



Guidance for Charter Schools

Participation in Statewide Assessments



Wyoming Department of Education

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Introduction

Wyoming Charter Schools must participate in the statewide assessment system. The statewide assessment system includes: WY-TOPP, WY-ALT, ACT, WorkKeys, ACCESS for ELLs, and Alternate ACCESS for ELLs. More information about statewide assessments can be found on the [WDE Assessment-State System Webpage](#).

The Wyoming Department of Education (WDE) is providing this guide to assist Charter Schools with successfully preparing for and administering the statewide assessments.

The WY-TOPP is Wyoming's statewide summative assessment for general education students and measures students' proficiency levels in relation to the Wyoming Content and Performance standards for English language arts (ELA), math, and science. The test is administered in grades 1-10 on the Fall Interims, and in grades 3-10, both on the Winter Interims and the State Summative Assessment. Writing is assessed in grades 3, 5, 7, and 9. WY-ALT is Wyoming's alternate statewide summative assessment for students designated as a student with the most significant cognitive disability (SMSCD). The WY-ALT measures proficiency levels in relation to the Wyoming Extended Standard for English language arts (ELA), math, and science.

WDE has a partnership with Cambium Assessment, Inc. (CAI) for item development and test delivery of the WY-TOPP and WY-ALT. CAI also hosts a website (wyoassessment.org) which is a one-stop-shop for all WY-TOPP and WY-ALT testing. All user (non-student) information and student information is stored within the Test Information Distribution Engine (TIDE). All reporting is provided through Centralized Reporting (CR).

The ACT assessment measures reading, writing, language, math, and science at grade 11. Students in grades 11 and 12 may also participate in the WorkKeys assessment. More information about ACT and WorkKeys can be found on the [Wyoming ACT webpage](#).

ACCESS for ELLs assessment assesses students' progress towards attaining English proficiency and is used annually to monitor students' progress in acquiring English language proficiency in academic contexts. ACCESS for ELLs assesses students in grades K-12 in the four language domains of Listening, Speaking, Reading, and Writing. Wyoming is a part of the WIDA Consortium for English Learners and receives support, resources, and assessments. ALT ACCESS for ELLs is Wyoming's alternate English language proficiency assessment for students with significant cognitive disabilities. ALT ACCESS also assesses students in grades K-12 in Listening, Speaking, Reading, and Writing. The [WIDA website](#) is a one-stop-shop for EL training and ACCESS for ELLs assessment resources.

If you have any questions, please contact the WDE's [Assessment Team](#).

WY-TOPP and WY-ALT

The Wyoming Test of Proficiency and Progress (WY-TOPP) is a system of modular on-demand, interim, and summative assessments in English language arts (ELA), mathematics, and science. For grades 3-10, the WY-TOPP summative assessments are online adaptive assessments for ELA, mathematics, and science. The online assessment includes multiple item types (e.g., enhanced multiple-choice, constructed response, technology-enhanced performance task). Students in grades 4, 8, and 10 are assessed in science. Students in grades 3, 5, 7, and 9 are also assessed in writing.

The WY-ALT is an individually administered student performance assessment that allows students with a designation of student with the most significant cognitive disabilities (SMSCD) to demonstrate their mastery of grade-level-aligned Wyoming Extended Standards. The WY-ALT is administered to students in grades 3 – 10 in English Language Arts and mathematics. In grades 4, 8, and 10, students also take the WY-ALT in science.

All information about the WY-TOPP and the WY-ALT is available on the [Wyoming Assessment Portal](#) Page.

Phase 1 - Initial Preparations

Notify WDE

Before you can begin testing, there are a number of steps that must be completed. If your school is newly opened, you will need to supply a Wyoming District ID Number, Wyoming School ID Number, a District Name, a School Name, and the school address. If known, it would also be helpful to provide the name of the District Test Coordinator (DTC). Please note: District and School Names may be the same. District and School ID Numbers may not be the same. To request a District ID Number and/or School ID Number, please contact the WDE608 Data Collection Steward, (307) 777-6748.

