

WY-TOPP & WY-ALT TEST COORDINATOR MANUAL



2026–2027

WY-TOPP & WY-ALT Contact Information

For Questions About	Who to Contact	Contact Information and Resources
• Technology, including LaunchPad, ADAM and TestNav • WY-TOPP and WY-ALT Test Administrations • Test Materials	Pearson Customer Support	Web: http://wy.mypearsonsupport.com Telephone: (888) 293-0318 Hours: 6:00 a.m. - 6:00 p.m. (CST)
• WY-TOPP and WY-ALT Test Policy • Test Security • Testing Irregularities	Wyoming Department of Education (WDE)	Telephone: 307-777-7675 Hours: 8:00 a.m.–5:00 p.m. MT

Copyright © 2026 by Pearson.
All rights reserved.

Contents

WY-TOPP & WY-ALT Contact Information	i
System Reference	iv
1.0 Overview.....	1
1.1 About This Manual.....	1
1.2 Roles of Individuals	1
2.0 Policy Direction and Assessment Security Reference	4
2.1 Topics Directed to the Assessment Security Guide	4
2.2 Test Administration Training	4
Assessment Security Training	4
Test Administration Trainings	4
3.0 Before Testing.....	6
3.1 LaunchPad Access.....	6
3.2 ADAM Overview	7
Rostering and Data Validation.....	7
Accommodations Management.....	8
Administrations and Test Eligibility	8
Proctor Groups	9
Verify Test Form Assignments (Designated Supports and Accommodated Testing)	10
Print Student and Proctor Testing Cards	11
Managing Testing for Students Who Transfer Schools	12
3.3 Technology Tasks	13
Test the System Days	14
3.4 Schedule Tutorials and Practice Tests.....	14
The Student Readiness Tool (SRT)	14
Practice Tests	14
3.5 Test Materials.....	14
4.0 During Testing.....	16
4.1 Managing and Monitoring Proctor Groups (Day of Testing)	16
Monitoring Proctor Groups and Student Activity	16
End-of-Day Tasks	17

Administer Make-Up Testing	17
4.2 Troubleshooting and Testing Irregularities	18
Troubleshooting.....	18
Procedures for Crises.....	19
4.3 Reporting Irregularities	19
Proctor Session Reviewer	19
5.0 After Testing	21
5.1 Post-Administration Handling of Secure Materials	21
5.2 Data Review After Testing.....	22
5.3 Accountability Codes and Post-Testing Follow-Up	22
Appendix A – Accountability Codes	24
Appendix B – ADAM User Roles	25

System Reference

Platform/System	Contact Information and Resources
LaunchPad	LaunchPad is the conduit between educators and applications including ADAM and Navvy. Roster data imports into LaunchPad and flows to connected platforms.
ADAM	ADAM (Assessment Delivery and Management) is the platform for administrations, accommodations, proctor groups, status monitoring, accountability codes, session review tasks and reporting. ADAM is accessed through LaunchPad.
TestNav	TestNav is the platform used by students that is secure, reliable, scalable, and supports media-rich and technology-enhanced items. The TestNav App needs to be installed on testing devices.
Navvy	Navvy is a state-provided formative assessment platform and can be accessed through LaunchPad if the district has opted in.
Wyoming Assessment Portal	The Wyoming Assessment Portal is a site for district and school staff to acquire comprehensive knowledge on setting up and administering WY-TOPP and WY-ALT assessments.
WDE Assessment Training site	The WDE Assessment Training site provides access to assigned assessment training modules and related training resources. It can be accessed from LaunchPad.
Student Readiness Tool (SRT)	The SRT is a tool that students, parents, and educators may use to become familiar with available online testing tools before testing.
Practice Tests	Practice tests provide an opportunity to respond to test questions similar to the questions students will be asked to answer on the WY-TOPP and WY-ALT in each grade/course and content area.
WDE Data Collection Suite (DCS)	DCS is the source for Organization, district and school users, and student data that is rostered nightly into Pearson's platforms.

1.0 Overview

This manual covers administration of two Wyoming statewide assessment programs to measure student achievement and progress toward state academic standards: the **Wyoming Test of Proficiency and Progress (WY-TOPP)** and the **Wyoming Alternate Assessment (WY-ALT)**.

WY-TOPP includes both interim and summative assessments. The fall and winter interim assessments are optional and may be administered by school districts to students in grades 3–10. These interim assessments in English language arts (ELA), mathematics, and science offer districts an opportunity to gather baseline and progress-monitoring information throughout the school year. The required summative assessment, administered in the spring, measures student achievement in ELA, mathematics, and science for students in grades 3–10 and provides a comprehensive evaluation of student learning against Wyoming’s academic standards.

WY-ALT is Wyoming’s alternate assessment for students identified as Students with the Most Significant Cognitive Disabilities (SMSCD). The assessment is aligned to the Wyoming Extended Standards (WYES) and provides eligible students with an appropriately rigorous opportunity to demonstrate their knowledge and skills. Students participating in WY-ALT are assessed in ELA and mathematics in grades 3–10, and in science in grades 4, 8, and 10.

1.1 About This Manual

The Test Coordinator Manual (TCM) provides operational guidance for district and building staff responsible for preparing, monitoring, supporting, and closing out WY-TOPP and WY-ALT assessment administrations. It is designed to help users understand what they must do before, during, and after testing in LaunchPad, ADAM, and TestNav.

This manual is not a policy manual and does not replace *Wyoming’s 2026 Assessment Security Guide*. When a topic involves policy direction, test security, testing irregularities, secure materials, device policy, consequences for violations, or incident response, staff must follow the Assessment Security Guide and any current Wyoming Department of Education (WDE) guidance. The *Assessment Security Guide* is available at the [Wyoming Assessment Portal](#), located under **Administration Resources > Assessment Resources**.

