



**2019**

**WY-ALT**

Wyoming  
Alternate  
Assessment



## Directions for Administration

For Test Administrator Use

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Note: This manual is available for download from the Wyoming Assessment Portal (<http://wyoassessment.org>).

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**Wyoming Alternate Assessment for Students with Significant  
Cognitive Disabilities (WY-ALT)  
Spring 2019 Administration**

Important Activities	Date(s)
<p><b>WY-ALT Test Administrator Training Registration Window</b></p> <p>All Spring 2019 Alternate Assessment Test Administrators (ALT-TAs) must attend an in-person training in January 2019. ALT-TAs must register for the training on the Wyoming Assessment Portal during the registration window.</p>	Nov. 1, 2018 – Jan. 3, 2019
<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>Test Coordinators will need to order paper-accommodated test materials based on the number of students who need this accommodation.</p>	Jan. 21 – Feb. 4, 2019
<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. 25, 2019
<p><b>Additional Order Window</b></p> <p>Test Coordinators may order any additional paper-accommodated test materials that are still needed.</p>	Feb. 25 – April 17, 2019
<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, incorrect administration procedures, errors in scoring, and errors in administration procedures during this window.</p>	Mar. 11 – May 1, 2019
<p><b>Secure Test Materials Returned to AIR</b></p> <p><u>All</u> paper-accommodated test materials must be returned to AIR.</p>	May 8, 2019
<p><b>Online Reporting System (ORS) Opens</b></p> <p>All spring 2019 scores will become available in ORS, after cut scores for the WY-ALT tests are determined.</p>	Aug. 13, 2019
<p><b>Paper Score Reports Arrive in District</b></p> <p>Districts will receive printed family reports.</p>	Sept. 9 – 11, 2019

## Common Acronyms and Abbreviations

AAC	Augmentative and Alternative Communication Devices
AIR	American Institutes for Research (Vendor)
AT	Assistive Technology
BC	Building Coordinator
DTC	District Test Coordinator
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LCI	Learning Characteristics Inventory
ORS	Online Reporting System
PTSB	Professional Teaching Standards Board
TA	Test Administrator
ALT-TA	Alternate Assessment Test Administrator
TC	Test Coordinator (District Test Coordinator and/or Building Coordinator)
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
WYCPS	Wyoming Content and Performance Standards
WYCPSE	Wyoming Content and Performance Standards Extensions

## 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:** Change Log

- The test window closing date has been extended to May 1, 2019.
- The last day to return secure test materials has been extended to May 8, 2019.
- The paper score reports due in district date has been changed to September 9 – 11, 2019.

## New Information for the Spring 2019 Administration

This manual prepares Alternate Assessment Test Administrators (ALT-TAs), Building Coordinators (BCs), and District Test Coordinators (DTCs) for the Spring 2019 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 2019 administration. In addition, many of the sections of this manual have been augmented to include more detail and frequently asked questions (FAQs).

### Notable changes for the spring 2019 administration include:

- ELA, mathematics, and science are now part of the online WY-ALT Operational Field Test (OFT).
- All ALT-TAs, including ALT-TAs who administered the WY-ALT last year, must complete an online [TA Certification Course](#) and attend an in-person WY-ALT TA Training before administering the Spring 2019 WY-ALT.
- There will be no more Second Scorers.
- District Test Coordinators (DTC) and Building Coordinators (BC) are no longer responsible for adding students in TIDE or updating student demographic information. If any student addition or demographic change is needed, the DTC should contact the Wyoming Department of Education (WDE).
- For students who have vision impairments documented in their IEP, BCs can order paper-accommodated test materials.
- Text-to-Speech is replaced by human voice audio. Voice packs are no longer needed.
- ALT-TAs will no longer need to enter student responses in the Data Entry Interface (DEI). Responses will be collected automatically through the online Test Delivery System (TDS).
- WY-ALT scores will not be available until August 13, 2019, because American Institutes for Research (AIR) and WDE must first establish cut scores for these tests in July 2019.

# I. Introduction

The reauthorized *Individuals with Disabilities Education Act* (IDEA, 2004) reflects the intent to extend educational accountability and reform to all students, including those with disabilities. 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 third option. 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 program as their nondisabled peers. Thus, all students in Wyoming are included in our standards-based accountability system. Further information about accessibility for the general assessment is available on the Wyoming Department of Education website at <http://edu.wyoming.gov> (keyword search: *WY-TOPP*).

