

General WY-TOPP Questions	1
Administration Questions.....	3
Scores and Reporting.....	4
English Language Arts (ELA) Texts.....	7
WY-TOPP K-2 Interim Assessments.....	9

General WY-TOPP Questions

What is WY-TOPP?

WY-TOPP stands for Wyoming’s Test of Proficiency and Progress. It assesses students on the [Wyoming Content and Performance Standards](#) in the content areas of ELA, math, and science. WY-TOPP is administered online with a computer-adaptive assessment and includes the end-of-year summative assessment, along with optional interim and modular assessments.

Is the Test Wyoming Specific?

Yes, WY-TOPP is a customized summative and interim assessment system, built for Wyoming, using items aligned to the Wyoming Content and Performance Standards.

What is the Summative Assessment?

Summative assessments are end-of-year, standards-based, adaptive assessments which support access and fairness in measuring all students while offering quick, detailed reporting at the domain level. Students in grades 3-10 take the WY-TOPP summative assessment in English Language Arts (ELA) and Mathematics. Writing is assessed in grades 3, 5, 7, and 9; Science is assessed in grades 4, 8, and 10. [Assessment Blueprints](#) outline the content being assessed.

What Are the Interim Assessments?

Interim assessments are similar to the summative assessment in that they are built with similar items, but are shorter and administered during seasonal testing windows. In grades 1-10, the interim assessment is adaptive and offers instant, detailed reporting at the domain level, and educators can see each student’s response to items. The K-2 interims are fixed-form assessments. Students in grades 1-2 participate in the Fall Interims, and students in grades K-2 participate in the Spring Interims. Any WY-TOPP K-2 data may supplement other data used by schools to ensure students are proficient in reading by the end of third grade in order to meet [W.S. 21-3-401\(c\)](#).

What Are the Modular Assessments?

Modular assessments are standards-based, fixed-form assessments divided by topic to measure subsets of the standards and offer instant, detailed reporting for the teacher. These assessments are domain specific (e.g., exams by topic or unit) and are available on demand in grades 1-11 for ELA and Math and in grade bands for Science (elementary, middle school, and high school).

How Does a Computer-Adaptive Assessment Work?

A computer-adaptive assessment adjusts according to each student's ability level. Questions selected depend on the student's performance on previous questions. Higher performance is followed by more difficult questions, and lower performance is followed by less difficult questions. This produces more accurate results of student performance.

How Does the Standards-Based Adaptive Algorithm Work? How Does It Assess Kids Above or Below Grade Level?

The assessment item bank includes several items that are identified to assess different levels of understanding for various concepts. This can be done on grade, within the grade-level standards. Items selected for each student depend on the student's performance on previously selected items. Thus, each student is presented with a set of items that most accurately aligns with their proficiency level based on grade-level content. Higher performance is followed by more difficult items, and lower performance is followed by less difficult items until test length constraints are met.

What Does the Test Look Like?

You can visit wyoassessment.org to experience a training test. The ELA and Math Training Tests contain assessment items for grades 3–10. The ELA tests for grades 3, 6, and 9 also include sample listening questions. The Science Training Tests contain assessment items in each grade band (elementary, middle school, and high school).

When Are WY-TOPP Results Available?

The results from the interims and modulars are available immediately for all areas except writing. The Centralized Reporting System is the repository for all modular, interim, and preliminary summative assessment results. All summative results may take up to 10 days to appear in Centralized Reporting.

How Do I Get More Information on Assessments?

The [WDE Assessment page](#) provides further information about Wyoming Statewide Assessments. In the gray bar, found to the right on that page, is a list of additional child pages for more specific information on each assessment (i.e., ACCESS, ACT & WorkKeys, WY-ALT, WY-TOPP, NAEP). Other child pages include Accommodations and Accessibility, Blueprints and Rubrics, Assessment Calendar, and Test Security.

Administration Questions

How is the Assessment Delivered?