1.2 Roles of Individuals

LaunchPad and ADAM user roles have been assigned based on what has been recorded in your SIS which uploads to the DCS nightly. The assigned user role defines what functionality a user can perform within ADAM. For additional information, refer to the *ADAM User Role Matrix* located in **Appendix B**.

The **District Test Coordinator (DTC)** is a system user role responsible for overseeing the entire assessment process and establishing a culture of high integrity across the district. As the individual in charge of overall test administration, the DTC ensures the proper training of all district staff, retains required documentation, and creates and maintains the district's security and quality assurance manual. Furthermore, the DTC must stay informed of any challenges that arise and serve as the primary point of contact for the Wyoming Department of Education (WDE) and Pearson Customer Support regarding all testing communications and issue resolution.

Note: In ADAM, DTCs are assigned the Test Coordinator Role.

The **District Data Reviewer Coordinator (DDR)** is a district-level role with the permission to review student, organizational, and reporting data before, during, and after assessment administrations. This includes verifying student demographics, test eligibility, and testing accommodations.

Note: In ADAM, DDRs are assigned the Data Reviewer Role.

The **Building Coordinator (BC)** is a school-level system user role responsible for the overall coordination of test administration within an individual school or program. Appointed by school administration, this role may be filled by a principal or a designee. The BC trains building-level staff, including Proctors, serves as the liaison to the District Test Coordinator (DTC), and acts as the primary point of contact for any issues during testing. Additionally, the BC manages all post-testing procedures, such as stopping test sessions, reporting irregularities, and returning secure materials.

Notes:

- In ADAM, BCs are assigned the Test Coordinator Role.
- Unless otherwise noted, references to Building Coordinators (BCs) in this manual also apply to Remote Proctor Coordinators (RPCs).

The **Building Data Reviewer (BDR)** is a building-level role with the permission to review student, organizational, and reporting data before, during, and after assessment administrations. This includes verifying rosters, student demographics, testing status, testing accommodations, and local data issues requiring correction or escalation.

Note: In ADAM, BDRs are assigned the Data Reviewer Role.

A **Technology Coordinator (TC)** is a highly recommended district- or school-level individual designated by the DTC or BC to manage the technical setup for computer-based testing. The TC should be on-site during test administration to ensure devices operate properly.

Note: This is an internal designation, not a system user role in LaunchPad or ADAM.

Technology Coordinator responsibilities include but are not limited to:

- Ensuring each testing device meets technology requirements.
- Ensuring the infrastructure (e.g., wireless access points, bandwidth) is adequate.
- Installing the TestNav application.
- Managing problems with firewalls.
- Removing (or turning off) any software that would allow secure test material on testing devices to be viewed on another testing device during testing.
- Providing technical support for DTCs, BCs and Proctors.

A **Teacher** role has the permission to review student data for the courses, and students rostered to them within the assessment system. This includes verifying rosters, student demographics, and testing accommodations.

Note: In ADAM, Teachers are assigned the Teacher Role.

A **Proctor** is an individual at the school who is responsible for administering the assessment. Proctors must be PTSB-certified and a Wyoming district employee. Proctor responsibilities include but are not limited to:

- Complete WDE-required test administration training.
- Complete district assessment security training and sign the Wyoming Assessment Security Agreement.
- Complete additional district-designated training for providing non-embedded accommodations (e.g., scribe or human reader).
- Meet with the Building Coordinator (BC) to review test security and administration protocols.
- Review policies and instructions in the Test Administration Manual (TAM).
- Assist in preparing the testing environment.
- Assist in supervising test administration during each unit.

Notes:

- Proctors are created as users in LaunchPad, but not in ADAM. From LaunchPad, Proctors can access WDE Assessment Training site to access trainings. For test administration, Proctors are provided with the Proctor Card to log into the Proctor Dashboard.
- WY-ALT Proctors must attend an additional, WDE-required live virtual training held annually before the assessment window opens.
- References to Proctors also apply to Remote Proctors.

2.0 Policy Direction and Assessment Security Reference

2.1 Topics Directed to the Assessment Security Guide

Wyoming's *Assessment Security Guide* provides policy direction for administering WY-TOPP and WY-ALT. All staff members (e.g., DTC, BCs, Proctors) involved in the administration of the WY-TOPP and WY-ALT assessments must read the *Assessment Security Guide* and sign the *Assessment Security Agreement Form*. The *Assessment Security Guide* and *Assessment Security Agreement Form* are available at the [Wyoming Assessment Portal](#), located under **Administration Resources > Assessment Resources**.

2.2 Test Administration Training

Assessment Security Training

Every staff member involved in WY-TOPP and WY-ALT administration must complete required annual training before handling secure materials or supporting a testing environment. Districts and schools should retain local documentation showing completion of required training. For additional information, refer to the *Assessment Security Guide*, available at the [Wyoming Assessment Portal](#), located under **Administration Resources > Assessment Resources**.

Test Administration Trainings

In addition to security and in-person trainings, online training modules will also be available.

Training	Audience	Additional Information
Test Coordinator Training Module (Online)	DTC & BC	A self-paced online course covering assessment platforms, organization setup, rostering, technology readiness, test administration procedures, accommodations, and practice testing resources. The Test Coordinator Training Module will be available on the WDE Assessment Training site.

