

WY-TOPP K-2 Interim Assessments *updated 8/15/2021*

The purpose of the WY-TOPP K-2 Interim Assessments is two-fold. First, the assessment provides a snapshot of where students are in their understanding and their ability to meet the expectations of the standards at a point in time. Teachers may review individual test items to evaluate student responses and make instructional shifts based on this information. Secondly, K-2 Interim Assessments are vertically aligned to the WY-TOPP grade 3 Summative Assessments, giving teachers the data needed to identify longitudinal trends whereby they can determine if individual students are “on track” for reading proficiency by the end of third grade. Please note, this assessment should only be used as a single data point and is not intended to solely identify students for interventions.

When Are the WY-TOPP Testing Dates?

2021-22 WY-TOPP TESTING WINDOWS

2021 Fall Interim (Gr. 1-10)	Sept. 14 – Oct. 8, 2021
2022 Winter Interim (Gr. 3-10)	Jan. 11 – Feb. 4, 2022
2022 Spring Interim (Gr. K-2)	April 12 – May 6, 2022
2022 Summative Window (Gr. 3-10)	April 12 – May 6, 2022

Can the K-2 Be Used as a Screener?

No, the K-2 assessment is not a screener and should not be referred to or used as one.

Are the ELA and Math Interims Required?

No, all WY-TOPP Interim Assessments, including the K-2 Interims, are optional.

How Can Students Prepare For the K-2 Interim Assessments?

The best way to prepare students for the functionality of the assessment is with the training test. The [Practice and Training Tests](#) are available year-round to anyone.

How Much Time Are Students Taking on These K-2 Interim Tests?

The state average time is approximately 18 minutes per test. (Note: ELA and Math are two separate tests.)

2019 K-2 Spring WY-TOPP Interim

Grade & Content	# of Items on Test	Total # of Students	% of Students Tested	**Mean Testing Time (h:min)	Min-Max Testing Time (h:min)	♦75th Percentile (h:mm)	♦♦95th Percentile (h:mm)
K Math	12	7445	84.30%	0:14	0:04-1:13	0:16	0:24
* K ELA	12	7445	96.52%	0:13	0:03-1:12	0:17	0:26
1 Math	12	6986	92.40%	0:12	0:02-1:30	0:22	0:33
* 1 ELA	12	6986	99.11%	0:19	0:04-1:17	0:14	0:23
2 Math	12	6984	93.93%	0:16	0:02-1:12	0:28	0:43
* 2 ELA	12	6984	99.79%	0:23	0:04-2:10	0:20	0:32

* K-2 ELA was required testing on the 2018 Spring Interim. (ELA was optional on the Fall Interim. Math was optional in all cases) In 2019, both ELA and Math were optional in all cases.

** Mean Testing Time is based on actual testing time from start-of-the-test to end-of-the-test. This time does not include logging in to the testing system.

♦ 75th Percentile - this is the time frame within which 75% of students were able to complete the assessment.

♦♦ 95th Percentile - this is the time frame within which 95% of students were able to complete the assessment.

Why Are the Spring Assessments Called Interims and Not Summative Assessments?

The spring interims are meant to indicate whether students are on track towards reading proficiency by the end of grade 3. This means that the grade 3 summative assessment is the culminating assessment of students' knowledge while the interims are an indication of their progress towards that end goal. These assessments are not intended to be a full summation of a student's learning each year.

Are the K–2 Interim Assessments Adaptive and Therefore More Diagnostic?

No. The Wyoming Department of Education (WDE) has contracted with Cambium Assessment, Inc. (CAI) to provide brief early childhood assessments, one in ELA and one in math. The ELA test's sole purpose is to provide results that may indicate whether a student is performing at grade level. The math assessment is also intended to determine if a student is performing at grade level, but offers no indicator of progress toward proficiency in grade 3. The tests, along with other classroom data, may indicate whether students need early interventions to assist them in becoming proficient. Teachers should continue to use classroom and formative assessments as well as district assessments for instructional determinations.

Should These Student Results be Used in IEP Team Meetings?

Not in isolation. The IEP team may use K-2 WY-TOPP results as a single data point in making determinations for students, but should remember that these interims are built on end-of-year expectations. This is especially important to keep in mind when looking at the results from the Fall Interims.

Should I Report Student Results From the K-2 Interim Assessments on Student Report Cards?

No, student scores on the WY-TOPP assessments are not intended to be used for grading or successful completion of course determinations.

Will Parents Get a Report on the Results of the K–2 Assessment?

No, there is no parent report for the K-2 assessment as it is not a comprehensive assessment. Teachers should use this information in conjunction with other classroom data to inform parents of their child’s progress.

Why Are Standards Needed?

Standards define what students should know and be able to do and are used to identify clear expectations for students, parents, and teachers in order to improve teaching and learning.

Are There Cut Scores for These Assessments?

Yes, cut scores were determined by an educator panel on July 10, 2019. The process used to make these determinations relied on linking upper grades to lower grades in the same subject, beginning with grades 3 and 2. AIR (now CAI) created a statistical prediction model based on Spring 2019 and Spring 2018 Wyoming student data. The model predicted grade 3 proficiency using grade 2 test scores from the same students in adjacent years. After panelists selected grade 2 cut scores, the model predicted grade 1 cut scores using the same logic. The same process was subsequently used for kindergarten.

A single cut score was set for each test for each grade level so teachers could see if the student was ‘below the cut’ or if they were ‘on or above the cut,’ thereby determinations could be made about whether or not a student was on track for reading proficiency by the end of third grade. Please remember, while the K-2 WY-TOPP assessments provide valuable data, not meeting the cut score is not sufficient enough evidence to place students in interventions. This piece of data should be used with other data points to make those determinations.

What is the Cut Score for WY-TOPP K–2 Spring Interim Assessments?

The following cut scores are for the K-2 Spring Interim results for the 2019 administration and beyond. The cut scores for the K-2 Fall Interims will be delayed until a linking study is done for comparison. After this study, the Fall cut scores will be aligned to the Spring cut scores.

WY-TOPP K-2 Spring Interim Cut Scores and Corresponding Impact Data**

Grade and Content	*Progress Indicator Cut Score (Raw Score)	Impact Data (Spring 2019+ Students On or Above Cut Score)
K Math	10	45.51%
1 Math	10	49.91%
2 Math	13	45.87%
K ELA	8	40.25%
1 ELA	9	44.56%
2 ELA	8	49.17%

* There are only 12 items on each K-2 test; however, some items are worth more than 1 point.

** These cut scores are only for the Spring K-2 Interims.

Why Were Cut Scores Not Determined for the K–2 Assessments When They Were Determined for Grades 3–10?

Standard setting took place after the first administration of the assessment because the items had already been tested and existed within an assessment item bank. Since Wyoming is building the K-2 interims and since there is not a bank from which to pull and use items, at least two year's worth of data are necessary in order to review trends to determine scoring for the assessments.

Where Can I Sign Up for WDE Assessment Information?

The [Student Assessment](#) webpage provides access to all WDE student assessments, and the weekly [Assessment Newsletters](#) can be found on the WDE Assessment webpage. Sign up to receive Assessment Updates [here](#).