



2024

WY-ALT

Wyoming
Alternate
Assessment



Directions for Administration

For Test Administrator Use



Important Contact Information

For information regarding Wyoming's online systems and user accounts, please contact:

Wyoming Help Desk
Email: wyohelpdesk@cambiumassessment.com
(888) 897-8024

For general information regarding the WY-ALT, please contact:

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Wyoming Alternate Assessment (WY-ALT) for Students Designated as a Student with the Most Significant Cognitive Disability (SMSCD) Spring 2024 Administration

Important Activities	Date(s)
<p>WY-ALT Test Administrator Training Registration Window</p> <p>All Spring 2024 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 Wyoming Assessment Portal during the registration window.</p>	<p>Oct. 12, 2023 –Jan. 9, 2024</p>
<p>Initial Order Window</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>	<p>Jan. 23–Feb. 6, 2024</p>
<p>Paper-Accommodated Test Materials Ordered During Initial Order Window Arrive in Schools</p> <p>Building Coordinators must deliver paper-accommodated test materials to Alternate Assessment Test Administrators as soon as they arrive in schools.</p>	<p>March 1– March 5, 2024</p>
<p>Additional Order Window</p> <p>Building Coordinators may order any additional paper-accommodated test materials that are still needed.</p>	<p>March 6–April 3, 2024</p>
<p>Test Administration Window</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>Invalidations Window</p> <p>Test Coordinators can request an invalidation of assessments due to test security violations and errors in administration procedures during this window.</p>	<p>March 5–April 12, 2024</p>
<p>Secure Test Materials Returned to CAI</p> <p><u>All</u> paper-accommodated test materials must be returned to CAI.</p>	<p>April 19, 2024</p>
<p>Paper Score Reports Arrive in District</p> <p>Districts will receive printed family reports.</p>	<p>TBD</p>

Common Acronyms and Abbreviations

AA-AAAS	Alternate Assessment Aligned to Alternate Academic Achievement Standards
AAC	Augmentative and Alternative Communication Devices
ALT-TA	Alternate Assessment Test Administrator
AT	Assistive Technology
BC	Building Coordinator
CAI	Cambium Assessment, Inc. (Vendor)
CRS	Centralized Reporting System
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
PTSB	Professional Teaching Standards Board
SMSCD	Students with the Most Significant Cognitive DisAbilities
TA	Test Administrator
TC	Test Coordinator (District Test Coordinator [DTC] and/or Building Coordinator [BC])
TDS	Test Delivery System
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 <https://wyoassessment.org>.

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). Federal law includes all students in assessment and accountability. Thus, all students receiving special education services are included in all state- and district-wide assessments. The Individualized Education Program (IEP) team determines how students receiving special education services participate in assessments, not whether they participate. The majority of students receiving special education services take general state assessments (about 99% of students with an IEP). However, if a student receiving special education has also been designated as a Student with the Most Significant Cognitive Disability (SMSCD), then that student may take alternate state assessments (about 1% of special education students). This document guides IEP teams in making a decision for alternate assessment.

State assessments are aligned to the state standards. The IEP team (which includes parents and possibly students as defined by 34 CFR 300.321) determines which standards and assessments are applicable to the student's continued educational progress at their level of challenge. IEP teams consider whether a student should receive instruction in the general education academic content aligned with the Wyoming Content and Performance Standards (WYCPS) or instruction in academic content aligned with the Wyoming Extended Standards (WYES), recognizing that each student's educational program is based on their unique needs. The alternate achievement standard descriptors on the WYES are aligned to the same grade-level content standards, but may represent less breadth, depth, and complexity from the WYCPS. The IEP team also determines classroom supports and instructional accommodations as well as accommodations in classroom assessment and state summative assessments. If taught with the WYCPS, with/without classroom accommodations, then the student takes the general summative assessment with/without accommodations determined by the IEP team. If taught with the WYES and derivations of the WYES, then the IEP team must consider if the student is eligible to take Alternate Assessments based on Alternate Academic Achievement Standards (AA-AAAS). Wyoming's alternate assessment is called the WY-ALT which is aligned to the Wyoming Extended Standards. This must be documented in the IEP, including accommodations for assessments. IEP teams should consider that participation in the alternate assessment may lead to a certificate of completion instead of a general diploma.