WDE will then provide your district/school information to Cambium Assessment, Inc. (CAI), the assessment vendor, to have your district/school created within the TIDE system. TIDE is a registration system and information hub for users who will access CAI systems and students who will take CAI tests. This is the first step for your students to participate in testing.

Student WISER IDs

All students who participate in statewide testing must have a state student ID number (WISER ID). WISER IDs are used to register and identify students within the testing system, so that the correct test is delivered and the results are returned to the correct student. The use of a WISER ID also allows for longitudinal tracking of student results, if the student participates in statewide testing for more than one year.

If your students do not have WISER IDs, a WISER ID can be provided by contacting WDE's WISER ID Administrator, (307) 777-6748.

DTC/BC Selection

Every school that participates in statewide assessment must designate someone to assume the responsibilities of the District Test Coordinator (DTC) and/or the Building Coordinator (BC). Each role fulfills a

series of responsibilities that are necessary to ensure valid testing. The DTC role for your school must be created first in TIDE, this is done by contacting the WY-TOPP Wyoming Help Desk (888-897-8024) and requesting that the DTC role be created in TIDE. You will need to provide your name, email, phone number, and the name of your district and school. The vendor then contacts WDE to approve creation of the role. For more information about the DTC User Role, please see the DTC Checklist (Appendix A) for more information.

After the DTC role is approved and created, it is the responsibility of the DTC to create the Building Coordinator (BC) role. The BC role coordinates all testing activity that occurs in the building including adding Test Administrator user roles to TIDE, test administration trainings, test security trainings for all staff, tracking test activity within the building, etc. Please see the BC Checklist (Appendix B) for more information.

Nightly Student File Uploads vs. WDE687 “Assessment Participation Rostering”

The WDE has two methods for collecting student data. It can be collected via a nightly file upload process, where WDE collects information from a school’s Student Information System (e.g., PowerSchool or Infinite Campus). That information is then provided to the assessment vendor and uploaded into TIDE. Updates to a school’s SIS may take 24 hours to be reflected in TIDE.

The WDE687 may also collect student-level data for students who are enrolled at charter schools.

The WDE687 is located on the [Data Collection Suite - Forms Inventory](#) page, near the bottom. A guidebook and template are provided to assist with the submission. After the upload is provided, the system may take up to 24 hours to update, if there are no errors.

If there are errors in the template data fields after uploading, those will need to be fixed and the entire roster will need to be uploaded again.

Additionally, if there are errors in the data fields that were not caught by the system, those will need to be fixed on the template and the entire roster once again uploaded. The student roster for your school in TIDE only shows what was uploaded via the previous valid WDE687 submission.

Testing Technology

All WY-TOPP and WY-ALT testing is performed online, unless an IEP requires accommodated paper testing. The Test Delivery System (TDS) has two components: the Test Administration (TA) Interface, which is used to administer training and/or operational assessments, and the Student Interface through which students take the assessments.

It is unlikely that any setup is required for your Test Administrator workstations. Nearly any modern device, including mobile devices like tablets and phones, with any modern browser can be used to access the TA Interface and administer a testing session. The TA Interface is a website. If your school uses a firewall, or other networking equipment that blocks access to public websites, you may need to add AIR and CAI websites to your allowlist. For a list of websites you should add to your allowlist, see the “Resources to Add to your Allowlist for Online Testing” section in the Configuration Guide for your Operating System (Windows, Mac, iPad, ChromeOS). TAs can print test session information or test items for students with the print-on-request accommodation. To be able to print, TA workstations must be connected to a printer.

In order for students to access online tests, each student workstation needs to have the Wyoming “Secure Browser” installed. The Secure Browser is CAI’s customized web browser designed to keep tests secure by locking down the student desktop and preventing the student from accessing anything except their test. Unlike conventional web browsers, the Secure Browser displays the student application in full-screen mode with no user interface to the browser itself. It has no back button, next button, refresh button, or URL bar. Students open the Secure Browser and are taken exactly where they need to go. To set up student workstations, make sure the student devices are supported using the [Quick Guide for Setting Up Your Online Testing Technology](#).