## WY-ALT Overview

The WY-ALT was administered for the first time in spring 2015. For the spring 2019 WY-ALT administration, a series of items will be administered online. More information about the online format of the test will be provided later in this manual.

## WY-ALT Item Development

The WY-ALT items were written by collaborative teams at the American Institutes for Research (AIR). The collaborative teams included both experienced assessment item writers with a background in education and expertise in the assigned content area and specialists in alternate assessment with experience teaching students with significant cognitive disabilities. Members of these collaborative teams were trained on aspects of item and test design that are unique to students with significant cognitive disabilities. All 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 Content and Performance Standards Extensions

The Wyoming Content and Performance Standards Extensions (WYCPSE) are aligned to the Wyoming Content and Performance Standards (WYCPS). These standards are designed to make WYCPS 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.

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 WYCPSE can be found here:

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

## WY-ALT Grade-Level Test Design

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 participation guidelines reviewed and determined during the Individualized Education Program (IEP) meeting.

Students with disabilities who participate in the WY-ALT share all of the following characteristics:

- They have a significant cognitive disability documented in their evaluation team report.
- They require instruction focused on the Wyoming Content and Performance Standards Extensions.
- They require instruction at multiple levels below age or grade level.
- They are unlikely to meaningfully participate in a standardized assessment, even with allowable accommodations.

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 limitations 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 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%).

Use the table on the following page to help IEP teams make the determination about assessment participation.

## Decision-Making Framework

Participation in the WY-ALT reflects the pervasive nature of a significant cognitive disability and requires a **“YES” TO EACH** of the following criteria. Wyoming requires that a student participates in the WY-ALT for all subjects tested. The IEP team should document test-taking status in the appropriate sections of the student’s IEP.

Participation Criteria (Provide documentation for each criteria)	Participation Criteria Descriptors	Yes or No
The student has a significant cognitive disability.	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.  <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
The student is learning content linked to (derived from) the extensions to the WYCPS.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level WYCPSE and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.	The student (a) requires extensive, repeated, individualized instruction, and support that is not of a temporary or transient nature, and (b) uses substantially adapted materials and individualized methods of accessing information on alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.	Yes / No
Proficiency determined by the WYCPSE does not under-challenge the student or limit the educational opportunity of the student.	The student’s IEP goals and objectives are based on grade-level standards extensions. These are reduced in breadth, depth, and complexity and define appropriate challenge given the student’s level of performance, historical data, and rate of progress.	Yes/ No
The student cannot participate in the general statewide assessment with or without accommodations, as appropriate, based on his/her IEP.	Documentation should support the decision.	Yes/ No

Evidence for the decision to participate in the WY-ALT is **NOT BASED** on:

- A 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
- Percentage of time receiving special education services
- English Language Learner (ELL) status
- Low reading level/achievement level
- Anticipated disruptive behavior
- Impact of student scores on the accountability system
- Administration decision
- Anticipated emotional distress
- Need for accommodations (e.g., assistive technology/Augmentative and Alternative Communication [AAC] devices) to participate in the assessment

## Frequently Asked Questions: Student Participation and Eligibility

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

With the passage of the Individuals with Disabilities Education Act (IDEA, 1997) 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 Content and Performance Standards Extensions?**

Every student with significant cognitive disabilities in Wyoming who participates in an alternate assessment must receive instruction aligned to the WYCPSE.

**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 [guidelines for participation](#) in the WY-ALT.

**4. Who participates in the WY-ALT?**

The WY-ALT was developed for students with the most significant cognitive disabilities. Participation in the WY-ALT is not based on disability condition, achievement level, school attendance, or social/cultural factors.

**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. As many students as possible should participate in the general assessment, either with or without accommodations.

**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 testing 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.

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

Before the WY-ALT test 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 documented vision impairments, flag these students in TIDE as a “Paper Tester” so the student will be able to access the paper-accommodated version of the form 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 May 1, 2019.