To determine participation in alternate assessments, the IEP team must designate a student as a "student with the most significant cognitive disability" (SMSCD). This determination is made by the IEP team using the guidance in this document. The IEP team determines if a student has documented evidence of a cognitive disability that significantly impacts a student's adaptive behavior, academic skills, and intellectual functioning. It is important to note, some students who have a cognitive disability WILL NOT require instruction based on WYES and WILL NOT take an AA-AAAS. It is also important to note that a student with an eligible category of cognitive disability per Wyoming's Chapter 7 rules is not the same as determining that a student is designated as SMSCD for participation in alternate assessments. Only those students with unique and complex needs that significantly impact adaptive skills, academic skills, and intellectual functioning should take alternate assessments. This is an individualized determination made by the IEP team using the designation definition of SMSCD and the Wyoming [Alternate Assessment Participation Guidance](#). The designation of SMSCD is only for use with alternate assessment.

WY-ALT Item Development

The WY-ALT items were written by collaborative teams at 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 designated with SMSCD for the purpose of alternate assessment. 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

Wyoming has extended standards that align to the Wyoming Content and Performance Standards ([WYCPS](#)). Wyoming Extended Standards ([WYES](#)) were designed to make the WYCPS more accessible to students with significant cognitive disabilities, while maintaining the rigor and high expectations of the WYCPS. The Extended Standards ensure all students with significant cognitive disabilities are provided with multiple ways to learn and demonstrate knowledge. In the Extended Standards, WYCPS are extended to include four alternate achievement levels (I, II, III, IV) with level I requiring the most support and level IV being the most independent. This allows teachers to adjust for various levels of difficulty and provide appropriate supports. Extended Standards serve as the foundation for WY-ALT item development.

WY-ALT Test Design

The Spring 2024 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. There is no writing portion on the WY-ALT.

Student Grade	Content Areas to be Administered to Each Student
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 appropriate only for students designated as a Student with the Most Significant Cognitive Disability (SMSCD) who meet the state's criteria, as outlined in the [Alternate Assessment Participation Guidance](#) and the [WY-ALT Participation Checklist](#) Guides. These two documents guide the IEP team through several areas to consider when determining which assessment a student with a disability should take. Before the IEP team meeting, the lead case manager can review the decision-making flow-chart on page two of the Alternate Assessment Participation Guidance. If the answer is "yes" to all questions on the flowchart, then the case manager will want to come to the meeting with a lot of evidence. The IEP team will:

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; and 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 three criteria. 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 the WY-TOPP. 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 student's 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.

Frequently Asked Questions: Student Participation and Eligibility

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

Yes. Federal law includes all students in assessment and accountability. Thus, all students receiving special education services are included in all state- and district-wide assessments. The IEP team determines how students receiving special education services participate in assessments, not whether they participate. The majority of students receiving special education services take general state assessments. However, if a student receiving special education has also been designated as a Student with the Most Significant Cognitive Disability (SMSCD), then that student may take alternate state assessments.

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

Yes. IEP Goals for students designated as a Student with the Most Significant Cognitive Disability should be standards-based and aligned to the Wyoming Extended Standards. The WYES is part of the participation criteria that IEP teams use to designate a student as SMSCD.

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. The stimulus, passage, question, and answer options for all items are embedded with a read-aloud, human voice recording that must be played for all students. 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 Section 504 teams should use the WY-ALT Participation Guidance document in determining which assessment is appropriate for each student.

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., English language arts [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 test 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 test 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 any five consecutive items on a test, beginning with items 1-5, the student can end the test early. This is referred to as the Early Stopping Rule (ESR). Administration of at least the first five items is required. **Each individual item (items 1-5) for each subject must be attempted multiple times across the entirety of the testing window.** After multiple concerted administration attempts, the ALT-TA should select the **No Response** option in the Student Interface for the specific item that was administered multiple times but to which the student did not respond, pause the test, and exit out of the Test Delivery System (TDS). **Important Note:** If the **No Response** option is selected for a particular item(s) and the test is paused for longer than 20 minutes prior to the next administration attempt, the test will resume starting at the last unanswered item. 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 after multiple administration attempts, the ALT-TA must select the **No Response** option in the Test Delivery System for those first five items, then click the **Next** button. The system will then automatically engage the Early Stopping Rule and end the test for the student, at which point the ALT-TA may submit the test.

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. During each concerted administration attempt, the ALT-TA should select the **No Response** option for the item(s) which have been administered multiple times but for which the student has made no response, pause the test, and exit out of the Test Delivery System. If the student does not respond to these five items on the test after multiple administration attempts, the ALT-TA must then pause the test, exit out of the Test Delivery System, and report the Early Stopping Rule. 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, the subject in which the stopping rule was applied and the dates on which the test administration was attempted.

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 that all personnel involved in the assessment are adequately trained in proper test administration and test security.
- Ensure that ALT-TAs have access to the Wyoming student identifier numbers (WISER IDs).
- Ensure that BCs and ALT-TAs have Test Information Distribution Engine (TIDE) accounts.
- Any student with an Individualized Education Program (IEP) and a documented Paper Response accommodation should be flagged in TIDE as a “Paper Tester” for the WY-ALT. This will allow the student 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 12, 2024.

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 that all ALT-TAs who are administering the WY-ALT have met the training requirements.
- Sign and ensure that ALT-TAs have signed the Assessment Security Agreement.
- 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 23–February 6, 2024) or Additional Order window (March 6–April 3, 2024).
- 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 that ALT-TAs have administered the WY-ALT by April 12, 2024.

- Ensure that all paper materials are shipped back to Cambium Assessment, Inc. (CAI) by April 19, 2024. 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 Assessment Security Agreement (see [Appendix D](#)).
- Complete the Learner Characteristics Inventory (LCI), accessible via the Student Interface in TDS once the test administration window opens, for each student before administering the WY-ALT.
- Administer the WY-ALT to students within the test administration window (March 5–April 12, 2024).

Frequently Asked Questions: Test Administrators and Personnel

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

All Spring 2024 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 2024 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 Assessment 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?

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 the Centralized Reporting System (CRS). 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 an Assessment 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. Interpreters or translators 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 an Assessment 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 Assessment 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 Wyoming Department of Education (WDE) website (<http://edu.wyoming.gov>).

Some examples of test security violations may include, but are not limited to, the following:

- 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 Test Administrator (TA) training session. The same training will be provided to both new and experienced ALT-TAs. All Spring 2024 trainings will be held online only.

Online trainings will take place on the following dates:

- Thursday, January 18, 2024, online, from 9:00 a.m. to 12:00 p.m. MT
- Monday, January 22, 2024, online, from 9:00 a.m. to 12:00 p.m. MT
- Wednesday, January 24, 2024, online, from 1:00 p.m. to 4:00 p.m. MT

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. District Test Coordinators (DTCs), Building Coordinators (BCs), and ALT-TAs will need Test Information Distribution Engine (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 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 following table.

System	Description
Test Information Distribution Engine (TIDE)	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.
Test Administrator Interface	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).
Student Interface	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.
Centralized Reporting System (CRS)	CRS 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 [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, CRS, 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 2024, the Wyoming Department of Education (WDE) will upload student data into the TIDE system. DTCs should confirm that all of 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 Individualized Education Program (IEP) for WY-ALT eligibility. Ensure that any accommodations listed in the IEP are provided during the test 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.

Exceptional Accommodations Requests

Individualized accommodations documented in a student's IEP and provided during classroom instruction should be requested for use on the WY-ALT. For all specialized accommodations, Section 504 and IEP teams will need to submit an Exceptional Accommodation Request.

Exceptional Accommodation Requests are valid through June 30 of each school year and must be updated annually. District staff submit the request to WDE via the SAER system. 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. The status may be:

- Accepted
- Declined
- Pended with request for additional information.

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

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 a paper accommodation documented in their IEP, 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 select the student’s response on the computer.

The BC is responsible for ordering the paper response options. During the Initial Order window (January 23–February 6, 2024), 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 (March 6–April 3, 2024) through TIDE.

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

VI. Assessment Design and Administration Procedures

WY-ALT Format

- The online Test Delivery System for the WY-ALT provides digitally delivered human voice recording (HVR) audio for all stimuli, questions, and answer options. This HVR audio is scripted using specifically worded test stimuli, descriptions of visuals such as illustrations and graphics, questions, and answer option descriptions, which may contain more information than is actually shown on the answer option card.
 - It is essential for students to be presented with all test components, including all answer options before selecting their answer. (See the Code of Ethics for information on Test Administration supervision requirements during student testing.) Once students have made their final answer selection, the student or the test administrator, on behalf of the student, will need to select the Next key in order for the next item to appear.
 - TAs must ensure students are listening to all test components: passage, stimulus, question, and answer options. While the passage and question typically match the audio file, the answer option cards containing a PicSym may not show all of the words that match the audio file. It is important for students to hear the audio file for each answer option.
- 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. Alternate Assessment Test Administrators (ALT-TAs) must ensure that students are listening to the recordings for all answer options.
- 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 desktop or specialized calculator if it is listed as an accommodation in the student's Individualized Education Program (IEP).
- Students may take the online tests independently by responding to items with a computer mouse, touch screen, or other interactive technology. ALT-TAs must ensure that students are listening to all components of the test.
- 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.
- If a student does not respond to any five consecutive items on a test, beginning with items 1–5, the student can end the test early. Call the Help Desk if you invoke the Early Stopping Rule (ESR) so it is scored correctly. Make multiple attempts over the assessment window. Use professional judgment. Do not put yourself or the child at risk. Items 1 through 5 must be administered to students in order for a score to be given. There are known limits of the testing

platform in that you might time out on an item. Call the Wyoming Department of Education (WDE) if you time out on an item. Here are two possible testing scenarios for engaging the ESR:

- 1) Your student does not respond to the first five items on the test.
 - a) Select the Mark as No Response option in the context menu for the first five items.
 - b) After the first administration of item 5, select the Pause button in the upper right corner of the test in the Student Interface or pause the test in the TA Interface.
 - i) Do NOT click the Next button after item 5.
 - c) Re-administer items 1–5 at least twice more (over the breadth of the testing window).
 - d) If the student does not respond to items 1–5 after multiple administration attempts, click the Next button, then end and submit the test.
 - e) Report the implementation of the ESR to the Wyoming Help Desk.

- 2) If your student responds to one of the first five items, but then does NOT respond to five consecutive items later in the test:
 - a) Select the Mark as No Response option in the context menu for the items which have been administered but for which the student has made no response.
 - b) Select the Pause button in the upper right corner of the test in the Student Interface or pause the test in the TA Interface.
 - c) Re-administer these five items to the student at least twice more (over the breadth of the testing window).
 - d) If the student does not respond to these five items after multiple administration attempts, click the Pause button again and report the implementation of the ESR to the Wyoming Help Desk.
 - e) **Note:** If upon the multiple administration attempts, a student does not respond to any five consecutive items, the ESR should be applied. If a student responds to any items in the first segment of the test, please note that he or she will not be able to return to the first segment to update a previous response.

To invoke the ESR, the school's Building Coordinator must:

- Contact the Wyoming Help Desk at 888-897-8024;
- Report the student(s) WISER ID;
- Report which subject(s) need the Early Stopping Rule applied; and
- Report date and time for each administration attempt, for each subject.

Ending Test if Last Item is Marked as No Response

If you mark the last item in a test as No Response, the End Test button will not automatically appear. To end the test if the last item is marked as No Response:

1. Click the Next button.
2. A pop-up message will appear informing you that there are no more items on the test and instructing you to click the End Test button when you have finished checking your answers.
3. Click OK.
4. The End Test button will appear in the global menu.

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 the following:

- 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 2024 WY-ALT are summarized in the following table.

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

	zoom up to four levels.
Line Reader	Toggles the Line Reader tool on or off, allowing the student to highlight text as they read.
Masking	Toggles the Masking tool on or off, allowing the student to cover distracting regions of the test page.
Non-Embedded Accommodations	Various non-embedded accommodations
Paper Tester	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 the following:

- 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 the following:

- 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
- Allowing frequent breaks

Note: When resuming testing, do not re-administer any items unless a student has not responded and you are attempting the required five responses needed for a score. As noted in the Early Stopping Rule section, use professional judgment. Do not put yourself or the child at risk for the sake of five attempts.

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 must ensure that students are listening to all test components: passage, stimulus, question, and answer options. While the passage and question typically match the audio file, answer option cards containing PicSyms may not show all of the words that match the audio file. It is important for students to hear the audio file for each answer option.

- The ALT-TA may have human voice audio reread for any part of the item, if needed or requested by the student.
- Do not teach a skill while administering the assessment, as that will invalidate the test.
- 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 in to 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 five no-responses.
- Ensure that all technology, including augmentative and alternative communication (AAC) devices, are ready for testing.
- Braille orders for Spring administration are in the Fall and placed through the TIDE system.
- Paper materials should be considered.
- Make sure that two computers or devices, one for the TA Interface and one for the Student Interface, are ready for administration.
- WY-ALT scores will be reported in the Centralized Reporting System upon test submission.
 - Please note that all WY-ALT Math scores will not be released until after the WY-ALT Math Standard Setting meeting which will be held July 16-18, 2024.

Returning Paper-Accommodated Test Materials

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

- All paper-accommodated test materials must be returned to Cambium Assessment, Inc. (CAI) after the test administration window closes.
- All materials must be shipped by April 15, 2024, to arrive back to CAI by April 19, 2024.
- The ALT-TA should return all materials to the BC according to school procedures when the 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 call FedEx to schedule a pick up of your paper accommodations. Please tell FedEx you have a return shipping label that came in your package of materials to use, and you have (the number of boxes to return). All secure materials need to be back to CAI by April 19, 2024.

Appendix A: [Wyoming Alternate Assessment Participation Checklist](#)



Alternate Assessment Participation Checklist

Criterion	Considerations	Yes	No
Criterion #1 The student demonstrates cognitive abilities that significantly impact most adaptive behavior, all academic skills, and intellectual functioning.	Does evidence indicate unique and complex cognitive needs that significantly impact some adaptive skills, all academic skills, and intellectual functioning?	<input type="checkbox"/>	<input type="checkbox"/>
	Does evidence indicate limited understanding of academic and conceptual skills; writing, language, vocabulary, and grammar skills; and numerical concepts that impede progress of the general grade level core curriculum even with extensive accommodations?	<input type="checkbox"/>	<input type="checkbox"/>
	Does evidence indicate substantial, constant supports and continued supervision in adaptive skills that are well below average in two or more areas: self-care, communication, self-direction, social skills, leisure, home or school living, functional academics, community use, work, health and safety?	<input type="checkbox"/>	<input type="checkbox"/>
Criterion #2 The student requires extensive, direct individualized instruction using adapted materials and substantial supports to achieve measurable gains at their level of challenge.	Does the student require extensive modifications to the general curriculum (classroom objectives, materials, and/or activities) and substantially adapted materials to access information?	<input type="checkbox"/>	<input type="checkbox"/>
	Does the student require extensive, repeated instruction presented in individualized, incremental steps, in multiple settings (e.g., home, school, work, community)?	<input type="checkbox"/>	<input type="checkbox"/>
	Does the student require substantial assistance to acquire, maintain, demonstrate, and transfer skills across academic content areas and across multiple settings (e.g., home, school, work, community)?	<input type="checkbox"/>	<input type="checkbox"/>
	Does the student require substantial assistance to acquire, maintain, demonstrate, and transfer skills across multiple settings (e.g., school, workplace, community, and home)?	<input type="checkbox"/>	<input type="checkbox"/>
Criterion #3 The student demonstrates learning from Wyoming Extended Standards (WYES) with substantial adjustments and supports to appropriately challenge the student.	Does the student currently show inability to achieve measurable gains on general grade-level standards (WYCPS) even with extensive accommodations?	<input type="checkbox"/>	<input type="checkbox"/>
	Does the student currently show ability to achieve measurable gains on content linked to the WYES, with adaption of complexity, depth, and breadth to appropriately challenge the student?	<input type="checkbox"/>	<input type="checkbox"/>
	Do student IEP goals and objectives link to the enrolled grade level extended standards for all assessed content areas (ELA and math, and/or writing and science)?	<input type="checkbox"/>	<input type="checkbox"/>

If Yes to ALL Ten Questions	If No to ANY
<p>At this time, the evidence supports potential student participation in alternate assessments.</p> <p>Instruction and alternate assessments will be based on the Wyoming Extended Standards (WYES).</p> <p>During the _____ School Year, Student will participate in:</p> <p>Student may participate in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alternate classroom/district assessments based on WYES with or without accommodations (K-12+). <input type="checkbox"/> Alternate State Summative Assessments with or without accommodations in IEP. (Gr. 3-10). <input type="checkbox"/> Alternate English Learner Assessment (K-12 if active EL status). <p><small>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.</small></p>	<p>At this time, the evidence supports student participation in general assessments.</p> <p>Instruction and general assessments will be based on grade-level Wyoming Content and Performance Standards (WYCPS).</p> <p>During the _____ School Year, Student will participate in:</p> <p>Student will participate in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> General classroom/district assessments based on WYCPS with or without accommodations. (K-12). <input type="checkbox"/> General State Summative Assessment with or without accommodations. (Gr. 3-10). <input type="checkbox"/> General English Learner Assessment (K-12 if active EL status). <input type="checkbox"/> WorkKeys Assessments (optional Gr. 11-12) <input type="checkbox"/> ACT (11 grade).

IEP Team Note Statewide Alternate Assessment Participation

I understand this student will take the WY-ALT summative assessment in place of the WY-TOPP summative assessment.

I understand that continued participation in the WY-ALT assessment may lead to a certificate of completion instead of a general diploma.

I understand this decision will be reviewed annually.

IEP Team District Representative's Signature _____ Date _____

IEP Team Note Statewide Alternate Assessment Participation

I understand my child will take Alternate Assessments in place of general assessments.

I understand that continued participation in the Alternate Summative Assessment may lead to a certificate of completion instead of a general diploma.

I understand this decision will be reviewed annually.

Parent/Guardian Signature _____ Date _____

Student WISER ID#: _____

After designating a student as a Student with the Most Significant Disability, the IEP team needs to complete the Learner Characteristic Inventory (LCI).

Appendix B: [Test Administrator Checklist](#)



Test Administrator Checklist

This checklist is based on the processes and procedures found in the Assessment Security Guide and testing manuals found at wyoassessment.org. It is not a comprehensive list of requirements and does not replace previously established assessment policy. Rather, it simply serves as a list of reminders in order to help reduce the most common issues that arise before, during, and after testing. This checklist should be used for WY-ALT and all WY-TOPP assessments: Interims, Modulares, and Summatives.

Before Testing

All tasks in the Before Testing section of the checklist should be reviewed at the beginning of the school year and again in the months before summative testing begins in the spring.

- Complete the necessary steps for TIDE password reset.
- Read the [Accommodations and Accessibility Guide](#).
- Read the [Assessment Security Guide](#).
- Watch the [Test Security Module](#) provided by WDE.
- Read and sign the [Assessment Security Agreement](#).
- Read the test administration manuals.
- Review the Allowable Resources Guidelines (found in the Accommodations and Accessibility Guide).
- Participate in the WY-ALT Training provided by WDE. *(WY-ALT TAs only)*
- Complete the online Test Administrator Certification course on the [Wyoming Assessment Portal](#).
- Participate in test security and administration trainings provided by the BC and/or DTC.
- Provide students the opportunity to walk through the Training Tests on the [Wyoming Assessment Portal](#) to familiarize themselves with the testing set up and tools
- Confirm that students' accommodations and designated supports have been accurately entered into TIDE.
- Prepare the room for testing by taking down or covering any content on the walls and removing or erasing any content on the whiteboards/chalkboards.
- Create a seating chart.
- Be sure to approach testing in a calm manner and attempt to remove/reduce student stresses.

During Testing

- Complete the [LCI](#) for each student before administering the WY-ALT. *(WY-ALT TAs only)*
- Check out necessary testing materials through the BC, if applicable.
- Confirm students' accommodations and designated supports are showing for their assessment. Do not test until accommodations and supports are correct.
- Review device policy with all students and remove or store all non-allowable devices away from the secure testing environment.
- Read the test directions verbatim from the Test Administrator Manual. *(WY-TOPP TAs only)*
- Monitor testing practices and enforce guidelines found in the [Assessment Security Guide](#) and other state testing manuals.
- Monitor student progress through the TA system and gently check in on a student who appears to not be progressing on in the test.
- Maintain test security at all times for online and paper test administration, including storage, distribution, administration, and collection of materials.
- On a daily basis, return any scratch paper, test tickets, and other non-scorable secure materials to the Building Coordinator to be shredded.

After Testing

- Check that all students who are eligible have completed all grade- level assessments.
 - Report any potential improprieties to the BC immediately.
 - Maintain test security while collecting, storing, or shredding materials.
 - Return scorable materials to the BC for inventory and shipment, if applicable.
- *Remember test security protocols live beyond the assessment windows.

Resources

[Wyoming Assessment Portal](#)

[Accommodations and Accessibility Webpage](#)

[Assessment Blueprints & Rubrics Webpage](#)

[Assessment Calendar](#)

[Cut Scores Webpage](#)

[Assessment Security and Monitoring Webpage](#)

[WY-ALT Webpage](#)

[WY-TOPP Webpage](#)

Appendix C: Dos and Don'ts for Test Administrators

What Test Administrators Should Do	What Test Administrators Should NOT Do
Test Preparation	
Do take the online Test Administrator (TA) Certification Course .	Do not administer this assessment if you have not taken the online Test Administrator (TA) Certification Course .
Do attend a training session.	Do not administer this assessment if you have not attended a 2023 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.
Test Design Accessibility	
<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 and usability of communication devices.
Test Administration	
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.
Do press the audio play button (the on-screen ear or speaker icons) to have the item, passage, stimuli, and answer options repeated as often as the student requests/requires.	Do not put yourself or the child at risk when attempting five items multiple times as part of the Early Stopping Rule.
Do use the Early Stopping Rule (ESR) if a student is nonresponsive for multiple attempts on five items.	
Administering with Paper Response Options	
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 Building Coordinator (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 remember that PicSyms in answer options frequently have associated scripts containing additional information the student needs to hear in order to ensure that the test is administered in a standardized way.	
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.

What Test Administrators Should Do	What Test Administrators Should NOT Do
Do return all paper response options, any student-generated items, and scratch paper to your BC after administering the assessment. If soiled, return in a plastic bag.	Do not discard or destroy paper response options, even if soiled.
Resources	
Do contact your BC with any questions regarding the administration of the assessment.	
Do contact the Wyoming Department of Education (WDE) with questions regarding the extended standards and instructional planning.	

Appendix D: Assessment Security Agreement



State Administered Large Scale Assessment Security Agreement for K-12

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 school personnel, whether directly or indirectly involved with testing, must read through each relevant section and then sign and date. The Test Security Agreement is to be kept on file (paper or digital) for two years.

