

Testing Terminology

WYCPS. Wyoming Content and Performance Standards.

WYES. Wyoming Extended Standards; less complex content standards for eligible students with significant cognitive disabilities.

Achievement Level Descriptors (ALDs). Performance standards for the WY-ALT; descriptions provided at four complexity levels.

Item. Single test unit, consisting of a question and answer options.

Stem. Test question.

Label. Word or phrase that accompanies an answer option graphic.

Key. Correct response.

Distractor. Incorrect response.

Stimulus. ELA passage or a graphic of some kind that is presented to the student with the item.

Multiple choice item. Item and answer options with one correct response.

Multiple select item. Item and answer options with more than one correct response.

The Stimulus

- ELA, mathematics, and science items *may* be associated with a stimulus; some items do not require a stimulus.
- The stimulus and associated item(s) are presented together in the IAT. The stimulus appears to the left of each item.
- One or more items may be associated with a stimulus.
- Graphics (tables, diagrams, images, etc.) in a stimulus should always be accompanied with descriptive text.
- Readability and length of ELA passages should meet guidelines to ensure appropriate grade and complexity level.

Flesch-Kincaid (Readability Measure)	Word Counts
<ul style="list-style-type: none"> • Grades 3–5: (Low ≤ 1.0; Moderate ≤ 1.5 High ≤ 4.0) • Grades 6–8: (Low ≤ 1.5; Moderate ≤ 4.0; High ≤ 6.0) • High School: (Low ≤ 2.0; Moderate ≤ 5.0; High ≤ 7.5) 	<ul style="list-style-type: none"> • Low Complexity: ≤ 50 words, 1 paragraph • Moderate Complexity: 50–100 words, ≤ 2 paragraphs • High Complexity: 100–200 words, ≤ 3 paragraphs

The Item

- Avoid open stems and negatively-worded stems.
- Use similar lengths for answer options.
- Avoid distracting words like *all*, *only*, *never*, and *not*.
- Use options that are grammatically parallel to one another.
- Avoid wordiness and repetition.
- Place the options in a logical order.

The Key

- Make sure the key is the only clearly correct response.
- Avoid cueing—do not duplicate language from the stem.

The Distractors

- The distractors should be plausible for clearly incorrect.
- Avoid the use of “*all of the above*” and “*none of the above*”.

Graphics

- Choose graphics that are simple and uncluttered.
- Use color, but avoid accessibility issues for students with visual impairments.
- Choose graphics that show important features and minimize busyness.
- Choose graphics that clearly convey a concept.

Item Complexity

- Achievement Level Descriptors (ALDs) describe skills at each complexity level.
- Develop items with a range of complexity levels.

- Use graphics for answer options for less complex items.