Training	Audience	Additional Information
Technology Coordinator Training Module	DTC, BC, and Technology Coordinator	An online course for technology staff focused on LaunchPad, ADAM, TestNav, and activities required to prepare devices, networks, and systems for testing. The Technology Coordinator Training can be located at Wyoming Assessment Portal, located under Administration Resources > Training.
Proctor Training Module	Proctor	Provides Proctors with guidance on managing test sessions, following proctoring procedures, supporting accommodations, and using practice tests. The Proctor Training Module will be available on the WDE Assessment Training site.
Remote Proctor Coordinator Training Module	RPC	Prepares Remote Proctor Coordinators to securely deliver assessments in remote settings while supporting students and maintaining testing procedures. Based on the role-based training approach described in the plan. The Remote Proctor Coordinator Training Module will be available on the WDE Assessment Training site.
Remote Proctor Training Module	Remote Proctor	Prepares Remote Proctors to securely deliver assessments in remote settings while supporting students and maintaining testing procedures. Based on the role-based training approach described in the plan. The Remote Proctor Training Module will be available on the WDE Assessment Training site.

Training	Audience	Additional Information
WY-ALT Proctor Training Module		Provides specialized training on WY-ALT administration requirements, policies, procedures, and annual training expectations for staff involved in alternate assessment administration. The WY-ALT Proctor Training Module will be available on the WDE Assessment Training site.

3.0 Before Testing

This section describes activities the DTCs, BCs, and Technology Coordinators must complete before the first day of testing.

3.1 LaunchPad Access

LaunchPad is the starting point for DTCs, BCs, DDRs, BDRs, and Teachers access to ADAM, Navvy, and the WDE Assessment Training site. User accounts are created based updates to SIS which feed into the DCS during the nightly upload.

Log in to LaunchPad for the first time:

1. Locate the LaunchPad welcome email sent to the email address associated with the user account.
2. Read the instructions in the welcome email and select the “Set Password” button.
Note: The “Set Password” link will expire five days after the Welcome Email is sent. If the link has expired, navigate to the LaunchPad Login Page and click the “First Time Sign In / Reset Password” link.
3. Create a password which conforms to the password requirements provided and confirm the password.
4. Click the “Save New Password” button.
5. Make note of the Username and Password in a secure location for future reference.
6. After saving the new password, a confirmation message confirms success. Select Go to Sign In.
7. Click the “Set Password” button.

Contact Pearson Support if a welcome email was not received. Pearson Support will be able to verify your account exists and send a new welcome email. If you don’t have an account, contact your SIS administrator. User accounts are created based on updates to SIS which feed into the DCS during the nightly upload.

After logging into Launchpad, users will land on the home page. From here, click on the ADAM tile to go directly to the administration platform or Navvy tile to access the formative platform.

Note: The Navvy tile in LaunchPad will only appear to users whose organization is opted in to participate. Only districts and schools that have opted in will be able to use Navvy. Districts and school users who would like to use Navvy should have their DTC contact WDE for additional information.

3.2 ADAM Overview

ADAM is used to manage assessment administration activities including accommodations, proctor groups, progress monitoring, session review, reporting irregularities, setting accountability codes, and reporting. Visit **ADAM Basics** section from [ADAM Online Support](#) for an overview of the platform and navigation.

Things to remember:

- The ADAM Dashboard displays announcements and role-specific messages.
- Roster data is view-only except for permitted accommodation updates.
- Role and organization scope determine what a user can see.
- District users may see district and school information depending on role. Building users are scoped to their school. Teachers are scoped to assigned students/classes as configured in your Student Information System (SIS).

Reminder, logging into ADAM will take place from LaunchPad so disregard directions to sign in directly to ADAM. The *ADAM User Role Matrix* provides a complete list of functions each role can perform. The *ADAM User Role Matrix* is located in **Appendix B**.

Rostering and Data Validation

Rostered data flows from the DCS through LaunchPad into ADAM. If student, user, organization, class, course, or enrollment data is incorrect, staff should correct the source data through your SIS which uploads to the DCS nightly.

Data Area	Validation Task
Organizations	Confirm the district and expected schools appear.
Users	Confirm Test Coordinators, Data Reviewers, Teachers, and Student users appear as expected.
Students	Confirm students appear under the correct school, grade, and organization scope.
Classes/Courses	Confirm class/course associations are available if the district will use them to build proctor groups.

Accommodations Management

Districts and schools are responsible for verifying accommodations before students begin testing. Accommodation verification must occur before students begin testing. **Important:** Incorrect or missing accommodations may result in test invalidations and may prevent the student from receiving a valid result. For additional information about accommodations, view the *WY-TOPP/WY-ALT Guidance for Accessibility and Accommodations* located at the at the [Wyoming Assessment Portal](#), located under **Administration Resources > Assessment Resources**.

Individual Accommodation Updates

For step-by-step directions to update accommodations, refer to **Users: View/Add Accommodations** section from [ADAM Online Support](#). Additional tips for updating accommodations:

- Use individual student accommodation editing when a small number of records need review or update.
- Review the student record and accommodation tab before enabling or disabling a support.
- Confirm that the support is available for the applicable content-area profile.

Bulk Accommodation Upload

For step-by-step directions, refer to **Users: Update Accommodations for Multiple Students** section from [ADAM Online Support](#). Helpful Tips:

- Select the applicable students before generating the accommodation upload template.
- Download the system-generated CSV template so current accommodation settings are included.
- Keep required student and system columns unchanged.
- Each student may appear in separate rows by content-area profile, such as ELA, mathematics, and science.
- Enter 1 to turn on an available accommodation. Leave blank or 0 when the accommodation should not be enabled. Do not rely on values entered where the template marks a support as not applicable.
- Save the file as CSV and upload it through the accommodation upload process.
- Review upload history and verify at least a sample of student records after the upload.

