



Wyoming's Assessment Security Guide



2026-2027

Wyoming Department of Education

122 W. 25th St., Ste. E200 | Cheyenne, WY 82002
P: 307-777-7675 | F: 307-777-6234 | edu.wyoming.gov

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Introduction

A primary function of the Wyoming Department of Education (WDE) is to establish, develop, and implement a state assessment system that fairly, accurately, and validly measures student progress, proficiency, and mastery of the Wyoming Content and Performance Standards (WYCPS), the Wyoming Extended Standards (WYES), and/or the WIDA English Language Development (ELD) Standards.

State assessments are required under both state and federal law to ensure all children are learning and receiving a high-quality education through the measurement of the respective standards.

Wyoming assessments include summative, interim, and screener assessments. The state's summative assessments are required, while the interim assessments are optional. Additionally, federal laws require annual English Language Proficiency Assessments (WIDA ACCESS and WIDA ALT ACCESS) for identified active English Learners. The table below details Wyoming's state assessments. The WDE develops assessments and establishes professional conduct standards based upon laws, professional guidelines, and best practices.

ASSESSMENT	DESCRIPTION	REQUIRED GRADES
Wyoming Tests of Proficiency and Progress (WY-TOPP)	The WY-TOPP Summative assessments for math and English language arts are administered in Grades 3-10. Students in grades 5, 7, and 9 are assessed in writing. Students in grades 4, 8, and 10 are also assessed in science. The WY-TOPP assessments are based on Wyoming's Content and Performance Standards (WYCPS). The summative assessments are administered each spring.	3-10
Wyoming Alternate Assessment for Students with Significant Cognitive Disabilities (WY-ALT)	The WY-ALT Summative assessments for math and English language arts are administered in Grades 3-10. Students in grades 4, 8, and 10 are also assessed in science. The WY-ALT summative assessment is based on the Wyoming Extended Standards (WYES) and is administered each spring.	3-10
WIDA Screener for Kindergarten	An individually administered paper-and-pencil test that helps educators identify students as English learners (ELs).	K
WIDA Screener	An English language proficiency assessment given to students in grades 1-12 to help educators identify whether they are English Learners (ELs). The screener is used for new students or students who may struggle with English language acquisition. It is a flexible, on-demand assessment that can be administered at any time during the school year and is available in two formats – online and paper.	1-12

ASSESSMENT	DESCRIPTION	REQUIRED GRADES
WIDA ALT Screener	A specialized English language proficiency assessment given to a student in grades K-12 who is also classified as a student with the most significant cognitive disability (SMSCD). The ALT screener is used to help educators identify whether the student is an English Learner (EL). It can be given at any time during the school year and is paper-based.	K-12
WIDA ACCESS	An assessment given each year to English Learners to measure English language proficiency and determine annual EL status. It is based on the WIDA English Language Development (ELD) Standards.	K-12
WIDA Alternate ACCESS (WIDA ALT ACCESS)	An assessment administered to English Learners with significant cognitive disabilities who require an alternate assessment to measure their English language proficiency and determine annual EL status.	K-12

This Assessment Security Guide focuses on four main security themes:

- **Prevention:** standards and best practices for the test integrity and security aspects of the design, development, operation, and administration of state assessments, both paper/pencil and online test administrations, to prevent irregularities from occurring.
- **Detection:** guidelines for assessment monitoring, reporting, and working with the WDE when irregularities are found.
- **Investigations:** guidelines for the state and local educational agency working together to investigate irregularities.
- **Remediation:** guidelines for working with the WDE to resolve irregularities and to ensure valid results for all students.

Importance of Assessment Security

The primary goal of assessment security is to protect the integrity of the assessment and to ensure that results are accurate and meaningful. To ensure that achievement results can be calculated across years to provide longitudinal data, a certain number of test questions must be repeated from year to year. If any of these questions are made public, the validity of the test and the test results may be compromised because students may know the questions and answers in advance of taking the assessment. If the reliability or validity of a test is compromised, the test scores of individual students or entire classes may be invalidated, and disciplinary actions may be taken.

Appropriate testing practices are not always universally understood, leading to test irregularities. Good testing practices are sometimes violated because the individual involved is not informed about what is appropriate for a standardized assessment administration. To help school staff securely administer state assessments and to ensure a common understanding of which practices are appropriate, the WDE has prepared these guidelines.

Assessment Security Goals for the Wyoming Statewide Assessment System

- To provide secure assessments that result in valid and reliable scores.
- To adhere to high professional test administration and security standards.
- To maintain quality and consistent administration practices across all testing occasions and locations.
- To protect the investments of resources, time, and energy.

Common Assessment Irregularities

In March 2014, the federal Office of Inspector General (OIG) released an audit report entitled 'The U.S. Department of Education's and Five State Educational Agencies' Systems of Internal Control over Statewide Test Results.' The report detailed specifics around assessment security policies and practices for states. The OIG audit focused on allegations of cheating on statewide tests that had been reported in multiple states and the District of Columbia. The analysis of media reports on cheating that occurred during the previous 10 years indicated that the five most prevalent methods of cheating included the following:

- Using actual test questions to prepare students for the tests.
- Erasing students' wrong answers and filling in the correct answers.
- Indicating the correct answers to students during testing.
- Allowing students to change their answers after being given the correct answers.
- Allowing students to discuss answers with each other.

In addition, the analysis listed several other alleged methods of cheating, which included:

- Completing incomplete test booklets.
- Altering attendance records.
- Failing to cover testing materials during the assessments.
- Arranging the classroom to facilitate cheating.
- Reading questions aloud to students who were not eligible for that accommodation.
- Not testing all eligible students.
- Obtaining testing materials when not authorized to do so.

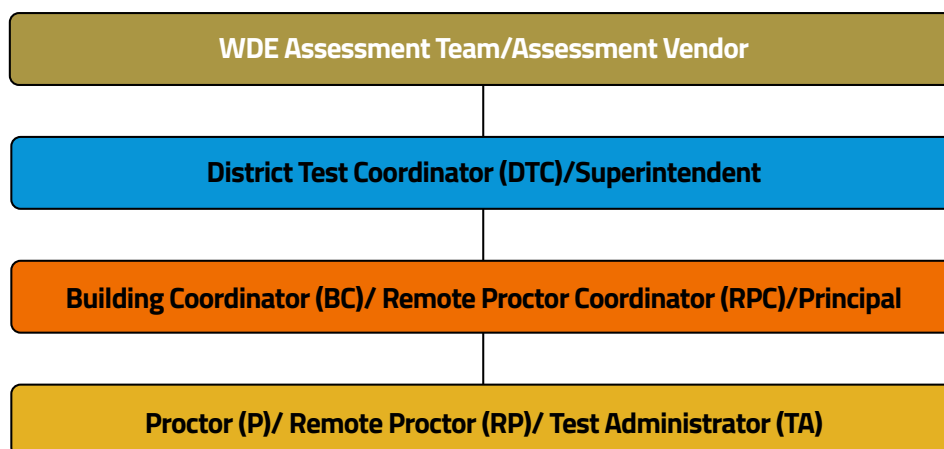
Appropriate test-preparation activities should promote high-quality long-term learning. Good test-taking skills and appropriate content learning help to ensure the validity of student test scores.

The best way to promote appropriate test administration practices is to ensure that all staff, including teachers, test administrators, and/or proctors, understand and recognize acceptable and unacceptable practices. This document is intended to provide more information to assist districts/schools/programs in developing professional knowledge and clarification on test administration standards for Wyoming educational staff and students.

Communication Protocol

In an effort to keep individuals well-informed regarding assessment security policies and procedures, the WDE recommends the following communication protocol to keep staff informed regarding assessment security policies and procedures. Two-way communication within each entity is important for maintaining assessment security.

The protocol for communication for assessment security is as follows:



Section 1: Prevention of Testing Irregularities

The WDE requires district and building/remote proctor coordinators involved in test administration to complete the following activities:

- Adhere to the testing administration windows.
- Provide test security training to all staff.
- Work with the WDE when necessary to prevent irregularities.
- Adhere to all test administration rules and policies.

Testing Window

Each component of the state assessment program (i.e., WY-TOPP Interims and Summatives; WY-ALT; WIDA Screeners including the ALT Screener, WIDA ACCESS, and WIDA ALT ACCESS) has its own Test Administration Manual, training requirements, and testing window. The testing windows provide ample opportunity to complete testing while keeping test items secure. Scheduling summative assessments early in the testing window is a best practice which minimizes student absences and ensures participation. For additional information on these windows, refer to the Test Administration Manual for each assessment and the Important Dates on the [Wyoming Assessment Portal](#). Refer to the [WIDA website](#) for the TAM and additional information on WIDA Screeners including the ALT Screener, WIDA ACCESS, and WIDA ALT ACCESS.

The WY-TOPP summative assessment is typically scheduled as follows:

- Testing schedules must allow students enough time to complete a subject/content test on the day it is initially administered, unless an accommodation for multiple-day testing or extended testing time is allowable per a student's Individualized Education Plan (IEP) or 504 Plan. Some students may be unable to participate in regular testing schedules due to absences or other unforeseen circumstances. Opportunities for these students to complete each assessment should be provided during the school's testing window. Each summative TAM provides estimated test administration times and the testing schedule guidelines that districts/schools/programs should follow in administering specific tests. Note: It is best practice to only test one subject at a time per day.

The WY-ALT summative assessment is typically scheduled as follows:

- Testing schedules should allow for flexibility. Students may take as long as they need to complete the test within the test administration window; this includes completion of one test over multiple days. As many breaks as needed may be taken. The WY-ALT Directions for Administration (DFAM) provides additional guidelines regarding scheduling and administration. Note: It is best practice to only test one subject at a time per day, even if that testing is extended over multiple days.

The WIDA Screener, WIDA Kindergarten Screener, and WIDA ALT Screener assessments are typically scheduled as follows:

- The WIDA Screener, WIDA Kindergarten Screener, or WIDA ALT Screener can be given at any point of the school year, even after the WIDA ACCESS and WIDA ALT ACCESS window has closed.
- The WIDA Screener, WIDA Kindergarten Screener, or WIDA ALT Screener must be administered to new students within 30 days of the new school year, or within 14 calendar days of enrollment if the student registered after the first 30 days of the new school year.
- For students who must be rescreened, the WIDA Screener, WIDA Kindergarten Screener, or WIDA ALT Screener must be administered within 2 weeks of the determination for rescreening.
- For more detailed instructions about screener administration, review the WIDA Screener administration manuals.

