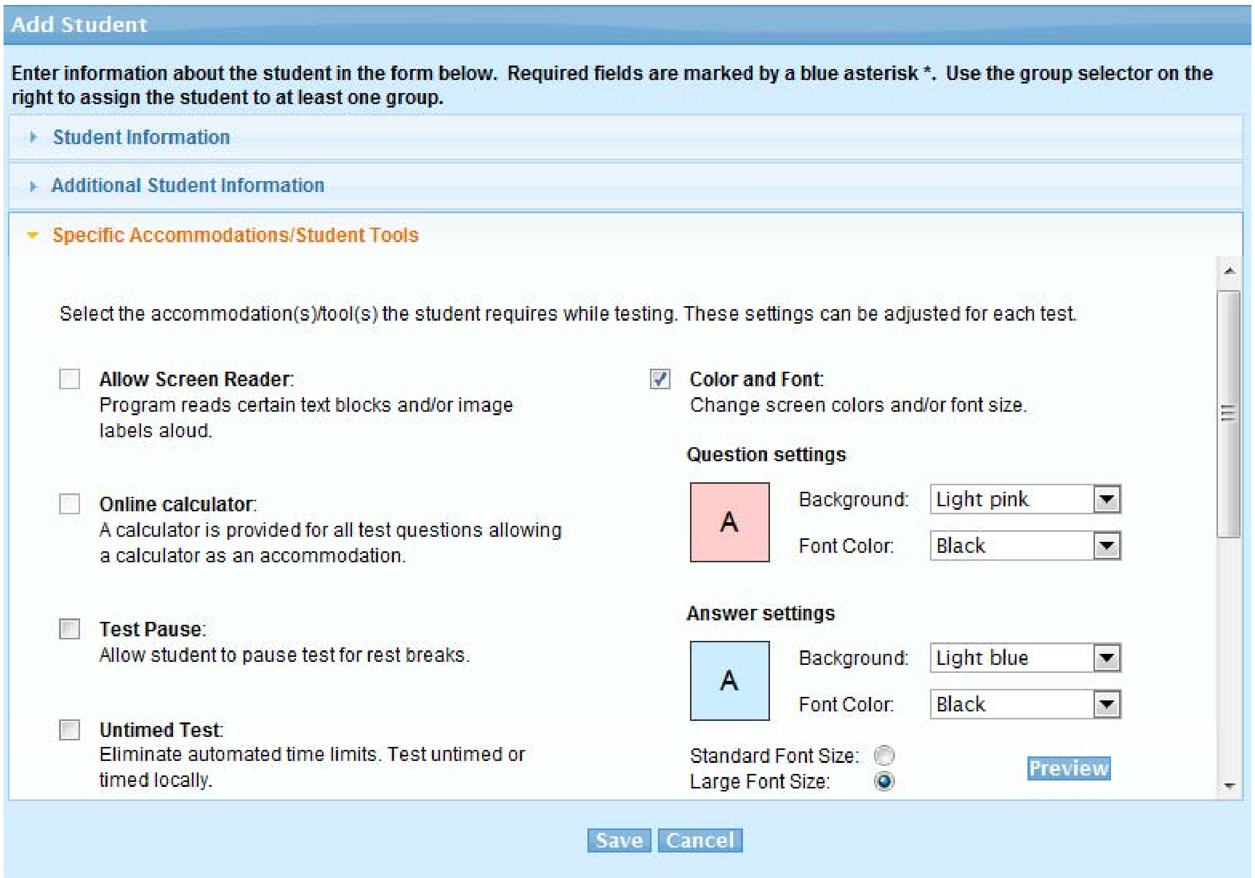
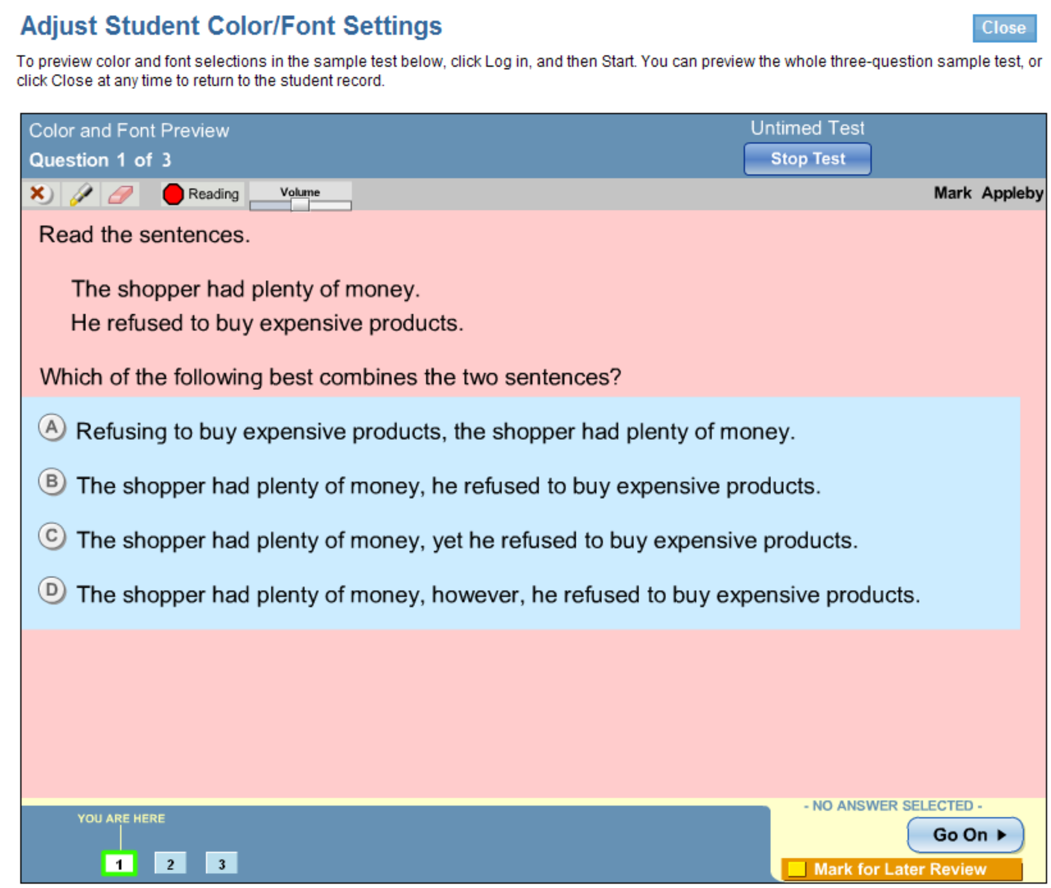
4. Depending on your group permissions, there are three user profile sections. Complete the required information, any accommodations needed, and any other data important to your group. For more information, see *Viewing/Editing a User Profile* in this chapter.

   If your student requires adjustment of the testing software's font color or size settings, you can preview the adjustments in a mini-test, using the **Preview** button. This allows you to show the student the new settings and choose the one that works best. In the illustration below, we specified several changes for this student.



When we click **Preview**, we can work through a three-item sample test and see how our changes affect a real online test. Click **Close** to close the preview window and return to the profile.



5. Click **Save** when you have completed the student's profile.

   The **Student List** refreshes, showing the student in the list, and a confirmation message above the list informs you that the profile has been added successfully to your group.

These are the possible background and font color combinations:

Background Color	Font Color
Light blue	Black, dark blue, dark brown
Black	Green, white, yellow
Dark blue	White
Light blue	Black, dark blue, dark brown
Light pink	Black, dark blue, dark brown
Light yellow	Black, dark blue, dark brown
White	Black, dark blue, dark brown

Chapter 7: Proctoring the Test Experience

Now that we have covered all of the administrative functions in OAS, it is time to cover the student testing experience and your role in proctoring it.

Beginning the Test

1. Prepare the workstations as described in *Preparing for Student Testing* in Chapter 3.

2. Distribute individual test tickets as described in *Printing Test Session Documents* in Chapter 2.

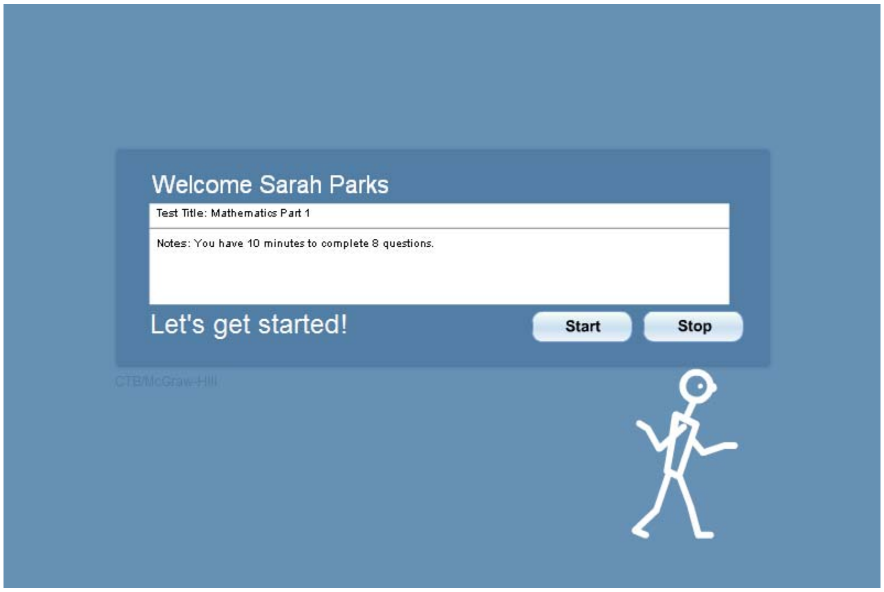
3. When all students are ready to begin, announce the Test Access Code for the session.

4. Instruct students to type their ID, password, and the Test Access Code on the **Student Login** page and click **Log in** to start the test.

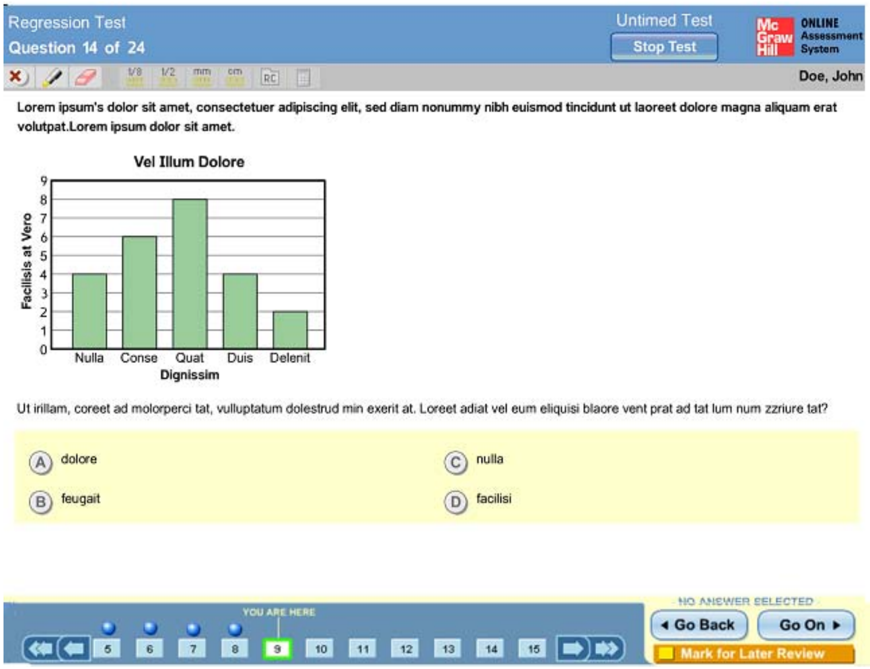
Note: For multi-part tests, or tests where it is specified that breaks be given between subtests, students must provide the Test Access Code for each portion of the test they will access.

Student Test Experience - Overview

Upon successful login, students will see a **Welcome** page. The **Welcome** page prepares the student by telling them how many test items they must answer and any time limits that apply to the test.



When students click **Start**, the countdown begins for timed tests, and the test starts. Students go through the test one item at a time, clicking the answer they believe is correct, then clicking **Go On** to move to the next item.



As students progress, each item they answer displays a blue dot above it's numbered box at the foot of the page. The current item is indicated by a change in color and the phrase "You are here."

Students can skip to any item in the test using the item numbers and the forward/reverse arrows in the footer. This allows for easy review of the items, lets students easily return to items to change their answers, or review items they marked for later review because they wanted to come back to them later, time allowing.