Administrations and Test Eligibility

Administrations in ADAM represent tests by grade and content available within a testing window. Administrations appear based on student eligibility within the user's organization scope. Administrations are dynamic, meaning student eligibility can change as roster data

changes. For additional information about viewing and filtering administrations, refer to **Administrations** section from [ADAM Online Support](#). Helpful Tips:

- Use administrations to view eligible students, print testing cards, and export student lists.
 - **Note:** Student lists should include accommodation details to ensure Proctors can verify all accommodations are correct prior to starting the assessment.
- Confirm the right students are eligible for the right grade/content test before testing begins.
- If student rosters change close to testing, avoid printing testing cards too early because newly eligible or recently withdrawn students may not be reflected.

Proctor Groups

Proctor Groups are groups of students assigned to test under the supervision of a specific proctor. A student must be associated with a proctor group to test. Proctor groups also generate the test code and proctor password used to access the Proctor Dashboard.

There are a few ways of organizing proctor groups in advance of the testing administration. One decision DTCs and BCs will need to make is determining whether to add students to proctor groups in advance of testing or whether to create empty proctor groups and have students sign into the proctor group on the day of testing.

There are benefits to each method. Populating proctor groups with students prior to the administration will allow Proctors an opportunity to log into their Proctor Dashboard a few days before testing begins to check that student accommodations have been added. Populating proctor groups without students reduces the burden on the BC. BCs who choose to create empty proctor groups will need to verify student accommodations independently before testing begins.

Proctor Group Rules and Planning Notes:

- Each proctor group is tied to a specific grade/content test. Different grades or content areas require separate proctor groups.
- Multiple proctor groups may exist in a single physical room, provided each group is managed in its own dashboard. A certified proctor must oversee the room to effectively monitor all students, maintain test security, and ensure proper accommodations are provided. Larger schools may create one group per classroom or testing room for the same grade/content test.
- Small or rural settings may require multiple proctor groups for multiple grade/content tests administered in one physical space.
- Small-group or accommodation rooms should have appropriate proctor groups for the applicable grade/content tests.

- For makeup testing, create separate make-up proctor groups by grade/content test when students missed testing or need to test in a different setting.

Task	Directions
Manually Create Proctor Groups	For creating proctor groups through the user interface, refer to Manually Create a Proctor Group section from ADAM Online Support .
Create Proctor Groups by Bulk Upload	For creating proctor groups through the user interface, refer to Upload Proctor Groups section from ADAM Online Support .
View Students in an Administration or Proctor Group	To view students assigned to a proctor group, refer to View Students in an Administration or Proctor Group section from ADAM Online Support .
Edit Students Assigned to Proctor Group	To edit students assigned to a proctor group, refer to Edit Proctor Group Membership section from ADAM Online Support . Students can also be moved between proctor groups; refer to Move Students to a New Proctor Group section from ADAM Online Support .
Delete or Hide a Proctor Group	To delete or hide proctor groups, refer to Delete or Hide a Proctor Group section from ADAM Online Support .
Deactivate a Proctor Group	To deactivate proctor groups, refer to Deactivate a Proctor Group section from ADAM Online Support .

Verify Test Form Assignments (Designated Supports and Accommodated Testing)

Students are only eligible for designated supports on the WY-TOPP or WY-ALT when the specific student need is documented in an Individualized English Learner Plan (IELP), other formal education plan (e.g., behavior plan), or plan developed by a school-based intervention team of educators (e.g., RTI, MTSS, STT, etc.). Students are only eligible for accommodations on WY-TOPP or WY-ALT when the specific student need is documented in an Individualized Education Plan (IEP) or 504 Plan. Such a student may also use any designated supports documented in the student's IEP or 504 plan.

DTCs and BCs are responsible for entering all applicable designated supports and accommodations into ADAM to ensure each student is assigned the proper test form. It is critical to verify these supports and/or accommodations and form assignments within proctor groups prior to testing; if a student completes an assessment with incorrect accommodations, they **cannot** be retested. Such incidents require an irregularity form and

may result *WY-TOPP/WY-ALT Guidance for Accessibility and Accommodations* on the [Wyoming Assessment Portal](#) located under **Administration Resources > Assessment Resources**.

Verify form assignments and designated supports/accommodations within proctor groups

- Go to **Test Management > Administrations**.
- Open the administration and select the appropriate Proctor Group.
- View the student list and review the Form Type column and Accommodations column.
- Confirm students requiring accommodated forms (e.g., Spanish, Braille, Large Print, ASL, etc.) are assigned the appropriate accommodated form rather than the regular form.
- Review the Accommodations column and confirm all students' designated supports and accommodated display.

Review accommodated form counts

- Within the Proctor Group student view, review the graphical summary showing counts of Regular Forms and Accommodated Forms.
- Compare these counts against your accommodation roster to identify discrepancies.

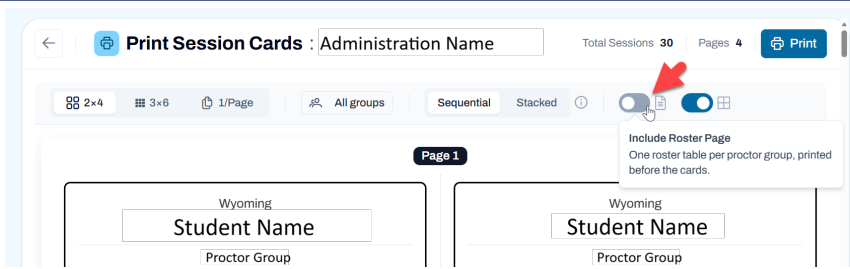
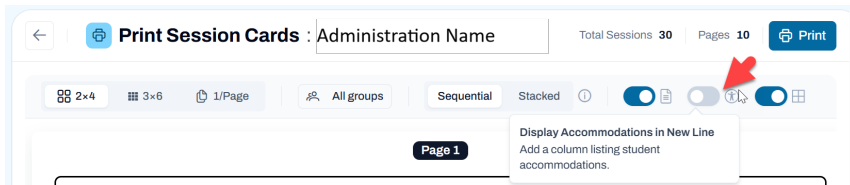
Print or review student designated supports and accommodated reports/cards

- District and School Coordinators can use the student print card/accommodations view to review accommodations for all students by school or proctor group. Instructions are in the following section.

