



# FAQ WYOMING ALTERNATE ASSESSMENT

## WHAT IS WY-ALT?

The WY-ALT is Wyoming's Alternate Assessment for Students with Significant Cognitive Disabilities. The WY-ALT is aligned to the Wyoming Extended Standards ([WYES](#)). The extended standards are designed to allow students to demonstrate their knowledge and skills in an appropriately rigorous, grade-level assessment. Students in grades 3-10 are tested in English Language Arts (ELA) and Mathematics. Additionally, students in grades 4, 8, and 10 are tested in Science.

## WHAT ARE THE EXTENDED STANDARDS?

Wyoming has extended standards that align to the [Wyoming Content Standards](#) (WYCS). These [Extended Standards](#) were designed to make the WYCS more accessible to students with significant cognitive disabilities, while maintaining the rigor and high expectations of the WYCS. The Extended Standards ensure all students with significant cognitive disabilities are provided with multiple ways to learn and demonstrate knowledge. In the Extended Standards, WYCS are extended to include four alternate achievement levels (I, II, III, IV) with level I requiring the most support and level IV being the most independent. This allows teachers to adjust for various levels of difficulty and provide appropriate supports. Extended Standards serve as the foundation for WY-ALT item development.

## WHEN AND HOW WILL THE WY-ALT BE ADMINISTERED?

Schools are given a seven-week window to administer the [WY-ALT: March 2 – April 23, 2021](#). This provides schools ample time to assess all eligible students at their own pace. The assessment has no time restrictions. Students may stop and resume the assessment at any point during the testing window.

The test is provided online and administered one-on-one, Test Administrator (TA) to student. The student takes the WY-ALT using a device (computer or tablet). The TA will ensure the student is able to respond in his or her most appropriate communication modality (oral, signed language, picture system, or augmentative communication device, such as that used with eye gaze). The TA uses a separate device (computer or tablet) to start and monitor the test session via the TA Interface. The TA also ensures students are provided accommodations as documented on their Individual Educational Plan (IEP), 504 Plan, or designated supports indicated on the student's Individual English Learner Plan (IELP).



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## IS THE WY-ALT ADMINISTERED ONLINE?

WY-ALT is administered online. However, for those students whose IEPs or 504 Plans require a paper accommodation, Building Coordinators may order paper response options in the TIDE portal. IEP teams need to indicate for which/what subject areas the student requires the paper accommodation for (e.g., ELA, math, science).

## HOW WILL THE WY-ALT BE ADMINISTERED TO STUDENTS WHO ARE NOT AT THE LEVEL TO INTERACT WITH TECHNOLOGY?

Students who are not able to interact with the technology may use paper accommodations, per their IEP or 504 plan. For information on ordering paper materials, please contact the Wyoming Help Desk (1-888-897-8024 or [wyohelpdesk@cambiumassessment.com](mailto:wyohelpdesk@cambiumassessment.com)).

## HOW IS THE WY-ALT DESIGNED FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES?

The WY-ALT is a computer-adaptive test designed to be accessible to students with diverse and significant disabilities. The test contains performance items that range in complexity. After a student completes the first item and successive items, subsequent items increase or decrease in difficulty based on student performance or non-response. The test uses picture symbols and stimuli to engage students in the content. Every item is embedded with a read-aloud human voice recording. The test allows students to complete the items using their preferred method of communication (e.g., pointing, eye gaze, assistive technology, oral response, sign language). There is no time restriction for the assessment; students may stop and resume the assessment at any point during the testing window upon discretion of the [WY-ALT Test Administrator](#) (ALT-TA).

## WHY SHOULD STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES PARTICIPATE IN ACADEMIC INSTRUCTION AND ASSESSMENT?

Alternate assessments were first developed in response to the 1997 reauthorization of the Individuals with Disabilities Education Act ([IDEA](#)), which required that all states and districts develop, by the year 2000, alternate assessments for those students with disabilities unable to participate in regular assessments even with accommodations. The IDEA did not define which students should participate in an alternate assessment, nor did it use the term “significant cognitive disability.” In 2003, regulations added to the Elementary and Secondary Education Act ([ESEA](#)) allowed states to count as proficient those students with significant cognitive disabilities who participated in the alternate assessment and met rigorous alternate achievement standards set by the state.



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In 2015, Congress reauthorized the Elementary and Secondary Education Act of 1965 as the Every Student Succeeds Act ([ESSA](#)). ESSA reaffirmed that states administer an alternate assessment based on alternate academic achievement standards (AA-AAAS). In Wyoming these are called the Extended Standards or [WYES](#).

All children, including those with the most significant cognitive disabilities, must have access to the general curriculum; be involved in the general curriculum; and progress in the general curriculum. General curriculum means the same grade-level, academic content standards-based curriculum that is afforded to students without disabilities. For this reason, extended standards that align to the WYCS were designed to provide meaningful access to academic content for students with significant cognitive disabilities. Additionally, the WY-ALT provides an opportunity for these students to demonstrate what they know and can do as it relates to academic, grade-level content.

## WHO CAN ADMINISTER THE WY-ALT?

Only trained ALT-TAs who are PTSB-certified employees for the district may administer the WY-ALT. It is the responsibility of each ALT-TA to maintain proof of training attendance per state policy. All ALT-TAs must attend one full training every four years. Otherwise, refresher training is required annually for all ALT-TAs. In addition the online TA Certification Course is required annually. All ALT-TAs must also sign and adhere to the [Test Security agreement](#).

## WHO DETERMINES ELIGIBILITY FOR THE WY-ALT?

The student's IEP team determines whether a student will participate in the WY-ALT. IEP teams have the option of using the WY-ALT Participation Checklist when determining what statewide assessment a student will participate in. If an IEP team chooses not to use the [WY-ALT Participation Checklist](#), the team is responsible for documenting how they made this determination.

## CAN DISTRICTS EXEMPT STUDENTS FROM STATEWIDE ASSESSMENTS?

No. All students are required by federal and state law to participate in statewide assessment.

## CAN PARENTS OPT THEIR CHILD(REN) OUT OF REQUIRED STATEWIDE ASSESSMENTS?

No, opting out of state tests required by state statute is not allowed. In the spring of 2014, WDE requested an opinion from the Wyoming Attorney General's (AG) Office regarding parent opt-outs



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from state-mandated testing (e.g., WY-ALT, WY-TOPP, and ACT). The following is part of the [AG's response](#):

*"In summary, the State Board of Education is authorized to establish the statewide accountability system pursuant to state law, including the Wyoming Accountability in Education Act. It has promulgated rules that require districts to administer the relevant assessments to all students in the appropriate grade-levels. These requirements are within the authority granted to the board by the legislature. Consequently, districts may not allow students or their parents to opt them out of the assessments provided by law."*

## CAN STUDENTS PARTICIPATE IN THE GENERAL ASSESSMENT (WY-TOPP) IN ONE CONTENT AREA LIKE MATHEMATICS AND PARTICIPATE IN THE ALTERNATE ASSESSMENT (WY-ALT) IN ANOTHER CONTENT AREA LIKE 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 and as documented in his/her IEP or 504 Plan. As many students as possible should participate in the general assessment.

## SHOULD STUDENTS WHO ARE NOT EXPECTED TO DO WELL ON THE GENERAL ASSESSMENT (WY-TOPP) PARTICIPATE IN THE ALTERNATE ASSESSMENT (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. Most students should participate in the general assessment. Approximately 1% of the student population will participate in the WY-ALT assessment. IEP and 504 teams are encouraged to use the [WY-ALT Participation Checklist](#) document in determining which assessment is right for students. IEP teams need to make decisions about graduation, assessment, and placement separately.

## HOW DO I GET MORE INFORMATION ON ASSESSMENTS?

To see past assessment newsletters or to sign up to receive them, go to the [WDE Assessment Newsletter webpage](#).