The WY-TOPP assessments are online. If a student's IEP states that a student needs an assessment available on paper only, then a paper exam will be provided. There is also an option to print on-demand.

2022-23 Test Administration Dates – [Assessment Calendar](#)

Assessment	Date(s)	Grade Level	Subjects Assessed	Mandatory
Modulars	On demand 9/13 - 6/15	Gr. 3-10	ELA, Writing, Math, and Science	No
Fall Interims	9/13 - 10/7	Gr. 1-10	ELA, Writing, and Math	No
Winter Interims	1/10 - 2/2	Gr. 3-10	ELA, Writing, and Math	No
Spring Interims	4/11 - 5/5	Gr. K-2	Reading and Math	No
Summatives	4/11 - 5/5	Gr. 3-10	ELA and Math - Gr. 3-10 Writing - Gr. 3, 5, 7, 9 Science - Gr. 4, 8, 10	Yes

What Tools Are Available for the Online Assessments?

A list of tools is available in the [Accessibility and Accommodations Guide](#).

What Type of Accommodation Tools Are Available for the Online Assessments?

- Color Choice (background and text color)
- Zoom (enlarge 1x, 2x, etc.)
- Language (Spanish translation and Spanish versions of formula sheets)
- ASL and Closed Captioning
- Braille (through refreshable Braille displays and Tiger embossers; a paper option is also available)

Are There Limitations on Using Calculators During the Test?

Students will not be allowed to use hand-held calculators or tools other than those offered on the assessment platform. Specific tools will be available on test items, when appropriate.

What Type of Braille Assessments Are Available?

Students who need assessments in Braille can take the ELA test in UEB contracted, UEB uncontracted, or EBAE contracted form. On the math test, they can take it in UEB Nemeth, UEB math, or EBAE Nemeth code. The summative assessments can be ordered in paper form and are available online with refreshable Braille or Tiger embosser. Braille availability will continued to be expanded in future years for the interim assessments.

Scores and Reporting

How Are WY-TOPP Results Used?

- Results from the summative assessment are used by the state to help evaluate school performance. Student scores from the WY-TOPP summative assessment are used as school accountability measures for participation, growth, equity, and achievement. Individual student results are provided to parents, but have no direct effect on student grades.
- Results from the interim assessments are primarily used by school districts to provide an evaluative snapshot of performance. Individual student results are provided to teachers, but have no direct effect on student grades.
- Results from the modular assessments are primarily used by teachers to evaluate student performance on specific topics. Individual student results are provided to teachers who have the option to use them as a portion of a student’s grade.

Is There an Option to Print Reports for Parents in Spanish?

Yes, simply indicate Spanish in the report printing options.

What Are Scale Scores?

The Scale Score Proficiency-Level Ranges are based upon scale and performance-level cut scores determined by standard-setting panels of educators. Cut scores are specific scores selected by educator committees that represent the overall knowledge a student showed based upon their answers to questions on the test. Educators determine the lowest score a student can have and still meet the definition of each performance level – Basic, Proficient, and Advanced. These definitions are based on the Performance Level Descriptors (PLDs) and the Wyoming Content and Performance Standards. Educators and parents can utilize the information in the tables below, in conjunction with the scale score shown on a student score report, to gain an understanding of how the student performed on the test in relation to the content expected to be taught in their enrolled grade-level. Each performance level is represented by a range of scores due to the complex nature of each content area and the varying levels of understanding that can be had by a student in that level. The WY-TOPP cut scores are not vertically scaled, meaning they are not on a common scale, from grade to grade. Careful consideration should be made when making comparisons between scores in different grade-levels. Performance levels are a more accurate representation when making these between grade comparisons.