Note: For some types of tests, the system can be configured not to allow students to return to an item after it has been viewed. In this case, the navigation will be modified so that forward/reverse arrows will not appear, and students will be prevented from reopening items.

If students complete a test with time remaining, they can review their work and make any desired changes. When finished, students click **Yes, I have finished** to close the test session.

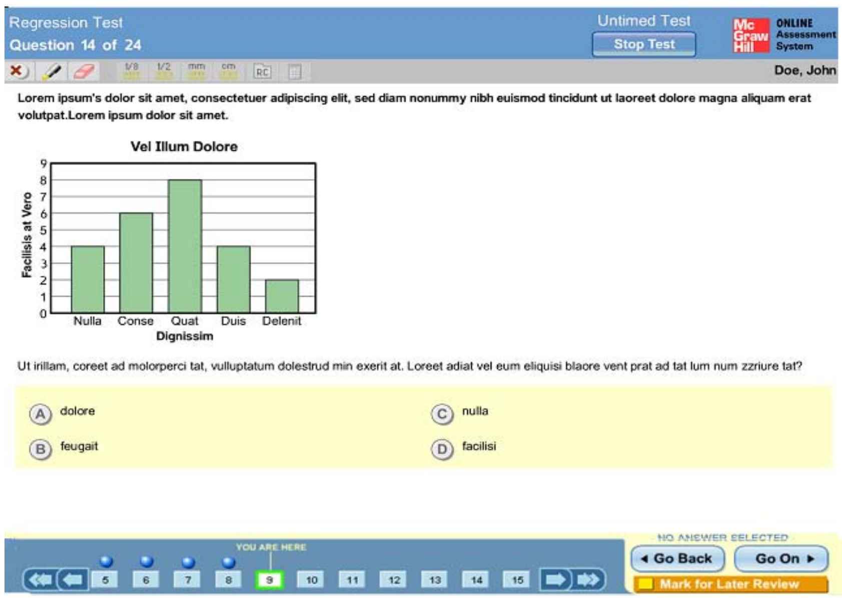
If testing time expires before the student completes the test, the test automatically closes, and scoring begins. If your group is set up to show scores to students, at the end of scoring, students receive their raw (number correct) score, so they have some immediate feedback on their performance.

Again, if your group is set up to show scores to educators, you can review the status and raw (number correct) scores of every student assigned to the session, using the View Status function. We will cover this feature when we discuss how to use View Status to invalidate, revalidate, or stop a student's attempt on a test.

The Student Test Experience - Detailed

Let’s take a closer look at the elements in the student test environment now.

What students see when they view a test item depends on the test itself and what accommodations, if any, are being applied to their testing experience. In addition, there are a variety of other tools, or “manipulatives” your group can specify to be available to students. The following images are samples to give you an idea of the test experience; the actual test items are protected and cannot be shown here.



At the top-left of the page, in the blue header, the name for the test or subtest is shown for student reference. Below that, the students see which item they are viewing, to help them track where they are in the overall test.

Next in the bar is a series of buttons:

Pause Test appears for students with an accommodation allowing rest breaks during testing.

Stop Test appears for all students. It allows them to end their test, regardless of whether they have responded to all items. Once the student clicks **Stop Test**, the test closes and scoring begins.

Hide/Show Timer appears during timed tests, allowing students to toggle between displaying or hiding the time they have remaining in their test period.

When showing the timer, the time remaining displays above the button. When hiding the timer, the button becomes a “Show Timer” button and the time remaining does not display.

Some students have an accommodation removing time limits from timed tests. In that case, there is no Hide/Show Timer button. When only 3 minutes remain, the timer countdown automatically displays as a warning to students, even if Hide Timer was selected. The student can re-hide the timer countdown if desired.

Interactive Tools

Under the blue header is a gray bar with a set of tools at left and the student’s name at right. (Student names display to help proctors ensure that each student is taking his/her own test.) Note that only tools appropriate to the item display. Not every item uses tools, and few items use all of them.

A tool becomes interactive (usable) when:

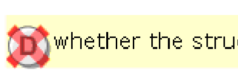
- the test item requires that students use the tool to determine the answer, such as measuring with a ruler.
- the student has an accommodation that allows the use of the tool for help in testing, such as a calculator.

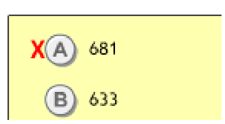
Tools are turned on by clicking their respective buttons once. A second click turns the tool off again. Generally, these tools can be manipulated by students by clicking the mouse handles each object provides.

For example, a student might be asked to choose which line is closest to 10 millimeters. The student clicks on the millimeter ruler icon, and the ruler appears over the center of the item. The student mouse clicks on a ruler handle to move it over each of the lines until identifying the line closest to 10 millimeters. Another mouse click returns the ruler to the toolbar.

The tools available include:

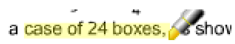
- **Option Eliminator** - This allows students to visibly mark out the item responses they have ruled out.





When selected, the cursor changes to an “eliminator” symbol as it is placed over an item response. The student clicks the left mouse button over the response to cross out, and a red X appears over or next to the eliminated response. (The positioning of the eliminator X is determined by your group's preference). The eliminator X can be removed with the eraser, or by clicking the option eliminator off, then clicking the mouse (in its normal, pointer form) over the response. This selects the response as the student's answer, unless they change it again.

- **Highlighter** - This allows students to highlight text, images, and the spaces between words or lines of text.



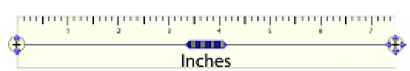
When the highlighter is selected, the cursor changes to a highlighter pen. The student clicks the left mouse button and drags the highlighter over the area to highlight. Highlighting can be removed with the eraser.

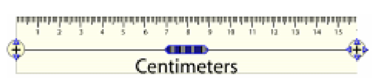
- **Eraser** - This is used to remove Option Eliminator or Highlighter markup.

When the eraser is selected, the cursor changes to an eraser. The student left-clicks and drags the eraser over the highlight to be erased, or clicks it over the option eliminator to remove the X.

Note: The Option Eliminator, Highlighter, and Eraser are all exclusive-use tools. Selection of one means the other will be turned off.

- **Inch Rulers** (1/8" and 1/2") and **Metric Rulers** (mm and cm) - All rulers open in the center of the item workspace.





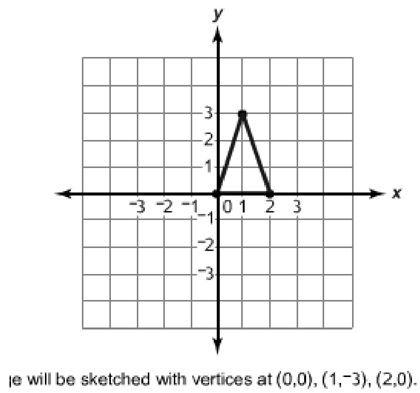
Each ruler has a grab-handle in the middle of it. When the student clicks on it, the cursor changes to a hand.

Holding down the left mouse button closes the hand, allowing the ruler to be dragged. Rulers also have handles at each end, allowing the ruler to be rotated. When the student left-clicks on the end handles, the ruler rotates following the mouse cursor.

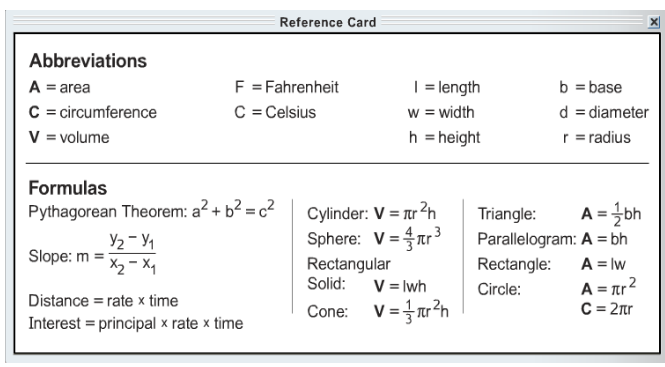
 The left handle moves the ruler from the left side, using the right side as an axis.

 The right handle moves the ruler from the right side, using the left side as an axis. The right handle also allows the ruler to be lengthened or shortened.

- **Straightedge** -This operates like the rulers do, and aids students in responding to questions dealing with graphs similar to the one shown below the tool.

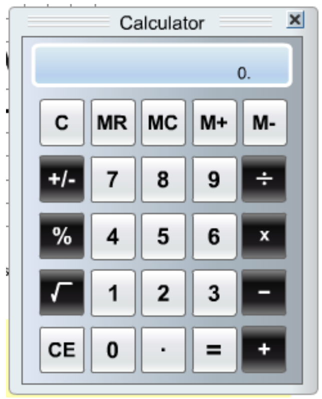


- **Reference Card** - The reference card is used for items where students might need formulas or other information that they are not required to have memorized. Reference cards are customized for each test, and will not necessarily look like the sample below.

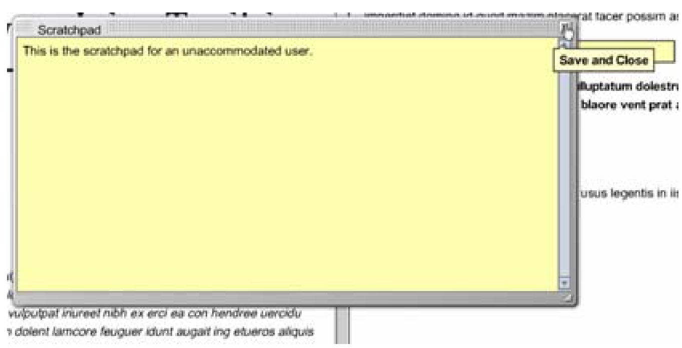


A reference card can be moved around the screen by pointing the mouse on any part of the border of the card, then clicking and holding the left mouse button down while dragging the card.

- **Calculator** - The calculator performs basic mathematical functions. It can be moved around the screen by pointing the mouse on any part of the border of the calculator, and then clicking and holding the left mouse button down while dragging the calculator.



- **Scratch Pad** - The scratch pad simulates a paper-and-pencil scratch pad by permitting the student to type notes as he or she works on a test. The student opens the scratch pad by clicking the icon for it in the tool bar. It opens in front of the item canvas.



The scratch pad can be moved around the screen by pointing the mouse on any part of the border of the scratch pad, and then clicking and holding the left mouse button while dragging the scratch pad. The student closes the scratch pad by clicking the X in the upper right corner. The student's notes are saved until the student exits the sub-test.

Screen Reader Accommodation

In addition to the tools that are provided to all students during testing, there are a few settings and tools that are provided only as "special accommodations" for students whose Individual Education Plan (IEP) requires such accommodations. One of these tools is a text-to-speech tool. When the Screen Reader is enabled in the student's profile and the test is set up to allow this functionality, there is a special icon on the toolbar.

The appearance of this icon varies, depending on your group's configuration. By default, the Screen Reader comes with volume control. If your group chooses to include the reading speed control as well, the full Screen Reader icon appears as shown here.

The student starts the Screen Reader by clicking on a paragraph, and the Screen Reader stops when it reaches the end of the paragraph. The student can also stop the Screen Reader by clicking the Stop Reading icon. The default volume is medium. The student can adjust the volume by sliding the control to the left (softer) or right (louder). The default reading speed is Medium, but the student can control the rate of speech by clicking the Slow or Fast button. When the student changes the speed while a paragraph is being read, the Reader begins reading again at the beginning of the paragraph, using the new speed. If the student changes speed between paragraphs, the Screen Reader uses the new speed when the student next clicks a paragraph to read.

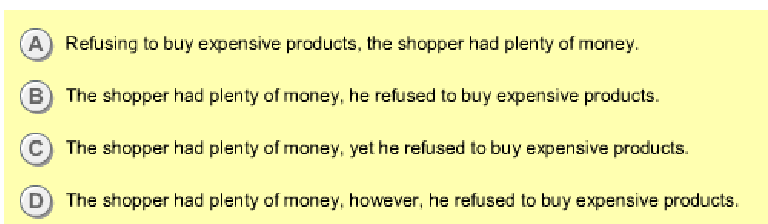
Note: The Screen Reader is enabled at the individual item level, for those items which are permitted to be read aloud.

Item Answer Formats

Just as in paper-and-pencil tests, there are various item formats with different methods for students to provide their answers. This section describes the types of answer choices the student might encounter, depending on the structure of the test.

