

**2021**

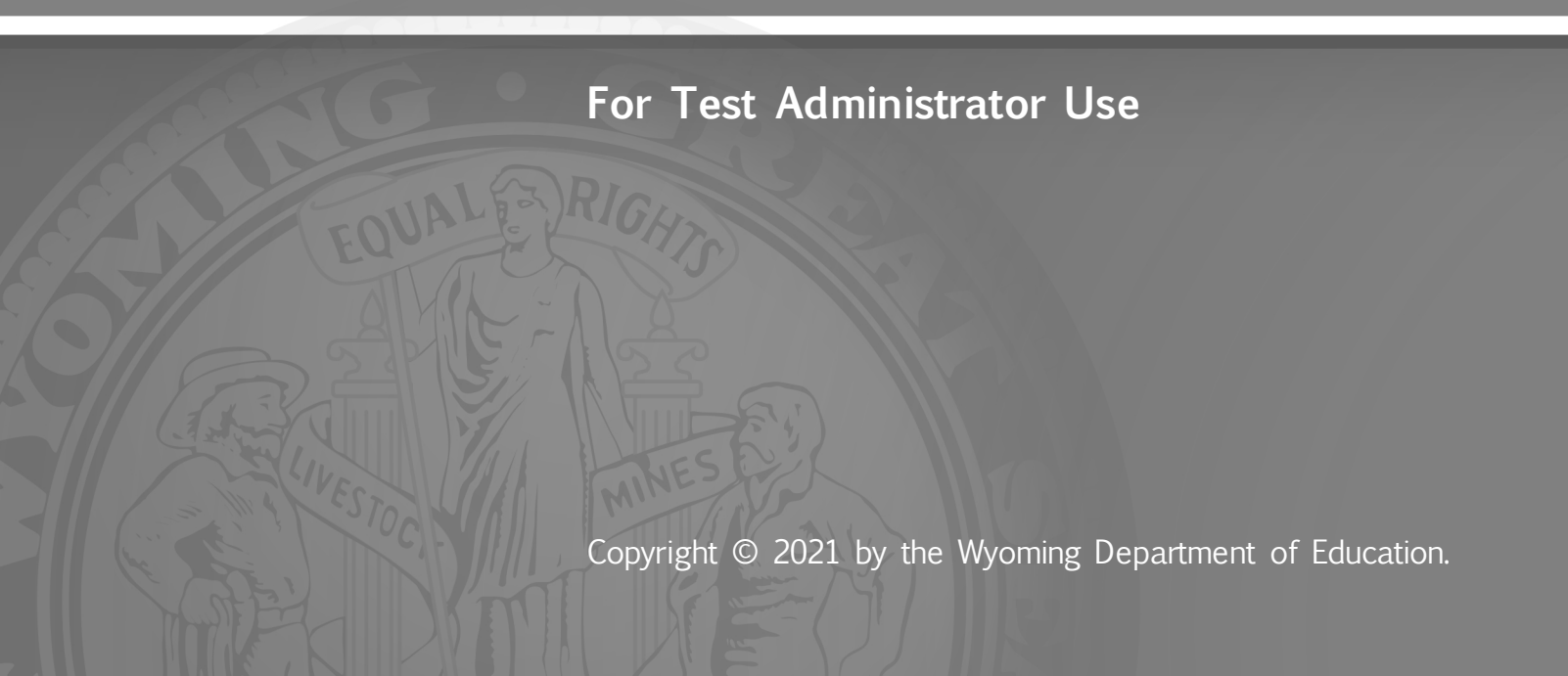
**WY-ALT**

Wyoming  
Alternate  
Assessment



## Directions for Administration

For Test Administrator Use



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**Wyoming Alternate Assessment for Students with Significant  
Cognitive Disabilities (WY-ALT)  
Spring 2021 Administration**

Important Activities	Date(s)
<p><b>WY-ALT Test Administrator Training Registration Window</b></p> <p>All Spring 2021 Alternate Assessment Test Administrators (ALT-TAs) must attend a WY-ALT Test Administrator (TA) training session. ALT-TAs must register for the training on the <a href="#">Wyoming Assessment Portal</a> during the registration window.</p>	Sept. 25, 2020 – Jan. 8, 2021
<p><b>Initial Order Window</b></p> <p>Test Coordinators will flag their students as “Paper Tester” in TIDE if the student needs paper-accommodated test materials.</p> <p>Building Coordinators will need to order paper-accommodated test materials based on the number of students who need this accommodation and for what subjects.</p>	Jan. 19 – Feb. 2, 2021
<p><b>Paper-Accommodated Test Materials Ordered During Initial Order Window Arrive in Schools</b></p> <p>Building Coordinators must deliver paper-accommodated test materials to Alternate Assessment Test Administrators as soon as they arrive in schools.</p>	Feb. 23, 2021
<p><b>Additional Order Window</b></p> <p>Building Coordinators may order any additional paper-accommodated test materials that are still needed.</p>	Feb. 25 – April 14, 2021
<p><b>Test Administration Window</b></p> <p>Students may be assessed at any point during the test administration window. All tests must be administered through the Student Interface via the Secure Browser. There will be no extensions.</p> <p><b>Invalidations Window</b></p> <p>Test Coordinators can request an invalidation of assessments due to test security violations and errors in administration procedures during this window.</p>	Mar. 2 – April 23, 2021
<p><b>Secure Test Materials Returned to CAI</b></p> <p><u>All</u> paper-accommodated test materials must be returned to CAI.</p>	April 30, 2021
<p><b>Paper Score Reports Arrive in District</b></p> <p>Districts will receive printed family reports.</p>	Jun. 17, 2021

## Common Acronyms and Abbreviations

AA-AAAS	Alternate Assessment Aligned to Alternate Academic Achievement Standards
AAC	Augmentative and Alternative Communication Devices
CAI	Cambium Assessment, Inc. (Vendor)
AT	Assistive Technology
BC	Building Coordinator
DTC	District Test Coordinator
ESEA	Elementary and Secondary Education Act
ESR	Early Stopping Rule
ESSA	Every Student Succeeds Act
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LCI	Learner Characteristics Inventory
CR	Centralized Reporting
PTSB	Professional Teaching Standards Board
TA	Test Administrator
ALT-TA	Alternate Assessment Test Administrator
TC	Test Coordinator (District Test Coordinator (DTC) and/or Building Coordinator (BC))
TIDE	Test Information Distribution Engine
WDE	Wyoming Department of Education
WISER ID	Wyoming Student Identifier Number
WY-ALT	Wyoming Alternate Assessment for Students with Significant Cognitive Disabilities
WYCS	Wyoming Content Standards
WYES	Wyoming Extended Standards

## Wyoming Assessment Portal

The Wyoming Assessment Portal is your gateway to all systems and resources for the WY-ALT. It includes training resources, user guides, and fact sheets. The Portal can be accessed at [wyoassessment.org](http://wyoassessment.org).

## New Information for the Spring 2021 Administration

This manual prepares Alternate Assessment Test Administrators (ALT-TAs), Building Coordinators (BCs), and District Test Coordinators (DTCs) for the Spring 2021 Wyoming Alternate Assessment for Students with Significant Cognitive Disabilities (WY-ALT). It is imperative that those involved in the administration of the WY-ALT read this manual in its entirety.