SCALE SCORE PROFICIENCY-LEVEL RANGES FOR GRADES 3–10 ENGLISH LANGUAGE ARTS

Grade	Below Basic	Basic	Proficient	Advanced
3	≤563	564-591	592-627	≥628
4	≤579	580-612	613-648	≥649
5	≤600	601-626	627-667	≥668
6	≤613	614-639	640-688	≥689
7	≤616	617-643	644-691	≥692
8	≤625	626-652	653-707	≥708
9	≤628	629-655	656-708	≥709
10	≤630	631-666	667-712	≥713

SCALE SCORE PROFICIENCY-LEVEL RANGES FOR GRADES 3–10 MATHEMATICS

Grade	Below Basic	Basic	Proficient	Advanced
3	≤416	417-437	438-460	≥461
4	≤441	442-465	466-490	≥491
5	≤465	466-493	494-532	≥533
6	≤489	490-520	521-559	≥560
7	≤515	516-551	552-587	≥588
8	≤542	543-584	585-626	≥627
9	≤572	573-616	617-667	≥668
10	≤602	603-652	653-713	≥714

SCALE SCORE PROFICIENCY-LEVEL RANGES FOR GRADES 4, 8, 10 SCIENCE

Grade	Below Basic	Basic	Proficient	Advanced
4	≤376	377-400	401-424	≥425
8	≤776	777-803	804-828	≥829
10	≤979	980-1000	1001-1027	≥1028

How Were the Cut Scores Determined for ELA and Math?

From July 10–12, 2018, AIR (now CAI) facilitated standard-setting workshops for grades 3-10 in English Language Arts (ELA) and Mathematics. The 84-member panel was composed of Wyoming teachers, curriculum specialists, education administrators, and other stakeholders. The members were selected from large and small Wyoming school districts throughout the state, ensuring diverse perspectives throughout the standard-setting process.

The panelists used the Bookmark method, the most common procedure used throughout the country and for previous Wyoming assessments. Panelists were given a booklet of items ordered by level of difficulty. During the process, the panelists referenced the Wyoming College and Career-Readiness Standards, the Performance-Level Descriptors (PLDs), and student performance data from the 2018 WY-TOPP Summative Assessment. The panelists bookmarked items representative of minimum performance of Basic, Proficient, and Advanced performance levels. There were multiple rounds of review and resolution during the three-day workshop.

The cut scores are used to determine the four performance levels - Below Basic, Basic, Proficient, and Advanced

How Were the Cut Scores Determined for Science?

From June 14-15, 2022, CAI facilitated a standard-setting workshop for Science in grades 4, 8, and 10. The 34-member panel was composed of Wyoming teachers, curriculum specialists, education administrators, and other stakeholders. The members were selected from large and small Wyoming school districts throughout the state, ensuring diverse perspectives throughout the standard-setting process.

Because the new science items - specifically the item clusters - represent multiple, interdependent interactions through which students engage in scientific phenomena, scoring assertions were ordered by difficulty to create an ordered assertion booklet. Panelists were presented with ordered scoring assertions for

each item separately. Panelists mapped each scoring assertion to the most appropriate performance-level descriptor (PLD). Mapping of scoring assertions was based on the consideration of test content. During the process, the panelists were provided contextual information, including the percentage of students who performed at or above the performance level associated with each assertion (impact data), as well as the 2021 WY-TOPP science performance level corresponding to each assertion (benchmark data). The panelists performed the assertion mapping in two rounds of standard-setting.

The cut scores are used to determine the four performance levels - Below Basic, Basic, Proficient, and Advanced.

Was Student Information From Wyoming Students Used to Set Cut Scores?

Yes. Panelists reviewed student performance data from the Spring 2018 WY-TOPP ELA and Math Summative administration during each round of review in the bookmarking process. For Science, panelists reviewed student performance data from the Spring 2022 WY-TOPP Science Summative administration.

What Role Did Writing Play in How Cut Scores Were Determined?

ELA cut scores were set using the overall scaled score for each test at each grade level. Because writing is assessed in grades 3, 5, 7, and 9, ELA panelists reviewed student responses to writing prompts from the 2018 assessment to determine overall ELA cut scores for those grades. Performance-level cut scores were not set for individual reporting categories; therefore, there is no cut score for writing only.