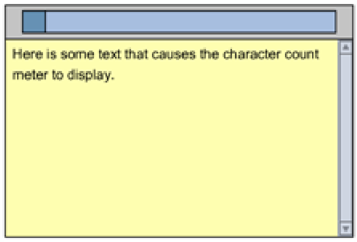
- **Selected-Response Answers**

For selected-response items, the student records a response by clicking the bubble next to the preferred answer choice.



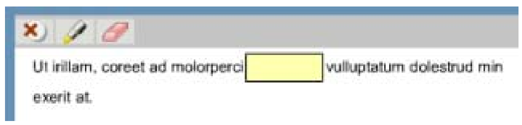
- **Constructed-Response Answers**

Constructed-response items require the student to respond by writing an essay. For this item type, the student is provided with a text input box in which he or she types the essay response. The number of characters a student might use to respond varies by item, and this is predefined when the test is built. A “character progress bar” shows the relative amount of space the student has used and how much is left by turning from light to dark blue as the student types.



- **Inline Constructed-Response Answers**

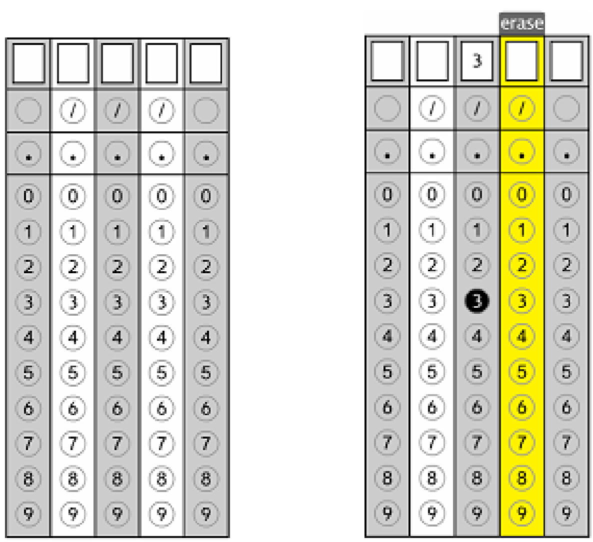
Inline constructed-response items require the student to fill in the blank with the correct word or words to complete a sentence. For this item type, one or more text input boxes are placed in line with the sentence text; the student clicks in the box to type his or her choice of word or words.



This example shows a single blank to be filled.

- **Gridded-Response Answer Area**

Some items require the student to provide an answer that simulates the paper-and-pencil experience with a “bubble sheet” response. These are called gridded-response items, and the item presents an answer grid for student responses.



The grid first appears blank, as shown here on the left. When the student passes the mouse pointer over the grid, the column that is pointed to is highlighted, and an eraser appears at the top of the column, as shown on the right.

The student can click the bubbles to record a response or use the keyboard to enter a character in the blank box at the top of the column.

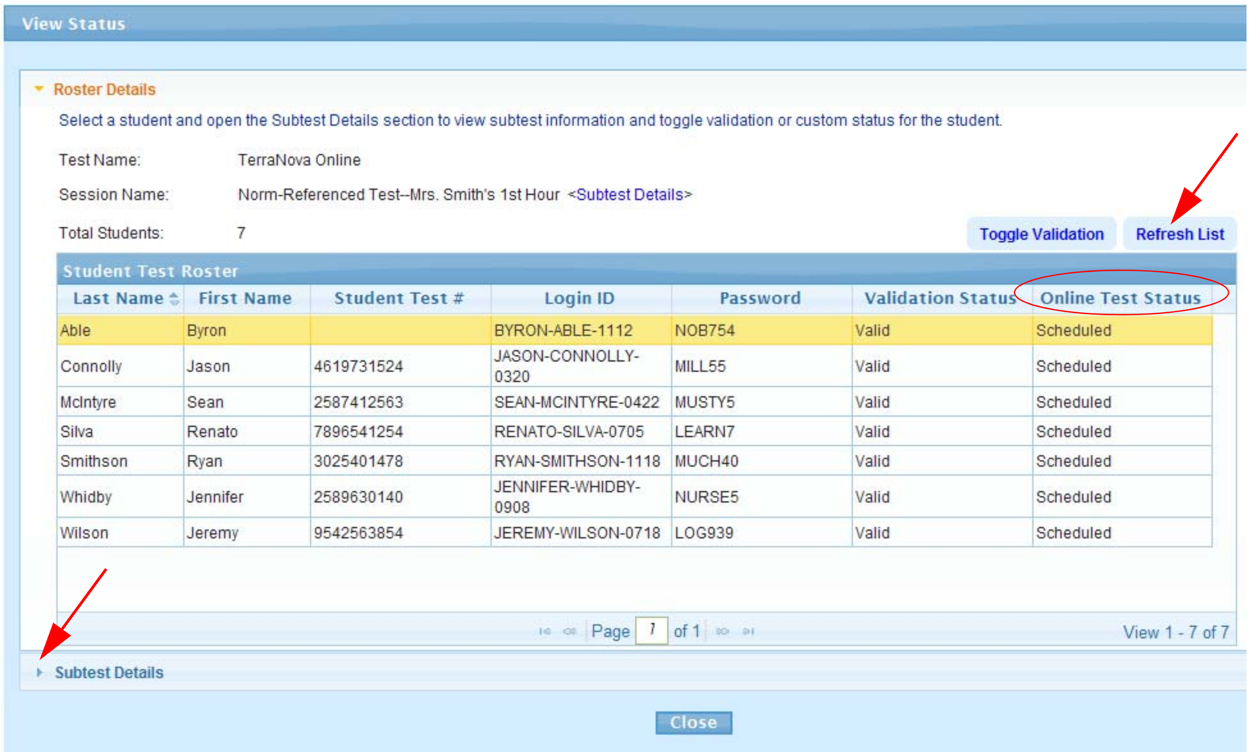
Responses are changed by clicking **erase** or by typing a different character in the highlighted column.

Note: If the item response doesn't require all columns in the grid, the student can enter the response in any of the columns, left or right, without regard to alignment.

Monitoring a Test Session

You can monitor students' status during the test using the **Status** page. You can see which students are still in progress, which are being scored, and which are finished. Note that if your group has chosen to be configured for Subtest Validation, your test **Status** page will have fewer buttons. See *Invalidating at the Subtest Level* in this chapter.

1. In your **My Sessions** list, click the session name to select it, and then click **View Status**.



Last Name	First Name	Student Test #	Login ID	Password	Validation Status	Online Test Status
Able	Byron		BYRON-ABLE-1112	NOB754	Valid	Scheduled
Connolly	Jason	4619731524	JASON-CONNOLLY-0320	MILL55	Valid	Scheduled
McIntyre	Sean	2587412563	SEAN-MCINTYRE-0422	MUSTY5	Valid	Scheduled
Silva	Renato	7896541254	RENATO-SILVA-0705	LEARN7	Valid	Scheduled
Smithson	Ryan	3025401478	RYAN-SMITHSON-1118	MUCH40	Valid	Scheduled
Whidby	Jennifer	2589630140	JENNIFER-WHIDBY-0908	NURSE5	Valid	Scheduled
Wilson	Jeremy	9542563854	JEREMY-WILSON-0718	LOG939	Valid	Scheduled

2. The **Online Test Status** column shows every student's current status. Status labels are fairly self-explanatory, but you can find a description of all statuses in the help system glossary should you need it.

3. Click **Refresh List** to update the page throughout the session.

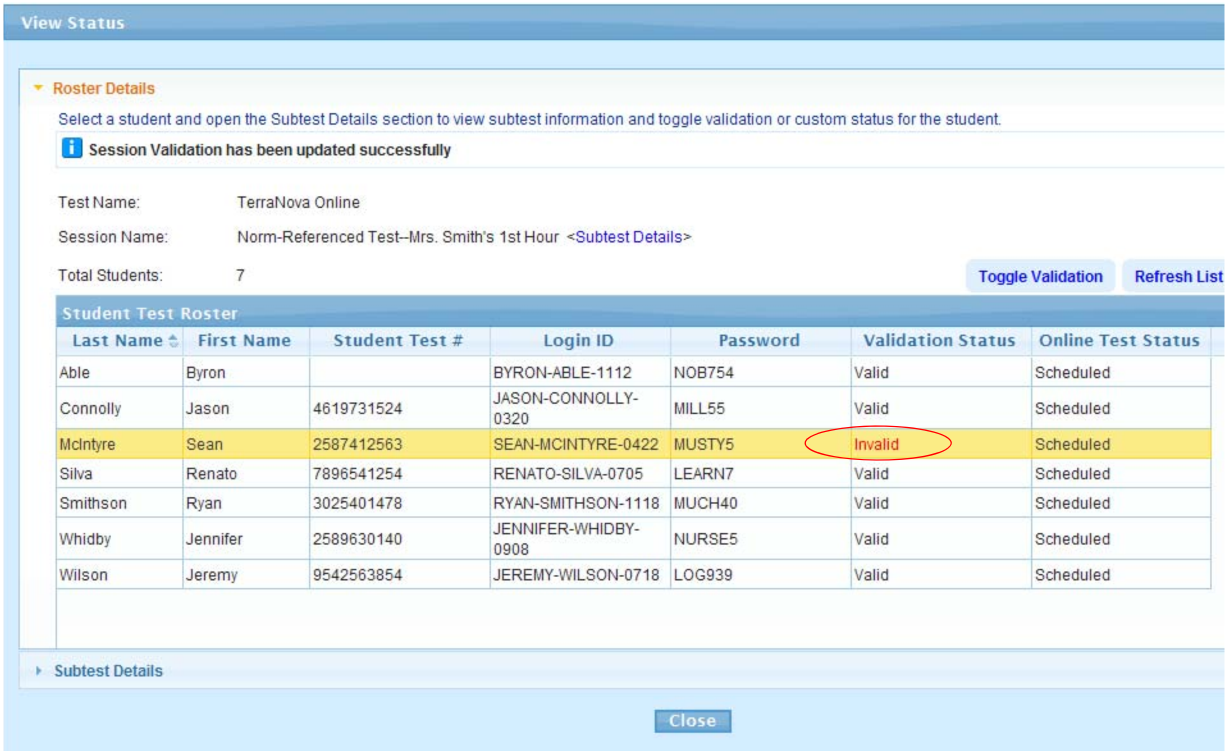
4. For more detail, click a student's name, and then click **Subtest Details**. This shows when the student began and ended the session, number of items completed correctly, and remaining items to be scored. See *Resolving Testing Problems for Students* in this chapter.

How to Invalidate a Student's Test

Another function available on the **View Status** page is the ability to invalidate a student's attempt on the test session.

1. On the **Roster Details** panel, click the student's name, and then click **Toggle Validation**.

2. The page refreshes, with the student's validation status showing "Invalid" in red.

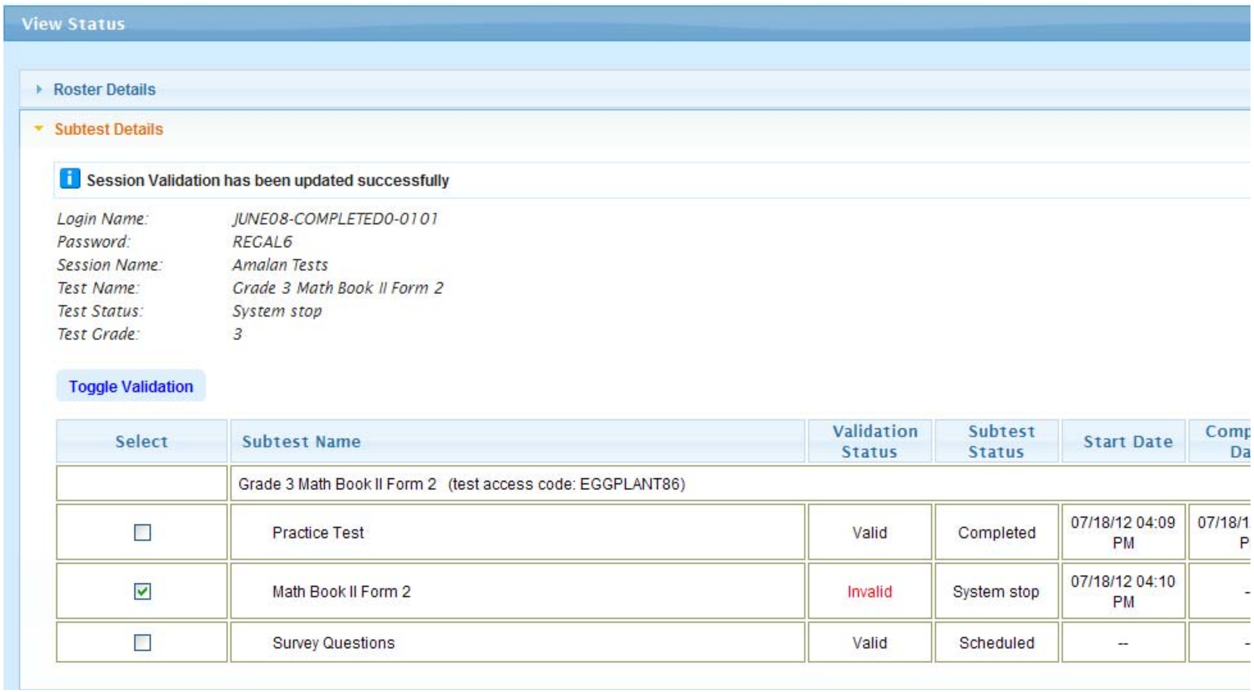


3. To revalidate the student's attempt on the test, select the student's name and click **Toggle Validation** once more.

Invalidating at the Subtest Level

If your group has chosen to be configured for subtest validation, rather than for the entire test, the **Toggle Validation** button does not appear on the **Roster Details** panel, but on the **Subtest Details** panel.