The WIDA ACCESS and WIDA ALT ACCESS assessment is typically scheduled as follows:

- Because WIDA ACCESS and WIDA ALT ACCESS is designed to measure a student's English language proficiency level at a specific point in time, test administrations should be scheduled as close as possible to one another.
- Test Administrators can schedule more than one domain test on one day. However, to allow students to focus and show their best work, it is not recommended to schedule all four domains (all testing) for a given student on the same day.
- The same domain test(s) must be administered to all students within the group. Never administer different domain tests within a group of students (e.g., one student takes the Listening test while another student takes the Reading, Writing, or Speaking test)
- Keep group testing to about 15 students or fewer. If districts test in larger groups, consider scheduling an additional adult to help monitor student progress and ensure test security.
- Do not split a domain test across multiple days or multiple testing sessions within a single day. Allow plenty of time in the test schedule for students to complete the test. Students should not stop in the middle of a test for recess, lunch, or the end of the school day.

Eligible Students

Wyoming relies on state-mandated assessments as a key component of the state accountability system; the state also uses the test results to fulfill national requirements for educational accountability. For reliable and valid reporting, tests must be administered fairly and ethically to all students. Test Administrators or Proctors must administer state assessments to all eligible students. This includes testing students through standard test administration, test administration with approved supports/accommodations, alternate assessment, alternate assessment with approved supports/accommodations, English language proficiency assessment, English language proficiency alternate assessment, or English language proficiency assessment with approved supports/accommodations. Information about available tools, supports, and accommodations is available in the WDE Guidance for Accessibility and Accommodations.

Eligible students include all students, including those with disabilities and English Learners (EL), who are educated with state and federal funding. This would include students who may be placed at in-state private or residential facilities at public expense. Each assessment's Test Administration Manual will contain additional information on participation guidelines.

Testing User Roles and Responsibilities

District, school, and program professional staff members play a key role in the fair and equitable administration of successful state assessments. Each of the state's assessments have specific testing user roles and responsibilities. For specific information on the security and administration responsibilities of each role, please refer to the Test Administration Manual for each assessment.

Identification of Testing Personnel

The District Superintendent is responsible for testing within the schools/programs. The Superintendent must identify an individual, if someone other than themselves, to act as District Test Coordinator. For the WY-TOPP, WY-ALT, WIDA Screeners, WIDA ACCESS, and WIDA ALT ACCESS, the District Test Coordinator is responsible for adding new system access for all Building Coordinators and/or Remote Proctor Coordinators in the district at the beginning of the school year.

The school's principal is responsible for ensuring the security and integrity of each test administration within their building/program. The principal must identify an individual, if someone other than themselves, to act as Building and/or Remote Proctor Coordinator. For the WY-TOPP, WY-ALT, WIDA Screeners, WIDA ACCESS, and WIDA ALT ACCESS, the Building and/or Remote Proctor Coordinator is responsible for adding new system access for all Test Administrators, Proctors, and ALT Proctors in the district or program at the beginning of the school year. Test Administrators and Proctors must be district employees and hold a license issued by the Wyoming Professional Teaching Standards Board. This includes certified teachers, school counselors, speech pathologists, psychologists, and licensed professional counselors. Paraprofessionals may assist a certified Test Administrator or Proctor with behavioral or accommodation support in the same room, but they cannot be the only adult in the room or on the remote platform during test administration.

Paraprofessionals cannot be responsible for administering tests to any students; that is the Test Administrator or Proctor's role. It is strongly encouraged to have a backup Building and/or Remote Proctor Coordinator, as it is required that a Building Coordinator and/or Remote Proctor Coordinator be present and available in the school while testing is taking place.

It is also highly recommended that districts/schools/programs identify an individual to act as a Technology Coordinator to oversee the setup and installation of online testing software (e.g., Secure Browser). The Technology Coordinator should coordinate with the Building and/or Remote Proctor Coordinator to ensure that testing devices are operating properly prior to testing.

Assessment Security Training

All staff members (e.g., District Test Coordinators (DTCs), Building Coordinators (BCs), Remote Proctor Coordinators (RPCs), Test Administrators (TAs), Proctors (P), custodians, secretaries, behavior specialists, nurse, nutrition staff, maintenance, transportation, etc.), whether directly or indirectly involved in state assessments, must be fully trained in assessment security.

District/Building Coordinator/Remote Proctor Coordinator Security Training Requirements:

- Attend a DTC/BC/RPC Assessment Training session provided by WDE at the end of the summer.
- Read this Assessment Security Guide.
- Watch the Test Security Module provided by WDE.
- Hold Test Security and administration training for all personnel involved in the assessment, whether directly or indirectly (certified and classified).
- Sign the Test Security Agreement and/or WIDA Non-Disclosure and User Agreement.
- Review the WDE assessment combined checklist for a complete list of role specific duties.
- BCs or RPCs must annually submit an Assessment Security Assurance form to the WDE.

All Test Administrator or Proctor Security Training Requirements:

- Read this Assessment Security Guide.
- Watch the Test Security Module provided by WDE.
- Attend WDE Test Administration required trainings (ie, Test Administration training for TOPP and/or ALT Proctors, and/or Remote Proctors, WIDA ACCESS or WIDA ALT ACCESS test administrator trainings)
- Attend a security training provided by your District Test Coordinator/Building Coordinator/Remote Proctor Coordinator.
- Sign the Test Security Agreement and/or WIDA Non-Disclosure and User Agreement.

All District and School Staff Security Training Requirements:

- Watch the Test Security Module provided by WDE.
- Attend a security training provided by your District Test Coordinator/Building Coordinator/Remote Proctor Coordinator.
- Sign the appropriate sections of the Test Security Agreement and/or WIDA Non-Disclosure and User Agreement.

Test Administration Training

All staff members who administer a state assessment must be fully trained annually in proper test administration procedures. For WY-TOPP administration, this includes completing the Test Administration Certification and/or Remote Test Administration Certification found on the [Wyoming Assessment Portal](#). For WY-ALT administration, this includes completing the Test Administration Certification found on the [Wyoming Assessment Portal](#) and attending a WY-ALT Test Administration Training provided by WDE.

Note: Districts are encouraged to identify and train specific TAs or Proctors in the Human Reader and Scribe protocols to ensure the appropriate administration of assessments with accommodations.

For WIDA Screeners, WIDA ACCESS, and WIDA ALT ACCESS administrations, TA certification is obtained by completing the required training(s) for each assessment. Training is found on the WIDA Secure Portal.

Each district should document all training and test administration processes and keep copies of all assessment training materials, including certifications, presentations, handouts, and sign-in sheets. If a school experiences an irregularity, the state may request these materials to ensure the training was appropriate and adequate. Additionally, these materials may be requested by WDE during monitoring visits.

Assessment Security Agreement for K-12 Statewide Assessments

All District Test Coordinators, Building and/or Remote Proctor Coordinators, Test Administrators, Proctors, and all other district or program staff must be trained in test security. They must sign a WDE Test Security Agreement before the start of testing begins. District Test Coordinators and Building and/or Remote Proctor Coordinators must be well prepared and are responsible for providing clear and comprehensive annual training to district, school, and/or program staff on test administration, security, and procedures.

Each district or school must keep a copy (paper or digital) of all WDE Assessment Security Agreement forms for two years (i.e., the previous and current year). In the event of a potential security breach, the WDE will request copies of signed agreements from all parties involved in the incident.

In some cases, state-mandated assessments may require a separate security form to be signed (e.g., all WIDA TAs and WIDA Secure Portal users are subject to the terms and conditions outlined in the Nondisclosure and User Agreement on the WIDA Secure Portal).

Assessment Supports for Students

Making Decisions on an Individual Student Basis

For all students, the selection of appropriate universal tools, designated supports, and accommodations must be done for students' experience in the classroom as well as for the assessment. The universal tools, designated supports, and accommodations used on the assessments should be ones the student is already familiar with or are used during regular instruction. A mismatch between the types of support offered in the classroom and during assessments can cause significant difficulties for students during testing and could negatively impact their test scores. Students who are given supports and accommodations they do not require can also be given an unfair advantage over other students, possibly resulting in test invalidation.

The 3-tiered model found in WY-TOPP/WY-ALT Guidance for Accessibility and Accommodations is broken down into three levels:

- Universal Tools: available to all students.
- Designated Supports: available when indicated by a specialized education team (i.e., MTSS, RTI, SST, IEP, 504, IELP).
- Accommodations: available only when need is documented in an Individualized Education Program (IEP) or a 504 plan.

For additional information about accommodations and supports for WIDA Screeners, WIDA ACCESS and WIDA ALT ACCESS, refer to the Accessibility and Accommodations Manual found on the WIDA Secure Portal.

It is the responsibility of the Building and/or Remote Proctor Coordinators, Test Administrators, and/or Proctors to ensure that students receive the appropriate designated supports and accommodations for all assessments. All individuals providing supports and accommodations to students need to know and understand the requirements of the state assessments, including the appropriate use of designated supports and accommodations.

District Test Coordinators, Building and/or Remote Proctor Coordinators, Test Administrators, and/or Proctors should know which specific designated supports and accommodations must be provided to individual students, as well as how the supports and accommodations are administered. For example, staff administering a particular support or accommodation, such as Human Reader or scribing/transcribing of

student responses, must know and adhere to the specific guidelines for that support to ensure student scores are valid. Districts/schools/programs must have procedures to ensure these accommodations are accurately entered and verified in the assessment platform before a student begins testing. Failing to provide appropriate accommodations could lead to test invalidation. Reference the WDE Guidance for Accessibility and Accommodations for more information.

Student Test Preparation

Test preparation activities for students should have two major goals:

- Ensure that all students have the opportunity to learn in accordance with the teaching and learning standards of the district and the content of the Wyoming Content and Performance Standards (WYCPS), Wyoming Extended Standards (WYES), or WIDA English Language Proficiency Standards, in a manner that promotes long-term learning growth and retention of the materials and concepts covered.
- Ensure that all students are familiar with test-taking strategies, the universal tools available on the testing platform, and the item types used on tests (e.g., multiple-choice, extended-response, drag-and-drop, matching, etc.).

All local school test administration practices should maintain a proper balance with an emphasis on obtaining instructionally relevant information or confirming mastery of targeted student skills. At no time should school testing be used to drill continuously, or should practice tests be used repetitively with the sole intention of improving test scores. The WDE encourages districts/schools/programs to use practices that enhance student long-term growth and academic achievement.

In educational settings, school personnel should ensure that any test-preparation activities and materials provided to students do not adversely affect the validity of test-score inferences. Test takers should be provided with appropriate instruction, practice, and other support necessary to reduce the influence of factors not relevant to measuring the student's ability. The following are professional test preparation activities that are permissible for educators to use.

Encouraged Student Test Preparation Practices

- Use the Wyoming Content and Performance Standards (WYCPS), Wyoming Extended Standards (WYES), and WIDA English Language Proficiency Standards Framework as a resource for curriculum development, instruction, and assessment.
- Communicate to students, parents, and the public what state assessments entail, when and how the tests will be administered, and how the results will be appropriately used.
- Integrate and teach test-taking skills alongside regular classroom instruction and assessment, and create a positive test-taking environment.
- Read and discuss test administration manuals with colleagues.
- Use any practice tests and materials provided by the test vendor and the WDE.