#### **Building Coordinator Responsibilities**

- Serve as the contact person between the school and the DTC.
- Maintain test security at all times, included during storage, distribution, administration, collection, and return of materials
- For any students with documented vision impairments, flag these students in TIDE as a “Paper Tester” so the student will be able to access the paper-accommodated version of the form in the Test Delivery System.
- Order paper-accommodated test materials for any students with vision impairments documented in their IEP.
- Review packing lists of paper-accommodated test materials delivered to the school.
- Assist special education and building administrators in communicating information about the WY-ALT.
- Distribute any paper accommodations to ALT-TAs assessing students with documented vision impairments.
- If any additional paper accommodations are needed after the initial order window, order during the additional order window (February 25 – April 17, 2019) through TIDE.
- 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 C).
- Ensure ALT-TAs have administered the WY-ALT by May 1.
- Ensure that all paper materials are shipped back to AIR by May 8, 2019.
- Receive WY-ALT data results and route 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 Portal, before administering the WY-ALT.
- Receive in-person training to administer the WY-ALT. [Training FAQs](#) and [registration](#) are available on the Portal.
- Be knowledgeable about test administration procedures and test security policies.
- Sign the Test Security Agreement (see Appendix C).
- Administer the WY-ALT to students within the test administration window. (March 11 – May 1, 2019)

## Frequently Asked Questions: Test Administrators and Personnel

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

All spring 2019 ALT-TAs must take the online [TA Certification Course](#) and attend a WY-ALT in-person training session in January 2019, even if they administered the WY-ALT last year. This is because the WY-ALT assessment has changed since the previous administration.

All personnel are also strongly encouraged to review all the WY-ALT resources located on the Wyoming Assessment Portal [Resources page](#) before the spring 2019 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 certificate/license/permit issued by the Wyoming Professional Teaching Standards Board (PTSB), sign the Test Security Agreement, take the online [TA Certification Course](#), and attend an in-person spring 2019 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 ORS. 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 a 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 a 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 a 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 C 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 your 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 accommodations, 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. You are responsible for ensuring the security of the test materials. Your 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 C, should be given to ALT-TA 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
- Emailing information to anyone 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. Assessment Preparation Procedures

The instructions below outline the steps to prepare for the WY-ALT administration.

### Training

Personnel who are administering the WY-ALT must attend an in-person training, even if they administered the WY-ALT in 2018. Training will take place:

- Monday, January 7, in Powell, from 9 a.m. to 12:00 p.m.
- Monday, January 7, in Powell, from 1 p.m. to 4:00 p.m.
- Wednesday, January 9, in Gillette, from 9 a.m. to 12:00 p.m.
- Wednesday, January 9, in Gillette, from 1 p.m. to 4:00 p.m.
- Thursday, January 10, in Casper, from 9 a.m. to 12:00 p.m.
- Thursday, January 10, in Casper, from 1 p.m. to 4:00 p.m.
- Friday, January 11, in Rock Springs, from 9 a.m. to 12:00 p.m.
- Friday, January 11, in Rock Springs, from 1 p.m. to 4:00 p.m.
- Tuesday, January 22, in Cheyenne, from 9 a.m. to 12:00 p.m.
- Thursday, January 31, in Cheyenne, from 4 p.m. to 7:00 p.m.

Personnel who are administering the WY-ALT must also take the online [TA Certification Course](#), available via the 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@air.org](mailto:wyohelpdesk@air.org) 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 add, view, edit, and remove users; view and edit student accommodations; order paper-accommodated test materials during the initial order window; 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 (TA) Certification Course</b>	ALT-TAs are required to complete the online <a href="#">TA Certification Course</a> . Completing the course will flag your TIDE account as “TA Certified.”
<b>Test Administrator Interface</b>	ALT-TAs use the TA Interface to establish test sessions; approve students to test; and mark student accommodations. In the TA Interface, ALT-TAs can also pause tests 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 Learning Characteristics Inventory (LCI) is also available via the Student Interface.
<b>Online Reporting System (ORS)</b>	In ORS, authorized users can view student performance data, access downloadable data files, and download individual student reports.

**Online Systems Resources**

All users should review the [Systems Requirements for Online Testing](#) 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, ORS, 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. Account inquiries and requests for shipping address changes must be submitted through the Help Desk.

**Student Information**

For spring 2019, 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 that the WY-ALT by design is very adaptable, and allowable accommodations can be provided as necessary for students to have access to the assessment. 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 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 vision impairments documented in his or her IEP, the student is eligible for paper accommodations.