1. On the **Roster Details** panel, click the student's name, and then click **Subtest Details** to display the **Subtest Details** panel for the selected student.



2. Click a checkbox next to each subtest you want to invalidate for the student, and then click **Toggle Validation**.

3. The page refreshes, with the subtest **Validation Status** showing "Invalid" in red.

4. To revalidate the student's attempt on a subtest, click the checkbox next to the subtest and then click **Toggle Validation** once more.

Why Invalidate a Student's Test Attempt?

The most common reasons to invalidate a student's attempt on a test session are:

- You caught students sharing answers with one another.
- You discovered that a student brought notes into the testing center.
- You learned that a student who took the test earlier shared information about it with the later group of students.

In all cases of invalidation, if you determine that a student's test attempt actually should be counted (say, in our second example, the notes turned out to be unrelated to the test and could not have aided the student), you can easily revalidate the student's attempt.

Note: If you invalidate while students are taking the test, they can continue uninterrupted with their test. This minimizes disruption in the test environment and also allows for a score to be recorded if you later revalidate the test attempt.

Stopping Test Sessions

You might stop a session for all students if there were some situation that compromised the integrity of the test, and you did not want to permit students who had not yet taken the test to log in. You can stop a session before it begins or while it is in progress.

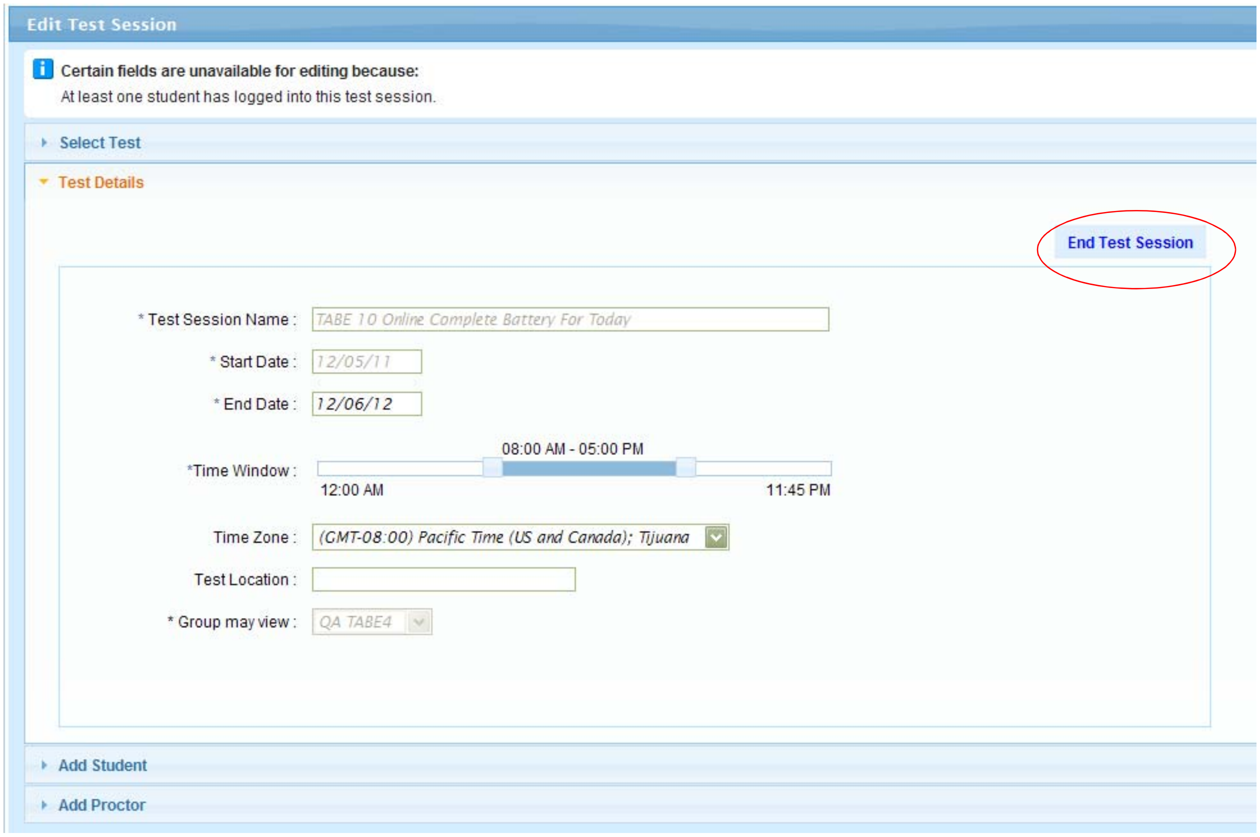
Note: Only **current** and **future** sessions can be stopped. **Completed** sessions must be invalidated.

Depending on the status of the session, you have two ways to stop it:

- You can **end** a session so that no more students can log in. This prevents new logins, but permits students who are currently taking the test to finish.
  (This is only for current test sessions with at least one student logged in.)
- You can **cancel** a session, which deletes the session entirely, so no scores will be available for it.
  (This is only for future and current test sessions, to which no students ever logged in.)

To stop a session, you need to edit it.

1. On the **My Sessions** page, select the session you want to stop and click the **Edit Session icon**. The **Edit Test Session** window opens to the **Test Details** panel. If the test is eligible to be ended, click **End Test Session** at the top of the panel. The system determines whether the session can be ended, and displays the button for you, as shown below.



2. A confirmation dialog asks you to verify your selection. Click **OK**. When you have stopped the session, the date you stopped it becomes the new end date for the session. The session moves from where it was, on the **Current** or **Future** tab, to the **Completed** tab.

Note: If you change your mind and want to reopen the session you ended, go back to the **Edit a Test Session: Test Details** page, change the **End date** to a future date, and save the change.

<u>To cancel a session</u>, you need to delete it:

1. On the **My Sessions** page, select the session you want to stop and click **Delete Session** at the bottom of the table.

2. If the session is eligible for deletion, a confirmation dialog asks you to verify your selection. Click **OK**. If the session cannot be deleted (for example, a student has already logged in or taken the test), a message informs you that it cannot be deleted; however, you can end the session as described earlier in this chapter.

Resolving Testing Problems for Students

If your students are experiencing difficulty, please follow these steps to help your students through the test.

Problem: Student Cannot Log In After an Interruption

These steps apply to situations when the student has already logged into the test and is interrupted (for example, a network failure, or an interruption in the power supply).

1. Confirm that the student has the correct ID and password for this session. Check that your network is up and the software is running properly.

2. Instruct the student to wait one minute to see if the workstation reconnects; then the student can continue testing. If the workstation does not reconnect after one minute, click the **Exit Test** button. Move the student to another properly set up workstation, if one is available. The student should be able to log in and continue testing from where the student left off. If the student cannot log in, follow these steps:
   a. Log in to OAS (the administration module).
   b. Find the session in the Test Session table on the **My Sessions** page.
   c. Click the session name to select the session.
   d. Click **View Status** at the top of the table.
   e. On the **View Status** page, locate the student in the test roster.
   f. Click **Refresh List** to update the status.

      •If the student status is “Scheduled,” “System Stop,” or “Student Stop,” the student can log in again.

      •If the student status remains “In Progress,” call CTB Product Support. They will reset the student status so the student can log in again.

      •Instruct the student to log in again.

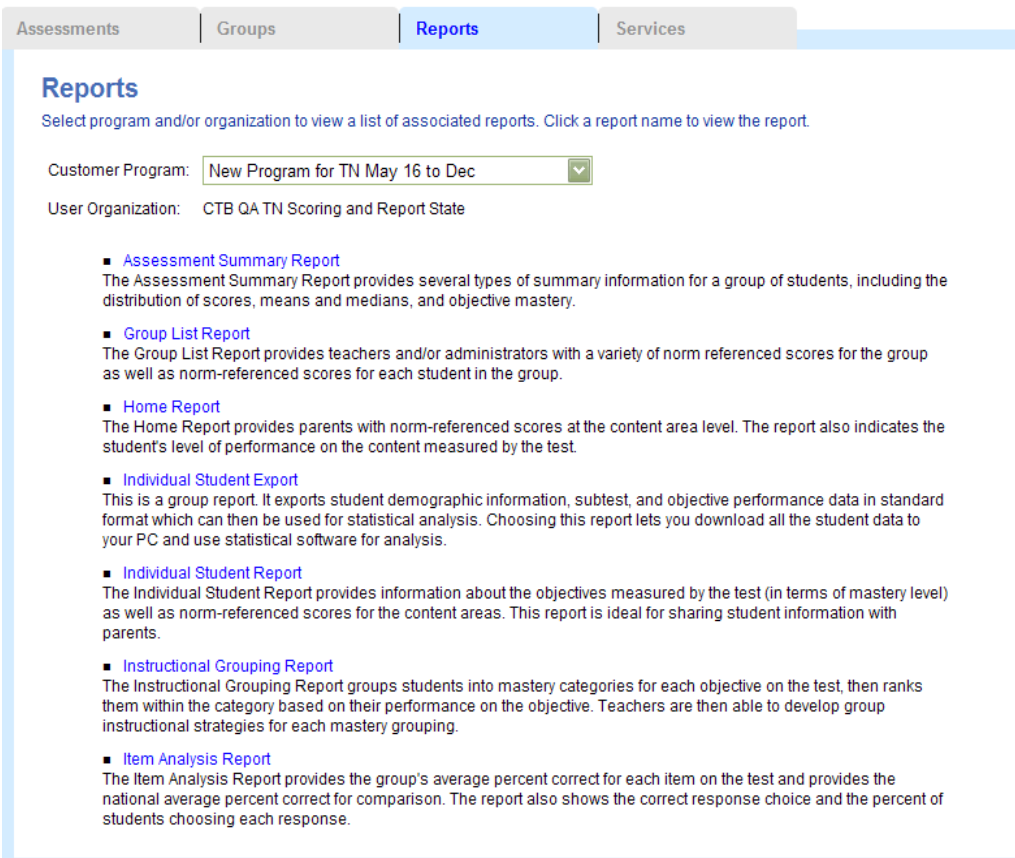
Chapter 8: Viewing Reports

If your group has chosen to run reports, you will have a **Reports** tab on your **My Sessions** page. If this doesn't apply to you, skip this chapter.

As scoring is completed and reports become available, the list of reports you can view is populated. Scoring is performed fairly quickly after students complete testing. If your group has purchased tests requiring hand scoring (with essay response items, for example), obviously those items take longer to score, and reports including those scores will take longer to become available.

1. On the **Manage Sessions** page, click the **Reports** tab.

2. The **Reports** page opens. Different groups use different reports, and reports become available as scoring completes, so your list will vary from the examples used here.

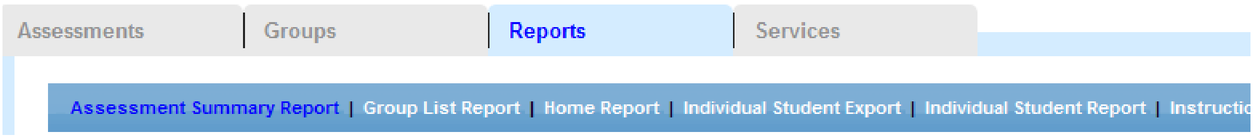


The page displays a list of reports associated with your group and program, with a brief description of each report.

