



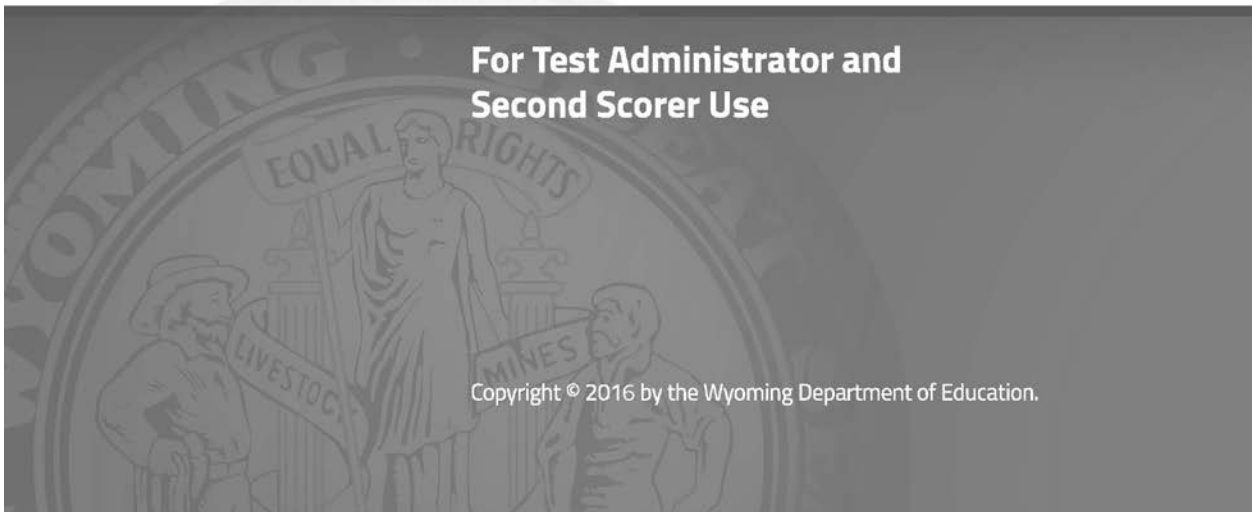
2016
Wy-ALT
Wyoming
Alternate
Assessment



Directions for Administration

**For Test Administrator and
Second Scorer Use**

Copyright © 2016 by the Wyoming Department of Education.



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

Important Contact Information

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

The Wy-ALT Help Desk
Email: wyalthehelpdesk@air.org
Phone: 1-888-897-8024

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

Wyoming Department of Education, Assessment Division
Jessica Steinbrenner, Assessment Supervisor
jessica.steinbrenner@wyo.gov
(307) 777-8568

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

Table of Contents

| | |
|---|-----------|
| Wyoming Alternate Assessment for Students with Significant Cognitive Disabilities (Wy-ALT) | 1 |
| New Information for the Spring 2016 Administration | 2 |
| I. Introduction | 3 |
| Wy-ALT Overview | 3 |
| Test Administration Window | 3 |
| Wy-ALT Tasks and Development..... | 4 |
| Extended Wyoming Academic Content Standards and Academic Benchmarks | 4 |
| Wy-ALT Grade Band Test Design | 4 |
| II. Guidelines for Participation in the Wy-ALT | 5 |
| Wyoming’s Alternate Assessment: Criteria for Participation | 5 |
| Frequently Asked Questions: Student Participation and Eligibility | 7 |
| III. Roles and Responsibilities for the Wy-ALT | 8 |
| Roles and Responsibilities | 8 |
| Frequently Asked Questions: Test Administrators and Personnel | 9 |
| IV. Test Security | 11 |
| V. Second Scorers | 13 |
| Overview | 13 |
| Second Scorer Credentials | 13 |
| Second Scorer User Accounts | 13 |
| Frequently Asked Questions: Second Scorers | 14 |
| VI. Assessment Preparation Procedures | 15 |
| VII. Test Administrator Kit Contents | 18 |
| Defective, Damaged, or Missing Materials | 19 |
| Returning Assessment Materials..... | 19 |
| VIII. Assessment Design and Administration Procedures | 20 |
| Overview of Test Design | 20 |
| Task and Item Format | 20 |
| Frequently Asked Questions: Administering Tasks..... | 24 |

| | |
|---|-----------|
| IX. Determining the Starting and Concluding Tasks | 26 |
| Identifying Each Student’s Starting Task | 26 |
| Completing the Student Placement Questionnaire | 26 |
| Administering a Minimum Number of Tasks | 27 |
| Adjusting the Starting Task (if necessary) | 27 |
| Concluding the Assessment..... | 28 |
| Frequently Asked Questions: Starting and Concluding the Assessment..... | 30 |
| X. Scoring Student Responses | 32 |
| Scaffolded Scoring..... | 32 |
| Scoring Instructions..... | 32 |
| Optional Scoring Worksheet..... | 32 |
| Engagement Scoring Rubric | 33 |
| Frequently Asked Questions: Scoring Student Responses..... | 34 |
| XI. Submitting Scores into the Data Entry Interface..... | 36 |
| Entering Student Scores | 36 |
| System Requirements..... | 38 |
| Viewing Student Test Scores and Confirming Test Submission | 38 |
| Testing Irregularities..... | 38 |
| XII. Making Wy-ALT Tasks Accessible | 39 |
| Guidelines for Selecting Teacher-Provided Materials | 39 |
| Allowable Accommodations and Adaptations | 39 |
| Assistive Technology | 44 |
| Appendices | |
| Appendix A: Test Materials Provided by the Test Administrator | 47 |
| Appendix B: Wy-ALT Optional Scoring Worksheet | 49 |
| Appendix C: Test Administrator Checklist | 51 |
| Appendix D: Do’s and Don’ts for Test Administrators..... | 53 |
| Appendix E: Starting and Concluding Tasks Reference Sheet | 57 |
| Appendix F: Scale Score Starting Point Tables..... | 59 |
| Appendix G: Student Placement Questionnaires | 61 |

Wyoming Alternate Assessment for Students with Significant Cognitive Disabilities (Wy-ALT)

Spring 2016 Administration

Important Activities and Dates

| Activity | Date |
|--|-------------------------------|
| Second Scorer Assignments Posted in TIDE | December 21, 2015 |
| Test Administrator and Second Scorer Training | January 11 – January 15, 2016 |
| Test Materials Delivered to Schools | February 16, 2016 |
| Building Coordinators Distribute Test Administration Kits | February 16 – 29, 2016 |
| Test Administration Window (All scores must be submitted into the Data Entry Interface by 11:59 p.m. on March 25) | February 29 – March 25, 2016 |
| Test Materials UPS Pickup Deadline | April 1, 2016 |
| Family Score Reports Delivered to Schools | June 27, 2016 |

Common Acronyms and Abbreviations

| | |
|----------|---|
| AAC | Augmentative and Alternative Communication Devices |
| AIR | American Institutes for Research (Vendor) |
| AT | Assistive Technology |
| BC | Building Coordinator |
| DEI | Data Entry Interface |
| IDEA | Individuals with Disabilities Education Act |
| IEP | Individualized Education Program |
| ORS | Online Reporting System |
| PTSB | Professional Teaching Standards Board |
| TA | Test Administrator |
| TA Kit | Test Administrator Kit |
| TIDE | Test Information Distribution Engine |
| SPQ | Student Placement Questionnaire |
| WDE | Wyoming Department of Education |
| WISER ID | Wyoming Student Identifier Number |
| WyCPS | Wyoming Content and Performance Standards |
| Wy-ALT | Wyoming Alternate Assessment for Students with Significant Cognitive Disabilities |

Wyoming Alternate Assessment Portal

The Wyoming Alternate Assessment Portal is your gateway to all systems and resources for the Wy-ALT. It includes training resources, online system user guides and fact sheets. The portal can be accessed at <http://wyoassessment.org>.

New Information for the Spring 2016 Administration

This manual prepares Test Administrators (TAs) and Second Scorers with specific information about administering the Wyoming Alternate Assessment for Students with Significant Cognitive Disabilities (Wy-ALT). It is imperative that those involved in the administration of the assessment read this manual in its entirety and attend required training session(s) for administering the Wy-ALT.

Please note that this manual includes new information specific to the spring 2016 administration. In addition, many of the sections of this manual have been augmented to include more detail and teachers' most frequently asked questions (FAQ). A "new" icon will appear throughout the manual to draw the reader's attention to new information of importance.

Notable changes for the spring 2016 administration include:

- TAs can now use the Scale Score Starting Points Table to identify a student's starting task for English Language Arts and for mathematics
If student scores from last year's Wy-ALT are available, TAs may use the Scale Score Starting Points Table to identify a student's starting task for English Language Arts and mathematics. For more information, see *Section VI: Assessment Preparation Procedures*.
- Second Scorers will observe a student's English Language Arts assessment

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 assessment 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 the procedures for administering the third option. Although these students represent a relatively small portion of the overall school population, 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 assessments is available on the Wyoming Department of Education website at <http://edu.wyoming.gov> (keyword search: *PAWS Accommodations*).

Wy-ALT Overview

The Wy-ALT was administered for the first time in spring 2015. For the Wy-ALT, a series of tasks and items are administered to the student using the script provided in the test booklet. The script includes response options with appropriate representations, such as picture symbols and scaffolding, to maximize the student's opportunities to successfully respond. More information on the format of the test is provided later in this manual.

Wy-ALT responses will be entered online via the Data Entry Interface (DEI). Building Coordinators (BCs) are responsible for ensuring that TAs and Second Scorers have access to the DEI. Guidance for entering scores will be provided later in this manual, as well as in the *DEI User Guide*.

Test Administration Window

The spring 2016 Wy-ALT administration window opens February 29, 2016, and closes March 25, 2016 at 11:59 p.m. There will be no extensions.

Wy-ALT Tasks and Development

The Wy-ALT tasks and items were written by collaborative teams at the American Institutes for Research (AIR). The collaborative teams included both (1) experienced assessment item writers with a background in education and expertise in the assigned content area and (2) specialists in alternate assessment with experience teaching students with significant cognitive disabilities. Members of these collaborative teams were trained on aspects of task, 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.

Extended Wyoming Academic Content Standards and Academic Benchmarks

The Extended Wyoming Academic Content Standards and Academic Benchmarks 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. They help to 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. You can learn more about the WyCPS by visiting <http://edu.wyoming.gov/educators/standards/extended-benchmarks/>.

Wy-ALT Grade Band Test Design

The Wy-ALT is administered by grade band (3–5, 6–8, and 9–11) for English Language Arts and mathematics, and to applicable grades for science. Students will take the Wy-ALT in the same grades and content areas that are administered for Wyoming’s general assessments in grades 3–11.

Table 1. Grade Band Test Assignments

| Grade Band Test | Student Grade | Content Areas to be Administered to Each Student |
|-----------------|---------------|--|
| 3–5 | 3 | English Language Arts and mathematics |
| | 4 | English Language Arts, mathematics, and science |
| | 5 | English Language Arts and mathematics |
| 6–8 | 6 | English Language Arts and mathematics |
| | 7 | English Language Arts and mathematics |
| | 8 | English Language Arts, mathematics, and science |
| 9–11 | 9 | English Language Arts, mathematics, and science |
| | 10 | English Language Arts, mathematics, and science |
| | 11 | English Language Arts, mathematics, and science |

II. Guidelines for Participation in the Wy-ALT

The Wy-ALT is one of three forms of statewide assessment. 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 application of state standards through essential life skills, they require instruction at multiple levels below age or grade level, and 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 these 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.

Wyoming's Alternate Assessment: 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 (typically 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 WyCPS 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 in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings. | Yes / No |
| Proficiency determined by the WyCPS extensions 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 extended standards. These are reduced in breadth, depth, and complexity and define appropriate challenge given the students 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 (PAWS/SAWS or ACT Suite)
- 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 Devices [AAC]) 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 (WyCPS) extensions?

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

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

Decisions concerning a student's participation in statewide 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. See *Section II: Guidelines for Participation in the Wy-ALT* for further information.

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 test 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 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 assessments 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 for the Wy-ALT

Before implementing the Wy-ALT, each BC, TA, and Second Scorer should review this manual to become familiar with the responsibilities of all parties.

Roles and Responsibilities

Building Coordinator Responsibilities

- Identify all students enrolled in the building who are participating in the Wy-ALT.
- Be responsible for making sure the TAs and Second Scorers have access to the Wyoming student identifier numbers (WISER IDs).
- Serve as the contact person between the school and the Wyoming Department of Education (WDE).
- Assist special education and building administrators in communicating information about the Wy-ALT.
- Be familiar with all the information in the *Building Coordinator's Manual* and the *Directions for Administration Manual*.
- Ensure that lines of communication between the school of residence and the school of service (or service agency) are clear when students are served by a facility that is outside the student's school of residence.
- Verify the pre-ID information on the Test Information Distribution Engine (TIDE) system during the initial pre-ID window. Add any additional students during the additional pre-ID window (February 16 – March 25, 2016).
- Be responsible for making sure TAs and Second Scorers have TIDE accounts.
- Review the *Building Coordinator's Manual* in advance of the test window.
- Disseminate the Wy-ALT materials to personnel who will be administering the test.
- Order any additional needed materials during the additional order window (February 16– March 25, 2016) via the Wy-ALT Help Desk at 1-888-897-8024.
- Ensure that all personnel assigned to testing are adequately trained in proper test administration and test security.
- Ensure that TAs have administered the Wy-ALT by the end of the administration and have entered all student scores in the DEI by the last day of the test window.
- Pack the school's test administration materials and arrange for delivery to AIR no later than **April 1, 2016**.
- Receive Wy-ALT data results and route them to teachers/buildings that are serving the students.

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 as related to the decision-making process for selecting the appropriate assessment for students.
- Receive training to administer and score the Wy-ALT. Visit the Wyoming Alternate Assessment Portal (<http://wyoassessment.org>) for information regarding training opportunities.
- Be knowledgeable about test administration procedures and test security policies.
- Administer the Wy-ALT to the student during the administration window.
- Enter student scores into the DEI and submit them before the administration window closes.

Frequently Asked Questions: Test Administrators and Personnel

1. What are the requirements to administer the Wy-ALT?

TAs must be employees of the district and must have a certificate/license/permit issued by the Professional Teaching Standards Board (PTSB). They must also be trained to administer the assessment.

2. How do TAs and Second Scorers get training and technical assistance to administer the Wy-ALT?

AIR and WDE will provide face-to-face training and technical assistance for the administration of the Wy-ALT. For more information, please refer to the Wyoming Alternate Assessment Portal (<http://wyoassessment.org>).

3. What are the training requirements for the 2015-2016 school year?

All spring 2016 TAs and Second Scorers must attend one of the Wy-ALT trainings, even if they administered the test last year. All new TAs and Second Scorers must attend a full-day training session in January 2016. If a TA or Second Scorer administered the test last year and feels comfortable doing so in 2016, he or she can attend one of the two half-day refresher training being offered. AIR and the WDE will also offer refresher training webinars in early February 2016 for experienced TAs and Second Scorers.

Districts assume all responsibility for any nonstandard test administration or testing irregularity resulting in a test invalidation due to administration error (e.g., failure to correctly scaffold and score student responses). 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 students who are administered the state tests.

4. Can service providers act as TAs or Second Scorers?

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 TAs or Second Scorers if they meet the remaining requirements.

5. 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. They do not need to be trained because they are not administering or scoring the test.

6. Can interpreters or translators be present during the administration for interpreting/translating questions and responses, even though the interpreter/translator has not attended alternate assessment 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. If the interpreter/translator is also the TA, they must meet all the requirements for serving as a TA (i.e., must be employees of the district, must have a certificate/license/permit issued by the PTSB, and must attend face-to-face trainings).

7. Can a proctor or 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 Second Scorers, translators, interpreters, and aides needed by the student.

8. 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 should be distributed by BCs – it is located in the *Building Coordinator's Manual*.

9. 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 each content area. Although it is highly recommended that the same person serve as the TA or the Second Scorer (when applicable) for a student across all content areas, it is not required. Consider what is best for the student in these decisions. The person who administers the content area (or serves as a Second Scorer for a content area) must enter that content area's scores into the DEI.

10. Do TAs and Second Scorers need to be identified in TIDE and other online systems?

Yes. BCs need to create these accounts in TIDE. The person administering the assessment will be assigned the TA role in TIDE. See the next question for a discussion on the distinction. Doing so will provide these users an appropriate level of access to the DEI and the Online Reporting System (ORS). Second Scorers must also be identified in TIDE.

11. If a TA (or any other user) is associated with multiple schools or districts, will he or she have multiple logins and passwords?

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

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

Yes. For example, a user can be assigned the TA role in one school and the Second Scorer role in another school.

IV. Test Security

Maintaining test security is one of the most important responsibilities of personnel who participate in the administration of the alternate assessment. Follow your district's written procedures for protecting the security of test materials **at all times**. Secure all test materials in the Test Administrator Kits (TA Kits) (including test booklets, reading passage booklets, and printed manipulatives).

Unlike the general assessments, the alternate assessment requires that you review the test materials **before** administering the assessments to your student. However, it is illegal and unethical to reproduce or disclose any secure material or to cause it to be reproduced or disclosed in any format. Each test contains questions and other material that will be used on future forms of the test. Therefore, security is vital for future administrations as well as for the current administration. You are responsible for ensuring the security not only of the physical test booklets and ancillary test materials, but also of the content of those booklets and materials. Your responsibility for maintaining the security of test questions and materials does not end when materials are returned.

Both TAs and Second Scorers are required to sign the Test Administrator Security Agreement (see Appendix A in the *Building Coordinator's Manual*) and give it to the BC. For more information on test security, visit the WDE website (<http://edu.wyoming.gov>).

Some examples of security violations are listed below (this is not an exhaustive list):

- Giving any student access to secure test items or 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 items or 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 student data
- Producing unauthorized printed copies of test content, failing to properly destroy authorized printed copies, or allowing printed copies to leave the test site
- Allowing tests to be administered by unauthorized personnel
- Administering secure tests on dates other than those authorized
- 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. Second Scorers

Overview

Approximately 25% of students in the state will be required to have a Second Scorer observe the administration and independently score the student's responses. A Second Scorer will observe and score the assigned student's English Language Arts assessment for the spring 2016 administration. These scores will be compared with the TA's scores to obtain a diagnostic measure of scoring consistency. The student's responses submitted by the TA will be the official scoring record for reporting student scores. The results of the Second Scorer's scoring will not be reported to the district. ***The TA and Second Scorer may not consult each other on students' responses.***

The Second Scorer should score the assessment as accurately as possible regardless of the TA's actions. For example, if the TA administers the first item, fails to scaffold and awards full credit, but the Second Scorer feels that the item should not have been awarded full credit, the Second Scorer should indicate a score that is lower than the full credit score on the first item. The Second Scorer should continue to observe the administration of the second item and score it according to their observation. Neither the TA nor the Second Scorer will be penalized if the scores differ.

If the Second Scorer feels that the TA acted unethically during the administration, the Second Scorer should follow the protocols for suspected test security violations.

Second Scorer assignments were posted in TIDE on December 21, 2015. Directions for locating assignments can be found in the *TIDE User Guide*. **Please check with your BC before the administration to determine whether any of your students require a Second Scorer.**

Second Scorer Credentials

BCs are responsible for identifying Second Scorers and ensuring they are trained. A Second Scorer must have a certificate/license/permit issued by the PTSB and be trained to administer the Wy-ALT. This may include building administrators, substitute teachers, and classroom aides. This may not include a family member of the student. Trained TAs may serve as Second Scorers for test sessions where they are not serving as the TA.

Second Scorer User Accounts

The Second Scorer must record and submit student scores into the DEI. When using the DEI, the Second Scorer will need to select the test designated for the Second Scorer, not the primary test. Directions for submitting student scores can be found in the *DEI User Guide* and tutorial. BCs must create Second Scorer accounts in TIDE for staff who will serve as Second Scorers. Doing so will provide these users an appropriate level of access to TIDE, the DEI, and the ORS. Please note that staff who already have a user account as a TA within that school may submit scores using the same account when acting as a Second Scorer. In addition, persons who serve in multiple schools can be assigned a different role for each school. For example, a user can be assigned TA access in School A but assigned Second Scorer access in School B. Directions can be found in the *TIDE User Guide*.

Frequently Asked Questions: Second Scorers

1. How will districts/schools know which students have been selected for a Second Scorer?

Students assigned a Second Scorer will be listed in TIDE on December 21, 2015. Please see the *TIDE User Guide* on the Wyoming Alternate Assessment Portal (<http://wyoassessment.org>) for instructions on locating Second Scorer assignments.

2. Will Second Scorers receive their own test booklet?

No. In general, Second Scorers are able to follow along and score by simply observing the administration. The Second Scorer should sit nearby but not in view of the TA's score sheet. If there are concerns about the Second Scorer distracting the student that require the Second Scorer to sit out of view of the administration, or if the Second Scorer feels having a test booklet is necessary, the Second Scorer may borrow a test booklet from another TA to follow along.

3. What happens if the Second Scorer's scores are different from the TA's scores?

Only the TA scores will be used as the student's official scores. The Second Scorer's scores are used to measure consistency of scoring across the state. Any variation in scoring will not affect the student, the TA, or the Second Scorer.

4. Can (or should) schools submit Second Scorer scores for students who are not assigned a Second Scorer according to TIDE? Can a student have a Second Scorer even if the results are not submitted?

No. Only those students who have been assigned a Second Scorer should have a Second Scorer observe and score the assessment.

5. Can we request a substitute for a student assigned a Second Scorer?

Second Scorer administration compliance is important. Under some circumstances, it may be appropriate to request that a Second Scorer be reassigned to another student. These circumstances include the following:

- Student assigned a Second Scorer is medically fragile or hospitalized
- Student assigned a Second Scorer receives instruction at home
- School failed to provide a Second Scorer for the assigned student's administration

Requests to reassign a Second Scorer must be submitted to the Wy-ALT Help Desk by the BC.

6. A student assigned a Second Scorer moved out of our school/district before being assessed. Do we need to request a replacement?

Yes. If a student assigned a Second Scorer moves out of the school/district before being assessed, the BC must call the Wy-ALT Help Desk at 1-888-897-8024. AIR will select an alternate student.

7. A student assigned a Second Scorer moved into our school/district. Do we need to administer the student's tests with a Second Scorer?

No. The BC may call the Wy-ALT Help Desk and ask for the student's Second Scorer assignment to be removed from the student's record in TIDE.

VI. Assessment Preparation Procedures

The instructions below outline the steps TAs should take to prepare for the Wy-ALT administration. In addition, an abbreviated Test Administrator Checklist is provided in Appendix C.

1. Attend Training and Review the DFAM



- (a) Personnel who are administering the Wy-ALT must be trained, even if they administered the Wy-ALT in 2015.
- TAs and Second Scorers who did not administer the Wy-ALT in 2015 must attend one of the following full-day trainings:
 - Monday, January 11 in Buffalo
 - Tuesday, January 12 in Casper
 - Friday, January 15 in Rock Springs
 - TAs and Second Scorers who administered the Wy-ALT in 2015 and feel comfortable doing so in 2016, may attend one of two half-day refresher trainings on January 13, 2016 in Casper.
 - If experienced TAs and Second Scorers cannot attend any of the in-person trainings, they may attend one of two webinars that will be held in the beginning of February.
 - For more information regarding training, consult the portal <http://wyoassessment.org>.
- (b) Review the DFAM in its entirety.

2. Reserve Testing Space

- (a) Reserve a room or plan for a testing space that will be out of the hearing and viewing of other students and teachers. Consider what space will be most conducive for your student to be engaged and comfortable.
- Most students perform better in a quiet location. If your student does not adjust well to new settings, you may find it helpful to provide the student with opportunities to become familiar with the testing location prior to administering the test.
 - Keep in mind that some tables may not be at the proper height for optimal student performance.
 - Consider the student's optimal time of day.
- (b) Keep in mind that you may choose to administer the assessment in multiple sessions (e.g., administering the first few tasks at one time and the remaining tasks another time).

3. Determine Student Accommodations and Starting Tasks



- (a) Check the testing section of your student's IEP for Wy-ALT eligibility. Ensure any accommodations listed on the IEP are provided during administration. Note that the Wy-ALT by design is very adaptable and allowable accommodations can be provided as necessary in order for students to have access to the assessment. Accommodations that are listed on the IEP must be provided during testing.
- A list of allowable accommodations and adaptations can be found later in the *Section XII: Making Wy-ALT Tasks Accessible*.
- (b) Determine the content areas you will be assessing for each student based on the student's grade assignment.
- NOTE: While the grade 4 and grade 8 science assessments come in the grade band kits, these tests should only be administered to students in grades 4 and 8 as well as in grades 9–11.

- (c) Determine each student's starting task for the content areas in which the student will be tested. If student scores from last year's Wy-ALT are available, refer to the Starting Points Table. If you cannot use the Starting Points Table, you must complete a Student Placement Questionnaire (SPQ) for each applicable content area. Follow the instructions provided in *Section IX: Determining the Starting and Concluding Tasks*.

4. Prepare Test Materials

- (a) When you receive your materials, verify that you have all the necessary assessment materials. Use the checklists provided in the TA Kit to verify that all test materials have been provided. Contact your BC if any items are missing from the kit.
- If you will be assessing students at multiple grade levels (using elementary, middle, and/or high school forms), you will need access to a TA Kit for each grade band.
 - Please retain the cartons and plastic bags in which you receive the materials. You will return all materials in the same cartons and plastic bags. Contact the BC if any materials are missing or damaged.
- (b) Read the test security requirements and decide how you will store your materials in a secure, *locked* cabinet or closet.
- (c) Prepare and organize the test materials.
- (d) Adapt the assessment materials, when necessary, according to the identified needs of the student. Guidance for adapting materials can be found in *Section IX: Determining the Starting and Concluding Tasks*.
- Locate materials that you will need to provide. See Appendix A for a list of TA-provided materials.
 - Devise a strategy for organizing the printed manipulatives to ease the administration process. For example, some TAs have used the following techniques:
 - i. Use a binder with sheet protectors to hold the materials for each task or item.
 - ii. Organize the materials for each task into folders or envelopes; label the folders and place them in order in an accordion file.
 - iii. Paper clip the response cards to each task or item in the test booklet.
 - Key Tip
 - i. Cut the sentence strips apart (if applicable). Please note that you only need to cut *between* each strip, not around the dashed lines. However, some strips may require that you cut along the dashed line if you are required to affix the strip to a poster.

⇒ Response cards may also be cut apart if needed for the student.

5. Practice Administering Each Test

- (a) Rehearse administering each task before you administer it to a student by reading the script for each task. TAs have reported that they felt more comfortable with the administration when they had rehearsed administering each task.
- *You may only rehearse with other personnel who have been trained for the Wy-ALT.*
- (b) Rehearsing includes saying the scripted administration directions out loud, laying out manipulatives, and reading the scaffolding and scoring directions out loud. Practice is essential to ensure that the test is administered smoothly and faithfully.
- Become familiar with the test items and setup requirements.
 - Become familiar with the scoring directions and consider what adaptations/ accommodations would be appropriate.
 - Consider how the student will access and respond to the assessment materials.

6. Wy-ALT Online Systems Account

(a) Confirm that you have a Wy-ALT account, which will be used to access TIDE, the DEI and the ORS. Speak to your BC if you do not have an account.

- TAs can be assigned one of two possible roles: TA or Second Scorer. The differences of these roles are outlined in the *Wyoming Online User Matrix*, located on the portal (keyword search: *matrix*).
- IMPORTANT: Users must be associated with the school in which students are pre-identified in TIDE in order to submit scores into the DEI. Please be sure to check with your BCs that you have been added to every school needed.

(b) Review the user guides for each system (TIDE, DEI, and ORS).

VII. Test Administrator Kit Contents

Test Administrator Kits (TA Kits) are available for three grade bands: 3–5, 6–8, and 9–11. Each TA who will be giving the Wy-ALT will need access to one TA Kit per grade band that he or she will administer.

Each TA Kit contains all the materials needed to administer all test subjects available for a given grade band:

- Spiraled bound test booklets for all content areas
- Reading passage booklet for the English Language Arts assessment
- Shrinkwrapped package of printed manipulatives specific to each content area
- Bags of physical manipulatives (when applicable)
- TA Kit memo listing the materials to be provided by the TA
- Copy of the DFAM

Test Booklets

TAs use the test booklets to administer the tasks. Test booklets are secure test materials. Test booklet covers indicate the content area and grade or grade band.

Reading Passage Booklet

A reading passage booklet is provided for each English Language Arts assessment. The passage for each task is identified by the task title and number on a blue tab along the right-hand side of the booklet pages. Each passage has text on the left-hand page and images on the right-hand page.

Printed Manipulatives

- The printed manipulatives consist of response cards, sentence strips, posters, and other stimuli.
- The task name and item numbers are printed on the back of the cards for ease of handling before, during, and after test administration.
- Shrinkwrapped packages of printed manipulatives are labeled with the content area and grade band for quick identification.

Administration tip—Wy-ALT response cards are in a strip format, designed to make test preparation and administration more efficient.

- The response card strips are printed in order of answer options shown on test booklet “Setup” pages. They are packaged in task and item order.
- In items that have more than three response cards to set up, the additional card(s) are on the next strip(s) in the package.
- Blank cards and strips may be removed before presenting to the student.

Physical Manipulatives

Various physical manipulatives are needed for the Wy-ALT administration. Some of the physical manipulatives are provided by the TA; others are provided by AIR and are packaged in the TA Kits. To see a sample list of the teacher-provided manipulatives, please go to Appendix A: Test Materials Provided by the Test Administrator.

Note the following additional information about physical manipulatives:

- A detailed list of the vendor and TA-provided manipulatives required for each test will be included with the TA Kit.
- Not all content areas and grade bands use physical manipulatives.
- The physical manipulatives are to be reused across administrations with different students.
- You may keep the vendor-provided physical manipulatives. The physical manipulatives do not need to be returned.

Defective, Damaged, or Missing Materials

If defective or damaged materials are received, or if materials are missing, contact the BC immediately for replacements.

Returning Assessment Materials

After the assessment is complete, follow the instructions below and your BC's instructions to return the test materials.

- Each TA Kit includes a memo specifying the materials included in the kit. This memo also includes checklists that the TA should use to verify that all materials are received and returned. Complete the checklists and include the memo in the TA Kit.
- Place all test materials (test booklets, reading passage booklets, printed manipulatives) in the original TA Kits in which they were received. If a TA provided any substitute print manipulatives, these should be included as well.
- All printed materials must be returned.
- Optional scoring worksheets with student scores and information must be returned in the TA Kits. Copies cannot be kept by the school or district. Blank copies do not need to be returned.
- Return used SPQs with the TA Kits.
- You may keep the physical manipulatives. No physical manipulatives need to be returned.
- If a student becomes ill and soils a test document, place that material in a plastic bag and return the material to the BC.
- Return all materials to the BC according to school procedures when test administration is complete. All test materials must be shipped by **April 1, 2016**.

VIII. Assessment Design and Administration Procedures

Overview of Test Design

The Wy-ALT was developed for grade bands 3–5, 6–8, and 9–11. Each content-specific test within a grade band consists of a series of performance tasks that are linked to Wyoming's Content and Performance Standards Extensions. A task is a set of four to six related activities, called *items*. The responses to the items provide evidence of what students know and can do.

Each assessment contains a series of 12 operational performance tasks. Each task ranges from four to six items. The items become increasingly more complex and difficult within a task, and the tasks become increasingly more complex as the student moves through the grade band test.

Students are not required to take every task in the assessment and will start the test at the point that is most appropriate for each student. The task at which the student begins the assessment is determined by an SPQ. Specifically, students can enter the assessment at one of three different points: Task 1, Task 3, or Task 6.

For each starting point, students must complete a minimum number of tasks. The task at which the student exits the assessment is not predetermined. Instructions for selecting a student's starting and concluding tasks can be found in *Section IX: Determining the Starting and Concluding Tasks*.

Task and Item Format

A. Task Features

- Each task begins with an introductory statement that establishes the context for what the student will be doing. There is a clear progression within each task from one activity to the next.
- The administrator uses scripted directions to pose specifically worded questions to the student.
- The student responds by using the mode of communication that he or she uses during instruction. These response modes include but are not limited to an oral response, speaking, pointing, eye gaze, sign language, or an augmentative communication device.
- Each task addresses one or more of the alternate assessment standards. The Wy-ALT assesses selected standards. Individual students are assessed based on the Wy-ALT blueprints. Information regarding the Wy-ALT blueprints can be found in the *Test Design Documents* located on the Wyoming Alternate Assessment Portal.

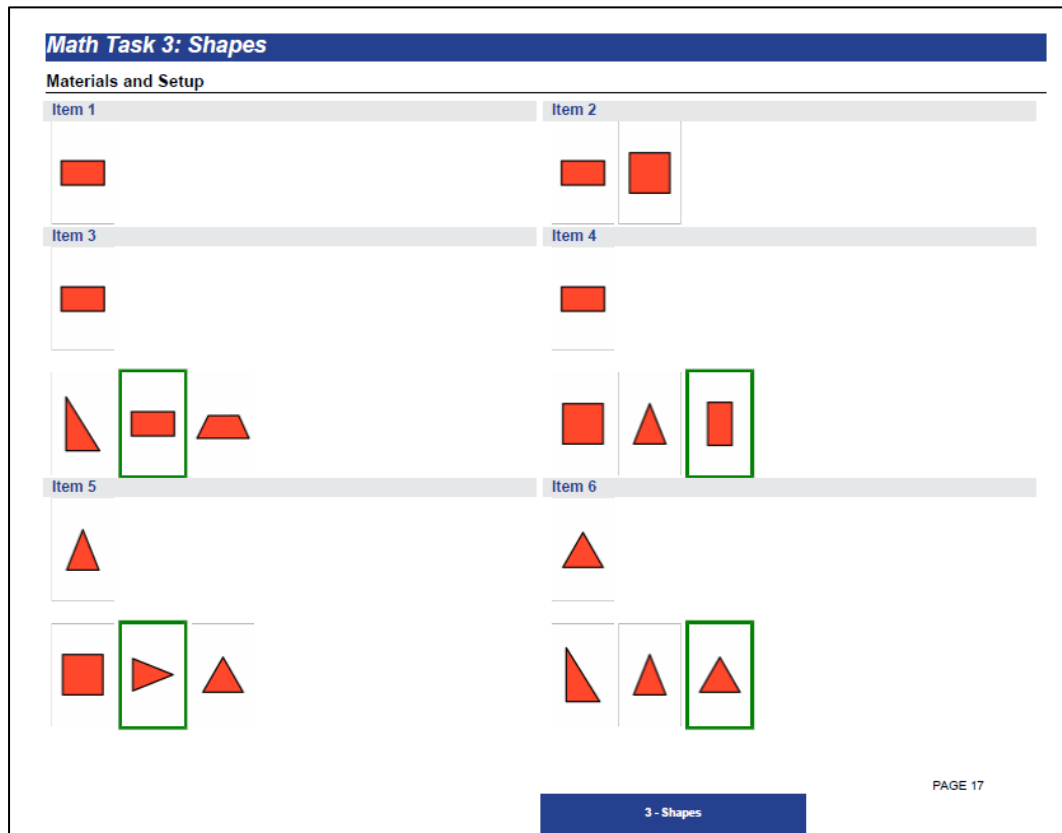
B. Materials and Setup

- The materials needed to administer the task are identified item by item, including specification of the materials you must provide and those that are provided with the TA Kit. The materials may include:
 - posters, charts, tables, schedules, and signs that the TA reads aloud;
 - manipulatives such as checkers, balls, and geometric shapes; and
 - a set of response cards or strips, unless the task is presented entirely through the use of

concrete objects.

- Adaptive instructions may be provided for the specific items of the task.
- Access limited items (or the task as a whole) are not accessible for a student who, for example, is blind or deaf.

Figure 1. Sample Task Materials and Setup



C. Adaptive Instructions and Access Limitations page

- **Adaptive Instructions:** In a few instances, when specific accommodations or increased accessibility are recommended for the presentation of an item, these accommodations will be presented in the test booklet under the heading "Adaptive Instructions." Please refer to *Section XII: Making Wy-ALT Tasks Accessible* for further details.
- **Access Limitations:** Access limitations are noted when an item is not accessible for a student who, for example, is blind or deaf. Only items marked "A" may not be administered because of an access limitation. When entering data into the DEI, enter "A" as the score. Do so only when the student's disability actually prevents access to the item. You must inform the Second Scorer if there are any items that will not be administered to the student due to access limitations.

Figure 2. Sample Adaptive Instructions and Access Limitations

| Adaptive Instructions | |
|--|--|
| Item 1 Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed. | Item 2 Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed. |
| Item 3 Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed. | Item 4 Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed. |
| Item 5 Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed. | Item 6 Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed. |
| Access Limitations | |
| N/A (Not Applicable) (Item 1, 2, 3, 4, 5, 6) | |

D. Item Template


Each item includes:


- **Setup**
 - Look at the setup and identify exactly where each material is to be placed. All materials, including physical manipulatives, printed manipulatives, and reading passages, will appear as graphic icons in the setup.
- **Script**
 - The script will always appear on the left side of the page.
 - Text in bold, italicized blue font indicates what you should read aloud to the student. Follow the script exactly.
 - Text in regular black font indicates what you should do while reading the script. For example, you will be directed to indicate the response options by gesturing or pointing to the corresponding response card or concrete object representing that option.
- **Scoring and Scaffolding Instructions**
 - The scoring and scaffolding (“TRY 1” and “TRY 2”) directions will always appear on the right side of the page. After reading the script, refer to the right side of the page to determine scoring and scaffolding. Instructions for scaffolding and scoring follow.

Figure 3. Sample Item Template

Math Task 3:
Shapes: Item 3

Setup





Script

Say: *Here is a rectangle* (indicate the rectangle card).

Say: *Show (tell) me, which is the same rectangle: this* (indicate the scalene triangle card), *this* (indicate the rectangle card), *or this* (indicate the trapezoid card)?

TRY 1

| | | |
|-----------|-----------------------------------|-----------|
| Correct | Record 2 | Next item |
| Incorrect | Remove Incorrect Student Response | TRY 2 |
| N | Remove | TRY 2 |

TRY 2 *Show (tell) me, which is the same rectangle: (indicate each remaining option in the original order of presentation)?*

| | | |
|-----------|----------|-----------|
| Correct | Record 1 | Next item |
| Incorrect | Record 0 | Next item |
| N | Record N | Next item |

Each item is presented as a script:

The first item in each task begins with an opening statement in “Say” format. This statement tells the student that a new topic (i.e., task) will begin. For example:

Say: ***We are going to work with shapes.***

Say: ***Here is a ____.***

Do: Allow the student time to look at and/or touch the object.

Each item script, or question, is phrased as a directive for the student to tell or show you which one of several response options is correct. This allows a student to respond to the test items using his or her desired communication modality, such as AAC devices, pointing to the answer, or saying the answer. For example:

Say: ***Show (tell) me, which is the same rectangle: ...***

Choose one directive—either “Show me” or “Tell me”—and use it consistently throughout the assessment.

There may be other occasions where an alternate word or phrase is provided in parentheses. Choose whichever word is best for the student; do not say both.

Administration tip—Select the appropriate verb (“show me” or “tell me”) for the student who is being assessed. Similar directives may be substituted if they are used in daily instruction and the student will not respond to the scripted directives. Allowable substitutions may include “point to” or “give me.”

IMPORTANT: This is the only substitution that may be made to the script. No other substitutions may be made to the bold, italicized blue text.

Administration Procedures

- 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 design of the assessment requires the tasks be administered in the order presented. Do not administer items or tasks out of order.
- You must follow the script exactly. You cannot shorten it or add any clarifications.
- You should read the script at the pace appropriate for your student.
- You can reread the item, passage, or poster as needed or requested by the student. You must not provide any cues to correct answers when rereading the script or story.
- To “remove” an incorrect answer choice when administering the test, you can cover the incorrect answer choice with a blank card (a blank card strip is provided at the end of each package of printed manipulatives).
- You cannot teach a skill while administering the task.
- The assessment is not timed. You may take breaks as you or your student needs them.
 - Stop the assessment at any time and resume it at a later time within the testing window.
 - If the student requires a break before completing all the items in a task, pick up where you left off. You may reorient the student by showing the student the materials he or she had been working with previously.
 - Do not re-administer or rescore any previously administered items.
- Decide whether your student will show you the answer (point, eye gaze, etc.) or tell you the answer (orally or AAC). Then use that word (“show” or “tell”) throughout the assessment.

Frequently Asked Questions: Administering Tasks

- 1. Can the TA prep the student before administering the test?**

A TA might say, “This is a test. I’m going to ask you questions. It’s important that you give your best answer. I cannot answer questions you may have.” TAs cannot prep students by coaching them on correct answers.
- 2. Can TAs prompt students during test items (e.g., ask students to sit up if they have put their head down on the desk)?**

Yes. Prompting is permissible as long as it does not lead a student to an answer. Routine behavioral supports can be used throughout the administration.
- 3. Some strips include a blank card. Do you have to present the blank card if you cut the strip apart?**

No. The blank cards can be removed before administering the item to the student.
- 4. Can a TA define words in the script, stimulus, or response options?**

No. A TA cannot embellish, define, or explain words appearing on the test.
- 5. Can a TA modify the script by rearranging the phrasing of an item or substituting more familiar words?**

No. The TA should follow the script exactly as presented.
- 6. Can a student request to skip a question?**

No. The sequential administration of the items is part of the assessment design. Do not skip tasks or items.

7. If a TA accidentally skips a task or item during administration, can he or she go back and administer that item or task to the student?

Yes. The TA may administer an item or task if it was accidentally skipped. However, please note two things. First, it is not permissible to re-administer an item after a student has answered. Second, items must not be intentionally skipped because the sequential administration of the items is part of the assessment design.

8. Can the TA return to an item if a student wants to revisit it?

No. Once an item has been administered and answered, the student's answer is considered final and the student may not retake the item.

9. Can TAs point to words or pictures as they read a passage or poster?

Yes. TAs may point to the words or pictures as they read a passage or poster, as long as they do so evenly and do not give a student cues.

10. Can the reading passage booklets be left open when asking students test items?

Yes. The item usually refers directly to the poster or passage.

11. May a TA cover part of a reading passage with paper to reduce visual stimuli for a student?

Yes. TAs may cover part of the passage as long as doing so does not lead the student to the correct answer.

12. Can students read the answer options aloud on their own if they are able?

Allowing students to read the response options and respond independently is not a part of the assessment design. The TA should follow the script. Allowing students to read the options aloud on their own actually increases the difficulty of the test. As an alternative, students could read the passage and/or answer options along with the teacher.

13. When directed by the script, does the student affix the items to the charts with the TA's help?

It is recommended that the student participate in affixing the card/strip to the poster. If the student is unable to do this even with help, the TA can do so on the student's behalf.

14. In some tasks, the script directs the TA to write the student's response on a chart or poster. Does the TA use a dry-erase marker to write the answer?

Yes. TAs should use a dry-erase marker or an erasable pen to write the student's responses on the charts and posters when prompted. Dry-erase markers are listed among the TA-provided materials when applicable.

15. When directed by the script, should the student/ TA write the student's response on the chart and/or paragraph even if it is incorrect?

Yes. The TA should follow the script accordingly. Because this is an assessment, the TA should write or affix the student's answer (correct or incorrect) as directed by the script.

16. Occasionally an item may ask the student to provide a self-generated response. How should these items be administered to non-verbal students?

If a student is unable to generate an independent response, the TA should provide three plausible response options. Only one option should be acceptable as a correct answer.

IX. Determining the Starting and Concluding Tasks

These directions guide you through the following activities:

- Identifying the starting task for a student in each content area
- Completing the Student Placement Questionnaire (SPQ)
- Administering a minimum number of tasks
- Adjusting the starting task (if necessary)
- Determining when to conclude the test administration

Identifying Each Student's Starting Task

A student is not required to take every task in the assessment and should start the test at the point that is most appropriate for him or her. The task at which the student begins the assessment can be determined by the Scale Score Starting Points Table (for English Language Arts and mathematics) or an SPQ. These two approaches are described below. Note that the starting point can be adjusted as described in the "Adjusting the Starting Task" section.

❖ *Using the Scale Score Starting Points Table*

The Scale Score Starting Points Table identifies a student's starting task for English Language Arts and mathematics for grade bands 3–5, 6–8, and 9-11 based on performance during the prior administration. In order to use this table, you must have a student's scores from the prior administration. See *Appendix F: Scale Score Starting Point Tables*.

❖ *Using the Student Placement Questionnaire*

The SPQ identifies a student's starting task, and can be used for any grade/subject for which a student's score is not available. The SPQs are located in Appendix G. Make copies of the SPQs as needed.

Completing the Student Placement Questionnaire

- Step 1: Locate and use the appropriate SPQ worksheet based on the student's grade and tested content area(s) in Appendix G. Mark your responses to the content-specific questions. Answer each SPQ item as accurately as you can based on your experience in the classroom with the student.
- Step 2: Count the number of bubbles you marked in each of the first three columns and write the totals in the blocks under each column.
- Step 3: In section 3 of the worksheet, "Calculate the SPQ Total Score," at the bottom of the page:
- a. Write the column totals in the appropriate blocks.
 - b. Multiply each total by the specified multiplier and write the resulting totals in the blocks to the right.
 - c. Add the three totals to obtain the Total SPQ score, and write the Total SPQ score in the blocks and bubble in the SPQ score.
- Step 4: Find the Total SPQ score in section 4 of the worksheet to determine the starting task for the student.

Administering a Minimum Number of Tasks

Each student must be administered a minimum number of tasks (including the starting task). The minimum numbers of tasks and specific tasks that **must** be administered to each student for each starting point are specified in the table below.

| Starting Task | At a minimum, administering all items in these tasks is required: |
|---------------|---|
| Task 1 | 1–5 |
| Task 3 | 3–9 |
| Task 6 | 6–12 |

Adjusting the Starting Task (if necessary)

You may adjust the starting task for students who begin the assessment on Task 3 or Task 6 and do not earn at least **three points** across all the items on their starting task. (For example, a student who receives one point on item 1, zero points on item 2, one point on item 3, one point on item 4, two points on item 5, and zero points on item 6 has responded successfully to the starting task.)

When a student does not earn **three or more points** across all items on his or her starting task, the student's starting task may be adjusted downward. Guidance for adjusting the starting task is listed below:

Students who start at Task 1

- If the student does not earn 3 or more points on Task 1:
 - No downward adjustment is possible.
 - The student must be administered Tasks 1–5 at a minimum (see the instructions for concluding the assessment).

Students who start at Task 3

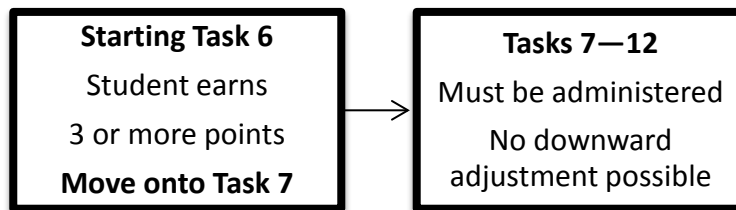
- If the student does not earn 3 or more points on Task 3:
 - Adjust downward and administer Task 1 to the student.
 - Administer Tasks 1 and 2.
 - After Task 2, **do not re-administer Task 3.**
 - Administer Tasks 4 and 5 at a minimum (see the instructions for concluding the assessment).

Students who start at Task 6

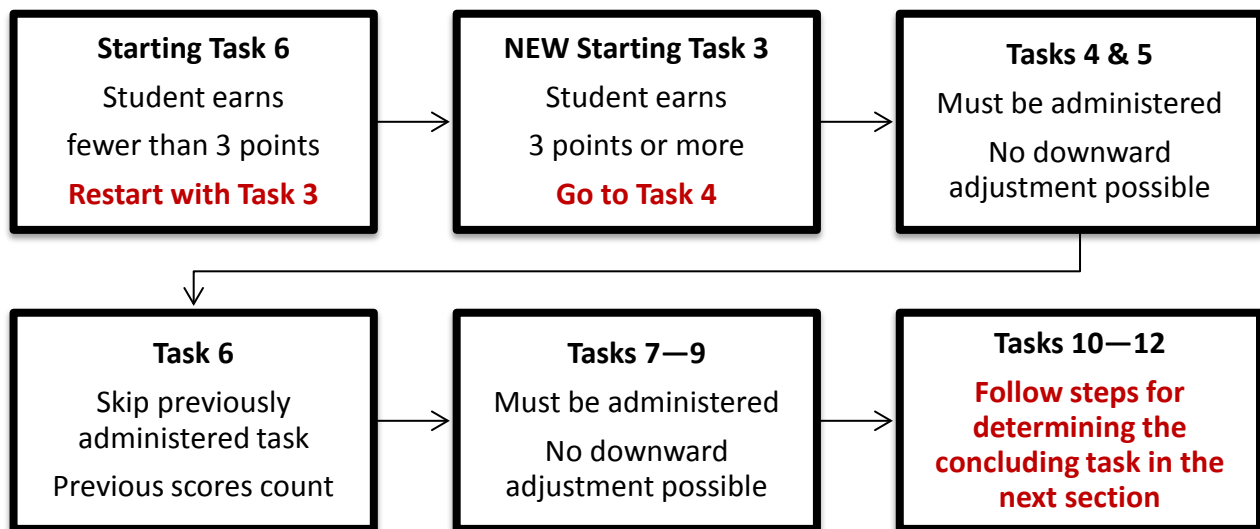
- If the student does not earn 3 or more points on Task 6:
 - Adjust downward and administer Task 3 to the student.
 - Administer Tasks 3, 4, and 5.
 - After Task 5, **do not re-administer Task 6.**
 - Administer Tasks 7, 8, and 9 at a minimum (see the instructions for concluding the assessment).

Examples

The following flowchart presents an example of a student who started on Task 6 and **earned three or more points** on the starting task.



The following flowchart presents an example of a student who started on Task 6, but **did not earn three or more points** on the starting task. For this reason, the administrator adjusted the starting task to Task 3.



Concluding the Assessment

Students must be administered a minimum number of tasks, and the number depends on the student's starting task (see table on page 27). Students will continue to participate in the administration of tasks beyond the minimum number if they are able to respond successfully.

If a student earns **six or more points*** on his or her final required task, administer the next task in the assessment. Continue to administer subsequent tasks until the student no longer responds successfully on a task (i.e., student earns fewer than six points). If a student does not respond successfully on a non-required task, do not administer the next task.

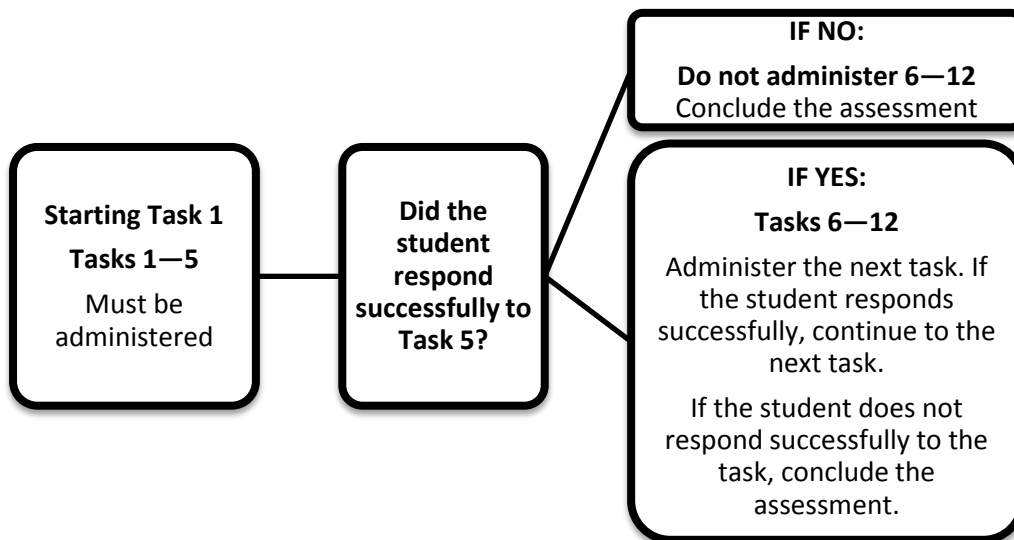
If a student does not earn **six or more points*** on his or her final required task, conclude the assessment.

**Note:* In instances where a task has fewer than six total attainable points, continue the assessment if the student earns the maximum number of points attainable. For example, if a student earns five points out of five possible points, the student has responded successfully and can proceed to the next task.

Starting Task 1

A student who responds to Tasks 1–5 and responds successfully to Task 5 (i.e., the student earns 6 or more points, or the student earns the maximum points attainable)

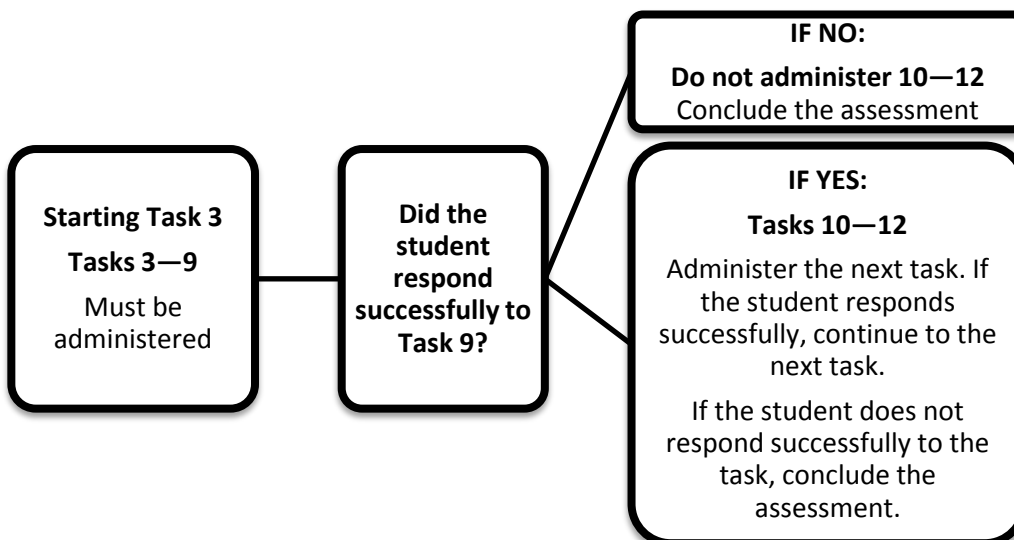
- Administer Task 6.
 - If the student responds successfully on Task 6, administer all items in Task 7. Continue until the student can no longer respond successfully to a task.
 - If the student does not respond successfully on Task 6, conclude the administration.



Starting Task 3

A student who responds to Tasks 3–9 and responds successfully to Task 9 (i.e., the student earns 6 or more points, or the student earns the maximum points attainable)

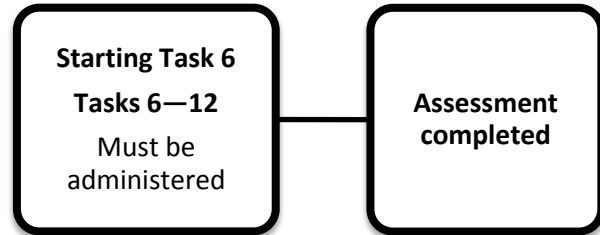
- Administer Task 10.
 - If the student responds successfully on Task 10, administer all items in Task 11. Continue until the student can no longer respond successfully to a task.
 - If the student does not respond successfully on Task 10, conclude the administration.



Starting Task 6

Students who respond to Tasks 6–12

- The assessment is concluded.



Frequently Asked Questions: Starting and Concluding the Assessment

1. Why are there different recommended starting points (Tasks 1, 3, and 6) for the Wy-ALT?

The Wy-ALT tasks increase in complexity throughout the assessment from Task 1 through Task 12. Because the population of students taking the Wy-ALT is diverse, even within a grade band, there are three different starting points to match each student with the level of complexity that is most appropriate for him or her.

2. Can the SPQs be completed in advance of the test window?

Yes. TAs are encouraged to complete their students' SPQs in advance of the test window.

3. If the student responds successfully to the starting task (e.g., Task 3), but fails to respond successfully to a subsequent task (e.g., Task 4), can I adjust downward at that time?

No. You can only adjust downward from the starting task. Proceed through the test as directed.

4. If the student's starting task is adjusted downward, do I still enter scores for the original starting task?

Yes. The TA and Second Scorers should enter scores for all items and tasks administered.

5. If the student's starting task is adjusted downward, do I still need to administer the minimum number of tasks for the original starting task?

The TA should administer the minimum number of required tasks for the adjusted starting task. For example, the TA adjusts the starting task from Task 3 to Task 1 after the student does not respond successfully on Task 3. The teacher should administer and record scores for Tasks 1–5 and follow the instructions for concluding the assessment.

6. My student scored six points or more on the last required task, but I believe he/she is just guessing. Should I continue with the assessment anyway?

Yes. Follow the instructions for concluding the assessment.

7. My student scored fewer than six points on a concluding task, but I want to continue the assessment anyway. Can I administer the next task?

No. Follow the instructions for concluding the assessment.

8. Do the SPQs represent the content of the assessment?

The SPQ questions were written independently of the assessment. They represent a sampling of knowledge and skills covered in the standards extensions. These are strictly for use in determining an estimated starting task for the Wy-ALT.

9. Do the same rules apply for adjusting the starting task and concluding the assessment, regardless of whether I used the Starting Points Table or SPQ? 

Yes. The same policies for adjusting the starting task and concluding the assessment should be followed. The SPQ and Starting Points Table only estimate the appropriate starting task.

10. The concluding task for my student is access limited. My student has access limitations and does not have the opportunity to attain six points on the concluding task in the required range. What should I do? 

If the entire last task in the set is access limited for an individual student, skip the task and go to the next task to allow the student the opportunity to continue in the assessment. Follow the same rules for concluding the assessment until the student no longer responds successfully. If one or more items in the task are access limited for an individual student, “responding successfully” means that the student earns either a minimum of six points or the maximum available points (if the maximum number of points is fewer than 6) for all the items on the concluding task.

X. Scoring Student Responses

Scaffolded Scoring

The Wy-ALT uses scaffolding to administer and score most items. If the student does not respond correctly to the opening statement or first question, the TA is directed to continue with the script for that item. The script may differ depending on whether the student responded incorrectly or failed to respond.

The Wy-ALT does not use a fixed scoring scale; instead, the maximum number of points that may be assigned varies from item to item. All scoring directions appear in boxes on the right side of the page in the testing booklet.

The demands of the item are scaffolded downward until you are presented with directions for assigning a score when the student does not respond correctly or fails to respond at the lowest scaffolded level.

Scoring Instructions

Score as you go. Score each item as it is completed before transitioning to or setting up for the next item.



When the student gives the correct response, record the specified score point(s) and move to the next item.



If the student responds incorrectly on a 1-point item, record a 0 and move to the next item. If the student responds incorrectly on a 2-point item, cover up/remove the incorrect response option and repeat the shortened script at the top of each “Try 2” box. **“Incorrect” means a student has given a response to a particular item that is not the correct or appropriate response.**



If the student fails to respond on a 1-point item, record “N” and move to the next item. If the student fails to respond on a 2-point item, the script will specify which answer option to cover up/remove. Repeat the shortened script at the top of each “Try 2” box. **“No response” means a student has not given any response to a particular item.**

Optional Scoring Worksheet

TAs and Second Scorers may record scores on the optional student scoring worksheet (located in Appendix B) as they administer the assessment. If using the optional student scoring worksheet, you must carefully enter the data from the worksheet into the DEI. The optional student scoring worksheets will not be scored. They must be returned in a TA Kit at the conclusion of the administration.

IMPORTANT: The optional scoring worksheet will not be scored. If the student responses are not entered and submitted in the DEI during the testing window, the student will not receive a score.

Engagement Scoring Rubric

Although the vast majority of items appear in the format described above, some items are scored with holistic rubrics. Some tasks within the Wy-ALT are designed for students who are at the awareness and presymbolic level of communication. These tasks typically begin with an item that provides evidence of the student's readiness to engage in the task and in entry-level activities addressing one or more academic standards. Although also presented with a scaffolded script, these items scaffold upward by cuing for increasingly extended focus and persistence, rather than scaffolding downward. You will score engagement items by making a judgment on the basis of the scoring rubric.

Figure 4. Example of Engagement Scoring Rubric

Record 4 points:

Student demonstrates **sustained involvement** in the activity; for example, he or she may

- consistently attend to teacher's communication (verbal or signed) and actions;
- participate with intention in action involving the objects as modeled;
- imitate (or try to imitate) action involving the objects as objects;
- shift body movement/eye gaze appropriately as focal point of demonstration changes;
- make an appropriate vocalization (e.g., an associated sound) in response to objects; and/or
- demonstrate anticipation or prediction of next words and/or actions.

Record 3 points:

Student demonstrates **generally maintained involvement** in the activity; for example, he or she may

- generally attend (with frequent lapses) to teacher's communication (verbal or signed) and actions;
- touch or point to object(s) as described;
- sustain gaze toward object(s) during manipulation by teacher;
- vocalize to show acknowledgement of object(s) during manipulation/exploration; and/or
- willingly permit (participate in) hand-over-hand exploration of object(s).

Record 2 points:

Student demonstrates **intermittent/irregular involvement** in the activity; for example, he or she may

- intermittently attend to teacher's communication (verbal or signed) and actions;
- move toward/reach for the object(s) presented;
- touch the object(s) presented; and/or
- look at the object(s) presented, shifting gaze at least sometimes as appropriate.

Record 1 point:

Student demonstrates **fleeting awareness** of, but little/no involvement in, the activity taking place; for example, he or she may

- only fleetingly attend to teacher's communication (verbal or signed) and actions;
- exhibit a momentary change in movement, vocalization, and/or respiration in response to teacher and/or object(s);
- open or move eyes toward teacher and/or object(s); and/or
- permit guided touch/grasp of object as initially presented

Record N:

Student does not demonstrate any awareness of the object(s) or involvement in the activity taking place or may refuse to engage in the activity at any level.

Frequently Asked Questions: Scoring Student Responses

Note: This section uses the term “administrator” to refer to the person who is administering the test, and/or scoring the test, and applies to TAs and Second Scorers.

1. Who scores the Wy-ALT?

The Wy-ALT is scored by the person who administers the test. The administrator will follow the scoring guidelines presented in the Wy-ALT test booklet by grade band and content area. Approximately 25% of test administrations will be scored by a Second Scorer who observes and independently scores the administration of the assigned student’s mathematics assessment.

2. Who receives the results of the Wy-ALT?

Electronic results will be available to authorized users in Wyoming’s ORS, which can be accessed from the Wyoming Alternate Assessment Portal. Paper family reports will also be sent to schools. It is the school’s responsibility to forward the score reports to parents.

3. Can the engagement rubric be used for lower-functioning students on any item?

No. The engagement rubric can only be used when provided in an engagement item. Engagement items are usually only provided as the first two items of the first two tasks of a form.

4. Will access-limited (AL) items be apparent in the answer choices?

No. Access limitations are not listed among the response options or in the scaffolding for scoring. Access limitations are listed in the task setup and the DEI. TAs should be sure to review the task setup and skip items marked AL when appropriate. Access limitation will be entered in the DEI when applicable.

5. Is there a difference between submitting an answer as zero (0) points and No Response (NR)?

Yes. Entering zero points indicates that the student did not respond correctly based on the scaffolded scoring. “N” stands for No Response and indicates that the student was administered the item but did not respond. While zero points and NR have the same value, they are coded differently in the system and inform item analysis. It is important to distinguish between the two while entering student responses into the DEI.

6. How should an administrator score a student’s response if the student says, “I don’t know”?

If the student responds “I don’t know” on an item with scaffolding, proceed as though the student did not respond (NR) and follow the scaffolding accordingly. If the item has only two answer options, score the student’s answer as incorrect.

7. Are students allowed to manipulate the response cards before providing an answer (e.g., a student wants to pick up each card and look at it closely)?

Yes. Students are allowed to manipulate the response cards. Monitor student interaction with the materials to ensure there is no damage.

8. How should a student response be scored if the student selects more than one response option?

TAs should determine how to manage students' modes of response prior to the beginning of the assessment and be consistent in how they respond to irregularities. If the TA is unable to determine which response the student considers correct, treat the response as incorrect and follow the scaffolding.

9. If a student gives a response and then corrects his or her response before the TA scores this response or scaffolds, is it acceptable to score the self-correction?

The TA should score the self-correction, even if it is the incorrect answer. The administrator cannot initiate the self-correction (e.g., "Are you sure?"). The self-correction must occur before the scaffold is begun or the next item is administered.

10. A student answers the first item in a task. While the second item is administered, can the student decide to change his or her answer on the previous item?

No. An item cannot be re-administered or rescored. This is a feature of the assessment design.

11. If the student answers correctly before the TA finishes the question, and then gives an incorrect response after the question is completed, how is this scored?

The TA must determine which response will be scored before the assessment begins. This decision rule should be used consistently throughout the assessment. A TA may decide to accept the first answer given, or decide not to accept any answers until all options have been presented.

12. I have students who can only choose between two answer options through their communication modality. For items that have three answer options, can I immediately skip to the scaffold (i.e., choose NR) and remove one card so that the student only has two options to choose from?

No. You may not scaffold before the student has answered. Present the items as they are set up in the test booklet, and scaffold after the student has had an opportunity to respond.

XI. Submitting Scores into the Data Entry Interface

The DEI allows authorized users to electronically record and submit scores for students who have participated in the Wy-ALT. All scores must be submitted in the DEI by the conclusion of the test window. TAs and Second Scorers are encouraged to watch the brief video tutorial of the DEI located on the Wyoming Alternate Assessment Portal. **All users should review the DEI User Guide (to be published in February) before entering scores.**

Entering Student Scores

Authorized users must log in to the DEI in order to enter students' scores for the alternate assessment.

- The DEI can be accessed via the Wyoming Alternate Assessment Portal (<http://wyoassessment.org>).
 - Log in with your username and password. Speak to your test coordinator if you need a user account.
- Enter Student Information.** Enter the student's first name and corresponding WISER ID, and then click [**Sign In**]. This information must match the data provided by the school during pre-identification in TIDE.
- Verify the student's information and select a test to enter scores:
 - Is This the Student?**—Verify the student's personal information (grade, birthday, school, and WISER ID).
 - Tests For This Student**—Start or resume data entry for an alternate assessment. *(Test data do not need to be entered in one sitting; they can be entered across multiple sessions.)*
 - Is This the Correct Test?**—Select a test and verify the selected assessment. Selecting the wrong test will require that the test be reset and may delay data entry.

Enter Student Information:

Verify the student's information and select a test:

Figure 5. DEI Layout

The screenshot shows the DEI interface. On the left, a bar graph titled "BAR GRAPHS" has a vertical axis from 1 to 5. It features three bars: a blue bar labeled 'A' with a value of 4, a red bar labeled 'B' with a value of 1, and a green bar labeled 'C' with a value of 2. On the right, a list of questions is shown. Question 5 asks for the title of the graph, and Question 6 asks for the number of animals and their names. Both questions show scores for previous attempts.

| Question ID | Score | Status |
|-------------|----------|--------------------|
| 5 | 2 points | Correct on Try 1 |
| 5 | 1 point | Correct on Try 2 |
| 5 | 0 points | Incorrect on Try 2 |
| 5 | NR | No Response |
| 5 | A | Blind |
| 6 | 2 points | Correct on Try 1 |
| 6 | 1 point | Correct on Try 2 |

Reaching the End of the Test and Reviewing Entered Data (Responses)

After you have completed data entry for the selected test, click the red [Done Entering Data] button in the top-left corner of the screen. After you have clicked this button, the **You are done entering data** screen will appear.

- To review the entered data and go back to the test:
 - Select a task page from the list and then click [Review Entered Data]. While you are reviewing the student's scores, the [Done Entering Data] button will remain on the screen.
 - To return at any time to the **You are done entering data** screen and submit the test for scoring, click the [Done Entering Data] button again.
- To complete the testing process, click the green [Submit Test]. The results screen will appear.
 - WARNING:** The test is not official until you click [Submit Test].
- After submitting the test, the **Your Results** screen will appear with the student's test results.

Review Data Screen

The Review Data Screen displays the message "You are done entering data." and provides instructions on how to review entries or submit the test. It includes a "Review Entered Data" button and a "Submit Test" button.

Your Results Screen

The Your Results Screen displays the student's performance level and test results. It includes a "Log Out" button, an "Enter More Data for This Student" button, and an "Enter Data for a Different Student" button.

| Field | Value |
|-------------------------|--|
| Student Name | Holloway, Grant (Student ID: 28935743) |
| Test Name | Wy-ALT ELA Grades 3-5 |
| Data Entry Completed On | 2/21/2015 |
| Scale Score | 441 |
| Performance Level | 5 |

System Requirements

All users should review the *Wy-ALT Systems Requirements* document, located on the Wyoming Alternate Assessment Portal (<http://wyoassessment.org>), to determine the minimum hardware requirements and approved Web browsers for the DEI and other online systems. Work with school technology coordinators to ensure that computers meet the system requirements prior to the test window.

Viewing Student Test Scores and Confirming Test Submission

Scoring for the Wy-ALT is immediate upon submission. Student test scores will appear on the Results Screen in the DEI upon test submission. In addition, authorized users may access the Score Reports Tasks in the ORS to view student scores in real time. For more information about accessing student scores in ORS, please see the *ORS User Guide*, located on the Wyoming Alternate Assessment Portal (<http://wyoassessment.org>).

While only authorized users can view Score Reports, all users can view participation data in the Test Management Center of the ORS. TAs and Second Scorers are encouraged to confirm that a test has been submitted by following the steps provided in the Plan and Manage Testing section of the *ORS User Guide*.

Testing Irregularities

Test Invalidations

Incidents may occur during testing that can affect a student's scores and require invalidating an assessment. Possible reasons for invalidation include the following:

- Administration of the wrong grade band test
- Errors in administration procedures and scoring

You must inform the BC of these situations so a decision can be made regarding the validity of the student's score. It is not necessary to report minor incidents such as an uncooperative or sleeping student, or accidental noises in the environment such as that from a garbage truck or public address system. Invalidation of a test because of a testing irregularity shall be determined after a thorough investigation.

Test Resets

Certain data entry errors may require that a test be reset in the DEI. The following outlines circumstances under which a test may be considered for a reset:

- A TA or Second Scorer enters or submits scores for the wrong student.
- A TA or Second Scorer enters or submits scores in the wrong test (i.e., primary or Second Scorer test; science scores submitted in math test).

If you believe a test needs to be reset, contact your BC.

XII. Making Wy-ALT Tasks Accessible

The Wy-ALT is designed for students who have significant cognitive disabilities and are identified through the IEP process as eligible to participate in an alternate assessment. Because of the diversity of this population of students, you may need to adapt the materials and provide a variety of response options. Additionally, some tasks require the use of materials commonly found in the classroom. Materials that will be used for adapting responses or that are required for some tasks are referred to as “teacher-provided materials.”

Guidelines for Selecting Teacher-Provided Materials

Teacher-provided materials, such as concrete objects that are used as substitutes for pictures, must be similar in size, shape, and color so that the constructs to be assessed are not changed. For example, if you provide a cup, it should be the same size as the other materials and of a neutral color. One item should not be more interesting or engaging than another.

Teacher-provided materials must be age- and grade-appropriate.

You may adapt picture symbols, letters, or numbers, and other response options by adding Braille words or by substituting objects for pictures and picture symbols, as long as the substitution does not change the construct being assessed.

Allowable Accommodations and Adaptations

Accommodations are intended to reduce or even eliminate the effects of a student’s disability and do not reduce learning expectations. Accommodations are adjustments to the testing setting, response mode, test format, or test administration that do not change the construct being measured and do not reduce learning expectations. The administration of an assessment should not be the first time the student uses that accommodation.

You may substitute picture symbols that are familiar to the student, as long as the substituted symbol does not change the construct being tested. For example, if the concept is related to content vocabulary, such as “subtract,” it would not be appropriate to substitute a term such as “take away.” The yes/no response card that a student is most familiar with may be substituted for the yes/no cards included with the task.

You may add texture to letters, charts, or graphs. You may also add Braille to all words, numbers, or letters. You may substitute concrete objects for picture symbols as long as the substitution does not change the construct being assessed and does not lead the student to the correct answer.

Some of the Wy-ALT tasks may require changes to the materials or accommodations in terms of presentation in order to be accessible to a student who has significant cognitive disabilities and has additional disabilities, including but not limited to visual impairment, hearing impairment, multiple physical disabilities, or all three.

All tasks are presented in a standard script with stimulus and response materials intended for both verbal and nonverbal students.

Task Delivery Modes

The standard script may be presented to a student in the modality that the student receives instruction. For example:

- Orally (verbally)
- Orally (verbally), supported by sign language, cued speech, or both
- Orally (verbally), supported by concrete objects
- Orally (verbally), supported by picture symbols
- Using picture symbols
- Using sign language*
- Using sign language* supported by concrete objects
- Using sign language* supported by picture symbols
- Using a student's other preferred communication system
- Using supports, such as computer software that provides systematic visual aids

* *The sign language interpreter should interpret in the system (e.g., ASL or Signed Exact English) that the student uses in daily instruction and communication.*

Task Delivery Guidelines

Guidelines for task delivery include the following:

- Consider the effect of accommodations on what is being assessed before the actual administration of the Wy-ALT. Make sure that the accommodations DO NOT change the meaning or the intent of an item.
- Select signs, words and images with care so that they DO NOT signal the correct response.
- Consider several factors when implementing accommodations. These factors include but are not limited to the following:
 - Volume
 - Timing
 - Movement/gesture or expression
 - Environment
 - Background (visual and auditory)
 - Contrast
 - Color of stimulus materials (see the following section, "Response Modes")
- Use any customary encouragement and support strategy as long as it does not unfairly signal correct or incorrect responses. These strategies include but are not limited to the following:
 - Praise
 - Confirmation
 - Reiteration/repetition
 - Touch
 - Snack or other incentive

Response Modes

For every task, response options are provided. These options may include concrete objects, photographs, line drawings, picture symbols, or letters and words. The student may express a response choice by or through such means as the following:

- Using language (oral or signed), independently or through voice output devices
- Using other vocalization(s)
- Using language written manually or with a keyboard (traditional or voice activated), or by dictation to a scribe
- Touching, pointing, eye gazing, nodding, or gesturing toward an item
- Selecting and arranging picture symbols
- Manipulating or picking up an item or picture symbol
- Exhibiting a change in breathing pattern (respiration) or body movement
- Changing facial expression(s)
- Using assistive technology devices
- Using a combination of these

Response mode guidelines include the following:

- To be acceptable, any response mode must allow persons scoring the assessment to ascertain, without ambiguity, the intent of a student's response.
- The response mode(s) must be routinely used by the student during daily instruction. A new response mode should not be introduced for this assessment.

Stimulus and Response Materials: Substitutions and Adaptations

The stimulus materials identified in each task are intended for students who have significant cognitive disabilities. In recognition of the need to depart on occasion from the standard stimulus and response materials, the chart below shows suggested substitutions and alternatives that are based on the student's degree of vision, hearing, or physical mobility.

| Student Characteristic | You can adapt or substitute stimulus/response materials by doing the following: |
|--|--|
| Blind Low vision Partial sight | <p>Increase or decrease size of manipulatives, their spacing, or both; increase contrast in/among manipulatives; add, remove, or change background color; position as appropriate (e.g., right, left, midline, slanted, eye level, vertical [top to bottom]); limit spatial and figure ground problems</p> <p>Highlight response choices with flashlight; use backlighting; use multi-sensory materials (e.g., incorporate weight, temperature, smell, and resonance/vibration); use high-contrast colors (e.g., red and yellow)</p> <p>Reduce sheen; lower intensity of light; change orientation (flat, slanted, upright); limit visual field; use a plastic frame to display stimulus and response materials</p> <p>Use textured manipulatives (when tactile discrimination is possible); add raised lines or forms; use Braille (limited contexts, as appropriate); provide tangible objects (actual, symbolic, part-for-whole); provide auditory, tactile, and olfactory replacements for visual stimuli; eliminate distracting lights and sounds</p> |
| Limited in reach or touch | <p>Use response cards or response items, or both, in conjunction with switches or other assistive technology</p> |
| Limited in visual or tactile field | <p>Reduce the surface on which response options are arrayed; realign (horizontal, vertical, paired, or other arrangement); position materials level with student's eyes and then move within student's reach</p> |
| Tactile sensitivity | <p>Replace the provided item with an analogous item that is less slippery, fuzzy, rough, and so forth</p> |
| Apraxia/motor planning problems or sensory integration challenges | <p>Rehearse movement needed for response; use an object for pointing; provide tactile and kinesthetic supports (e.g., pacing board)</p> <p>Provide frequent breaks; offer visual supports; allow/encourage movement; allow unrelated manipulative (e.g., rubber band in free hand) to aid concentration, supported seating, weighted vests, sensory diet before testing; reduce "noise" such as environmental sound, tactile and olfactory input, light</p> |
| Orthopedic impairment | <p>Use assistive technology, visual cues, gestures (e.g., point to materials); change location to increase physical access; change location to access special equipment; offer adjustable height desk, appropriate specialized seating, slant top surface, assistive technology, extended time, multiple or frequent breaks</p> |

Additional guidelines for making substitutions or adaptations to response cards, sentence strips, and stimuli:

- An equal exchange of symbols or pictures is allowable, such as using photographs or a different picture symbol system. It must be an equal exchange and consistent across the response options.
 - *For instance, one response card cannot be replaced with a photograph while the other response cards are not replaced. This could cue the correct answer, which would be an administration violation. No other changes may be made to the response cards. All paper manipulatives must be returned.*
- Symbols should not be added to the sentence strips or word cards. Adding picture symbols above the words will affect the difficulty of the items. The intent is to assess student understanding of the text or expression.
- Touch Math and Touch Money are trademarked products. Adding dots or numbers is a strategy that is used in instruction. The administrator cannot add dots or numbers to the test materials or prompt the student to use this strategy during the assessment. The student may independently add dots or numbers or tap to solve problems, but the strategy must be student-initiated.
- You may substitute concrete objects for pictures and picture symbols as long as the substitution does not change the construct being assessed (e.g., an analog clock can be substituted for pictures representing an analog clock; a digital clock can be substituted for pictures representing digital clocks).
 - *Substitutions must be made consistently across all response options. A substitution may not be made for one response option alone. Substituting only one response option could cue the correct answer, which would be an administration violation.*
- All print materials can be enlarged. However, photocopying for any other purpose is strictly prohibited. All copies (original and enlarged) should be returned along with all the other secure materials after testing.
- Materials can be laminated as needed, as long as glare is not a concern and the laminating is done in a secure manner.
- Students may require response cards to be spaced farther apart on the table. In these cases, cut cards apart prior to test administration, using the guiding lines on the strips.
- When cards need to be affixed to posters or charts as part of a task, separate the card strips prior to test administration.
- Additional supports, such as number lines, multiplication tables, scratch paper, and calculators, can be provided to students during the administration, provided that they meet the criteria previously discussed (i.e., they do NOT change the meaning, intent, or difficulty of an item).
 - *Note: These resources can be made available to the student, but you cannot prompt a student to use them while answering questions. This must be done by a student's own initiative.*
 - *In addition, it is unlikely that providing additional resources is necessary; most tasks provide these types of stimuli and manipulatives when appropriate.*

Assistive Technology

Assistive technology (AT) that is stated in the student's IEP and is used during instruction may be used to give the student access to the content of the assessment, while providing options for responding to task requests on the assessment. However, providing an accommodation or access to AT only during the assessment will not ensure that the student will be able to use the AT effectively. Before the assessment, a student needs opportunities to use the technology during daily instruction to ensure that he or she can use it appropriately and effectively.

Technology affords many ways to adapt both task delivery and student response. Consider both high-tech and low-tech resources that aid delivery (input) and response (output). Any assistive technology that does not unfairly advantage or disadvantage a student may be used, including but not limited to the following:

- Word processor (e.g., portable, talking, or large-print word processors)
- Computer with or without adapted software
- Screen magnifier or screen magnification software
- Custom or modified keyboard
- Arm support
- Track ball, track pad, joystick with onscreen keyboard
- Alternative keyboard
- Mouth stick, head pointer with standard or alternative keyboard
- Head mouse, head master, tracker with onscreen keyboard
- Switches
- Voice output device, both single and multiple message
- Tactile/voice output measuring devices (e.g., clock, ruler)
- Overhead projector
- Pencil grips, nonskid material to hold objects in place

IMPORTANT: The WDE policy prohibits the reproduction of any Wy-ALT materials through electronic or digital means. This includes all Wy-ALT items, item response options (as presented in the assessment), passages, posters, other texts, and administration materials. No test materials can be loaded into any electronic system, including white board technologies, tablet devices, or computers.

Use of an electronic magnification technology, such as an ELMO™, is allowable for enlargement projection purposes.

Appendices

Test Materials Provided by the Test Administrator

Some of the Wy-ALT tasks will require the use of additional materials. TAs will be asked to provide some of these additional materials. The list below provides examples of the type of materials you may be asked to provide. This list is illustrative; the number and type of items that each test may require will vary.

Note: A detailed list of teacher-provided materials required for each grade band test will be distributed with the TA Kits in February. TAs are encouraged to organize teacher-provided materials upon receiving the TA Kits prior to testing.

Teacher-Provided Materials for Grade Band 3–5

| |
|-----------------|
| 1 Spoon |
| 1 Domino |
| 1 Helmet |
| 1 Piece of Clay |

Teacher-Provided Materials for Grade Band 6–8

| | |
|---------------------------------|---|
| 1 Piece of Aluminum Foil | 1 Clear Cup of Sand and Pennies |
| 1 Dry Erase Marker/Erasable Pen | 1 Clear Cup of Pennies and Paperclips |
| 3 Marking Chips (same color) | 2 Blocks (same size) |
| 1 Clear Cup | 1 Piece of Fur |
| 1 Clear Cup of Sand | 1 Piece of Food (i.e., apple or banana) |
| 1 Clear Cup of Water | |

Teacher-Provided Materials for Grade Band 9–11

| |
|--|
| 1 Cell Phone |
| 1 Comb |
| 1 Dry Erase Marker/Erasable Pen |
| 6 Marking Chips <ul style="list-style-type: none"> • 3 of one color • 3 of another color |
| 1 Balloon (latex free) |
| 2 Clear Plastic Cups |
| Water (enough to fill 1 cup) |

Wy-ALT Optional Scoring Worksheet

While administering the Wy-ALT, TAs and Second Scorers may choose to record student scores on an optional student scoring worksheet.

If you use the optional student score worksheet, you **must** carefully enter the data collected on the worksheet into Wyoming's online DEI.

The worksheet on the following page can be duplicated as needed. Be sure to record on the worksheet the student's name, grade, and the subject being administered.

Optional student score worksheets will not be scored. Optional student score worksheets marked with student information and scores must be returned with all printed materials.

Wy-ALT Optional Scoring Worksheet

| | |
|--------------------|--------------|
| Student Name | Content Area |
| WISER ID | Date |
| Grade | |
| Teacher/TA/SS Name | |

Important: Use this worksheet to record the student's scores as you administer the test: Enter N, 0, 1, 2, 3, 4, or A. Scores recorded here must be entered into the Wy-ALT Data Entry Interface (DEI). **This optional score worksheet will not be scored.**
All used optional scoring worksheets must be returned with the kits.

Note: To determine the appropriate starting task, use a student placement questionnaire (SPQ).


| Task #1 Task name | Task #2 Task name | Task #3 Task name | Task #4 Task name |
|----------------------|----------------------|----------------------|----------------------|
| Item 1 | Item 1 | Item 1 | Item 1 |
| Item 2 | Item 2 | Item 2 | Item 2 |
| Item 3 | Item 3 | Item 3 | Item 3 |
| Item 4 | Item 4 | Item 4 | Item 4 |
| Item 5 | Item 5 | Item 5 | Item 5 |
| Item 6 | Item 6 | Item 6 | Item 6 |

| Task #5 Task name | Task #6 Task name | Task #7 Task name | Task #8 Task name |
|----------------------|----------------------|----------------------|----------------------|
| Item 1 | Item 1 | Item 1 | Item 1 |
| Item 2 | Item 2 | Item 2 | Item 2 |
| Item 3 | Item 3 | Item 3 | Item 3 |
| Item 4 | Item 4 | Item 4 | Item 4 |
| Item 5 | Item 5 | Item 5 | Item 5 |
| Item 6 | Item 6 | Item 6 | Item 6 |

| Task #9 Task name | Task #10 Task name | Task #11 Task name | Task #12 Task name |
|----------------------|-----------------------|-----------------------|-----------------------|
| Item 1 | Item 1 | Item 1 | Item 1 |
| Item 2 | Item 2 | Item 2 | Item 2 |
| Item 3 | Item 3 | Item 3 | Item 3 |
| Item 4 | Item 4 | Item 4 | Item 4 |
| Item 5 | Item 5 | Item 5 | Item 5 |
| Item 6 | Item 6 | Item 6 | Item 6 |

Duplicate as needed

Test Administrator Checklist


| Before Materials Are Due in Schools (December–February 16) | |
|--|---|
| | Check your student’s IEP for alternate assessment eligibility and accommodations. |
| | Attend test administration training in January 2016. Information regarding training locations, dates, and registration will be located on the Wyoming Alternate Assessment Portal at http://wyoassessment.org . |
| | Review the <i>Directions for Administration Manual</i> (DFAM), which includes information on eligibility, testing procedures, accommodations, and frequently asked questions (FAQs). Review <i>Section VI: Assessment Preparation Procedures</i> in the DFAM. |
| | Watch the brief DEI tutorial video, located on the Wyoming Alternate Assessment Portal at http://wyoassessment.org . |
| | Speak to your BC if you do not have an alternate assessment account, which will be used to access TIDE, DEI, and ORS. |
| | Reserve a room or plan for a testing space that will be out of the hearing and viewing of other students and teachers. Consider what space will be most conducive for your student to be engaged and comfortable. |
| |  If student scores from last year’s Wy-ALT are available, refer to the Starting Points Table. If a student’s scores from last year’s Wy-ALT are not available, fill out an SPQ instead. Follow the instructions provided in the DFAM. |
| | Log in to TIDE to see whether your students have been assigned a Second Scorer (see the <i>TIDE User Guide</i>). If a student has been assigned a Second Scorer, work with your BC to find a Second Scorer to perform this duty. |

| Before the Test Window (February 16–February 29) | |
|--|---|
| | Obtain a TA Kit from your BC. The kits are organized by grade band. A single grade band kit can be used to administer the assessment to multiple students. Review <i>Section VI: Assessment Preparation Procedures</i> in the DFAM. |
| | Use the checklists in the TA Kit Memo to ensure that all materials are accounted for. Contact your test coordinator if any materials are missing. Locate the teacher-provided materials listed on the TA Kit Memo. |
| | Decide how the TA Kit(s) will be securely stored and accessed throughout the administration window. |
| | Cut and organize test materials, and adapt if needed (see the DFAM for allowable accommodations and strategies to organize test materials). |
| | Read through each test booklet script at least once and practice using the test materials. Practice with another trained colleague if time permits. |

Before the Test Window (February 16–February 29)

| | |
|--|---|
| | Print copies of the Optional Scoring Worksheet from the DFAM. Look up each student's WISER ID and name as listed in TIDE and record them on the worksheets. Keep worksheets secure before and after administering the assessment. These worksheets must be returned with the TA Kits. |
| | Work with your technology coordinator to ensure that you have a supported browser installed on the computer or device you will use to enter scores into the Data Entry Interface. Review the <i>DEI User Guide</i> on the Wyoming Alternate Assessment Portal. |

During the Test Window (February 29–March 25)

| | |
|--|---|
| |  Follow the directions in the DFAM for determining a student's starting and concluding tasks. <ul style="list-style-type: none">- Test Administrators must either use the Starting Points Table or an SPQ to determine a student's starting task.- Carefully follow the instructions for concluding the student's assessment. |
| | Enter scores into the DEI upon completion of administering the assessment. Scores not submitted into the DEI by 11:59 p.m. on March 25 will not be scored. Test submission can be confirmed in the Test Management Center of the ORS. See the <i>ORS User Guide</i> for more information. |
| | Follow the instructions provided in the DFAM and TA Kit Memo to re-package test materials and return kits to your BC. Inform your BC if any test materials are missing. |

Do's and Don'ts for Test Administrators

| What Test Administrators Should Do | What Test Administrators Should NOT Do |
|--|---|
| Test Preparation | |
| Do use the practice tasks with students that are available on the Wyoming Alternate Assessment Portal: http://wyoassessment.org . | Do not practice with students using the secure operational tasks, response options, or stimulus. |
| Do become familiar with the script. | Do not practice administering the assessment with another student. |
| 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. As soon as possible after receiving the testing materials, you should confirm that your kits are complete. |
| Do gather all TA-provided materials prior to the opening of the administration window. | Do not wait until the day of administration to locate assessment materials. As soon as possible after receiving the testing materials, you should confirm that the kits are complete. |
| 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. |
| Do prepare and organize all materials. Note: The sentence strips will need to be cut apart and organized. | Do not allow anyone who is not an employee of the district to handle any assessment materials. Only employees of the district who have a license/certificate/permit issued by PTSB can handle secure test materials as authorized by the BC. |
| Test Design Accessibility | |
| 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 determine how the student will use the AT or AAC devices to make choices on the test. Do consider administering the assessment to students who use technology at the beginning of the test window to allow time for malfunctions in their equipment. | Do not wait until the day of the assessment to check the availability of communication devices. Do not load or store secure test materials on any device. |

| | |
|--|--|
| Do laminate the materials if needed to meet individual student needs. All materials are secure. | Do not allow volunteers or parents to handle any assessment materials. All materials are secure. |
| Do substitute a familiar picture symbol or photograph for a picture symbol provided. | Do not teach new photographs or picture symbols during the assessment. |
| Do produce Braille or tactile materials prior to test administration. All materials are secure. | |
| 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. | |
| Test Administration | |
| Do attend a training session. | Do not administer this assessment if you have not attended a training session. |
| Do place the test administration book where the student cannot see it. | |
| Do allow time for the student to answer. The assessment is not timed. | Do not rush or lead a student to an answer. Do not administer an item more than once. |
| Do follow the script exactly. | Do not change the script. Do not improvise. Do not change the wording of the script. |
| Do present the answer options in the order listed in the test booklet. | Do not change the order of the answer options. |
| Do repeat the item as stated in the script until the student answers (if needed and done during instruction) or until the student is clearly exhibiting no response. | Do not re-administer or rescore any test item. |
| Do record the student's response to his or her self-correction. The student must self-correct before the next item is administered. | Do not ask or encourage the student if he or she wants to change a response. Do not re-administer items that have already been scored. |
| Do take breaks as needed. | Do not teach the skill while administering the task. Do not re-administer any items when the test administration resumes. |
| Do reread any passage or section as needed, even if not stated in the script. | Do not lead the student to the correct answer in any way. |
| Do be careful with "Show/Tell." Say only one of these words, not both. | Do not lead the student to the correct answer by inflecting your voice, tapping the correct card, or using any other method. |
| Do administer the assessment in a one-to-one situation (one teacher with one student). | Do not administer the assessment in a group. |
| 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 record the student's responses exactly as given unless otherwise noted in the test booklet. | Do not change or enhance a student's response. |
| Do record A (Access Limited) when applicable for the student. Not administering these items will not count against the student. | Do not administer the items that are marked access limited (blind, deaf, deaf/blind) if the student meets the criteria for these disabilities. |

| Data Entry Interface | |
|---|---|
| Do enter the student's scores on the DEI. | Do not allow the student to enter his or her own scores. |
| Do enter the scores as soon as possible. | Do not wait until the end of the assessment window to enter the scores. |
| Second Scorers | |
| Do, when possible, allow the Second Scorer to meet the student prior to the administration of the test. | |
| Do explain how the student will respond to the test items. For example, the student may tap the card multiple times when making his or her final selection. | Do not discuss the student's scores with the Second Scorer during or after the test administration. |
| Do review the engagement item rubric with the Second Scorer. | Do not consult with the Second Scorer on how to score the student's level of engagement during the test administration. Slightly different scores will not negatively impact the student, TA, or Second Scorer. |
| Do let the Second Scorer know which task will be administered first. Do provide a separate Optional Scoring Worksheet for the Second Scorer. | |
| Do remind the Second Scorer to enter the student's scores into the DEI. | Do not enter scores on behalf of the Second Scorer, or vice versa. |
| Returning Test Materials | |
| Do return all printed materials, including response cards, any student-generated items, scratch paper, or picture cards that were substituted for picture symbols, the test administration book, all reading passages/story books, all used optional scoring worksheets, and all Braille materials (if applicable). | Do not return foam shapes or other physical manipulatives provided by the vendor. Do not return any physical manipulatives that were provided by the TA. |
| Do return all materials to your BC. | |
| Resources | |
| Do contact your BC with any questions regarding the administration of the assessment. | |
| Do contact WDE with questions regarding the extended standards and instructional planning. | |

Starting and Concluding Tasks Reference Sheet

| Starting Task 1 | |
|-----------------|--|
| Tasks 1-5 | Required; must administer all tasks regardless of student's performance |
| Tasks 6-12 | <p>Continue to administer each task if the student earns six or more collective points on the previous task.</p> <ul style="list-style-type: none"> • To continue, did the student earn six or more collective points on Task 5? <ul style="list-style-type: none"> ○ If yes, administer Task 6. • If the student was administered Task 6, did the student earn six or more collective points on Task 6? <ul style="list-style-type: none"> ○ If yes, administer Task 7. • Continue this process for each additional task as needed. |
| Starting Task 3 | |
| Tasks 1-2 | Do not administer. Skip to Task 3. |
| Task 3 | <p>Did the student earn three or more collective points on Task 3?</p> <ul style="list-style-type: none"> • If yes, continue to Task 4. <ul style="list-style-type: none"> • If no, adjust the starting task to Task 1. Follow the "Starting Task 1" instructions above. Do not re-administer Task 3 after administering Tasks 1 and 2. Consult section IX. <i>Determining the Starting and Concluding Tasks</i> for more information on adjusting the starting task. |
| Tasks 4-9 | If the student scored three or more points on Task 3, all items in this block <u>must</u> be administered regardless of the student's performance. |
| Tasks 10-12 | <p>Continue to administer each task if the student earns six or more collective points on the previous task.</p> <ul style="list-style-type: none"> • To continue, did the student earn six or more collective points on Task 9? <ul style="list-style-type: none"> ○ If yes, administer Task 10. • If the student was administered Task 10, did the student earn six or more collective points on Task 10? <ul style="list-style-type: none"> ○ If yes, administer Task 11. • Continue this process for each task as needed. |
| Starting Task 6 | |
| Tasks 1-5 | Do not administer. Skip to Task 6. |
| Task 6 | <p>Did the student earn three or more collective points on Task 6?</p> <ul style="list-style-type: none"> • If yes, continue to Task 7. • If no, adjust the starting task to Task 3. Follow the "Starting Task 3" instructions above. Do not re-administer Task 6 after administering Tasks 3, 4, and 5. Consult section IX. <i>Determining the Starting and Concluding Tasks</i> for more information on adjusting the starting task. |
| Tasks 7-12 | If the student scored three or more points on Task 6, all items in this block <u>must</u> be administered regardless of the student's performance. |

**Note: In cases where a task has fewer than six total attainable points, continue the assessment if the student earns the maximum number of points attainable. For example, if a student earns five points out of five possible points, proceed to the next task.*

Scale Score Starting Point Tables

Students are not required to take every task in the assessment and will start the test at the point that is most appropriate for the student. An estimate of a student's ability can be taken from the scale score he or she received on the spring 2015 Wy-ALT. Generally speaking, students classified as Limited or Basic in 2015 have a starting point of Task 1. Students classified as Proficient in 2015 have a starting point of Task 3. Students classified as Accelerated or Advanced in 2015 have a starting point of Task 6.

Note that the Scale Score Starting Point Tables only apply to students who have scores for English Language Arts (ELA) and mathematics in grade bands 3–5 and 6–8. Because students do not take the science, social studies, and high school assessments annually across a grade band, the use of the prior year scale score for these tests is not applicable.

If a student does not have a score for ELA or mathematics from spring 2015, follow the instructions for filling out an SPQ. Teachers should determine the Starting Points for students taking a grade 4 or 6 social studies assessment or a grade 5, 8, 9–11 science assessment by filling out an SPQ.

Please refer to *Section IX: Determining the Starting and Concluding Tasks* for more information.

Table 1: Starting Tasks in ELA, Based on Spring 2015 Test Score

| Grade Level | If the student's spring 2015 ELA score was in this range ... | Then start the student at ... |
|-----------------|--|-------------------------------|
| Grade Band 3–5 | 200–381 | Task 1 |
| | 382–410 | Task 3 |
| | 411–575 | Task 6 |
| Grade Band 6–8 | 200–399 | Task 1 |
| | 400–421 | Task 3 |
| | 422–575 | Task 6 |
| Grade Band 9–11 | 200–412 | Task 1 |
| | 413–436 | Task 3 |
| | 437–575 | Task 6 |

Table 2: Starting Tasks in Mathematics, Based on Spring 2015 Test Score

| Grade Level | If the student's spring 2015 Mathematics score was in this range ... | Then start the student at ... |
|-----------------|--|-------------------------------|
| Grade Band 3–5 | 200–389 | Task 1 |
| | 390–426 | Task 3 |
| | 427–575 | Task 6 |
| Grade Band 6–8 | 200–399 | Task 1 |
| | 400–436 | Task 3 |
| | 437–575 | Task 6 |
| Grade Band 9–11 | 200–405 | Task 1 |
| | 406–444 | Task 3 |
| | 445–575 | Task 6 |

Student Placement Questionnaires

Students are not required to take every task in the assessment and will start the test at the point that is most appropriate for the student. The SPQ is designed to identify the most appropriate starting task, and can be used for any grade/subject for which a student's score is not available.

Make copies of the SPQs as needed. Used SPQs need to be returned with the TA Kits.

Please review *Section IX: Determining the Starting and Concluding Tasks* for more information.

Wy-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below.

| | Student does this accurately most of the time | Student does this accurately some of the time | No, student cannot do this accurately, but only rarely | No, student cannot do this |
|--|---|---|--|----------------------------|
| Can this student: | | | | |
| 1. Actively engage in supported grade-level and age-appropriate, adapted literature materials? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Literature</u> strand, can this student: | | | | |
| 2. Identify characters, settings or events in a story? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Answer literal questions to show understanding of text? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Informational Text</u> strand, can this student: | | | | |
| 4. Match pictures or objects to words based on how they are used in text? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Identify the main idea of a text? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Use text features or search tools to locate information in a text? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Writing</u> strand, can this student: | | | | |
| 7. Generate factual sentences on a topic? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Generate a personal narrative that includes characters and events? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Express an opinion and support for it? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Language</u> strand, can this student: | | | | |
| 10. Determine the meaning of words/phrases from sentence context? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Generate a written sentence with appropriate capitalization, ending punctuation, and correct spelling of common words? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Identify the meaning of simple similes and metaphors? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (2) Write in the total number of bubbles you marked in each column | Col. 1 | Col. 2 | Col. 3 | |

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below
 (b) multiply and write the results in (b) below
 (c) sum the results from (b) and write the sum in (c) and bubble the total score

| | | | | | | | | | |
|----------|-------|-----|-------|-----|---|---|---------------------|-----|---|
| | (a) | | (b) | | | | | | |
| Column 1 | Total | [] | x 3 = | [] | } | + | [] | ① | |
| Column 2 | Total | [] | x 2 = | [] | | + | [] | ② | |
| Column 3 | Total | [] | x 1 = | [] | | + | [] | ③ | |
| | | | | | | | (c) Total SPQ Score | [] | ④ |

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

| If the total score is in this range | Starting task | Administer all items in <u>at least</u> these tasks |
|-------------------------------------|---------------|---|
| 0-9 | Task 1 | 1-5 |
| 10-21 | Task 3 | 3-9 |
| 22-36 | Task 6 | 6-12 |

Wy-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below.

| | Student does this accurately most of the time | Student does this accurately some of the time | Student does this accurately, but only rarely | No, student cannot do this |
|--|---|---|---|----------------------------|
| Can this student: | | | | |
| 1. Actively engage in supported grade-level and age-appropriate, adapted literature materials? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Literature</u> strand, can this student: | | | | |
| 2. Identify the problem and solution in a story? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Identify who is telling the story? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Informational Text</u> strand, can this student: | | | | |
| 4. Recognize the purpose of a text? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Identify a connection between two events, ideas, individuals, or steps in a text? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Categorize relevant and irrelevant information in a text? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Writing</u> strand, can this student: | | | | |
| 7. Generate narrative text with characters, a logical sequence and details? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Generate informative text, including an introduction, facts and a conclusion? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Research and collect information from multiple sources to answer a question? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Language</u> strand, can this student: | | | | |
| 10. Generate a simple sentence with correct capitalization/ending punctuation/spelling of words? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Use context clues/word structures/reference materials to determine the meaning of words? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Demonstrate conventions of grammar by creating simple, compound and complex sentences? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (2) Write in the total number of bubbles you marked in each column | Col. 1 | Col. 2 | Col. 3 | Col. 4 |

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below
 (b) multiply and write the results in (b) below
 (c) sum the results from (b) and write the sum in (c) and bubble the total score

| | | | | | | | | | |
|----------------------------|-----|-------|-----|---|--|--|--|--|--|
| | (a) | | (b) | | | | | | |
| Column 1 | | | | | | | | | |
| Total | | x 3 = | | + | | | | | |
| Column 2 | | | | | | | | | |
| Total | | x 2 = | | + | | | | | |
| Column 3 | | | | | | | | | |
| Total | | x 1 = | | } | | | | | |
| (c) Total SPQ Score | | | | | | | | | |

| |
|---|
| Ⓐ |
| Ⓑ |
| Ⓒ |
| Ⓓ |
| Ⓔ |
| Ⓕ |
| Ⓖ |
| Ⓗ |
| Ⓘ |
| Ⓚ |

| |
|---|
| Ⓐ |
| Ⓑ |
| Ⓒ |
| Ⓓ |
| Ⓔ |
| Ⓕ |
| Ⓖ |
| Ⓗ |
| Ⓘ |
| Ⓚ |

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

| If the total score is in this range | Starting task | Administer all items in <u>at least these</u> tasks |
|-------------------------------------|---------------|---|
| 0-9 | Task 1 | 1–5 |
| 10-21 | Task 3 | 3–9 |
| 22-36 | Task 6 | 6–12 |

Wy-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below.

| | | Student does this accurately, but only rarely | No, student cannot do this |
|---|---|---|----------------------------|
| | Student does this accurately most of the time | Student does this accurately some of the time | |
| Can this student: | | | |
| 1. Actively engage in supported grade-level and age-appropriate, adapted literature materials? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Literature</u> strand, can this student: | | | |
| 2. Recognize how a text makes the reader feel? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Identify details that are stated in a text? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Informational Text</u> strand, can this student: | | | |
| 4. Identify steps, ideas or events in a text? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Summarize two or more central ideas in a text? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Describe similarities between print and multimedia presentations of the same topic? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Writing</u> strand, can this student: | | | |
| 7. Gather information on a topic from two or more sources and determine the relevance of the information? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Generate a paragraph on a topic, including a topic sentence and conclusion?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Take a position and provide persuasive evidence to support it?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Language</u> strand, can this student: | | | |
| 10. Generate a cohesive paragraph with correct capitalization, punctuation and spelling?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Use context clues/word structures/reference materials to determine the meaning of words?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Apply conventions of language correctly in different contexts?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (2) Write in the total number of bubbles you marked in each column | Col. 1 | Col. 2 | Col. 3 |

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below
 (b) multiply and write the results in (b) below
 (c) sum the results from (b) and write the sum in (c) and bubble the total score

| | | | | | | | | | |
|---------------------|-----|-------|-----|---|-----|---|-----|---|-----|
| | (a) | | (b) | | | | | | |
| Column 1 Total | [] | x 3 = | [] | + | [] | + | [] | + | [] |
| Column 2 Total | [] | x 2 = | [] | + | [] | + | [] | + | [] |
| Column 3 Total | [] | x 1 = | [] | | | | | | |
| (c) Total SPQ Score | | | | | | | | | |

①

②

③

④

⑤

⑥

⑦

⑧

⑨

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

| If the total score is in this range | Starting task | Administer all items in <u>at least these</u> tasks |
|-------------------------------------|---------------|---|
| 0-9 | Task 1 | 1-5 |
| 10-21 | Task 3 | 3-9 |
| 22-36 | Task 6 | 6-12 |

Wy-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below.

| | Student does this accurately most of the time | Student does this accurately some of the time | Student does this accurately, but only rarely | No, student cannot do this |
|---|---|---|---|----------------------------|
| Can this student: | | | | |
| 1. Attend to visual, auditory or tactile materials related to mathematics (e.g., patterns, numbers, shapes, data displays)?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Operations and Algebraic Thinking</u> domain, can this student: | | | | |
| 2. Represent products and quotients of 1s and 2s using arrays and partitions?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Use order of operations to solve expressions, including using grouping symbols?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Numbers and Operations in Base Ten and Fractions</u> domains, can this student: | | | | |
| 4. Identify whether a set of objects is "more than," "less than" or "same as" another set of objects?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Use models to compare the relative size of two fractions?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Compare decimals and whole numbers using >, <, and = symbols?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Solve arithmetic problems involving fractions?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Measurement and Data</u> domain, can this student: | | | | |
| 8. Tell time to the nearest 15 minutes?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Measure and estimate volumes and masses of objects using standard units of measure?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Solve measurement word problems involving distance, mass and money, including problems involving simple fractions or decimals?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Geometry</u> domain, can this student: | | | | |
| 11. Identify points, lines and line segments?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Identify the coordinate of a point?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Classify shapes by their defining attributes?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (2) Write in the total number of bubbles you marked in each column | | | | |
| | Col. 1 | Col. 2 | Col. 3 | |

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below
 (b) multiply and write the results in (b) below
 (c) sum the results from (b) and write the sum in (c) and bubble the total score

| | | | |
|---------------------|-----|-------|-----|
| Column 1 Total | (a) | x 3 = | (b) |
| Column 2 Total | | x 2 = | |
| Column 3 Total | | x 1 = | |
| (c) Total SPQ Score | | | |

| | |
|---|---|
| 0 | 0 |
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| 6 | 6 |
| 7 | 7 |
| 8 | 8 |
| 9 | 9 |

| | |
|---|---|
| 0 | 0 |
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| 6 | 6 |
| 7 | 7 |
| 8 | 8 |
| 9 | 9 |

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

| If the total score is in this range | Starting task | Administer all items in <u>at least these tasks</u> |
|-------------------------------------|---------------|---|
| 0-11 | Task 1 | 1–5 |
| 12-22 | Task 3 | 3–9 |
| 23-39 | Task 6 | 6–12 |

Wy-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below.

| | | No, student cannot do this | Student does this accurately, but only rarely | Student does this accurately some of the time | Student does this accurately most of the time |
|--|---|----------------------------|---|---|---|
| Can this student: | | | | | |
| 1. Attend to visual, auditory or tactile materials related to mathematics (e.g., patterns, numbers, shapes, data displays)?..... | ○ | ○ | ○ | ○ | ○ |
| In the <u>Ratios and Proportional Relationships</u> and <u>Number Systems</u> domains, can this student: | | | | | |
| 2. Locate a given positive or negative number on a number line?..... | ○ | ○ | ○ | ○ | ○ |
| 3. Complete or extend a sequence when given a rule?..... | ○ | ○ | ○ | ○ | ○ |
| 4. Solve problems involving unit rates and proportions?..... | ○ | ○ | ○ | ○ | ○ |
| In the <u>Expressions and Equations</u> and <u>Functions</u> domains, can this student: | | | | | |
| 5. Determine whether a line is increasing, decreasing or flat?..... | ○ | ○ | ○ | ○ | ○ |
| 6. Solve an algebraic expression or inequality involving variables?..... | ○ | ○ | ○ | ○ | ○ |
| 7. Graph a linear function?..... | ○ | ○ | ○ | ○ | ○ |
| In the <u>Statistics and Probability</u> domain, can this student: | | | | | |
| 8. Determine the probability of an event occurring as likely, unlikely, certain, or impossible?..... | ○ | ○ | ○ | ○ | ○ |
| 9. Compute the mean, median and mode of a data set?..... | ○ | ○ | ○ | ○ | ○ |
| 10. Determine which line most closely represents the line of best fit for a given scatterplot?..... | ○ | ○ | ○ | ○ | ○ |
| In the <u>Geometry</u> domain, can this student: | | | | | |
| 11. Identify polygons and three-dimensional shapes?..... | ○ | ○ | ○ | ○ | ○ |
| 12. Solve problems involving area, surface area and volume?..... | ○ | ○ | ○ | ○ | ○ |
| 13. Demonstrate the effects of dilations, translations, rotations, and reflections?..... | ○ | ○ | ○ | ○ | ○ |
| (2) Write in the total number of bubbles you marked in each column | | | | | |

Col. 1 Col. 2 Col. 3

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below
 (b) multiply and write the results in (b) below
 (c) sum the results from (b) and write the sum in (c) and bubble the total score

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------|-------|---|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (a) | | (b) | | | | | | | | | | | | | | | | | | | | | | |
| Column 1 | Total | □ | x 3 = | □ | <table border="1" style="margin: auto;"> <tr><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td></tr> </table> | 0 | 0 | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 |
| 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 2 | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 3 | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 4 | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 5 | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 6 | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 7 | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 8 | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 9 | | | | | | | | | | | | | | | | | | | | | | | | |
| Column 2 | Total | □ | x 2 = | □ | | | | | | | | | | | | | | | | | | | | | |
| Column 3 | Total | □ | x 1 = | □ | | | | | | | | | | | | | | | | | | | | | |
| (c) Total SPQ Score | | | | | □ | | | | | | | | | | | | | | | | | | | | |

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

| If the total score is in this range | Starting task | Administer all items in <u>at least</u> these tasks |
|-------------------------------------|---------------|---|
| 0-11 | Task 1 | 1–5 |
| 12-22 | Task 3 | 3–9 |
| 23-39 | Task 6 | 6–12 |

Wy-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below.

| | | Student does this accurately, but only rarely | Student does this accurately some of the time | Student does this accurately most of the time | No, student cannot do this |
|--|-----------------------|---|---|---|----------------------------|
| Can this student: | | | | | |
| 1. Attend to visual, auditory or tactile materials related to mathematics (e.g., patterns, data collection and displays, geometric shapes)?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the conceptual category of <u>Algebra</u>, can this student: | | | | | |
| 2. Solve for the unknown when given a number sentence?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Locate the point and identify the coordinate at which two lines intersect?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Simplify and factor expressions involving variables?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Represent a real-world situation with a linear equation or inequality?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the conceptual category of <u>Statistics and Probability</u>, can this student: | | | | | |
| 6. Create and interpret a bar graph?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Match a line graph or scatterplot with a given data set?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Determine the likelihood (likely, unlikely, certain, impossible) of an event from a data-generating device?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Graph a line with a given slope and y-intercept? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the conceptual category of <u>Geometry</u>, can this student: | | | | | |
| 10. Match shapes in different orientations?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Identify points, lines, line segments, angles (right, acute, obtuse, and order by size), and perpendicular and parallel lines?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Sort and identify three-dimensional shapes?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Identify whether a rotation (turn), a reflection (flip) or a translation (slide) is required to make a shape congruent to another?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (2) Write in the total number of bubbles you marked in each column | Col. 1 | Col. 2 | Col. 3 | Col. 4 | Col. 5 |

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below
 (b) multiply and write the results in (b) below
 (c) sum the results from (b) and write the sum in (c) and bubble the total score

| | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------|-------|---|-------|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (a) | | (b) | | | | | | | | | | | | | | | | | | | | |
| Column 1 | Total | <input style="width: 40px;" type="text"/> | x 3 = | <input style="width: 40px;" type="text"/> | <table style="margin: auto;"> <tr><td>①</td><td>①</td></tr> <tr><td>②</td><td>②</td></tr> <tr><td>③</td><td>③</td></tr> <tr><td>④</td><td>④</td></tr> <tr><td>⑤</td><td>⑤</td></tr> <tr><td>⑥</td><td>⑥</td></tr> <tr><td>⑦</td><td>⑦</td></tr> <tr><td>⑧</td><td>⑧</td></tr> <tr><td>⑨</td><td>⑨</td></tr> </table> | ① | ① | ② | ② | ③ | ③ | ④ | ④ | ⑤ | ⑤ | ⑥ | ⑥ | ⑦ | ⑦ | ⑧ | ⑧ | ⑨ | ⑨ |
| ① | ① | | | | | | | | | | | | | | | | | | | | | | |
| ② | ② | | | | | | | | | | | | | | | | | | | | | | |
| ③ | ③ | | | | | | | | | | | | | | | | | | | | | | |
| ④ | ④ | | | | | | | | | | | | | | | | | | | | | | |
| ⑤ | ⑤ | | | | | | | | | | | | | | | | | | | | | | |
| ⑥ | ⑥ | | | | | | | | | | | | | | | | | | | | | | |
| ⑦ | ⑦ | | | | | | | | | | | | | | | | | | | | | | |
| ⑧ | ⑧ | | | | | | | | | | | | | | | | | | | | | | |
| ⑨ | ⑨ | | | | | | | | | | | | | | | | | | | | | | |
| Column 2 | Total | <input style="width: 40px;" type="text"/> | x 2 = | <input style="width: 40px;" type="text"/> | | | | | | | | | | | | | | | | | | | |
| Column 3 | Total | <input style="width: 40px;" type="text"/> | x 1 = | <input style="width: 40px;" type="text"/> | | | | | | | | | | | | | | | | | | | |
| (c) Total SPQ Score | | | | | <input style="width: 40px;" type="text"/> | | | | | | | | | | | | | | | | | | |

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

| If the total score is in this range | Starting task | Administer all items in at least these tasks |
|-------------------------------------|---------------|--|
| 0-11 | Task 1 | 1-5 |
| 12-22 | Task 3 | 3-9 |
| 23-39 | Task 6 | 6-12 |

Wy-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below.

| | Student does this accurately most of the time | Student does this accurately some of the time | Student does this accurately, but only rarely | No, student cannot do this |
|--|---|---|---|----------------------------|
| Can this student: | | | | |
| 1. Attend to visual, auditory or tactile materials related to science (e.g., models, charts and graphs, safety equipment)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Earth and Space Science</u> strand, can this student: | | | | |
| 2. Identify common landforms? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Identify resources as renewable or nonrenewable? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Compare and contrast the sun, planets and moons of our solar system? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Identify patterns, such as day and night or the seasons, that result from Earth's movement? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Life Science</u> strand, can this student: | | | | |
| 6. Identify a survival behavior? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Sequence the stages of an animal or plant life cycle from egg to adult? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Identify predator/prey relationships in a food chain? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Predict the effect of environmental changes (e.g., natural disasters, seasons) on animal populations? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Physical Science</u> strand, can this student: | | | | |
| 10. Identify heat and light as forms of energy? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Identify ways the speed of an object can be changed? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Identify properties of solids, liquids and gases? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Complete a simple circuit? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (2) Write in the total number of bubbles you marked in each column | Col. 1 | Col. 2 | Col. 3 | Col. 4 |

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below
 (b) multiply and write the results in (b) below
 (c) sum the results from (b) and write the sum in (c) and bubble the total score

| | | | | | | | | | |
|---------------------|-----|-------|-----|---|---|---|---|---|---|
| | (a) | | (b) | | | | | | |
| Column 1 Total | □ | x 3 = | □ | + | □ | + | □ | + | □ |
| Column 2 Total | □ | x 2 = | □ | + | □ | + | □ | + | □ |
| Column 3 Total | □ | x 1 = | □ | + | □ | + | □ | + | □ |
| (c) Total SPQ Score | | | | | | | | | |

| | |
|---|---|
| ① | ① |
| ② | ② |
| ③ | ③ |
| ④ | ④ |
| ⑤ | ⑤ |
| ⑥ | ⑥ |
| ⑦ | ⑦ |
| ⑧ | ⑧ |
| ⑨ | ⑨ |

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

| If the total score is in this range | Starting task | Administer all items in <u>at least</u> these tasks |
|-------------------------------------|---------------|---|
| 0-11 | Task 1 | 1-5 |
| 12-22 | Task 3 | 3-9 |
| 23-39 | Task 6 | 6-12 |

Wy-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below.

| | Student does this accurately most of the time | Student does this accurately some of the time | Student does this accurately, but only rarely | No, student cannot do this |
|---|---|---|---|----------------------------|
| Can this student: | | | | |
| 1. Attend to visual, auditory or tactile materials related to science (e.g., models, charts and graphs, safety equipment)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Earth and Space Science</u> strand, can this student: | | | | |
| 2. Identify the layer of Earth that we live on as the crust? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Identify destructive and constructive processes that change Earth's surface? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Describe the difference between climate and weather? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Identify how rock types are formed (i.e., from pressure, erosion, cooling, melting, compaction, cementation, heat, and/or weathering)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Life Science</u> strand, can this student: | | | | |
| 6. Recognize that living things are made of cells? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Identify a plant and an animal cell? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Match animals to traits that help them survive in their environment? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Explain that the process that plants use to produce food is what produces oxygen for animals to breathe? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Physical Science</u> strand, can this student: | | | | |
| 10. Change the direction or speed of a moving object? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Determine the type of interaction between objects (e.g., static, electrical, magnetic, or gravitational)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Identify common elements found on the periodic table of elements? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Identify when an object has the greatest and least kinetic and/or potential energy? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (2) Write in the total number of bubbles you marked in each column | | | | |

Col. 1 Col. 2 Col. 3

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below
 (b) multiply and write the results in (b) below
 (c) sum the results from (b) and write the sum in (c) and bubble the total score

| | | | | | | | | |
|----------------|-----|-------|---------------------|---|-----|-----|-----|-----|
| | (a) | | (b) | | | | | |
| Column 1 Total | [] | x 3 = | [] | + | | | | |
| Column 2 Total | [] | x 2 = | [] | + | | | | |
| Column 3 Total | [] | x 1 = | [] | + | | | | |
| | | | (c) Total SPQ Score | | [] | [] | [] | [] |

①

②

③

④

⑤

⑥

⑦

⑧

⑨

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

| If the total score is in this range | Starting task | Administer all items in <u>at least</u> these tasks |
|-------------------------------------|---------------|---|
| 0-11 | Task 1 | 1-5 |
| 12-22 | Task 3 | 3-9 |
| 23-39 | Task 6 | 6-12 |

Wy-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark **only one response** for each item. Please mark a response for **all items** below.

| | Student does this accurately most of the time | Student does this accurately some of the time | No, student cannot do this accurately, but only rarely | |
|--|---|---|--|-----------------------|
| Can this student: | | | | |
| 1. Attend to visual, auditory or tactile materials related to science (e.g., models, charts and graphs, safety equipment)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Biology</u> strand, can this student: | | | | |
| 2. Identify an animal that would survive in a given environment? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Identify a trait that was inherited from a parent? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Describe adaptations animals and plants make to survive in their environment?... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Chemistry</u> strand, can this student: | | | | |
| 5. Identify that all matter is made of atoms? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Perform a chemical reaction? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Represent a chemical compound with a ball and stick model or chemical formula? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Environmental Science</u> strand, can this student: | | | | |
| 8. Recognize that humans can change their environment? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Describe forms of alternative energy? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Identify a consequence of soil, water or air pollution? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Physical Geology</u> strand, can this student: | | | | |
| 11. Recognize that rocks and minerals are formed by environments? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Recognize that the shape of the continents is evidence of plate motion? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the <u>Physical Science</u> strand, can this student: | | | | |
| 13. Identify a force on an object in a force diagram? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Classify objects by their physical properties (e.g., weight, melting and boiling points)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (2) Write in the total number of bubbles you marked in each column | Col. 1 | Col. 2 | Col. 3 | |

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below
 (b) multiply and write the results in (b) below
 (c) sum the results from (b) and write the sum in (c) and bubble the total score

| | | | | | | | |
|---------------------|-----|-------|-----|---|---|---|---|
| | (a) | | (b) | | | | |
| Column 1 Total | | x 3 = | | } | + | } | ① |
| Column 2 Total | | x 2 = | | | | | ② |
| Column 3 Total | | x 1 = | | | | | ③ |
| (c) Total SPQ Score | | | | | | | ④ |

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

| If the total score is in this range | Starting task | Administer all items in <u>at least</u> these tasks |
|-------------------------------------|---------------|---|
| 0-12 | Task 1 | 1-5 |
| 13-24 | Task 3 | 3-9 |
| 25-42 | Task 6 | 6-12 |



3001WY21600302