Print Student and Proctor Testing Cards

Before testing begins, print and organize all materials needed for each testing group. Each packet should include the appropriate test code and proctor password, as well as student testing cards or other student credential materials based on local district procedures. The WDE strongly encourages districts to print student designated supports and accommodations, so Proctors can verify that all necessary supports are provided in the testing room. For directions on how to print student and proctor testing cards, refer to **Print Test Cards and Rosters** section from [ADAM Online Support](#).

Steps to Display Accommodations in New Line on Student Roster when Printing Session and Proctor Group Cards.

Directions	Reference
1. From the print card screen, select Include Roster Page option.	
2. Then, select Display Accommodations in New Line option.	

Testing materials should also include any required administration scripts, timing information, scratch paper, approved math and science reference sheets, and designated support and/or accommodation materials needed for the session. When distributing materials, remind proctors that they are responsible for monitoring and managing the students physically testing in their assigned room and for ensuring that all testing policies and procedures outlined in the Assessment Security Guide are followed before, during and after assessment administrations.

Managing Testing for Students Who Transfer Schools

During testing, it is possible that students will transfer between schools or districts. In the event of a student transfer, student registration information will be updated in LaunchPad/ADAM via nightly upload.

Before Testing Begins

If a student transfers before testing starts:

- The sending school must update their SIS, which will then upload to the DCS nightly, to remove the student from their enrollment. The receiving school must update their SIS, which will then upload to the DCS nightly to add the student to their enrollment.
- These updates will be reflected in the nightly upload from the DCS to LaunchPad/ADAM. Once the updated student enrollment appears in ADAM, the receiving school should assign the student to a proctor group so testing can begin. Refer to **Edit Proctor Group Membership** section from [ADAM Online Support](#).
- Transfer Students with Designated Supports and/or Accommodations.

- Before students test, students may transfer schools with designated supports and/or accommodations assigned.
- The receiving school should review and ensure the proper designated supports and accommodations through their district policies and protocols.

During Testing

If a student transfers during testing:

- Their registration will be updated in LaunchPad/ADAM by the DTC or BC updating of their SIS which feeds into the DCS during the nightly upload.
- If the student was assigned a test but is no longer enrolled at your school, the DTC or BC must allow the nightly upload to remove the student based on the DCS enrollment update. This will allow the new school to continue testing the student. However, if the student remains on your roster after the testing window closes, the DTC or BC must update the accountability code “WITH”.
- If the student started but did not finish testing before transferring, leave their test status unchanged. Do not contact Pearson or WDE to submit the unfinished test.

3.3 Technology Tasks

DTCs and BCs should meet with the Technology Coordinator before testing to review local technology readiness, TestNav installation, network access, device availability, and troubleshooting escalation.

These meetings should include but are not limited to the following tasks:

- Review resources available for preparing for computer-based testing, including the *Technology Coordinator Manual*, available at the [Wyoming Assessment Portal](#), located under **Technology Setup > User Guides**. Technology Coordinators must also complete the *Technology Coordinator Training Module*, available at the [Wyoming Assessment Portal](#), located under **Administrative Resources > Training**.
- Review the technology requirements for testing and discuss your school’s technology readiness. **Important:** Be sure to check the current technology requirements as these may change between testing windows. Technology requirements are available at the [Wyoming Assessment Portal](#), located under **Technology Setup > Technology Guidelines**.
- Discuss the tasks for completing technology set-up and timeline for completion.
- Discuss a plan for logistics (including testing schedule) and how to resolve any hardware or network issues.
- Request that the Technology Coordinator remain in the school building to assist with troubleshooting during the days that students will be testing and create an escalation protocol for technical issues on or before testing day.
- Discuss your school’s security plan, including creating and maintaining a secure testing environment.

Test the System Days

Test the System Days should be completed before each assessment window and are designed to:

- Confirm student devices can launch TestNav or access the required preparation environment.
- Confirm Technology Coordinators can run app checks and resolve blocked application or kiosk issues.
- Confirm proctor devices can access the Proctor Dashboard.
- Confirm headphones, microphones, and audio settings are available for students to access universal tools, designated supports and/or accommodations.
- Confirm local staff understand how and when to access office hours or support if issues arise.

3.4 Schedule Tutorials and Practice Tests

The Student Readiness Tool (SRT)

The Student Readiness Tool (SRT) is a public preparation resource for parents, students, and educators to see universal tools available in the assessment. Teachers may use it to demonstrate the testing interface and help students become familiar with the platform before interim or summative testing. The SRT is available at the [Wyoming Assessment Portal](#), located under **Administrative Resources > Practice Tests**. Helpful Tips:

- Use the Student Readiness Tool before testing, especially before optional interim administrations.
- Allow students to practice navigation, available tools, and test interaction before operational testing.
- Remind staff that Proctors may not coach students on test content during operational testing.

Practice Tests

Practice tests, organized by grade and subject, are available to help students and educators become familiar with the test content. Practice tests can be launched directly from the TestNav app home screen or accessed on the [Wyoming Assessment Portal](#), located under **Administrative Resources > Practice Tests**.

3.5 Test Materials

The BC will arrange for the following materials to be provided to the Proctor, if applicable to the test format and assessment in their test sessions. Some materials on this list may not be needed, depending on the assessment, content area, local policy, or test format. The Proctor must return secure materials to the BC as soon as testing is completed. For

additional information, review the **Assessment Security & Test Administration Practices** section in the *Assessment Security Guide*, viewable at the [Wyoming Assessment Portal](#), located under **Administration Resources > Assessment Resources**.

Materials for Proctors:

- Computer or tablet to manage the test session in ADAM.
- Proctor testing card or proctor packet with test code and proctor password.
- Roster or list of expected students for the testing room with their applicable designated supports and/or accommodations.
- *Test Administration Manual*: An electronic version of the manual can be viewed at the [Wyoming Assessment Portal](#), located under **Administration Resources > Assessment Resources**.
- Test Administration Scripts: Located as an appendix of the TAM.
- Headphones and microphones must be provided for students to access universal tools, designated supports and/or accommodations.
- Approved non-embedded universal tools, designated supports, and/or accommodations materials and accessibility supports. For a full list, view the *WY-TOPP/WY-ALT Guidance for Accessibility and Accommodations* located at the [Wyoming Assessment Portal](#), located under **Administration Resources > Assessment Resources**.

Materials for Students (to be distributed according to the Test Administration Scripts):

- Student testing tickets.
- Testing devices.
- WY-TOPP summative paper-based test kits (not available for interim) or WY-ALT paper response options.
- Scratch paper and approved reference sheets, as applicable.
- Blank scratch paper.
- Headphones and microphones must be provided for students to access universal tools, designated supports and/or accommodations.

4.0 During Testing

This section describes activities for BC and Technology Coordinators. Some or all of the tasks in this section may apply to the DTC depending on district procedures and local staffing. During testing, BCs should monitor administration progress, support Proctors, resolve access or technology issues, document testing events, and confirm that test security procedures are being followed.

4.1 Managing and Monitoring Proctor Groups (Day of Testing)

Coordinators should monitor active administrations throughout each testing day rather than waiting for issues to be reported. Administration cards provide a high-level view of the tests that are available to students in the user's organization scope and can be used to review student eligibility, testing status, and proctor group activity.

Use the administration card to review progress, view or export students, and access proctor group information. For specific directions, refer to the **Administrations** section from [ADAM Online Support](#).

When reviewing administrations, coordinators should look for unexpected patterns, including students who remain in Not Started status after the scheduled start of testing, students who appear in an unexpected organization, or students whose session status indicates that follow-up may be needed. If roster or eligibility data appears incorrect, confirm whether the issue originates in the source system before taking action in ADAM.

Monitoring Proctor Groups and Student Activity

On testing days, BCs should confirm that Proctors have the correct proctor group information and understand how to approve only the students who are physically present and expected to test in that room.

As students sign in, the Proctor Dashboard displays student testing activity for the proctor group. Proctors should confirm that the student has the appropriate designated supports and/or accommodations and should not approve any student with an accommodation error. Proctors should follow their district and/or building procedures for correcting the error. Proctors should then confirm that the student is entering the correct test and should not approve any student who should not be testing in that room or testing group. Proctors should follow their district and/or building policies for addressing incorrect rooms or testing groups. Coordinators may assist by reviewing the applicable proctor group, student status, or student roster in ADAM when a Proctor reports a discrepancy.

For directions related to viewing students in an administration or proctor group, refer to **View Students in an Administration or Proctor Group** from [ADAM Online Support](#). To edit students assigned to a proctor group, refer to **Edit Proctor Group Membership** section

from [ADAM Online Support](#). Students can also be moved between proctor groups; refer to **Move Students to a New Proctor Group** section from [ADAM Online Support](#).

End-of-Day Tasks

Proctors should follow the administration script to help students complete the logout process. Coordinators may verify that students have logged out by reviewing student status information in ADAM. Students still appearing in In Progress status should be checked to confirm whether TestNav has been properly exited and whether follow-up action is needed.

Immediately after testing is completed, the Proctor should return all secure materials to the BC according to building level policies and procedures. It is the responsibility of the BC to ensure all secure materials are returned after each testing session.

Student testing tickets, used scratch paper, accommodated materials, and reference sheets written on by students should be returned to the BC. These items are secure materials and should not remain in the testing room after testing concludes.

At the end of each testing day, all secure materials and locally generated student information must be returned to the designated secure storage location. The BC should review any notes from Proctors, document unresolved issues, and identify students who may require make-up testing before the testing window closes.

Administer Make-Up Testing

Make-up testing should be planned from current ADAM status information rather than informal classroom lists alone. Students who have not started, have exited, or otherwise have not completed testing should be reviewed before the close of the testing window to determine whether make-up testing is required.

To identify students by test status, organization, proctor group, accommodation, or other available filters, refer to **Session Explorer** section from [ADAM Online Support](#). This page describes available filters and export options. Progress Reports may also be used to review test completion by school, grade, content area, or administration, depending on available user permissions. For additional information about progress reports, refer to **Progress Report** section from [ADAM Online Support](#).

When make-up testing is needed, create or use an appropriate make-up proctor group for the applicable grade and content test. A student who needs a make-up opportunity for more than one grade/content test may require multiple proctor groups or multiple Proctor Dashboard tabs. The Proctor responsible for the make-up room should have the correct test code and proctor password for each applicable proctor group.

4.2 Trouble Shooting and Testing Irregularities

When students begin testing, they use the test code associated with the proctor group and the required authentication information configured for the assessment. If a student cannot sign in, the Proctor should first verify that the student is using the correct test code and credentials. BCs or DTCs should then confirm that the student is eligible for the test, appears in the expected organization, and has appropriate accommodations before the student begins or continues testing.

Trouble Shooting

If a student exits TestNav unintentionally or intentionally before completing the test, the Proctor and coordinator should first verify that TestNav has closed on the student device. If the student should continue testing, the session may need to be reseated. The student should resume from the appropriate point in the test only after the coordinator confirms that continuing is appropriate and secure. For instructions to reseat a student; refer to **Proctoring: Reseat a Student** section from [ADAM Online Support](#).

Occasionally, students encounter errors during an online test. Common issues can be addressed by correcting aspects of the test environment. Other issues require additional investigation. Technology Coordinators should be on hand to help address any technology issues. Review Connectivity/Save warnings, TestNav error codes and their possible causes, as well as additional instructions should Pearson Support need to be contacted. Review the [Troubleshooting](#) resources, including possible [Error Code](#).

If during testing, a student alerts a Proctor to a possible unanswerable or misprinted test item, use the following steps:

- If the issue being experienced is with a particular item, the Proctor should instruct the student to bookmark the item and continue testing. At the end of testing, the Proctor should try to troubleshoot the issue with the remaining item by contacting their Technology Coordinator and BC. If troubleshooting does not resolve the issue, the Technology Coordinator, or BC, should call Pearson Support to report the issue. **Note:** Multi-section tests, make sure to troubleshoot any concerns from the previous section of the test before moving on to the section of the test.
- If a timely solution cannot be found, the Proctor should: Instruct the student to proceed with the test.
- Proctors should note the content area, grade level, form ID, item number, test format, and a brief description of the issue in [Session Review](#) in ADAM. Actual wording from the assessment items should never be included either verbally or in writing.

Remember, school personnel may **NOT** read or review WY-TOPP or WY-ALT test items [**Exception:** Designated Supports and/or Accommodations that require review of items].

Procedures for Crises

In all instances of safety, severe weather, or natural hazard threats, consult your local Crisis Management Plan. If there is a building evacuation, lockdown, or school closure that occurs **before** the start of a test, follow the protocol outlined below:

- Proceed with testing only if the test can be completed that day. If the test cannot be completed, schedule the section during make-up testing.
- Document the situation, noting the event, date, and time, students affected, and any other specific details regarding the situation.
- In the event there is a building evacuation, lockdown, or school closure that occurs **during** the test, follow the protocol outlined below:
 - If possible, note the time of the disruption so that the remaining time for the section can be calculated.
 - If leaving the test environment, take necessary steps to ensure the security of the test materials, if time permits.
 - Upon returning to the testing room, prepare students for the continuation of the test:
 - Proctors must inform students how many minutes remain in the test.
 - Proctors must write on the board the updated start time and stop time of the test.
 - Using the *Form to Report a Testing Irregularity or Security Breach*, document the situation.

4.3 Reporting Irregularities

Proctor Session Reviewer

If a testing irregularity occurs, the Proctor or BC should add a session review note. To record a Session Review note, select the kabob menu on the right side of the student record and select Session Review. In the Session Review Window, Leave the “Set Session to Reviewed” checkbox unchecked. In the Review Notes field, enter information about the event record. Include details such as the content area, grade level, form identification, item number, and a brief description of the problem. Then Select Save Review.

In Session Explorer, the BC can flag a session as reviewed and add notes as needed. Session Explorer can also be used to filter and view reviewed sessions. When exporting from Session Explorer, there is an option to include Session Review information. For additional information about Session Review, refer to **Review Session and Add Notes** section from [ADAM Online Support](#).

My Request: Add Test Irregularity

If warranted, the BC may need to escalate the concern as Testing Irregularity. To report a testing irregularity to the DTC, refer to additional information about Session Review, refer to **Operations: My Requests** section from [ADAM Online Support](#). Make sure to note the content area, grade level, form ID, item number, test format, and a brief description. The request can be entered for several students. Enter “multiple” in first name field, “students” in last name field, and “multiple” in the Wiser ID field. Then list Wiser IDs in the Session Instructions field.

The DTC must follow **Section 2: Detection of Irregularities, Reporting Irregularities** section of the *Assessment Security Guide*. The *Assessment Security Guide* is viewable at the [Wyoming Assessment Portal](#), located under **Administration Resources > Assessment Resources**.

5.0 After Testing

5.1 Post-Administration Handling of Secure Materials

Secure Materials

Immediately after the final section is administered, BCs should collect the test materials from the Proctors.

Test materials that must be collected:

- Student test tickets and proctor cards.
- Student rosters containing TestNav usernames and passwords.
- Any reports or other documents that contain personally identifiable student information.
- All scratch paper.
- All printed WDE approved reference sheets for math and science.

Materials To Be Securely Destroyed

The DTC and BC must ensure that the following test materials are securely destroyed/shredded immediately after all testing is complete (either by the district or school):

- Scratch paper written on by students during testing
- Printed WDE approved math and sciences reference sheets written on by students during testing
- Printed student test tickets
- Any other school-generated reports or documents, which contain personally identifiable student information (e.g., ADAM generated reports or any school rosters)
- All accommodated responses

Shredding may be done at the school or district, but materials must always remain secure prior to destruction. Once secured destruction of materials is complete, it must be documented on a chain-of-custody form or other tracking log. Do **NOT** return these materials to Pearson.

Nonsecure Materials to Be Recycled/Disposed

The DTC must ensure the following test materials are recycled/disposed immediately after all testing is complete (either by the district or school):

- TCMs and TAMs
- Unused mathematics and science reference sheets

Once recycling/disposing is complete, it should be documented on a chain-of-custody or other tracking log. Do **NOT** return these materials to Pearson.

Note: If no paper-based or accommodated materials were shipped to the school/district, there may not be anything that needs to be shipped to Pearson.

5.2 Data Review After Testing

After testing, DTCs, BCs, and Data Reviewers should review student testing records to confirm that each eligible student has an expected completion status or documented follow-up. This review should include students who were absent, interrupted, transferred, exited testing, received accommodations, or otherwise require follow-up.

Use **Operations > Session Explorer** to search for student sessions by student, test, testing organization, test status, accommodations, accountability codes, and notes. The **Session Explorer** section from [ADAM Online Support](#) provides current filter descriptions, action options, and export guidance.

Progress and Activity Reports may also be used during closeout to review overall completion, identify schools or tests with unresolved statuses, and support make-up or accountability follow-up. Exported reports should be handled as student information and retained or destroyed according to local and WDE requirements.

5.3 Accountability Codes and Post-Testing Follow-Up

Accountability codes provide a mechanism for documenting students who should not test or who do not have a valid test attempt for a WDE-approved reason. DTCs, BCs, and Data Reviewers should review current WDE guidance before applying or requesting any accountability code because available codes, definitions, and permissions may vary by administration and role.

When reviewing accountability-related issues, use **Session Explorer** and available reports to locate affected sessions, confirm student status, review notes, and document the reason for any follow-up action. To identify students by session review notes, refer to **Session Explorer** section from [ADAM Online Support](#).

DTCs and BCs should not assume that a student can retest after an invalidation or irregularity. If an accommodation error, wrong test, wrong student login, wrong language/form, or other issue is discovered, contact WDE or Pearson Support according to current escalation procedures. If the issue is discovered after the student has progressed too far into the test for a valid retest, continue to follow WDE guidance and submit the required irregularity documentation as outlined in **Section 4.3**.

Voiding Student Tests

DTCs and BCs will **NOT** be able to void tests.

The primary reason for irregularity reports being submitted for each testing administration is due to missing or incorrect accommodations being applied. Students are not able to

retest for WY-TOPP or WY-ALT. Therefore, it is imperative that school staff verify all student accommodations prior to students beginning each content area of the assessment.

If an incorrect accommodation has been applied and the student has started testing, then instruct the student to pause testing, the Proctor or BC will submit a session note, and follow district and or building procedures to correct the error, if possible, before resuming. Refer to **Section 4.3** on submitting irregularities.

Appendix A – Accountability Codes

Accountability codes provide a way for designated users to tag students who should not test, or who were tested but should not appear in reporting. For additional information, refer to the **Session Explorer: View and Apply Accountability Codes** section from [ADAM Online Support](#).

Label	Code	Type	Description	Who can update?
Accessibility or Accommodation Misadministration	ACC	Irregularity	Void, Allows new test assignment.	WDE
Academic Fraud	ACF	Irregularity	Void	WDE
Test Security	TS	Irregularity	Void	WDE
Off Grade Enrollment Error	ENR	Irregularity	Void, Allows new test assignment.	WDE
Absent	ABS	Participation	Do Not Report	WDE or District
Transferred or Withdrew	WITH	Participation	Do Not Report	WDE or District
Expelled	EXP	Participation	Do Not Report	WDE or District
Medically Fragile	MF	Participation	Do Not Report	WDE or District
Out-of-State Institution or Placement	OOS	Participation	Do Not Report, Blocks test from being started.	WDE (before) or District (after)
Refused to Participate	REF	Participation	Do Not Report	WDE or District
Medical Emergency	ME	Participation	Do Not Report	WDE or District
EL First Year in U.S.-ACCESS Participation (ELA Only)	ELY	Participation	Do Not Report, Blocks test from being started.	WDE (before) or District (after)
EL First Year in U.S.-No ACCESS Participation (ELA Only)	ELN	Participation	Do Not Report	WDE or District

Appendix B – ADAM User Roles

Area	Permission Name	Test Coordinator	Data Reviewer	Teacher
Basic Role Setup	Create Bulletins	EDIT	HIDE	HIDE
Rostering	Orgs	VIEW	VIEW	HIDE
Rostering	Courses	VIEW	VIEW	HIDE
Rostering	Classes	VIEW	VIEW	HIDE
Rostering	Users	VIEW	VIEW	HIDE
Rostering	User Metadata	VIEW	VIEW	HIDE
Rostering	Student Information	VIEW	VIEW	HIDE
Rostering	Student Demographics	VIEW	VIEW	HIDE
Rostering	Student Accommodations	EDIT	EDIT	OFF
Rostering	Student Administrations	ON	ON	OFF
Rostering	Student Reporting Org	ON	ON	OFF
Rostering	Submit Requests	ON	OFF	OFF
Rostering	Manage Requests	ON	OFF	OFF
Test Management	Create Proctor Group	ON	ON	OFF
Test Management	Proctor Groups	EXPORT	EXPORT	OFF
Test Management	Administrations	ON	ON	HIDE
Test Management	Administrations - Update Accountability Codes	ON	OFF	OFF
Test Management	Edit Proctor Group Status	ON	ON	OFF
Test Management	Proctor Session Reviewer	ON	ON	OFF
Classroom	Classes	OFF	OFF	VIEW
Classroom	Student Assignments	OFF	OFF	VIEW
Reporting	Session Explorer	ON	ON	OFF
Reporting	Session Explorer - Session Explorer Export	ON	ON	OFF
Reporting	Session Explorer - Session Reviewer	ON	ON	OFF
Reporting	Session Event Explorer	ON	ON	OFF
Reporting	Session Event Explorer Export	ON	ON	OFF