



# Remote Administration of Wyoming's WY-TOPP Interim and Summative Assessments State Policy



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## Wyoming Department of Education

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## Foundational Overview

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### Purpose

To ensure equity and access, the Wyoming Department of Education (WDE) permits the remote administration of statewide interim and summative WY-TOPP assessments for eligible students. This policy establishes the stringent standards necessary to ensure that remote, home-based virtual administration maintains the same validity, security, and fairness as school-based, in-person administration.

### Scope of Remote Administration

Remote proctoring is strictly limited to the WY-TOPP Interim and Summative Assessments. The WY-ALT, ACCESS, and ALT-ACCESS are not authorized for remote administration under this policy. Districts must ensure all other state-mandated assessments are administered in person at a secure, school-based testing site. Please see additional Remote Testing documents at [wyoassessment.org](https://wyoassessment.org) for further guidance and related resources.

## Program Eligibility Rules

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### Student Eligibility

The remote administration of statewide interim and summative assessments is strictly limited to full-time virtual students who receive all of their core academic instruction through a WDE-approved virtual education program. In accordance with the assessment security and validity requirements set forth in the federal Every Student Succeeds Act (ESSA) and Wyoming state statutes governing educational accountability, any student who fails to meet this exclusive enrollment criterion is ineligible for remote testing. Such students must complete all statewide assessments on-site at their associated brick-and-mortar school.

### School Eligibility

Remote testing is a restricted privilege reserved for virtual education programs with formal WDE approval. To ensure the integrity of the statewide assessment system, districts are responsible for verifying that participating virtual education programs maintain the required technological infrastructure and PTSB-certified personnel. All remote administrations must strictly adhere to the security and technical standards established in this policy to ensure a valid and reliable testing environment for every student.

### WDE Approval

The Wyoming Department of Education must approve each virtual education program for official remote proctoring. Although WDE will provide program-level approvals, districts retain the final decision on which students in their virtual education programs qualify to participate in a remote proctoring session.

## Testing Operations & Personnel Qualifications

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To uphold the professional standards required for statewide interim and summative WY-TOPP assessments, districts must ensure all testing personnel meet established criteria and are documented within the district's remote test administration manual.

### Professional Qualifications

Remote Proctors (RPs) must be Wyoming Professional Teaching Standards Board (PTSB) certified employees of the school district and/or virtual program.

### Conflict of Interest/Relatives as Proctors

To maintain score validity and prevent accusations of impropriety, Remote Proctors (RPs) must not administer remote assessments to their own relatives (e.g., children, stepchildren, nieces, nephews, grandchildren, siblings). RPs must not be in the same testing environment as their relatives during assessment administration.

### Mandatory Certification and Training

Remote Proctor Coordinators (RPCs) and Remote Proctors (RPs) are required to complete the annual state and district test security training specifically designed for remote administration. This includes the successful completion of the state-mandated Remote Test Administration Certification, which addresses state security expectations and vendor-specific proctoring software.

### In-State Administration

All Remote Proctors (RPs) must be physically located within the state of Wyoming during all active proctoring sessions. This requirement ensures that testing personnel remain under the direct jurisdictional oversight of the Professional Teaching Standards Board (PTSB) and the Wyoming Department of Education (WDE), facilitating local accountability and strict adherence to state ethical standards. This geographic requirement enables rigorous test security monitoring and data protection. It ensures that the WDE retains the immediate legal and logistical authority to investigate and contain geographical test breaches, thereby safeguarding the validity of assessments.

### Security Agreements

Every Remote Proctor Coordinator (RPC) and Remote Proctor (RP) must sign the remote-specific State Assessment Security Agreement section affirming their commitment to active monitoring and the protection of secure test content.