3. If you are a member of more than one group or you administer more than one testing program, you must first select the group and/or program on which to report. Your selections control the display of reports; only the reports appropriate to that combination of group and program will display.

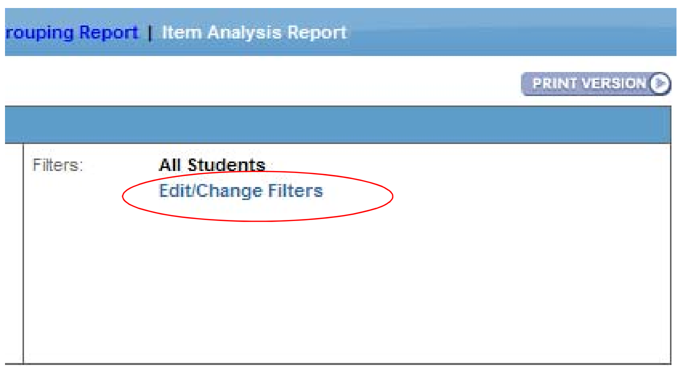
4. Review the descriptions of reports available to you, then click the report you want to view.

5. Reports use a separate, blue navigation bar which appears below the tabs. You can view other reports available to you by simply clicking on the report name in the blue bar.

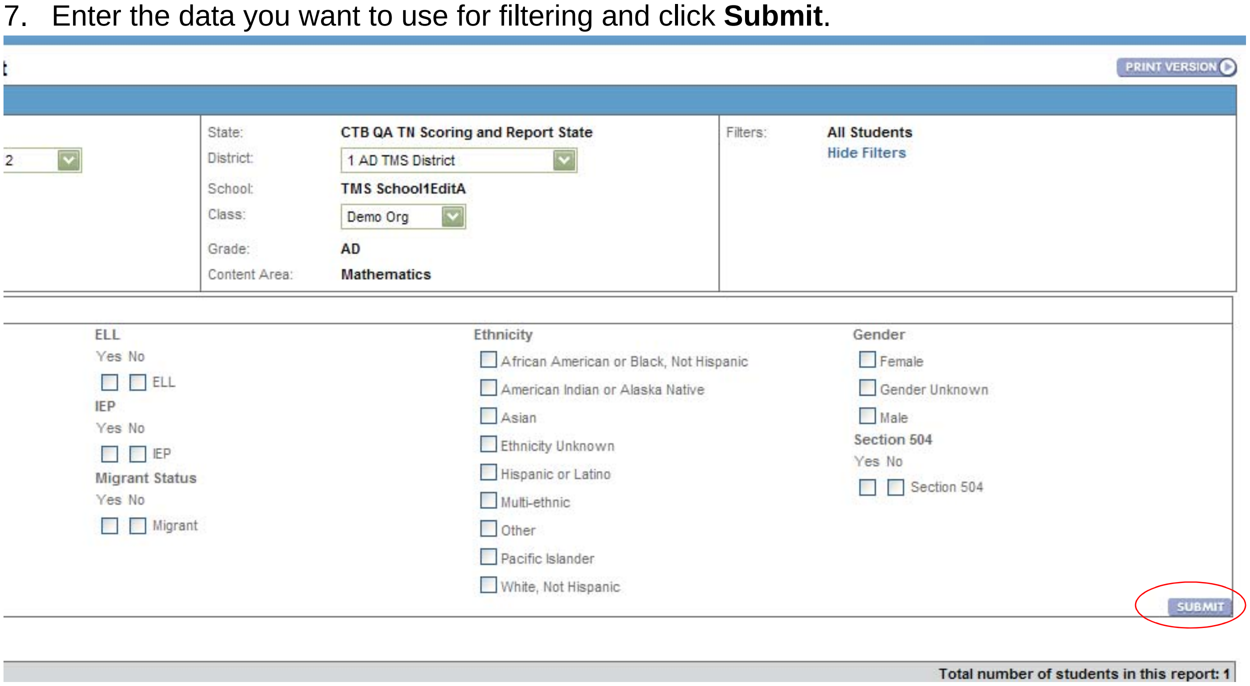


Your report will open using the default settings and filters for your report. You can change these selections and the page will refresh, showing the new version of the report. (Test name, test date, test location, and test scheduler selectors appear for all reports. If there is only one choice, it will be displayed as a label, rather than a selection).

6. Depending on your group, you might have other demographic choices available for filtering. To use them, click the **Edit/Change Filters** link (or **Show Filter** link, depending on your report design) to open the demographics selections. The link changes to **Hide Filters**.



7. Enter the data you want to use for filtering and click **Submit**.



8. A **Print Version** button appears at the top of the report, below the reports navigation bar, at the right. Click **Print Version** to open the report you are currently viewing as a PDF file for printing or saving.

Note: This requires the free Adobe® Reader® software; we recommend using version 7.0 or higher.

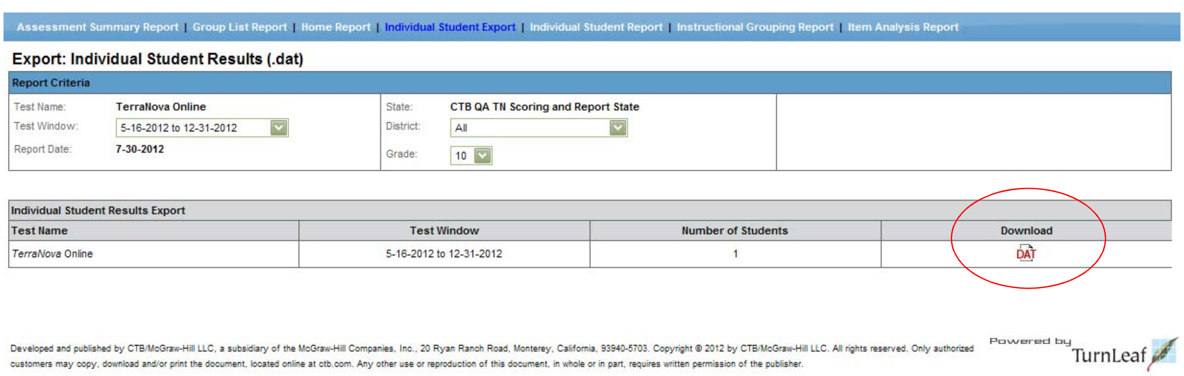
Every report is unique, but there are some common functions among them. Many reports offer filters to control the display of data in the report, and some offer "drill-down" functions that let you move down through your group layers, if you have access to layers beneath you. If this feature is available in your report, you will see the layer names shown as clickable links.

For example, if you are assigned at the district level, your report would probably show overall district performance with data listed for each school. As you clicked on a particular school, its results would appear with data listed for each class in the school, and so on. Follow the links available to you in your reports for more levels of reporting detail.

Similarly, some class reports allow you to click a student's name to view an individual performance report. If this feature is available in your report, the student names appear as clickable links.

One report currently available is actually a downloadable data file. In the report, you will see a clickable download link. It exports the report data (in **.DAT** file format) so you can open it in a standard text editor like Microsoft® WordPad, or save it to your PC. We recommend saving the data file to your PC, so you can continue working in OAS.

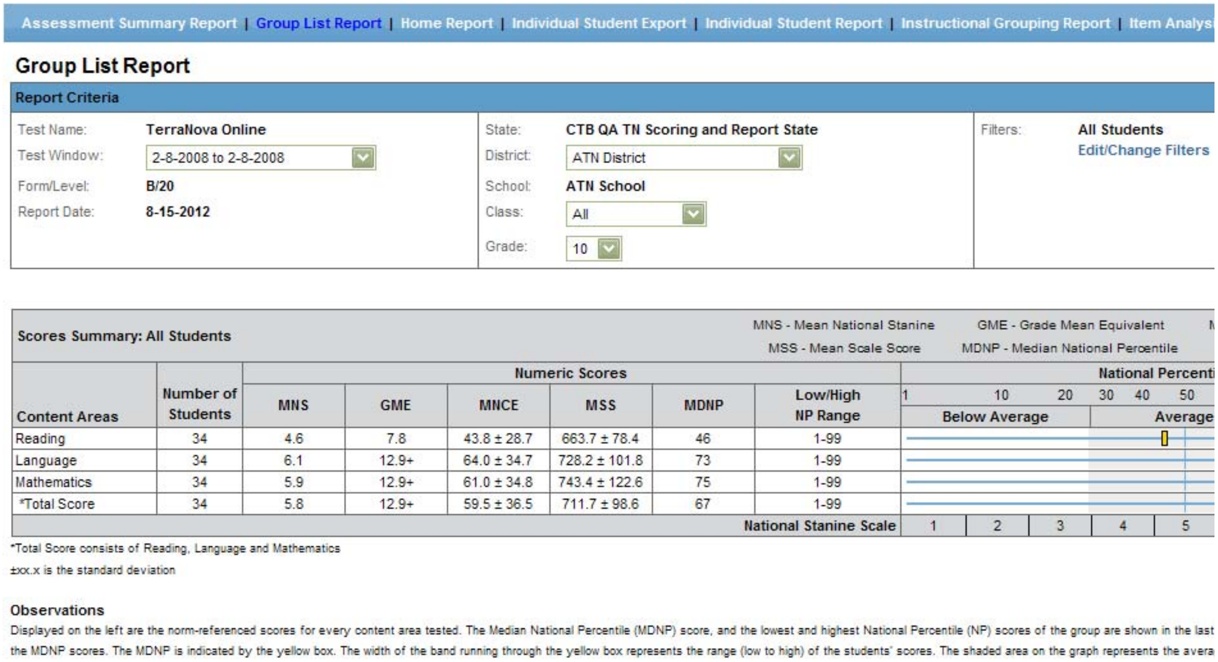
Tip: Do **not** open this data file in Microsoft® Excel® if you have much data in the file. Microsoft® Excel® is limited to 257 columns, after which data will be dropped.



Note: You can click any other tab at the top of the window to exit reports.

Sample Report

Here is part of a sample report, showing the test results for a group of students.



Assessment Summary Report | Group List Report | Home Report | Individual Student Export | Individual Student Report | Instructional Grouping Report | Item Analys

Group List Report

Report Criteria

Test Name:	TerraNova Online	State:	CTB QA TN Scoring and Report State	Filters:	All Students
Test Window:	2-8-2008 to 2-8-2008	District:	ATN District		Edit/Change Filters
Form/Level:	B/20	School:	ATN School		
Report Date:	8-15-2012	Class:	All		
		Grade:	10		

Scores Summary: All Students

MNS - Mean National Stanine GME - Grade Mean Equivalent N
MSS - Mean Scale Score MDNP - Median National Percentile

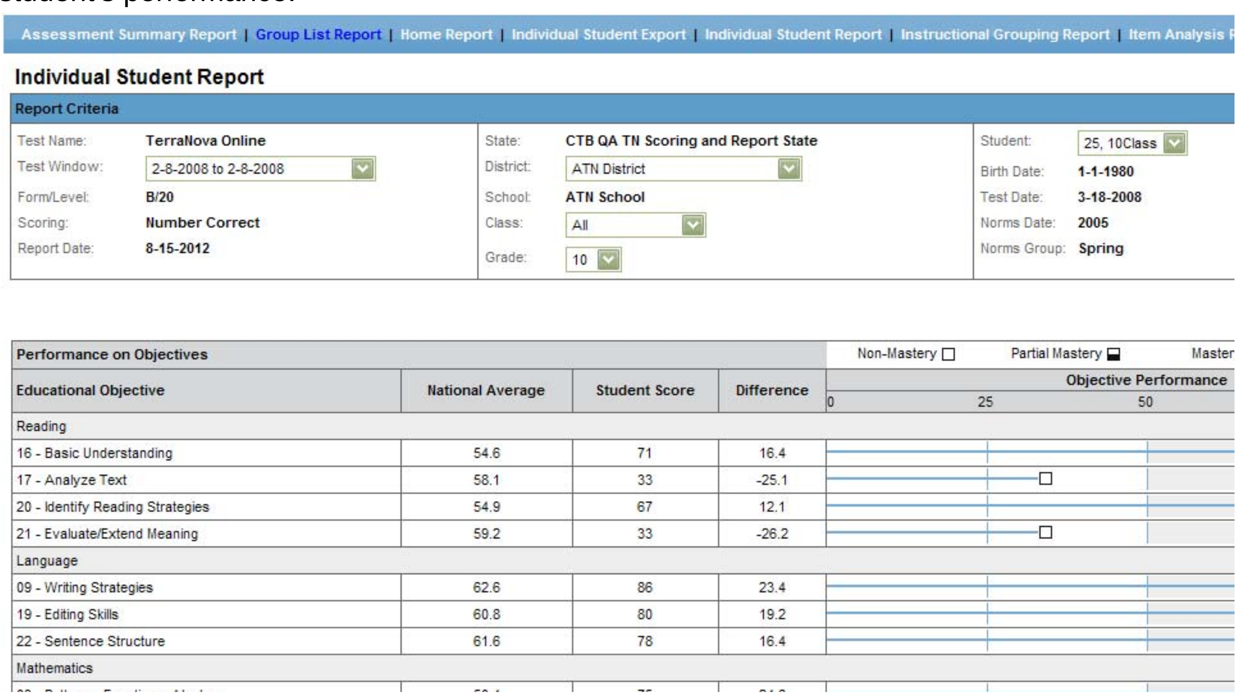
Content Areas	Number of Students	MNS	GME	MNCE	MSS	MDNP	Low/High NP Range
Reading	34	4.6	7.8	43.8 ± 28.7	663.7 ± 78.4	46	1-99
Language	34	6.1	12.9+	64.0 ± 34.7	728.2 ± 101.8	73	1-99
Mathematics	34	5.9	12.9+	61.0 ± 34.8	743.4 ± 122.6	75	1-99
*Total Score	34	5.8	12.9+	59.5 ± 36.5	711.7 ± 98.6	67	1-99