Please note: There is no guidance provided for iPad mini. The screen size is too small to adequately display any test items.

Getting Familiar With TIDE

TIDE is the registration system for student participation; but, it also serves as the hub around which most assessment activities occur. The [TIDE User Guide](#) provides detailed information of the tasks available in TIDE for the different user roles DTC, BC, TA, and Proctor. In the TIDE User Guide, users can find information on managing user account information, student test settings and tools, appeals, rosters, tracking test completion rates, et al.

Phase 2 - Getting Ready For Testing

Manual Review

On the Wyoming Assessment Portal (wyoassessment.org) WDE and CAI provide a series of manuals, user guides, and charts dedicated to Interim and Summative testing. Because of slight differences in test types and differing testing windows, the Interim and Summative Test Administration Manual are housed separately. When a test window approaches, please be sure you are reviewing the correct manual.

The Test Administration Manuals provide detailed directions on how to start a test session and scripted directions to be read to students before testing begins. The manual should be reviewed by all staff members actively involved in WY-TOPP or WY-ALT administration before testing begins. It is permissible to print out the information, such as the scripted directions, for accessibility during testing. Note that English learners may be exempt from the English Language Arts portion of the statewide annual assessment (WY-TOPP/WY-ALT) during their first year as an English learner.

The Online Testing Allowable Resources Guide is a one-page document with a matrix that lists which items/supports are allowed for use on statewide assessments and which items/supports are prohibited.

These and additional assessment resources for WY-TOPP and WY-ALT are available on the [Wyoming Assessment Portal Resources](#) page.

TIDE User Accounts

There are two roles in TIDE which are designated for administering tests: Test Administrators (TAs) and Proctors. A Test Administrator is usually the student’s teacher, knows the student well, and has access to all the student’s information in TIDE. A Proctor is still a certified staff member, but may be unfamiliar with the student. The role difference occurs in the access to student information in the system. TAs have access to all information; Proctors do not have access to information. The Proctor role provides FERPA protections for students while still allowing them to participate in statewide assessments. Please note: Paraprofessionals may not administer any statewide assessments.

All TAs must have a TIDE account in order to complete the TA Certification Course, administer tests, create rosters, and review results. It is possible to add TAs individually or upload them using a template available (in the 'Upload Users' accordion) in TIDE. The method you use will depend on the number of accounts to be created. If creating fewer than 10, it's probably just as efficient to add them individually as it is to prepare a template for upload.

Staff Trainings

▪ TA Training

All staff are required to complete a Test Administration (TA) Certification Course and a Test Security Training to administer the assessments. The TA Certification Course is available online in the Wyoming Assessment Portal (wyoassessment.org). It takes approximately 30 minutes to complete and is divided into short modules, so that the TA may complete the training at their own pace.

▪ Test Security Training

WDE takes test security very seriously. Building Coordinators are responsible for training all staff on test security processes. All staff must complete a test security training. WDE provides a detailed [Assessment Security Guide](#) and a template of [Test Security Training Slides](#) to assist schools with secure test preparations. The Test Security Training Slides is an editable document that outlines state test security expectations, but allows districts and buildings to insert slides concerning local policies and procedures to make the training more comprehensive. WDE also has a short video module (not Close Captioned) available upon request that provides the basics of test security.

After training is complete, all staff must sign the [State-Administered Large-Scale Assessment Security Agreement for K-12](#). These security agreements must be kept/filed for two years, the previous year and current year of administration. These agreements may be archived digitally.

▪ Electronic Device Guidance

Schools should develop a device policy which adheres to the guidelines set forth in the Assessment Security Guide. Students may not have access to any communication devices or electronic devices which connect to the internet, or have Bluetooth capabilities during the testing sessions or during any breaks (such as a restroom visit). These devices are prohibited because they may be used for communication, capturing images of the test or testing room, or data storage.