Please note that this manual includes new information specific to the Spring 2021 administration. In addition, many sections have been augmented to include more detail and answer frequently asked questions (FAQs).

- ELA, Mathematics, and Science are now part of the online WY-ALT Computer-Adaptive Test (CAT).
- ALT-TAs must attend a Spring 2021 WY-ALT training session in addition to completing the online TA Certification course.
- The refresher ALT-TA training is not being provided for Spring 2021. The same training will be provided to both new and experienced ALT-TAs.
- ALT-TA trainings for Spring 2021 are no longer mandatory in-person. All Spring 2021 trainings will be held online only.
- Early Stopping Rule (ESR): A small number of students may end the test early if he or she does not respond to the first five items in the test, or to any five consecutive items at any point during testing. Administration of at least the first five items is required. **For each subject, the first five items must be attempted multiple times across the entirety of the testing window.** The ALT-TA will need to select the **No Response** option in the Student Interface for the items that have been administered and to which the student has not responded. Once the student and Test Administrator have proceeded beyond items 1–5 on the WY-ALT, they will not be able to return to these items for any reason, and therefore will not be able to change their responses after moving into the second test segment.
  - If the student does not respond to the first five items on the test, the ALT-TA must select the **No Response** option in the Test Delivery System for the first five items. The system will then automatically end the test for the student.
  - If the student responds to one of the first five items on the test but not to five consecutive items after item 1, the student may still end the test early. The ALT-TA must select the **No Response** option for the items which have been administered but for which the student has made no response. The ALT-TA must then pause the test and exit out of the Test Delivery System. The ALT-TA should NOT select the **No Response** option for the rest of the test items that were not administered to the student.
  - If the early stopping rule is applied at any time during the test administration, the ALT-TA will need to contact the Help Desk with the student's WISER ID, which subject the early stopping rule was applied, date, and time of attempts.
- WY-ALT scores will be immediately available upon test submission in the Centralized Reporting (CR).

**\*\* Effective January 1, 2021\*\***

Individualized, specific student accommodation, used during instruction in the classroom. 504 and IEP teams need to provide the specific accommodation.

For all specialized accommodations, 504 and IEP teams will need to submit an Exceptional Accommodation Request

Exceptional Accommodation Requests are good through June 30 of each school year and must be updated annually. District staff submit the request to WDE. Information needed for the request is the student WISER ID, accommodations considered and accessibility issues, what the specialized accommodation is and why it is needed, how long the student has used this accommodation, and name and position of the submitter. Multiple specialized accommodations, per student, can be submitted in one request. A multifaceted WDE team will review the request to determine if the accommodation invalidates the assessment. Districts will be notified via a formal email about the status of the request. Status maybe:

- Accepted
- Declined
- Pended with request for additional information

All notification letters will include the rationale for the decision(s) concerning the request.



# I. Introduction

In Wyoming, the Alternate Assessment is referred to as the Wyoming Alternate Assessment ([WY-ALT](#)) and Alternate Academic Achievement Standards AAAS) are Wyoming Extended Standards ([WYES](#)).

For students who have disabilities, the Individuals with Disabilities Education Act (IDEA) is a federal law enacted in 1975 and most recently reauthorized in 2004. It is designed to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. (20 U.S. Code Chapter 33, Subchapter I, §1400(d) (1)(A)). It is designed to protect the rights of SWDs by ensuring that everyone receives a free appropriate public education (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to SWDs, but also to provide additional specialized instruction and related services and include procedural safeguards.

Special education services are individualized to meet the unique needs of students with disabilities and are provided in the least restrictive environment. Special education may include individual or small group instruction, curriculum or teaching modifications, assistive technology, transition services, and other specialized services including physical, occupational, and speech therapy. These services are provided in accordance with an Individualized Education Program (IEP), specifically tailored to the unique needs of each student. A student's IEP needs to include specific accommodations for instruction and assessment.

ESSA Requirements: In 2015, Congress reauthorized the Elementary and Secondary Education Act of 1965 as the Every Student Succeeds Act (ESSA). With this reauthorization the requirement changed for AA-AAS. ESSA reaffirmed that an alternate assessment is the appropriate assessment for students with the most significant cognitive disabilities to demonstrate their knowledge and skills. However, ESSA changed the 1% cap to be based on the participation rate rather than the proficiency or performance rate as required under No Child Left Behind. It placed the 1% cap on the state participation rate for each subject, based on the total number of all students in the state assessed in the subject (34 CFR 200.6(c)(2)). The federal law under ESSA also specifies that states cannot place a cap on the participation rates of local education agencies (LEAs) in any subject (34 CFR 200.6(c)(3)(i)). This means that LEAs can exceed the 1% participation cap on an AA-AAS in a given subject, but the state as a whole cannot exceed the 1% cap in any subject. The law requires LEAs that exceed the 1% participation cap to submit information justifying the need to exceed the cap and the state must provide oversight of those LEAs (34 CFR 200.6(c)(3) (ii-iii)). If a state anticipates that it will exceed the 1% participation cap in any subject in any school year, the state may request that the U.S. Secretary of Education waive the cap for the relevant subject for one year (34 CFR 200.6(c)(4)). The request must include:

- Assurances from the state that it has verified that each LEA anticipated to exceed the 1% cap will address any disproportionality in the percentage of students in any subgroup taking an AA-AAS (34 CFR 200.6(c)(4)(iii)(B)).
- A plan and timeline by which the state will take additional steps to support and provide appropriate oversight to each LEA that the state anticipates will assess more than 1% in a given subject in a school year to ensure that only students with the most significant cognitive disabilities take an AA-AAS and the state must describe how it will monitor and regularly evaluate each such LEA to ensure that the LEA provides sufficient training to school staff so that all students are appropriately assessed (34 CFR 200.6(c)(4)(iv)(B)).

- Confirmation that the state will address any disproportionality in the percentage of students taking an AA-AAS as identified through the data provided (34 CFR 200.6(c)(4)(iv)(C)).

These laws provide clear expectations that states will align assessments with academic content standards. In Wyoming, there are three ways to assess student achievement of academic content standards:

1. Participation in the general assessment without accommodations (*most students*)
2. Participation in the general assessment with allowable accommodations (*many students with disabilities*)
3. Participation in the alternate assessment (*small number of students with the most significant cognitive disabilities*)

This manual provides procedures for administering the alternate assessment. Although these students represent a relatively small portion of the overall school population (< 1%), the WY-ALT was developed with the knowledge that the evaluation of their achievement on the WY-ALT represents an important component of our pursuit of high standards. Students with disabilities are entitled to the same rich instructional programs as their nondisabled peers. Thus, all students in Wyoming are included in our standards-based accountability system.

## **WY-ALT Item Development**

The WY-ALT items were written by collaborative teams at the Cambium Assessment, Inc.(CAI). The collaborative teams included both experienced assessment item writers and specialists in alternate assessment. Members of these collaborative teams were trained on aspects of item and test design that are unique to students with significant cognitive disabilities. All item writers were monitored and supported by a team of senior test development specialists. This work was then reviewed at various stages by special and general education teachers, editorial staff, bias and sensitivity experts, psychometric experts, and other specialists in alternate assessment and instruction for students with significant cognitive disabilities.

## **Wyoming Extended Standards**

The Wyoming Extended Standards (WYES) are based off of the Wyoming Content Standards (WYCS). These standards are designed to make WYCS more accessible to students with significant cognitive disabilities and ensure that students with significant cognitive disabilities are provided with multiple ways to learn and demonstrate knowledge.