When Viewing Summative Results, Why Are There Only Three Performance Levels for the Reporting Categories?

The cut scores are used to determine four performance levels - Below Basic, Basic, Proficient, and Advanced. These cut scores were set based on the overall score, not each individual reporting category. Reporting categories are classified into three levels of achievement estimates - Below Standard, At/Near Standard, and Above Standard. Reporting categories have fewer items leading to a larger standard error of measure compared to overall scaled scores.

What Assessments use the Cut Scores Set During the Standard-Setting Workshop?

The WY-TOPP Summative and Interim assessments in grades 3–10 for ELA and math, and grades 4, 8, and 10 for science will use these cut scores. Achievement estimates based upon the Proficient cut score are used for Modular assessments. All cut scores will remain in effect until there is a change in the standards or the assessment. For example, the 2016 Wyoming Science Content and Performance Standards were assessed for the first time in Spring 2022; therefore, a standard-setting workshop was held to set the cut scores for the new science test, as outlined earlier in this document.

English Language Arts (ELA) Texts

What is the Difference Between Passages, Texts, and Stimuli?

Stimuli can come in a variety of formats, from written text to audio passages. Stimuli represent any material that students engage with in order to answer questions. On the WY-TOPP assessment, all stimuli are labeled as “passages.” For instance, “Passage 1” might be a text and “Passage 2” might be an audio passage.

What Type of Text Genres May Be Used in the WY-TOPP ELA Assessment?

WY-TOPP includes the full range of genres called for in the Wyoming ELA Content and Performance Standards, including informational texts, literary texts, historical/scientific texts, literary nonfiction texts, etc., with a greater emphasis on content-rich informational texts at the upper grades.

What Type of Text Genres May Be Used in the Writing Section of the WY-TOPP Assessment?

The writing portion of WY-TOPP presents students with informational texts that support either an informative or an argumentative/opinion essay.

How Many Texts Will a Student Read for a Given Passage Set in the ELA and Writing Sections of the WY-TOPP Assessment?

On the reading portion of the WY-TOPP assessment, students will typically read passages that include one to three unique texts. On the writing portion of the WY-TOPP assessment, students will read two to four passages as a basis for their writing.

What Does “Text Complexity” Mean?

Text complexity refers to the extent to which a text requires critical reading and higher order thinking skills. On the WY-TOPP assessment, text complexity is measured using both quantitative readability scores (e.g., Lexile® measures) and qualitative features, such as Levels of Meaning (i.e., Is the theme/main idea subtle or explicitly stated?), Structure (i.e., Does the plot/sequence advance chronologically or are there flashbacks/foreshadowing/shifts?), and Language (i.e., Are there simple, common words or academic, domain-specific vocabulary?).

What Are the Complexities of the Texts Within the ELA and Writing Sections of the WY-TOPP Assessment?

Texts on the WY-TOPP assessment are categorized as “low,” “medium,” and “high” complexity. The WY-TOPP passage pool currently represents a range of text complexities.

Which Qualitative Measures Are Used to Determine Appropriate Text Complexity Within The ELA And Writing Sections of the WY-TOPP Assessment?

When evaluating qualitative features, the important categories considered are Levels of Meaning, Structure, and Language.

Which Quantitative Measures Are Used to Determine Appropriate Text Complexity Within the ELA and Writing Sections of the WY-TOPP Assessment?

Lexile® is used as the quantitative measure; however, content experts also make an overall judgment about each passage based on a combination of both qualitative and quantitative features. The table below shows the general Lexile® ranges for each grade.

Grade	Lexile	Grade	Lexile	Grade	Lexile
Third	450 – 900	Sixth	955 – 1200	Ninth	1080 – 1400
Fourth	770 – 1050	Seventh	955 – 1200	Tenth	1080 – 1400
Fifth	770 – 1050	Eighth	955 – 1200	Eleventh	1215 - 1450

How Much Prior Knowledge Should Students Have Before Reading the WY-TOPP ELA and Writing Texts?