### Standardized Monitoring Ratios

To ensure active and effective visual supervision, the maximum student-to-Remote Proctor (RP) ratio must not exceed 10:1 during any remote test session. This ratio is a mandatory ceiling; virtual education programs may choose to implement lower ratios based on student needs or technical complexity to ensure the assessment's procedural integrity. To maintain the highest level of assessment integrity and student support, the WDE strongly recommends a 10:2 student-to-proctor ratio for remote sessions. This dual-administrator model allows one Remote Proctor (RP) to handle technical troubleshooting and chat inquiries, while the second RP remains fully dedicated to uninterrupted, active monitoring of students.

## Remote Setting and Monitoring Requirements

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### Environment

The remote setting must be a quiet, private, and well-lit room. It must be free from distractions, instructional posters, and other people (once testing begins). The computer screen/camera must be facing a blank wall.

### Prohibited Items

To maintain the integrity of our statewide assessments, the testing room must remain free of unauthorized electronics. The following devices, whether or not they have internet access, are not permitted in the testing environment: (e.g., cell phones, smartwatches, additional computers or laptops, tablets, gaming devices).

### Active Monitoring

Remote Proctors (RPs) must actively and continuously monitor the test-taker and the testing environment via a live, two-way webcam and microphone feed throughout the assessment administration. To protect student privacy and ensure full compliance with the Family Educational Rights and Privacy Act (FERPA), all live-streaming video, audio, and chat feeds used for monitoring are limited to real-time observation. These feeds shall not be saved, recorded, or transcribed by the state, the school district, the virtual education program, the assessment vendor, the remote proctor, or any other parties involved in the remote testing session.

## Device, Network, and Platform Requirements

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- Virtual Education Programs must ensure that students use a secure, managed testing device that meets the hardware, software, and bandwidth requirements specified by the state's assessment vendor.
- The device must utilize a state-approved secure browser application that locks down the student's operating system during testing.
- Working webcams, microphones, and speakers/headphones are mandatory for participation.
- The vendor's administration guide will explicitly define whether the live video/audio feed is embedded directly within the secure testing browser or requires a secondary device. Regardless of the vendor's technical design, the communication feed must not compromise or bypass the secure browser's lockdown capabilities.

## Parental Consent

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Explicit, written consent from a parent/legal guardian is required prior to testing. The Parent/Guardian Remote Testing Agreement Form acknowledges the use of video/audio monitoring and commits the parent to upholding strict test security protocols.

## Managing Quality in Virtual Education

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Virtual Education Programs authorized to provide remote interim and summative assessments are required to develop and maintain a comprehensive Remote Test Security and Statewide Assessment Administration Manual. This document serves as the mandatory operational framework for the virtual educational program to safeguard the remote testing environment. It must synthesize state-level security procedures with the technical specifications provided in the assessment vendor's user guides. A virtual education program may embed the remote test security requirements within its statewide assessment manual, and must explicitly address all required administrative and security components.

### Administration Protocols and Personnel Requirements

Virtual Education Programs must outline the following requirements to ensure staff and students are fully equipped for a secure testing environment.

**Personnel Training and Certification:** Virtual Education Programs must outline a formal process to ensure and document that all testing personnel meet state requirements before any remote session occurs. This includes:

- **Training & Certification Tracking:** A system for verifying and recording the completion of the annual state-mandated Remote Test Administration Certification for every District Test Coordinator (DTC), Remote Proctor Coordinator (RPC), and Remote Proctor (RP).
- **Security Agreement Management:** A centralized file of signed State Assessment Security Agreements for all District Test Coordinators (DTCs), Remote Proctor Coordinators (RPCs), and Remote Proctors (RPs), updated annually.

**Eligibility:** Virtual Education Programs must explicitly outline the internal criteria and verification processes used to determine which students qualify for remote assessment, ensuring alignment with the 'full-time virtual' and 'core academic instruction' enrollment mandate defined in Section II.

**Geographic Exemptions:** If a student is deemed ineligible for remote testing because they are physically located outside the state of Wyoming, the District Test Coordinator (DTC) or Remote Proctor Coordinator (RPC) must submit a formal exemption request to the WDE through the State Assessment Exemption Request (SAER) system. Exemptions are strictly limited to students who are expelled or in formal out-of-state placements for the entire assessment window, or those eligible for a first-year English Learner (EL) exemption (applicable to the ELA assessment only). No other circumstances, including general out-of-state travel, constitute valid grounds for an exemption. To support our districts, the WDE processes all SAER requests within 48 hours.