Such devices include, but are not limited to:

- Cell phones.
- Smart watches.
- iPods and MP3 players.
- Ipads, tablets, and other eReaders.
- Laptops, notebooks, or any other personal computing devices.
- Cameras or other photographic equipment.
- Bluetooth headphones, headsets, or in-ear headphones such as earbuds.
- Any device capable of recording audio, photographic or video content, or capable of viewing or playing back such content.

Students should be informed of this policy in advance and be strongly encouraged to leave such items out of the testing rooms. Students who bring these devices into school should have them stored in their lockers, or in the classroom with the teacher (as district/school policies allow), until testing is complete for the day. Students may not keep cell phones, or any other devices on this list, or any other devices with similar capabilities to those on this list within their possession, unless provided written approval by WDE due to outstanding health concerns. If a student accesses any of

these devices during testing, it will constitute prohibited behavior and the student's test results in that content area may be invalidated.

Test Schedules

Each building is required to create a test schedule which allows students adequate time to complete testing during a testing session with all subjects being completed during the test window. Also, the test schedule should contain make-up days, so students who are absent on the initial testing day have time to make up the test within the testing window.

Additionally, WDE guidance states that students should only be administered one subject test on any one day. A sample test schedule is available in Appendix E.

Practice Sessions

On the Wyoming Assessment Portal, CAI provides the opportunity for TAs and students to access training tests for ELA, math, science, and writing. The training tests may be accessed for different purposes.

Students and families are encouraged to login to the Training Tests to view samples of available item types. This gives families the opportunity to review the different item types that are available on the tests and shows how the technology enhanced items function.

Additionally, TAs are able to create practice test sessions which allow them to run sample sessions and prepare students for the steps that occur when the testing window opens.

Phase 3 - Testing

Assessment Monitoring

During the assessment window, WDE conducts assessment monitoring. The monitoring process is divided into two components. The first is desktop monitoring where WDE reviews school/district compliance with testing policies. Schools are asked to provide evidentiary documentation which shows compliance with WDE testing policies. Compliance includes: appropriate test schedules, secure test material storage and destruction policies, communication policies in case of incidences, et al. The documentation is shared with WDE via a secure Google folder, provided by WDE, into which school personnel may upload (or drag-and-drop) their evidence of policy compliance.

The second monitoring component is in-person school visits. Before the start of the test window, selected schools/districts are contacted about WDE in-person visits usually during an active testing session. The WDE staff member will typically meet with the Building Coordinator or Principal, answer any questions about WY-TOPP, observe a test session, ask to see documentation (e.g., filed test security agreements), etc.

All information and documentation for Statewide Assessment Monitoring can be found on the [Assessment Security](#) webpage.

Student Scores

After students have submitted their assessments, scores will begin to appear in Centralized Reporting (CR), the portal where you can access or download student results and view reports on student performance. It may take up to ten (10) days after test submission for scores to appear. If a student does not complete the assessment, it will self-submit at the end of the assessment window.

All scores in Centralized Reporting are preliminary and should not be shared publicly. They may be used for internal planning purposes. Official scores will be provided on an Individual Student Report (ISR) which will be mailed to your school in the fall. This document may be sent home to parents for them to review.

ACT and Workkeys

ACT is the capstone of the ACT college and career readiness system. It measures students' general learning outcomes in English, math, reading, writing, and science. This assessment is administered in the spring to all students in the 11th grade. Students who are on the WY-ALT path are not required to take the ACT.

WorkKeys is a research-based assessment that measures work skills needed for career success across industries. The assessment is administered in the fall and spring and is optional for students in 11th and 12th grades.

All information about ACT & WorkKeys can be found on the WDE ACT & WorkKeys website.

Phase 1

All students in Grade 11 are eligible to participate in one WDE-provided ACT administration. Students in Grades 11 and 12 are eligible to participate in one WDE-provided WorkKeys assessment. For accountability purposes, they are not interchangeable.

All ACT testing will be provided online, unless the student requires paper accommodation via an Individualized Education Program (IEP). New schools will need to have a Wyoming District ID Number, Wyoming School ID Number, a District Name, a School Name, and the school address. If known, it would also be helpful to provide the name of the District Test Coordinator (DTC). Please note: District and School Names may be the same. District and School ID Numbers may not be the same. To request a District ID Number and/or School ID Number, please contact the WDE608 Data Collection Steward, (307) 777-6748. WDE will then provide your information to ACT, the assessment vendor, to have the district/school created within the system.

This is the first step in order for your students to participate in testing.

Student WISER IDs

All students who participate in statewide testing must have a state student ID number (WISER ID). WISER IDs are used to register and identify students within the testing system, so that the correct test is delivered and the results are returned to the correct student. The use of a WISER ID also allows for longitudinal tracking of student results, if the student participates in statewide testing for more than one year.

If your students do not have WISER IDs, a WISER ID can be provided by contacting WDE's WISER ID Administrator, (307) 777-6748.

MyACT APP

Students are encouraged to register for and utilize the MyACT app. The app is individualized and will allow students to view their scores from all ACT test administrations, if they participate. It also allows students to receive their scores quicker than with the traditional student report.

DTC/TC Selection

Every school that participates in statewide assessment must designate someone to assume the responsibilities of the District Test Coordinator (DTC) and/or the school Test Coordinator (TC). Each role fulfills a series of responsibilities that are necessary to ensure valid testing. The DTC role for your school must be created first in PearsonAccessnext (PANext), the test administration information hub. This is done by contacting the ACT Wyoming Help Desk (319-337-1591) and requesting that the DTC role be created in PANext. You will need to provide your name, email, phone number, and the name of your district and school. The vendor then contacts WDE to approve creation of the role.

After the DTC role is approved and created, it is the responsibility of the DTC to create the Test Coordinator (TC) role(s). The TC role coordinates all testing activity that occurs in the building including adding Room Supervisor user roles to PANext, test administration trainings, test security trainings for all staff, tracking test activity within the building, etc.

PANEXT Student File Upload

In mid-October, WDE will perform a student census data collection. In late December/early January, WDE provides a student data file to ACT to upload for the spring administration. Schools then have the opportunity to log-in to PANext to review the uploaded student list and make any changes, either adding or removing students, as applicable.

Phase 2

For ACT

ACT has provided comprehensive step-by-step guidance to get ready for ACT test administration.

These steps include:

- Step 1:** Orientation - Learn about test formats and policies; select test dates and provide shipping information; select test staff and set up accounts.
- Step 2:** Configuration - Verify enrollment for test materials; complete online site readiness.
- Step 3:** Accommodation - Learn about accessibility supports; request accommodations and/or supports; request qualified exceptions to the deadline.
- Step 4:** Preparation - Order test materials; complete non-test activities; provide examinees test prep information; prepare your facility, staff, and materials; update examinee information; create online test sessions.
- Step 5:** Administration - Administer the test.
- Step 6:** Transportation: Return test materials; purge online testing content.
- Step 7:** Interpretation - Access and understand score reports; share reporting information with examinees.

Each linked step has information and resources related to that phase.

For WorkKeys (Online)

ACT has provided comprehensive step-by-step guidance to get ready for WorkKeys (Online) test administration. Anyone involved in the WorkKeys administration needs access to the Validus system, which serves as the information hub for all WorkKeys administrations.

These steps include:

Step 1: Orientation - Learn about test formats and policies; select test dates and provide shipping information; select test staff and set up accounts.

Step 2: Configuration - verify enrollment for test materials.

Step 3: Accommodation - Learn about accessibility supports; request accommodations and/or supports; request qualified exceptions to the deadline.

Step 4: Preparation - Order test materials; complete non-test activities; provide examinees test prep information; prepare your facility, staff, and materials; update examinee information.

Step 5: Administration - Administer the test.

Step 6: Transportation: Return test materials.

Step 7: Interpretation - Access and understand score reports; share reporting information with examinees.

Each linked step has information and resources related to that phase.

For WorkKeys (Paper)

ACT has provided comprehensive step-by-step guidance to get ready for WorkKeys (Paper) test administration. Anyone involved in the WorkKeys administration needs access to the Validus system, which serves as the information hub for all WorkKeys administrations.

These steps include:

Step 1: Orientation - Learn about test formats and policies; select test dates and provide shipping information; select test staff and set up accounts.

Step 2: Configuration - verify enrollment for test materials.

Step 3: Accommodation - Learn about accessibility supports; request accommodations and/or supports; request qualified exceptions to the deadline.

Step 4: Preparation - Order test materials; complete non-test activities; provide examinees test prep information; prepare your facility, staff, and materials; update examinee information.

Step 5: Administration - Administer the test.

Step 6: Transportation: Return test materials.

Step 7: Interpretation - Access and understand score reports; share reporting information with examinees.

ACCESS for ELLs and ALT ACCESS for ELLs

Wyoming administers a standards-based English Language Proficiency Assessment (ELPA) annually to all English Learners (ELs) in kindergarten through grade twelve in public schools. The ELPA assesses students' progress towards attaining English proficiency. Wyoming uses the WIDA consortium's ELPA called ACCESS for ELLs® and Alternate ACCESS for ELLs® for this assessment requirement. The Alternate ACCESS for ELLs is available for English learners who have been designated as a student with the most significant cognitive disability (SMSCD). All information can be accessed from the WDE ACCESS webpage.

Phase 1 - Initial Preparations

Notify WDE

Charter schools must participate in the ACCESS for ELLs or ALT ACCESS for ELLs assessments. New schools will need to supply a Wyoming District ID Number, Wyoming School ID Number, a District Name, a School Name, and the school address. If known, it would also be helpful to provide the name of the District Test Coordinator (DTC). Please note: District and School Names may be the same. District and School ID Numbers may not be the same. To request a District ID Number and/or School ID Number, please contact the WDE608 Data Collection Steward, (307)777-6748.

WDE will then provide your information to WIDA and DRC, the assessment and assessment data vendors, to have your school created within the WIDA and AMS systems. Students will not be able to participate in testing without this step, because the first step is creating your school within the WIDA system.

Student WISER IDs

All students who participate in statewide testing must have a state student ID number (WISER ID). WISER IDs are used to register and identify students within the testing system, so that the correct test is delivered and the results are returned to the correct student. The use of a WISER ID also allows for longitudinal tracking of student results, if the student participates in statewide testing for more than one year.

If your students do not have WISER IDs, a WISER ID can be provided by contacting WDE's WISER ID Administrator, (307) 777-6748.

DTC/BC Selection

Every school that participates in statewide assessment must designate someone to assume the responsibilities of the District Test Coordinator (DTC) and/or the Building Coordinator (BC). Each role fulfills a series of responsibilities that are necessary to ensure valid testing. The DTC role for your school must be created first in the WIDA Secure Portal and WIDA AMS, this is done by contacting the WDE's Assessment Team and requesting that the DTC role be created. You will need to provide your name, email, phone number, and the name of your district and school. The vendor then contacts WDE to approve creation of the role.

After the DTC role is approved and created, it is the responsibility of the DTC to create the Building Coordinator (BC) role in WIDA Secure Portal and WIDA AMS. The BC role coordinates all testing activity that occurs in the building including adding Test Administrator user roles to the WIDA Secure Portal and WIDA AMS, test administration trainings, test security trainings for all staff, tracking test activity within the building, etc.

WDE684 “WINDS Data Collection”

The WDE684 collects student-level data for students who are enrolled at accredited nonpublic institutions and private schools that would like to participate in ACCESS for ELLs or ALT ACCESS for ELLs testing.

The WDE684 is located on the Data Collection Suite - Forms Inventory page, near the bottom. A guidebook and template are provided to assist with the submission. After the upload is provided, the system may take up to 24 hours to update, if there are no errors. If there are errors in the template data fields after uploading, those will need to be fixed and the entire roster will need to be uploaded again.

Additionally, if there are errors in the data fields that were not caught by the system, those will need to be fixed on the template and the entire roster once again uploaded. The student roster for your school in WIDA AMS only shows what was uploaded via the previous valid WDE684 submission.

Testing Technology

For a student to test, using DRC INSIGHT on a Testing Device, the Testing Device must be registered to a COS Configuration, and it cannot be used in another COS Configuration without moving the device. After a Testing Device is registered with a COS Configuration, the device becomes part of the pool of Testing Devices associated with that COS Configuration. Registering a Testing Device to a COS Configuration defines where the Testing Device’s test content will come from during testing. Reference the [DRC Insight Online Learning System Technology User Guide](#) for more information.

Phase 2 - Getting Ready For Testing

ACCESS for ELLs Checklist

The [ACCESS for ELLs Checklist](#) describes all tasks that need to be completed before, during, and after testing.

Manual Review

On the WIDA [website](#), WIDA and DRC provide a series of manuals, user guides, and charts dedicated to Screener and ACCESS testing. Because of slight differences in test types and differing testing windows, Manuals are housed separately. When a test window approaches, please be sure you are reviewing the correct manual.

The Test Administration Manual provides detailed directions on how to start a test session and scripted directions to be read to students before testing begins. The manual should be reviewed by all staff members actively involved in Screener or ACCESS administration before testing begins.

The Accessibility and Accommodations Manual (AAM) guides you through the selection and provision of accessibility supports and accommodations for ACCESS for ELLs and WIDA Screener testing. The AAM offers guidelines for how to best support students taking WIDA Screener and ACCESS for ELLs. The AAM has information on accommodations, universal tools, administrative considerations and universal design.

The WIDA Secure Portal [home page](#), depending on your role/permission, provides users access to assessment training courses and assessment related resources. Users also have access to professional learning such as self-paced eWorkshops and webinars.

Staff Trainings

▪ TA Training

The [ACCESS for ELLs Checklist](#) includes a list of the training elements that are required and essential to your role as a TA. TAs must complete the [WIDA online training course](#), including passing a certification quiz, for the applicable assessments that aTA is administering. There are no restrictions on when a TA can take the quiz, but it is recommended that quizzes are completed immediately after reviewing the content in the training course and at least two weeks before the assessment window. After a course is completed, TAs are able to view a certificate of course completion.

TAs must complete training courses the first year of administering any WIDA assessment and complete the same training every other year. TAs should review training material every year for all WIDA assessments.

TAs must be employed by the district, be a certified/staff member, and hold a certification from the Wyoming Professional Teaching Standards Board. ACCESS Test Administrators must be proficient English speakers.

After training is complete, all staff must sign the [State-Administered Large-Scale Assessment Security Agreement for K-12](#). These security agreements must be kept/filed for two years, the previous year and current year of administration. WIDA TA training lasts for two years. These agreements may be archived digitally. The WIDA Non-Disclosure User Agreement (NDUA) is signed digitally upon the creation of a WIDA Secure Portal account and annually after the automatic update. Districts will need a physical/scanned copy of the NDUA signed and on file, as well.

▪ Test Security Training

WDE takes test security very seriously. All staff members, whether directly or indirectly involved in state assessments, must be fully trained in assessment security. District Test Coordinators or Building Coordinators are responsible for providing clear and comprehensive annual training to all school staff on test administration security and procedures. All staff must complete a test security training. WDE provides a detailed [Assessment Security Guide](#) and a template of [Test Security Training Slides](#) to assist schools with secure test preparations. The Test Security Training Slides is an editable document that outlines state test security expectations, but allows districts and buildings to insert slides concerning local policies and procedures to make the training more comprehensive. WDE also has a short video module (not Close Captioned) available upon request that provides the basics of test security.

▪ Electronic Device Guidance

Schools should develop a device policy which adheres to the guidelines set forth in the [Assessment Security Guide](#). Students may not have access to any communication devices or electronic devices which connect to the internet, or have Bluetooth capabilities during the testing sessions, or during any breaks (such as a restroom visit). These devices are prohibited because they may be used for communication, capturing images of the test or testing room, or data storage.

Such devices include, but are not limited to:

- Cell phones.
- Smart watches.
- iPods and MP3 players.
- Ipads, tablets, and other eReaders.
- Laptops, notebooks, or any other personal computing devices.
- Cameras or other photographic equipment.

- Bluetooth headphones, headsets, or in-ear headphones such as earbuds.
- Any device capable of recording audio, photographic or video content, or capable of viewing or playing back such content.

Students should be informed of this policy in advance and be strongly encouraged to leave such items out of the testing rooms. Students who bring these devices into school should have them stored in their lockers, or in the classroom with the teacher (as district/school policies allow), until testing is complete for the day. Students may not keep cell phones, or any other devices on this list, or any other devices with similar capabilities to those on this list within their possession, unless provided written approval by WDE due to outstanding health concerns. If a student accesses any of these devices during testing, it will constitute prohibited behavior and the student's test results in that content area may be invalidated.

Test Schedules

It is the Building Coordinator's (BCs) responsibility to develop test administration schedules based on the school's resources (i.e., number of ELs, staffing, available computers, testing rooms, etc.) and needs, ensuring the overall integrity of the assessment process. Testing schedules must follow the ACCESS test administration window posted on the Wyoming WIDA Webpage and, because ACCESS for ELLs is designed to measure a student's English language proficiency level at a specific point in time, schedule domain test administrations as close as possible to one another.

When scheduling, do not split a test across multiple days or multiple testing sessions within a single day. Additionally, WDE guidance states that students should only be administered one subject test on any one day; therefore, do not schedule all testing for any given student consecutively on one day. Never administer different domain tests to a single testing group. For example, do not have one student take the Listening test while another student takes the Reading, Writing, or Speaking test in the same room. All makeup testing must be completed during the test window. Other test scheduling requirements are described in the [Assessment Security Guide](#).

Phase 3 - Testing

Assessment Monitoring

During the assessment window, WDE conducts assessment monitoring. The monitoring process is divided into two components. The first is desktop monitoring where WDE reviews school/district compliance with testing policies. Schools are asked to provide evidentiary documentation which shows compliance with WDE testing policies. Compliance includes: appropriate test schedules, secure test material storage and destruction policies, communication policies in case of incidences, et al. The documentation is shared with WDE via a secure Google folder, provided by WDE, into which school personnel may upload (or drag-and-drop) their evidence of policy compliance.

The second monitoring component is in-person school visits. Before the start of the test window, selected schools/districts are contacted about WDE in-person visits usually during an active testing session. The WDE staff member will typically meet with the Building Coordinator or Principal, answer any questions about ACCESS for ELLs and ALT ACCESS for ELLs, observe a test session, ask to see documentation (e.g., filed test security agreements), etc.

All information and documentation for Statewide Assessment Monitoring can be found on the [Assessment Security](#) webpage.

Student Scores or Individual Score Reports (ISRs)

After students have completed the ACCESS assessment, scores or the students' Individual Score Reports (ISRs) will be available in May. The same types of score reports are generated for all students taking the Online, Paper, and Kindergarten ACCESS tests. Wyoming communicates testing and score reporting timelines on the [WIDA Wyoming Webpage](#). Visit this site to learn when students will test and when you can expect score reports.

The [WIDA Wyoming Webpage](#) lists two different dates that ISRs are available, the date the Individual Score Reports will be available online and the date the printed Individual Score Reports will be received by districts.

All scores online in WIDA AMS are preliminary and should not be shared publicly. They may be used for internal planning purposes. Official scores will be provided on the Individual Student Report which are then printed and mailed to your school.

Translations of the Individual Student Report are available in 47 languages in [WIDA AMS](#). Note: Translated reports should always accompany, not replace, official reports in English.

For resources and guidance on how to interpret student scores, please review the ACCESS for ELLs Interpretive Guide for Score Reports.