Prohibited Student Test Preparation Practices

In order to ensure assessment security, the discussion of information related to the content of specific secure test items or test forms is prohibited. By adhering to this guideline, educators ensure that the integrity of the assessment is maintained, which helps minimize costs when assessment security is compromised.

School personnel who engage in prohibited test preparation practices include those who:

- Use secure test questions or questions that are similar to or altered versions of secure test questions.

- Reveal, copy, or reproduce any secure state assessment questions, materials, or student responses to secure questions.
- Repeatedly drill students as practice on content that very closely or identically matches topics and wording used for the state assessments without a relation to direct instructional feedback.
- Place undue stress on a student before, during, or after test administration; test-preparation activities aimed at motivating students should create a positive atmosphere for test-taking.
 - Example - While “undue stress” is not easily defined, informing students that poor performance on a test might reflect negatively on the student, school, teacher, family, or peers is an example of “undue stress.”
 - Encouraging students to prepare for an upcoming test through excessive practice or studying (such as well into the evening hours), or encouraging students to work beyond a reasonable effort.

Test Administration

Testing Schedule

It is the Building and/or Remote Proctor Coordinator’s responsibility to develop test administration schedules based on the school’s resources (e.g., staffing, available computers, testing rooms) and needs, ensuring the integrity of the assessment process. Testing schedules must follow the test administration windows as established by the WDE. The WDE may request a copy of a building’s/program’s testing schedule for monitoring and irregularity investigation purposes. Refer to Appendix A for a template.

All makeup testing must be completed during the test window.

Documentation of testing schedules for WY-TOPP, WY-ALT, WIDA Screeners, WIDA ACCESS, and WIDA ALT ACCESS assessments must minimally include the following information:

- District name.
- Building/Program name.
- Building and/or Remote Proctor Coordinator’s name.
- Date of all assessment administrations.
- Location of testing session(s) (i.e., room number, classroom, etc.).
- Starting time of the testing session.
- Assessment/grade/content being administered for each testing session.
- Test administrator and/or Proctor for each testing session.

Note: due to the nature of WIDA Screeners, the WDE will not request testing schedules for WIDA Kindergarten Screener, WIDA Screener, or WIDA ALT Screener testing, unless an irregularity investigation is required. As some districts may only screen one student at a time, and WIDA Screeners are eligible for administration throughout a given school year, no WDE Monitoring of WIDA Screener administration is expected.

Estimated Testing Times

The tables below show the estimated time range for each WY-TOPP and WY-ALT content area assessment by grade. This is based on students’ historical testing times across past administrations. Please note that individual students’ needs may vary; however, it is the responsibility of the test administrator and/or proctor to ensure a healthy testing environment for all students.

WY-TOPP English Language Arts (ELA) Estimated Testing Times

Note: For the 2026-2027 SY and forward, writing will be embedded within the ELA assessment for grades 5, 7, and, 9.

GRADE	Time Range
3 ELA	1:20 - 1:54
4 ELA	1:29 - 2:09
5 ELA	1:53 - 3:04
6 ELA	1:22 - 2:26
7 ELA	1:20 - 2:00
8 ELA	1:00 - 1:21
9 ELA	0:55 - 1:21
10 ELA	0:47 - 1:05

WY-TOPP Math Estimated Testing Times

GRADE	Time Range
3 MATH	1:02 - 1:31
4 MATH	1:17 - 1:51
5 MATH	1:17 - 1:50
6 MATH	1:11 - 1:38
7 MATH	0:58 - 1:17
8 MATH	0:57 - 1:17
9 MATH	1:01 - 1:26
10 MATH	0:49 - 1:08

WY-TOPP Science Estimated Testing Times

GRADE	Time Range
4 SCIENCE	1:28 - 2:06
8 SCIENCE	1:08 - 1:31
10 SCIENCE	0:55 - 1:20

WY-ALT English Language Arts (ELA) Estimated Testing Times

Note: For the 2026-2027 SY and forward, writing will be embedded within the ELA assessment.

GRADE	Time Range
3 ELA	0:33 - 0:49
4 ELA	0:28 - 0:40

GRADE	Time Range
5 ELA	0:30 - 0:40
6 ELA	0:25 - 0:35
7 ELA	0:26 - 0:37
8 ELA	0:28 - 0:38
9 ELA	0:29 - 0:38
10 ELA	0:29 - 0:38

WY-ALT Math Estimated Testing Times

GRADE	Time Range
3 MATH	0:25 - 0:38
4 MATH	0:18 - 0:27
5 MATH	0:24 - 0:37
6 MATH	0:24 - 0:35
7 MATH	0:25 - 0:35
8 MATH	0:20 - 0:29
9 MATH	0:21 - 0:28
10 MATH	0:21 - 0:28

WY-ALT Science Estimated Testing Times

GRADE	Time Range
4 SCIENCE	0:21 - 0:30
8 SCIENCE	0:20 - 0:24
10 SCIENCE	0:24 - 0:30

For more information about estimated testing times for summative or interim assessments, refer to Appendix E: WY-TOPP and WY-ALT Testing Time Averages or the Test Administration Manual for the appropriate assessment.

Testing Environment

All rooms used for test administrations must be conducive to a proper test environment. For example, the room should be quiet, orderly, and comfortable, with adequate lighting and ventilation. The table below and on the following pages describes the minimum testing environment requirements. Refer to the Accommodations and Accessibility Guide appendices for a list of allowable resources for each assessment. For explicit guidelines regarding remote testing, please see the [WDE Remote Testing Policy](#).

REQUIREMENT	DESCRIPTION
Distraction-free testing environment	The school shall designate an area for the test administration that provides an environment that minimizes distractions and disruptions for students (e.g., classroom, computer lab, or library). Background music is not to be played during testing.
Instructional materials removed or covered	All information regarding content being measured or test-taking strategies displayed in the testing room—in any manner or form—must be removed or covered. This includes covering classroom wall displays of any formulas, tables, or concepts, even if that information appears on the WDE-provided Math or Science Reference Sheet. Examples include, but are not limited to: ▪ Tips for taking tests. ▪ Standards charts ▪ Word walls/lists. ▪ Pre-printed graphic organizers. ▪ Writing formulas. ▪ Definitions. ▪ Mathematical formulas/theorems. ▪ Multiplication tables. ▪ Number lines/alphabet lines. ▪ Posters, charts, periodic tables, and maps that have any educational details, learning targets, or guides.
Appropriate student seating	Students must be seated so there is enough space between them to minimize opportunities to view each other's work. Test Administrators and Proctors should also record all student seating assignments in the case an investigation is needed.
Active monitoring of students	Test Administrators and Proctors must frequently and unobtrusively move through the room and monitor the students' work area during testing. To perform this function successfully and to maintain test security, the Test Administrator and Proctor should grant their full attention to testing at all times. A Test Administrator or Proctor must be present during the entire test administration and should not be holding or viewing an electronic device other than the device needed to administer the assessment. Test Administrators/Proctors should: ▪ Move around the testing area so students' actions can be viewed from multiple vantage points. ▪ Maintain test security during breaks by limiting student interactions. Test Administrators/Proctors should not: ▪ Grade papers or lesson plan. ▪ Read newspapers or books. ▪ Tend to unrelated duties.

REQUIREMENT	DESCRIPTION
Permitted room attendance	Only staff involved in administering the test and the students taking the test can be in the testing room. Should an unexpected situation arise in which someone other than a Test Administrator or Proctor needs to enter the testing room, an assessment security agreement must be on file for that person.
No student access to electronic devices	Students aren't permitted to access any electronic devices used for communication, for capturing images of the test or testing room (including smart glasses), or for data storage (e.g., smartphones, smartwatches, cell phones, book readers, electronic tablets, cameras, non-approved calculators, music players, voice recorders, earbuds, etc.) that can disrupt the testing environment or compromise the validity, security, and confidentiality of the test. These devices (see Appendix F for guidance on medically necessary devices) must, at a minimum, be powered off and stored away from students' work areas at all times during a test session. Districts/schools/programs should establish clear policies and detailed procedures for managing electronic devices. If a student accesses any of these devices during testing, this constitutes prohibited behavior, and the student's test results in that content area will be invalidated. Educators with questions regarding devices for students with disabilities should refer to the appropriate accommodations guidance for each assessment.
Secure test materials	All secure test materials, such as test booklets, test tickets, scratch paper, and any WDE-provided reference sheets with student notes/writing, must be kept in a locked cabinet in a locked, limited-access room. Paper materials should be managed using a check-out/check-in process. Any secure materials not required to be returned to the vendor after testing should be shredded for proper disposal. If a testing location changes during administration, maintain security of test materials by closing the test session or collecting the paper assessment. Then collect and account for all paper materials, using a check-out/check-in process. After arriving at the new location, distribute devices, paper assessments, and paper materials.

Administration for Homebound Students

A secure materials transfer plan must be submitted to a WDE assessment team member prior to administering a statewide assessment to a homebound student. The plan must include the name of the test administrator or proctor, the name of the school responsible for administering the assessment, a plan for transporting and storing devices and secure materials between the school and the student's home. For more information, please refer to the WDE WY-TOPP/WY-ALT Guidance for Accessibility and Accommodations' appendix on "Administration for Homebound Students."

Remote Administration of WY-TOPP Interim or Summative Assessments

The remote administration of WY-TOPP Interim and Summative assessments is strictly limited to WDE-approved virtual education programs and full-time virtual education students who receive their entire core instruction through a WDE-approved virtual education program. Districts are required to obtain formal WDE approval if they seek to provide remote administration for virtual education program students. For detailed guidance, please consult the [WDE Remote Testing Policy](#).

Retention of Test Administration Documentation

Either the district or the school/program is required to retain signed Assessment Security Agreements and WIDA Non-Disclosure User Agreements (NDUAs). Agreements must be retained for the current and one prior testing year and may be archived digitally. For the current school year, it is essential to keep all inventory and shipping documentation for paper-based testing materials on file. These records are necessary to resolve any potential discrepancies or to provide verification if the delivery of secure assessment materials cannot be established.

The District Test Coordinator/Building Coordinator/Remote Proctor Coordinator must:

- Ensure all personnel involved in the assessment, whether directly or indirectly (including certified, classified, and support staff), sign the Test Security Agreement. These agreements must be collected by Building and/or Remote Proctor Coordinators and maintained for the current and one prior testing year.
- Verify that schools/programs collect all signed Assessment Security Agreements and WIDA Non-Disclosure and User Agreements from all personnel who are directly or indirectly involved in testing prior to the start of a test window.
- Gather all assessment training materials (e.g., certifications, sign-in sheets, presentation materials).
- Collect testing schedules.
- Confirm that schools/programs have properly completed and collected all inventory and shipping records, if applicable (including school packing lists and documents used to track the transfer of secure materials within the schools/programs).
- Confirm that all secure materials not required for return to the vendor after testing have been properly disposed of or destroyed.