[The TIES Center TIP 14: ACADEMIC Standards for Students with Significant Cognitive Disabilities in Inclusive Classrooms; Same Content Standards, Alternate Achievement Standards](#) provides clarity on academic content standards and alternate achievement standards.

Specific standards were extended among four complexity levels (4 [most independent] to 1 [most support needed]), allowing teachers to adjust for various levels of difficulty. More information about the WYES can be found here:

<http://edu.wyoming.gov/educators/standards/extended-benchmarks/>.

## **WY-ALT Test Design**

The Spring 2021 WY-ALT assessment is a fully online, computer-adaptive test. Each student will be administered 40 questions in each subject administered for his or her grade.

The WY-ALT is administered by grade level. All students in grades 3–10 will be assessed in English language arts and mathematics. Students in grades 4, 8, and 10 will also be assessed in science.

<b>Student Grade</b>	<b>Content Areas to be Administered to Each Student</b>
3	English Language Arts and Mathematics
4	English Language Arts, Mathematics, and Science
5	English Language Arts and Mathematics
6	English Language Arts and Mathematics
7	English Language Arts and Mathematics
8	English Language Arts, Mathematics, and Science
9	English Language Arts and Mathematics
10	English Language Arts, Mathematics, and Science

## II. Guidelines for Participation

The WY-ALT is one of three types of statewide assessments. This assessment is appropriate only for students with the most significant cognitive disabilities who meet the state's criteria as outlined in the [WY-ALT Participation Guidance](#). IEP teams can use the [WY-ALT Participation Checklist](#) when annually determining what assessment they will participate in.

The WY-ALT Participation Guidance Document, when paired with the [WY-ALT Participation Checklist](#), guides the IEP team through several areas to consider when determining which assessment a student with a disability should take. The IEP team needs to:

1. Review annual assessment data
2. Review the exclusionary factors: Specific disability category or label; Poor attendance or extended absences; Native language/social, cultural, or economic difference; Expected poor performance on the general education assessment (WY-TOPP); Academic and other services student receives; Educational environment or instructional setting; Percent of time receiving special education services; English Learner (EL) status; Low reading level/achievement level; Anticipated disruptive behavior; Impact of student scores on the accountability system; Administration and/or parental decision; Anticipated emotional distress; Need for accommodations (e.g., assistive technology/AAC) to participate in the assessment; The decision shall not be based on graduation path (i.e., diploma or certificate of completion).
3. Review the learning characteristics of the student, which are broken into 3 criterion. Each criterion has considerations for the team to consider:
  - A) The student has a significant cognitive disability\*.
    - \* Significant cognitive disability is not related to the disability category.
    - I. Does the student's record indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior?
    - II. Does the student demonstrate cognitive ability and adaptive skill levels that impede progress of the general core curriculum, with or without accommodations?
    - III. Does the student have a disability that presents unique and significant challenges to participate productively in everyday life activities in school, home, community, and work environments?
  - B). The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
    - I. Does the student require extensive modifications to the general curriculum (classroom objectives, materials, and/or activities)?
    - II. Does the student require frequent and extensive, repeated instruction presented in individualized, incremental steps that is not temporary in nature?
    - III. Does the student use substantially adapted materials and individualized methods of accessing information?
    - IV. Does the student require substantial assistance to acquire, maintain, demonstrate, and transfer skills across multiple settings (e.g., school, workplace, community, and home)?
  - C) The student is learning content linked to (derived from) the Wyoming Extended Standards, which appropriately challenge the student.
    - I. Is the student unable to master grade-level standards even after being provided the appropriate and allowable accommodations?

- II. Are the goals and instructions listed in the IEP for this student linked to the enrolled **grade-level extended standards** for all assessed content areas?
- III. Is the student unable to participate in any other component of the statewide assessment system, even with test accommodations?

4. Does the evidence support a student's participation in the grade-level general or alternate assessments?

Participation in the WY-ALT is not appropriate for students who are engaged in and making progress in the general curriculum. Although those students require individualized instruction, they have developed the skills that enable meaningful participation in statewide assessments. The WY-ALT is appropriate for students who have the most significant cognitive disabilities and, therefore, require the highest level of individualized instruction.

At least one time annually, the IEP team must convene and determine how a student with disabilities will participate in state- and district-wide assessments. If the IEP team determines that the WY-ALT is appropriate for a student, that student will participate in the WY-ALT in all subject areas. Participation in the WY-ALT should not be based on disability condition, achievement level, school attendance, or socio-cultural factors.

The IEP team should document the student's test-taking status in the appropriate sections of the student's IEP.

### **Criteria for Participation**

The decision-making framework used to determine student participation in an assessment relies on the following basic assumptions:

- The vast majority of students with disabilities should be able to participate in the general state assessment with appropriate accommodations, if needed.
- A small number of students should participate in the WY-ALT (<1%).

IEP teams must ensure the information in the [WY-ALT Participation Guidance](#) is the criteria used to make the assessment decision. The [WY-ALT Participation Checklist](#) is an optional tool for IEP teams to use. The WY-ALT Participation Checklist is available in [Appendix A](#) and on the Wyoming Assessment Portal.

## Frequently Asked Questions: Student Participation and Eligibility

### 1. Do all students need to participate in state assessments?

Alternate assessments were first developed in response to the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA), which required that all states and districts develop alternate assessments for those students with disabilities unable to participate in regular assessments even with accommodations

In 2003, the Elementary and Secondary Education Act (ESEA) included the proficiency of students with significant cognitive disabilities.

In 2015, the reauthorized Elementary and Secondary Education Act as the Every Student Succeeds Act (ESSA), reaffirmed that an alternate assessment based on alternate academic achievement standards is the appropriate assessment for students with the most significant cognitive disabilities to demonstrate their knowledge and skills.

There is no longer a question of whether students will participate in statewide testing; the question is *how* they will participate.

### 2. Do all IEP goals need to be standards-based and aligned to the Wyoming Extended Standards?

Every student with significant cognitive disabilities in Wyoming who participates in an alternate assessment must receive instruction aligned to the WYES. IEP goals are determined by IEP teams.

### 3. Who determines which students will participate in the WY-ALT?

Decisions concerning a student's participation in state- and district-wide assessments are made annually by each student's IEP team. The state of Wyoming provides IEP teams with resources for decision making. One resource is the [WY-ALT Participation Guidance](#) document.

### 4. How is the WY-ALT designed for students with significant cognitive disabilities?

The [WY-ALT](#) is a computer-adaptive test designed to be accessible to students with significant cognitive disabilities. The test contains performance items that range in complexity. After a student has completed the first item and successive items, subsequent items increase or decrease in difficulty based on the student's performance. The test uses picture symbols and stimuli to engage students in the content. Every item is embedded with a read-aloud, human-voice recording. The test allows students to complete the items using their preferred method of communication (e.g., pointing, eye gaze, assistive technology, oral response, sign language). There is no time restriction for the assessment; students may stop and resume the assessment at any point during the testing window upon discretion of the [WY-ALT Test Administrator \(ALT-TA\)](#).

### 5. Should students who are not expected to do well on the general assessment participate in the WY-ALT?

The decision about a student's participation in the WY-ALT must NOT be made on the basis of the student's "perceived probability" of poor achievement on the general assessment. Most students should participate in the general assessment, either with or without accommodations. Approximately 1% of the student population will participate in the WY-ALT assessment. IEP and 504 teams should use the WY-ALT Participation Guidance document in determining which assessment is right for students

**6. Can students participate in the general assessment in one content area (e.g., mathematics) and participate in the WY-ALT in another content area (e.g., ELA)?**

No. If a student can participate in any part of the general assessment, then he or she should take the entire general assessment with accommodations, as needed. As many students as possible should participate in the general assessment.

**7. If a new student arrives in my classroom during the test administration window, do I have to administer the WY-ALT to him or her?**

If a student enrolls in a school at any time prior to the last day of the administration and the student's IEP indicates that he or she is to be assessed using the WY-ALT, then the school **MUST** administer the WY-ALT. Depending on the timing or origin of the transfer, the "sending" school may have already begun the administration. The receiving school should work with the sending school to determine the remaining assessment(s) that need to be administered. If part of an assessment was already administered, the new school must finish administering that assessment.

**8. Are districts exempt from testing students who do not respond?**

No. All students are required by federal and state law to participate in statewide testing. If a student does not respond to five consecutive items on a test the student can end the test early. The ALT-TA will need to select the **No Response** option in the Student Interface for the items that have been administered and to which the student has not responded.

If the student does not respond to the first five items on the test, the ALT-TA must select the **No Response** option in the Test Delivery System for the first five items. The system will then automatically end the test for the student.

If the student responds to one of the first five items on the test but not to five consecutive items after item 1, the student may still end the test early. For example, if the student responds to the first item but does not respond to five consecutive items beginning with item 2, that student may end the test early. The ALT-TA must select the **No Response** option for the items which have been administered but for which the student has made no response. The ALT-TA must then pause the test and exit out of the Test Delivery System. The ALT-TA should **NOT** select the **No Response** option for the rest of the test items that were not administered to the student.

If the early stopping rule is applied at any time during the test administration, the ALT-TA will need to contact the Help Desk with the student's WISER ID, which subject the early stopping rule was applied, date, and time of attempts.

### **III. Roles and Responsibilities**

Before the WY-ALT administration, each District Test Coordinator (DTC), Building Coordinator (BC), and Alternate Assessment Test Administrator (ALT-TA) should review this manual to become familiar with the responsibilities of all parties.

#### **District Test Coordinator Responsibilities**

- Serve as the contact person between the district and the Wyoming Department of Education (WDE).
- Ensure all personnel involved in the assessment are adequately trained in proper test administration and test security.
- Ensure ALT-TAs have access to the Wyoming student identifier numbers (WISER IDs).
- Ensure BCs and ALT-TAs have Test Information Distribution Engine (TIDE) accounts.
- For any students with an IEP that have a documented paper response accommodation, flag these students in TIDE as a “Paper Tester” for WY-ALT, so the student will be able to access the fixed-form of the WY-ALT assessment in the Test Delivery System (TDS).
- For any students served by a facility that is outside of the student’s district of residence, ensure that lines of communication between the district of residence and the district of service (or service agency) are clear.
- Ensure that ALT-TAs have administered the WY-ALT by April 23, 2021.

#### **Building Coordinator Responsibilities**

- Serve as the contact person between the school and the DTC.
- Maintain test security at all times for online and paper test administration, including storage, distribution, administration, collection, and return of materials, if applicable.
- Ensure all ALT-TAs who are administering the WY-ALT have met the training requirements.
- Sign and ensure ALT-TAs have signed the Test Security Agreement (see [Appendix D](#)).
- For any students with an IEP with a paper test accommodation, identify these students in TIDE as a “Paper Tester” for WY-ALT, so the student will be able to access the fixed-form of the WY-ALT assessment in TDS.
- Order paper-accommodated test materials for any students with a documented paper accommodation in their IEP during the initial order window (January 19 – February 2, 2021) or additional order window (February 25 – April 14, 2021).
- Review packing lists of paper-accommodated test materials delivered to the school.
- Distribute any paper-accommodated test materials to ALT-TAs assessing students with documented paper accommodation.
- Assist special education and building administrators in communicating information about the WY-ALT.
- Ensure ALT-TAs have administered the WY-ALT by April 23, 2021.
- Ensure that all paper materials are shipped back to CAI by April 30, 2021.
- Receive WY-ALT data results and provide them to the appropriate ALT-TAs.



## Test Administrator Responsibilities

- Play a key role in implementing the student's IEP.
- Offer guidance to the IEP team regarding the student's current level of abilities, skills, and social integration for selecting the appropriate assessment for students.
- Complete the online [Test Administrator \(TA\) Certification Course](#), available via the Wyoming Assessment Portal, before administering the WY-ALT.
- Attend the WY-ALT TA training. [Training FAQs](#) and [registration](#) are available on the Wyoming Assessment Portal.
- Be knowledgeable about test administration procedures and test security policies.
- Sign the Test Security Agreement (see [Appendix D](#)).
- Complete the Learner Characteristics Inventory (LCI), accessible via the Student Interface in TDS, for each student before administering the WY-ALT.
- Administer the WY-ALT to students within the test administration window. (March 2 – April 23, 2021)

## Frequently Asked Questions: Test Administrators and Personnel

### 1. How are ALT-TAs trained to administer the WY-ALT?

All Spring 2021 ALT-TAs must take the online [Test Administrator \(TA\) Certification Course](#) and attend a WY-ALT TA training session, even if they administered the WY-ALT last year.

ALT-TAs are also strongly encouraged to review all the WY-ALT resources located on the Wyoming Assessment Portal [Resources page](#) before the Spring 2021 test administration window.

Districts assume all responsibility for any non-standard test administration or testing irregularity resulting in a test invalidation due to administration error (e.g., unexpected interruptions that impact students while testing). As with all statewide testing, districts are required to provide annual training on test security and standards for the ethical use of tests to all employees who have access to state tests and access to students who are administered the state tests.

### 2. What are the requirements for ALT-TAs?

ALT-TAs must be employees of the district, have a professional license issued by the Wyoming Professional Teaching Standards Board (PTSB), sign the Test Security Agreement, take the online [Test Administrator \(TA\) Certification Course](#), and attend a WY-ALT TA Training.

ALT-TAs cannot be a close relative (e.g., parent, grandparent) of the student they are assessing.

### 3. How do ALT-TAs determine which students are registered for the WY-ALT?

TAs and other personnel with authorized user roles can view students registered for the WY-ALT through TIDE. For assistance on viewing student information in TIDE, please refer to the [TIDE User Guide](#).

### 4. Does the same person have to administer each content area test to the student?

No. Each content area should be administered in its entirety by one person. However, it is possible to have a different person administer separate content areas. Although it is highly recommended that the same person serves as the ALT-TA for a student across all content areas, it is not required. Consider what is best for the student in these decisions.

### 5. Who needs a TIDE account to access Wyoming's online systems?

DTCs, BCs, and ALT-TAs need a TIDE account to access TIDE, TDS, and CR. DTCs must create BC and ALT-TA accounts in TIDE. Technology Coordinators do not need a TIDE account. For more information on user roles, please refer to the [User Role and Access Chart](#).

### 6. Do users need multiple TIDE accounts if they have two or more roles?

Users can hold multiple TIDE accounts. If a user is an ALT-TA in two different schools, the user will have two TIDE accounts. All accounts are accessed via the same TIDE username and password. Users can simply switch between their different accounts within the TIDE system.

### 7. Can a person have different user roles across schools or districts?

Yes. A user can be assigned the ALT-TA role in one district and the TA role in another district.

**8. If an ALT-TA (or any other user) is associated with multiple schools or districts, will he or she have multiple logins and passwords?**

No. DTCs will provide the user's email address when adding a user to a new school or district in TIDE, and the email address will serve as the username. The same email address can be associated with multiple schools and districts. When the user logs in, he or she will have access to students from any district or school that the user account is associated with. For more information, please see the [TIDE User Guide](#).

**9. Can service providers act as ALT-TAs?**

Yes. If a district contracts with a service provider, the employees of that service provider are *de facto* employees of the district and may serve as ALT-TAs if they meet the other requirements.

**10. Can aides, nurses, or other support staff be present during the administration if they are there for the well-being and support of the student? Must they be trained?**

Yes. Support staff may be present if the BC has approved it. They are expected to honor test security and sign a Test Security Agreement. They do not need to be trained because they are not administering the test.

**11. Can interpreters or translators be present during the administration for interpreting/translating questions and responses, even though the interpreter/translator has not attended training?**

Yes. An interpreter or translator may be present and interpret/translate, even if they have not been trained on the administration of the WY-ALT. They are expected to honor test security and sign a Test Security Agreement. If the interpreter/translator is also the ALT-TA, they must meet all the requirements for serving as an ALT-TA.

**12. Can a student teacher observe a WY-ALT administration?**

No. The test is administered one-on-one between the student and the person administering the test. Exceptions are made for translators, interpreters, and aides needed by the student.

**13. Will personnel who administer the test or others who assist in administering the test be required to sign a test security document similar to what is used for the general assessments?**

Yes. This agreement is in [Appendix D](#) and should be distributed by BCs.

## IV. Test Security

Maintaining test security is an important responsibility of personnel involved in the alternate assessment administration. Follow the district's written procedures for protecting the security of test materials **at all times**. Secure all paper response options.

Unlike the general assessment, the alternate assessment allows for ALT-TA support during testing and, in the case of using paper-accommodated test materials, requires that the ALT-TA review the test materials **before** administering the assessment. However, it is illegal and unethical to reproduce or disclose any secure materials. Each test contains materials that will be used on future tests. Therefore, security is vital for current and future test administrations. All personnel are responsible for ensuring the security of the test materials. The responsibility for maintaining the security of materials does not end when materials are returned.

BCs are responsible for maintaining the security of all paper accommodations while they are in the BC's possession. BCs are also responsible for ensuring that the ALT-TAs act in accordance with all security requirements while ALT-TAs are in possession of paper accommodations. Paper accommodations should be kept in a locked, secure location with limited access when they are not in use. Only individuals authorized by school policy should have access to these materials. The Test Security Agreement, located in [Appendix D](#), should be given to ALT-TAs to sign following their security training. It is the responsibility of the BC or principal to retain the signed agreements for at least two years. They may be stored electronically.

For more information on test security, visit the WDE website (<http://edu.wyoming.gov>).

### **Some examples of test security violations may include, but are not limited to:**

- Giving any student access to secure test materials except in the regular course of an authorized administration of the state assessment system;
- Giving unauthorized individuals or other persons access to secure test materials;
- Copying, reproducing, using, or otherwise disclosing in any manner inconsistent with test security regulations and procedures any portion of secure test materials;
- Providing answers during the administration of the test orally, in writing, or by any other means to any student;
- Coaching any student during testing by giving the student answers to secure test questions, or otherwise directing or guiding a response, or by altering or interfering with the student's response in any way;
- Failing to follow security regulations and procedures for the storage, distribution, collection, and return of secure test materials, or failing to account for all secure test materials before, during, and after testing;
- Failing to properly monitor the test administration or failing to return materials used by the students during testing;
- Emailing, faxing, or inappropriately reproducing any student identification number(s) associated with student name(s) or other personally identifiable information;
- Producing unauthorized printed copies of test materials, failing to properly destroy printed copies as authorized, or allowing printed copies to leave the test site;
- Allowing tests to be administered by unauthorized personnel;
- Participating in, directing, aiding, counseling, assisting, encouraging, or failing to report any of the prohibited acts;

- Refusing to disclose information regarding test security violations;
- Refusing to cooperate in the investigation of a suspected breach of test security, whether this investigation is conducted by a school district, WDE, or others (the investigation shall include a review of mitigating circumstances, if applicable);
- Changing student incorrect answers to correct answers;
- Discussing test questions with other people;
- Taking home test materials; or,
- Emailing or posting on social media information regarding the content of a test.

If at any time you believe that a test security violation has occurred, contact your BC and follow the procedures established by your school district to handle the alleged test security violation.

## V. Administration Preparation Procedures

### Training

- Personnel who are administering the WY-ALT Assessment must attend a WY-ALT TA training session. The refresher ALT-TA training is not being provided for Spring 2021. The same training will be provided to both new and experienced ALT-TAs. ALT-TA trainings for Spring 2021 are no longer mandatory in-person. All Spring 2021 trainings will be held online only.

Training will take place:

- Tuesday, January 19, online, from 9 a.m. to 12:00 p.m.
- Thursday, January 21, online, from 4 p.m. to 7:00 p.m.
- Friday, January 29, online, from 9 a.m. to 12:00 p.m.
- Friday, January 29, online, from 9 a.m. to 12:00 p.m.
- Friday, January 29, online, from 1 p.m. to 4:00 p.m.
- Wednesday, February 3, online, from 4 p.m. to 7:00 p.m.

Personnel who are administering the WY-ALT must also take the online [Test Administrator \(TA\) Certification Course](#), available via the Wyoming Assessment Portal.

For more information regarding training, consult the [Training FAQs](#) on the Portal.

### Online System Accounts

The WY-ALT utilizes online systems to facilitate test administration. DTCs, BCs, and ALT-TAs will need TIDE accounts to access these online systems.

DTCs are responsible for creating TIDE user accounts for BCs and ALT-TAs. New DTCs must contact the Wyoming Help Desk at 888-897-8024 or [wyohelpdesk@cambiumassessment.com](mailto:wyohelpdesk@cambiumassessment.com) to activate their TIDE accounts. They will receive a temporary password via an activation email. ALT-TAs who will administer to students in multiple schools must have a TIDE account associated with each school. The same username (email address) can be used to associate the user with multiple schools.

More information on creating user accounts can be found in the [TIDE User Guide](#). Descriptions of the different roles and responsibilities are available in the [User Role and Access Chart](#).

A summary of the online systems can be found in the table below.

System	Description
<b>Test Information Distribution Engine (TIDE)</b>	TIDE allows authorized users to view users; view and edit student accommodations; order paper-accommodated test materials; and submit test irregularities, including invalidating or resetting an assessment.  Through the Monitoring Test Progress task, authorized users can monitor student participation and testing throughout the test administration window.
<b>Test Administrator Interface</b>	The TA Interface is used by ALT-TAs to establish test sessions; approve students to test; mark student accommodations; and pause and stop test sessions. The TA Interface is part of the Test Delivery System (TDS).
<b>Student Interface</b>	The Student Interface is used by students and ALT-TAs to access the test items. It is accessible via the Secure Browser, which must be installed on the student's device before testing. The Student Interface is part of the Test Delivery System (TDS).  The Learner Characteristics Inventory (LCI) is also available via the Student Interface.
<b>Centralized Reporting (CR)</b>	CR allows authorized users to view student performance data, access downloadable data files, and download individual student reports.