Numeric Scores; National Percenti; 1 10 20 30 40 50; Below Average; Average; National Stanine Scale 1 2 3 4 5

*Total Score consists of Reading, Language and Mathematics
±xx.x is the standard deviation

Observations
Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last
the MDNP scores. The MDNP is indicated by the yellow box. The width of the band running through the yellow box represents the range (low to high) of the students' scores. The shaded area on the graph represents the avera

Notice the data showing at the top of the report. Directly under the report name is an area displaying the data selections and filters used to generate the report. In this report, basic data for our group of students is found in the middle/body of the report, and when we scroll down to look at the bottom of the report page, the student's names are shown as clickable links. Clicking one of these student names opens an individual profile, providing detailed information on a particular student's performance.



Assessment Summary Report | Group List Report | Home Report | Individual Student Export | Individual Student Report | Instructional Grouping Report | Item Analysis R

Individual Student Report

Report Criteria

Test Name:	TerraNova Online	State:	CTB QA TN Scoring and Report State	Student:	25, 10Class
Test Window:	2-8-2008 to 2-8-2008	District:	ATN District	Birth Date:	1-1-1980
Form/Level:	B/20	School:	ATN School	Test Date:	3-18-2008
Scoring:	Number Correct	Class:	All	Norms Date:	2005
Report Date:	8-15-2012			Norms Group:	Spring
		Grade:	10		

Performance on Objectives

Non-Mastery ☐ Partial Mastery ⬓ Master

Educational Objective	National Average	Student Score	Difference
Reading			
16 - Basic Understanding	54.6	71	16.4
17 - Analyze Text	58.1	33	-25.1
20 - Identify Reading Strategies	54.9	67	12.1
21 - Evaluate/Extend Meaning	59.2	33	-26.2
Language			
09 - Writing Strategies	62.6	86	23.4
19 - Editing Skills	60.8	80	19.2
22 - Sentence Structure	61.6	78	16.4
Mathematics			

Objective Performance 0 25 50

Remember that every report is unique, and every group uses different reports. You might find your report selection is different and your reports operate differently from the samples in this section. Now that you understand how some of the more common reports features work, you are ready to run your own reports and see the results.

Chapter 9: Uploading Student and User Profiles

System administration functions offer the ability to use specially formatted files to upload student or user profile information into the system, rather than entering each user or student profile one at a time.

You can also export profile information from OAS to a Microsoft® Excel® spreadsheet format to use for other applications.

These features are subject to the rule that you can only see and manage records that you have permission to view under your login, for example students, users, or groups at or below your group assignment. Let's look at each of these functions in detail.

Uploading Student or User Profile Information

There are several processes required to upload student or user profile information.

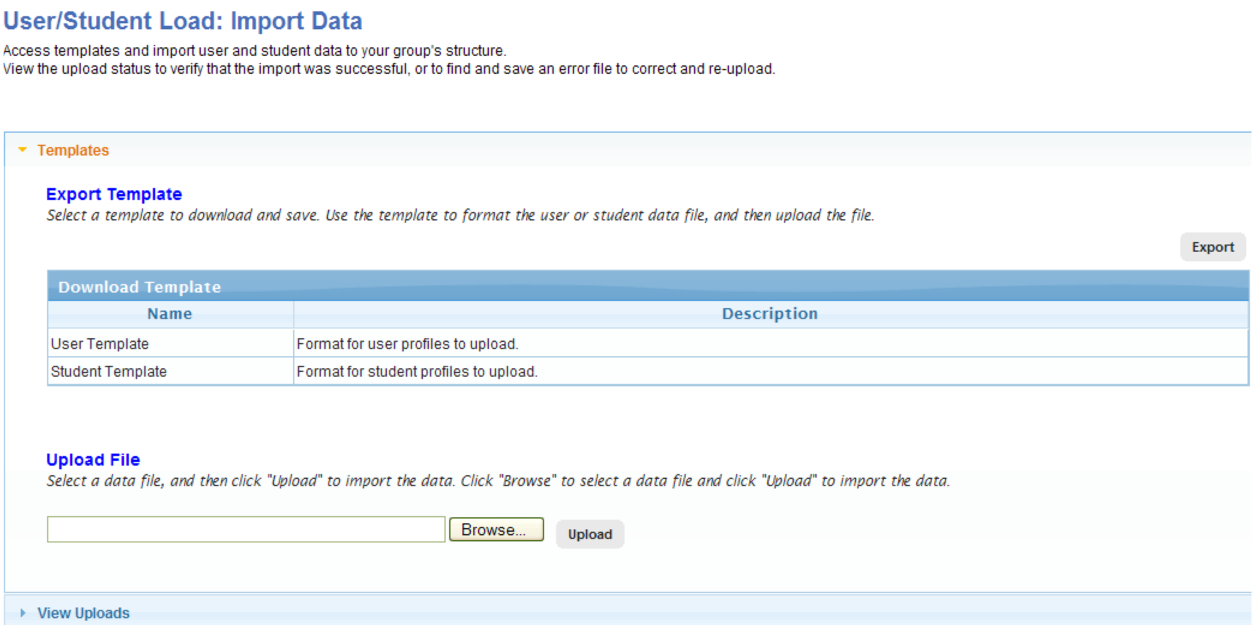
- Export a template to use in formatting the information
- Prepare the information using the template
- Upload the formatted file
- Check for data errors and, if needed, correct errors
- Clean up the system by deleting old files

The method used to upload student and user profile information is the same for both profile types. Each profile type, however, requires different information, using a template tailored to the type of information required. The first step to uploading data is to export the template for the type of information you want to upload into the system.

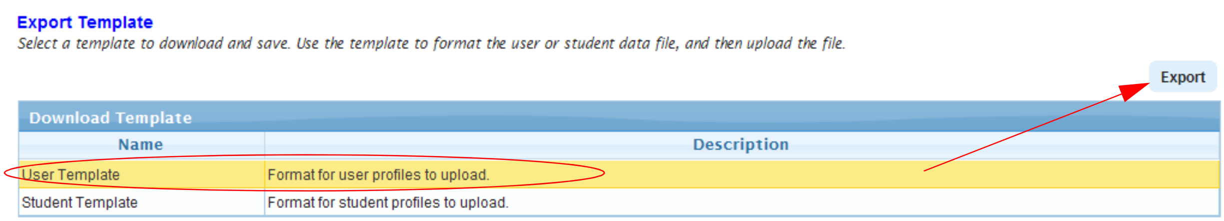
Step 1: Downloading a Template

1. On the My Sessions page, click **User/Student Load>Import** on the **Services** tab.

The **User/Student Load: Import Data** page opens.



2. Click either **User Template** or **Student Template** for the type of information you are preparing for upload.



3. Click **Export.** A File Download dialog asks whether you want to **Open**, **Save**, or **Cancel**.

4. Click **Save**, and in the next dialog, choose a location on your computer to save the template, and then click **Save** again.

Note: When downloading on an Apple® Macintosh® computer, you may need to look in the **Download Manager** to locate your file and then save it.

Step 2: Preparing Information and Uploading

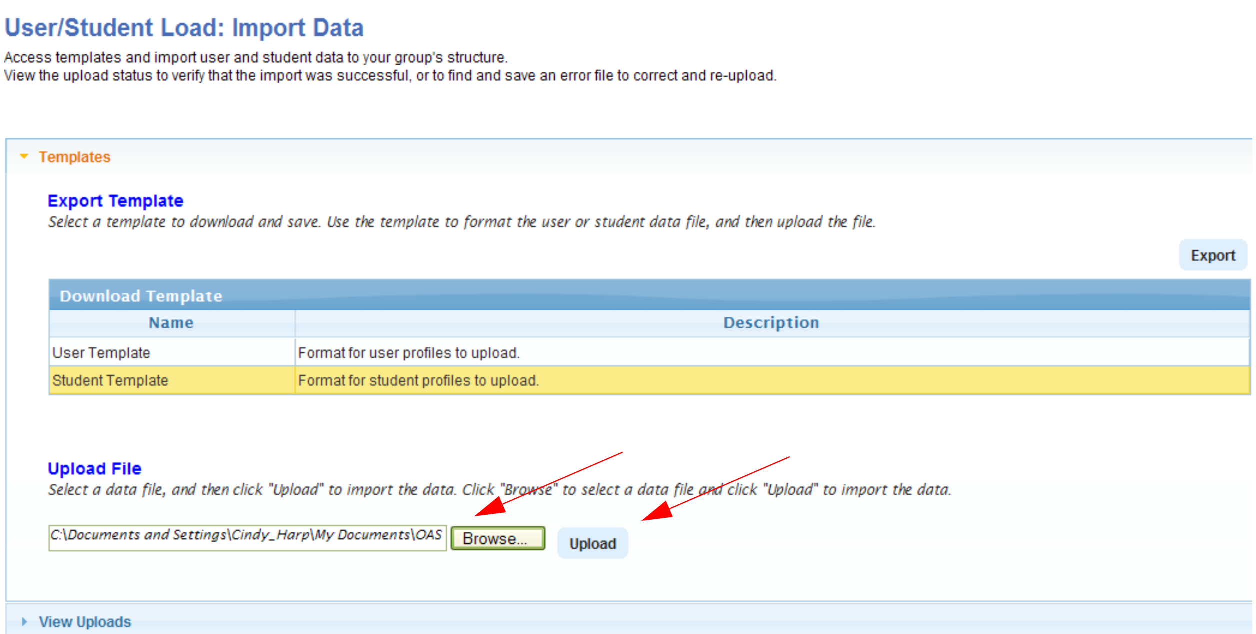
When you are ready to prepare student or user information for uploading:

1. Navigate to the place you saved the Student Template or User Template.
2. Enter the information in the template, using the specified format and save the completed file in a location where you can find it when you are ready to upload the file.

Tip: The application accepts only the .XLS file format. If you have a newer version of Microsoft® Excel® that uses a different extension (such as .XLSM), be sure to save your file in the older .XLS format.

Note: For detailed data template rules, including whether to update an existing record or add a new one, see *Using Student and User Profile Data Templates* in this chapter. These rules are also available by clicking the **Help** link available on the **Import Data** page on the Templates tab.

3. On the **My Sessions** page, click **User/Student Load>Import** on the **Services** tab.
4. Click **Browse** to locate and select the formatted (.XLS) file, and then click **Open**.
5. Click **Upload**.



6. You will see a status indicator to show that the file is uploading. Upon completion of the upload, a message confirms that the upload was successful.

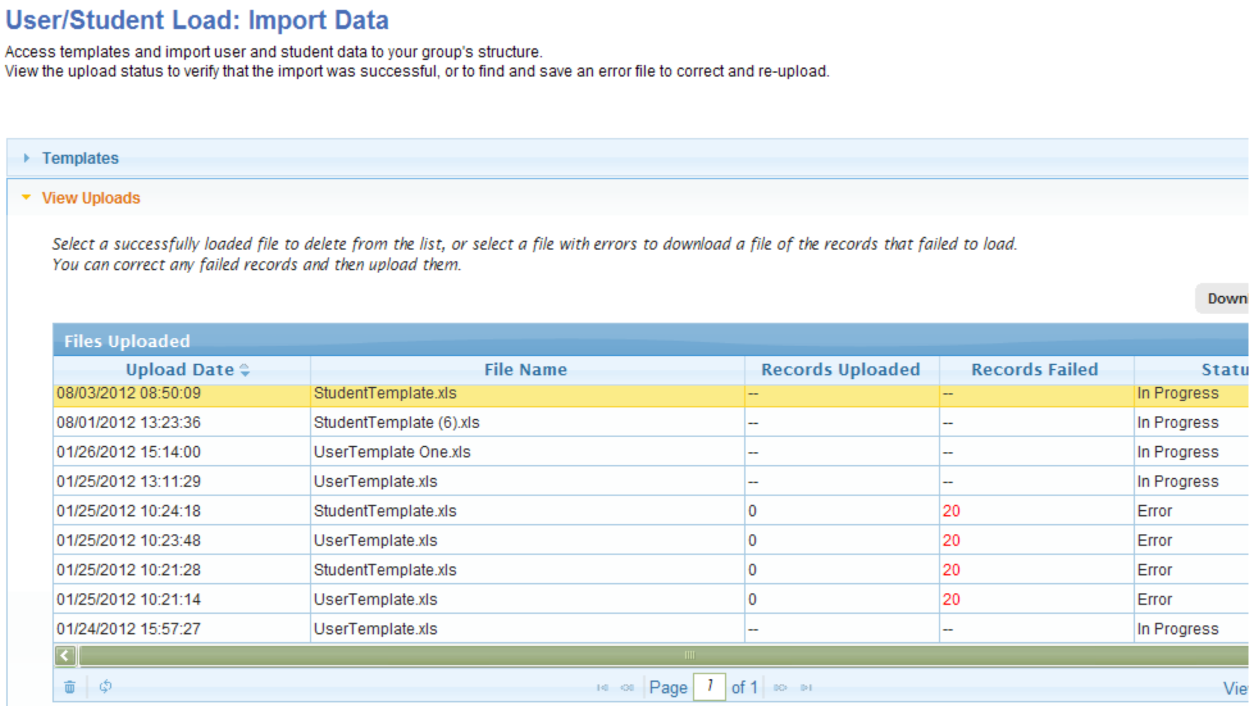
7. Your next action depends on what you want to do:
   - To upload more files, click **Browse**, locate the additional files, and click **Upload** again.
   - If you have finished uploading files, click the **View Uploads** panel to see the status of your uploaded files.
   - If the status of the uploaded files is **In Progress** (still being uploaded) on the **View Uploads** panel, you can navigate to some other task or log out of the system until you are notified by email that your upload is completed.

Note: After you have uploaded files, the system will send you an email that your files have finished uploading. Always check **View Uploads** to verify if the upload is successful or errors need correction.

Step 3: Viewing File Upload Status

1. Click **User/Student Load>Import** on the **Services** tab.

2. Click **View Uploads**.



Upload Date	File Name	Records Uploaded	Records Failed	Statu
08/03/2012 08:50:09	StudentTemplate.xls	--	--	In Progress
08/01/2012 13:23:36	StudentTemplate (6).xls	--	--	In Progress
01/26/2012 15:14:00	UserTemplate One.xls	--	--	In Progress
01/25/2012 13:11:29	UserTemplate.xls	--	--	In Progress
01/25/2012 10:24:18	StudentTemplate.xls	0	20	Error
01/25/2012 10:23:48	UserTemplate.xls	0	20	Error
01/25/2012 10:21:28	StudentTemplate.xls	0	20	Error
01/25/2012 10:21:14	UserTemplate.xls	0	20	Error
01/24/2012 15:57:27	UserTemplate.xls	--	--	In Progress

Your files are listed by date and time of upload. For each file, you will see the total number of records in the file that successfully uploaded, the number of records that failed to upload (if any), and the overall **Status** of the file upload:

Success - All records in the file uploaded successfully

Error - Some or all of the records in the file have errors

In Progress - The file is still being uploaded. If you are waiting for a file to finish loading, occasionally click **Refresh List** to update the status of the upload.

Step 4: Checking for Data Errors and Making Corrections

If the **View Uploads** tab indicates errors, you can download the error file, correct the records with errors, and re-upload the corrected file. The downloaded error file contains only those records that failed to upload, and the fields with errors are highlighted.

The system checks the upload file for errors in several passes through the file, common or "easy" errors first, such as missing a required value or improperly formatted entries. If there are no common errors, the system proceeds to check for more critical errors. If an easy error occurs in a record, it stops validating that record, the record is flagged, and the system goes on to the next record.

Multiple types of errors in a single record may require more than one round of corrections before the system can upload that record. To avoid this repetition, it is worthwhile to re-examine all the fields in a record that is flagged with an error before resubmitting for upload.

1. On the **View Uploads** panel, click a file with errors to select the file. A color key is displayed on the lower part of the **View Uploads** panel when you select an error file to download.

Error Description	Error Color
Less characters than allowed	
More characters than allowed	
Invalid characters	
Missing required values	
Logical errors	

   Each color indicates the type of error that can occur in the downloaded file.

2. Click **Download Error File**, and save the file to a location you choose.

3. Open the file and fix the errors. Refer to the error descriptions/color key on the **View Uploads** panel for help in diagnosing the errors.

4. When you have corrected all the errors, save the file.

5. Upload the corrected file. When you receive the email confirming that the upload process is finished, go to **View Uploads** to verify that all errors were corrected and the file was successfully uploaded.

Note: If you have only a few records with errors after your initial upload, you might choose to add those student or user profiles manually into the system, rather than correcting and re-uploading the file, if this is allowed by your group.

Step 5: Cleaning Up Old Files

After files have been confirmed as successfully uploaded, you can delete these files from the **View Uploads** page to keep the list from getting too long. These files are no longer needed, as the information has been recorded in the database.

1. Click **User/Student Load>Import** on the **Services** tab.

2. Click **View Uploads**.

3. For each file with a status of **Success**, click the file to select it and then click **Delete File**. If you have files with an **Error** status that you no longer need (for example, you plan to manually enter the information), you can delete these also.

4. Click **OK** to confirm the deletion. The page refreshes with a message that the file has been successfully deleted.

5. Repeat steps 3 and 4 for each file you want to remove.

Using Student and User Profile Data Templates

Many fields in the Student Data template are self-explanatory, but a few have some specific format requirements. The phrase "case insensitive" means that either uppercase or lowercase letters are acceptable. These are the required formats for specific fields in the Student Data template.

Upload file formats

Format for date of birth is mm/dd/yyyy
Gender can be Male/Female, M/F, Unknown, U (case insensitive)
Format for state name is spelled out, not abbreviated (for example, California, not CA)
Format for zip code is XXXXX-XXXXX
Format for phone is (nnn) nnn-nnnn Ext: nnnn
Format for fax is (nnn) nnn-nnnn
The student accommodation value can be true/false, T/F, yes/no, y/n (case insensitive)
Possible values for font size accommodation: standard or large
Possible colors for foreground, background, and font in both question and answer areas are as shown in the Add Student/Specific Accommodations panel in the system (see *Viewing your group's custom data fields*)
For accommodations field having multiple values, enter the values separated by a semi-colon (;)

When you download data to an Excel file, the following are the formats in which the specified data will be downloaded.

Download file formats

Format for date of birth is mm/dd/yyyy
The student accommodation value is True/False
Gender is Male/Female, or Unknown

Format for phone is (nnn) nnn-nnnn Ext: nnnn
Format for fax is (nnn) nnn-nnnn

Viewing Your Group's Custom Data Fields

The fields in your **Student Data** template are specific to your group's configuration setup. To see the student demographic and accommodation fields and values for your group:

1. Click **Manage Students>Student List** on the **Groups** menu.
2. In your **Group Selector**, navigate down to a layer where you can view a **Student List**.
3. Click **Add Student**. In the Add Student window, click the **Additional Student Information** and **Specific Accommodations** title bars to expand the panels and view the fields and ranges of values corresponding to your template.

To see the fields in the **User Data** template as they appear in the system:

1. Click **Manage Users** on the **Groups** menu.
2. Navigate to a layer where you can view a **User List**.
3. Click **Add User**. Click the **Contact Information** title bar to view these fields and values.

Rules to Update Existing Records or Add New Records

Uploaded records are matched only against students or users whose information you have appropriate permissions to manage (those who are located at or below your layer in your group). The system uses unique identifying information in the record to decide whether to update an existing record or to add a new user or student record.

Matching users

When matching user profile information, the user's first name, middle name, and last name is a unique key combination.

- If these three attributes match with any existing user, the system will update the user's information with the uploaded values.
- If the combination does not match, the system will add a new user profile.

Matching students

There are two different keys the system uses to match students in the upload file to existing records in the system. By default, when matching student profile information, the system will first check for the unique key combination of first name, middle name, last name, DOB, and gender.

- If that combination matches, the system will **update** the student information with the uploaded values.

- If this unique combination does not match with any existing student, the system will **add a new student record**.

If your group uses unique student IDs and requests that records be matched or added on student ID, the system will first check for a unique student ID.

- If the uploaded student ID matches with any existing student ID, the system will update all the information for that student, including first name, middle name, last name, date of birth (DOB), and gender.
- If the unique student ID does not match with any existing student, then the system will check for the unique key combination of first name, middle name, last name, date of birth (DOB), and gender.
  - If this unique key does not match with any existing student, the system will add a new student record.
  - If this key combination does match, then the record is loaded, updating all the non-key fields.

Uploading group assignments

The group structure is also being updated as the students' and users' files are uploaded.

When uploading student or user information, the system checks for the member group to which the student's or user's record is to be associated. If your customer configuration specifies it, the group ID (for example, Class ID) is given preference over the group name for matching.

- In this configuration, if the group ID matches with an existing group, and the group ID exists at or below your layer, the record is uploaded to the specified location. (It does not update or correct any errors that might exist in the group name.)
- If the group ID is missing or does not match a group ID already in the system, or your configuration does not specify matching on group ID, then the system checks for the group name (a required field). If the name exists in the system, and its location is at or below your layer, the record is uploaded to that location.
- If neither the group ID nor the group name matches an existing group, but the location is logical at or below your layer, the group is created and then the record is uploaded to that location.

  For example, say that a District administrator is uploading records for students in School X into classes, and Classes A and B exist, but Class C does not yet exist in the system for School X. When the system encounters a student record that specifies it belongs to Class C, Class C will first be added to School X's group, and the student record will be uploaded to this location.

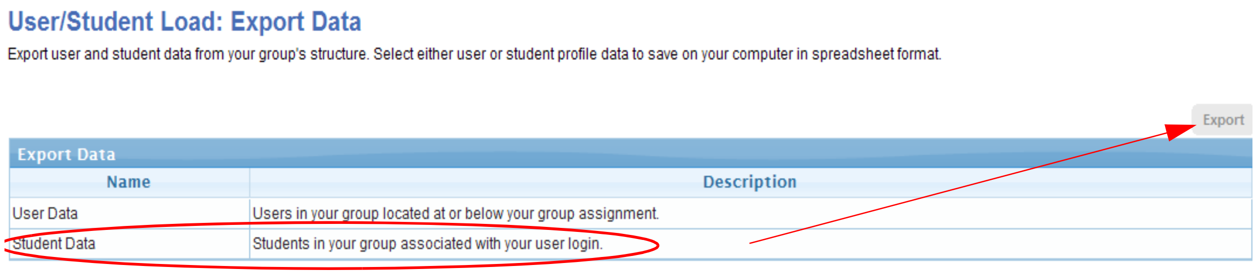
Exporting Student or User Profile Information

You can download a file of all student or user profile information for those students or users at or below your user login. The file will download in an .XLS spreadsheet file format that you can save on your computer.

Note: If the information you want to download is over 64 Kb in size (more than 65,563 records), call your Account Manager for assistance. Records over this number will be lost.

1. Click **User/Student Load>Export** on the **Services** tab.

2. Click **User Data** or **Student Data**, and click **Export**. The more records you have to download, the longer it takes.



3. When the files are ready to download, a standard dialog asks if you want to Open or Save the file. Click **Save** and then choose a location for the .XLS file.

Note: When downloading on an Apple® Macintosh® computer, you might need to look in the Download manager to locate your file and then save it where you want.

Chapter 10: Monitoring Program Status

Some groups might see an option on the **System Administration** page that lets them monitor the completion status of all students scheduled to test sessions in a testing program. By verifying which students have scheduled test sessions remaining to be completed, you have the opportunity to adjust student assignments as needed to allow for maximum testing program completion.

Student completion status is given by test and—if there are multiple subtests with their own test access codes—by subtest, for all scheduled test sessions in your testing program. Details for each student's test session include the student's login information, and should be handled as secure information according to your testing program rules.

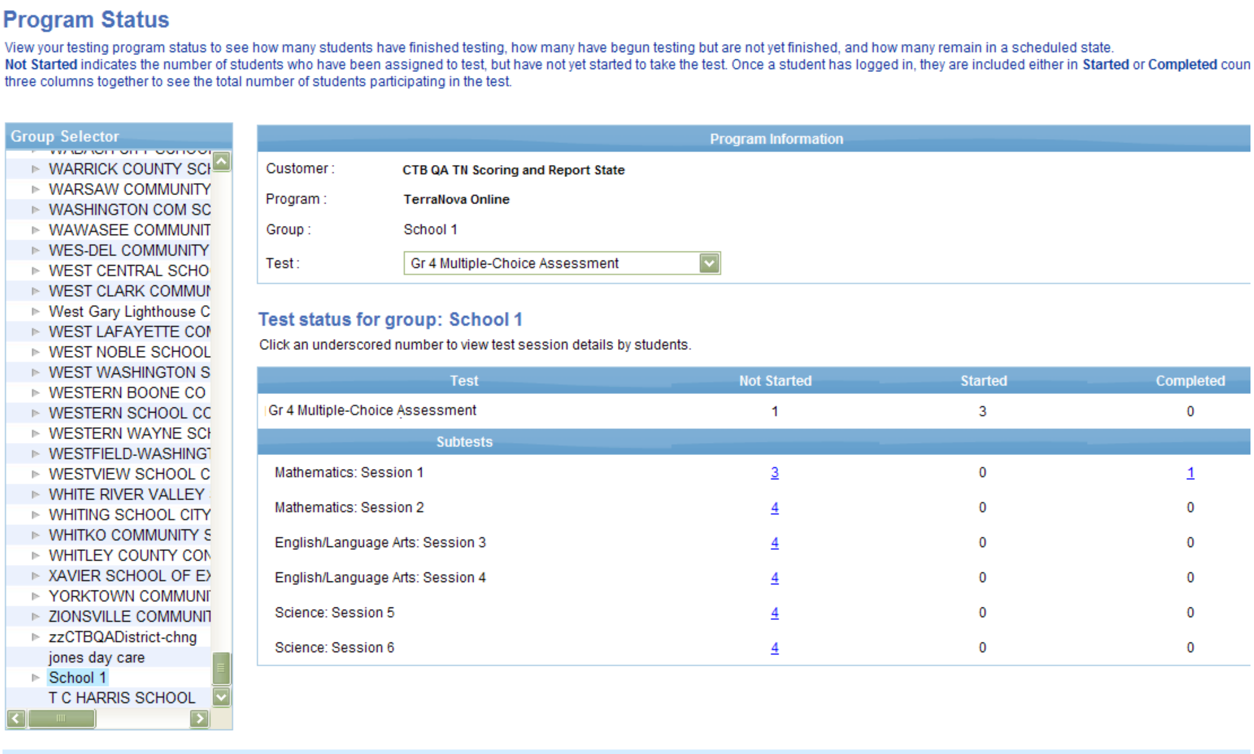
Administrators at any layer in the group can monitor Program Status for students, users, or groups at or below the administrator's group assignment.

Viewing a Program's Status

1. On the **My Sessions** page, click **Program Status** on the **Assessments** tab.

2. In the Group Selector, your group assignment is the top layer available for you to view. If applicable, click the arrows beside the group name layers to move down through the group to the layer at which you want to view program status. For example, if you are a district-level administrator, and you want to view status for a specific school, click down to the school layer, where you can select that school.

3. At the top of the **Program Status** page, you will see the **Program Information** panel, and below, a table lists the **Test status** for the selected group:



4. In the **Program Information** panel:
   - If you have more than one testing program, select the **Program** that you want to view and/or report on from the drop-down list.
   - If you have more than one test in your program, select the **Test** that you want to view and/or report status.

5. The **Test Status for Group: [selected group]** table lists the number of students currently in each stage of test completion, for each test and subtest (if you have separate Test Access Codes for subtests). There are three possible completion statuses shown:

   Not Started—student has been scheduled in a test session, but has not yet logged in to begin testing on the designated test or subtest.

   Started—student has logged in to the test/subtest, but has not yet completed it. The student might be testing currently, or might have begun testing but be in a state of student stop, system stop, or other interrupted state.

   Completed—Student has logged in and taken the test, or a sufficient portion of the test to pass validation criteria, and has exited the test by confirming that he/she is finished.

Note: If you add the totals of each completion status for a test/subtest, the overall total is equal to the total number of students scheduled for that test or subtest.

6. If the number of students in any of the status columns is underscored, click the underscored number to display a list of the students and, for each student, his or her test Session Name, Session ID, Login ID, Password, and Access Code, for the selected test/subtest.

Export To Excel

Scheduled students for : Mathematics: Session 1

Session Name	Session ID	Login ID	Password	Access Code
Gr 4 Multiple-Choice Assessment	517448	grace-i-beckham-0928	CURRY4	CIVET64245
Gr 4 Multiple-Choice Assessment	7176603	noah-r-adams-0804	YOKE38	MANUMIT385
Gr 4 Multiple-Choice Assessment	517448	isaac-n-beatty-0106	BATT18	CIVET64245

Page 1 of 1 View 1 - 3 of 3

Note: Student counts become links when you have selected the lowest or second-to-lowest layer in the group structure (the layer at which students are associated with the group). For example, if the lowest layers are the school and class layers, the students generally are associated with the class layer. Thus the student counts are available at the school layer, and at the class layer.

7. To sort the list of students, click a column head. To search, click the **Search** icon, enter keyword information on which to search, and click **Search**. Click **Reset** to start over or to filter by different information.

Exporting a Program Status Report

If your test consists of more than one subtest, the Program Status is shown and exported only for individual subtests at the student layer in the group—that is, from the **Scheduled Students for: [*test session*]** detail table as shown in step 6 above.

1. To export a program status report in .XLS file format, first follow steps 1 through 7 to find and view the students whose program status you want to export.

2. To export the detailed list of students in the table, click **Export to Excel**. If you have filtered the list, only those students in the filtered view are included in the exported file.

3. In the dialog that opens, click **Save**, and then specify the location on your computer to save the file. You can then open the list and print it.

   Alternatively, if you choose to **Open** the export file first, choose **Save As** from the Microsoft® Excel® **File** menu, so you can specify a location to store the file. If you choose **Save**, the file will be saved in an obscure *temp* folder on your computer, making it difficult to find.

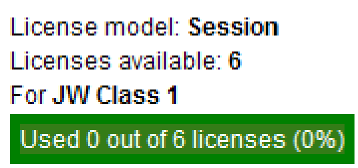
Chapter 11: Managing Test License Usage

"Manage Licenses" is a configurable feature for those who purchase test licenses on an ongoing basis. (A license is the right to administer a specific test to an individual student one time.) This feature lets the group track the consumption of licenses so that purchasing decisions can be made in advance of the requirement for additional licenses.

Managing test licenses is a simple process. A CTB Account Manager configures your group's account to track licenses and enters the number of licenses purchased, by test product, into the administrative software. There are two "models" used for assigning licenses--by test session or by subtest. The top-level administrator for your group then distributes the licenses across the sub-groups, until all are distributed. Administrators at lower layers can re-distribute licenses across their sub-groups. When licenses have been consumed to the point that less than 20% of the purchased quantity remains available, the system sends an email message to notify the customer administrator so that timely purchasing decisions can be made.

When an account is set up for license tracking, all users having permission to schedule students for test sessions see a "Licenses" display in the upper right corner of the **Add Students** panel of the **Schedule Sessions** window. The display lists the number of licenses available for your layer of the group, for the selected test or subtest.

The text on the bar shows the model used to track licenses, and the exact quantity of test licenses available, both as a number and as a percent of the total licenses available at that layer of the group. In addition, the color of the bar indicates when certain usage thresholds are reached.



- **Green**—More than 20% of the purchased quantity is available for assignment.
- **Yellow**—Between 10% and 20% of the purchased quantity is available for assignment.
- **Red**—Less than 10% of the purchased quantity remains available for assignment.

As you schedule test sessions and assign students to test, edit test sessions, and copy test sessions, the licenses display bar is available for your reference. If you attempt to assign more students to test than you have licenses available, the system will inform you, so you can decide to test fewer students or to purchase additional licenses. The system calculates your available licenses as follows:

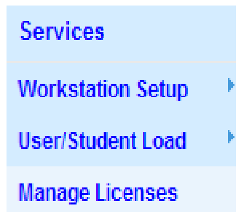
- As students are scheduled to take the test, the Scheduled quantity increases and the Available quantity decreases on a one-for-one basis.
- When students test, the Scheduled quantity decreases and the Consumed quantity increases.
- If a student who was scheduled to take a test is later removed from the test session, the Scheduled quantity decreases and the Available quantity increases.

Note: If other system users are scheduling tests at the same time as you, any assignments they make will decrease the available license quantity on your page whenever the page is "refreshed" by saving or navigating to another page.

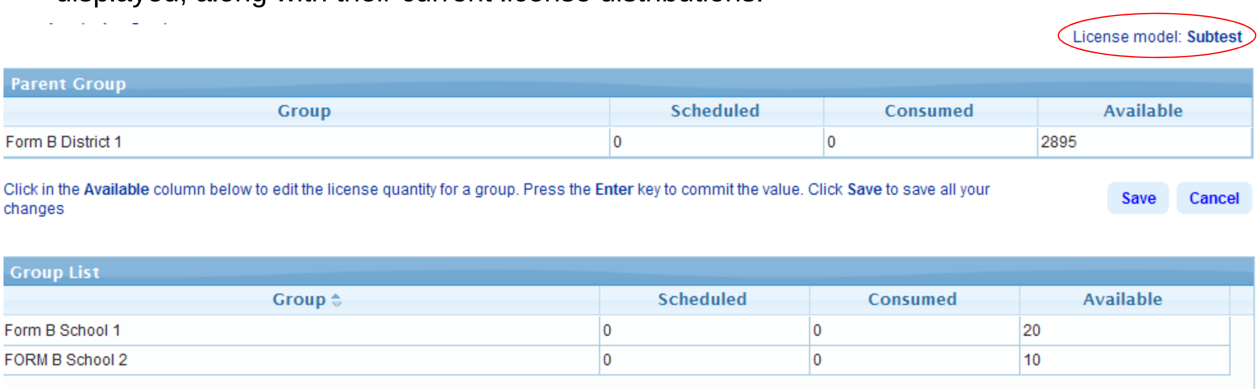
Managing Licenses

System administrators can manage the distribution of licenses at and below their layer in the group.

1. Click **Manage Licenses** on the **Services** tab.



2. In the Group Selector, navigate to the layer of your group hierarchy at which you want to distribute licenses, and select that group. The Parent Group and its sub-groups are displayed, along with their current license distributions.



License model: Subtest

Parent Group

Group	Scheduled	Consumed	Available
Form B District 1	0	0	2895

Click in the Available column below to edit the license quantity for a group. Press the Enter key to commit the value. Click Save to save all your changes

Save Cancel

Group List

Group	Scheduled	Consumed	Available
Form B School 1	0	0	20
FORM B School 2	0	0	10

The license distribution model is shown above the table in the right corner. Licenses can be distributed by subtest or by session, but not by both.

3. The group table displays the total number of **Scheduled**, **Consumed**, and **Available** licenses, by group and subgroup, if applicable.

   Other information shown in the tables:

   Parent Group—layer of currently logged-in user

   Group List—Sub-groups of the Parent Group layer. For example, if the parent group is a district, the sub-groups would be the schools in the district.

   Scheduled—Sum of scheduled license values of all lower groups under the current group. A license is scheduled when a test is assigned but the student has not yet logged in to the test.

   Consumed—Sum of consumed license values of all lower groups under the current group. A license quantity moves from “Scheduled” to “Consumed” when the scheduled student has logged in to the test, whether the student has actually taken the test or not.