In some cases, state-mandated assessments may require an additional policy governing testing documentation retention.

Assessment Security & Test Administration Practices

The purpose of state assessments is to measure student achievement based on the Wyoming Content and Performance Standards or Wyoming Extended Standards in a standardized environment. To preserve unbiased measures of student performance, students should have no prior exposure to secure test items. A breach of the security of these tests could result in invalid district, school, virtual education program, classroom, or student scores. For explicit guidelines regarding remote testing, please see the [WDE Remote Testing Policy](#).

Professional Assessment Security Practices

Appropriate planning plays a key role in ensuring the security and validity of assessments. This includes proper handling of test materials and successful return of all materials. District Test Coordinators are encouraged to confirm that all schools/programs are meeting security requirements. The importance of

maintaining test security at all times must be stressed. Ethical practices ensure the validity of the assessment results. The following are professional assessment security practices that all school personnel must follow:

- All assessment materials must be kept in a locked cabinet within a locked storage area that is only accessible to the Building and/or Remote Proctor Coordinator and designates. This includes immediately before and after testing. Supervise materials closely. Secure materials include, but are not limited to, the following items:
 - Paper test materials.
 - Test tickets.
 - Accommodated materials.
 - Used and unused scratch/graph paper.
 - Any WDE-provided reference sheets with student notes/writing.
- Restrict access to the storage area to authorized personnel only and ensure the assessment materials remain secure at all times.
- Determine and document which staff members are responsible for maintaining a chain of custody for assessment materials, and limit access to those directly involved in each assessment.
- Account for all assessment materials, including test tickets, before, during, and after each test session.
- Ensure that students testing online do not access unauthorized computer applications or use the internet during the test.
- Refrain from examining or discussing secure test items or test responses with anyone.
- Return paper test materials and other secure assessment materials within the designated timelines.
- Maintain packing lists, shipping records, and documents used to track the delivery and custody of materials in the event that a discrepancy arises, or the receipt of the materials cannot be confirmed.
- Contact the WDE immediately about test irregularities and breaches.

Refer to Appendix D for a one-page training document for technology and other staff.

Prohibited Assessment Security Practices

Every effort should be made to ensure the integrity of test scores by eliminating opportunities for test takers to attain scores by fraudulent or deceptive means. The following are inappropriate and restricted practices that testing personnel should not participate in:

- Giving students access to secure test questions, except during the actual test administration.
- Reviewing secure test items before, during, or after the test administration, unless needed as part of the test administration directions.
- Copying, reproducing, or using all or any portion of secure assessment material in any manner inconsistent with assessment security measures.
- Failing to follow directions for the distribution and return of secure material, or failing to account for any secure materials before, during, and after test administrations.
- Leaving secure assessment materials, including test tickets, unattended at any time unless they are located in a secure, locked location.
- Leaving a testing room unsupervised at any time by a certified Test Administrator or Proctor.
- Permitting the use of any supplemental or reference materials during test administrations that are not specifically allowed.
- Making test answers available to students.
- Assisting a student by any direct or indirect means (e.g., gestures, pointing, prompting, etc.) in identifying or providing correct or incorrect answers on any test.

- Reading student responses during/after interim or summative testing; a Test Administrator or Proctor may view student responses when entering responses into the Data Entry Interface (DEI); a Building and/or Remote Proctor Coordinator may view a student response as an emergency procedure (e.g., if a student is suspected of endangering themselves or others and it is believed that a student's response may contain some important information).
- Participating in, directing, aiding, counseling, assisting, encouraging, ignoring, or failing to report prohibited acts.
- Failing to follow the test administration directions for the test.
- Disclosing or discussing the contents of interim or summative assessments with students, parents, teachers, other educators, or community members before, during, or after testing, except to report potential problems to the Building and/or Remote Proctor Coordinator.
- For paper/pencil testing: changing student answers in any way.
- Making any changes to student responses in the online testing system.
- Logging in as a student to the online testing system unless as part of the test administration process (e.g. assisting the student with the log in process).
- Providing accommodations to a student who does not have an IEP or Section 504 plan.
- Posting test items or materials on the internet.

Professional Test Administration Practices

All state assessments require a standardized test administration process to ensure that assessments yield fair and accurate results. The following are professional test administration practices that school personnel must follow:

- Provide training to testing personnel in appropriate test preparation, test administration procedures, and accommodations.
- Provide training to all school personnel in appropriate assessment security.
- Become familiar with the responsibilities found in the test administration manuals and this Assessment Security Guide for each designated role prior to testing.
- Begin all standardized test administration procedures explicitly according to the test administration manual, test directions, and/or script.
- Read oral instructions exactly as written to students, as required by the appropriate test administration manual and test directions or script.
- Monitor student behavior closely for adherence to proper test-taking practices. Ensure that there are no distractions during the test administration period (e.g., talking, noise, other student distractions, or viewing another student's computer screen or answer document).
- Follow directions for handling secure materials.
- Refer to specific allowable accommodations described in the test administration manuals, Accommodations and Accessibility Guide, and /or Remote Administration of Wyoming Statewide Interim and Summative Assessments Guide.
- Ensure students take each state assessment only one time.
- Make sure that all staff in administration or monitoring roles have been trained on the testing system and on how to handle disruptions and irregularities.
- Follow the proper procedures for logging in to the assessment.
- Make sure that students remain at their designated testing device and location.
- Ensure the use of only supported and managed testing devices.
- Pay special attention to the possible use of cell phone cameras or other devices to capture screenshots or record test content.
- Make sure the testing devices use the appropriate testing hardware.

Prohibited Test Administration Practices

School personnel must monitor test administration procedures. Prohibited test administration practices that school personnel should not participate in are as follows:

- Allowing media representatives to have access to test items, test booklets, online tests, student answer documents, active testing environments, or test activities; students should not be interviewed concerning the test the weeks before, during, or after the testing windows. Note: reporters and interviewees should be cautioned not to discuss secure test items in any post-testing interviews; the use of released items for stories is appropriate.
- Providing preliminary assessment scores to the public, including parents and the media.
- Coaching students during the test, editing their work, or responding to their questions regarding content or answers, or any behavior that would contribute to an inauthentic improvement of scores during the test - this includes such behaviors as making statements to students regarding the correctness/incorrectness or completeness of their responses; defining words; giving students hints, clues, or altering/editing their responses.
- Excluding any eligible students from taking the test.
- Failing to follow the test administration manual instructions for session administration
- Allowing the use of any district, school/program, parent, student, teacher, or publisher graphic organizers, outlines, word lists, or any other material that is not expressly permitted during the testing period.
- Allowing the use of any prohibited electronic communication or storage devices.
- Suggesting or engaging in a practice that allows a student to retrieve an answer document after completing a test, or allowing a student to complete, revise, delete, correct, or alter a response to previously completed sections of a state assessment.
- Allowing students to access information on the internet during the assessment.
- Allowing access to the test item screen content by anyone other than the student.

Student Prohibited Behavior

Prohibited behavior refers to actions that violate directions on proper student conduct during testing. These include:

- Any attempt by a student to gain an unfair advantage in answering questions that will benefit themselves or another student.
- Interfering with other students taking the test.

Students who engage in Inappropriate and Prohibited Behavior include those who:

- Communicate or collaborate with another student in any manner, including written, electronic, verbal, or gestural forms of communication.
- Copy, request, or accept another student's answers or receive any form of help in answering questions.
- Use any material or equipment that is not expressly permitted by the directions found in the test administration manual.
- Answer a test question or any part of a test for another person or assist another student before or during a test.
- Use any unauthorized electronic devices or devices used for data recording or storage, including but not limited to: communication devices (e.g., smartphones, cell phones), wearable tech (e.g., smartwatches; smart-glasses are not allowable even with a prescription), reading/tablet devices (e.g., book readers, electronic tablets), recording devices (e.g., cameras, music players, voice recorders, earbuds), and any Bluetooth or wireless device not medically necessary (an exceptional accommodation (SAER) should be submitted for medically necessary devices).

- Intentionally disrupt other students taking the test.
- Engage in any other practice that has the potential of erroneously affecting the student's score or the score of another student.
- Utilizing a medically necessary device in a manner not related to health aid or monitoring.
- Utilizing Bluetooth hearing devices in any manner other than serving as a documented hearing accommodation.

All reasonable efforts should be made to create an atmosphere focused on preventing prohibited student behaviors.

Acceptable Student Actions After Administration

Test Administrators and/or Proctors must collect all secure test materials from a student before that student may engage in post-testing activities. Once a student's secure materials—including test tickets, accommodated materials, and used assessment scratch paper—have been successfully collected, you may allow them to use appropriate, non-academic reading or drawing materials while the testing session is still in progress.

Please ensure that students do not work on academic homework or use any electronic devices outside of the Secure Browser until all students in the room have completed testing.

Acceptable after-testing activities include, but are not limited to:

- Reading a personal choice book.
- Coloring pages.
- Completing puzzle pages (e.g., Sudoku, word searches, crossword puzzles, mazes).
- Resting their eyes.
- Drawing or writing on extra, unused scratch paper provided specifically for post-test use.

As a final reminder for test security, all scratch paper—both the paper used during the assessment and any extra paper provided for after-testing activities—must be collected and securely destroyed after the testing session concludes.

Communication Device Guidance

Districts/schools/programs should develop a device policy that adheres to the guidelines outlined in the Assessment Security Guide and/or Remote Administration of Wyoming Statewide Interim and Summative Assessments Guide. Please see the WDE Accessibility and Accommodations Guide for specific requirements for Medically Necessary Devices.

During state assessment, students and staff cannot have any communication devices, including cell phones or wearable smart devices, during the test or any breaks (such as restroom visits). Such devices include, but are not limited to:

- Cell phones
- Smart Watches, Smart Glasses, or other wearables
- iPods and MP3 players
- iPads, tablets, or 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.

Prior to beginning testing, the Test Administrator or Proctor must ensure that all students have powered off these devices and that the devices are stored away from the students' work area. Students may not keep cell phones or any of these items with them or near them, including in pockets, backpacks, or desks. At a minimum, these devices must be powered off and stored away from the students' work area at all times during a test session. If a student accesses a cell phone or any of these items during testing, their assessment may be invalidated, and they may get no score.

Health Concerns and Bluetooth Devices

Districts/schools/programs should develop a device policy that adheres to the guidelines outlined in the Assessment Security Guide and/or Remote Administration of Wyoming Statewide Interim and Summative Assessments Guide. Please see the WDE Accessibility and Accommodations Guide for specific requirements for Medically Necessary Devices.