## Online Systems Resources

All users should review the [Quick Guide for Setting Up Your Online Testing Technology](#) document to determine the hardware requirements and approved Web browsers for the online systems. Users are strongly encouraged to meet with DTCs to ensure that computers or devices meet the system requirements prior to test administration.

DTCs, BCs, and ALT-TAs should refer to the online systems user guides (including TIDE, CR, and TDS), which are located on the Portal [Resources page](#). Before each online system opens, user guides and other resource documents will be posted on the Portal.

## Contact Information

DTCs and BCs are responsible for ensuring that their contact information is up to date in TIDE. DTCs and BCs can verify and update their shipping address in TIDE during the initial order window.

## Student Information

For Spring 2021, WDE will upload student data into the TIDE system. DTCs should confirm that all the district's students who are participating in the WY-ALT appear in TIDE. If any student does not appear in TIDE, the DTC should alert WDE. All students participating in the WY-ALT must be added to TIDE prior to testing.

All students are required to have a WISER ID. ALT-TAs will need access to students' WISER IDs to start test sessions in the Secure Browser.

DTCs and BCs can view their students in TIDE and update student accommodations, if needed. More information on viewing and editing student information can be found in the [TIDE User Guide](#).

## **Student Accommodations**

An accommodation is a change in the testing environment, procedures, or presentation that does not alter what the WY-ALT measures or the comparability of scores. The purpose of an accommodation is to enable students to participate in an assessment in a way that allows knowledge and skills, rather than disabilities, to be assessed.

Check the testing section of your student's IEP for WY-ALT eligibility. Ensure any accommodations listed in the IEP are provided during administration. Note: the WY-ALT is adaptable by design. Allowable accommodations may be provided as necessary for students to have access to the assessment. Students will not need to be provided with a handheld calculator unless specified in their IEP. A DESMOS calculator is embedded and will be provided within the tests where permitted.

Accommodations that are listed on the IEP must be provided during testing.

## **Assistive Technology**

Assistive technology that is listed in the student's IEP and used routinely during instruction may be used to access the content and to respond during the assessment. However, providing access to assistive technology only during the assessment will not ensure that the student will be able to use it effectively. Prior to the assessment, students need opportunities to use the technology during daily instruction to ensure that they can use it appropriately and effectively.

## **Paper Response Options**

If a student has documented in their IEP a paper accommodation, they are eligible for paper-accommodated test materials.

The DTC or BC must flag the student in TIDE as a "Paper Tester." This will provide the student access to a fixed-form test. The student will still use the Student Interface to complete the test, but rather than viewing the response options on the screen, the student will use paper response options that accompany the fixed-form test to select an answer. The ALT-TA will then assist the student in selecting his or her response on the computer.

The BC is responsible for ordering the paper response options. During the initial order window (January 21 – February 4, 2021), the BC may order paper response options through TIDE. If a student still needs paper response options after the initial order window closes, BCs may submit an order during the additional order window (February 26 – April 15, 2021) through TIDE.

These paper response options are intended to be used with multiple students.



## VI. Assessment Design and Administration Procedures

### WY-ALT Format

- The Test Delivery System (TDS) uses scripted directions to pose specifically worded questions to the student through audio recordings.
- The response options for each item will be presented as a series of images on the screen or on paper accommodations . Each response option image may contain a combination of Mayer-Johnson Picture Symbols (PicSyms), words, or numbers.
- Each item includes an introductory sentence and various stimuli, including images and short reading passages, to help a student respond.
- A basic Desmos calculator is available in the Student Interface for all mathematics tests. Students may use a desk top or specialized calculator, if it is listed as an accommodation in the student's IEP.
- Students may take the online tests independently by responding to items with a computer mouse, touch screen, or other interactive technology.
- Students may also take the online test with ALT-TA assistance. The student can therefore respond using the mode of communication that they use during instruction. Once the student has communicated a response, the ALT-TA may need to assist the student in selecting the on-screen response option or may select the response indicated if the student is unable to do so, even with assistance.
- A student may end the test early if he or she does not respond to the first five items in the test, or to any five consecutive items at any point during testing. Administration of at least the first 5 (five) items is required. The ALT-TA will need to select the **No Response** option in the Student Interface for the items that have been administered and to which the student has not responded.
  - If the student does not respond to the first five items on the test, the ALT-TA must select the **No Response** option in the Test Delivery System for the first five items. The first 5 (five) items will need to be administered multiple times over the entirety of the assessment window. Then system will automatically end the test for the student.
  - If the student responds to one of the first five items on the test but not to five consecutive items after item 1, the student may still end the test early. The ALT-TA must select the **No Response** option for the items which have been administered but for which the student has made no response. The ALT-TA must then pause the test and exit out of the Test Delivery System. The ALT-TA should NOT select the **No Response** option for the rest of the test items that were not administered to the student.
  - Once the student and test administrator have proceeded beyond items 1-5 on the WY-ALT Assessment, they will not be able to return to these items for any reason, and therefore will not be able to change their responses after moving into the second test segment.
  - If the early stopping rule is applied at any time during the test administration, the ALT-TA will need to contact the Help Desk with the student's WISER ID, the subject, date and time of attempts.

More information on the design of the WY-ALT can be found in the [WY-ALT FAQs](#).

## Response Modes

The student may require an alternate response mode. Some examples include:

- Dictation of responses—The student may verbally indicate his or her responses to the ALT-TA.
- Non-verbal indication of answer choices—The student may indicate his or her responses non-verbally (e.g., by eye gaze, pointing, or using augmentative and alternative communication [AAC] devices).
- No Response—If a student does not respond to an item, the ALT-TA can select the **No Response** option in the Student Interface to move on to the next item.

## Test Settings

A summary of test settings available for the Spring 2021 WY-ALT are summarized in the table below.

<b>Color Contrast</b>	Allows for different background color or font color, based on student needs or preferences. Available options: <ul style="list-style-type: none"><li>• Black on White (default)</li><li>• Dark Blue</li><li>• Light Blue</li><li>• Light Green Reverse Contrast</li><li>• Magenta</li><li>• Yellow on Blue</li><li>• Medium Gray on Light Gray</li><li>• Black on Cream</li></ul> If desired, a student’s default color contrast option can be set in TIDE prior to testing, or the TA may change it in the TA Interface during the approval process.
<b>Mouse Pointer</b>	Allows for students to change the size and color of the cursor. Available options: <ul style="list-style-type: none"><li>• Default</li><li>• Large Black</li><li>• Extra Large Black</li><li>• Large Green</li><li>• Extra Large Green</li><li>• Large Red</li><li>• Extra Large Red</li><li>• Large White</li><li>• Extra Large White</li><li>• Large Yellow</li><li>• Extra Large Yellow</li></ul>
<b>Zoom (Print Size)</b>	Allows students to make text appear larger on the screen. The default print size is approximately 12 point. The test page can zoom up to four levels.