Role (check all that apply):

<input type="checkbox"/> District Test Coordinator	<input type="checkbox"/> Building Coordinator	<input type="checkbox"/> Test Administrator (specify test/s): _____
<input type="checkbox"/> District/Building Data Reviewer	<input type="checkbox"/> Proctor	<input type="checkbox"/> Other (specify school role): _____

General Test Security – To be completed by ALL STAFF in the school.

1. I will not divulge the contents of the tests to any other person through verbal, written, digital, or any other means of communication.
2. I will not copy, screenshot, or take a photo of any part of the test or test materials. Furthermore, I understand that items are not to be replicated, reproduced, or edited/copied for instructional use (i.e., copying an item type with different values for practice).
3. I understand no one may enter the testing room unless they have been trained on test security measures and have a test security agreement on file.
4. I understand all school personnel shall maintain strict security and confidentiality of Individual Student Reports, Student Identifiable Information, and Student Results.
5. I will not share student personal information with anyone other than the student to whom the information pertains for the purpose of logging on to the assessment delivery system.
6. I will not allow anyone other than the assigned student to log in to their assigned test(s). I may assist a student with using their information to log in to their assigned test(s).
7. I will not access any electronic devices when in a testing room, except what is required to run a test session. The use of a cell phone is permitted under emergency situations.
8. I will not allow students to access any electronic devices except what is needed for valid test administration. This includes devices which will enable students to access outside information (including social media), communicate with other students, and/or photograph or copy test content. Such devices include, but are not limited to, cell phones, personal digital assistants, tablets, laptops, cameras, smart watches, and electronic translation devices.
9. I will not develop scoring keys, review any student responses, or prepare answer documents except as allowed by the test administration manuals prepared by the testing contractor.
10. I have read Wyoming's Assessment Security Guide provided by WDE.
11. I have watched the Test Security Module provided by WDE.
12. I understand all paper-based test materials are to be accounted for at all times by way of an inventory process and must remain secure. Keeping materials secure means that testing materials are required to be kept in an access-limited, securely locked room and in a locked storage cabinet or closet within that room.
13. All materials will be collected and accounted for following each period of testing. Students will not be permitted to remove any test materials, including scratch paper, from the room where testing takes place.
14. All test materials will be returned, including secure test forms, scratch paper, etc., to the designated Building Coordinator on a daily basis.
15. 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 a 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.

Signature

Date

Type or Print First and Last Name

School/District

Summative (WY-TOPP/WY-ALT) – To be completed by TAs and ALT-TAs.

1. 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.
2. I will complete the Test Administrator Certification on the Wyoming Assessment Portal before administering the test.
3. I will administer the test in accordance with the Summative Online Test Administration Manual (TAM) and/or the WY-ALT Directions for Administration Manual (DFAM).
4. I will keep all assigned, generated, or created usernames, passwords, and logins secure.
5. I will verify that students with accommodations have been assigned the appropriate accommodations before the assessment begins.
6. I will verify that students have selected the appropriate assessment for the testing session, and I will actively monitor students for the entirety of the testing session.
7. If administering the WY-ALT, I understand that the WY-ALT needs to be administered one-on-one.

Signature

Date

Type or Print First and Last Name

Interims/Modulars – To be completed by TAs if administering the interims/modulars.

1. I have read the Acceptable Use for WY-TOPP Modular and Interim Assessment Items document and understand that Interim and Modular assessments are semi-secure meaning items are allowed to be reviewed by the teacher, but within the parameters outlined in the document.
2. I will complete the Test Administrator Certification on the Wyoming Assessment Portal before administering the test.
3. I will administer the tests in accordance with the Interim and Modular Test Administration manuals.
4. I will keep all assigned, generated, or created usernames, passwords, and logins secure.
5. I will verify that students with accommodations have been assigned the appropriate accommodations before the assessment begins.
6. I will verify that students have selected the appropriate assessment for the testing session, and I will actively monitor students for the entirety of the testing session.

Signature

Date

Type or Print First and Last Name

Appendix E: Test Materials Tracking Form

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

Test Administrators:											
	Check Out from Secure Locked Storage Area					Check In to Secure Locked Storage Area					
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: