



## UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Honorable Jillian Balow  
Superintendent of Public Instruction  
Wyoming Department of Education  
230 Capitol Avenue, Second Floor  
Cheyenne, WY 82002

July 20, 2020

Dear Superintendent Balow:

Thank you for your participation in the U.S. Department of Education's (the Department) assessment peer review process under Title I of the Elementary and Secondary Education Act of 1965 (ESEA). I appreciate the efforts of the Wyoming Department of Education (WDE) to prepare for the peer review, which occurred in March 2020. Specifically, WDE submitted evidence regarding the grades 3-8 and high school general and alternate assessments in reading/language arts (R/LA) and mathematics.

State assessment systems provide essential information that States, districts, principals and teachers can use to identify the academic needs of students, target resources and supports toward students who need them most, evaluate school and program effectiveness and close achievement gaps among students. A high-quality assessment system also provides useful information to parents about their children's advancement against and achievement of grade-level standards. The Department's peer review of State assessment systems is designed to provide feedback to States to support the development and administration of high-quality assessments.

External peer reviewers and Department staff carefully evaluated WDE's submission and the Department found, based on the evidence received, that the components of your assessment system meet some, but not all, of the statutory and regulatory requirements of sections 1111(b)(1) and (2) of the ESEA. Based on the recommendations from this peer review and our own analysis of the State's submission, I have determined the following:

- General assessments in R/LA and mathematics for grades 3-8 and high school (Wyoming Test of Proficiency and Progress (WY-TOPP)): **Partially meets requirements of the ESEA.**
- Alternate assessments in R/LA and mathematics in grades 3-8 and high school (Wyoming Alternate Assessments (WY-ALT)): **Partially meets requirements of the ESEA.**

The components that **partially meet requirements** do not meet a number of the requirements of the statute and regulations and/or WDE will need to provide substantial additional information to demonstrate it meets the requirements. The Department expects that WDE may not be able to submit all of the required information within one year. The grant condition on WDE's Title I, Part A grant award will remain in place until WDE meets all requirements from the assessment peer review for these assessments.

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The specific list of items required for WDE to submit is enclosed with this letter. I request that WDE submit a plan within 30 days outlining when it will submit all required additional documentation for peer review. I recognize the unprecedented situation affecting you and your schools due to widespread and extended school closures caused by the novel coronavirus, COVID-19. As a result, if you need more than 30 days to submit your plan, please let my staff know at [ESEA.Assessment@ed.gov](mailto:ESEA.Assessment@ed.gov). Upon submission of the plan, the Department will reach out to WDE to determine a mutually agreeable schedule. Resubmission should occur once all necessary evidence is complete (rather than in multiple submissions).

The full peer review notes from the review are enclosed. These recommendations to the Department formed the basis of our determination. Please note that the peers' recommendations may differ from the Department's feedback; we encourage you to read the full peer notes for additional suggestions and recommendations for improving your assessment system beyond what is noted in the Department's feedback. Department staff will reach out to your assessment director in the next few days to discuss the peer notes and the Department's determination and to answer any questions you have.

Thank you for your ongoing commitment to improving educational outcomes for all students. I look forward to our continued partnership as we move ahead with this critical work. I appreciate the work you are doing to improve your schools and provide a high-quality education for your students.

If you have any questions, please contact my staff at: [ESEA.Assessment@ed.gov](mailto:ESEA.Assessment@ed.gov).

Sincerely,

/s/

Frank T. Brogan  
Assistant Secretary for  
Elementary and Secondary Education

Enclosures

cc: Laurie Hernandez, Director of Standards and Assessment

**Critical Elements Where Additional Evidence is Needed to Meet the Requirements for the Wyoming Department of Education’s (WDE’s) Use of the Wyoming Test of Proficiency and Progress (WY-TOPP) and Wyoming Alternate Assessments (WY-ALT) in Grades 3-8 and High School in Reading/Language Arts (R/LA) and Mathematics**

Critical element	Additional Evidence Needed
<p><b>1.2 – Coherent and Rigorous Academic Content Standards</b></p>	<p>For the mathematics content standards:</p> <ul style="list-style-type: none"> <li>• Evidence that the State’s challenging academic content standards are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards (e.g., provide information about how the revised mathematics content standards are aligned with challenging outcomes).</li> </ul>
<p><b>1.4 – Policies for Including All Students in Assessments</b></p>	<p>For the State assessment system:</p> <ul style="list-style-type: none"> <li>• Evidence of policies stating that all students with disabilities in the State, including those children with disabilities publicly placed in private schools as a means of providing special education and related services, are included in the State assessments (e.g., specify this in test administration manuals and technical reports).</li> </ul>
<p><b>2.1 – Test Design and Development</b></p>	<p>For the WY-TOPP in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Evidence that the State’s test design and test development process includes: <ul style="list-style-type: none"> <li>○ Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of the State’s grade-level academic content standards and support the intended interpretations and uses of the results (e.g., provide blueprint match reports at the general content standards level to support the match between test forms and test blueprints).</li> <li>○ Processes to ensure that each academic assessment is tailored to the knowledge and skills included in the State’s academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills like higher-order thinking skills (e.g., provide a plan for increasing the number of depth of knowledge (DOK) 3 and 4 items in R/LA and for increasing the number of DOK 3 items in mathematics, and specify DOK at a finer-grained level than the tested grade level).</li> </ul> </li> </ul> <p>For the WY-ALT in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Evidence that the State’s test design and test development process includes: <ul style="list-style-type: none"> <li>○ Processes to ensure that each academic assessment is tailored to the knowledge and skills included in the State’s revised mathematics content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills like higher-order thinking</li> </ul> </li> </ul>

Critical element	Additional Evidence Needed
	skills (e.g., provide more detailed information about the cognitive demand of the items).
<b>2.2 – Item Development</b>	<p>For the WY-ALT in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Evidence that the State assesses student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills (e.g., provide item writer training guidelines, item writer directions, and background information on the item writers themselves; similar to what was done for the WY-TOPP).</li> </ul>
<b>2.3 – Test Administration</b>	<p>For the WY-TOPP and WY-ALT in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Evidence that the State has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of English learners, specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities (e.g., provide agendas, attendance sheets, and presentations for test administration training).</li> <li>• Evidence that the State has established contingency plans to address possible technology challenges during test administration (e.g., contingency plans that describe how disruptions will be handled).</li> </ul>
<b>2.4 – Monitoring Test Administration</b>	<p>For the WY-TOPP and WY-ALT in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Evidence that the State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools (e.g., provide a monitoring schedule or formal letter to a school or district following monitoring with actions).</li> </ul>
<b>2.5 – Test Security</b>	<p>For the WY-TOPP and WY-ALT in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Evidence that the State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through: <ul style="list-style-type: none"> <li>○ Detection of test irregularities (e.g., analysis following unusual score gains).</li> <li>○ Remediation following any test security incidents involving the State’s assessments (e.g., score invalidations).</li> <li>○ Investigation of alleged or factual test irregularities (e.g., internet searches for test content exposure).</li> </ul> </li> </ul>
<b>2.6 – Systems for Protecting Data Integrity and Privacy</b>	<p>For the WY-TOPP and WY-ALT in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• The State has policies and procedures in place to protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups.</li> </ul>

Critical element	Additional Evidence Needed
<b>3.1 – Overall Validity, including Validity Based on Content</b>	For the WY-TOPP and WY-ALT in R/LA and mathematics: <ul style="list-style-type: none"> <li>• Evidence that the State’s academic assessments measure the knowledge and skills specified in the State’s academic content standards, including:               <ul style="list-style-type: none"> <li>○ Documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), balance of content, and cognitive complexity.</li> <li>○ Documentation that the assessments address the depth and breadth of the content standards.</li> </ul> </li> </ul>
<b>3.4 – Validity Based on Relationships with Other Variables</b>	For the WY-ALT in R/LA and mathematics: <ul style="list-style-type: none"> <li>• Documentation of adequate validity that the State’s assessment scores are related as expected with other variables (e.g., conducting correlations between the assessments and instructional time on content aligned with the grade-level extended content standards).</li> </ul>
<b>4.1 – Reliability</b>	For the WY-TOPP in R/LA and mathematics: <ul style="list-style-type: none"> <li>• Documentation of adequate reliability evidence for its assessments for the State’s student population overall and each student group consistent with nationally recognized professional and technical testing standards (e.g., provide a plan to address the low reliabilities for grade levels with unusually large conditional standard errors of measurement).</li> </ul> For the WY-ALT in mathematics: <ul style="list-style-type: none"> <li>• Documentation of adequate reliability evidence for its assessments for the State’s student population overall and each student group consistent with nationally recognized professional and technical testing standards (e.g., provide a plan to address the low marginal reliabilities for grades 4, 7, 8, and 9/10).</li> </ul>
<b>4.2 – Fairness and Accessibility</b>	For the WY-ALT in R/LA and mathematics: <ul style="list-style-type: none"> <li>• Evidence that the State has taken reasonable and appropriate steps to ensure that the assessments are fair across student groups in their design, development, and analysis (e.g., provide the differential item functioning results for the following groups as indicated in the technical report: female/male, Black/White, Hispanic or Latino/White, severe and moderate mental disability/other).</li> </ul>
<b>4.4 – Scoring</b>	For the WY-TOPP in R/LA: <ul style="list-style-type: none"> <li>• The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State’s academic achievement standards (e.g., provide a plan to address the low percentages of agreement between human scoring and automated scoring).</li> </ul>

Critical element	Additional Evidence Needed
<b>4.6 – Multiple Versions of an Assessment</b>	<p>For the WY TOPP and WY-ALT in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Documentation of comparability of the meaning and interpretations of the assessment results (e.g., provide details about how the embedded braille item selection process works for the WY-TOPP; provide evidence that the test scores are comparable across the online and paper versions of the WY-ALT).</li> </ul>
<b>4.7 – Technical Analysis and Ongoing Maintenance</b>	<p>For the WY-TOPP in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Documentation that the State makes evidence of technical quality is made public, including on the State’s website (e.g., post the technical report on the State’s website).</li> </ul> <p>For the WY-ALT in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Documentation that the State makes evidence of technical quality is made public, including on the State’s website (post the technical report on the State’s website).</li> <li>• The State has a system for monitoring, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of the assessments.</li> </ul>
<b>5.1 – Procedures for Including Students with Disabilities</b>	<p>For the WY-ALT in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Documentation that the State does not preclude a student with the most significant cognitive disabilities who takes an alternate assessment based on alternate academic achievement standards from attempting to complete the requirements for a regular high school diploma (e.g., specify this information in the test administration manual or technical report).</li> <li>• Evidence that the State monitors implementation of guidelines for individualized education plan (IEP) teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards.</li> </ul>
<b>5.2 – Procedures for Including ELs</b>	<p>For the WY-ALT in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Evidence of procedures to ensure the inclusion of all English learners (ELs) in public elementary and secondary schools in the State’s academic content assessments and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum: <ul style="list-style-type: none"> <li>○ Procedures for determining whether an English learner (EL) should be assessed with a linguistic accommodation(s).</li> <li>○ Information on accessibility tools and features available to all students and assessment accommodations available for ELs.</li> <li>○ Assistance regarding selection for appropriate linguistic accommodations for ELs, including to the extent practicable, assessments in the language most likely to yield accurate and reliable information on what those students know and can do to determine the students’ mastery of skills in academic content areas until the students have achieved English language proficiency.</li> </ul> </li> </ul>

Critical element	Additional Evidence Needed
<b>5.3 - Accommodations</b>	<p>For the WY-TOPP in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Evidence that the State has determined that the accommodations it provides allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations (e.g., provide the differential item functioning results comparing students who received and did not receive accommodations).</li> </ul> <p>For the WY-ALT in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Documentation of a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed (e.g., provide forms used in submitting requests for unique accommodations similar to the one used for the WY-TOPP).</li> <li>• Documentation that the State ensures that appropriate accommodations are available for English learners (e.g., describe procedures for ensuring that English learners receive appropriate accommodations).</li> </ul>
<b>5.4 – Monitoring Test Administration for Special Populations</b>	<p>For the WY-TOPP and WY-ALT in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Evidence that the State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are: <ul style="list-style-type: none"> <li>○ Consistent with the State’s policies for accommodations.</li> <li>○ Appropriate for addressing a student’s disability or language needs for each assessment administered.</li> <li>○ Consistent with accommodations provided to the students during instruction and/or practice.</li> <li>○ Consistent with the assessment accommodations identified by a student’s IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the Americans with Disabilities Act (ADA), the individual or team designated by a district to make these decisions; or another process for an EL.</li> <li>○ Administered with fidelity to test administration procedures.</li> <li>○ Monitored for administrations of all required academic content assessments (e.g., summary of results of monitoring for the most recent year of test administration in the State).</li> </ul> </li> </ul>
<b>6.1 – State Adoption of Academic Achievement Standards for All Students</b>	<p>For the WY-TOPP and WY-ALT in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Evidence that the State formally adopted academic achievement standards in the required tested grades.</li> </ul>

<b>Critical element</b>	<b>Additional Evidence Needed</b>
<b>6.2 – Achievement Standards-Setting</b>	<p>For the WY-TOPP and WY-ALT in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Evidence that the State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting achievement standards and alternate academic achievement standards (e.g., provide a rationale for why the standards-setting process only involved two rounds and why impact data was presented in round two, which is not common practice).</li> </ul>
<b>6.3 – Challenging and Aligned Academic Achievement Standards</b>	<p>For the WY-ALT in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Evidence that the achievement standards are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or competitive integrated employment.</li> </ul>
<b>6.4 – Reporting</b>	<p>For the WY-TOPP and WY-ALT in R/LA and mathematics:</p> <ul style="list-style-type: none"> <li>• Evidence that the State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its academic content assessments that: <ul style="list-style-type: none"> <li>○ Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian;</li> <li>○ Upon request by a parent who is an individual with a disability as defined by the ADA, as amended, are provided in an alternative format accessible to that parent.</li> </ul> </li> <li>• Documentation of the process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration (e.g., provide the process and timeline for delivering individual student reports to parents, teacher, and principles).</li> </ul>



U. S. DEPARTMENT OF EDUCATION

# Peer Review of State Assessment Systems

## March 2020 State Assessment Peer Review Notes



U. S. Department of Education  
Office of Elementary and Secondary Education  
Washington, D.C. 20202

**Note: Peer review notes provide the combined recommendations of the individual peers to the U.S. Department of Education (Department), based on the statute and regulations, the Department's peer review guidance, and the peers' professional judgement of the evidence submitted by the State. These assessment peer review notes, however, do not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for assessment peer review. Although the peer notes inform the Secretary's consideration of each State's assessment system, the Department makes the final decision regarding whether the assessment system meets the requirements in the statute and regulations. As a result, these peer notes may not completely align with the final determination made by the Department.**

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## SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

### Critical Element 1.1 – State Adoption of Academic Content Standards for All Students

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>For academic content standards:</b></p> <p>The State formally adopted challenging academic content standards for all students in reading/language arts, mathematics and science and applies its academic content standards to all public schools and public school students in the State.</p>	<p><b>Standards (WY-TOPP &amp; WY-ALT)</b></p> <p>WY E #1: <a href="#">SBE Minutes Presentation Math &amp; Science Extended Standards Public Input</a> April 2018</p> <p>WY E #2: <a href="#">SBE Minutes Updates to MSRC &amp; SESRC Committee Work</a> p.3 Sept. 2017</p> <p>WY E #3: <a href="#">SBE Minutes Updates on Science &amp; ELA Extended Standards</a> p. 2 Feb. 2016</p> <p>WY E #4: <a href="#">SBE Minutes Approve on Science &amp; ELA Extended Standards</a> p. 3 March 2016</p> <p>WY E #5: <a href="#">SBE Minutes Updates to MSRC &amp; SESRC Committee Work</a> p.3 Oct. 2017</p> <p>WY E #6: <a href="#">SBE Minutes Ch 10 Discussion</a> p. 2</p> <p>WY E #7: <a href="#">Supes Memo - Science Standards &amp; K-1 ELA Extended Standards</a></p> <p><b>Standards (WY-TOPP)</b></p> <p>WY E #8: <a href="#">WCPS – 2016 Science standards</a> (2019), retrieved from the <a href="#">WDE website</a></p> <p>WY E #9: <a href="#">WCPS – 2008 Science standards</a> (2019), retrieved from the <a href="#">WDE website</a></p> <p>WY E #10: <a href="#">WCPS – 2012 Math standards</a> (2019), retrieved from the <a href="#">WDE website</a></p> <p>WY E #11: <a href="#">WCPS – 2018 Math standards</a> (2019), retrieved from the <a href="#">WDE website</a></p> <p>WY E #12: <a href="#">WCPS – 2012 Language Arts (ELA)</a> (2019), retrieved from the <a href="#">WDE website</a></p> <p>WY E #13: <a href="#">WS21-2-304(a)(ii)</a>, p. 25-26, retrieved from the <a href="#">State of Wyoming Legislative website</a></p> <p>WY E #14: <a href="#">Supes Memo - Math Standards - Call for Educator Participants</a></p> <p>WY E #15: <a href="#">Supes Memo - Science Standards Cross Finish Line</a></p> <p>WY E #16: <a href="#">Supes Memo - Science Standards</a></p>	<p><b>WY-TOPP &amp; WY-ALT</b></p> <p>The State’s narrative pointed the peers to a Statute (WY E #13 WS21-2-304, (a)(ii) but the language does not explicitly spell out that the standards are applied to <i>all</i> public schools and students.</p> <p>Wyoming adopted the Common Core State Standards for ELA and Math in 2012. The math standards were revisited in 2018 (ELA will be reviewed in the future). The science standards were based on NGSS and standards were adopted by the State Board in 2016 (but the assessments submitted for this peer review are based on the 2008 science content standards since new assessments will not be available until the 2020-21 school year).</p> <p>Evidence is shown that the content standards were formally adopted by the Board (WY E#86).</p> <p>Peers noted that there is language in the actual Math Standards (WY E#11) indicating that they apply to all students (p. 4) but the same is not true for Science (WY E#8, p.3) or ELA (WY E#12).</p> <p><b>WY-ALT</b></p> <p>The Extensions are linked directly to the Wyoming Content and Performance Standards and ensure students with severe cognitive disabilities are assessed against the same content standards as general education students.</p>

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>WY E #17: <a href="#">Supes Memo - Grad 9-10 Assess Review Committee Educator Participants</a></p> <p>WY E #18: <a href="#">Standards Review Timeline</a></p> <p>WY E #19: <a href="#">Standards Implementation Timeline</a></p> <p>WY E #20: <a href="#">SBE Minutes Adoption of 2016 Science Standards</a> p.2</p> <p>WY E #21: <a href="#">SBE Minutes Update on Initial Meetings Math Standards</a> p.2 May 2017</p> <p>WY E #22: <a href="#">SBE Minutes Update on Rules for Math Standards</a> p.4 April 2017</p> <p>WY E #23: <a href="#">SBE Minutes Update on Process for Math Standards</a> p. 2, March 2017</p> <p>WY E #24: <a href="#">SBE Minutes RFP New Assessment System, Math Standards Timeline</a> p.3-4 Jan. 2017</p> <p>WY E #25: SBE minutes - Approve 2018 Math standards p.4.</p> <p>WY E #26: SBE minutes - Approve 2012 Math ELA standards p. 3.</p> <p>WY E #27: SBE minutes - Approve 2008 Science Standards p. 3</p> <p>WY E #29: <a href="#">2012 Math ELA standards April Board Packet</a></p> <p><b>Extended Standards (WY-ALT)</b></p> <p>WY E #30: <a href="#">Extended Standards</a> (2019), retrieved from the <a href="#">WDE website</a></p> <p>WY E #31: <a href="#">2014 Math Standard Extensions</a> (2019), retrieved from the <a href="#">WDE website</a></p> <p>WY E #32: <a href="#">2014/16 ELA Standard Extensions</a> (2019), retrieved from the <a href="#">WDE website</a></p> <p>WY E #33: <a href="#">Science Standard Extensions</a> (2019), retrieved from the <a href="#">WDE website</a></p> <p>WY E #34: <a href="#">Math Standard Extensions Rationale, p.3</a> (2019), retrieved from the <a href="#">WDE website</a></p> <p>WY E #35: <a href="#">ELA Standard Extensions Rationale, p.3</a> (2019), retrieved from the <a href="#">WDE website</a></p> <p>WY E #36: <a href="#">Science Standard Extensions Rationale, p.3</a> (2019), retrieved from the <a href="#">WDE website</a></p>	

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	WY E #37: <a href="#">SBE Minutes Math &amp; Science Standards Intent to Submit mid Jan.</a> Jan. 2018 WY E #38: <a href="#">SBE Minutes Approval of ELA k-1 Extended Standards</a> May 2016 WY E #39: <a href="#">Supes Memo – Math Extended Standards Review</a> WY E #40: <a href="#">Supes Memo –Science Extended Standards Review</a>  WY E #86 Chapter-10-Rules-8.15.18	
<b>Section 1.1 Summary Statement</b>		
<input type="checkbox"/> No additional evidence is required or  <input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale: <ul style="list-style-type: none"> <li>• Evidence that the standards are applied to <i>all</i> public schools and students.</li> </ul>		

## Critical Element 1.2 – Challenging Academic Content Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b><u>For academic content standards:</u></b>            The State’s challenging academic content standards in reading/language arts, mathematics, and science are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards.</p>	<p><b>Standards (WY-TOPP)</b>            WY E #41: Standard Review PPT Regional Committee Mtgs (Math)            WY E #42: McRel Report: ELA K-8 Gap Analysis WY to CCSS (2010), p. 13-60.            WY E #43: McRel Report: ELA Grade 11 Gap Analysis WY to CCSS (2010).            WY E #44: McRel Report: Math K-8 Gap Analysis WY to CCSS (2010), p. 18-60.            WY E #45: McRel Report: Math Grade 11 Gap Analysis WY to CCSS (2010).            WY E #46: McRel Report: ELA K-8 Gap Analysis CCSS to WY (2010), p. 31-107.            WY E #47: McRel Report: ELA Grade 11 Gap Analysis CCSS to WY (2010), p. 16-32.            WY E #48: McRel Report: Math K-8 Gap Analysis CCSS to WY (2010), p. 22-88.            WY E #49: McRel Report: Math High School Gap Analysis CCSS to WY (2010).            WY E #50: Math Standards Review Committee (2010).            WY E #51: ELA Standards Review Committee (2010).            WY E #52: WDE Grade 3 Math Crosswalk (2010).            WY E #53: WDE Grade 4 Math Crosswalk (2010).            WY E #54: WDE Grade 5 Math Crosswalk (2010).            WY E #55: WDE Grade 6 Math Crosswalk (2010).            WY E #56: WDE Grade 7 Math Crosswalk (2010).            WY E #57: WDE Grade 8 Math Crosswalk (2010).            WY E #58: WDE Grade 11 Math Crosswalk (2010).            WY E #18: <a href="#">Standards Review Timeline</a>            WY E #19: <a href="#">Standards Implementation Timeline</a>            WY E #8: <a href="#">WCPS – 2016 Science standards</a>            WY E #9: <a href="#">WCPS – 2008 Science standards</a></p>	<p><b>WY-TOPP</b>            Evidence for stakeholder involvement is shown for all content standards (teacher committees, public comment, etc.).</p> <p>ELA and Math are based heavily on CCSS, which has established alignments with challenging outcomes. However, it is not clear to what extent the changes that were made to the WY standards have left them comparable to CCSS. Therefore, it is not clear to what extent the gap analyses presented (WY E#42-49) remain relevant. For example, if the State can demonstrate that almost all of the current standards are CCSS, then this evidence might be acceptable.</p> <p>For Science, WY presented 2016 science standards (NGSS) but the assessment submitted was based on the 2008 standards. Peers defer the review of the State science assessments until the new assessments, based on the new content standards, are submitted.</p> <p><b>WY-ALT</b>            Evidence of rigor for the extensions relies on the relationship to general education standards. Therefore, it is not possible to determine rigor based on the current submission because the rigor of the general standards has not been established (see 1.1).</p>

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>WY E #10: <a href="#">WCPS – 2012 Math standards</a></p> <p>WY E #11: <a href="#">WCPS – 2018 Math standards</a></p> <p>WY E #12: <a href="#">WCPS – 2012 Language Arts (ELA)</a></p> <p><b>Extended Standards (WY-ALT)</b></p> <p>WY E #59: WY-ALT Math GAP Analysis</p> <p>WY E #60: WY-ALT ELA GAP Analysis</p> <p>WY E #30: <a href="#">Extended Standards</a></p> <p>WY E #31: <a href="#">2014 Math Standard Extensions</a></p> <p>WY E #32: <a href="#">2014/16 ELA Standard Extensions</a></p> <p>WY E #33: <a href="#">Science Standard Extensions</a></p> <p>WY E #34: <a href="#">Math Standard Extensions Rationale, p.3</a></p> <p>WY E #35: <a href="#">ELA Standard Extensions Rationale, p.3</a></p> <p>WY E #36: <a href="#">Science Standard Extensions Rationale, p.3</a></p>	
<b>Section 1.2 Summary Statement</b>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• All evidence related to this Critical Element for science, once the submission for the assessment based on new science standards is available (WY-TOPP and WY-ALT).</li> <li>• For math and ELA (WY-TOPP), evidence demonstrating that almost all of the current standards are CCSS.</li> <li>• Evidence demonstrating the rigor of the extensions for the WY-ALT.</li> </ul>		



**Critical Element 1.3 – Required Assessments**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State’s assessment system includes annual general and alternate assessments aligned with <b><u>grade-level academic achievement standards</u></b> or alternate academic achievement standards in:</p> <ul style="list-style-type: none"> <li>• Reading/language arts (R/LA) and mathematics in each of grades 3-8 and at least once in high school (grades 9-12);</li> <li>• Science at least once in each of three grade spans (3-5, 6-9 and 10-12).</li> </ul> <p>AND</p> <p>The State’s <b><u>academic content assessments</u></b> must be the same assessments administered to all students in the tested grades, with the following exceptions:</p> <ul style="list-style-type: none"> <li>• Students with the most significant cognitive disabilities may take an alternate assessment aligned with alternate academic achievement standards.</li> <li>• A State may permit an LEA to administer a nationally recognized high school academic assessment in lieu of the State high school assessment if certain conditions are met.</li> <li>• A State that administers an end-of-course high school mathematics assessment may exempt an 8<sup>th</sup> grade student from the mathematics assessment typically administered in eighth grade and allow the student to</li> </ul>	<p>Department staff determined that the State’s evidence is sufficient for this critical element.</p>	<p>No evidence required.</p>

<p>take the State end-of-course mathematics test instead.</p> <ul style="list-style-type: none"> <li>• The Department may have approved the State, under the Innovative Assessment Demonstration Authority, to permit students in some LEAs to participate in a demonstration assessment system in lieu of participating in the State assessment.</li> </ul>		
<p><b>Section 1.3 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> No additional evidence is required or</p> <p>The following additional evidence is needed/provide brief rationale:</p>		

### Critical Element 1.4 – Policies for Including All Students in Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State requires the inclusion of all public elementary and secondary school students in its assessment system and clearly and consistently communicates this requirement to districts and schools.</p> <ul style="list-style-type: none"> <li>• For students with disabilities, policies state that all students with disabilities in the State, including those children with disabilities publicly placed in private schools as a means of providing special education and related services, must be included in the assessment system;</li> <li>• For ELs:               <ul style="list-style-type: none"> <li>○ Policies state that all ELs must be included in all aspects of the content assessment system, unless the State has chosen the statutory option for recently arrived ELs under which such ELs are exempt from one administration of its reading/ language arts assessment.</li> <li>○ If a State has developed native language assessments for ELs in R/LA, ELs must be assessed in R/LA in English if they have been enrolled in U.S. schools for three or more consecutive years, except, if a district determines, on a case-by-case basis, that native language assessments would yield more accurate and reliable information, the district may assess a student with native language assessments for a</li> </ul> </li> </ul>	<p>Department staff determined that more evidence is needed for this critical element. Evidence is needed of policies stating that all students with disabilities in the State, including those children with disabilities publicly placed in private schools as a means of providing special education and related services, are included in the WY-TOPP or WY-ALT, where applicable.</p>	<p>For the WY-TOPP and WY-ALT in R/LA and Mathematics:</p> <ul style="list-style-type: none"> <li>• For students with disabilities, evidence of policies stating that all students with disabilities in the State, including those children with disabilities publicly placed in private schools as a means of providing special education and related services, are included in these assessments (e.g., specify this in test administration manuals and technical reports).</li> </ul>

<p>period not to exceed two additional consecutive years.</p> <ul style="list-style-type: none"> <li>○ If the State uses the flexibility for Native American language schools and programs: (1) the State provides the content assessment in the Native American language to all students in the school or program; (2) the State submits such content assessment for peer review as part of its State assessment system; and (3) the State continues to provide ELP assessments and services for ELs as required by law. The State must assess in English the students' achievement in R/LA in high school.</li> </ul>		
<p><b>Section 1.4 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <p>For the WY-TOPP and WY-ALT in R/LA and Mathematics:</p> <ul style="list-style-type: none"> <li>• For students with disabilities, evidence of policies stating that all students with disabilities in the State, including those children with disabilities publicly placed in private schools as a means of providing special education and related services, are included in these assessments (e.g., specify this in test administration manuals and technical reports).</li> </ul>		

**Critical Element 1.5 – Meaningful Consultation in the Development of Challenging State Standards and Assessments**

(Note: this is a new requirement under ESSA, so it does not apply to standards and assessments adopted prior to the passage of ESSA (December 2015)).

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State has developed or amended challenging <b>academic</b> standards and assessments, the State has conducted meaningful and timely consultation with:</p> <ul style="list-style-type: none"> <li>• State leaders, including the Governor, members of the State legislature and State board of education (if the State has a State board of education).</li> <li>• Local educational agencies (including those located in rural areas).</li> <li>• Representatives of Indian tribes located in the State.</li> <li>• Teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents.</li> </ul>	<p>Department staff determined that the State’s evidence is sufficient for this critical element.</p>	<p>No evidence required.</p>
<p><b>Section 1.5 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> No additional evidence is required or</p> <p>The following additional evidence is needed/provide brief rationale:</p>		

## SECTION 2: ASSESSMENT SYSTEM OPERATIONS

### Critical Element 2.1 – Test Design and Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State’s test design and test development process is well-suited for the content, is technically sound, aligns the assessments to <b><u>the depth and breadth of the State’s academic content standards</u></b> for the grade that is being assessed and includes:</p> <ul style="list-style-type: none"> <li>• Statement(s) of the purposes of the assessments and the intended interpretations and uses of results;</li> <li>• Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of <b><u>the State’s grade-level academic content standards</u></b> and support the intended interpretations and uses of the results.</li> <li>• Processes to ensure that each academic assessment is tailored to the knowledge and skills included in <b><u>the State’s academic content standards</u></b>, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills).</li> <li>• If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design and intended uses and interpretations of results.</li> </ul>	<p><b>WY-TOPP</b>            WY E #94: <a href="#">WY-TOPP ELA Blueprints</a> (2019), retrieved from the <a href="#">WDE website</a>            WY E #95: <a href="#">WY-TOPP Math Blueprints</a> (2019), retrieved from the <a href="#">WDE website</a>            WY E #96: <a href="#">WY-TOPP Science Blueprints</a> (2019), retrieved from the <a href="#">WDE website</a>            WY E #97: <a href="#">Assessment Newsletter Volume 5 Issue 14</a>, (2019), retrieved from the <a href="#">WDE website</a>            WY E #98: <a href="#">2018-2019 Braille Reqs Manual</a>.            WY E #99: <a href="#">2018-2019 WY-TOPP TA User Guide</a>.            WY E #80: <a href="#">WY-TOPP Summative PBT TAM</a> (2019),            WY E #81: <a href="#">WY-TOPP Summative CBT TAM</a> (2019),            WY E #77: <a href="#">WY-TOPP Guidance for Accommodations and Accessibility Guide</a>            WY E #13: <a href="#">WS21-2-304(a)(v)(A-K)</a>            WY E #224: <a href="#">WY-TOPP Technical Report (V1, sec. 1, 2, 7; V2; V6; V3, sec. 1 &amp; 3)</a>.</p> <p><b>WY-ALT</b>            WY E #100 WY-ALT ELA Blueprints 2019+ Info            WY E #101: <a href="#">WY-ALT ELA Blueprints (2019)</a>, retrieved from the <a href="#">WDE website</a>            WY E #102: <a href="#">WY-ALT Math Blueprints (2019)</a>, retrieved from the <a href="#">WDE website</a>            WY E #103: <a href="#">WY-ALT Science Blueprints (2019)</a>, retrieved from the <a href="#">WDE website</a>            WY E #104: <a href="#">Assessment Newsletter Volume 5 Issue 51</a>, (2019), retrieved from the <a href="#">WDE website</a>            WY E #105: <a href="#">Assessment Newsletter Volume 5 Issue 52</a>, (2019), retrieved from the <a href="#">WDE website</a>            WY E #106: <a href="#">Assessment Newsletter Volume 5 Issue</a></p>	<p><b>WY-TOPP &amp; WY-ALT</b>            For Science, WY presented 2016 science standards (NGSS) but the assessment submitted was based on the 2008 standards. Peers defer the review of the State science assessments until the new assessments, based on the new content standards, are submitted.</p> <p>Sufficient evidence (e.g., alignment studies) was not presented to ensure that each academic assessment is tailored to the knowledge and skills included in the State’s academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills).</p> <p><b>WY-TOPP</b>            Purposes and intended interpretations of WY-TOPP and are stated in technical report (WY E#224, pdf pg. 19).</p> <p>Blueprints are provided for math and ELA and include evidence that each assessment measures the depth and breadth of the relevant content standards (they have the standards embedded in blueprint). Additional test design documents and development processes are outlined in second volume of the tech reports.</p> <p>Knowledge and skills: The criteria used by WDE and AIR content specialists to select items for the WY-eligible pool were not specified. Peers recommend that the State include further detail about this process in their technical manual in the future.</p> <p>ELA blueprint WY E#94 specifies content by standard and DOK for the overall test. Math blueprint (WY E#95) also specifies the maximum number of items per standard and</p>

<ul style="list-style-type: none"> <li>• If the State administers a computer-adaptive assessment, it makes proficiency determinations with respect to the grade in which the student is enrolled and uses that determination for all reporting.</li> <li>• If the State administers a content assessment that includes portfolios, such assessment may be partially administered through a portfolio but may not be <i>entirely</i> administered through a portfolio.</li> </ul>	<p><a href="#">53</a>. (2019), retrieved from the <a href="#">WDE website</a>  WY E #107: <a href="#">Assessment Newsletter Volume 6 Issue 79</a>. (2019), retrieved from the <a href="#">WDE website</a>  WY E #108: <a href="#">Assessment Newsletter Volume 6 Issue 82</a>. (2019), retrieved from the <a href="#">WDE website</a>  WY E #83: <a href="#">WY-ALT FAQ</a>  WY E #84: <a href="#">WY-ALT IFT FAQ</a>  WY E #109: Assistive Technology Manual  Evidence #13: <a href="#">WS21-2-304(a)(v)(G)</a>  WY E #225: <i>WY-ALT Technical Report (Sec. 1, 4, 5, &amp; 8)</i>.  WY E #82: <a href="#">WY-ALT DFAM</a></p>	<p>DOK for the overall test. However, data supporting the match of forms to the blueprint is given only by reporting category (pdf pg. 56; Appendix H, beginning on pdf pg. 132). Pdf pg. 56 of WY E#224 indicates that the QA system generates blueprint match reports at the content standards level. These must be included to support the match.</p> <p>Percentage of items at each DOK level is provided by grade level (WY E#94, #95). This is not sufficiently detailed to ensure content and complexity comparability across forms, especially in a CAT.</p> <p>Computer-adaptive assessment:</p> <p>WY E#224 (Pdf pg. 64-65) shows issues with bias. This may be due at least in part to the size and composition of the item pool selected for WY. Evidence of how the State plans to address these issues should be provided, as well as any effects such changes have.</p> <p>As required, the CAT includes only items measuring grade-level claims. Proficiency determinations are in terms of student grade level as required (pp. 1328-1329 of WY-TOPP tech report).</p> <p>Portfolios: N/A</p> <p><b>WY-ALT</b>  Evidence submitted for 2.1 is based on an operational field test that may not be representative of the operational test design. The State must resubmit evidence for this Critical Element based on the operational test.</p> <p>Purposes and intended uses for the WY-ALT are specified in WY E #225, pdf pg. 8.</p> <p>Blueprints (WY E#101 and #102) are based on extended standards, but don't show how extended standards relate to grade level content standards and the degree to which the</p>
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		<p>assessments reflect the entire breadth of the grade-level standards.</p> <p>Item pool and selection procedures: Based on pdf pg. 57-58, the LOFT process produces tests that match the blueprint at the level specified by the blueprint.</p> <p>Proficiency determinations: For the WY-ALT, the State makes proficiency determinations with respect to the grade in which the student is enrolled and uses that determination for all reporting.</p> <p>Portfolios: N/A</p>
<p><b>Section 2.1 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• All evidence related to this Critical Element for science, once the submission for the assessments based on new science standards is available (WY-TOPP and WY-ALT).</li> </ul> <p>For math and ELA:</p> <ul style="list-style-type: none"> <li>• Evidence to ensure that each academic assessment in WY-TOPP and WY-ALT is tailored to the knowledge and skills included in the State’s academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills).</li> <li>• Blueprint match reports at the content standards level (WY-TOPP).</li> <li>• Blueprints specifying DOK at a finer-grained level than test grade level for WY-TOPP.</li> <li>• Evidence submitted for 2.1 is based on a WY-ALT operational field test that may not be representative of the operational test design. The State must resubmit evidence for this Critical Element based on the operational test.</li> <li>• Evidence showing how extended standards relate to grade level content standards and the degree to which the WY-ALT assessments reflect the entire breadth of the grade-level standards.</li> </ul>		



## Critical Element 2.2 – Item Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State uses reasonable and technically sound procedures to develop and select items to:</p> <ul style="list-style-type: none"> <li>Assess student achievement based on the <b>State’s academic content standards</b> in terms of content and cognitive process, including higher-order thinking skills.</li> </ul>	<p><b>WY-TOPP</b>            WY E #110: <a href="#">Assessment Newsletter Volume 5 Issue 55</a> (2019), retrieved from the <a href="#">WDE website</a>.            WY E #111: <a href="#">Assessment Newsletter Volume 6 Issue 70</a> (2019), retrieved from the <a href="#">WDE website</a>.            WY E #112: <a href="#">Assessment Newsletter Volume 6 Issue 71</a> (2019), retrieved from the <a href="#">WDE website</a>.            WY E #113: <a href="#">Assessment Newsletter Volume 6 Issue 72</a> (2019), retrieved from the <a href="#">WDE website</a>.            WY E #114: <a href="#">Assessment Newsletter Volume 6 Issue 73</a> (2019), retrieved from the <a href="#">WDE website</a>.            WY E #115: WY-TOPP Content and Fairness Agenda (Science, ELA, and Math) 10.22-23.18            WY E #116: WY-TOPP Science Data (Y1) Review Committee Application (Responses) 10.4.18            WY E #117: WY-TOPP Science Data Review Agenda Draft 10.4.18            WY E #118: WY-TOPP Science, AIR Core ELA and Math Content and Fairness committee list 10.22.18-10.23.18  <i>WY E #224: WY-TOPP Technical Report (V2).</i>  <i>WY E #94: <a href="#">WY-TOPP ELA Blueprints</a></i>  <i>WY E #95: <a href="#">WY-TOPP Math Blueprints</a></i>  <i>WY E #96: <a href="#">WY-TOPP Science Blueprints</a></i>  <i>WY E #87: <a href="#">Assessment Newsletter Volume 5 Issue 56</a>.</i></p> <p><b>WY-ALT</b>            WY E #119: Item Specifications with PLDs            WY E #120: Content Fairness (CFC)-WDE ITS Login &amp; Facilitator Guidance Document            WY E #121: <a href="#">Assessment Newsletter Volume 6 Issue 68</a> (2019), retrieved from the <a href="#">WDE website</a>.            WY E #122: <a href="#">Assessment Newsletter Volume 6 Issue 74</a> (2019), retrieved from the <a href="#">WDE website</a></p>	<p><b>WY-TOPP and WY-ALT</b>            For Science, WY presented 2016 science standards (NGSS) but the assessment submitted was based on the 2008 standards. Peers defer the review of the State science assessments until the new assessments, based on the new content standards, are submitted.</p> <p>Documentation is needed to show that procedures to evaluate and select items considered the deliverability of the items (e.g., usability studies).</p> <p>An independent alignment study has not been conducted between standards and WY-TOPP or WY-ALT assessments. (see 2.1)</p> <p><b>WY-ALT</b>            Page 42 of WY-ALT technical report (WY E#225) states, “The item specifications also included complexity statements and task demands.” Evidence of cognitive challenge needs to be provided.</p> <p>Item writer training guidelines were not provided and scant detail is given on p. 38 so further documentation regarding item writer instructions and background is needed.</p>

	<p>WY E #123: <a href="#">Assessment Newsletter Volume 6 Issue 75</a> (2019), retrieved from the <a href="#">WDE website</a></p> <p>WY E #124: <a href="#">Assessment Newsletter Volume 6 Issue 76</a> (2019), retrieved from the <a href="#">WDE website</a></p> <p>WY E #125: <a href="#">Assessment Newsletter Volume 6 Issue 77</a> (2019), retrieved from the <a href="#">WDE website</a></p> <p>WY E #126: Math Item Specifications with PLDs</p> <p>WY E #127: May 2018 Collaborative Accessing ITS PPT</p> <p>WY E #128: May 2018 Collaborative IDR Agenda</p> <p>WY E #129: May 2018 Item Data Review Materials Guideline</p> <p>WY E #130: Nov. 2018 Collab Items Agenda CFC</p> <p>WY E #131: Nov. 2018 Collab Items WY-ALT C&amp;F Committee Training PPT</p> <p>WY E #132: Nov. 2018 Collab Items WY-ALT C&amp;F Review (Responses)</p> <p>WY E #133: Science Item Specifications with PLDs Final</p> <p>WY E #134: Sept. 2018 WY Items WY-ALT CAC Agenda 2018</p> <p>WY E #135: Sept. 2018 WY Items WY-ALT Content Advisory Committee Training PPT</p> <p>WY E #136: Sept. 2018 WY Items WY-ALT Content and Fairness Committee List</p> <p>WY E #137: Content Fairness (CFC) WDE ITS Login Facilitator Guidance Document</p> <p>WY E #138: Item Specifications with PLDs</p> <p>WY E #225: <i>WY-ALT Technical Report (Sec. 4).</i></p> <p>WY E #101: <a href="#">WY-ALT ELA Blueprints (2019).</a></p> <p>WY E #102: <a href="#">WY-ALT Math Blueprints (2019).</a></p> <p>WY E #103: <a href="#">WY-ALT Science Blueprints (2019).</a></p>	
<p><b>Section 2.2 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• All evidence related to this Critical Element for science, once the submission for the assessments based on new science standards is available (WY-TOPP and WY-ALT).</li> <li>• For both WY-TOPP and WY-ALT, documentation to show that procedures to evaluate and select items considered the deliverability of the items (e.g.,</li> </ul>		

usability studies).

- For the WY-ALT, evidence that the items are cognitively challenging.
- For the WY-ALT, documentation regarding item writer instructions and background.
- Evidence that WY-TOPP and WY-ALT assessments are based on the State's academic content standards in terms of content and cognitive process, including higher-order thinking skills (e.g., independent alignment studies).

## Critical Element 2.3 – Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State implements policies and procedures for standardized test administration; specifically, the State:</p> <ul style="list-style-type: none"> <li>• Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations;</li> <li>• Has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities;</li> <li>• If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology</li> </ul>	<p><b>WY-TOPP &amp; WY-ALT</b>            WY E #139: <a href="#">Assessment Best Practices</a> (2019), retrieved from the <a href="#">WDE website</a>            WY E #142: <a href="#">Assessment Newsletter Volume 5 Issue 17</a> (2019), retrieved from the <a href="#">WDE website</a>            WY E #143: <a href="#">Assessment Newsletter Volume 5 Issue 26</a> (2019), retrieved from the <a href="#">WDE website</a>            WY E #144: <a href="#">Assessment Newsletter Volume 5 Issue 27</a> (2019), retrieved from the <a href="#">WDE website</a>            WY E #145: <a href="#">Assessment Newsletter Volume 5 Issue 33</a> (2019), retrieved from the <a href="#">WDE website</a>            WY E #146: <a href="#">Assessment Newsletter Volume 5 Issue 39</a> (2019), retrieved from the <a href="#">WDE website</a>            WY E #147: <a href="#">Assessment Newsletter Volume 5 Issue 43</a> (2019), retrieved from the <a href="#">WDE website</a>            WY E #148: <a href="#">Assessment Newsletter Volume 5 Issue 45</a> (2019), retrieved from the <a href="#">WDE website</a>            WY E #149: <a href="#">Assessment Newsletter Volume 5 Issue 47</a> (2019), retrieved from the <a href="#">WDE website</a>            WY E #150: <a href="#">Assessment Newsletter Volume 5 Issue 48</a> (2019), retrieved from the <a href="#">WDE website</a>            WY E #151: <a href="#">Assessment Newsletter Volume 5 Issue 49</a> (2019), retrieved from the <a href="#">WDE website</a>            WY E #152: <a href="#">2019 TIDE User Guide</a> (2019), retrieved from the <a href="#">WDE website</a>            WY E #87: <a href="#">Assessment Newsletter Volume 5 Issue 56</a>. WY E #89: <a href="#">Assessment Newsletter Volume 5 Issue 58</a>. WY E #77: <a href="#">WY-TOPP Guidance for Accommodations and Accessibility Guide</a></p> <p><b>WY-TOPP</b>            WY E #153: 2018-19 District Test Coordinator training (Slides)            WY E #154: <a href="#">2018-19 District Test Coordinator training (Video)</a> (online only – YouTube)            WY E #155: <a href="#">Assessment Newsletter Volume 5 Issue 31</a> (2019), retrieved from the <a href="#">WDE website</a></p>	<p><b>WY-TOPP &amp; WY-ALT</b>            Newsletters demonstrate a consistent communication strategy that allows stakeholders to have a “go-to” for up-to-date information on testing.</p> <p>Technical reports for WY-TOPP and WY-ALT document appropriate administration protocols and state clearly that training is required. However, no training materials were provided for WY-ALT.</p> <p>Sufficient evidence is provided showing that procedures and protocols are in place to ensure that all personnel involved with testing should be able to make use of appropriate accommodations (for both WY-TOPP, WY-TOPP and WY-ALT; specifically in <i>Guidance for Accommodations and Accessibility Guide</i>).</p> <p>There is no indication that the State verifies training (e.g., school-level audits). Evidence should be provided on how Wyoming ensures that training actually happens.</p> <p><b>WY-TOPP</b>            Technical requirements are well-documented and troubleshooting is incorporated into the administration protocols and training.</p> <p><b>WY-ALT</b>            The peers referred to the 2019 Directions for Test Administration, which were located on the State’s website but not included in the submission itself. Technology requirements were provided in a link (pdf pg. 20) but peers could not locate contingency plans to address possible technology challenges.</p>

<p>challenges during test administration.</p>	<p>WY E #156: <a href="#">Assessment Newsletter Volume 5 Issue 32</a> (2019), retrieved from the <a href="#">WDE website</a>  WY E #157: <a href="#">Assessment Newsletter Volume 5 Issue 34</a> (2019), retrieved from the <a href="#">WDE website</a>  WY E #158: <a href="#">Assessment Newsletter Volume 5 Issue 35</a> (2019), retrieved from the <a href="#">WDE website</a>  WY E #159: <a href="#">Assessment Newsletter Volume 5 Issue 39</a> (2019), retrieved from the <a href="#">WDE website</a>  WY E #160: <a href="#">Assessment Newsletter Volume 5 Issue 43</a> (2019), retrieved from the <a href="#">WDE website</a>  WY E #161: <a href="#">Assessment Newsletter Volume 5 Issue 44</a> (2019), retrieved from the <a href="#">WDE website</a>  WY E #162: <a href="#">Assessment Newsletter Volume 5 Issue 46</a> (2019), retrieved from the <a href="#">WDE website</a>  WY E #163: <a href="#">Assessment Newsletter Volume 5 Issue 50</a> (2019), retrieved from the <a href="#">WDE website</a>  WY E #164: <a href="#">Assessment Newsletter Volume 5 Issue 65</a> (2019), retrieved from the <a href="#">WDE website</a>  WY E #165: <a href="#">Assessment Newsletter Volume 5 Issue 68</a> (2019), retrieved from the <a href="#">WDE website</a>  WY E #166: <a href="#">Assessment Newsletter Volume 6 Issue 69</a> (2019), retrieved from the <a href="#">WDE website</a>  WY E #224: <i>WY-TOPP Technical Report (V5)</i>.  WY E #70: <a href="#">Assessment Newsletter Volume 5 Issue 28</a> WY E #71: <a href="#">Assessment Newsletter Volume 5 Issue 29</a> WY E #72: <a href="#">Assessment Newsletter Volume 5 Issue 30</a> WY E #104: <a href="#">Assessment Newsletter Volume 5 Issue 51</a>. WY E #111: <a href="#">Assessment Newsletter Volume 6 Issue 70</a> WY E #112: <a href="#">Assessment Newsletter Volume 6 Issue 71</a> WY E #114: <a href="#">Assessment Newsletter Volume 6 Issue 73</a> WY E #108: <a href="#">Assessment Newsletter Volume 6 Issue 82</a>. WY E #80: <a href="#">WY-TOPP Summative PBT TAM</a>  WY E #81: <a href="#">WY-TOPP Summative CBT TAM</a></p> <p><b>WY-ALT</b>  WY E #167: <a href="#">WY-ALT Administration Helpful Tips</a> WY E #168: <a href="#">WY-ALT Changes to the 2019 Assessment</a>  WY E #169: <a href="#">Assessment Newsletter Volume 5 Issue 1</a> (2019), retrieved from the <a href="#">WDE website</a>  WY E #170: <a href="#">Assessment Newsletter Volume 5 Issue 8</a></p>	
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	<p>Not included in State submission but downloaded from State website: <i>2019 WY-ALT Directions for Administration</i>  <a href="https://wyoassessment.org/core/fileparse.php/2417/urlt/SP19-WY-ALT-DFAM.pdf">https://wyoassessment.org/core/fileparse.php/2417/urlt/SP19-WY-ALT-DFAM.pdf</a></p>	
<p><b>Section 2.3 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Evidence to demonstrate that required test administration training actually happens for both WY-TOPP and WY-ALT.</li> <li>• Test administrator training materials (or a full description of them) for WY-ALT.</li> <li>• Technology contingency plan for WY-ALT.</li> </ul>		

**Critical Element 2.4 – Monitoring Test Administration**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. Monitoring of test administration should be demonstrated for all assessments in the State system: the general academic assessments and the AA-AAAS.</p>	<p>Department staff determined that more evidence is needed for this critical element. Although the State indicated that it conducts on-site visits during test administration for the WY-TOPP and WY-ALT, the State did not provide evidence of such monitoring. The State must provide evidence that it adequately monitors the administration of the WY-TOPP and WY-ALT in R/LA and mathematics to ensure that standardized test administration procedures are implemented with fidelity across districts and schools (e.g., monitoring schedule or formal letter to a school or district following monitoring with actions).</p>	<p>For the WY-TOPP and WY-ALT in R/LA and Mathematics:</p> <ul style="list-style-type: none"> <li>• Evidence that the State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools (e.g., provide a monitoring schedule or formal letter to a school or district following monitoring with actions).</li> </ul>
<p><b>Section 2.4 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <p>For the WY-TOPP and WY-ALT in R/LA and Mathematics:</p> <ul style="list-style-type: none"> <li>• Evidence that the State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools (e.g., provide a monitoring schedule or formal letter to a school or district following monitoring with actions).</li> </ul>		

## Critical Element 2.5 – Test Security

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through:</p> <ul style="list-style-type: none"> <li>Prevention of any assessment irregularities, including maintaining the security of test materials (both during test development and at time of test administration), proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration;</li> <li>Detection of test irregularities;</li> <li>Remediation following any test security incidents involving any of the State’s assessments;</li> <li>Investigation of alleged or factual test irregularities.</li> <li>Application of test security procedures to all assessments in the State system: the general academic assessments and the AA-AAAS.</li> </ul>	<p><b>WY-TOPP &amp; WY-ALT</b>  WY E #180: Draft of Assessment Rules  WY E #152: <a href="#">2019 TIDE User Guide</a>  WY E #82: <a href="#">WY-ALT DFAM</a></p> <p><b>WY-TOPP</b>  WY E #224: <i>WY-TOPP Technical Report (V5)</i>.  WY E #153: <a href="#">2018-19 District Test Coordinator training (Slides)</a>  WY E #154: <a href="#">2018-19 District Test Coordinator training (Video)</a>  WY E #176: <a href="#">Test Security</a>  WY E #177: <a href="#">Test Security Checklist</a>  WY E #178: <a href="#">Test Security PPT (Slides)</a>  WY E #80: <a href="#">WY-TOPP Summative PBT TAM</a>  WY E #81: <a href="#">WY-TOPP Summative CBT TAM</a></p> <p><b>WY-ALT</b>  WY E #225: <i>WY-ALT Technical Report (Sec. 2.4)</i>.  WY E #82: <a href="#">WY-ALT DFAM</a></p>	<p><b>WY-TOPP &amp; WY-ALT</b>  Prevention of irregularities: Policies applying to both WY-WOPP and WY-ALT are documented in manuals and training materials. These policies cover appropriate topics to prevent irregularities (the formal policy will be a good step, but WY E#180 is clearly in the very early stages).</p> <p>Detection of irregularities: A process for detecting irregularities involving the vendor is in place.</p> <p>Remediation/investigation of irregularities: No evidence of a process for remediation and outcomes of any test security incidents was located. Remediation procedures and evidence of their implementation must be submitted.</p> <p>Test Administrator Security Agreements are required to be kept on file for retrieval and review in any irregularity and security check situations, but it is unclear whether there is follow-up. For example, does this ever happen? If so, what was the finding?</p> <p>A monitoring checklist for school visits related to security is provided. More information about actual monitoring is necessary. For instance, who handles investigations and what remediation was in place following any test security incidents?</p> <p>Application of test security procedures to all assessments: WY E#178, pg. 22</p>
<p><b>Section 2.5 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>For WY-TOPP and WY-ALT, investigation/remediation procedures and evidence of their implementation.</li> </ul>		



## Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically:</p> <ul style="list-style-type: none"> <li>To protect the integrity of its test-related data in test administration, scoring, storage and use of results;</li> <li>To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools;</li> <li>To protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups.</li> </ul>	<p><b>WY-TOPP &amp; WY-ALT</b>            WY E #182 <a href="#">Data Governance</a> Screen Shot, retrieved from the <a href="#">WDE website</a>            WY E #183 Data-Security-Report-2014-Final            WY E #184: WDE Data Governance Committee (2014),            Data-Related Contract Provisions Required for All Assessment Vendors.</p> <p><b>WY-TOPP</b>            WY E #185: 2016 <a href="#">Administration Materials</a> (2015), retrieved from the <a href="#">WDE website</a>            WY E #186: WDE and AIR Contract  <i>WY E #224: WY-TOPP Technical Report (V6, sec. 1.1.; V5, sec. 4; V5 sec. 4).</i>  <i>WY E #80: <a href="#">WY-TOPP Summative PBT TAM</a></i>  <i>WY E #81: <a href="#">WY-TOPP Summative CBT TAM</a></i></p> <p><b>WY-ALT</b>            WY E #189: WDE and AIR Contract  <i>WY E #225: WY-ALT Technical Report (Sec. 2).</i>            WY E #82: <a href="#">WY-ALT DFAM</a></p>	<p><b>WY-TOPP &amp; WY-ALT</b>            The Data Governance Committee has established requirements and procedures to ensure data confidentiality and privacy. These include procedures to be followed by Wyoming as well as by vendors. The WDE/AIR contract demonstrates that AIR is contractually obligated to follow these policies.</p> <p>Evidence of policies protecting the integrity in administration, scoring, storage and use of results was sufficient.</p> <p>Evidence of policies securing student-level data was sufficient.</p> <p>Peers could not locate the definition of the minimum number of students necessary to allow reporting of scores for all students and student groups. This must be provided to meet this part of the Critical Element.</p>
<p><b>Section 2.6 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>The definition of the minimum number of students necessary to allow reporting of scores for all students and student groups.</li> </ul>		

## SECTION 3: TECHNICAL QUALITY – VALIDITY

### Critical Element 3.1 – Overall Validity, Including Validity Based on Content

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate overall validity evidence for its assessments consistent with nationally recognized professional and technical testing standards. The State’s validity evidence includes evidence that:</p> <p><b><u>The State’s academic assessments</u></b> measure the knowledge and skills specified in the State’s academic content standards, including:</p> <ul style="list-style-type: none"> <li>• Documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), balance of content, and cognitive complexity;</li> <li>• Documentation that the assessments address the depth and breadth of the content standards;</li> <li>• If the State has adopted alternate academic achievement standards and administers alternate assessments aligned with those standards, the assessments show adequate alignment to the State’s academic content standards for the grade in which the student is enrolled in terms of content match (i.e., no unrelated content) and the breadth of content and cognitive complexity determined in test design to be appropriate for</li> </ul>	<p><b>WY-TOPP &amp; WY-ALT</b>            WY E #191: AIR Assessment RFP Initial Draft</p> <p><b>WY-TOPP</b>            WY E #193: RFP for Science Collaborative            WY E #194: Final RFP Awardee Proposal            WY E #224: <i>WY-TOPP Technical Report (V2; &amp; V3, sec. 3.4.3).</i>            WY E #94: <a href="#">WY-TOPP ELA Blueprints</a>            WY E #95: <a href="#">WY-TOPP Math Blueprints</a> WY E #96: <a href="#">WY-TOPP Science Blueprints</a></p> <p><b>WY-ALT</b>            WY E #195: WY LCI Report            E #196: WY-ALT Administration LCI Helpful Tips - 2019-2020            WY E #225: <i>WY-ALT Technical Report (Sec. 4; Sec. 5.1; Sec. 8).</i>            WY E #101: <a href="#">WY-ALT ELA Blueprints (2019).</a>            WY E #102: <a href="#">WY-ALT Math Blueprints (2019).</a> WY E #103: <a href="#">WY-ALT Science Blueprints (2019).</a></p>	<p><b>WY-TOPP &amp; WY-ALT</b>            For Science, WY presented 2016 science standards (NGSS) but the assessment submitted was based on the 2008 standards. Peers defer the review of the State science assessments until the new assessments, based on the new content standards, are submitted.</p> <p>Independent alignment studies are needed to demonstrate alignment between standards and assessments in math and ELA in terms of content, balance of content, cognitive complexity, and depth and breadth.</p>

students with the most significant cognitive disabilities.		
<b>Section 3.1 Summary Statement</b>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• For Science, WY presented 2016 science standards (NGSS) but the assessment submitted was based on the 2008 standards. Peers defer the review of the State science assessments until the new assessments, based on the new content standards, are submitted.</li> <li>• Evidence demonstrating alignment between standards and assessments in math and ELA in terms of content, balance of content, cognitive complexity, and depth and breadth (e.g., independent alignment studies). (WY-TOPP and WY-ALT).</li> </ul>		

### Critical Element 3.2 – Validity Based on Cognitive Processes

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate validity evidence that its assessments tap: <b><u>the intended cognitive processes</u></b> appropriate for each grade level as represented in the State’s academic content standards.</p>	<p><b>WY-TOPP</b>  WY E #197: SBAC Cognitive Lab Technical Report.  WY E #224: <i>WY-TOPP Technical Report (V3, sec. 4.2).</i></p> <p><b>WY-ALT</b>  WY E #198: WY-ALT Cognitive Lab Report.  WY E #225: <i>WY-ALT Technical Report (Sec. 5.2).</i></p>	<p>For Science, WY presented 2016 science standards (NGSS) but the assessment submitted was based on the 2008 standards. Peers defer the review of the State science assessments until the new assessments, based on the new content standards, are submitted.</p> <p><b>WY-TOPP</b>  Evidence provided was the SBAC cognitive lab study (WY E#197) but it is not clear to peers that the SBAC study findings generalize to WY.</p> <p><b>WY-ALT</b>  The report of the cognitive lab study for WY-ALT (WY E# 198) provides sufficient validity evidence for this Critical Element, showing that the items tapped intended cognitive processes. Peers noted the strong design of the study.</p>
<p><b>Section 3.2 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• All evidence related to this Critical Element for science, once the submission for the assessments based on new science standards is available (WY-TOPP and WY-ALT).</li> <li>• Evidence that WY-TOPP assessments tap the intended cognitive processes appropriate for each grade level as represented in the State’s math and ELA content standards.</li> </ul>		

**Critical Element 3.3 – Validity Based on Internal Structure**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s <b><u>academic content standards</u></b>.</p>	<p><b>WY-TOPP</b>  <i>WY E #224: WY-TOPP Technical Report (V4, sec. 5).</i></p> <p><b>WY-ALT</b>  <i>WY E #225: WY-ALT Technical Report (Sec. 5).</i></p>	<p>For Science, WY presented 2016 science standards (NGSS) but the assessment submitted was based on the 2008 standards. Peers defer the review of the State science assessments until the new assessments, based on the new content standards, are submitted.</p> <p><b>WY-TOPP &amp; WY-ALT</b>            Validity evidence that the scoring and reporting structures of the WY-TOPP and WY-ALT are consistent with the sub-domain structures of the Wyoming’s content standards and the intended interpretations and uses of results. Evidence includes subscore correlations, which are acceptable.</p> <p><b>WY-ALT</b>            Peers suggest that the State perform DIF analysis based on items given to WY students.</p>
<p><b>Section 3.3 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>All evidence related to this Critical Element for science, once the submission for the assessments based on new science standards is available (WY-TOPP and WY-ALT).</li> </ul>		

### Critical Element 3.4 – Validity Based on Relations to Other Variables

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.</p>	<p><b>WY-TOPP</b>  <i>WY E #224: WY-TOPP Technical Report (V4, sec. 5.3).</i></p> <p><b>WY-ALT</b>  <i>WY E #225: WY-ALT Technical Report (Sec. 5.4).</i></p>	<p>For Science, WY presented 2016 science standards (NGSS) but the assessment submitted was based on the 2008 standards. Peers defer the review of the State science assessments until the new assessments, based on the new content standards, are submitted.</p> <p><b>WY-TOPP</b>            Correlations between interim and summative WY-TOPP ELA and math assessments are moderate to high. Disattenuated correlations (i.e., corrected coefficients) are high, which suggests that tests are measuring the same construct.</p> <p>Correlating results with some other variable, preferably an external measure (e.g., grades), would provide stronger evidence. The State should consider adding this to their research agenda.</p> <p><b>WY-ALT</b>            Correlations between responses on Learner Characteristic Inventory (LCI) and WY-ALT are provided. Peers noted that WY-E #225, section 5.4 showed there was not much differentiation between correlations of LCI reading/math &amp; WY-ALT scores in ELA and math. It is unclear how the pattern of correlations that emerges supports this Critical Element, and the State needs to interpret this information.</p> <p>Peers noted that the students’ general expressive communication, receptive language, and ability to engage with others (WY E#225, p. 67) are not academic content and do not provide evidence that the assessment supports valid inferences about students’ math and reading skills. Peers suggest using another strategy for collecting such evidence.</p>
<p><b>Section 3.4 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p>		

X The following additional evidence is needed/provide brief rationale:

- All evidence related to this Critical Element for science, once the submission for the assessments based on new science standards is available (WY-TOPP and WY-ALT).
- It is unclear how the pattern of correlations between LCIs and WY-ALT reading/math scores supports this Critical Element, and the State needs to interpret the correlation information and/or provide alternative evidence.

## SECTION 4: TECHNICAL QUALITY – OTHER

### Critical Element 4.1 – Reliability

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate reliability evidence for its assessments for the following measures of reliability for the State’s student population overall and each student group consistent with nationally recognized professional and technical testing standards. If the State’s assessments are implemented in multiple States, measures of reliability for the assessment overall and each student group consistent with nationally recognized professional and technical testing standards, including:</p> <ul style="list-style-type: none"> <li>• Test reliability of the State’s assessments estimated for its student population;</li> <li>• Overall and conditional standard error of measurement of the State’s assessments, including any domain or component sub-tests, as applicable;</li> <li>• Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results;</li> <li>• For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a <b><u>student’s academic achievement</u></b>.</li> </ul>	<p><b>WY-TOPP</b>  <i>WY E #224: WY-TOPP Technical Report (V4, sec. 1.1 &amp; 3).</i></p> <p><b>WY-ALT</b>  <i>WY E #225: WY-ALT Technical Report (Sec. 6).</i></p>	<p>For Science, WY presented 2016 science standards (NGSS) but the assessment submitted was based on the 2008 standards. Peers defer the review of the State science assessments until the new assessments, based on the new content standards, are submitted.</p> <p><b>WY-TOPP</b></p> <p>WY E#224 Marginal reliability is low for grade 10 ELA and grades 9 and 10 math (pdf pg. 610). CSEM is presented graphically (pdf pg. 613-616). It seems unusually high at the lower tail in some cases. ELA does not appear to measure very well at the below basic level at any grade, or at the advanced level in grades 4, 6, and 8. The State should address these shortcomings as the assessment program matures.</p> <p>Classification consistency and accuracy are reported and acceptable.</p> <p>Evidence is sufficient to show that the assessments produce test forms with adequately precise estimates of a student’s academic achievement.</p> <p><b>WY-ALT</b></p> <p>WY E#225 Reliability estimates are acceptable for ELA, but low (&lt;.8) for several grades in math (4, 7, 8, 9/10) (pdf pg. 71). There is no discussion of why the reliabilities are low in math or how this might be remedied. The State should address these shortcomings as the assessment program matures.</p>



Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>In general, CSEMs (pdf pg. 72-74) show that the tests measure best in the 240-380 range, with less precise measurement in high advanced.</p> <p>Classification consistency and accuracy are reported (pdf pg. 76) and are acceptable.</p> <p>Evidence is sufficient to show that the assessments produce test forms with adequately precise estimates of a student's academic achievement.</p>
<b>Section 4.1 Summary Statement</b>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• All evidence related to this Critical Element for science, once the submission for the assessments based on new science standards is available (WY-TOPP and WY-ALT).</li> <li>• Plans for addressing low reliabilities in identified grade levels for math and ELA (WY-TOPP and WY-ALT).</li> </ul>		

### Critical Element 4.2 – Fairness and Accessibility

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>For all State academic assessments,</i> assessments should be developed, to the extent practicable, using the principles of universal design for learning (UDL) (see definition<sup>1</sup>).</p> <p><b>For academic content assessments,</b> the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in their design, development and analysis.</p>	<p><b>WY-TOPP &amp; WY-ALT</b>  <i>WY E #77: <a href="#">WY-TOPP Guidance for Accommodations and Accessibility Guide</a></i></p> <p><b>WY-TOPP</b>  <i>WY E #224: WY-TOPP Technical Report (V1 &amp; 2).</i></p> <p><b>WY-ALT</b>  <i>WY E #205: Content and Fairness Review Meeting Information (2015).</i>  <i>WY E #225: WY-ALT Technical Report (Sec. 4).</i></p>	<p>For Science, WY presented 2016 science standards (NGSS) but the assessment submitted was based on the 2008 standards. Peers defer the review of the State science assessments until the new assessments, based on the new content standards, are submitted.</p> <p><b>WY-TOPP</b>            Descriptions of the processes used to write, review, and evaluate items for bias and sensitivity are provided and mention that teachers of diverse groups of students are included. UDL receives specific attention in the process for WY-TOPP (e.g., pdf pp. 193-194 of WY-TOP tech report).</p> <p>DIF statistics are included for math and ELA.</p> <p><b>WY-ALT</b>            Additional information showing how UDL is applied in development, not just in the review process (WY E#205), is needed.</p> <p>Furthermore, peers found a statement (WY E#225, pdf pg. 45) that DIF analyses are performed, but results are not provided. Additional evidence that the assessments are accessible (e.g., DIF results) is needed.</p>
<p><b>Section 4.2 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• All evidence related to this Critical Element for science, once the submission for the assessments based on new science standards is available (WY-TOPP and WY-ALT).</li> <li>• Evidence showing how UDL is applied in WY-ALT item and test development.</li> </ul>		

<sup>1</sup> see page 28 of “*A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process*”, September 24, 2018 available at: [www.ed.gov/admins/lead/account/saa.html](http://www.ed.gov/admins/lead/account/saa.html)

- Additional evidence that the WY-ALT assessments are accessible (e.g., DIF results).

### Critical Element 4.3 – Full Performance Continuum

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for <b>academic assessments</b>, including performance for high- and low-achieving students.</p>	<p><b>WY-TOPP</b>  <i>WY E #224: WY-TOPP Technical Report (V4).</i>  <i>WY E #115: WY-TOPP Content and Fairness Agenda (Science, ELA, and Math) 10.22-23.18</i>  <i>WY E #116: WY-TOPP Science Data (Y1) Review Committee Application (Responses) 10.4.18</i>  <i>WY E #117: WY-TOPP Science Data Review Agenda Draft 10.4.18</i>  <i>WY E #118: WY-TOPP Science, AIR Core ELA and Math Content and Fairness committee list 10.22.18- 10.23.18</i></p> <p><b>WY-ALT</b>  <i>WY E #225: WY-ALT Technical Report (Sec. 6).</i></p>	<p>For Science, WY presented 2016 science standards (NGSS) but the assessment submitted was based on the 2008 standards. Peers defer the review of the State science assessments until the new assessments, based on the new content standards, are submitted.</p> <p><b>WY-TOPP</b>            Sufficient evidence has been provided to meet the requirements of this Critical Element (WY E#224). CSEMs are reasonable near the cut scores and TCCs are included to document that assessments were successful in providing adequately precise estimates of student performance across the full performance continuum.</p> <p><b>WY-ALT</b>            Peers appreciated the inclusion of ability vs. item difficulty distributions in WY E#225 pdf pg. 52-54, which show how well the tests measure at different ability levels.</p> <p>These data are based on an operational field test that may not be representative of the operational test design. The State must resubmit evidence for this Critical Element based on the operational test.</p>
<p><b>Section 4.3 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• All evidence related to this Critical Element for science, once the submission for the assessments based on new science standards is available (WY-TOPP and WY-ALT).</li> <li>• Resubmit evidence for the WY-ALT for this Critical Element based on the operational test rather than the LOFT.</li> </ul>		

### Critical Element 4.4 – Scoring

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State’s <b><u>academic achievement standards</u></b>.</p>	<p><b>WY-TOPP &amp; WY-ALT</b>  WY E #205: <a href="#">Cut Scores</a></p> <p><b>WY-TOPP</b>  WY E #206: WY-TOPP Standard Setting Technical Report  WY E #207: ORS ISR Interpretive Guide – English  WY E #208: ORS ISR Interpretive Guide – Spanish  WY E #224: <i>WY-TOPP Technical Report (V1, sec. 6 &amp; 7; V3; V4).</i></p> <p><b>WY-ALT</b>  WY E #209: WY-ALT Standard Setting Technical Report  WY E #210: WY-ALT Family Reports Interpretive Guide – English (2019).  WY E #225: <i>WY-ALT Technical Report (Sec. 7, 8, and 10.3).</i></p>	<p>For Science, WY presented 2016 science standards (NGSS) but the assessment submitted was based on the 2008 standards. Peers defer the review of the State science assessments until the new assessments, based on the new content standards, are submitted.</p> <p><b>WY-TOPP</b>  The procedures for scoring are well documented in the tech report and are comprehensive.</p> <p>For CAT, there is evidence that the scoring algorithm is working as expected.</p> <p>Peers noted that agreements between automated and human scoring are low, as are human rater agreements used to train the automated scoring engine (pdf pg. 632). Plans must be provided to address rater agreement issues.</p> <p>Results in WY E #207 (sample score report) shows that overall scores are reported in terms of academic achievement level.</p> <p><b>WY-ALT</b>  If all items that survived data review were used for scoring, more items than will be on operational (40) were used in providing student scores. This and other factors may have resulted in content non-comparability across LOFT forms (see pdf pg. 59-60).</p> <p>These data were based on an operational field test that may not be representative of the operational test design. The State must resubmit evidence for this Critical Element based on the operational test.</p>
<p><b>Section 4.4 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p>		

- All evidence related to this Critical Element for science, once the submission for the assessments based on new science standards is available (WY-TOPP and WY-ALT).
- Plans to address rater agreement issues with the WY-TOPP.
- Resubmit evidence for the WY-ALT for this Critical Element based on the operational test rather than the LOFT.

### Critical Element 4.5 – Multiple Assessment Forms

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State administers multiple forms of <b>academic assessments</b> within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State’s <b>academic content standards</b> and yield consistent score interpretations such that the forms are comparable within and across school years.</p>	<p>The State submission did not list any evidence addressing this Critical Element.</p>	<p>For Science, WY presented 2016 science standards (NGSS) but the assessment submitted was based on the 2008 standards. Peers defer the review of the State science assessments until the new assessments, based on the new content standards, are submitted.</p> <p><b>WY-TOPP</b> No evidence is provided to demonstrate that forms <u>across years</u> adequately represent the State’s academic content standards and yield consistent score interpretations. Because forms are equated to a common reporting scale for each test, it is expected that the State expects results to be comparable across years. Therefore, evidence must be provided for this Critical Element.</p> <p><b>WY-ALT</b> ELA &amp; Math will be adaptive in future years; this year was a LOFT. No information was provided about form comparability within the year, although the LOFT algorithm assigned items based on content, so it should be comparable in terms of content. The State must provide evidence regarding the CAT algorithm to ensure comparability.</p>
<p><b>Section 4.5 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• All evidence related to this Critical Element for science, once the submission for the assessments based on new science standards is available (WY-TOPP and WY-ALT).</li> <li>• For WY-TOPP, evidence to demonstrate that forms <u>across years</u> adequately represent the State’s academic content standards and yield consistent score interpretations.</li> <li>• For WY-ALT, math and ELA evidence was based on an operational field test that may not be representative of the operational test design. The State must resubmit evidence for this Critical Element based on the operational test.</li> </ul>		

### Critical Element 4.6 – Multiple Versions of an Assessment

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State administers any of its assessments in multiple versions within a subject area (e.g., online versus paper-based delivery; <b>or a native language version of the academic content assessment</b>), grade level, or school year, the State:</p> <ul style="list-style-type: none"> <li>• Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments;</li> <li>• Documented adequate evidence of comparability of the meaning and interpretations of the assessment results.</li> </ul>	<p><b>WY-TOPP &amp; WY-ALT</b> WY E #211: Device Comparability WY Grade 7</p> <p><b>WY-TOPP</b> WY E #224: <i>WY-TOPP Technical Report (V1 &amp; 2)</i>.</p> <p><b>WY-ALT</b> WY E #225: <i>WY-ALT Technical Report (Sec. 2.6 &amp; 4.1.2)</i>.</p>	<p>For Science, WY presented 2016 science standards (NGSS) but the assessment submitted was based on the 2008 standards. Peers defer the review of the State science assessments until the new assessments, based on the new content standards, are submitted.</p> <p><b>WY-TOPP</b> The Device Comparability Study (WY E#211) shows that scores across different devices are comparable.</p> <p>Paper-based braille and breach form item selection was described (WY E#224, pdf pg. 244). Peers could not locate evidence of how embedded [online] braille item selection is conducted. Since some candidate items may not work well in braille, this needs to be specified.</p> <p><b>WY-ALT</b> WY E#211 does not address comparability for WY-ALT. Evidence needs to be provided to support the comparability of scores across multiple versions of the WY-ALT (e.g., device comparability study).</p>
<p><b>Section 4.6 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• All evidence related to this Critical Element for science, once the submission for the assessments based on new science standards is available (WY-TOPP and WY-ALT).</li> <li>• Evidence of how embedded [online] braille item selection is conducted (WY-TOPP).</li> <li>• Evidence to support the comparability of scores across multiple versions of the WY-ALT (e.g., device comparability study).</li> </ul>		



### Critical Element 4.7 – Technical Analysis and Ongoing Maintenance

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State:</p> <ul style="list-style-type: none"> <li>Has a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments), and</li> <li>Evidence of adequate technical quality is made public, including on the State’s website.</li> </ul>	<p><b>WY-TOPP &amp; WY-ALT</b> WY E #212: TAC Agenda 11.2018</p> <p><b>WY-TOPP</b> WY E #213: <a href="#">Assessment Newsletter Volume 6 Issue 63</a> (2019), retrieved from the <a href="#">WDE website</a> WY E #214: WY-TOPP Survey <i>WY E #164: <a href="#">Assessment Newsletter Volume 5 Issue 65</a> WY E #91: <a href="#">Assessment Newsletter Volume 5 Issue 62</a>. WY E #224: WY-TOPP Technical Report (VI, sec. 7; V5).</i></p> <p><b>WY-ALT</b> WY E #215: <a href="#">Assessment Newsletter Volume 5 Issue 25</a> (2019), retrieved from the <a href="#">WDE website</a> <i>WY E #225: WY-ALT Technical Report (Sec. 10).</i></p>	<p>For Science, WY presented 2016 science standards (NGSS) but the assessment submitted was based on the 2008 standards. Peers defer the review of the State science assessments until the new assessments, based on the new content standards, are submitted.</p> <p><b>WY-TOPP</b> Technical report (WY E#224) is comprehensive and shows sound criteria for analysis of assessments.</p> <p>The State’s submission did not address making evidence of adequate technical quality public. Although some information is made available to the public (e.g., newsletters), peers could not locate sufficient evidence of technical quality (e.g., the technical manual) on the website.</p> <p>WY-TOPP survey shows public commitment to ongoing monitoring and feedback collection. Consider doing the same for the WY-ALT.</p> <p><b>WY-ALT</b> WY E #225 shows evidence of quality control but is not a plan for monitoring quality, once the LOFT becomes a CAT. A plan for ongoing quality control must be submitted.</p> <p>The State’s submission did not address making evidence of adequate technical quality public. Although some information is made available to the public (e.g., newsletters), peers could not locate sufficient evidence of technical quality (i.e., the technical manual) on the website.</p>
<p><b>Section 4.7 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p>		

- All evidence related to this Critical Element for science, once the submission for the assessments based on new science standards is available (WY-TOPP and WY-ALT).
- The State must resubmit evidence for the ongoing maintenance of the WY-ALT once it is in fully operational form.
- Evidence that information about the technical quality of WY-TOPP and WY-ALT (e.g., the technical manual) is made available publicly.

## SECTION 5: INCLUSION OF ALL STUDENTS

### Critical Element 5.1 – Procedures for Including Students with Disabilities

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State’s assessment system. Decisions about how to assess students with disabilities must be made by a student’s IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student’s individual abilities and needs.</p> <p>If a State adopts alternate academic achievement standards for students with the most significant cognitive disabilities and administers an alternate assessment aligned with those standards under ESEA section 1111(b)(1)(E) and (b)(2)(D), respectively, the State must:</p> <ul style="list-style-type: none"> <li>• Establish guidelines for determining whether to assess a student with an AA-AAAS, including: <ul style="list-style-type: none"> <li>○ A State definition of “students with the most significant cognitive disabilities” that addresses factors related to cognitive functioning and adaptive behavior;</li> </ul> </li> <li>• Provide information for IEP Teams to inform decisions about student assessments that:</li> </ul>	<p><b>WY-TOPP &amp; WY-ALT</b>  WY E #216: <a href="#">WS21-2-204</a> (h)(i)(B)(ii) retrieved from the <a href="#">State of Wyoming Legislative website</a>  WY E #63: <a href="#">State Assessment System</a>  WY E #77: <a href="#">WY-TOPP Guidance for Accommodations and Accessibility Guide</a>  WY E #152: <a href="#">2019 TIDE User Guide</a></p> <p><b>WY-TOPP</b>  WY E #64: <a href="#">WY-TOPP</a>  WY E #80: <a href="#">WY-TOPP Summative PBT TAM</a> WY E #81: <a href="#">WY-TOPP Summative CBT TAM</a>  WY E #207: <a href="#">ORS ISR Interpretive Guide – English</a> (2019).  WY E #208: <a href="#">ORS ISR Interpretive Guide – Spanish</a></p> <p><b>WY-ALT</b>  WY E #83: <a href="#">WY-ALT FAQ</a>  WY E #84: <a href="#">WY-ALT IFT FAQ</a>  WY E #82: <a href="#">WY-ALT DFAM</a>  WY E #78: <a href="#">WY-ALT Participation Guidelines</a>  WY E #79: <a href="#">WY-ALT Assessment Participation Criteria Guidance</a>  WY E #210: <a href="#">WY-ALT Family Reports Interpretive Guide</a>  – <i>English</i> (2019).</p>	<p><b>WY-TOPP &amp; WY-ALT</b>  Evidence is shown that all students are included in the assessment program, including students with disabilities. For WY-TOPP, <i>Guidance for Accommodations and Accessibility</i> details all available accommodations and recommendations for use (info on applying these is in TIDE User Guide).</p> <p>Training documents include appropriate use of accommodations for all students, including those with significant cognitive disabilities.</p> <p><b>WY-ALT</b>  Participation guidelines for WY-ALT provides a checklist to help IEP/placement team determine appropriate assessment for students. More in-depth detail, appropriate for IEP/placement teams, is provided in <i>Criteria Guidance</i> (WY E#79). Guidance documents include information on differences between assessments as required.</p> <p>WY-ALT Interpretive Guide explains that achievement is measured based on alternate academic achievement standards (as do actual score reports should parents not review the guide).</p> <p>Peers could not find evidence specifying that participating in the alternate assessment would not preclude a student with the most significant cognitive disabilities who takes an alternate assessment from attempting to complete the requirements for a regular high school diploma. WY E#79 pdf pg. 6 says continued participation in WY-ALT “may</p>

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<ul style="list-style-type: none"> <li>○ Provides a clear explanation of the differences between assessments aligned with grade-level academic achievement standards and those aligned with alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an AA-AAAS, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma;</li> <li>• Ensure that parents of students assessed with an AA-AAAS are informed that their child's achievement will be measured based on alternate academic achievement standards;</li> <li>• Not preclude a student with the most significant cognitive disabilities who takes an AA-AAAS from attempting to complete the requirements for a regular high school diploma; and</li> <li>• Promote, consistent with requirements under the IDEA, the involvement and progress of students with the most significant cognitive disabilities in the general education curriculum that is based on the State's academic content standards for the grade in which the student is enrolled; and</li> </ul>		<p>lead to a certificate of completion instead of a general diploma.”</p> <p>WY E#83, pdf pg. 1 shows the link between the general and extended standards and pdf pg. 3 states that students must have access to the general curriculum.</p> <p>Peers could not find evidence that the state monitors application of the guidelines. Evidence is needed to show how the State monitors implementation of guidelines for IEP teams.</p>

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<ul style="list-style-type: none"> <li>• Develop, disseminate information on, and promote the use of appropriate accommodations to ensure that a student with the most significant cognitive disabilities who does not take an AA-AAAS participates in academic instruction and assessments for the grade in which the student is enrolled.</li> <li>• The State has in place and monitors implementation of guidelines for IEP teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards, if applicable. Such guidelines must be developed in accordance with 34 CFR § 200.6(d).<sup>2</sup></li> </ul>		
<p><b>Section 5.1 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Evidence that participating in the alternate assessment would not preclude a student with the most significant cognitive disabilities from attempting to complete the requirements for a regular high school diploma.</li> <li>• Evidence is needed to show how the State monitors implementation of guidelines for IEP teams.</li> </ul>		

<sup>2</sup> See the full regulation at 34 CFR § 200.6(d) (online at [https://www.ecfr.gov/cgi-bin/text-idx?SID=07e168e9e7a6c5931b4549cc15547ce9&mc=true&node=se34.1.200\\_16&rgn=div8](https://www.ecfr.gov/cgi-bin/text-idx?SID=07e168e9e7a6c5931b4549cc15547ce9&mc=true&node=se34.1.200_16&rgn=div8))

### Critical Element 5.2 – Procedures for Including English Learners in Academic Content Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has in place procedures to ensure the inclusion of all ELs in public elementary and secondary schools in the State’s academic content assessments and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum:</p> <ul style="list-style-type: none"> <li>• Procedures for determining whether an EL should be assessed with a linguistic accommodation(s);</li> <li>• Information on accessibility tools and features available to all students and assessment accommodations available for ELs;</li> <li>• Assistance regarding selection of appropriate linguistic accommodations for ELs, including to the extent practicable, assessments in the language most likely to yield accurate and reliable information on what those students know and can do to determine the students’ mastery of skills in academic content areas until the students have achieved English language proficiency.</li> </ul>	<p><b>WY-TOPP &amp; WY-ALT</b>  <i>WY E#73: EL Guidebook</i>            WY E #217: <a href="#">Assessment Newsletter volume 5 Issue 22</a>, (2019), retrieved from the <a href="#">WDE website</a>  <i>WY E #152: 2019 TIDE User Guide</i></p> <p><b>WY-TOPP</b>  <i>WY E #64: <a href="#">WY-TOPP</a></i>  <i>WY E #224: WY-TOPP Technical Report (V5). WY E #80: <a href="#">WY-TOPP Summative PBT TAM</a> WY E #81: <a href="#">WY-TOPP Summative CBT TAM</a></i>  <i>WY E #77: <a href="#">WY-TOPP Guidance for Accommodations and Accessibility Guide</a></i></p> <p><b>WY-ALT</b>  <i>WY E #82: <a href="#">WY-ALT DFAM</a></i>  <i>WY E #225: WY-ALT Technical Report (Sec. 2.6).</i></p>	<p><b>WY-TOPP</b>            WY-TOPP Tech Report (WY E#224) and the EL Guidebook (WY E#73) lists available accommodations including those for ELs, but only for the WY-TOPP. The Accommodations and Accessibility Guide provides recommendations for use (i.e., procedures for determining when a feature is appropriate for an EL student).</p> <p>It is not clear that these resources are meant to communicate with parents. The State should consider providing some materials targeting parents.</p> <p><b>WY-ALT</b>            Evidence is not provided regarding accessibility tools and accommodations for ELs on the WY-ALT. All documentation of accommodations and accessibility tools for ELs relates to the general assessment.</p>
<p><b>Section 5.2 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Evidence for all aspects of the Critical Element for the WY-ALT.</li> </ul>		

### Critical Element 5.3 – Accommodations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and ELs, including ELs with disabilities. Specifically, the State:</p> <ul style="list-style-type: none"> <li>• Ensures that appropriate accommodations, such as, interoperability with, and ability to use, assistive technology, are available to measure the <b>academic achievement</b> of students with disabilities.</li> <li>• Ensures that appropriate accommodations are available for ELs;</li> <li>• Has determined that the accommodations it provides (1) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations;</li> <li>• Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.</li> <li>• Ensures that accommodations for all required assessments do not deny students with disabilities or ELs the opportunity to participate in the</li> </ul>	<p><b>WY-TOPP &amp; WY-ALT</b>  <i>WY E #77: <a href="#">WY-TOPP Guidance for Accommodations and Accessibility Guide</a></i></p> <p><b>WY-TOPP</b>  <i>WY E #64: <a href="#">WY-TOPP</a> (2019), retrieved from the WDE website</i>  <i>WY E #224: <a href="#">WY-TOPP Technical Report (V1, 2, &amp; 5)</a>. WY E #113: <a href="#">Assessment Newsletter Volume 6 Issue 72</a> (2019), retrieved from the WDE website.</i>  <i>WY E #80: <a href="#">WY-TOPP Summative PBT TAM</a> (2019), retrieved from the WDE website</i>  <i>WY E #81: <a href="#">WY-TOPP Summative CBT TAM</a> (2019), retrieved from the WDE website</i></p> <p><b>WY-ALT</b>  <i>WY E #82: <a href="#">WY-ALT DFAM</a> (2019), retrieved from the WDE website</i>  <i>WY E #225: <a href="#">WY-ALT Technical Report (Sec. 4)</a>.</i></p>	<p>For WY-TOPP, the Accommodations and Accessibility Guide (WY E#77) details many accommodations available to all students, SWDs and ELs. It also includes recommendations for use.</p> <p>DIF analyses are performed for WY-TOPP on students using accommodations vs. students not using accommodations to demonstrate comparable results. However, peers could not locate the actual results of these analyses (see 4.2). No other evidence that accommodations are appropriate and effective, do not alter the construct being assessed, and allow meaningful interpretations (e.g., research, best practice documents regarding accommodations) was provided.</p> <p>In the narrative, the State references working with the State Collaborative on Assessment and Student Standards Assessing Special Education Students (SCASS-ASES). However, the results of that collaboration are unclear and no product is cited. The former guide is mentioned but not included as evidence (Wyoming Accommodations Manual for Instruction and Assessment, January 2006).</p> <p>No evidence is shown to support that a process is in place for individual review of exceptional requests for accommodations.</p> <p>Accommodations are addressed in the WY-ALT but no mention is made of EL students, so it is unclear how the State ensures that appropriate accommodations are provided to these students for this assessment (see 5.2).</p> <p>Evidence is also lacking showing that the use of accommodations on the WY-ALT does not affect the interpretation and comparability of results.</p>

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
assessment and any benefits from participation in the assessment.		WY E#77, pdf pg. 4 indicates that all required assessments do not deny students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment.
<b>Section 5.3 Summary Statement</b>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Evidence showing that the use of accommodations on the WY-TOPP and WY-ALT does not affect the interpretation and comparability of results.</li> <li>• Evidence showing a process for individual review of exceptional requests for accommodations (both WY-TOPP and WY-ALT).</li> <li>• Evidence showing how the State ensures that appropriate accommodations are available for ELs on the WY-ALT.</li> </ul>		



**Critical Element 5.4 – Monitoring Test Administration for Special Populations**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are:</p> <ul style="list-style-type: none"> <li>• Consistent with the State’s policies for accommodations;</li> <li>• Appropriate for addressing a student’s disability or language needs for each assessment administered;</li> <li>• Consistent with accommodations provided to the students during instruction and/or practice;</li> <li>• Consistent with the assessment accommodations identified by a student’s IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA, the individual or team designated by a district to make these decisions; or another process for an EL;</li> <li>• Administered with fidelity to test administration procedures;</li> <li>• Monitored for administrations of all required academic content assessments and AA-AAAS.</li> </ul>	<p><b>WY-TOPP &amp; WY-ALT</b>  <i>WY E #77: <a href="#">WY-TOPP Guidance for Accommodations and Accessibility Guide</a></i>  <i>WY E #176: <a href="#">Test Security</a></i>  <i>WY E #177: <a href="#">Test Security Checklist (Slides)</a></i>  <i>WY E #178: <a href="#">Test Security PPT User Guide</a></i>  <b>WY-TOPP</b>  <i>WY E #80: <a href="#">WY-TOPP Summative PBT TAM</a></i>  <i>WY E #81: <a href="#">WY-TOPP Summative CBT TAM</a></i>  <b>WY-ALT</b>  <i>WY E #82: <a href="#">WY-ALT DFAM</a></i></p>	<p>The State has information available regarding their policies on the provision of the appropriate assessment to students and appropriate reference to accommodations is made in the test security training and checklist, helping to ensure compliance with these policies.</p> <p>However, no evidence is provided to show that the State conducts any monitoring of these policies for either WY-TOPP or WY-ALT.</p>
<p><b>Section 5.4 Summary Statement</b></p> <p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p>		

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
		<ul style="list-style-type: none"> <li data-bbox="275 261 1957 315">• Evidence showing the State’s process to monitor compliance with policies and the results of such monitoring for WY-TOPP and WY-ALT (e.g., findings and steps taken to remediate issues identified).</li> </ul>

## SECTION 6: ACADEMIC ACHIEVEMENT STANDARDS AND REPORTING

### Critical Element 6.1 – State Adoption of Academic Achievement Standards for All Students

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b><u>For academic content standards:</u></b></p> <p>The State formally adopted <b><u>challenging academic achievement standards</u></b> in reading/language arts, mathematics, and science for all students, specifically:</p> <ul style="list-style-type: none"> <li>• The State formally adopted academic achievement standards in the required tested grades and, at its option, alternate academic achievement standards for students with the most significant cognitive disabilities;</li> <li>• The State applies its academic achievement standards to all public elementary and secondary school students enrolled in the grade to which they apply, with the exception of students with the most significant cognitive disabilities to whom alternate academic achievement standards may apply;</li> </ul> <p>The State’s academic achievement standards and, as applicable, alternate academic achievement standards, include: (1) at least three levels of achievement, with two for high achievement and a third for lower achievement; (2) descriptions of the competencies associated with each achievement level; and (3) achievement scores that differentiate among the achievement levels.</p>	<p><b>WY-TOPP &amp; WY-ALT</b></p> <p>WY E #1: <a href="#">SBE Minutes Presentation Math &amp; Science Extended Standards Public Input April 2018</a></p> <p>WY E #2: <a href="#">SBE Minutes Updates to MSRC &amp; SESRC Committee Work p.3 Sept. 2017</a></p> <p>WY E #3: <a href="#">SBE Minutes Updates on Science &amp; ELA Extended Standards p. 2 Feb. 2016</a></p> <p>WY E #4: <a href="#">SBE Minutes Approve on Science &amp; ELA Extended Standards p. 3 March 2016</a></p> <p>WY E #5: <a href="#">SBE Minutes Updates to MSRC &amp; SESRC Committee Work p.3 Oct. 2017</a></p> <p>WY E #6: <a href="#">SBE Minutes Ch 10 Discussion p. 2</a></p> <p>WY E #7: <a href="#">Supes Memo - Science Standards &amp; K-1 ELA Extended Standards</a></p> <p><b>WY-TOPP</b></p> <p>WY E #218: <a href="#">Performance Level Descriptors (PLDs) (2019)</a>, retrieved from the <a href="#">WDE website</a></p> <p>WY E #219: <a href="#">2018 ELA PLDs Grade 3-10 (2019)</a>, retrieved from the <a href="#">WDE website</a></p> <p>WY E #220: <a href="#">2018 Math PLDs Grade 3-10 (2019)</a>, retrieved from the <a href="#">WDE website</a></p> <p>WY E #221: <a href="#">2018 Science PLDs Grade 3-10 (2019)</a>, retrieved from the <a href="#">WDE website</a></p> <p>WY E #222: <a href="#">WS 21-9-101</a>, retrieved from the <a href="#">State of Wyoming Legislative website</a></p> <p>WY E #206: <a href="#">WY-TOPP Standard Setting Technical Report</a></p> <p>WY E #224: <a href="#">WY-TOPP Technical Report (V3)</a>.</p> <p>WY E #8: <a href="#">WCPS – 2016 Science standards</a></p> <p>WY E #9: <a href="#">WCPS – 2008 Science standards</a></p> <p>WY E #10: <a href="#">WCPS – 2012 Math standards</a></p> <p>WY E #11: <a href="#">WCPS – 2018 Math standards</a></p>	<p>For Science, WY presented 2016 science standards (NGSS) but the assessment submitted was based on the 2008 standards. Peers defer the review of the State science assessments until the new assessments, based on the new content standards, are submitted.</p> <p><b>WY-TOPP &amp; WY-ALT</b></p> <p>There are 4 performance levels for both WY-TOPP and WY-ALT: Below Basic, Basic, Proficient, and Advanced</p> <p>The Board minutes provided as evidence relate to the academic <u>content</u> standards, not the academic <u>achievement</u> standards for the assessment. Peers could not locate evidence of formal adoption of the performance standards.</p> <p>Furthermore, the State will need to submit evidence that the achievement standards and ALDs for the WY-ALT are appropriate for the operational test, since the evidence provided is based on the operational field test, which is in a different format.</p> <p>Technical reports for the WY-TOPP (WY E# 224) and WY-ALT (WY E#225) show that achievement standards apply to all students.</p>

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p> <i>WY E #12: <a href="#">WCPS – 2012 Language Arts (ELA)</a></i>  <i>WY E #14: <a href="#">Supes Memo - Math Standards - Call for Educator Participants</a></i>  <i>WY E #15: <a href="#">Supes Memo - Science Standards Cross Finish Line</a></i>  <i>WY E #16: <a href="#">Supes Memo - Science Standards</a></i>  <i>WY E #17: <a href="#">Supes Memo - Grad 9-10 Assess Review Committee Educator Participants</a></i>  <i>WY E #18: <a href="#">Standards Review Timeline</a></i>  <i>WY E #19: <a href="#">Standards Implementation Timeline</a></i>  <i>WY E #20: <a href="#">SBE Minutes Adoption of 2016 Science Standards p.2</a></i>  <i>WY E #21: <a href="#">SBE Minutes Update on Initial Meetings Math Standards p.2 May 2017</a></i>  <i>WY E #22: <a href="#">SBE Minutes Update on Rules for Math Standards p.4 April 2017</a></i>  <i>WY E #23: <a href="#">SBE Minutes Update on Process for Math Standards p. 2, March 2017</a></i>  <i>WY E #24: <a href="#">SBE Minutes RFP New Assessment System, Math Standards Timeline p.3-4 Jan. 2017</a></i>  <i>WY E #25: <a href="#">SBE minutes - Approve 2018 Math standards p.4.</a></i>  <i>WY E #26: <a href="#">SBE minutes - Approve 2012 Math ELA standards p. 3.</a></i>  <i>WY E #27: <a href="#">SBE minutes - Approve 2008 Science Standards p. 3</a></i>  <i>WY E #29: <a href="#">2012 Math ELA standards April Board Packet</a></i>  <i>WY E #13: <a href="#">WS21-2-304(a)(ii), p. 25-26,</a></i>  <i>WY E #205: <a href="#">Cut Scores</a></i> </p> <p> <b>WY-ALT</b>  WY E #228: <a href="#">2019 WY-ALT Policy Level ALDs</a>  WY E #229: <a href="#">WY-ALT PLDs for ELA</a>  WY E #230: <a href="#">WY-ALT PLDs for Math</a>  WY E #231: <a href="#">WY-ALT PLDs for Science</a>  WY E #225: <a href="#">WY-ALT Technical Report (Sec. 9).</a> </p>	

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>WY E #209: <i>WY-ALT Standard Setting Technical Report</i> WY E #30: <a href="#">Extended Standards</a>  WY E #31: <a href="#">2014 Math Standard Extensions</a>  WY E #32: <a href="#">2014/16 ELA Standard Extensions</a> WY E #33: <a href="#">Science Standard Extensions</a>  WY E #34: <a href="#">Math Standard Extensions Rationale, p.3</a>  WY E #35: <a href="#">ELA Standard Extensions Rationale, p.3</a>  WY E #36: <a href="#">Science Standard Extensions Rationale, p.3</a> WY E #86: <a href="#">Chapter 10 Rules: Wyoming Content and Performance Standards</a>  WY E #37: <i>SBE Minutes Math &amp; Science Standards Intent to Submit mid Jan, Jan. 2018</i>  WY E #38: <a href="#">SBE Minutes Approval of ELA k-1 Extended Standards May 2016</a>  WY E #39 <i>Supes Memo – Math Extended Standards Review</i>  WY E #40 <i>Supes Memo –Science Extended Standards Review</i></p>	
<b>Section 6.1 Summary Statement</b>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• All evidence related to this Critical Element for science, once the submission for the assessments based on new science standards is available (WY-TOPP and WY-ALT).</li> <li>• Evidence that the achievement standards and ALDs for the WY-ALT are appropriate for the test, once it is fully operational (as opposed to the current operational field test).</li> <li>• For both WY-TOPP and WY-ALT, evidence showing formal adoption of academic <u>achievement</u> standards.</li> </ul>		

### Critical Element 6.2 – Achievement Standards Setting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting:</p> <ul style="list-style-type: none"> <li>• <b><u>Academic achievement standards and, as applicable, alternate academic achievement standards.</u></b></li> </ul>	<p><b>WY-TOPP</b>  WY E #232: WY-TOPP Standard Setting Educator Panel Application (Responses).  WY E #224: <i>WY-TOPP Technical Report (V3)</i>.  WY E #206: <i>WY-TOPP Standard Setting Technical Report</i></p> <p><b>WY-ALT</b>  WY E #225: <i>WY-ALT Technical Report (Sec. 9)</i>.  WY E #209: <i>WY-ALT Standard Setting Technical Report</i></p>	<p><b>WY-TOPP &amp; WY-ALT</b>  Sufficient demographic information about panelists involved in standard setting is included, as is appropriate validity evidence (e.g., panelist evaluation results).</p> <p><b>WY-TOPP</b>  The Standard-setting procedure itself is technically sound <i>except</i> that there should be additional rationale for having only two rounds and for presenting impact data in Round 2, which is not common practice.</p> <p><b>WY-ALT</b>  Again, the standard-setting procedure is generally sound except that there should be additional rationale for having only two rounds and for presenting impact data in Round 2, which is not common practice. Furthermore, the State must justify using General Education (i.e., WY-TOPP) percent proficient as a benchmark (WY E#209 pdf pg. 31). The student populations are very different. Also, since WY students with disabilities who take the general test tend to score lower than other students, referencing the percent proficient to the general assessment provides an incentive for inappropriately over-placing in the alternate assessment.</p>
<p><b>Section 6.2 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Evidence of a technically sound method and process for standard setting that <ul style="list-style-type: none"> <li>○ Includes additional rationale for having only two rounds in the standard setting for WY-TOPP and WY-ALT and for presenting impact data in Round 2.</li> <li>○ Justifies using General Education percent proficient as a benchmark for the WY-ALT.</li> </ul> </li> </ul>		

### Critical Element 6.3 – Challenging and Aligned Academic Achievement Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b><u>For academic achievement standards:</u></b></p> <p>The State’s academic achievement standards are challenging and aligned with the State’s academic content standards and with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards such that a student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the workforce.</p> <p>If the State has adopted alternate academic achievement standards for students with the most significant cognitive disabilities, the alternate academic achievement standards (1) are aligned with the State’s challenging academic content standards for the grade in which a student is enrolled; (2) promote access to the general curriculum consistent with the IDEA; (3) reflect professional judgment as to the highest possible standards achievable for such students; (4) are designated in the IEP for each student for whom alternate academic achievement standards apply; and (5) are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or competitive integrated employment.</p>	<p><b>WY-TOPP</b>  WY E #234: WY-TOPP ELA &amp; Math Standard Setting Agenda  WY E #235: WY-TOPP Science Standard Setting Agenda  WY E #236: WY-TOPP PLD Committee Workshop Agenda  WY E #237: WY-TOPP PLD Committee Slide Deck  WY E #224: <i>WY-TOPP Technical Report (V3)</i>.  WY E #206: <i>WY-TOPP Standard Setting Technical Report</i></p> <p><b>WY-ALT</b>  WY E #225: <i>WY-ALT Technical Report (Sec. 8)</i>.  WY E #209: <i>WY-ALT Standard Setting Technical Report</i></p> <p>WY E #31: <a href="#">2014 Math Standard Extensions</a> (2019), retrieved from the <a href="#">WDE website</a>  WY E #32: <a href="#">2014/16 ELA Standard Extensions</a> (2019), retrieved from the <a href="#">WDE website</a></p>	<p><b>WY-TOPP</b>  Documentation of alignment: The State’s evidence includes a description of the process used to develop its academic achievement standards that shows that:</p> <ul style="list-style-type: none"> <li>▪ The State’s grade-level academic content standards were used as a main reference in writing performance level descriptors.</li> <li>▪ The process of setting cut scores used, as a main reference, performance level descriptors that reflect the State’s grade-level academic content standards.</li> </ul> <p>Challenging standards: The State’s evidence includes documentation that its academic achievement standards are challenging (benchmarking them against SBAC).</p> <p><b>WY-ALT</b>  For WY-ALT, ALD development is mentioned in section 8 of the technical report (WY E#225) but there is little information about the process of development to provide evidence that ALDs are challenging and that students who meet the achievement standards are on track to pursue postsecondary education or competitive integrated employment.</p> <p>Evidence was sufficient to show that the ALDs were aligned with the academic content standards (WY E#31 and 32).</p>

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<b>Section 6.3 Summary Statement</b>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Evidence that ALDs (WY-ALT) are challenging and that students who meet the achievement standards are on track to pursue postsecondary education or competitive integrated employment.</li> </ul>		



## Critical Element 6.4 – Reporting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State reports its assessment results for all students assessed, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public.</p> <p>The State reports to the public its assessment results on <b><u>student academic achievement for all students and each student group at each achievement level<sup>3</sup></u></b></p> <p>For <b><u>academic content assessments</u></b>, the State reports assessment results, including itemized score analyses, to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address the <b><u>specific academic needs of students</u></b>, and the State also provides interpretive guides to support appropriate uses of the assessment results.</p> <ul style="list-style-type: none"> <li>• The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its academic content assessments that: <ul style="list-style-type: none"> <li>○ Provide valid and reliable information regarding a</li> </ul> </li> </ul>	<p><b>Data for WY-TOPP &amp; WY-ALT</b>  WY E #238: <a href="#">WY-TOPP and WY-ALT Results Aggregated - State Level</a> (2019), retrieved from the WDE WyEdPRO website  WY E #239: <a href="#">WY-TOPP and WY-ALT Results Aggregated - District Level</a> (2019), retrieved from the WDE WyEdPRO website  WY E #240: <a href="#">WY-TOPP and WY-ALT Results Aggregated - School Level</a> (2019), retrieved from the WDE WyEdPRO website  WY E #241: <a href="#">WY-TOPP and WY-ALT Results Disaggregated - District Level</a> (2019), retrieved from the WDE WyEdPRO website  WY E #242: <a href="#">WY-TOPP and WY-ALT Results Disaggregated - School Level</a> (2019), retrieved from the WDE WyEdPRO website  WY E #243: <a href="#">WY-TOPP and WY-ALT Results School Level – Alternative Schools</a> (2019), retrieved from the WDE WyEdPRO website  WY E #244: <a href="#">WY-TOPP and WY-ALT Results School Level – Charter Schools</a> (2019), retrieved from the WDE WyEdPRO website  WY E #245: ORS Guide (2019)  WY E #246: ORS Webinar (2019)  WY E #247: <a href="#">Understanding Student Growth</a> (2015), retrieved from the <a href="#">WDE website</a>  WY E #85: <a href="#">WY-TOPP and WY-ALT Results Disaggregated - State Level</a> (2019), retrieved from the WDE WyEdPRO website  WY E #152: <a href="#">2019 TIDE User Guide</a></p> <p><b>WY-TOPP</b>  WY E #248: WY-TOPP Score Report</p>	<p><b>WY-TOPP &amp; WY-ALT</b>  Reports assessment results to the public: Evidence WY E#85 is available through the State’s website.</p> <p>Evidence shows that the State reports assessment results to districts and schools.</p> <p>The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its academic content assessments that:</p> <ul style="list-style-type: none"> <li>○ Provide valid and reliable information regarding a <b><u>student’s academic achievement</u></b>;</li> <li>○ Report the <b><u>student’s academic achievement</u></b> in terms of the State’s grade-level academic achievement standards;</li> <li>○ Provide information to help parents, teachers, and principals interpret the test results and address the specific <b><u>academic needs of students</u></b>;</li> <li>○ Are provided in an understandable and uniform format;</li> <li>○ Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian;</li> </ul> <p>The State provides a sample WY-TOPP report in Spanish (WY E#208) but no further evidence was presented about the provision of written or oral translations in alternative languages.</p>

<sup>3</sup> Although all students with disabilities must be included in a State’s assessment system, requirements for public reporting in ESEA section 1111(h)(1)(C)(ii) apply only to children with disabilities as defined in section 602(3) of the IDEA.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b><u>student's academic achievement:</u></b></p> <ul style="list-style-type: none"> <li>○ Report the <b><u>student's academic achievement</u></b> in terms of the State's grade-level academic achievement standards;</li> <li>○ Provide information to help parents, teachers, and principals interpret the test results and address the specific <b><u>academic needs of students;</u></b></li> <li>○ Are provided in an understandable and uniform format;</li> <li>○ Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian;</li> <li>○ Upon request by a parent who is an individual with a disability as defined by the ADA, as amended, are provided in an alternative format accessible to that parent.</li> <li>● The State follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration.</li> </ul>	<p>grade 4 WY E #249: WY-TOPP Score Report grade 5  WY E #207: ORS ISR Interpretive Guide – English (2019).  WY E #208: ORS ISR Interpretive Guide – Spanish  WY E #252: ORS Webinar for Teachers slides (2019), retrieved from the <a href="#">WDE website</a>.  WY E #253: ORS Webinar for Admin slides (2019), retrieved from the <a href="#">WDE website</a>.  WY E #213: <a href="#">Assessment Newsletter Volume 6 Issue 63</a>  WY E #224: <i>WY-TOPP Technical Report (V3, sec.1.1.2; V6 sec. 1.4.9; V4, V6, sec. 1 &amp; 1.3).</i></p> <p><b>WY-ALT</b>  WY E #254: WY-ALT Score Report grade 5  WY E #255: WY-ALT Score Report grade 8  WY E #210: <i>WY-ALT Family Reports Interpretive Guide – English (2019).</i>  WY E #225: <i>WY-ALT Technical Report (Sec. 6.4, 8.2, &amp; 9).</i></p>	<ul style="list-style-type: none"> <li>○ Upon request by a parent who is an individual with a disability as defined by the ADA, as amended, are provided in an alternative format accessible to that parent.</li> </ul> <p>Peers could not locate evidence that alternative format score reports are available upon request.</p> <p>Timeline and process: Evidence showed that delivery of score reports was affected by standard setting (WY E#224) but the overall process is sound. Peers request evidence of timely delivery for a year when standard setting did not take place.</p>
<b>Section 6.4 Summary Statement</b>		
<input type="checkbox"/> No additional evidence is required or <input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:		

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
<p>For both WY-TOPP and WY-ALT:</p> <ul style="list-style-type: none"> <li>• Evidence about the provision of written or oral translations in alternative languages.</li> <li>• Evidence that alternative format score reports are available upon request.</li> <li>• Evidence of timely delivery of score reports for a year when standard setting did not take place.</li> </ul>		

**SECTION 7: LOCALLY SELECTED NATIONALLY RECOGNIZED HIGH SCHOOL ACADEMIC ASSESSMENTS**

(if applicable; evidence for this section would be submitted in ADDITION to evidence for sections 1 through 6)

**Critical Element 7.1 – State Procedures for the Use of Locally Selected, Nationally Recognized High School Academic Assessments**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has established technical criteria to use in its review of any submission of a locally selected, nationally recognized high school academic assessment. The State has completed this review using its established technical criteria and has found the assessment meets its criteria <b>prior to</b> submitting for the Department’s assessment peer review.</p> <p>The State’s technical criteria include a determination that the assessment:</p> <ul style="list-style-type: none"> <li>• Is aligned with the challenging State academic standards; and</li> <li>• Addresses the depth and breadth of those standards.</li> </ul> <p>AND</p> <p>The State has procedures in place to ensure that a district that chooses to use a nationally recognized high school academic assessment administers the same assessment to all high school students in the district except for students with the most significant cognitive disabilities who may be assessed with an AA-AAAS.</p>	<p>n/a</p>	<p>n/a</p>

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>AND</p> <p>The technical criteria established by the State in reviewing a locally selected, nationally recognized high school academic assessment must ensure that the use of appropriate accommodations does not deny a student with a disability or an EL—</p> <ul style="list-style-type: none"> <li>• The opportunity to participate in the assessment; and</li> <li>• Any of the benefits from participation in the assessment that are afforded to students without disabilities or students who are not ELs.</li> </ul>		
<p><b>Section 7.1 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• [list additional evidence needed w/brief rationale]</li> </ul>		

**Element 7.2 –State Monitoring of Districts Regarding the Use of Locally Selected, Nationally Recognized High School**

**Academic Assessments**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State must have procedures in place to ensure that:</p> <p><b>Before</b> a district requests approval from the State to use a nationally recognized high school academic assessment, the district notifies all parents of high school students it serves—</p> <ul style="list-style-type: none"> <li>• That the district intends to request approval from the State to use a nationally recognized high school academic assessment in place of the statewide academic assessment;</li> <li>• Of how parents and, as appropriate, students may provide meaningful input regarding the district’s request (includes students in public charter schools who would be included in such assessments); and</li> <li>• Of any effect of such request on the instructional program in the district.</li> </ul>	<p>n/a</p>	<p>n/a</p>
<p><b>Section 7.2 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• [list additional evidence needed w/brief rationale]</li> </ul>		

**Element 7.3 –Comparability of the Locally Selected Nationally Recognized High School Academic Assessments with the State Assessments**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The locally selected, nationally recognized high school academic assessment:</p> <ul style="list-style-type: none"> <li>• Is equivalent to or more rigorous than the statewide assessment, with respect to—               <ul style="list-style-type: none"> <li>○ The coverage of academic content;</li> <li>○ The difficulty of the assessment;</li> <li>○ The overall quality of the assessment; and</li> <li>○ Any other aspects of the assessment that the State may establish in its technical criteria;</li> </ul> </li> <li>• Produces valid and reliable data on student academic achievement with respect to all high school students and each subgroup of high school students in the district that—               <ul style="list-style-type: none"> <li>○ Are comparable to student academic achievement data for all high school students and each subgroup of high school students produced by the statewide assessment at each academic achievement level;</li> <li>○ Are expressed in terms consistent with the State’s academic achievement standards; and</li> <li>○ Provide unbiased, rational, and consistent differentiation among schools within the State for the purpose of the State determined accountability system including calculating the Academic Achievement indicator and annually meaningfully differentiating between schools.</li> </ul> </li> </ul>	n/a	n/a
<b>Section 7.3 Summary Statement</b>		
No additional evidence is required or		

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• [list additional evidence needed w/brief rationale]</li> </ul>		