**Informed Consent:** Virtual Education Programs must define a clear process for distributing, collecting, and tracking the state-mandated Parent/Guardian Remote Testing Agreement. The manual must explicitly state that students without a verified, signed agreement on file are ineligible for remote administration and must be scheduled for in-person testing at a secure school site.

**Accommodations:** Virtual Education Programs must outline the process for entry and verification of all documented accommodations (e.g., text-to-speech, extended time). This must include a mandatory audit step to ensure that accommodations specified in a student's IEP, 504, or IELP are properly configured in the vendor's system prior to session generation.

- Accommodations requiring physical materials (e.g., braille, large print, print-on-demand) or a human scribe/transcription cannot be monitored securely in a remote environment. Students requiring these specific accommodations are disqualified from remote testing and must be tested in person to ensure test validity and equity. Additionally, the WDE strongly discourages remote testing for students who require non-embedded accommodations that require an exceptional accommodation approval.
- To uphold the strict test security standards mandated by state and federal law while respecting a student's right to access necessary medical supports, virtual education programs must establish comprehensive protocols for the use of medically necessary devices during statewide summative assessments.
  - Medically necessary devices that do not require a connection to the testing platform—such as glucose monitors and heart rate monitors on cellphones or smartwatches (excluding smart glasses)—may be utilized during testing without a WDE Exceptional Accommodation, provided the following conditions are met:
    - The device is explicitly documented in the student's active IEP or 504 plan.
    - A virtual education program policy outlining specific monitoring conditions is established and documented within the Remote Test Security and Statewide Assessment Administration Manual.
  - Devices requiring a Bluetooth or network connection to the primary testing device, such as connected hearing aids, pose substantial test security concerns. Consequently, these devices require a pre-approved WDE Exceptional Accommodation, including a virtual education program security plan, prior to the start of testing.
  - Regardless of a device's connectivity to the testing platform, the virtual education program must guarantee continuous, active proctor supervision of all medically necessary devices through a robust remote administration protocol.

**Technology Readiness:** Virtual Education Programs must establish and outline a process for coordinating with families to perform system diagnostic checks. This process verifies that student devices meet the vendor-defined minimum thresholds for the secure browser, camera, microphone, and internet bandwidth. This readiness process must include a timeline for the initial check, the remedy of issues, and a check on the day of testing.

**Roster Preparation:** Prior to each remote testing session, Virtual Education Programs must guarantee compliance with the maximum 10:1 student-to-proctor ratio. To satisfy this requirement and maintain test security, administrators must establish a standardized process for generating a WY-TOPP Interim and Summative Remote Testing Roster (see Appendix B for a template). This roster serves as the formal, real-time documentation of all student identification and environmental verification steps.

## Administration Protocols

**Student Identification and Environment Verification:** To prevent unauthorized access to secure test content, Virtual Education Programs must establish a multi-step verification process. Only after the student's identity is confirmed and the environment is verified as secure will the Remote Proctor (RP) manually approve the student's entry into the test.

- **Secure Credentialing:** Students must log in using unique credentials. Virtual Education Programs must outline the process for ensuring students are prepared with these credentials prior to administration.



- **Visual Identity Verification:** Virtual Education Programs must outline a protocol for verifying student identity via a webcam before granting access to the testing platform
- **Environmental Check:** Virtual Education Programs must establish a protocol to ensure a secure testing environment. This protocol mandates a pre- and post-administration 360-degree room scan via webcam, allowing the Remote Proctor (RP) to confirm that the workspace is private, clear of unauthorized materials or individuals, free of secondary electronic devices, and to ensure the proper destruction of scratch paper. The virtual education program policy must also detail the procedure for addressing any situation where the environment is deemed non-secure.

**Technical Disruptions and Reconnection:** The manual must define incident response protocols for dropped connections. The manual must outline the exact steps the student should take to safely reconnect, undergo secondary identity verification and a 360-degree room scan, and resume testing without the test being automatically invalidated, provided the disruption is brief and security is maintained.

**Secure Material Destruction and Assessment Submission:** To ensure test security, virtual education programs must develop protocols to visually verify the destruction of scratch paper materials before a student exits the session. Protocols must ensure that:

- **Completion Signal:** Upon finishing the assessment, the student must remain in the secure browser and signal the proctor.
- **Secure Material Destruction:** While on camera, the student must tear any scratch paper into small pieces or completely erase their whiteboard, in full view of the proctor.
- **Assessment Submission:** The proctor may authorize the student to submit their answers and exit the platform only after visually verifying the destruction of these materials and completing the post-administration 360-degree room scan via webcam.

**Make-Up Testing:** Virtual Education Programs must establish protocols for scheduling make-up sessions for students who miss a remote session. All make-up testing must be completed within the official state testing window.

**Active Monitoring and Incident Response:** Virtual Education Programs must define the protocols for active supervision during the testing window:

- **Active Remote Proctor (RP) Monitoring:** RPs are required to use the vendor's proctoring dashboard to monitor students, manage approvals, and track progress.
- **Immediate Intervention:** Virtual Education Programs must outline protocols for addressing security breaches, unauthorized behaviors or devices, technology failure, etc. If a Remote Proctor (RP) observes suspect behavior, a student leaving the camera view, or a loss of audio/video connectivity, the RP must immediately pause or lock the student's test within the vendor platform.
- **Student Safety and Crisis Response:** Virtual Education Programs must outline protocols for addressing student safety and crisis response. If a student exhibits concerning behavior or enters language indicating potential violence or self-harm into the testing platform, the Remote Proctor (RP) must immediately pause the assessment and execute the virtual education program's established emergency response and communication protocols. Virtual Education Program-level procedures shall govern the continuous monitoring of the student, the immediate escalation to designated local personnel or emergency responders, and the subsequent filing of a formal testing irregularity report to evaluate conditions for resuming the assessment.



## Post-Administration

The manual must detail all required close-out procedures for every remote session

**Reporting Irregularities:** The Virtual Education Program must outline a protocol for reporting any security breach (e.g., unauthorized assistance), technological failure, or loss of secure material. WDE requires that irregularities be documented on an Assessment Irregularity Form. The District Test Coordinator (DTC) or Remote Proctor Coordinator (RPC) must submit this form to the WDE within 24 hours of the incident.

**Data Cleanup:** The District Test Coordinator (DTC) and/or Remote Proctor Coordinator (RPC) must verify in the vendor's system that all remote tests have been properly submitted and recorded in the vendor's platform.

**Secure Material Destruction:** Virtual Education Programs must establish protocols for the secure destruction of any authorized physical scratch or graph paper used during testing.

## Integrity and Geographic Requirements

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To maintain the rigor and standardization required by the Every Student Succeeds Act (ESSA) and Wyoming state law, Virtual Education Programs must adhere to all established constraints regarding session management and student location.

### Dedicated Proctoring Requirement

A Remote Proctor (RP) is strictly prohibited from simultaneously proctoring both a remote and an in-person testing session. To ensure the integrity of the assessment and the security of materials, RPs must devote their undivided attention to a single testing modality. This ensures the RP can effectively manage the proctoring dashboard and provide immediate technical support without distraction.

### Closed-Session Protocol

Once a remote testing session has officially commenced, no additional students may be admitted to the session, regardless of whether the total number of active testers falls below the maximum 10:1 ratio due to early completions. This ensures a controlled testing environment, prevents disruptions to active testers, and maintains a predictable schedule for families.

### Mandatory Documentation

For every remote session, Remote Proctors (RPs) are required to complete a WY-TOPP Interim and/or Summative Remote Testing Roster (see Appendix B for a template). This document serves as the official record verifying that the 10:1 proctoring ratio was maintained and that all environmental and identity checks were performed for each student.

### Geographic Eligibility

To ensure jurisdictional integrity and test security, both the student and the Remote Proctor (RP) must be physically located within the state of Wyoming during all assessment sessions. Furthermore, the testing environment at home must mirror the security and quiet of a classroom to maintain a standardized and secure testing experience.

## State-Provided Supplemental Materials

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To ensure standardized implementation across all Wyoming virtual education programs, the Wyoming Department of Education (WDE) will provide the following policy documents and templates. (The assessment vendor will provide the software-specific technical manuals, user guides, and troubleshooting documentation.)

### Parent/Guardian Remote Testing Agreement Form

A legally binding template that Virtual Education Programs must collect from families. It includes:

**Participation & Consent:** Explicit permission for the student to participate remotely and consent for live video and audio monitoring by the Remote Proctor (RP).

**Test Security & Ethics:** Parent agreement to not assist the student, not read test content, not record/photograph or otherwise attempt to capture test information in any manner that is presented during the test, and not discuss any test items or information.

**Consequences:** Advisement that any instance of inappropriate conduct or unauthorized assistance will result in the immediate invalidation of the student's assessment scores. Furthermore, in accordance with state security protocols, if there is reasonable suspicion that secure test content has been stolen, photographed, or otherwise reproduced, the district, the virtual education program, and the state will implement an immediate response plan. The WDE may revoke remote proctoring abilities from a district. Additionally, the district may choose to revoke remote testing privileges from any student.

**Environment Rules:** Agreement to provide a quiet, distraction-free space and to vacate the room once the test begins.

### WY-TOPP Summative Remote Testing Roster Template

Virtual Education Programs must complete a roster for every remote testing session. The roster document serves as the official record of the 10:1 ratio and the verification of secure environment protocols.

### Wyoming Assessment Security Agreement: Remote Administration

This document requires a formal attestation from District Test Coordinators (DTCs), Remote Proctor Coordinators (RPCs), and Remote Proctors (RPs) to uphold the highest standards of integrity for Wyoming's statewide assessments. Signatories must certify their commitment to maintaining continuous, active supervision via live webcam, performing rigorous identity and environmental verifications, and strictly prohibiting any form of coaching or unauthorized assistance. To protect student privacy and ensure full compliance with the Family Educational Rights and Privacy Act (FERPA), all live-streaming video, audio, and chat feeds used for monitoring are limited to real-time observation. These feeds shall not be saved, recorded, or transcribed by the state, the school district, the Virtual Education Program, the assessment vendor, the remote proctor, or any other parties involved in the remote testing session. Furthermore, this agreement obligates the immediate reporting of any suspected security breaches or irregularities to the District Test Coordinator (DTC) and/or the Remote Proctor Coordinator (RPC), and to the Wyoming Department of Education (WDE), in accordance with established state reporting protocols.

## **Assessment Irregularity Form Template**

A standardized form for District Test Coordinators (DTCs) or Remote Proctor Coordinators (RPCs) to report specific remote-testing anomalies to the state, such as unauthorized adult interference, use of prohibited AI or secondary devices, or massive connectivity failures that compromised the testing environment.

## **Remote Testing Family Readiness and Best Practices Guide**

A non-technical, state-branded infographic and checklist for parents explaining what to expect on testing day, how to prepare a distraction-free environment, and the ethical expectations of remote testing (e.g., “Do not help your child answer questions”).

## **Remote Test Administration Guide**

This user guide helps users navigate test platforms and manage and administer WY-TOPP assessments remotely.

# **Appendixes**

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**[Appendix A:](#)** Parent/Guardian Remote Testing Agreement Form.

**[Appendix B:](#)** WY-TOPP Summative Remote Testing Roster Template.

**[Appendix C:](#)** Remote Assessment Irregularity Form Template.

**[Appendix D:](#)** Remote Testing Family Readiness and Best Practices Guide.

**[Appendix E:](#)** Glossary.