Prior knowledge is not required for the ELA or writing texts. In fact, so that it is fair to all students, part of the passage review includes making sure that no special background knowledge is needed to understand the text.

What is the Approximate Word Count for the ELA and Writing WY-TOPP Texts?

We use the following maximum word counts as a general guide.

Grade	Word Count	Grade	Word Count	Grade	Word Count
Third	650	Sixth	950	Ninth	1100
Fourth	750	Seventh	950	Tenth	1100
Fifth	750	Eighth	950	Eleventh	1100

Kindergarten through grade 2 assessments have audio embedded in the items, where audio should be provided for all students. Since text-to-speech (TTS) is an optional support, embedding within each item is intentional in order to provide audio support for all students where appropriate, based upon the standard being measured. An example of where audio is not provided due to the standards being measured is the Grade 2 Reading Informational and Reading Literature items, which do not have audio associated. Additionally, there are some items within the grade 1 and 2 assessments that will have audio for answer choices and some that do not, again due to purposeful item design. If TTS is enabled in TIDE, this will not carry over to the early grade assessments.

What Are Some Possible Strategies for Preparing Students to Read Similar Texts Found in the ELA and Writing Sections of the WY-TOPP Assessment?

It would be helpful to provide students a variety of texts to read which offer opportunities for deeper analysis and discussion and which provide details/evidence appropriate to support conclusions.

WY-TOPP K-2 Interim Assessments

The purpose of the WY-TOPP K-2 Interim Assessments is two-fold. First, the assessment provides a snapshot of where students are in their understanding and their ability to meet the expectations of the standards at a point in time. Teachers may review individual test items to evaluate student responses and make instructional shifts based on this information. Secondly, K-2 Interim Assessments are vertically aligned to the WY-TOPP grade 3 Summative Assessments, giving teachers the data needed to identify longitudinal trends whereby they can determine if individual students are “on track” for reading proficiency by the end of third grade. Please note, this assessment should only be used as a single data point and is not intended to solely identify students for interventions.

Can the K-2 Be Used as a Screener?

No, the K-2 assessment is not a screener and should not be referred to or used as one.

Are the ELA and Math Interims Required?

No, all WY-TOPP Interim Assessments, including the K-2 Interims, are optional.

How Can Students Prepare For the K–2 Interim Assessments?

The best way to prepare students for the functionality of the assessment is with the training test. The [Practice and Training Tests](#) are available year-round to anyone.

How Much Time Are Students Taking on These K–2 Interim Tests?

The state average time is approximately 18 minutes per test. (Note: ELA and Math are two separate tests.)

2019 K-2 Spring WY-TOPP Interim

Grade & Content	# of Items on Test	Total # of Students	% of Students Tested	**Mean Testing Time (h:min)	Min-Max Testing Time (h:min)	♦75th Percentile (h:mm)	♦♦95th Percentile (h:mm)
K Math	12	7445	84.30%	0:14	0:04-1:13	0:16	0:24
* K ELA	12	7445	96.52%	0:13	0:03-1:12	0:17	0:26
1 Math	12	6986	92.40%	0:12	0:02-1:30	0:22	0:33
* 1 ELA	12	6986	99.11%	0:19	0:04-1:17	0:14	0:23
2 Math	12	6984	93.93%	0:16	0:02-1:12	0:28	0:43
* 2 ELA	12	6984	99.79%	0:23	0:04-2:10	0:20	0:32

* K-2 ELA was required testing on the 2018 Spring Interim. (ELA was optional on the Fall Interim. Math was optional in all cases) In 2019, both ELA and Math were optional in all cases.

** Mean Testing Time is based on actual testing time from start-of-the-test to end-of-the-test. This time does not include logging in to the testing system.

♦ 75th Percentile - this is the time frame within which 75% of students were able to complete the assessment.

♦♦ 95th Percentile - this is the time frame within which 95% of students were able to complete the assessment.