If a smart device (cellphone) or smart wearable (smart watch; this policy does NOT allow for smart glasses) is medically necessary and has IEP/504 documentation requiring the need, the following options are available without the need for an approved WDE Exceptional Accommodation (SAER):

- If the device can be set aside and monitored only as needed during testing, the Test Administrator or Proctor will keep the device in the room but not with the student, such as at the teacher's desk, and monitor any necessary student interaction with the device during the assessment.
- If the device cannot be set aside during testing, the student MUST test one-on-one or in a small group (no more than 3 students to 1 TA/Proctor) with direct, active, and continuous monitoring of the student and any potential use of the device throughout the assessment. When at all possible, the device should be put into airplane mode or the TA/Proctor should ensure that apps used for communication (text or call) or capture (video, photo, audio) are closed out and not in use.
- Please see the WDE Accessibility and Accommodations Guide for information on student use of an Augmentative and Alternative Communication (AAC) device with IEP/504 documentation during state assessments.

Each school will establish a protocol to eliminate medically necessary devices from interrupting testing sessions. Schools/programs will handle devices that unintentionally sound during the session privately and discreetly to ensure test security. These events will be reported to the District Test Coordinator (DTC).

NOTE: medically necessary devices that must connect to the student testing device via Bluetooth or other technology (e.g., hearing aids) risk test security violations and require an approved WDE Exceptional Accommodation request (SAER), with accompanying security plan (see WDE Accessibility and Accommodations Guide), prior to testing. Please contact the WDE for a Security Plan template, if desired.

Staff Medically Necessary Devices:

If a smart device (cellphone) or smart wearable (smartwatch; this policy does NOT permit smart glasses) is medically necessary for a test administrator or proctor, each school must develop a protocol to prevent these devices from disrupting testing sessions. Additionally, districts/schools/programs should develop procedures

for handling medical emergencies during tests. Schools/Programs will privately and discreetly manage devices that unexpectedly sound during the session to maintain test security. Such incidents must be reported to the District Test Coordinator (DTC).

Missing Materials

Secure materials must be returned in accordance with the procedures and timelines outlined in the test administration manuals. Maintaining adequate oversight and reinforcing adherence to proper handling and packing guidelines will help ensure the accurate and complete return of all secure items. Test tickets used for online testing and scratch paper, although not returnable items, are considered secure materials and should be accounted for at all times.

A majority of the situations that involve the loss or late return of secure materials result from failure to establish or implement basic inventory procedures (e.g., not using materials control documents, not following check-in/check-out procedures, not accounting for the items that were issued to Test Administrators or Proctors at the end of each testing session). The loss of secure state assessment materials constitutes a breach of assessment security and must be investigated and reported immediately. To ensure that all responsible personnel are properly informed, the school personnel must report the missing materials to their Building and/or Remote Proctor Coordinator. The Building and/or Remote Proctor Coordinator must notify the District Test Coordinator, who must then notify the Wyoming Department of Education (WDE) and the assessment vendor. Failing to return materials may result in invalidated scores.

Section 2: Detection of Irregularities

The focus of this section is on procedures for monitoring and detecting testing irregularities and maintaining the integrity of the state assessment. Two important considerations for districts/schools/programs are:

- Having your plans for monitoring the integrity of the assessment before, during, and after all test administrations.
- Contact the WDE immediately if an irregularity is suspected.

Reporting Irregularities

Despite how well-prepared testing personnel may be, mistakes are possible. When mistakes occur, it is important to have procedures in place to ensure that all necessary information is gathered so the district can make a clear determination about what occurred, when it occurred, and who was involved. Most irregularities can be remediated without significant consequences if caught and corrected in a timely fashion. Self-reporting also reduces suspicion of or the appearance of academic fraud.

If any WY-TOPP, WY-ALT, WIDA Screeners, WIDA ACCESS, or WIDA ALT ACCESS testing irregularities occur before, during, or after testing, the District Test Coordinator must report them to the WDE within 24 hours.

To report an irregularity during a WIDA assessment administration (including Screeners, ACCESS or ALT ACCESS), complete the [ACCESS Test Irregularity Report Form](#). To report an irregularity during the WY-ALT or WY-TOPP administration, submit an irregularity in the assessment platform.

The school/program may choose to begin its own internal investigation. If this is done, the school should report the findings to the WDE. Many incidents can be resolved without any further action. If the school/program finds no issue or is able to remedy the issue, then the case may be determined to be resolved by the WDE.

When the District Test Coordinator contacts the WDE for guidance in handling a disruption, being prepared to answer the following questions will help the WDE make a determination about the situation.

- What is the irregularity?
- Where did the irregularity take place?
- When did the irregularity happen?
- Which students are affected? What are their WISER ID numbers?
- Who was present in the test administration, who was in charge, and who was proctoring?
- Which staff are witnesses?
- What grade and subject tests were affected?
- What test or test booklets are involved?
- How much of the test has been completed? Are the students still testing, or have they completed the test?

Allegations

Allegations from witnesses should be logged, and WDE staff will work with district staff to determine what additional steps, if any, should be taken. This may include witness interviews to determine the severity of the violation(s). This information is then sent with recommendations for a WDE Determination Review.

Allegations from anonymous witnesses will go through the same steps for information collection; however, this is significantly more difficult, since the WDE will not be able to follow up to determine the credibility or severity of the irregularity. Some anonymous complaints may not contain enough information to proceed with action. If there is no actionable information, the irregularity will be logged, and no further actions will be taken. Under the Freedom of Information Act, the WDE is not allowed to maintain the confidentiality of a witness who identifies themselves. If an informant wishes to remain anonymous, they should not give the WDE any identifiable information at any time.

Monitoring

Districts should ensure that assessments are internally monitored for proper test administration by monitoring test sessions during all testing windows. Districts may use the WDE's Quality Assurance Checklist for internal monitoring or create their own checklist. Districts that discover irregularities in testing practices should immediately report them to the WDE. If irregularities are reported quickly, the district may be able to resolve them and avoid invalidating a significant number of student test results, which could adversely affect a school's/program's, or district's integrity or accountability.

District and School Internal Assessment Monitoring

It is the responsibility of the district and the school/program to monitor testing practices and enforce the policies and guidelines in this Assessment Security Guide, to promote fair, approved, and standardized practices.

Resolving irregularities is a good-faith partnership between the districts/schools/programs and the WDE. The WDE prefers that a district monitor its own performance and take self-corrective actions to resolve any problems.

During testing, District Test Coordinators should be available to answer questions and resolve issues. Monitoring schools/programs during a test administration will help confirm that procedures are being followed and can minimize the risk of error. Principals and Building and/or Remote Proctor Coordinators play critical roles in this effort, ensuring that each Test Administrator and/or Proctor actively monitors their assessment environment and that all testing personnel adhere to proper procedures.

WDE Follow-up Investigations

For the WDE, identifying and investigating potential test security violations involves a variety of data sources. These include self-reports of test irregularities, allegations/complaints, detailed analyses, and reports designed to identify irregularities.

The WDE will monitor assessment activity in districts/schools/programs for evidence of test fraud, security breaches, invalid test administrations, and theft and/or distribution of test content, either directly or indirectly. In identifying and investigating irregularities, there are three overriding questions:

- Did the irregularity lead to a breach of the test item(s) security?
- Did a misadministration affect the validity of any student performance and resulting scores?
- Was the irregularity deliberate--is there evidence of academic fraud?

Note: The WDE staff may directly observe test administration activities or monitor online test anomalies. Details regarding WDE follow-up investigations can be found in Section 3 of this guide.

WDE Quality Assurance and Test Security Monitoring

The WDE has internal assessment monitors who conduct visits to districts/schools/programs during each testing window. The assessment monitors follow procedures developed to ensure the security and confidentiality of state assessments and to verify that all testing personnel adhere to proper procedures. Any school/program may be monitored during a test administration.

Districts/schools/programs will receive an email from the WDE requesting a copy of their testing schedule. Monitoring may occur virtually or via observation on a day and time of the WDE's choosing.

Desktop Monitoring

Desktop Monitoring will be conducted for the districts selected for Quality Assurance and Test Security Monitoring. This provides districts/schools/programs a way to collect and share their written procedures and training documentation with the WDE. Districts/schools/programs will be asked to update their Test Security and Assessment Administration Procedures Manual and submit the finalized document back to their Wyoming Department of Education assessment monitor.

On-site Monitoring

On any day of the state testing window, a WDE assessment monitor may present themselves at the school's front office or at a designated virtual proctoring location during the school day. The assessment monitor will then ask to meet with the Principal and/or Building and/or Remote Proctor Coordinator.

After meeting with the Principal and/or Building and/or Remote Proctor Coordinator, the monitor will proceed to the testing rooms, then quietly sit at the back of the room to observe the test administration. For remote proctoring, monitors will observe the remote proctoring environment and platform during the test administration. If no active testing is occurring during the visit, monitors will review all applicable assessment

readiness documents and preparation procedures. The assessment monitor has a checklist of questions they will mark to indicate if they see any irregularities and if any best practices are observed during testing. Refer to Appendix B for the [Quality Assurance Checklist for Secure Testing](#).

After the observation is complete, the assessment monitor will return all observations to the WDE. A copy of the checklist will be sent via email to the District Test Coordinator to provide overall information on the observation or to suggest possible process improvements. If any irregularities are found, the WDE will work with the district and school/program to find a resolution.

Targeted Assessment Monitoring

Districts/schools/programs that have had a previous irregularity or show unusual results from previous state assessment data analyses may be placed on a list for year-to-year monitoring or for up to three years, depending on corrective actions employed by the district/school/program. The WDE will assign assessment monitors to observe any or all facets of testing coordination, test administration, and reporting. WDE will review results.

Random Assessment Monitoring

For quality and integrity assurance purposes, a sample of districts is selected for monitoring. These locations are chosen to ensure regional representation with randomly selected districts within each region. WDE reserves the right to require assessment monitoring for new schools/programs outside of the random selection process.

Internet and Media Monitoring

The WDE works with the assessment vendor to monitor the internet during testing sessions. The goal of this monitoring is to detect security breaches of secure test items or other sensitive testing materials. The web is regularly monitored for such activity, and the findings are reported to WDE. These monitoring activities include:

- Monitoring the internet for captured and shared test items, either from testing computer screens or from paper/pencil test booklets.
- Monitoring social media sites for posts that discuss or expose test material.

Privacy Concern

The WDE will only monitor publicly accessible internet and media venues (e.g., Twitter, Facebook, Instagram, SnapChat, TikTok, and other sources) for potential exposure, sharing, or sale of assessment content. Publicly expressed comments or opinions about the test(s) made by students, test administrators, or proctors are disregarded and not treated as a focus of concern unless those opinions may be used to improve assessment conditions.

WDE Designated Supports and Accommodations Monitoring

To ensure equitable access and maintain compliance, the Wyoming Department of Education (WDE) actively monitors student use of designated supports and accommodations on all state interim and summative assessments. To facilitate this, each district is required to clearly articulate its processes for assigning these provisions within its Test Security and Assessment Administration Procedures Manual.

The WDE's monitoring process is designed to ensure that all students who legitimately require assistance can properly access it during testing. Specifically, our oversight verifies the following areas:

- **Universal Tools:** All students must have access to the universal tools available for each assessment type and content area.
- **Designated Supports:** Decisions regarding designated supports must be made collaboratively and documented by teams of educational professionals (i.e., MTSS, RTI, SST, IEP, 504, IELP). A core principle of our assessment framework is instructional alignment: a student should receive designated support on a state assessment only if they routinely use that same support during regular classroom instruction.
- **Documented Accommodations:** accommodations for students with documented disabilities must be implemented as outlined in their Individualized Education Program (IEP) or Section 504 plan. It is mandatory that any accommodation used during state testing be formally documented in the respective plans.

By following these provided guidelines, districts/schools/programs ensure that all support and accommodation decisions are valid, fair, and supportive of student success on Wyoming's state assessments.

If a student does not receive designated supports or accommodations documented in their respective education plan, this may result in test invalidation and/or student re-testing. Conversely, if a student receives designated supports or accommodations not documented in their respective education plan, this is considered over-accommodation and is not allowable. Both under-provision and over-provision of supports or accommodations can lead to the invalidation of student test scores, which may have an impact on the school's accountability designation.

Statistical Analysis of Results and Data Forensics Methods

During and after online and paper/pencil test administrations, the WDE conducts multiple analyses on student assessments. These statistical analyses help the WDE to flag potential testing irregularities.

In both online testing and paper/pencil settings, very similar questions need to be asked, but the particular methods for answering the questions vary somewhat with the format. Here are the kinds of questions that data forensics methods help answer:

- Does it appear that two or more test takers colluded before or during a test?
- Does it appear that some students had advanced knowledge of specific test questions?
- Is there evidence that the responses of two or more students in a class are far more similar than would have occurred if they were working independently?
- Are there changes to individual or class test scores from one test administration to another that are much greater than one would expect for the test that was administered?
- For online test administrations: Does the timing of responses to questions vary considerably from the timing of responses from other students?

Types of Data Forensics Analyses Used for the State Assessment

Unusual Score Gains and Losses

This analysis can show extreme performance-level changes by group and cohort over assessment years, by grade, and by content.

Response Time Analysis

In online test administrations, an analysis of response times to test questions sometimes reveals patterns of shorter response times than would be expected for students to read a passage or analyze a data table.

Person-Fit Analysis

Another method of data forensics analysis for state assessments is the person-fit analysis, which examines the consistency of student responses across all questions on a test.

Data Reporting Practice

Districts/schools/programs are expected to report all data as accurately as possible. When local educational agencies receive the results from state summative assessments, specific activities should be carried out to ensure the information is utilized effectively and responsibly.

Appropriate Data Reporting

School personnel will:

- Understand and comply with United States and Wyoming laws that apply to the handling of family privacy and student data, including but not limited to the Family Rights and Privacy Act (1997) and the Wyoming Freedom of Information Act (2019, amended).
- Focus on student achievement to improve individual student and instructional program performance.
- Ensure that information is reported to parents and teachers to determine individual strengths and weaknesses only after the WDE has completed its data validation process and officially released the scores.
- Ensure that student information is accurate before it is placed in the student's permanent records.
- Analyze student scores in conjunction with Wyoming's content standards.
- Use the reported assessment results in alignment with the appropriate use of statewide summative assessment data at both the student-level and aggregate levels.
- Analyze results in the context of the school program as a whole, not in isolation.
- Remind the community that various factors may affect test performance.

The following should be considered when analyzing test results: cultural background, health conditions, economic status, and former educational experiences. This list is not exhaustive.

School personnel will not:

- Publicly (e.g., parents, media) report data before the WDE has completed its data validation process and officially released the scores.
- Do not disclose any personally identifiable information to anyone other than the student, parents/legal guardian, or designated school personnel (the law requires the protection of student information).
- Report on subgroups of students that could lead to inadvertent identification of individual students, as reporting smaller group sizes may expose student identities.
- Include: names, birth dates, sex, race, economic status, or any other demographic information that could make a student identifiable if included in public reports or released publicly (student names may be used on recognized achievement awards).
- Falsify student records to alter the accuracy of reported results.
- Misuse or misrepresent the meaning and interpretation of any student scores.

Section 3: Test Irregularity Follow-Up

Internal Investigation

If the WDE determines that questions remain regarding the security, validity, or authenticity of the test administration, we will request that an internal investigation report be submitted to the department on district letterhead. The more thorough the internal investigation and self-reporting are, the more likely the WDE and the school/program can reach a determination of an irregularity and the required remediation.

Each internal investigation report should minimally include the following information:

- A timeline and summary of events.
- Information on the ways students were impacted by any irregularity during test administration.
- All seating charts (if available) of affected rooms.
- A list of school staff involved.
- A list of WISER IDs for the students involved.
- A list of all tests with session credentials involved.
- Statements from school staff involved, summarizing what occurred in their own words.
- Statements from involved students (uncoached), if possible and appropriate.
- Copies of test security agreements for involved school staff.
- A copy of the district's plan to address and prevent the occurrence of any irregularities.

Independent Investigation

Following a reported incident or complaint, the WDE may determine that an investigation of widespread testing anomalies, or of one that is highly suggestive of inappropriate behavior by educators, students, or others, is warranted.

The WDE Director of Standards and Assessment may call for an on-site evaluation or investigation of a school district. An assigned investigator or a team of investigators will be tasked with conducting a fact-finding investigation to gather evidence documenting the conditions of the alleged complaint or irregularity. The investigator(s) may arrive in the district without prior notification and will inform the Superintendent of the purpose of the fact-finding and of the procedures to be followed. The WDE asks that the district and school give full cooperation to the investigator(s). During their investigation, they may request copies of email correspondence, memos, flyers, or other communications relevant to the test administration. They may also request to interview some of the school staff and/or students. The investigator's role is strictly to identify any relevant facts and to send a report to the WDE Determination Team.

Expertise of Investigators

When WDE must investigate assessment security incidents, it may draw on a range of relevant expertise to conduct the investigations. For example, the WDE may include investigators on its team who are experts in:

- Educational measurement and psychometrics.
- Legal domains such as intellectual property, criminal law, contracts, etc.
- Forensic data analysis.
- Investigative and interviewing skills.

Incident Review

To ensure that WDE investigations, remediation, and corrective actions are conducted in a fair, expeditious, and equitable manner, the WDE has implemented a standardized set of procedures for processing testing violations. All incident reports and supporting documentation are assessed for completeness to make certain that the required information has been submitted for each irregularity. Reports are then carefully reviewed, and a determination is made regarding the disposition of each incident.

- If the WDE determines that the irregularity caused no consequences affecting security, validity, or fraud, and that the school took appropriate actions to correct the situation, the WDE may consider the case resolved and log and close it.
- If the WDE determines that questions remain regarding the security, validity, or authenticity of the test administration, they will request either a school internal investigation or, if the problem is considered potentially severe, an independent investigation.

Section 4: Remediation

Remediation of testing irregularities can differ based on the severity of a confirmed allegation or misadministration. There are limited options for the WDE to resolve these irregularities after the testing window ends, but the goal of the WDE is to ensure valid test scores and that all students have an equal opportunity to demonstrate their knowledge, skills, and abilities through their engagement with the test. It is important to remember that many irregularities can be corrected if detected and addressed during the test administration window.

Under state law, WDE does not intervene in district personnel matters regarding misadministration or cheating. It is expected that the local school district will handle any further reprimands, sanctions, or tenure matters in accordance with its policies. However, the WDE reserves the right to notify the Wyoming Professional Teaching Standards Board (PTSB) of its determination following an egregious test irregularity.

WDE Determination

Following the collection of evidence and a review of available information, the WDE will create a summary report of the findings. The WDE assessment team reviews all information and evidence and makes one or more of the following determinations.

REQUIREMENT	DESCRIPTION
No basis for the complaint	WDE determines that there was no irregularity and closes the case.
Resolved irregularity through self-correction	The WDE determines that the district/school/program has properly resolved the irregularity through self-correction, and the case is closed.

REQUIREMENT	DESCRIPTION
Breach of test item security	The WDE determines that the irregularity resulted in a breach of test-item security. WDE reports the irregularity to the WDE Superintendent's Office. Possible consequences include: ▪ Mandatory re-testing within the current test cycle, which may incur additional costs for the district. ▪ Invalidation of student scores without the opportunity for re-testing. ▪ The district, school, or program assuming responsibility for formally notifying parents and the local school board that assessment scores have been invalidated. ▪ Placement of the district, school, or program on the WDE assessment monitoring list for subsequent academic years. ▪ The involvement of law enforcement, which could result in financial liability for the involved parties to cover the costs associated with replacing compromised test materials.
Academic Fraud	The WDE determines that the irregularity resulted in academic fraud and reports the irregularity to the WDE Superintendent's Office. Possible consequences include: ▪ Re-testing within the test cycle period (potential costs to the district). ▪ Invalidation of scores with no opportunity for re-testing. ▪ The district/school/program being placed on the WDE assessment monitoring list for the following year. ▪ Test booklets or test tickets being held in abeyance under the supervision of a WDE assessment monitor and delivered on the day of testing; a WDE assessment monitor will closely observe testing and collect and return answer documents or destroy test tickets. ▪ Personnel involved in an irregularity possibly not being allowed to administer any state assessment. ▪ Personnel involved in an irregularity may be required to undergo additional internal training, shadowing, or monitoring. ▪ Notification of the district superintendent so that the district may take necessary personnel actions. ▪ The district/school/program being required to file a training plan for the following year's test administration with the WDE. ▪ The district/school/program being required to inform parents and the local school board of a misadministration and that the student's test scores will be invalidated. ▪ Suggestion by WDE that the LEA investigate the staff involved for possible academic fraud and handle personnel discipline consistent with district policy. ▪ The Wyoming PTSB may be formally notified by letter of academic fraud committed by license holders on a Wyoming State Assessment, along with the WDE's determination.

Appendixes

Appendix A: Test Schedule Form

Appendix B: Quality Assurance Checklist for Secure Testing

Appendix C: Professional Standards and Guidelines for Best Testing Practices and Assessment Security

The WDE develops assessments and establishes professional conduct standards based upon the following professional guidelines and laws. These resources were used by the Michigan Department of Education to develop their Assessment Integrity Guide upon which portions of this document are based:

- "A Review of State Test Security Laws" in 2013 (2014). Croft, M. ACT Research Report Series. Iowa City, ACT.
- "Code of Fair Testing Practices" in Education (2004). Joint Committee on Testing Practices, AERA, APA, and NCME.
- "Code of Professional Responsibilities in Educational Measurement" (1995). National Council on Measurement in Education.
- "Considerations When Including Students with Disabilities in Test Security Policies" (Policy Directions 23) (2014). National Center on Educational Outcomes. Lazarus, S. & Thurlow, M. Minneapolis, MN: University of Minnesota, NCEO.
- "Family Education and Privacy Rights Act (FERPA)" (1997). Code of Federal Regulations – Title 34, Volume 1, Parts 1 to 299.
- "Handbook of Test Security." Wollack, J.A., & Fremer, J.J. (Eds.) (2013). New York City, NY: Routledge.
- "Wyoming's Freedom of Information Act (FOIA)" (2019, amended). Wyoming Public Records Act.
- "National Council on Measurement in Education (NCME) Test and Data Integrity Document" (2012). Gregory Cizek.
- "Operational Best Practices for Statewide Large-Scale Assessment Programs: 2013 Edition." Council of Chief State School Officers (CCSSO) and the Association of Test Publishers (ATP) (2013). Washington, D.C.
- "Standards for Educational and Psychological Testing" (2014). American Educational Research Association (AERA).
- "Standards for Student Evaluation" (2002). Joint Committee on Standards for Educational Evaluation. Corwin Press.
- "Standards for Teacher Competence in Educational Assessment of Students" (1990). American Federation of Teachers (AFT), NCME, and National Education Association (NEA).
- "Technical Issues in Large-Scale Assessments (TILSA) Test Security Guidebook: Preventing, Detecting, and Investigating Test Security Irregularities" (2013). By John F. Olson and John Fremer. Washington, D.C.: Council of Chief State School Officers.
- "Test Security Standards" (2015). Caveon™ Test Security.
- "TILSA Test Security: Lessons Learned by State Assessment Programs in Preventing, Detecting, and Investigating Test Security Irregularities" (2015). By John F. Olson and John Fremer. Washington, DC: Council of Chief State School Officers.

Additional Resources

The WDE reviewed these resources to provide the update process and procedures for the Assessment Security Guide:

- "Test Fraud Threats" (2021). David Foster.
- "Responding to Exam Security Breaches" (2022). Sarah Toton, PhD, and Mark C. Franco, ICE-CCP.
- "Standards for Online Proctoring" (2021). Caveon™ Test Security.

Appendix D: Keeping Assessment Materials Secure

Training Document for Technology and Other Staff

(anyone who handles or has access to secure materials)

Assessment Security and Test Administration Practices

The purpose of state assessments is to measure student achievement on the test's aligned standards in a standardized environment. In order to preserve unbiased measures of student performance, the students should have no prior exposure to the test items. A breach of the security of these tests could result in invalid district, school, classroom, or student scores.

Professional Assessment Security Practices

Appropriate planning plays a key role in ensuring the security and validity of assessments. This includes proper handling of test materials and the successful return of all materials. District Test Coordinators are encouraged to confirm that all schools meet security requirements. The importance of maintaining test security at all times must be stressed. Ethical practices ensure the validity of the assessment results. The following are professional assessment security practices that all school personnel must follow:

- All assessment materials must be kept in a locked cabinet within a locked storage area that is only accessible to the Building and/or Remote Proctor Coordinator and designates. This includes immediately before and after testing. Supervise materials closely. Secure materials include, but are not limited to, the following items:
 - Paper test materials.
 - Test tickets.
 - Accommodated materials.
 - Used and unused scratch paper/graph paper.
 - Any WDE provided reference sheets with student notes/writing.
- Restrict access to the storage area to authorized personnel only and ensure the assessment materials remain secure at all times.
- Determine and document which staff members are responsible for maintaining a chain of custody over assessment materials and limit access to those directly involved with each of the assessments.
- Account for all assessment materials, including test tickets, before, during, and after each test session.
- Ensure that students testing online do not access unauthorized computer applications or use the internet during the test.
- Refrain from examining or discussing secure test items or test responses with anyone.
- Return paper test materials and other secure assessment materials within the designated timelines.
- Maintain packing lists, shipping records, and documents used to track the delivery and custody of materials in the event that a discrepancy arises, or the receipt of the materials cannot be confirmed.
- Contact the WDE immediately about test irregularities and breaches.

Appendix E: Estimated Testing Time Averages

Table 1. WY-TOPP Fall Interims Testing Time Across Years

	2024		2025	
GRADE SUBJECT	MEAN TESTING TIME (hr:min)	95% OF STUDENTS COMPLETED WITHIN (hr:min)	MEAN TESTING TIME (hr:min)	95% OF STUDENTS COMPLETED WITHIN (hr:min)
3 Math	0:53	1:39	0:37	1:13
3 ELA	1:01	1:50	0:53	1:44
4 Math	0:44	2:02	0:47	1:35
4 ELA	0:59	1:51	1:00	1:53
4 Science	0:42	1:17	0:31	1:00
5 Math	1:05	2:10	0:48	1:33
5 ELA	1:04	2:02	1:04	1:59
5 Writing	1:07	2:35	1:09	2:29
6 Math	1:06	1:56	0:48	1:26
6 ELA	0:53	1:33	0:55	1:39
7 Math	1:07	1:51	0:42	1:12
7 ELA	0:49	1:25	0:48	1:19
7 Writing	0:54	1:51	0:50	1:10
8 Math	0:51	1:28	0:38	1:08
8 ELA	0:42	1:10	0:41	1:10
8 Science	0:35	1:01	0:30	0:52
9 Math	0:34	1:03	0:48	1:24
9 ELA	0:32	0:56	0:33	0:57
9 Writing	0:34	1:02	0:38	1:10
10 Math	0:31	0:53	0:35	1:04
10 ELA	0:44	1:35	0:33	1:01
10 Science	0:26	0:46	0:22	0:37

Table 2. WY-TOPP Winter Interims Testing Time Across Years

	2024		2025		2026	
GRADE SUBJECT	MEAN TESTING TIME (hr:min)	95% OF STUDENTS COMPLETED WITHIN (hr:min)	MEAN TESTING TIME (hr:min)	95% OF STUDENTS COMPLETED WITHIN (hr:min)	MEAN TESTING TIME (hr:min)	95% OF STUDENTS COMPLETED WITHIN (hr:min)
3 Math	1:10	1:56	0:59	1:54	0:42	01:25
3 ELA	0:54	1:47	1:08	2:24	0:57	1:59
4 Math	1:02	2:04	1:06	2:12	0:54	01:49
4 ELA	1:06	2:13	1:04	2:03	1:05	2:07
4 Science	0:41	1:20	0:41	1:20	0:45	1:24
5 Math	1:03	2:02	1:14	2:22	0:56	01:45
5 ELA	1:12	2:20	1:08	2:11	1:09	2:08
5 Writing	1:29	3:41	1:32	3:28	1:36	3:40
6 Math	0:57	1:41	1:11	2:10	0:52	01:34
6 ELA	1:08	2:03	0:58	1:47	0:57	1:43
7 Math	0:53	1:30	1:09	1:59	0:46	01:20
7 ELA	1:08	2:01	0:50	1:26	0:50	1:27
7 Writing	0:58	1:57	1:00	2:14	1:03	2:14
8 Math	0:42	1:10	0:54	1:32	0:45	01:17
8 ELA	0:55	1:38	0:44	1:12	0:46	1:16
8 Science	0:35	0:59	0:35	0:59	0:31	0:53
9 Math	0:34	0:58	0:36	1:04	0:54	1:36
9 ELA	0:37	1:08	0:33	0:56	0:36	0:59
9 Writing	0:39	1:22	0:37	1:17	0:41	1:22
10 Math	0:32	0:59	0:31	0:54	0:43	1:14
10 ELA	0:31	0:55	0:60	2:21	0:20	0:48
10 Science	0:29	0:53	0:29	0:53	0:28	0:48

Table 3. WY-TOPP Summative Testing Time Across Years

	2025		2026	
GRADE SUBJECT	MEAN TESTING TIME (hr:min)	95% OF STUDENTS COMPLETED WITHIN (hr:min)	MEAN TESTING TIME (hr:min)	95% OF STUDENTS COMPLETED WITHIN (hr:min)
3 Math	1:31	3:12	1:02	2:10
3 ELA	1:23	2:43	1:20	2:40
4 Math	1:40	3:20	1:17	2:32
4 ELA	1:27	2:46	1:29	2:55
4 Science	1:35	2:55	1:28	2:47
5 Math	1:51	3:38	1:17	2:36
5 ELA + Writing	3:09	6:05	1:53	4:23
6 Math	1:50	3:28	1:11	2:11
6 ELA	1:18	2:27	1:22	2:30
7 Math	1:21	2:19	0:58	1:40
7 ELA + Writing	2:18	4:02	1:20	2:41
8 Math	1:17	2:10	0:57	1:35
8 ELA	1:02	1:40	1:00	1:40
8 Science	1:12	2:02	1:08	1:52
9 Math	0:55	1:41	1:01	1:53
9 ELA + Writing	1:37	2:52	0:55	1:45
10 Math	0:50	1:29	0:49	1:24
10 ELA	0:46	1:19	0:47	1:19
10 Science	0:58	1:46	0:55	1:39

Table 4. WY-ALT Summative Testing Time Across Years

	2025		2026	
GRADE SUBJECT	MEAN TESTING TIME (hr:min)	95% OF STUDENTS COMPLETED WITHIN (hr:min)	MEAN TESTING TIME (hr:min)	95% OF STUDENTS COMPLETED WITHIN (hr:min)
3 Math	0:25	0:45	0:25	0:49
3 ELA	0:32	0:54	0:33	0:56
4 Math	0:22	0:52	0:18	0:37
4 ELA	0:27	0:52	0:28	0:50
4 Sceince	0:23	0:48	0:21	0:44
5 Math	0:24	1:01	0:24	0:50
5 ELA	0:29	0:51	0:30	0:50
6 Math	0:28	0:49	0:24	0:45
6 ELA	0:33	0:58	0:25	0:38
7 Math	0:26	0:41	0:25	0:47
7 ELA	0:32	0:48	0:26	0:42
8 Math	0:26	0:49	0:20	0:37
8 ELA	0:39	1:04	0:28	0:43
8 Science	0:26	0:46	0:20	7:15
9 Math	0:24	0:43	0:21	0:48
9 ELA +	0:32	0:57	0:29	0:48
10 Math	0:24	0:43	0:21	0:48
10 ELA	0:32	0:57	0:29	0:48
10 Science	0:22	0:39	0:24	0:45

Appendix F: Bluetooth Device, AAC, and Medically Necessary Devices Summary

To maintain test validity and compliance with state and federal guidelines, WDE strictly prohibits students and staff from accessing personal communication, recording, or smart devices (e.g., cell phones, smartwatches) during state assessments and breaks. All unauthorized devices must be powered off and securely stored away from the testing area. Furthermore, to ensure standard administration, the district must explicitly outline its overarching medically necessary device policy within its official Test Security and Assessment Administration Procedures Manual.

WDE recognizes that certain devices are essential for student and staff access and health. Exceptions are permitted for documented student needs (via an IEP or Section 504 plan) and staff medical necessities, provided strict security protocols are followed.

Medically Necessary Device Overview:

- **AAC Devices:** AAC Devices Augmentative and Alternative Communication devices are permitted. Any device customized for testing must be securely stored, with all wireless and Bluetooth settings disabled. Test Administrators or Proctors must clear all test-related customizations and retained data immediately after testing. The district must have a specific policy in its Test Security and Assessment Administration Procedures Manual that outlines the secure use and clearing procedures for AAC devices.
- **Medically Necessary Devices (Students):**
 - If the device can be set aside and monitored only as needed during testing, the Test Administrator or Proctor will keep the device in the room but not with the student, such as at the teacher's desk, and monitor any necessary student interaction with the device during the assessment.
 - If the device cannot be set aside during testing, the student **MUST** test one-on-one or in a small group (no more than 3 students to 1 TA/Proctor) with direct, active, and continuous monitoring of the student and any potential use of the device throughout the assessment. When at all possible, the device should be put into airplane mode or the TA/Proctor should ensure that apps used for communication (text or call) or capture (video, photo, audio) are closed out and not in use.
 - For devices that must connect to the student testing device via Bluetooth or other technology (e.g., hearing aids), there is a risk of test security violations and require an approved WDE Exceptional Accommodation request, with accompanying security plan (see Accommodations Guide), prior to testing. Please contact the WDE for a Security Plan template, if desired, or see link below.
 - The district must have a specific policy in its Test Security and Assessment Administration Procedures Manual that outlines medically necessary devices for students.
- **Medically Necessary Devices (Staff):**
 - If a smart device (cellphone) or smart wearable (smartwatch; this policy does NOT permit smart glasses) is medically necessary for a test proctor, each school must develop a protocol to prevent these devices from disrupting testing sessions.
 - Districts/schools/programs should develop procedures for handling medical emergencies during tests. Schools/Programs will privately and discreetly manage devices that unexpectedly sound during the session to maintain test security. Such incidents must be reported to the District Test Coordinator (DTC).
 - The district must have a specific policy in its Test Security and Assessment Administration Procedures Manual that outlines medically necessary devices for staff.

This appendix serves only as a brief overview. For Official Guidance and Complete Procedures—including step-by-step device clearing procedures, specific app restrictions, small-group ratio requirements, and the process for requesting a WDE Exceptional Accommodation—staff must refer directly to the official WDE Accessibility and Accommodations Guide and the appendix on Medically Necessary Devices. Districts can also access templates for [Exceptional Accommodation Requests/Security Plans](#) and [Drafting Medically Necessary Policy & Procedures](#). Thorough adherence to the official guidance ensures both test validity and compliance with federal and state accessibility standards.

Appendix G: Assessment Security “DO’s” and “DON’Ts”

The following guidelines provide a quick reference for Test Administrators, Proctors, and Coordinators to ensure the validity, reliability, and security of Wyoming’s statewide assessments. Adhering to these practices ensures we maintain high professional standards and comply with both state laws and federal accountability requirements.

Do:

- **Prepare the Environment:** Prepare the testing room prior to administration by taking down or covering any content on the walls and removing or erasing any content on whiteboards and chalkboards.
- **Sign Agreements:** Ensure all personnel involved in the assessment process read and sign the Wyoming Department of Education Test Security Agreement before the start of testing.
- **Secure Storage:** Keep all paper test materials, test tickets, and scratch paper in a locked cabinet within a locked storage area that is only accessible to authorized coordinators and their designates.
- **Track Materials:** Account for all secure materials using a strict check-out and check-in process before, during, and after each test session.
- **Manage Devices:** Ensure that all students have powered off their electronic devices, such as cell phones and smartwatches, and that these devices are stored away from the students’ work area at all times during a test session.
- **Verify Accommodations:** Confirm that students’ accommodations and designated supports are showing correctly for their assessment prior to testing. Provide accommodations exactly as documented in a student’s formal education plan.
- **Read Verbatim:** Read the test directions verbatim from the appropriate test administration manual, depending on the test given.
- **Actively Monitor:** Monitor testing practices and enforce guidelines by frequently and unobtrusively moving through the testing room to view student actions from multiple vantage points.
- **Destroy Materials:** On a daily basis, collect any scratch paper, WDE provided reference sheets with student notes or writing, test tickets, and other non-scorable secure materials to be securely shredded immediately after testing concludes.
- **Ensure Completion:** Check that all eligible students have completed all grade-level assessments before the testing window closes.
- **Report Irregularities:** Report any missing materials, test breaches, or testing irregularities to your Building Coordinator or District Test Coordinator immediately.

Don’t

- **Do Not Leave Materials:** Do not leave secure assessment materials or test tickets unattended at any time unless they are secured in a locked location.
- **Do Not Leave Students:** Do not leave a testing room unsupervised by a certified Test Administrator or Proctor at any time.
- **Do Not Multitask:** Do not grant your attention to unrelated duties during testing; Test Administrators

and Proctors should not grade papers, plan lessons, read books, or tend to other tasks while a test is actively underway.

- **Do Not Test with Incorrect Accommodations:** Do not allow a student to begin testing if their accommodations and supports are not correctly showing in the testing system.
- **Do Not Copy or Review:** Do not review, copy, reproduce, or discuss secure test items, test booklets, or student responses before, during, or after the test administration.
- **Do Not Coach:** Do not assist students by pointing, gesturing, defining words, providing hints, or giving clues regarding correct or incorrect answers.
- **Do Not Allow Devices:** Do not allow students to use any prohibited electronic communication or storage devices, or any unauthorized supplementary materials, during the testing period.
- **Do Not Alter Responses:** Do not alter, edit, change, or delete a student's test responses in any way, whether on a paper assessment or within the online testing system.
- **Do Not Impersonate Students:** Do not log in as a student to the online testing system unless it is required as a formal part of the test administration process (e.g. assisting a student with log-in entry).

Glossary

Academic Fraud: any intentional behavior that contributes to creating false estimates of student academic ability; the behavior is perpetrated to gain an unfair or dishonest advantage for the person or institution by falsifying a student's or a group of student's real ability measures.

Assessment Security Breach: (1) an event, intentional or not, that results in the inappropriate exposure of test items or answers that could potentially impact the accuracy of the test results, OR (2) an action by others, before, during, or after a test administration, to impact student test scores (e.g., educators changing student answer sheets).

Building Coordinator (BC): a system user role representing a test coordinator for an individual school who also serves as the contact to the District Test Coordinator and trains and coordinates Test Administrators and Proctors in their assigned building or program; the administration of each school building that is involved in administering assessments (including adult and alternative education programs) must appoint a Building Coordinator.

Chain of Custody: the chronological documentation or paper trail that shows the custody, control, and transfer of assessment materials.

Cheating: a general term that can include educator or student misconduct or improprieties, including intentional misbehavior or unethical practices; note that this term is not used in every state - some states avoid the use of the word "cheating" in their communications and use different terminologies.

Compromise: disclosure of test items or forms; can be intentional or unintentional; may also refer to changing the interpretation of a test score or changing the test score itself.

Computer Adaptive Testing (CAT): a form of computer-based test that adapts to the student's ability level.

Computer-Based Testing (CBT): a test taken by a student on a computer and scored by a computer.

Conflict of Interest: applied to any person who handles assessment materials or student data who could be perceived as having a special interest in a particular student or group of students, such as a parent, scoutmaster, etc.

Data Forensics: the use of analytic methods to identify or detect possible cheating.

District Test Coordinator (DTC): a system user role representing a test coordinator for an entire district who sets the tone of high integrity for the entire district and oversees the entire assessment process for a school district.

FERPA Privacy Protections: a strict prohibition against recording or transcribing live monitoring feeds to ensure compliance with federal student privacy laws.

Field test: test items that are in the final stages of development and are being monitored for quality by being administered to a sample group of students.

Formative assessment: a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (Council of Chief State School Officers, 2006).

Impropriety: inappropriate misconduct, a more serious offense than an irregularity; the difference between impropriety and irregularity is usually defined in perception of the degree, intent, and/or effect of the misconduct.

Internal Investigation: an investigation conducted by the local district into a testing irregularity as requested by the WDE; the internal-investigation should include a thorough analysis of the problem with sufficient detail and should also include the corrective actions the district is or will be taking to correct the problem.

Irregularity: includes many different activities - not necessarily cheating, but anything unusual that happened during testing (e.g., the fire alarms going off or a power outage).

Live Items: items used by the WDE in field tests and on actual assessments; these are considered secure items.

Paper/Pencil Test: a test wherein the problems are penned, printed, or drawn and the answers are also penned.

Proctor: A PTSB-certified, Wyoming district employee user role for an educator who may administer Wyoming statewide assessments.

PTSB (Professional Teaching Standards Board): The state board responsible for the certification required for all district employees acting as test administrators, proctors, and/or remote proctors.

Reference Sheet: A universal, non-secure tool provided by the WDE that gives students access to essential math and science formulas, constants, and tables during state assessments.

Remote Assessment Administration and Security Manual: A district-developed operational plan detailing specific protocols for secure remote testing, accommodations, and technical disruptions.

Remote Proctor (RP): A PTSB-certified, Wyoming-based district and/or virtual education program employee who may administer Wyoming WY-TOPP interim and summative assessments remotely.

Remote Proctor Coordinator (RPC): The virtual education program official whose user role represents a test coordinator for a virtual education program and who also serves as the contact to the District Test Coordinator and trains and coordinates Proctors and/or Remote Proctors in their assigned program; Any district administering Wyoming statewide assessments remotely through a WDE-approved virtual education program must officially designate a Remote Proctor Coordinator.

Secure Browser: State-approved software that locks a student's device to prevent access to unauthorized websites or applications during testing.

Secure Items: items on field tests, tests/assessments, or in a secure database that are awaiting potential use on a WDE test; these items must be kept secure to prevent any copying.

Secure Location: a storage location for secure test materials, under lock and key, that prevents unauthorized access.

Secure Materials: any materials (such as text, graphics, stories, scoring rubrics, assessment instructions, scratch paper, test tickets, etc.) used for field test or live items.

Security Investigation: follow-up activities regarding possible cheating or piracy of test materials; typically involves the collection of evidence, review of available information, interviews of suspected staff, and summary of findings from the investigation.

Summative Assessment: an assessment of learning-specific content expectations that summarizes the development of a student (or students) at a particular time.

Test Administration: the process of registering students for assessments, as well as scheduling, providing physical security measures, presenting the test content, gathering the test results, and communicating results and other information.

Test Administrator (TA): a PTSB-certified, Wyoming district employee user role for an educator who may administer Wyoming statewide WIDA ACCESS or WIDA ALT ACCESS assessments.

Test Administration Window: equivalent term to "test cycle".

Test Cycle: the designated assessment window(s) when WDE tests are administered and reported.

Test Irregularity: any deviation from standardized practice outlined in this guide and/or test administrator manual.