Inserting Images with Text Editor


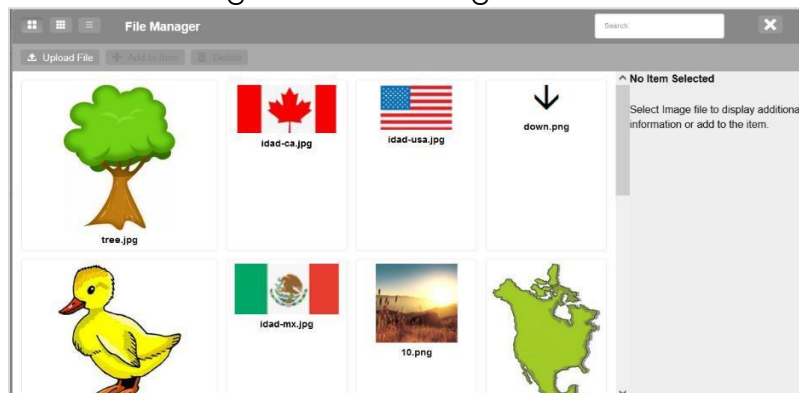
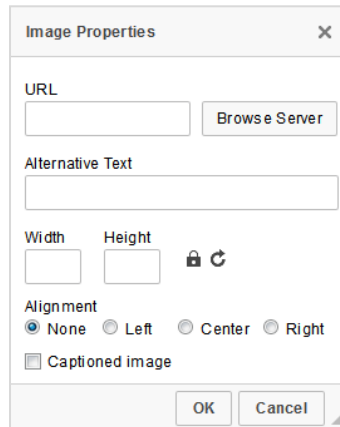
- You can insert JPG, PNG, or GIF image files (1.5 MB or smaller, 600 x 600 pixels or smaller) in your items and stimuli. The **File Manager** window used to upload media maintains a library of every image you upload so that you can reuse it for future items, if you wish.
- Click  in the toolbar.
- If the Image Properties window appears, click **Browse Server**. The **File Manager** window appears, displaying any images you have previously uploaded. Do one of the following:
 - If the image you want to add to the item is already available in this window, select it and click **Add to Item**. You can use the search bar in the corner to search for files by their name.
 - If the image you want to add to the item is not available in this window, click **Upload File** and select the required file from your computer. Once the image appears in the **File Manager** window, select it and click **Add to Item**. The file may take a moment to upload. If there is an issue with the file, an error message appears when you try to upload it.
 - *Optional:* If you wish to remove an image from the **File Manager** window, select it and click **Delete**. Then click **OK** in the confirmation window.

Figure 1. File Manager Window



- In the **Image Properties** window, set the item properties as necessary (available properties may vary):

Figure 2. Image Properties Window

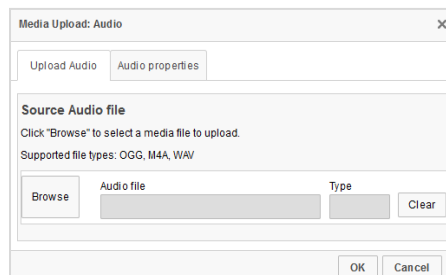


- To create alternative text for screen readers, enter text in the *Alternative Text* field.
- To change the image dimensions, enter values (in pixels) in the *Width* and *Height* fields. To lock the width-to-height ratio, click . To reset the image dimensions, click .
- To add a caption to the image, mark the **Captioned image** checkbox and enter a caption.
- Click **OK**.
- *Optional:* After adding an image to the text editor, you can click and drag its corners to resize it.

Inserting Audio Files with Text Editor

- You can insert WAV, M4A, or OGG audio files (1.5 MB or smaller) in your items and stimuli.
- Click in the toolbar.
- If the **Media Upload: Audio** window appears, click **Browse**.

Figure 3. Media Upload: Audio Window



- In the window that appears, select the required file from your computer. Once the file finishes processing in the **File Manager** window, select it and click **Add to Item**.
 - The file may take a moment to upload and convert. If there is an issue with the file, an error message appears when you try to upload it.
- In the **Media Upload: Audio** window, click **OK**.

Language Considerations

Use	Avoid
Common words	Negative stems
Short, simple sentences	Jargon
Active voice	Multi-meaning words (unless tested)
Common usage of words	Pronouns
Consistent verb tense	Embedded clauses and phrases

Language Accessibility, Bias and Sensitivity Guidelines

1. Avoid stereotyping.
2. Avoid inflammatory topics that could distract students from performing their best.
3. Avoid giving advice.
4. Avoid content related to dangerous activities.
5. Present racial and ethnic diversity of the tested population in a positive light.
6. Avoid elitism/content with differential familiarity for groups within the population.
7. Use inclusive language.
8. Use linguistic features (i.e., grammar, vocabulary, sentence structure, sentence length) that are clear, concise, and accessible for the WY-ALT, grade, and level.
9. Use clear, concise, and accessible illustrations and graphics.
10. Avoid slang, idioms, and figures of speech.

Help Desk

If you have any outstanding questions, please contact the Wyoming Help Desk at wyohelpdesk@cambiumassessment.com or 888-897-8024.