Why Are the Spring Assessments Called Interims and Not Summative Assessments?

The spring interims are meant to indicate whether students are on track towards reading proficiency by the end of grade 3. This means that the grade 3 summative assessment is the culminating assessment of students' knowledge while the interims are an indication of their progress towards that end goal. These assessments are not intended to be a full summation of a student's learning each year.

Are the K–2 Interim Assessments Adaptive and Therefore More Diagnostic?

No. The Wyoming Department of Education (WDE) has contracted with Cambium Assessment, Inc. (CAI) to provide brief early childhood assessments, one in ELA and one in math. The ELA test's sole purpose is to provide results that may indicate whether a student is performing at grade level. The math assessment is also intended to determine if a student is performing at grade level, but offers no indicator of progress toward proficiency in grade 3. The tests, along with other classroom data, may indicate whether students need early interventions to assist them in becoming proficient. Teachers should continue to use classroom and formative assessments as well as district assessments for instructional determinations.

Should These Student Results be Used in IEP Team Meetings?

Not in isolation. The IEP team may use K-2 WY-TOPP results as a single data point in making determinations for students, but should remember that these interims are built on end-of-year expectations. This is especially important to keep in mind when looking at the results from the Fall Interims.

Should I Report Student Results From the K-2 Interim Assessments on Student Report Cards?

No, student scores on the WY-TOPP assessments are not intended to be used for grading or successful completion of course determinations.

Will Parents Get a Report on the Results of the K–2 Assessment?

No, there is no parent report for the K-2 assessment as it is not a comprehensive assessment. Teachers should use this information in conjunction with other classroom data to inform parents of their child's progress.

Why Are Standards Needed?

Standards define what students should know and be able to do and are used to identify clear expectations for students, parents, and teachers in order to improve teaching and learning.

Are There Cut Scores for These Assessments?

Yes, cut scores were determined by an educator panel on July 10, 2019. The process used to make these determinations relied on linking upper grades to lower grades in the same subject, beginning with grades 3 and 2. AIR (now CAI) created a statistical prediction model based on Spring 2019 and Spring 2018 Wyoming student data. The model predicted grade 3 proficiency using grade 2 test scores from the same students in adjacent years. After panelists selected grade 2 cut scores, the model predicted grade 1 cut scores using the same logic. The same process was subsequently used for kindergarten.

A single cut score was set for each test for each grade level so teachers could see if the student was 'below the cut' or if they were 'on or above the cut,' thereby determinations could be made about whether or not a student was on track for reading proficiency by the end of third grade. Please remember, while the K-2 WY-TOPP assessments provide valuable data, not meeting the cut score is not sufficient enough evidence to place students in interventions. This piece of data should be used with other data points to make those determinations.

What is the Cut Score for WY-TOPP K–2 Spring Interim Assessments?

The following cut scores are for the K-2 Spring Interim results for the 2019 administration and beyond. The cut scores for the K-2 Fall Interims will be delayed until a linking study is done for comparison. After this study, the Fall cut scores will be aligned to the Spring cut scores.

WY-TOPP K-2 Spring Interim Cut Scores and Corresponding Impact Data**

Grade and Content	*Progress Indicator Cut Score (Raw Score)	Impact Data (Spring 2019+ Students On or Above Cut Score)
K Math	10	45.51%
1 Math	10	49.91%
2 Math	13	45.87%
K ELA	8	40.25%
1 ELA	9	44.56%
2 ELA	8	49.17%

* There are only 12 items on each K-2 test; however, some items are worth more than 1 point.

** These cut scores are only for the Spring K-2 Interims.

Why Were Cut Scores Not Determined for the K–2 Assessments When They Were Determined for Grades 3–10?

Standard setting took place after the first administration of the assessment because the items had already been tested and existed within an assessment item bank. Since Wyoming is building the K-2 interims and since there is not a bank from which to pull and use items, at least two year's worth of data are necessary in order to review trends to determine scoring for the assessments.