The DTC or BC must flag the student in TIDE as a "Paper Tester". This will provide the student access to a fixed form. 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 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, 2019), the BC can order paper response options through TIDE. If a student still needs paper response options after the initial order window closes, BCs can order during the additional order window (February 25 – April 17, 2019) through TIDE.

## VI. Assessment Design and Administration Procedures

### Overview of the WY-ALT

The transition of the WY-ALT to an online test is complete. The Spring 2019 WY-ALT assessment is a fully online, item-based Operational Field Test (OFT).

Students who have vision impairments documented in their IEP are eligible for paper accommodations. These paper accommodations are intended to be used with multiple students.

### 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. Each response option image may contain a combination of Mayer-Johnson Picture Symbols, 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 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.

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. The system will ask the ALT-TA to confirm that the item is to be skipped. You can return to any skipped items during or at the end of the test.

## Test Settings

A summary of test settings available for the Spring 2019 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>• Black on Magenta</li><li>• Yellow on Blue</li><li>• Medium Gray on Light Gray</li><li>• Reverse Contrast (White on Black)</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>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>Permissive Mode</b>	For those students who need to use specialized software or assistive technology in the Secure Browser, permissive mode enables them to do so.

## 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
- 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 rather than 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.

## 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. The ALT-TA may also reread any part of the item, but they must not provide any cues to correct answers when rereading.
- 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.
- 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 accommodations must be returned to AIR after the test administration window closes. All materials must be shipped by May 8, 2019.
- 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@air.org](mailto:wyohelpdesk@air.org) to schedule a FedEx pickup of paper accommodations, unless the school office has its own regular FedEx pickup service.

## Appendix A: Test Administrator Checklist

<b>Before WY-ALT Training Registration Closes (January 3, 2019)</b>	
	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 DTC if you do not have a TIDE account, which will be used to access TIDE, TDS, and ORS.
	Take the online <a href="#">TA Certification Course</a> .
	Attend WY-ALT in-person Test Administrator training in January 2019. Information regarding training locations, dates, and registration is located on the Wyoming Assessment Portal at <a href="http://wyoassessment.org">wyoassessment.org</a> .
	Review the <i>Directions for Administration Manual (DFAM)</i> , which includes information on eligibility, testing procedures, accommodations, and frequently asked questions (FAQs).
	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 computer or devices connected to the internet during testing.
	Request that your school's Technology Coordinator install the Student Interface on the device that your student will use to take the WY-ALT.

<b>Before the Testing Window (February 12–February 25, 2019)</b>	
	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 Testing Window (March 11–May 1, 2019)</b>	
	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.

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

What Test Administrators Should Do	What Test Administrators Should NOT Do
<b>Test Preparation</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 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>	
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 make sure that assistive technology or communication devices are working appropriately.	Do not wait until the day of the assessment to check the availability of communication devices.
Do determine how the student will use the Assistive Technology (AT) or Augmentative and Alternative Communication (AAC) devices to make choices on the test.	
Do consider administering the assessment to students who use technology at the beginning of the testing window to allow time for malfunctions in their equipment.	
<b>Test Administration</b>	
Do take the online TA Certification course.	Do not administer this assessment if you have not taken the online TA Certification course.
Do attend a training session.	Do not administer this assessment if you have not attended a 2019 WY-ALT training session.
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 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 not lead the student to the correct answer.
Do move the test materials to the student's optimal visual field or position.	
<b>Returning Test Materials</b>	
Do return all paper response options, any student-generated items, and scratch paper.	
Do return all materials to your BC.	
<b>Resources</b>	
Do contact your BC with any questions regarding the administration of the assessment.	

<b>What Test Administrators Should Do</b>	<b>What Test Administrators Should NOT Do</b>
Do contact WDE with questions regarding the standards extensions and instructional planning.	



# Appendix C: 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 manuals prepared by the testing contractor.
12. I will administer the test in accordance with the Directions for Test Administration and the Test 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.

<i>Signed</i>	
<i>Print Name</i>	<i>Assessment</i>
<i>School</i>	<i>District</i>
<i>Date</i>	<p><b>I his form is to be kept as a testing record.</b>          This form may be photocopied.          Copyright © 2018 Wyoming Department of Education</p>

## Appendix D: 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: