



# Test Design Document

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

August 2014

## English Language Arts

**Grade Band 3–5**

**Grade Band 6–8**

**Grade Band 9–11**

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## OVERVIEW

### TEST DESCRIPTION

The Wyoming English Language Arts (ELA) Alternate Assessment for Students with Significant Cognitive Disabilities (Wy-ALT) was developed for grade bands: 3–5, 6–8 and 9–11. Each grade band assessment contains a series of 12 performance tasks. Each operational task ranges from four to six items. The items become increasingly more complex and difficult within a task; the tasks become increasingly more complex as the student moves through the grade band test form.

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 task at which the student begins the assessment is determined by a Student Placement Questionnaire completed by the student’s teacher. Specifically, students can enter the operational 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 will be provided in the *Directions for Administration Manual*.

Because students can enter the assessment at three different starting points and because they are not required to take every task in the assessment, it is necessary to make sure that each student encounters the breadth of strands encompassed in the Wyoming English Language Arts Content and Performance Standards - Extensions by the time he or she reaches the designated stopping point. The strands encompassed in the Wyoming Content and Performance Standards for English Language Arts are listed in the table below.

<b>STRANDS IN WYOMING CONTENT AND PERFORMANCE STANDARDS FOR ENGLISH LANGUAGE ARTS</b>		
<b>Gr. 3–5</b>	<b>Gr. 6–8</b>	<b>Gr. 9–11</b>
Literature	Literature	Literature
Informational Text	Informational Text	Informational Text
Foundational Skills		
Writing	Writing	Writing
Speaking and Listening	Speaking and Listening	Speaking and Listening
Language	Language	Language

## COMMUNICATION LEVELS

The tasks and items written for the Wy-ALT are aligned not only to the extended grade-level indicators but also to three communication levels. These levels refer to the level of complexity of the communication method the student uses. Tasks and items written to the pre-symbolic level are intended for students who communicate mainly with gestures and eye gaze. Tasks and items written to the symbolic level are intended for students who speak or have a vocabulary of signs or use pictures to communicate. Tasks and items written to the abstract level are intended for students who speak, read, write, and understand sentences and basic mathematics.

## GENERAL BLUEPRINT AND TEST DESIGN

### GENERAL BLUEPRINT

<b>WY-ALT ENGLISH LANGUAGE ARTS</b>			
<b>Entry/Minimum Stop*</b>	<b>Number of Tasks Scored</b>	<b>Number of Items Scored</b>	<b>Number of Points</b>
1–5	5	20–30	40–60
3–9	7	28–42	56–84
6–12	7	28–42	56–84
Total	12	48–72	96–144

\*The General Blueprint only reflects students who take the minimum number of tasks.

STRANDS BY TASKS

**WY-ALT ENGLISH LANGUAGE ARTS BLUEPRINT FOR STRANDS BY TASKS**

**Grade Band 3–5**

<b>Strands</b>	<b>Number of Tasks Scored</b>	<b>Number of Items Scored</b>	<b>Number of Points</b>
Literature	2 or 3	8–18	16–36
Informational Text	2 or 3	8–18	16–36
Foundational Skills	2 or 3	8–18	16–36
Writing	1 or 2	4–12	8–24
Language	1 or 2	4–12	8–24

**WY-ALT ENGLISH LANGUAGE ARTS BLUEPRINT FOR STRANDS BY TASKS**

**Grade Band 6–8**

<b>Strands</b>	<b>Number of Tasks Scored</b>	<b>Number of Items Scored</b>	<b>Number of Points</b>
Literature	3 or 4	12–24	24–48
Informational Text	4	16–24	32–48
Writing	2	8–12	16–24
Language	2 or 3	8–18	16–36

**WY-ALT ENGLISH LANGUAGE ARTS BLUEPRINT FOR STRANDS BY TASKS**

**Grade Band 9–11**

<b>Strands</b>	<b>Number of Tasks Scored</b>	<b>Number of Items Scored</b>	<b>Number of Points</b>
Literature	3 or 4	12–24	24–48
Informational Text	4	16–24	32–48
Writing	2	8–12	16–24
Language	2 or 3	8–18	16–36

BREADTH OF COVERAGE

**WY-ALT ENGLISH LANGUAGE ARTS BREADTH OF COVERAGE**

**Grade Band 3–5**

	<b>Start</b>	<b>End</b>	<b>Standard 1 Literature</b>	<b>Standard 2 Informational Text</b>	<b>Standard 3 Foundational Skills</b>	<b>Standard 4 Writing</b>	<b>Standard 5 Listening and Speaking</b>	<b>Standard 6 Language</b>
Pre-symbolic	Task 1	Task 5	X	X	X	X	For instruction only	X
Concrete	Task 3	Task 9	X	X	X	X		X
Abstract	Task 6	Task 12	X	X	X	X		X

**WY-ALT ENGLISH LANGUAGE ARTS BREADTH OF COVERAGE**

**Grade Band 6–8**

	<b>Start</b>	<b>End</b>	<b>Standard 1 Literature</b>	<b>Standard 2 Informational Text</b>	<b>Standard 3 Foundational Skills</b>	<b>Standard 4 Writing</b>	<b>Standard 5 Listening and Speaking</b>	<b>Standard 6 Language</b>
Pre-symbolic	Task 1	Task 5	X	X	Ends at Grade 5	X	For instruction only	X
Concrete	Task 3	Task 9	X	X		X		X
Abstract	Task 6	Task 12	X	X		X		X

**WY-ALT ENGLISH LANGUAGE ARTS BREADTH OF COVERAGE**

**Grade Band 9–11**

	<b>Start</b>	<b>End</b>	<b>Standard 1 Literature</b>	<b>Standard 2 Informational Text</b>	<b>Standard 3 Foundational Skills</b>	<b>Standard 4 Writing</b>	<b>Standard 5 Listening and Speaking</b>	<b>Standard 6 Language</b>
Pre-symbolic	Task 1	Task 5	X	X	Ends at Grade 5	X	For instruction only	X
Concrete	Task 3	Task 9	X	X		X		X
Abstract	Task 6	Task 12	X	X		X		X