



Q&A RESPONSES FROM WY-TOPP WEBINAR ON OCTOBER 18, 2017 (3:00-4:30 pm)

Quick Links & Information

AIR Help Desk call (888) 897-8024 or email wyohelpdesk@air.org

AIR Wyoming Assessment Portal <http://wyoassessment.org>

Blueprints for Interim, Modular, and Summative Assessments <https://edu.wyoming.gov/blueprints>

Writing Rubrics

[Grade 3-5 Informative](#)

[Grade 3-5 Opinion Rubric](#)

[Grade 6-11 Argumentative Rubric](#)

[Grade 6-11 Informative Rubric](#)

Webinars, Guides, and Training Videos

[TIDE User Guide](#)

[AIR Ways Webinar](#)

[DESMOS Calculator Webinar](#)

[Test Administrator User Guide](#)

[AIR Ways Reporting User Guide](#)

[Modular Previewing System User Guide](#)

[WY-TOPP Training Video](#)

UPLOADING / ROSTERING STUDENTS

1. What do I do to prepare for testing?

Districts will need to do the following: 1) load the secure browser; 2) the District Test Coordinator (DTC) will need to set up the Building Coordinators (BC); 3) the BC will need to set up Test Administrators (TAs) and students in TIDE. Please refer to the TIDE User Guide, found at on the [assessment portal](#) under Manuals in the Resources tab, to find more specifics.

2. How do we upload our district test coordinators (DTC)?

You can get assistance through the AIR Help Desk at 888-897-8024 or wyohelpdesk@air.org.

3. How do I upload my students? How do I make edits to my students?

Instructions on how to do activities within the user interface can be found in the [TIDE User Guide](#), also found on the [assessment portal](#) under Manuals in the Resources tab. It is the responsibility of the district to keep the student

information updated and to upload edited/new student information in a timely fashion for each of the testing windows in which the district is participating.

- 4. If a student is deleted, what happens to their historical data?**
AIR will still have the information but it will not be active in TIDE. If the student is reinstated with the same WISER ID, all of the information will still exist and can be reconnected.
- 5. Do I need to roster? How do I roster?**
No, rosters are not required to test but may be used for tying results to teachers for reference. Information about rosters can be found in the [TIDE User Guide](#).
- 6. Are students automatically rostered to the teacher that administers the test?**
No, because a Proctor, Building Coordinator, or even a District Coordinator can give the test. Rostering is just for reporting purposes and is not needed for testing.
- 7. Can a student only sit on one roster?**
No, schools/districts can create any rosters they need for reporting purposes. For example, a student can be on a grade 5 roster, on a teacher's class roster, and even on a Reading Robin roster, if the teacher wants to see a subgroup of students' data.
- 8. Is a District Data Reviewer (DDR) restricted to a building?**
No, this is a district role; districts just need to upload the rosters needed for the DDR.

ADMINISTERING THE TEST – PAUSING THE TEST

- 9. How do you finish a test after a student's test was paused?**
That student can resume testing at any time by logging in the same way, later that day or on another day. If resuming any session in which the student has paused more than 20 minutes, the student will not be able to review previous answers. It is best practice to finish a section in a single setting. If this is not possible, have the student review their answers before pausing so that the portion completed does not need further review.
- 10. Will the students be able to review questions if they are accidentally kicked out of the testing session? After a 20+ minute pause, will students be able to review and edit their test responses?**
This is explained in the Pause Rules. If a student leaves for any reason (paused), the student's information is saved, and the student can log back in to the test. If it is within the 20 minute time limit, the student can go in and review and edit answers to previous questions. If the pause was longer than 20 minutes, the student will not be able to make changes to previous items. If there was a reason for the delay in testing that does not compromise the student's testing, then the school can file an appeal, and the WDE will review the case and determine if access to reopen the full assessment is allowable.
- 11. Are we able to print out the instructions?**
We would recommend schools/teachers continue to use the training test (found on the [Portal](#)) to continue to practice the test platform and tools.

ACCOMMODATIONS

- 12. What are some alternate response options?**

Alternate response options include students using methods other than using the computer mouse to choose a response themselves. Examples include, students pointing to pieces of paper labeled A, B, C, D or students verbally stating their response.

13. Do we need to enter accommodations such as testing location, multiple days, etc., and where do we do that?

At this time, separate testing location and multiple day administration are not entered into the TIDE system. We recommend campuses keep track of the non-embedded accommodations used. We may require documentation of these accommodations in TIDE for the summative administration.

14. Under Literary Assistance Tools, the sub-label is text-to-speech. Under ELA, you can choose Items, Passages, or both, therefore for Reading, can the passages be read to the students?

Yes, reading passages may be read to the students on the WY-TOPP assessments. This accommodation must be documented in the student's IEP or 504 Plan.

15. What is line reader and is it an accommodation? Is this available for all students, even those without an IEP?

Line reader is an accommodation and must be documented in a student's IEP or 504 Plan.

16. What testing tools are universally allowed for all students?

The only test tools available for all students are highlighting, notepad, mark for review, zoom in/out, calculator, and masking. The masking tool can be turned off for individual students in TIDE.

17. Will we get the correct language for IEPs that is required by WDE for students being able to receive the passages and items read to them by a human reader or text to speech?

Yes, WDE is currently reviewing a draft version. With IEPs, we want to accommodate students with what they need and to ensure students have the access needed.

18. Can the accommodations that are newly available on this first interim test be added on students IEPs, if appropriate, since they were not an option before?

Yes, if appropriate, please add them. Teachers/schools know what the student's needs are, and the IEP should reflect that.

19. Can a student on an IEP have the text read to them in the reading test?

Yes, if expressly included in the student's IEP.

20. Is the speech-to-text function within the testing portal?

No, Text-to-Speech (TTS) exists within the system. Speech-to-Test (STT) is only in permissal mode.

21. Are Color Overlays universal now? Can Students turn these on and off? Does the Color Overlay accommodation need to be documented in an IEP or 504?

Color overlay is still an accommodation and needs to be documented in a student's IEP or 504 Plan.

22. Do you have a date for the accommodations draft to be finalized?

WDE is currently reviewing the Accommodations Manual. This document will be available soon and will be found on the [Portal](#).

INTERIMS, MODULARS, and SUMMATIVE TESTS

23. Could a district do an interim test for only one subject or one grade?

Yes, the interim assessments are optional (district/school choice) with the exception of the K-2 Reading Spring Interim test. For more information, see the K-2 Testing section below.

24. If a district chooses to test in the interim window, would the whole district be required to test?

No, the interim assessments are optional (district/school choice) with the exception of the K-2 Reading Spring Interim test. For more information, see the K-2 Testing section below.

25. Can you do interim testing at the same time as modular testing?

Yes, it is possible for schools to have both interim and modular testing occur at the same time; however, these two tests serve different purposes. The interim assessment is a mini-summative test that covers the summative (end-of-year test) content in a shorter test. It will be computer adaptive, like the summative. The modulars are benchmark assessments (end-of-unit tests) that only measure a single reporting category (e.g., fractions, reading literary texts). Modulars are online as well, but fixed form. Teachers can choose from multiple forms of tests for each module and can use these tests however they see fit for their students (e.g., unit quiz, pre- and post-test, re-test after further instruction, etc.). Find out more by looking at the [blueprints](#) for these assessments.

26. How much consistency is there between the interim and summative tests? Is what is allowable for the interim assessments going to stay the same for the summative? Is the formatting the same for the interim and summative tests?

Both the interim and the summative are set up with the same tools in the same system.

27. The 9th grade math summative does not have Geometry, but the Interim does. Correct?

There was a mistake on the 9th grade interim blueprint. This has been fixed, and you can find the corrected [blueprints here](#).

TESTING TIME AND TESTING TOOLS

28. Interim assessment estimated testing times are 30-60 minutes for each content area; math, ELA, writing, and science. Can we choose to do ELA without writing? Does writing double the testing time for ELA?

ELA and Writing are two separate sessions in grades 3, 5, 7, 9 where writing is assessed. For the interim assessment, the teacher can select either ELA or ELA with Writing for student testing. If the latter is chosen, students will be prompted to end the ELA testing before being allowed to move on to the writing test. Then the TA/Proctor will receive a notification the student is ready for the writing prompt. The TA/Proctor should not allow the student to go on to the writing session unless they are going to have sufficient time to complete that test session. Once a student starts typing a response, they will need to complete it in that sitting.

29. Will the teachers be required to sign the non-disclosure agreement prior to interim testing? Where is it located?

There is not a nondisclosure agreement for the interim assessments at this time; there will be one for the summative assessments.

30. What about testing over multiple days and pausing a test? (pausing and resuming the next day)

WDE highly recommends that individual subjects be completed in one day by the student since any pausing over 20 minutes will result in the student being unable to review and edit previous items and responses.

31. For General Testing Tools, what does “general” mean? Is this for anybody, even without an IEP, 504, or ELL?

General testing tools are accommodations that should be documented on a student's IEP, 504 Plan, or EL plan. (e.g., Masking, Non-embedded Accommodations, and Print On-Demand)

32. Is masking to cover a distracting area of the test page? Is this a universal tool? Is it already turned on? Is print-on-demand an option so students can request printouts of items and/or stimuli? If so, is this universal? Are Color Overlays universal now? Can students turn these on and off?

The only test tools available for all students are highlighting, notepad, mark for review, zoom in/out, calculator, and masking. The masking tool can be turned off for individual students in TIDE.

WRITING TEST

33. How will the writing be scored with the interim writing assessments?

For the interims and the modulares, writing items will be AI scored. The rubric is available for teachers so they can see what is included in the score. For the summative assessment, writing items will also be AI scored and followed up with a small percentage a human-scored read behinds, to ensure the AI scoring is valid and to check on items that may have been flagged for human follow-up. Results will be produced for overall ELA with Writing as a subscore.

34. What are the expectations for elementary students typing their response?

The expectation for writing responses will be aligned to the grade-level standards and appropriate to that age. The purpose of the assessments is to fully meet the breadth and depth of the standards. For example, the grade 3 writing standard states the student "...use technology to produce and publish writing (using keyboarding skills)...". Grade 4 states the same, and in addition students are to, "...demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting." Grade 5 is the same as grade 4 but a minimum of two pages in a single sitting. Students can use scratch paper to web out their plan, but teachers must collect these papers and destroy them as they are confidential test materials.

35. Are there modulares that offer a chance for writing?

Yes, there are multiple writing prompts for each grade, 3-11.

36. How does scribing for writing work on the test?

The test administrator/Proctor will act as the scribe and would type for the student, making sure to type as the student says it exactly (e.g., The bird flew across the sky comma and then the cat jumped in the air period)

SCIENCE TEST

37. Are there modulares for the science standards?

No, not this year. Next year, we will have a few modulares available in grades 4, 8, and 10 and will add to those each year.

38. Will there be an online practice science test for students prior to the summative administration?

No, we are working on development of items to the new 2016 Science Standards, not the 2008 standards which will be summatively assessment. The science summative assessment will be comprised of legacy items that are aligned to the 2008 Science Standards for the testing years 2018-2020. Scores will be based on the results to these items. Also, during the next three years (2018-2020), we will field test items aligned to the new 2016 Science Standards, in order to build a bank of items for the first fully operational science summative assessment (Spring 2021) aligned to the new standards.

39. Is a science blueprint available?

Yes, click the link to find all [blueprints](#).

K-2 TESTING

40. Please tell us more about the K-2 testing. What is mandatory?

The K-2 Reading Interim assessment will be the only mandatory interim test. This is given in the Spring window, and the data will be used to report longitudinal data to the legislators in order to meet W.S.21-3-401(c). The K-2 math interim will also be offered in the spring as an option to districts/schools. Grade 1-2 Winter Interim is optional for both reading and math. Schools may want to ensure listening devices will be available for the K-2 testing (e.g., headphones, earbuds, etc.)

41. Next year, 1st and 2nd will only have fall and spring interim tests but not winter?

Starting in school year 2018-19, the grade 1-2 interims will be available in fall and spring. The K interim will only be available in the spring. Grades 3-10 interims will be available in fall and winter, same as this year, but will be available earlier in the fall (early September).