<b>Line Reader</b>	Toggles the Line Reader tool on or off, allowing the student to highlight text as they read.
<b>Masking</b>	Toggles the Masking tool on or off, allowing the student to cover distracting regions of the test page.
<b>Non-Embedded Accommodations</b>	Various non-embedded accommodations
<b>Paper Tester</b>	Sets eligibility for the student to take the assessment via the fixed-form accommodation.

## Location

The assessment should be administered in a setting appropriate to the student's individual needs. Some options include:

- Administering the test(s) individually in a separate location;
- Administering the test(s) in a location with minimal distractions;
- Providing special lighting; or,
- Providing adaptive or special furniture.

**Note:** If the test is administered in a location other than the classroom (e.g., a conference room or office), make sure that the seating and lighting are appropriate to the student's needs.

## Timing

Since WY-ALT tests are not timed, students may take as long as they need to complete the test within the test administration window. Some considerations include:

- Administering the test in the afternoon or the morning;
- Administering the test over several days with several sessions per day;
- Administering the test over several days with one session each day; or,
- Allowing frequent breaks.

**Note:** When resuming testing, do not re-administer any items unless making another attempt at getting after 5 no-responses.

## Other Administration Tips

- The WY-ALT is administered individually, not in a group. No other students should be within the viewing or hearing range of the test administration.
- The ALT-TA may have human voice audio reread any part of the item, if needed or requested by the student.
- You cannot teach a skill while administering the assessment.
- The assessment is not timed. You may take breaks as you or your student need them.
  - Stop the assessment at any time and resume at any time within the test administration window.

- If the student requires a break before completing all the items on a test, pick up where you left off. Simply log back into the Student Interface using the same or a new session ID.
- Do not re-administer any previously administered items unless making another attempt at getting after 5 no-responses
- Ensure that all technology, including augmentative and alternative communication (AAC) devices, are ready for testing.
- Make sure that two computers or devices, one for the TA Interface and one for the Student Interface, are ready for administration.

### **Returning Paper-Accommodated Test Materials**

After test administration is complete, follow the instructions below to return paper-accommodated test materials.

- All paper-accommodated test materials must be returned to CAI after the test administration window closes. All materials must be shipped by April 30, 2021.
- The ALT-TA should return all materials to the BC according to school procedures when test administration is complete.
- If a student becomes ill and soils any paper accommodations, the ALT-TA should place that material in a plastic bag before returning it to the BC.
- The BC should verify that all paper accommodations listed on the school packing list are accounted for.
- The BC should contact the Wyoming Help Desk at 888-897-8024 or [wyohelpdesk@cambiumassessment.com](mailto:wyohelpdesk@cambiumassessment.com) to schedule a FedEx pickup of paper accommodations, unless the school office has its own regular FedEx pickup service.

# Appendix A: Wyoming Alternate Assessment Participation Checklist

**Exclusionary Factors:**

- The IEP Team affirms that annual assessment data was reviewed for each content area.
- The decision for participation in the Alternate Assessment is **NOT** based on the following:
  1. A specific disability category or label
  2. Poor attendance or extended absences
  3. Native language/social, cultural, or economic difference
  4. Expected poor performance on the general education assessment (WY-TOPP)
  5. Academic and other services student receives
  6. Educational environment or instructional setting
  7. Percent of time receiving special education services
  8. English Learner (EL) status
  9. Low reading level/achievement level
  10. Anticipated disruptive behavior
  11. Impact of student scores on the accountability system
  12. Administration and/or parental decision
  13. Anticipated emotional distress
  14. Need for accommodations (e.g., assistive technology/AAC) to participate in the assessment
  15. The decision shall not be based on graduation path (i.e., diploma or certificate of completion).

Criterion	Considerations	Yes	No
<b>Criterion #1</b> The student has a significant cognitive disability*.  <small>*Significant cognitive disability is not related to the disability category.</small>	Does the student’s record indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior?		
	Does the student demonstrate cognitive ability and adaptive skill levels that impede progress of the general core curriculum, with or without accommodations?		
	Does the student have a disability that presents unique and significant challenges to participate productively in everyday life activities in school, home, community, and work environments?		
<b>Criterion #2</b> The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.	Does the student require extensive modifications to the general curriculum (classroom objectives, materials, and/or activities)?		
	Does the student require frequent and extensive, repeated instruction presented in individualized, incremental steps that is not temporary in nature?		
	Does the student use substantially adapted materials and individualized methods of accessing information?		
	Does the student require substantial assistance to acquire, maintain, demonstrate, and transfer skills across multiple settings (e.g., school, workplace, community, and home)?		
<b>Criterion #3</b> The student is learning content linked to (derived from) the Wyoming Extended Standards, which	Is the student unable to master grade-level standards even after being provided the appropriate and allowable accommodations?		
	Are the goals and instructions listed in the IEP for this student linked to the enrolled <b>grade-level extended standards</b> for all assessed content areas?		

appropriately challenge the student.	Is the student unable to participate in any other component of the statewide assessment system, even with test accommodations?		
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If Yes to ALL	If No to ANY
<p>At this time, the evidence supports potential student participation in <b>alternate</b> assessments.</p> <p>Instruction and alternate assessments will be based on the Wyoming Extended Standards.</p> <p>Student may participate in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Alternate classroom/district assessments based on extended standards (Gr. K-12+)</li> <li><input type="checkbox"/> Alternate State Summative Assessments (Gr. 3-10)</li> </ul> <p>Continue to Parent Note.</p> <p>Note: With the passage of IDEA in 1997 and its reauthorization in 2004, it is required that both state and districts provide an alternate assessment for students who cannot participate in general state and district assessments.</p>	<p>At this time, the evidence supports student participation in <b>general</b> assessments.</p> <p>Assessments will be based on grade-level Wyoming standards.</p> <p>Student will participate in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> General classroom/district assessments based on general standards with or without accommodations (Gr. K-12+)</li> <li><input type="checkbox"/> State Summative Assessments with or without accommodations (Gr. 3-10)</li> <li><input type="checkbox"/> ACT (Gr. 11)</li> <li><input type="checkbox"/> WorkKeys Assessments (optional in Gr. 11-12)</li> </ul>

IEP Team Note Statewide Alternate Assessment Participation
<ul style="list-style-type: none"> <li><input type="checkbox"/> I understand this student will take the WY-ALT summative assessment in place of the WY-TOPP summative assessment.</li> <li><input type="checkbox"/> I understand that continued participation in the WY-ALT assessment may lead to a certificate of completion instead of a general diploma.</li> <li><input type="checkbox"/> I understand this decision will be reviewed annually.</li> </ul>

IEP Team District Representative's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Note Statewide Alternate Assessment Participation
<ul style="list-style-type: none"> <li><input type="checkbox"/> I understand my student will take the WY-ALT summative assessment in place of the WY-TOPP summative assessment.</li> <li><input type="checkbox"/> I understand that continued participation in the WY-ALT assessment may lead to a certificate of completion instead of a general diploma.</li> <li><input type="checkbox"/> I understand this decision will be reviewed annually.</li> </ul>

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**For students participating in the WY-ALT, IEP team needs to complete the Learner Characteristic Inventory (LCI).**

## Appendix B: Test Administrator Checklist

<b>Before the Test Administration Window (March 2, 2021)</b>	
	Review the <i>Directions for Administration Manual (DFAM)</i> , which includes information on eligibility, testing procedures, accommodations, and frequently asked questions (FAQs).
	Check your student's IEP for alternate assessment eligibility and accommodations.
	If your student requires paper accommodations, request that your Building Coordinator flag your student in TIDE as a "Paper Tester" and order paper response options.
	Speak to your District Test Coordinator if you do not have a TIDE account, which will be used to access TIDE, TDS, and CRS.
	Take the online <a href="#">Test Administrator (TA) Certification Course</a> .
	Attend the WY-ALT TA training that you registered for. Information regarding training locations, dates, and registration is located on the Wyoming Assessment Portal at <a href="https://wyoassessment.org/training-registration/">https://wyoassessment.org/training-registration/</a> .
	Reserve a room or plan for a testing space that will be out of the hearing and viewing area of other students and teachers. Consider what space will be most conducive for your student to be engaged and comfortable.
	Ensure that you and your student will have access to two computers or devices connected to the internet during testing.
	Request that your school's Technology Coordinator install the Secure Browser on the device that your student will use to take the WY-ALT.
	Ensure that all paper response options (if applicable) are accounted for. Contact your BC if any materials are missing.
	Orient the student to the testing room prior to administration if the space is unfamiliar.
	Sign the Test Security Agreement.

<b>During the Test Administration Window (March 2 – April 23, 2021)</b>	
	Complete the LCI for each student before administering the WY-ALT.
	Before approving your student to test, review your student's accommodations in the Test Administrator Interface and update as needed.
	Administer the WY-ALT to students before the end of the test administration window.
	Follow the instructions provided in the <i>DFAM</i> to re-package and return test materials to your BC. Inform your BC if any test materials are missing.

<b>After the Test Administration Window (April 24 – April 30, 2021)</b>	
	Return all paper response options (if applicable) to your BC for shipment back to CAI.

## Appendix C: Dos and Don'ts for Test Administrators

What Test Administrators Should Do	What Test Administrators Should NOT Do
<b>Test Preparation</b>	
Do take the online <a href="#">Test Administrator (TA) Certification Course</a> .	Do not administer this assessment if you have not taken the online <a href="#">Test Administrator (TA) Certification Course</a> .
Do attend a training session.	Do not administer this assessment if you have not attended a 2021 WY-ALT training session.
Do determine where you will administer the assessment (e.g., library, testing room, or classroom).	Do not administer the assessment within the hearing or viewing range of other students.
<b>Test Design Accessibility</b>	
<p>Do make sure that assistive technology or communication devices are working appropriately.</p> <p>Do determine how the student will use the Assistive Technology (AT) or Augmentative and Alternative Communication (AAC) devices to make choices on the test.</p> <p>Do consider administering the assessment to students who use technology at the beginning of the test administration window to allow time for malfunctions in their equipment.</p>	Do not wait until the day of the assessment to check the availability of communication devices.
<b>Test Administration</b>	
Do provide the accommodations listed in the IEP.	Do not give new accommodations the day of the assessment.
Do provide the accommodations used in daily instruction.	Do not remove any accommodation that the student uses daily.
Do take breaks as needed.	
Do encourage the student to begin working and to stay on task.	Do not repeat an item again after the student has given his or her answer.
<b>Administering with Paper Response Options</b>	
Do keep all test materials secure.	Do not leave any test materials on your desk.
Do examine all materials carefully. If something is missing, contact your BC.	Do not wait to review your materials.
Do add texture to materials as needed, even if it is not listed as an adaptive instruction.	
Do point to the response cards as needed.	
Do move the test materials to the student's optimal visual field or position.	Do not lead the student to the correct answer.
Do return all paper response options, any student-generated items, and scratch paper to your BC after administering the assessment.	Do not discard or destroy paper response options.
<b>Resources</b>	
Do contact your BC with any questions regarding the administration of the assessment.	
Do contact WDE with questions regarding the extended standards and instructional planning.	





# Appendix D: Test Security Agreement

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Wyoming Department of Education (WDE) must take every step to ensure the security and confidentiality of the state test materials. All personnel involved in testing must agree to the following to maintain test security:

1. I will not divulge the contents of the tests to any other person through verbal, written, or any other means of communication.
2. I will not copy or take a photo of any part of the test or test materials.
3. I will keep the tests secure until the tests are ready to be administered. Keeping materials secure means that testing materials are required to be kept in a securely locked room that can be entered only with a key or keycard and, when possible, in a locked storage cabinet or closet within that room.
4. I will keep all assigned, generated, or created usernames, passwords and logins secure and not divulge pupil personal information to anyone other than the pupil to whom the information pertains for the purpose of logging on to the assessment delivery system.
5. I will not allow anyone other than the assigned student to log in to their assigned tests. I may assist a student with using their information to log into his/her assigned test.
6. I will not allow students to access electronic devices that enable them to access outside information (including social media), communicate with other students, and/or photograph or copy test content. This includes, but is not limited to cell phones, personal digital assistants, tablets, laptops, cameras, and electronic translation devices.
7. I will actively supervise students throughout the assessment and verify that pupils have selected the appropriate assessment for the testing session.
8. I will collect and account for all materials following each period of testing and will not permit students to remove test materials, including scratch paper, from the room where testing takes place.
9. I will not review any test questions, passages, or other test items independently or with students or any other person before, during, or following testing.
10. I will return all test materials, including secure test forms, scratch paper, etc., to the designated Building Coordinator **daily** upon completion of testing.
11. I will not develop scoring keys, review any pupil responses, or prepare answer documents except as required by the test administration manual prepared by the testing contractor.
12. I will administer the test in accordance with the Directions for Administration Manual prepared by the testing contractor.
13. I have been trained to administer the tests.
14. I understand that failure to comply with the administration and security requirements may result in one or more of the following penalties:
  - a. invalidating test scores for an individual student or for groups of students; and
  - b. placing a school on a monitoring list for future test administrations; and
  - c. prohibiting specific personnel from administering a test in the future; and
  - d. requiring re-training plan for a school or district; and
  - e. reporting findings to the Professional Teaching Standards Board for potential actions related to professional licensure in Wyoming consistent with Chapter 9, Section 7(c) Reprehensible Conduct.

<hr style="border: none; border-top: 1px solid black;"/>	
<i>Signed</i>	
<hr style="border: none; border-top: 1px solid black;"/>	
<i>Print Name</i>	<i>Assessment</i>
<hr style="border: none; border-top: 1px solid black;"/>	
<i>School</i>	<i>District</i>
<hr style="border: none; border-top: 1px solid black;"/>	
<i>Date</i>	<p><b>I his form is to be kept as a testing record.</b></p> <p>This form may be photocopied. Copyright © 2018 Wyoming Department of Education</p>

## Appendix E: Test Materials Tracking Form

Building Coordinators must be able to account for paper testing materials at all times. This form is used to assist Building Coordinators in tracking the distribution and return of all materials for each Test Administrator.

<b>Test Administrators:</b>											
	<b>Check Out from Secure Locked Storage Area</b>						<b>Check In to Secure Locked Storage Area</b>				
Subject – Section	Date	Testing Room #	# of Booklets	# of Answer Documents	TA Initials	BC Initials	Date	#of Booklets	# of Answer Documents	TA Initials	BC Initials
Math – 1											
Math – 2											
Math – 3											
Reading – 1											
Reading – 2											
Reading – 3											
Science – 1											
Science – 2											

Comments or irregularities involving test materials: