

WDE WY-TOPP / WY-ALT

Guidance for Accessibility and Accommodations



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Wyoming Department of Education

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This information will be provided in an alternative format upon request.

Introduction

In developing this guidebook, the accommodations committee worked to provide every student with a positive and productive assessment experience, generating results that are fair and accurate estimates of each student's achievement. Further, Wyoming is building on a framework of accessibility for all students, including English Learners (ELs), students with IEPs and 504 Plans, and other individuals who need accommodations. In the process of developing next-generation assessments to measure students' knowledge and skills as they progress toward college and career readiness, the accommodations committee recognized that the validity of assessment results depends on each and every student having access to universal tools, designated supports, and accommodations. Students must have access to all accommodations on their plans. This document was developed for Wyoming educators to guide the selection and administration of universal tools, designated supports, and accommodations (Smarter Balanced, p.1).

The Wyoming Test of Proficiency and Progress (WY-TOPP) and the Wyoming Alternate Assessment (WY-ALT) assess the Wyoming Content and Performance Standards (WYCPS) and the Wyoming Extended Standards (WYES), respectively, in English Language Arts (ELA), Science, and Mathematics. For the secure summative assessments, a Proctor can only make available to students the universal tools, designated supports, and accommodations that are included in the WY-TOPP/WY-ALT: Guidance for Accessibility and Accommodations or are documented on an IEP or 504 Plan and have been approved by the WDE. District Test Coordinators or Building Coordinators may submit an Exceptional Accommodations Request for accommodations not addressed in this manual.

The Accommodations Committee and the Wyoming Department of Education (WDE) would like to express appreciation to the Council of Chief State School Officers (CCSSO) State Collaborative on Assessment and Student Standards (SCASS) subgroups Assessing Special Education Students (ASES SCASS) and English Learners (EL SCASS) for publication of model policies, including the Accommodations Manuals for Students with Disabilities, English Language Learners, and English Language Learners with Disabilities. We would also like to acknowledge the following documents which were reviewed by the Accommodations Committee and had components that were adapted and included in this Guidance document: 1) Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines which was prepared with the assistance of the National Center on Educational Outcomes; 2) PARCC Accessibility Features and Accommodations Manual; and 3) Ohio's Accessibility Manual: Third Edition.

The WDE staff appreciates the continued support, input, and feedback received from members of the Accommodations Committee in creating this Guidance document. The WDE staff also appreciates the support, input, and feedback received from the Wyoming Advisory Panel for Students with Disabilities (WAPSD) and the Wyoming Association of Special Education Administrators (WASEA) Executive Board regarding the implementation of a fair, accessible, and appropriate statewide assessment system.

Intended Audience and Recommended Use

The WY-TOPP and WY-ALT: Guidance for Accessibility and Accommodations is intended for school-level personnel and decision-making teams as they prepare for and implement the WY-TOPP and WY-ALT assessments. The Guidance document provides information for classroom teachers, English development educators, special education teachers, parents, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for students. The Guidance document is also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment (Smarter Balanced, p. 2).

The Guidance document applies to all students. It emphasizes an individualized approach to the implementation of assessment practices for students who have diverse needs and participate in large-scale content assessments. This document focuses on universal tools, designated supports, and accommodations, as seen in Table 1 on page 9, for the WY-TOPP and WY-ALT content assessments of ELA, Science, and Mathematics. At the same time, it supports important instructional decisions about accessibility and accommodations for students who participate in the WY-TOPP and WY-ALT assessments. It recognizes the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment (Smarter Balanced, p.2). Accessibility supports do not reduce learning expectations; they meet specific needs of students in instruction and assessment and enable educators to know that measures of a student's work produce valid results (CCSSO Accessibility Manual, p. 8).

Recognizing Accessibility Needs for All Students

All students in grades 3–10, including those who do and do not receive supports, are to be held to the same expectations for participation and performance on the WY-TOPP or WY-ALT assessments. For certain groups of students, due to disability or other circumstances, please see additional details below regarding state assessment.

Accessibility for Students with an Individualized Education Plan (IEP) and SMSCD Designated Students

For students who have disabilities, the Individuals with Disabilities Education Act (IDEA) is a federal law enacted in 1975 and most recently reauthorized in 2004. It is designed to ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living (20 U.S. Code Chapter 33, Subchapter I, §1400(d) (1)(A)). It is designed to protect the rights of Students With Disabilities (SWD) by ensuring that everyone receives FAPE, regardless of ability. Furthermore, IDEA strives not only to grant equal access to SWDs, but also to provide additional specialized instruction and related services, including procedural safeguards. Most students with IEPs, using proper accommodations and supports, will participate in the Wyoming Test of Proficiency and Progress (WY-TOPP) assessment.

Students designated as a Student with the Most Significant Cognitive Disability (SMSCD), based on the criteria within the Alternate Assessment Participation Guidance, will participate in the Wyoming Alternate

Assessment (WY-ALT). The U.S. Department of Education (USED) has determined that 1.0% or fewer of the student population should participate in the WY-ALT. The federal establishment of the 1% threshold is consistent with research showing that some students assigned to the alternate assessment more appropriately should have been assessed with the general assessment in which all other students participated.

Special education services are individualized to meet the unique needs of students with disabilities and are provided in the least restrictive environment. Special education may include individual or small-group instruction, curriculum or teaching modifications, assistive technology, transition services, and other specialized services, including physical, occupational, and speech therapy. These services are provided in accordance with an Individualized Education Program (IEP), specifically tailored to the unique needs of each student. A student's IEP needs to include specific accommodations for instruction and assessment. In 2015, Congress reauthorized the Elementary and Secondary Education Act (ESEA) of 1965 as the Every Student Succeeds Act (ESSA). With this reauthorization, the requirement changed for Alternate Assessment—Alternate Academic Achievement Standards (AA-AAAS). ESSA reaffirmed that an alternate assessment is the appropriate assessment for students with the most significant cognitive disabilities to demonstrate their knowledge and skills. However, ESSA changed the 1% cap to be based on the participation rate rather than the proficiency or performance rate as required under No Child Left Behind. It placed the 1% cap on the state participation rate for each subject, based on the total number of all students in the state assessed in the subject (34 CFR 200.6(c)(2)). The federal law under ESSA also specifies that states cannot place a cap on the participation rates of local education agencies (LEAs) in any subject (34 CFR 200.6(c)(3)(i)). This means that LEAs can exceed the 1% participation cap on an AA-AAAS in a given subject, but the state as a whole cannot exceed the 1% cap in any subject. The law requires LEAs that exceed the 1% participation cap to submit information justifying the need to exceed the cap, and the state must provide oversight of those LEAs (34 CFR 200.6(c)(3) (ii-iii)). If a state anticipates that it will exceed the 1% participation cap in any subject in any school year, the state may request that the U.S. Secretary of Education waive the cap for the relevant subject for one year (34 CFR 200.6(c)(4)). The request must include:

- Assurances from the state that it has verified that each LEA anticipated to exceed the 1% cap will address any disproportionality in the percentage of students in any subgroup taking an AA-AAAS (34 CFR 200.6(c)(4)(iii)(B)).
- A plan and timeline by which the state will take additional steps to support and provide appropriate oversight to each LEA that the state anticipates will assess more than 1% in a given subject in a school year to ensure that only students with the most significant cognitive disabilities take an AA-AAAS and the state must describe how it will monitor and regularly evaluate each such LEA to ensure that the LEA provides sufficient training to school staff so that all students are appropriately assessed (34 CFR 200.6(c)(4)(iv)(B)).
- Confirmation that the state will address any disproportionality in the percentage of students taking an AA-AAAS as identified through the data provided (34 CFR 200.6(c)(4)(iv)(C)).

Accessibility for Students with a 504 Plan

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide certain accessibility supports to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA.

Section 504 states (CCSSO Accessibility Manual, p.26): No otherwise qualified individual with a disability in

the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance [29 U.S.C. Sec. 794].

Accessibility for English Learner (EL) Students

ELs (English Learners) enrolled in a U.S. school for the first time for a cumulative total of less than 12 months may receive a one-time exemption from the ELA portion of the WY-TOPP or WY-ALT assessment, but must participate in the Math and Science assessments for that school year. Students who receive the one-time exemption from the ELA portion of the WY-TOPP or WY-ALT are instead required to participate in the WIDA ACCESS or WIDA Alternate ACCESS for ELs. Following this one-time exemption, during each subsequent school year from grades 3–10, EL students must participate in the ELA portion of the WY-TOPP or WY-ALT, as well as annual WIDA ACCESS or ALT ACCESS testing (see WDE EL Guidebook for more information).

Title III of the ESEA mandates that all ELs receive quality instruction for learning both English and grade-level academic content (U.S. Department of Education, 2002). According to ESEA, ELs are required to participate in statewide assessments that measure students' English language and academic progress. Educators must ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of the students. For ELs, supports and accommodations that are properly documented are provided during instruction and on assessments to guarantee equal access to grade-level content.

Federal laws governing student participation in assessments must meet the requirements of the Every Student Succeeds Act (ESSA) of 2016, the Individuals with Disabilities Education Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008) (Smarter Balanced, p. 3). The Elementary and Secondary Education Act (ESEA) 1965 reauthorized by the Every Student Succeeds Act (ESSA) in 2016 and subsequent legislation and guidance from the U.S. Department of Education requires that all English Learners (ELs) and students with disabilities (SWDs), including EL students with disabilities, take assessments that measure their English language acquisition and/or their content knowledge in the core subject areas of mathematics, ELA, and science. This legislation not only includes these testing requirements, but also aims to ensure equal access to these assessments by requiring states to offer appropriate supports and accommodations that do not violate the constructs of the assessments for the inclusion of the widest range of students possible.

Resources

The Wyoming Department of Education would like to acknowledge the documents used to support the creation of this manual:

- CCSSO. The Council of Chief State School Officers (CCSSO) Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students. (August 2016; Updated July 2021).
- Ohio Department of Education. Ohio Accessibility Manual. (2016).
- PARCC. PARCC Accessibility Features and Accommodations. (2016).
- Smarter Balanced. Usability, Accessibility, and Accommodations Guidelines. (2016).

Universal Tools, Designated Supports, and Accommodations

Definitions and Status Key

The conceptual model that serves as the basis for the WY-TOPP/WY-ALT Guidance for Accessibility and Accommodations is shown in Figure 1. This figure portrays several aspects of the WY-TOPP and WY-ALT assessment features:

Universal Tool

Universal Tool Universal tools are available on WY-TOPP and WY-ALT for all students, including students already receiving Designated Supports and Accommodations.

Designated Support

Designated Support Each designated support to be used on WY-TOPP or WY-ALT is available 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.).

Accommodation

Accommodation Each accommodation to be used on WY-TOPP or WY-ALT is available 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.

Embedded

Embedded features are those that are available as part of the secure testing platform (e.g., Calculator, Zoom). There are often multiple ways to enable embedded features, and details can be found in the specific secure testing platform user guide found on wyoassessment.org.

Non-embedded

Non-embedded features are not part of the secure testing platform (e.g., Breaks, Noise Buffers). Proctors must provide non-embedded features locally to individual students.

Special Note on Universal Tools, Designated Supports, and Accommodations

The following list of Universal Tools, Designated Supports, and Accommodations is not exhaustive. Please refer to Appendix H: WY-TOPP Allowable Resources and Appendix I: WY-ALT Allowable Resources for questions about any additional supports. If the support(s) in question are not listed in this guidance document, it is likely that an Exceptional Accommodation Request through the WDE SAER system is required for use.

Table 1: Conceptual Model Underlying the WY-TOPP/WY-ALT Guidance for Accessibility and Accommodations.

EMBEDDED		
UNIVERSAL TOOLS	DESIGNATED SUPPORTS	ACCOMMODATIONS
▪ Calculator: Embedded ▪ Color Contrast ▪ Dictionary: English (Science only) ▪ Dictionary: Spanish (Science only) ▪ Digital Notepad ▪ Expandable Passages ▪ Highlighter ▪ Keyboard Navigation ▪ Mark for Review ▪ Math Tools ▪ Mouse Pointer ▪ Pause ▪ Spell Check ▪ Strikethrough ▪ Text-to-Speech (TTS): Mandatory Media (WY-ALT only) ▪ Text-To-Speech (TTS): Math & Science Items & Stimuli only ▪ Tutorial ▪ Writing Tools ▪ Zoom	▪ Line Reader ▪ Masking ▪ Spanish Translation: Math & Science Items & Stimuli only ▪ Text-To-Speech (TTS): ELA Items only ▪ Text-to-Speech (TTS) Tracking: Math & Science Items & Stimuli only ▪ Zoom: Preset	▪ Braille: Embosser w/ Print-on-Demand ▪ Braille Transcript (ELA Listening) ▪ Closed Captioning (ELA Listening) ▪ Dyslexia Friendly Fonts ▪ Permissive Mode ▪ Print-on-Demand ▪ Sign Language: American Sign Language ▪ Speech-to-Text (STT): Embedded ▪ Streamlined Mode ▪ Testing Over Multiple Days (WY-TOPP) ▪ Text-to-Speech (TTS): ELA Passages & Items ▪ Text-to-Speech (TTS) Tracking: ELA Passages & Items ▪ Word Prediction: Co-Writer

NON-EMBEDDED		
UNIVERSAL TOOLS	DESIGNATED SUPPORTS	ACCOMMODATIONS
▪ Breaks ▪ Dictionary: Bilingual (Physical copy, Science only) ▪ Dictionary: English (Physical copy, Science only) ▪ Noise Buffer ▪ Scratch Paper ▪ WDE Provided Math and Science Reference Sheets	▪ Amplification ▪ Color Overlays ▪ Cued Speech: ELA Items only ▪ Cued Speech: Math & Science Items & Stimuli only ▪ Human Reader/Signer/ Translation: ELA items only ▪ Human Reader/Signer/ Translation: Math & Science items & stimuli only ▪ Magnification Device (paper testing) ▪ Read Translated Test Directions ▪ Separate Setting ▪ Student Reads Test Aloud ▪ Timer	▪ Abacus ▪ Alternate Response Options ▪ Assistive Technology ▪ Braille (pre-printed test booklet) ▪ Calculator: Handheld ▪ Cued Speech: ELA Passages & Items ▪ Exceptional Accommodation (SAER) ▪ Extended Time (WY-TOPP) ▪ Human Reader/Signer/ Translation: ELA passages & items ▪ Large Print (must be ordered) ▪ Medically Necessary Device ▪ Paper Test ▪ Scribe ▪ Sign Language: Alternate Forms of Sign Language ▪ Speech-to-Text (STT): Non-embedded ▪ Word Prediction

List and Definitions of Universal Tools, Designated Supports, and Accommodations

This section provides an alphabetized list of all Universal Tools, Designated Supports, and Accommodations provided or allowed for student use during WY-TOPP and WY-ALT state assessments. Note that subcategories of certain Tools, Supports, or Accommodations exist and are grouped together. Universal Tools are allowed for all students, with or without formal education plans. Designated Supports are allowed only when formally documented in a student's IELP, other formal education plan (e.g., behavior plan), or plan developed by a school-based intervention team of educators (such as RTI, MTSS, etc.). Accommodations are allowed only when formally documented in a student's IEP or 504 plan. Note that they may also use designated supports formally documented in the student's IEP or 504 plan. If a student has an accommodation documented on their IEP or 504 plan that is not listed in this section of the guidebook (and is not mentioned in Appendix H: WY-TOPP Allowable Resources or Appendix I: WY-ALT Allowable Resources), an Exceptional Accommodation Request must be submitted by the District Test Coordinator or Building Coordinator of the student's school, utilizing the WDE [State Assessment Requests SAER System](#).

Districts are responsible for providing all necessary training for the use of non-embedded universal tools, designated supports, and accommodations. While the WDE does not provide this training, specific requirements for utilizing certain supports are detailed in the appendices of this guide (e.g., Appendix B: Human Reader/Signer/Translation Protocol, Appendix C: Scribe Protocol).

Abacus

- **Status:** Accommodation, Non-embedded
- **Description:** This tool may be used in place of scratch paper for students who typically use an abacus. Math and Science testing only.
- **Recommendations for Use:** Some students with visual impairments who typically use an abacus may use an abacus in place of or in addition to scratch paper.

Alternate Response Options

- **Status:** Accommodation, Non-embedded
- **Description:** Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, MouseKeys, Filter Keys, adapted mouse, touch screen, head wand, eye-gaze, switches, and AAC (Augmentative and Alternative Communication) devices. Internet connection or AI-supported tools are not allowed.
 - Requires an Exceptional Accommodation Request (SAER) and Security Plan if the device must connect to a student testing device.
 - The WDE does not offer training on the use of any alternate response option systems. Training must be provided by the district for use.
- **Recommendations for Use:** Students with some physical disabilities (including both fine- and gross-motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
 - For AAC devices, depending on the device, districts must submit an Exceptional Accommodation Request (SAER) and Security Plan, or adopt a district device policy including details on the different AAC devices, use, and clearing of devices. For a WDE device policy template including a section on AAC devices, see [here](#).

Amplification

- **Status:** Designated Support, Non-embedded
- **Description:** Amplification used to adjust the audio from the assessment platform itself, beyond the computer's built-in settings. This includes specialty headphones, earbuds, or other personal audio devices that connect directly to the student testing device to transmit the test's audio.
- **Recommendations for Use:** Students with this designated support may use personal audio devices to increase the volume within the assessment platform, although refer to note below. Standard, wired headphones do not require special permission and they are not considered as a designated support for amplification.
 - Note: If a student requires a personal or specialized device that must connect to the testing device via Bluetooth (e.g., Bluetooth hearing aids), wireless (e.g., streaming accessories), or a specialized wired connection (3.5mm audio, USB, or other audio connection), an Exceptional Accommodation Request (SAER) must be submitted prior to use. Any additional device functionality (e.g., internet access, smart features) must be deactivated to maintain test security.

Assistive Technology

- **Status:** Accommodation, Non-embedded
- **Description:** Allows for use of various types of assistive technology documented for student use during required assessments. Internet connection or AI-supported tools are not allowed.
 - Requires an Exceptional Accommodation Request (SAER) and Security Plan if the device must connect to a student testing device.
 - The WDE does not offer training on the use of any assistive technology systems. Training must be provided by the district for use.
 - May require additional settings turned on in the online testing platform for full functionality. Contact WDE for support.
- **Recommendations for Use:** Students with various needs may require assistive technology not already embedded in the testing platform to assist with the completion of the required assessments. While embedded supports exist that support various needs, non-embedded assistive technology may include audio amplification, transcription, communication devices, speech-to-text, or other tools that embedded devices may not cover. Use of this non-embedded Assistive Technology likely requires a separate setting. If a device has additional features that may compromise the validity of the test (e.g., internet access, AI support), those features must be deactivated to maintain test security. Following completion of testing, all assessment content should be deleted from these devices after the test for security purposes.

Braille: Embosser used with Print-on-Demand Accommodation

- **Status:** Accommodation, Embedded
- **Description:** A raised-dot code that individuals read with their fingertips. For use with an embosser and the print-on-demand accommodation. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Codes available:
 - ELA: UEB Contracted.
 - Mathematics and Science: UEB Contracted with Nemeth Braille Code.
- **Recommendations for Use:** Some students with visual impairments may use Braille to access assessment materials. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. Due to limitations with refreshable braille technology and math braille codes, refreshable braille is available only for ELA. For math, Braille will be presented via an embosser; embosser-created Braille can also be used for ELA. Alternative text descriptions are embedded in the assessment for all graphics. The type of Braille presented to the student can be contracted or uncontracted. The use of this accommodation may result in the student needing additional overall time to complete the assessment. Any portion of the test embossed during testing must be collected and securely destroyed in order to protect the security of the test content.

Braille: Pre-printed Test Booklet

- **Status:** Accommodation, Non-embedded
- **Description:** A raised-dot code that individuals read with their fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Must pre-order paper assessment. Codes available on paper/pencil:
 - ELA: UEB Contracted.
 - Mathematics and Science: UEB Contracted with Nemeth Braille Code.

- **Recommendations for Use:** Students with visual impairments may read text via Braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The type of Braille presented to the student can be contracted or uncontracted. The use of this accommodation may result in the student needing additional overall time to complete the assessment. Any transcripts, descriptions, captions, or content embossed during testing must be collected and securely destroyed in order to protect the security of the test content.

Braille: Transcript (ELA listening passages only)

- **Status:** Accommodation, Embedded
- **Description:** A Braille transcript of the closed captioning created for the listening passages. The Braille transcripts are available in the following Braille codes:
 - ELA: UEB Contracted
- **Recommendations for Use:** Students may have difficulty hearing the listening portion of the passage and may not have sufficient functional vision to read the closed captioning provided for the passage. These students who have dual sensory impairment AND who use Braille on a daily or regular basis during instruction/testing may have access to Braille Transcripts. The use of this accommodation may result in the student needing additional overall time to complete the assessment. Any transcripts, descriptions, captions, or content embossed during testing must be collected and securely destroyed in order to protect the security of the test content.

Breaks

- **Status:** Universal Tool, Non-embedded
- **Description:** Supervised testing breaks are allowable for student needs. When scheduling a break, the Proctor should use the test management tools on their device to pause all student tests and secure the testing devices. For WY-TOPP assessments, breaks longer than 20 minutes will prevent the student from returning to previously answered items. There is no limit to the number of breaks a student may take. However, because using this universal tool increases the overall time required to complete the assessment, schools must plan their testing schedules accordingly. Breaks should not give students an opportunity to interact (e.g., going to lunch, recess, specials, etc.).
- **Recommendations for Use:** This is a universal tool and may be used by all students if needed.

Calculator: Embedded

- **Status:** Universal Tool, Embedded
- **Description:** An embedded on-screen Desmos digital calculator can be accessed for calculator-allowed items when students click on the calculator button.
 - WY-TOPP: for allowed items only, grades 6-10
 - WY-ALT: all items, grades 3-10
- **Recommendations for Use:** This is a universal tool and may be used by all students if needed, on calculator-allowed sections of the assessment.

Calculator: Handheld

- **Status:** Accommodation, Non-embedded
- **Description:** A non-embedded handheld calculator (Math & Science only) for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.
 - See Appendix H: WY-TOPP Allowable Resources and Appendix I: WY-ALT Allowable Resources for Specific calculator types and details.

- **Recommendations for Use:** Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a large-print or talking calculator. If students are using a Braille calculator such as those on a Braille Note Taker, the device should be in “airplane” mode and have no access to Wi-Fi. Proctors should ensure that the calculator has similar calculation features and is available only for designated calculator items that show the calculator icon in the top-right corner of the screen.

Closed Captioning (ELA Listening items only)

- **Status:** Accommodation, Embedded
- **Description:** Printed text that appears on the computer screen as audio materials are presented.
- **Recommendations for Use:** Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note that some students who are hard of hearing may be able to hear oral information presented during the ELA listening assessment, when provided with appropriate amplification and a setting free of extraneous noise.

Color Contrast

- **Status:** Universal Tool, Embedded
- **Description:** Enables teachers to adjust screen background or font color, based on individual student needs prior to approving entrance into a testing session. This may include reversing the colors (inverted colors) of the entire interface or choosing the font and background colors. See the assessment portal for available options.
- **Recommendations for Use:** For students who benefit from or have specific color contrast or inverted color vision needs. This is a universal tool and may be used by all students if needed.

Color Overlays (Paper-based and Online testing)

- **Status:** Designated Support, Non-embedded
- **Description:** Color transparencies are placed over the assessment, placing either a transparency over the paper copy of the assessment, or a transparency placed over the screen of online testing.
- **Recommendations for Use:** Students may need this support to view test content comfortably or for an extended period of time. This support may also be needed by some students with visual impairments or other print disabilities (including learning disabilities). The choice of color should be informed by evidence that those colors meet the student’s needs. The specific color(s) and the subject(s) for which the student needs color contrast support should be determined by the team.

Cued Speech: ELA Items only

- **Status:** Designated Support, Non-embedded
- **Description:** Use of a visual communication system that combines natural mouth movements with hand gestures to make the phonemes of spoken language completely visible. For use of ELA items only.
- **Recommendations for Use:** Students who use Cued Speech (or Cued Language) rely on visual cues to make the sounds of spoken language clear on the lips. ELA items are cued for the student by a trained staff member. WDE offers no training; the district must train any staff members needed. The trained staff member must follow/be aware of the administration guidelines provided in Appendix B: Human Reader/Human Signer/Human Translation Protocol.

Cued Speech: ELA Passages & Items

- **Status:** Accommodation, Non-embedded
- **Description:** Use of a visual communication system that combines natural mouth movements with hand gestures to make the phonemes of spoken language completely visible. For use of ELA passages and items.
- **Recommendations for Use:** Students who use Cued Speech (or Cued Language) rely on visual cues to make the sounds of spoken language clear on the lips. ELA passages and items are cued for the student by a trained staff member. WDE offers no training; the district must train any staff members needed. The trained staff member must follow/be aware of the administration guidelines provided in Appendix B: Human Reader/Human Signer/Human Translation Protocol.

Cued Speech: Math & Science Items & Stimuli only

- **Status:** Designated Support, Non-embedded
- **Description:** Use of a visual communication system that combines natural mouth movements with hand gestures to make the phonemes of spoken language completely visible. For use of Math and Science items and stimuli only.
 - District must properly train the Cued; WDE does not offer training.
- **Recommendations for Use:** Students who use Cued Speech (or Cued Language) rely on visual cues to make the sounds of spoken language clear on the lips. Math and Science items and stimuli only are cued for the student by a trained staff member. WDE offers no training; the district must train any staff members needed. The trained staff member must follow/be aware of the administration guidelines provided in Appendix B: Human Reader/Human Signer/Human Translation Protocol.

Bilingual Dictionary (physical copy)

- **Status:** Universal Tool, Non-embedded
- **Description:** A bilingual dictionary for the appropriate language may be provided for the Science assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
- **Recommendations for Use:** This is a universal tool and may be used by all students if needed on the science assessment.

English Dictionary

- **Status:** Universal Tool, Embedded
- **Description:** An embedded English dictionary is available for the Science assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
- **Recommendations for Use:** This is a universal tool and may be used by all students if needed on the science assessment.

English Dictionary (physical copy)

- **Status:** Universal Tool, Non-embedded
- **Description:** A physical copy of an English dictionary can be provided for the Science assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
- **Recommendations for Use:** This is a universal tool and may be used by all students if needed on the science assessment.

Spanish Dictionary

- **Status:** Universal Tool, Embedded
- **Description:** An embedded Spanish dictionary is available for the Science assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
- **Recommendations for Use:** This is a universal tool and may be used by all students if needed on the science assessment.

Digital Notepad

- **Status:** Universal Tool, Embedded
- **Description:** This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are saved when the student moves on to the next item within a segment. Does not replace scratch paper.
- **Recommendations for Use:** For students to capture any notes about an item in a digital format. This is a universal tool and may be used by all students if needed.

Dyslexia Friendly Fonts

- **Status:** Accommodation, Embedded
- **Description:** OpenDyslexic fonts that change the weights of different parts of the characters and increase the spacing to make them more visually distinct from one another. Note: this font will only be visible on plain text in the item, which does not include text inside images or images of tables. This font is visible on some but not all: math expressions, grid items, UI buttons.
- **Recommendations for Use:** Some students with a dyslexia reading disability may benefit from having this accommodation turned on, if documented in their IEP or 504 plan for assessments. Recommended that this accommodation is tested with students in WY-TOPP practice testing before use during summative testing.

Expandable Passages

- **Status:** Universal Tool, Embedded
- **Description:** Each passage or stimulus window can be expanded so that it takes up a larger portion of the screen.
- **Recommendations for Use:** For use on smaller screens or for students who may need the text or stimulus displayed over a larger area of the screen. This is a universal tool and may be used by all students if needed.

Exceptional Accommodation (SAER)

- **Status:** Accommodation, Non-embedded
- **Description:** For any universal tools, designated supports, or accommodations not listed in this manual but listed on the student's IEP or 504 plan. Not all accommodations are allowable due to the constructs of the test (e.g., a multiplication table is not allowed due to the construct of the Math test for assessing multiplication standards).
- **Recommendations for Use:** For the use of any Exceptional Accommodation, a school or district must first submit and receive approval of an Exceptional Accommodation Request via WDE SAER. Exceptional Accommodation Requests (SAER) must be submitted to the WDE for each individual student prior to use.

Extended Time (WY-TOPP only)

- **Status:** Accommodation, Non-embedded
- **Description:** Students are able to pause assessments for more than 20 minutes and resume testing at a later time on the same day of testing. Note: pauses longer than 20 minutes will always automatically lock previous items from review. Not applicable to WY-ALT, as WY-ALT testing may be administered across multiple days with no additional accommodations.
- **Recommendations for Use:** WY-TOPP assessments are not timed but were developed to be completed in one sitting. If a student has extended time documented in an IEP, then the WY-TOPP assessment may be paused for more than 20 minutes. Students who do not have extended time documented in an IEP may pause assessments for 20 minutes or less.

Highlighter

- **Status:** Universal Tool, Embedded
- **Description:** A digital tool for marking desired text, item questions, item answers, or parts of these with a color.
- **Recommendations for Use:** This is a universal tool and may be used by all students if needed.

Human Reader/Signer/Translation: ELA Items only (Appendix B)

- **Status:** Designated Support, Non-embedded
- **Description:** ELA items are read aloud/signed/translated for the student by a trained staff member who follows the administration guidelines provided in Appendix B: Human Reader/Human Signer/ Human Translation Protocol.
 - The WY-ALT assessment includes an embedded human voice recording (HVR) for all items, passages, and answer choices.
 - District must properly train Human Reader/Signer/Translator; WDE does not offer training.
- **Recommendations for Use:** Students who are struggling readers may need assistance accessing the assessment by having allowable portions of the assessment read aloud/signed/translated. This support may also be needed by students with reading-related disabilities or by students who are blind, have low vision, and/or lack adequate Braille skills. If not used daily or regularly during instruction/ testing, this support is likely to be confusing and may impede performance on assessments. This support should be provided to students individually – not to a group of students. A student should have the option to ask a reader to slow down or repeat the text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.

Human Reader/Signer/Translation: ELA Passages & Items (Appendix B & D)

- **Status:** Accommodation, Non-embedded
- **Description:** ELA passage and item text is read aloud/signed/translated for the student by a trained and qualified staff member who follows the administration guidelines provided in Appendix B: Human Reader/Signer/Translation Protocol. Use Appendix D: Text-to-Speech, Human Reader/Human Signer/ Human Translation Decision-Making Tool to determine the appropriate level of support.
 - The WY-ALT assessment includes an embedded human voice recording (HVR) for all items, passages, and answer choices.
 - District must properly train Human Reader/Signer/Translator; WDE does not offer training.
- **Recommendations for Use:** Human Reader/Signer/Translation is available as an accommodation for students whose need is documented in an IEP or 504 Plan. EL Students may only receive this

accommodation if it is documented in their IEP or 504 Plan. A student should have the option to ask a reader to slow down or repeat the text. Human Reader/Signer/Translation should only be used with students who practice and use this accommodation routinely during daily instruction. Read Aloud should NOT be used as a substitute for Braille or Nemeth Braille Code for students who routinely access information through Braille or Nemeth Braille Code. Human Reader/Signer/Translation can be used in ADDITION to Braille or Nemeth Braille Code for students who are blind AND also routinely use a reader for that subject. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting.

Human Reader/Signer/Translation: Math & Science Items & Stimuli only (Appendix B)

- **Status:** Designated Support, Non-embedded
- **Description:** Math & Science items & stimulus text is read aloud/signed/translated for the student by a trained staff member who follows the administration guidelines provided in Appendix B: Human Reader/Human Signer/ Human Translation Protocol.
 - The WY-ALT assessment includes an embedded human voice recording (HVR) for all items, passages, and answer choices.
 - District must properly train Human Reader/Signer/Translator; WDE does not offer training.
- **Recommendations for Use:** Students who are struggling readers may need assistance accessing the assessment by having allowable portions of the assessment read aloud/signed/translated. This support may also be needed by students with reading-related disabilities or by students who are blind, have low vision, and/or lack adequate Braille skills. If not used daily or regularly during instruction/testing, this support is likely to be confusing and may impede performance on assessments. Readers should be provided to students individually – not to a group of students. A student should have the option to ask a reader to slow down or repeat the text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.

Keyboard Navigation

- **Status:** Universal Tool, Embedded
- **Description:** Navigation throughout the test can be accomplished by using the keyboard.
- **Recommendations for Use:** For students without access to a mouse or touchscreen technology, to assist with test navigation. This is a universal tool and may be used by all students if needed.

Large Print (pre-printed booklet)

- **Status:** Accommodation, Non-embedded
- **Description:** Printed copies of assessment (ELA, math, science) using large print for all stimuli, items, and answer choices. Ordering of Large Print items must be completed in advance of the testing window.
- **Recommendations for Use:** Students who are visually impaired and cannot use the embedded zoom feature for assessments can use printed Large Print copies of the assessment, ordered in advance of the testing window. These large-print copies are secure materials and must be kept secure at all times, as well as returned to the testing vendor upon completion of testing.

Line Reader

- **Status:** Designated Support, Embedded
- **Description:** Allows students to highlight individual lines of text in the reading passage.

- **Recommendations for Use:** Students may need support for visual tracking, concentration, or focus. This support may be necessary for students with reading challenges, low vision, or who have difficulty staying focused.

Magnification Device (paper testing)

- **Status:** Designated Support, Non-embedded
- **Description:** Use of a physical magnification device for student use during paper testing for manual zoom. Note: Large paper copies can also be ordered (see Large Print)
- **Recommendations for Use:** Students who have vision issues that require paper testing can use a physical magnification device if ordering Large Print is not an option (see Large Print in Embedded Accommodations). A physical magnification device must not have the ability to record and/or transmit images, videos, or otherwise function in a manner that could compromise assessment security.

Mark for Review

- **Status:** Universal Tool, Embedded
- **Description:** Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
- **Recommendations for Use:** This is a universal tool and may be used by all students if needed.

Masking

- **Status:** Designated Support, Embedded
- **Description:** Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.
- **Recommendations for Use:** Students may need this support to help limit distractions and increase concentration or focus. This support may be necessary for students with reading challenges, low vision, or who have difficulty staying focused.

Math Tools

- **Status:** Universal Tool, Embedded
- **Description:** These digital tools (e.g., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which the WY-TOPP Item Specifications indicate that one or more of these tools would be appropriate.
- **Recommendations for Use:** This is a universal tool and may be used by all students if needed.

Medically Necessary Device

- **Status:** Accommodation, Non-embedded
- **Description:** A device that is medically necessary and documented on the student's IEP or 504 plan, which must remain in the room during a secure test administration (e.g., glucose monitor, heart monitor, Bluetooth hearing aids, etc.). Medically necessary devices may include any device that features Bluetooth or wireless communication (e.g., Bluetooth hearing aids; student cellphone used for glucose monitoring), as well as technology that can capture, record, or transmit audio, video, or images. Note the potential for test security violations due to the nature of these devices; therefore, test security must be maintained at all times, and such devices cannot be used without prior authorization.
- **Requirements for Use:** For all devices that must connect to the student testing device in some fashion (e.g., Bluetooth hearing aids, FM Receiver, etc.), an Exceptional Accommodation Request (SAER)

must be submitted to the WDE prior to use. For devices that do not connect to the student testing device (e.g., glucose monitor via student cellphone), an Exceptional Accommodation Request (SAER) must be submitted to the WDE prior to use, unless the district has a Medically Necessary Device procedure/policy on file with specific procedures for test security. When in doubt, submit an Exceptional Accommodation Request (SAER) or contact the WDE for assistance.

Mouse Pointer

- **Status:** Universal Tool, Embedded
- **Description:** Allows users to choose the mouse pointer color and size. See the assessment portal for available options.
- **Recommendations for Use:** For students who benefit from or have specific mouse size or color vision needs. This is a universal tool and may be used by all students if needed.

Noise Buffer

- **Status:** Universal Tool, Non-embedded
- **Description:** Student wears equipment to reduce environmental noise. Students may have these testing variations if regularly used during instruction/testing in the classroom. Noise buffers used during testing should not interfere with the testing of other students. Headphones may be needed unless tested individually in a separate setting.
- **Recommendations for Use:** For students who may be easily distracted or anxious during testing by noise; to help students maintain concentration during testing. This is a universal tool and may be used by all students if needed.

Paper Test (pre-printed booklet)

- **Status:** Accommodation, Non-embedded
- **Description:** Paper copies of either passages/stimuli and/or items are printed for students.
 - Fixed-form paper test for WY-TOPP. Answer cards only for WY-ALT.
- **Recommendations for Use:** Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment. Any portion of the test printed during testing must be printed to a secure and known location, and all printed material must be collected and securely destroyed in order to protect the security of the test content.

Pause

- **Status:** Universal Tool, Embedded
- **Description:** This feature allows students to pause the test if they need a bathroom break or must leave their testing device unattended for any other reason. When a test is paused, the secure browser is locked, hiding the current test item or progress on the test. Students must sign in again when ready to unpause. For WY-TOPP assessments, pauses longer than 20 minutes prevent the student from going back to check previously answered items.
- **Recommendations for Use:** This is a universal tool and may be used by all students if needed.

Permissive Mode

- **Status:** Accommodation, Embedded
- **Description:** Permissive Mode is an accommodation option that allows students to use accessibility software in addition to the secure browser.

- **Recommendations for Use:** Permissive Mode activates when the student is approved for testing. Students with the Permissive Mode setting enabled should not proceed with the sign-in process until their accessibility software is correctly configured.

Print-on-Demand

- **Status:** Accommodation, Embedded
- **Description:** Paper copies of either passages/ stimuli and/or items are printed for students.
- **Recommendations for Use:** Some students may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment. Any portion of the test printed during testing must be printed to a secure and known location, and all printed material must be collected and securely destroyed in order to protect the security of the test content.

Read Translated Test Directions

- **Status:** Designated Support, Non-embedded
- **Description:** A bilingual adult can read directions to a student in their native language. See Appendix B.
 - Bilingual adult may not be a relative of the student.
- **Recommendations for Use:** Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translated test directions. In addition, a biliterate adult trained as a Proctor can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment.

Reference Sheets

- **Status:** Universal Tool Non-embedded
- **Description:** A WDE-provided non-secure resource containing key math and science formulas, constants, and tables for state assessments. Reference sheets with student notes or writing are considered scratch paper and must be destroyed at the end of a testing session.
- **Recommendations for Use:** All students must receive reference sheets during testing, although it is the student's choice whether to use them.

Scratch Paper

- **Status:** Universal Tool, Non-embedded
- **Description:** Paper for students to use during testing for noting ideas, working out solutions to problems, etc. Plain scratch paper, graph/grid paper, patty/tracing paper, lined paper, plain transparency sheets, and individual whiteboards are allowable forms of paper. All scratch paper must be collected and securely destroyed at the end of each assessment session to maintain test security, even if appearing blank. All notes on assistive technology devices must be thoroughly erased at the end of each session. All whiteboards must be thoroughly cleaned so no trace of student work remains.
- **Recommendations for Use:** All students must receive scratch paper and a writing implement during testing, although it is the student's choice whether to use them.

Scribe (Appendix C)

- **Status:** Accommodation, Non-embedded
- **Description:** Students dictate their responses to a trained staff member who records verbatim what they dictate. The trained staff member must follow the administration guidelines provided in Appendix C: Scribe Protocol.
 - Scribe may not be a relative of the student.
 - The district must properly train a scribe; WDE does not offer training.
- **Recommendations for Use:** Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this accommodation may result in the student needing overall additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe and to view what they produce while composing via dictation to the scribe.

Separate Setting

- **Status:** Designated Support, Non-embedded
- **Description:** The test location is altered so that the student is tested in a setting different from that of others. Note: WY-ALT testing should be provided one-on-one in a separate, distraction-free setting.
- **Recommendations for Use:** Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternative location to take the assessment. The separate setting may be in a different room that allows them to work individually, or may include smaller groups for WY-TOPP testers. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support, as recommended by educators and/or specialists. Alternatively, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from an environment that allows movement, such as the ability to walk around. In some instances, students may need to interact with test content outside of school, such as in a hospital or their home. A trained, certified staff member can act as a test Proctor when a student requires it. Refer to the WDE Test Security Manual for details on homebound administration.

Sign Language: Alternate Forms of Sign Language

- **Status:** Accommodation, Non-embedded
- **Description:** See Appendices B & D. Per the IEP or 504 Team, some students may use SEE (Signing Exact English) or CASE (Conceptually Accurate Signed English), also called PSE. This accommodation is presented by a Certified Educational Interpreter currently signing for the student. In addition to providing Sign Language by a human signer, some students may need to be in close proximity to the signer in order to lip-read while reading sign.
- **Recommendations for Use:** For students using this signing system in the classroom via a human signer.

Sign Language: American Sign Language

- **Status:** Accommodation, Embedded
- **Description:** For ELA listening items. Test content is translated into an ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.
- **Recommendations for Use:** Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with the test.

Spanish Translation: Math & Science Items & Stimuli only

- **Status:** Designated Support, Embedded
- **Description:** Embedded translations provide the full translation of each test item to support select students whose primary language is not English.
- **Recommendations for Use:** For students whose primary language is not English and who use dual language supports in the classroom, use of the dual language translation may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.

Speech-to-Text (STT): Embedded

- **Status:** Accommodation, Embedded
- **Description:** Voice recognition allows students to use their voices as input devices to the computer to dictate responses. Should only be used in an individual test setting.
 - Web-based STT programs are not permissible.
- **Recommendations for Use:** Students who have motor or processing disabilities (such as cerebral palsy, dyslexia) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software requires the student to review all generated text to correct transcription errors, including those related to writing conventions; thus, prior experience with this accommodation is essential. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, the use of speech-to-text requires that students know writing conventions and have the review and editing skills required of students who enter text via the computer keyboard.

Speech-to-Text (STT): Non-embedded

- **Status:** Accommodation, Non-embedded
- **Description:** Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Students may use their own assistive technology devices if the embedded option differs significantly in functionality from the devices used for instruction. Should only be used in an individual test setting.
 - Speech-to-text software applications' interaction with the secure browser must be tested prior to assessment administration.
 - Web-based STT programs are not permissible.

- **Recommendations for Use:** Students who have motor or processing disabilities (such as cerebral palsy, dyslexia) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software requires the student to go back through all generated text to correct transcription errors, including those related to writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content must be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, the use of speech-to-text requires that students know writing conventions and have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text and to view what they produce while composing via speech-to-text.

Spell Check

- **Status:** Universal Tool, Embedded
- **Description:** Writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled and provides a list of word options. This tool is available only for the writing portion of the ELA assessment.
- **Recommendations for Use:** This is a universal tool and may be used by all students if needed.

Streamlined Mode

- **Status:** Accommodation, Embedded
- **Description:** This accommodation displays test content vertically for enhanced accessibility.
- **Recommendations for Use:** This accommodation may benefit a small number of students who have specific learning and/or reading disabilities in which the text is presented in a vertical format.

Strikethrough

- **Status:** Universal Tool, Embedded
- **Description:** Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
- **Recommendations for Use:** For student use to narrow down potential answer choices while answering items. This is a universal tool and may be used by all students, if needed.

Student Reads Test Aloud

- **Status:** Designated Support, Non-embedded
- **Description:** A student taking an assessment is allowed to read the stimuli, items, and answer choices aloud. Refer to Appendix B: Human Reader Protocol for appropriate Proctor support when Student Reads Test Aloud is enabled.
 - Must be used in conjunction with non-embedded designated support: Separate Setting.
- **Recommendations for Use:** Students who benefit from reading test stimuli, items, and answer choices aloud for help processing assessment information should have this nonembedded designated support turned on. Refer to Appendix B: Human Reader Protocol for appropriate Proctor support when Student Reads Test Aloud is enabled.

Testing Over Multiple Days (WY-TOPP)

- **Status:** Accommodation, Embedded
- **Description:** Students are able to pause an assessment started on one day and may resume the same assessment on another. With this accommodation enabled, an assessment can be paused and resumed on a different day. The proctor or student must pause the test when finished for the day. To resume testing later, a new session must be created with the same test selected. Note: for any WY-TOPP testing, pauses longer than 20 minutes will always lock previous items from review. This accommodation is not applicable to WY-ALT, as WY-ALT testing may be administered across multiple days with no additional accommodations.
- **Recommendations for Use:** WY-TOPP assessments are not timed but were developed to be completed in one sitting. If a student has testing over multiple days documented in an IEP, then the WY-TOPP assessment may be administered over multiple days.

Text-to-Speech (TTS): ELA Items only

- **Status:** Designated Support, Embedded
- **Description:** ELA items only are read aloud to the student via embedded text-to-speech technology. The student is able to control the speed and raise or lower the volume of the voice via the volume control.
- **Recommendations for Use:** Students who are struggling readers may need assistance accessing the assessment by having all or portions of the ELA items read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind, have low vision, and/or lack adequate Braille skills. This support requires routine practice and familiarization during daily instruction in order to avoid undue confusion and/ or impedance on performance during testing. Students who use TTS will need headphones unless tested individually in a separate setting.

Text-to-Speech (TTS): ELA Passages & Items

- **Status:** Accommodation, Embedded
- **Description:** ELA Passages and Items only are read aloud to the student via embedded text-to-speech technology. The student is able to control the speed and raise or lower the volume of the voice via the volume control. See Appendix D: Text-to-Speech, Human Reader/Human Signer/Human Translation Decision-Making Tool.
 - The WY-ALT assessment includes an embedded human voice recording (HVR) for all items, passages, and answer choices that must be played for all students. The speed of the embedded human reader cannot be adjusted. Mandatory Media, a TTS setting available only in the WY-ALT assessment, plays all TTS items automatically (with a pause feature).
- **Recommendations for Use:** TTS ELA Passages and Items only is available as an accommodation for students whose need is documented in an IEP or 504 Plan. EL students may only receive this accommodation if it is documented in their IEP or 504 Plan. This support may also be needed by students with reading-related disabilities or by students who are blind, have low vision, and/or lack adequate Braille skills. Teams may also consider adding this accommodation for students with severe anxiety or with severe attention concerns. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

Text-to-Speech (TTS): Mandatory Media (WY-ALT only)

- **Status:** Universal Tool, Embedded
- **Description:** For WY-ALT only, ELA, Math & Science. Text is automatically read aloud to the student via embedded text-to-speech technology. Mandatory Media can be paused, but all audio must play before an answer selection is made. Audio can be replayed after all audio has played.
- **Recommendations for Use:** For WY-ALT students only. Best for students who can work independently and are self-sufficient during online/computer-based testing. Not recommended for students who require frequent redirection and/or have attention issues, as students must be prepared and focused before the audio plays.

Text-to-Speech (TTS): Math & Science Items & Stimuli only

- **Status:** Universal Tool, Embedded
- **Description:** Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via volume control. Not for ELA Items & Passages.
- **Recommendations for Use:** This is a universal tool and may be used by all students, if needed.

Text-to-Speech (TTS) Tracking: ELA Passages & Items

- **Status:** Accommodation, Embedded
- **Description:** Words are highlighted as they are read aloud by the embedded text-to-speech technology during ELA items and passages.
- **Recommendations for Use:** Students who are struggling readers or have visual impairments may need assistance with visually tracking portions of the assessment read aloud. This support may also be needed by students with reading-related disabilities, students who have visual impairments, and/or students with severe anxiety or attention issues.

Text-to-Speech (TTS) Tracking: Math & Science Items & Stimuli only

- **Status:** Designated Support, Embedded
- **Description:** Words are highlighted as they are read aloud by the embedded text-to-speech technology during Math and Science items and stimuli only.
- **Recommendations for Use:** Students who are struggling readers may need assistance visually tracking portions of the assessment being read aloud by the testing platform via digital speech. This support may also be needed by students with reading-related disabilities, students who have visual impairments, and/or students with anxiety or attention issues. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

Timer

- **Status:** Designated Support, Non-embedded
- **Description:** Student uses a timer; note: test is not timed. There are a variety of timers students may use, ranging from basic kitchen timers to more complex wearable devices that vibrate or flash at preset intervals, or timers with visual clues such as a red covering that disappears as the timer counts down or a stopwatch. Students may not use cell phones.
- **Recommendations for Use:** For students who may have difficulty staying on task or may need reminders and/or incentives to refocus attention. The use of this support may result in the student needing additional overall time to complete the assessment.

Tutorial

- **Status:** Universal Tool, Embedded
- **Description:** Tutorial showcasing simple actions like answer selection, advancing to the next test item, the various settings, tools, etc., of the testing platform, and so on.
- **Recommendations for Use:** This is a universal tool and may be used by all students, if needed.

Word Prediction

- **Status:** Accommodation, Non-embedded
- **Description:** Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single-word prediction. Functionality such as phrase prediction, predict-ahead, or next-word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as the program's built-in speech output, which reads back the information the student has written. If further support is needed for speech output, see Text-to-Speech or Read Aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices.
- **Recommendations for Use:** Students who have documented motor or orthopedic impairments, which severely impair their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate-to-severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. The use of word prediction requires that students know writing conventions and have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

Word Prediction: Co-Writer

- **Status:** Accommodation, Embedded
- **Description:** Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single-word prediction. Functionality such as phrase prediction, predict-ahead, or next-word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program, which reads back the information the student has written. If further support is needed for speech output, see Text-to-Speech or Read Aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices.
 - Other web-based word prediction programs are not permissible.
- **Recommendations for Use:** Students who have documented motor or orthopedic impairments, which severely impair their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate-to-severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction.

Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. The use of word prediction requires that students know writing conventions and have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

Writing Tools

- **Status:** Universal Tool, Embedded
- **Description:** Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses.
- **Recommendations for Use:** To assist students with enhancing their ELA writing responses. This is a universal tool and may be used by all students if needed.

Zoom

- **Status:** Universal Tool, Embedded
- **Description:** A tool for making text or other graphics in a window or frame appear larger on the screen. The student can make text and graphics larger by clicking the Zoom In button. The student can click the Zoom Out button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen.
- **Recommendations for Use:** Students needing enlarged text, graphics, and/or navigation buttons may need magnification to comfortably view content. This is a universal tool and may be used by all students if needed.

Zoom: Preset

- **Status:** Designated Support, Embedded
- **Description:** A tool for making text or other graphics in a window or frame appear larger on the screen.
- **Recommendations for Use:** As a designated support, the zoom level can be preset so that the test is automatically zoomed to that level throughout. The use of this designated support may result in the student needing additional overall time to complete the assessment. If the student's ability to navigate the online assessment is impacted by magnification, consider using the print-on-demand or paper test option.

Administrative Considerations for Extenuating Circumstances

Students participating in the WY-TOPP typically are assessed in their general education classrooms following the test administration schedule for the grade and content area being administered. Likewise, students participating in the WY-ALT are assessed in an environment that allows for one-on-one test administration. However, the principal and/or Building Coordinator have the authority to schedule students in testing spaces other than general education classrooms or other identified testing locations and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in the Test Administration Manual. Decisions may be considered, for example, that benefit students who are experiencing an unforeseen stressor that may impact the performance of the student or test environment. In general, changes to the timing, setting, or conditions of testing are left to the discretion of the principal and test coordinator (Ohio, p. 4).

Table 2: Administrative Considerations for Extenuating Circumstances (Ohio, pp. 4–5)

ADMINISTRATIVE CONSIDERATION	DESCRIPTION
Emergency Accommodation (See Appendix F: Documentation for Use of an Emergency Support/ Accommodation)	Used when a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have a recently-fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken, or a student returning from a serious or prolonged illness or injury.
Familiar Proctor	The student knows the proctor and/or interpreter.
Frequent breaks	All students may take breaks as needed. Frequent breaks refers to multiple, planned, short breaks during “the scheduled testing time, based on a specific student’s needs (e.g., the student fatigues easily).
Separate or alternate location	The test is administered in a different location other than the location where other students are testing (for example, a different classroom). A certified and trained Proctor must be in the room with the student(s) at all times.
Small Group (same content) WY-TOPP only	A small group is a subset of a larger testing group assessed in a separate location. There is no specific number defined for a small group, but two to eight students is typical. Small groups may be appropriate for human read-aloud translated test administration, or to reduce distractions for some students. A certified and trained Proctor must be in the room with the students at all times. Note: WY-ALT assessments are administered one-on-one by a certified and trained Proctor.
Specialized equipment or furniture	This includes equipment such as adjustable desks or chairs.
Specified area or seating	The student sits in a specific place in the test setting, such as by the window for natural light or beside the proctor’s desk.
Time of day	The student takes the test during the time of day most beneficial to his or her performance. Care must be taken to ensure that the student has all allowable time available for testing.

Testing Environment

Most test environmental support choices, including testing room setting, lighting (e.g., natural vs. overhead lights), seating arrangements, and even the determination to WY-TOPP test students 1:1 (one proctor administering the test to one student), are at the discretion of individual schools or districts. Note: WY-ALT assessments are administered 1:1 by a certified and trained Proctor, without exception.

These test environment decisions, so long as they are consistent with the daily environment or regular testing practices for the student, and do not impact the content or construct of the test, can be made without having to turn on any additional settings, universal tools, designated supports, or accommodations. Additionally, these test environment decisions do not require WDE Exceptional Accommodation (SAER) request/approval. See Appendices H: WY-TOPP Allowable Resources and I: WY-ALT Allowable Resources for more information. When in doubt, contact the WDE.

Appendix A: Do's and Don'ts

Selecting Accessibility Supports

(CCSSO, p. 68)

DO...	DON'T...
Do... make accessibility decisions based on individualized needs (e.g., the student's amount of time in the country, disability needs, etc.).	Don't... make accessibility decisions based on whatever is easiest to do (e.g., preferential seating).
Do... select accessibility supports that reduce the effect of the disability and language barrier to access content and demonstrate learning.	Don't... select accessibility supports unrelated to documented student learning needs or to give students an unfair advantage.
Do... be certain to document instructional and assessment accommodation(s) on the IEP or 504 Plan.	Don't... use an accommodation that has not been documented on the IEP or 504 Plan.
Do... select designated features based on input from one or more informed educators.	Don't... assume that all universal features should be available to all students without previous try-outs.
Do... ensure that accommodations are selected based on input from multiple stakeholders.	Don't... make blanket decisions about designated features
Do... ensure that accommodations are selected based on input from multiple stakeholders.	Don't... make unilateral decisions about accommodations.

DO...	DON'T...
Do... be specific about the "Where, When, Who, and How" of providing accessibility supports.	Don't... assume that various combinations of accessibility supports will work effectively without testing these combinations.
Do... refer to state accessibility policies and understand implications of selections.	Don't... assume that all instructional accessibility supports are appropriate for use on assessments.
Do... evaluate accessibility supports used by the student.	Don't... simply indicate an accessibility support will be provided "as appropriate" or "as necessary."
Do... get input about accessibility supports from teachers, parents, and students.	Don't... check every accessibility support possible on a checklist simply to be "safe."
Do... provide accessibility supports for assessments routinely used for classroom instruction or ensure that students practice each support sufficiently.	Don't... assume the same accessibility supports remain appropriate year after year.
Do... select accessibility support based on specific individual student needs.	Don't... provide an assessment accessibility support for the first time on the day of a test.
	Don't... assume certain accessibility supports, such as a dictionary, are appropriate for every student.



EQUALITY

IS GIVING PEOPLE THE SAME THING/S.



EQUITY

IS FAIRNESS IN EVERY SITUATION.

Appendix B: Human Reader/Signer/Translation Protocol

(Smarter Balanced, p. 44)

When a student cannot access text-to-speech, they may be eligible to work with a test reader/signer/translator. A test reader/signer/translator is an adult who provides an oral or signed presentation of the assessment text to an eligible student. The student depends on the test reader/signer/translator to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader/signer/translator must be trained and qualified and must follow the guidelines presented here. The guiding principle for reading aloud is to ensure the student has access to the test content.

On the WY-TOPP and WY-ALT Assessments, test readers/signers/translators are permitted in grades 3–10 as a designated support for science, mathematics, and ELA items only, not for reading ELA passages. Test readers/signers/translators are allowable for ELA reading passages in grades 3–10 only if the student has a documented accommodation for this (in addition to science, mathematics, and ELA items). Please refer to Appendix D: Text-to-Speech, Human Reader/Human Signer/Human Translation Decision-Making Tool for guidance on determining the appropriate level of support for this accommodation.

Qualifications for Test Readers

- Districts must either hire a trained test reader/signer/translator or train a staff member to serve as a test reader/signer/translator. The WDE does not train test readers/signers/translators, and offers this Human Reader/Signer/Translation Protocol as guidance for the necessary designated support or accommodation.
- The test reader/signer/translator should be an adult who is familiar with the student and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers/signers/translators must be familiar with the terminology and symbols specific to the test content, as well as related conventions for standard oral communication.
- Test readers/signers/translators must be employed by the school or school district and trained in test administration as well as test security policies in accordance with the WY-TOPP and WY-ALT manuals, guidelines, and related documentation.
- Test readers/signers/translators may not be close relatives or immediate family members of the student.

ASL Gloss Note

- For guidelines regarding ASL Gloss, please contact the WDE Assessment division.

Preparation

- Test readers/signers/translators are expected to familiarize themselves with the test format and environment in advance of the testing session. This will help facilitate the reading of the test.
- Test readers/signers/translators should be familiar with the Individualized Education Plan (IEP), 504 Plan, Individualized English Learner Plan (IELP), or intervention team decisions, as documented, if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that plans are in place to provide all necessary designated supports and accommodations.
- Test readers/signers/translators should have extensive practice in providing support and must be familiar and comfortable with the process before assisting a student during the test.

General Guidelines

- The support of the test reader/signer/translator should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- During the exam, try to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gestures, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Read assessment items as presented. Do not paraphrase, interpret, change, or define content.
- Spell any words requested by the student if needed for clarification of meaning.
- Adjust your reading speed and volume if requested by the student.

Post-Administration

- The test reader/signer/translator must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver all such items to the Proctor for secure shredding.
- The test reader/signer/translator must not discuss any portion of the test with others.

English Usage/Conventions

- Punctuation: Read all text as punctuated using appropriate tone.
- Ellipses: When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as 'dot, dot, dot.'
- Quotations: Quotation marks should be verbalized/emphasized as "quote" and "end quote" at the beginning and end of quoted material, respectively.
- Emphasis: When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, the test reader/signer/translator should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- Misspellings: In some cases, a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances, the student is required to respond in a specific way. When presented with intentionally misspelled words, the test reader/signer/translator should not attempt to read/sign the word(s) aloud, as pronunciation is somewhat "subjective."

Images/Graphics

- Before describing a picture or graphic, the test reader/signer/translator should determine whether the details of the picture are necessary for understanding and responding to the item(s). In many cases, an image will accompany a passage or reading excerpt as a piece of visual interest that is not essential to responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited to the student's needs. The test reader/signer/translator should move top to bottom, left to right, in a clockwise direction, or from general to specific in accordance with teaching practices.

Passages, Items, Passages and Items

- Read the passage and items, per the student's IEP, in their entirety as punctuated (e.g., pauses at periods; raised intonation for questions). Do not verbalize punctuation marks other than ellipses and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage to be re-read with the punctuation indicated, the test reader/signer/translator should re-read those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a passage, read the lines referenced as though they are part of the item.

Graphic Organizers

- Before reading a graphic organizer, the test reader/signer/translator should determine the most appropriate and logical manner for presenting the information. In general, information should be presented from broad to specific, as indicated by the visual components of the document. The test reader/signer/translator should read the terms exactly as indicated in the graphic organizer. No other information about it should be articulated. For example, the language specialist should not create sentences if information is bulleted or appears in a title or label.
 - Example: Cannot create sentences using the following information. Instead, note to the student that: "Information is presented in a graphic organizer."

WYOMING
Beautiful Great Windy The "Cowboy State"

- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader/signer/translator to silently read the mathematical notation or the entire question before reading it aloud to the student.
- The test reader/signer/translator must read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common usage for the student's grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Additional examples may be found in the table on the next page.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "ten centimeters." Some abbreviations may be read differently by different readers. For example, cm³ may be read as "cubic centimeters" or "centimeters cubed."

The following is a guidance table for language specialists in mathematics. This table is only suggested for use by the test reader/signer/translator; it is not required. Note: for ASL Gloss guidance, please contact the WDE Assessment division.

Table 2: Numbers

DESCRIPTION	EXAMPLES	READ/TRANSLATE AS:
Large whole numbers	632,407,981	"Six three two comma four zero seven comma nine eight one."
	45,000,689,112	"Four five comma zero zero zero comma six eight nine comma one one two."
Decimal numbers	0.056	"Zero point zero five six."
	4.37	"Four point three seven."
Fractions: Common	$\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{4}{5}$, $\frac{5}{6}$	"One half, one fourth, two thirds, four fifths, five sixths."
Fractions: Not common - read as "numerator over denominator"	$\frac{14}{25}$	"Fourteen over twenty-five."
	$\frac{487}{6972}$	"Four eight seven over six nine seven two."
Mixed numbers - read with "and" between whole number and fraction	$3\frac{1}{2}$	"Three and one-half"
	$57\frac{3}{4}$	"Fifty-seven and three fourths."
Percents	62%	"Sixty-two percent."
	7.5%	"Seven point five percent."
	0.23%	"Zero point two three percent."
Money - if contains a decimal point, read as "dollars AND cents"	\$4.98	"Four dollars and ninety-eight cents."
	\$0.33	"Thirty-three cents."
	\$5368.00	"Five three six eight dollars."
Negative numbers - do NOT read negative sign as "minus"	-3	"Negative three."
	$-\frac{5}{8}$	"Negative five eighths."
	-7.56	"Negative seven point five six."

DESCRIPTION	EXAMPLES	READ/TRANSLATE AS:
Dates (years)	1987	"Nineteen eighty-seven."
	2005	"Two thousand five."
	2011	"Twenty eleven."
	2026	"Twenty twenty-six."
Roman Numerals	I	"Roman Numeral one."
	II	"Roman Numeral two."
	III	"Roman Numeral three."
	IV	"Roman Numeral four."
Ratios	x:y	"x to y"

Table 3: Operations

DESCRIPTION	EXAMPLE(S)	READ/TRANSLATE AS:
Addition	$13 + 27 =$	"Thirteen plus twenty-seven equals."
	$\begin{array}{r} 13 \\ +27 = \end{array}$	"Thirteen plus twenty-seven equals."
	$13 + 27 = ?$	"Thirteen plus twenty-seven equals question mark."
Subtraction	$487 - 159 =$	"Four eight seven minus one five nine equals."
	$\begin{array}{r} 487 \\ -159 = \end{array}$	"Four eight seven minus one five nine equals."
	$487 - 159 = ?$	"Four eight seven minus one five nine equals question mark."
Multiplication	$63 \times 49 =$	"Sixty-three times forty-nine equals."
	$\begin{array}{r} 63 \\ \times 49 = \end{array}$	"Sixty-three times forty-nine equals."
	$63 \times 49 = ?$	"Sixty-three times forty-nine equals question mark."

DESCRIPTION	EXAMPLE(S)	READ/TRANSLATE AS:
Division - Vertical or Horizontal	$120 / 15 = 8$	"One two zero divided by fifteen equals eight."
	$120 \div 15 = 8$	"One two zero divided by fifteen equals eight."
Operations with boxes	$3 + \square = 8$	"Three plus box equals eight."

Table 4: Expressions

DESCRIPTION	EXAMPLE(S)	READ AS:
Expressions containing variables (any letter may be used as a variable)	$N + 4$	"'N' plus four."
	$8x - 3$	"Eight 'x' minus three."
	$4(y - 2) + 5 = 7$	"Four open parenthesis 'y' minus two close parenthesis plus five equals seven."
	$V = \frac{4}{3} \pi r^3$	"'V' equals four-thirds pi 'r' cubed."
	$ t - 2$	"The absolute value of 't' (pause) minus two."
	$6 \leq 15$	"Six is less than or equal to fifteen."
	$x^2 y^3 = -36$	"'x' squared 'y' cubed equals negative thirty-six" or "'x' to the second power times 'y' to the third power equals negative thirty-six."
	$156x \geq 4$	"One five six 'x' is greater than or equal to four."
Coordinate pairs answer choices with no other text	The point $(-1, 2)$	"The point (pause) negative one comma two."
	The point A is at $(6, 3)$	"The point 'A' is at (pause) six comma three."
	A. $(-3, -4)$	"'A' (pause) negative three comma negative four."
Parallels	$AB \parallel CD$	"Line segment AB is parallel to line segment CD."
Perpendiculars	$AB \perp CD$	"Line segment AB is perpendicular to line segment CD."

Appendix C: Scribe Protocol

(PARCC, p. 101)

Scribing a student's responses is a response accommodation that allows students to provide test responses to a trained staff member who writes or types the responses directly onto the assessment for the student. This accommodation is for use with students who are unable to use written expression due to a physical, developmental, or other impairment, including deaf and hard-of-hearing (D/HH) students. Students receiving the scribe accommodation may respond to assessment items either:

- Verbally or using a speech-to-text device or other augmentative/assistive communication device (e.g., picture/word board).
- Signing (e.g., American Sign Language, Signed English, Cued Speech).
- Gesturing, pointing, or eye-gazing.

Note: Scribing may include "dragging and dropping" selected response items, as appropriate.

The scribe accommodation is appropriate for students with a physical disability that severely limits or prevents the student's motor process of writing, typing, or recording responses during testing. This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function, or loss of endurance, as well as students whose handwriting is indecipherable or illegible. Scribes are also an appropriate accommodation for students who have a documented disability in the area of written expression, which results in significant interference in their ability to express their knowledge in writing/keyboarding, even after varied and repeated attempts to teach the student to do so.

If a student requires a scribe due to a recently occurring, though temporary illness or injury, an emergency accommodations form must be completed and kept on file at the school. If a student requires a scribe due to an ongoing inability to express his or her responses through writing/ keyboarding, this should be documented in evaluation summaries from locally administered diagnostic assessments, and must be listed in the student's IEP or 504 plan. The student should be receiving ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan.

Qualifications for a Scribe

- Districts must either hire a trained scribe or train a staff member to serve as a scribe. The WDE does not train test scribes and offers this Scribe Protocol as guidance for the scribe accommodation.
- A scribe must be employed by the school or school district and trained in test administration and test security policies, in accordance with the WY-TOPP manuals, guidelines, and related documentation.
- The scribe should be an adult who is familiar with, but not related to, the student, and who is typically responsible for providing this support during educational instruction and assessments. If the scribe is unfamiliar with the student, then the scribe and student should have the opportunity to practice the scribing process together prior to taking the assessment.
- A scribe must be familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.

Administering the Scribe Accommodation

- A scribe may administer the scribe accommodation only to one student at a time during a test session. The student must be tested in a separate setting.

- The scribe must write legibly if transcribing a student's response into a test book.
- The scribe must transcribe the student's responses verbatim and may not prompt or question the student, or correct the student's responses. The scribe may ask the student to restate (or sign) words or parts, as needed.
- A student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. The scribe may write an outline, plan, or draft exactly as directed by the student without any cueing or guidance to the student.
- The scribe should be informed of the preferred method or format for recording the student's response before the date of the assessment. During testing, the student may dictate constructed responses either:
 - Directly to a human scribe who records the responses at the time they are given (computer- and paper-based testing).
 - Into a speech-to-text converter (e.g., voice recognition software), augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time into the online testing platform or onto a paper-based book/answer document. A student must be given the opportunity to review and edit his or her responses before they are finalized into the online testing platform or paper-based test book/answer document.
 - When using a speech-to-text converter, augmentative communication device, or other assistive technology device, hard copies of the student's response must be printed out for transcription purposes unless the device being used does not have the capability to print. In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. All electronic files must be deleted immediately after the testing session.
 - The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the test session.

Additional Guidelines for ELA Assessment

Capitalization and Punctuation

For the English Language Arts Assessment—Constructed Responses only, the student is responsible for all capitalization and punctuation. This can be accomplished either after testing or during testing using one or more of the following Rules for Punctuation:

- After dictation: The student can dictate the entire response at one time. The scribe will write/type the response without capitalization and punctuation. When the student is finished dictating, the scribe will show the response to the student. The student will tell the scribe which letters are to be capitalized and where punctuation should be added.
- During dictation: The student may add capitalization and punctuate as he/she dictates.
 - For example, when stating the sentence "The fox ran." The student will say, "Capital T, the fox ran, period"
 - If a sentence includes other punctuation, for example, a comma, the student must indicate the comma. For example, when stating, "The boy bought apples, oranges, and bananas." The student will say, "Capital T, the boy bought apples, comma, oranges, comma, and bananas, period"

Students must be given the opportunity to proofread their responses, even if they provide capitalization and punctuation during dictation.

Rules for Capitalization

The scribe can automatically capitalize in these cases:

- The scribe should capitalize the first letter of a sentence if the student has indicated the punctuation in the previous sentence. For example, if the student said, "Capital T, the fox ran, period. The fox jumped, period." The scribe would write "The fox ran. The fox jumped."
- The first word in a new paragraph when students have indicated for the scribe to begin a new paragraph. The student must specify capitalization in the following cases:
 - The first letter of a sentence, if the student has not indicated punctuation in the previous sentence. For example, if the student said, "Capital T, the fox ran, the fox jumped, period." The scribe would write "The fox ran the fox jumped."
- Other capitalization (e.g., capitalization of proper nouns, acronyms, etc.)

Scribe Parameters During The Assessment

The following scribing practices are acceptable:

- The scribe may ask, "Are you finished?" Or "Is there anything you want to add or delete?"
- The scribe may respond to procedural questions asked by the student, such as "Do I have to use the entire space to answer the question?" The scribe may indicate "no."
- If the student requests that the scribe read a response that was already dictated, the scribe must read that previous response in an even voice, being careful not to cue the student to errors.

The following scribing practices are unacceptable:

- The scribe cannot influence the student's response in any way.
- The scribe cannot give the student specific directions, clues, or prompts; e.g., "First, set the equations equal to one another," or "Make sure that the equation is set equal to zero."
- The scribe cannot tell the student if his/her answer is correct or incorrect.
- The scribe cannot answer a student's questions related to the content; e.g., "Is this the right way to set up the problem?" or "Can you tell me what this word means?"
- The scribe cannot alert the student to mistakes he/she made during testing.

Special Considerations When Scribing for a Student Who Uses Sign Language or Cued Speech

- The scribe for a student who signs their responses must be fluent in ASL, signed English, or other sign systems the student uses.
- When responses are dictated by a student using American Sign Language (or other signed system), the scribe may ask clarifying questions regarding the use of classifiers. Classifiers give descriptive information about a noun or verb, such as location and kind.
- The scribe will write the student's responses in English. The transcription of ASL will not be done in a word-for-word format, but instead will be written in English without changing or enhancing the meaning of the content, adding information, or explaining concepts unknown to the student (e.g., student signs "HOUSE WHITE LIVE THERE ME." Scribe writes "I live in the white house."; Student signs "WYOMING STATE BEAUTIFUL." Scribe writes "Wyoming is a beautiful state."; student signs "ROOM. KITCHEN IX-right. BALL, CL:5-bent "bounces-across-room-into-kitchen" Scribe writes "The ball bounces across the room into the kitchen.")
- Scribe must follow all other acceptable scribing practices.

Use of Speech-to-Text/Voice-Recognition Software/Devices

Speech-to-text conversion, or voice recognition software, allows students to dictate responses into their computer microphone and have the responses converted to printed text. For this accommodation, students will use the built-in speech-to-text engine within the Secure Browser. If the provided speech-to-text functionality greatly differs from what the student uses in the classroom, then students can use their own assistive technology devices at a separate computer station equipped with speech-to-text/voice recognition software in order to respond to multiple-choice, open-ended items, and extended responses on the WY-TOPP and WY-ALT assessments. Students who use voice recognition software routinely and for whom this accommodation is listed in their IEP, may use speech-to-text/voice recognition software as an accommodation on the WY-TOPP and WY-ALT assessments. Students must become familiar with the software and must have opportunities to practice using it prior to testing. It is also important that students who use speech-to-text devices be given the opportunity to develop planning notes using speech-to-text, and to view what they produce via speech-to-text.

When using the non-embedded speech-to-text accommodation, the student's responses should be printed out, and the guidelines for transcribing student responses must be followed upon completion of a test.

Guidelines for Transcribing Student Responses (Paper-based testing only)

Certain situations involving scribing of responses during administration of WY-TOPP and WY-ALT assessments may require a Proctor to transcribe a student's response in a standard test booklet. The Proctor will then input the student's responses into the assessment platform. These situations may include:

- Answers were recorded in the wrong section of a Test Booklet.
- A student takes the test using a special test format that requires answers to be transcribed (e.g., Braille, Nemeth Braille Code, large print).
- A student uses a speech-to-text converter, augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time.
- As an accommodation, a student records answers on blank paper, instead of in the required Test Booklet.
- A Test Booklet becomes unusable (e.g., torn, wrinkled).

If a student's responses must be transcribed after test administration is completed, the following steps must be followed:

- At least two persons must be present during any transcription of student responses. One of these persons will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized Proctor or Building Coordinator.

The student's response must be transcribed verbatim into the Test Booklet and then into the assessment platform. The student's original Test Booklet must be returned to the Building Test Coordinator as secure test material.

- Braille, Nemeth Braille Code, and student-created tactile graphics transcription: Only an eligible Proctor who is a certified Teacher of Students with Visual Impairment, including Blindness, or someone working under the direct supervision of an eligible Proctor who is a certified Teacher of Students with Visual Impairment, including Blindness, may transcribe the student's responses onto the paper form of the WY-TOPP or WY-ALT assessments.
- Any original student responses printed from an assistive technology device or recorded separately on blank paper (or other external devices) must be securely shredded.

Appendix D

Please follow this link to view Appendix D: [Text-To-Speech, Human Reader/Human Signer/Human Translation Decision-Making Tool](#).

Appendix E

Please follow this link to view Appendix E: [Sample Assessment Accessibility Plans](#).

Appendix F

Please follow this link to view Appendix F: [Documentation for Use of an Emergency Support/Accommodation](#).

Appendix G

Please follow the link to view Appendix G: [WY-ALT Participation Checklist](#).

Appendix H: WY-TOPP Allowable Resources

The Wyoming Test of Proficiency and Progress (WY-TOPP) are standardized assessments, used for school and district accountability determinations, and must be administered in a standardized manner. The assessments measure a student's mastery of academic knowledge and skills as defined by the Wyoming Content and Performance Standards (WYCPS) for ELA and mathematics in grades 3-10 and for science in grades 4, 8, and 10. The following chart contains the only materials or resources that may be used by students during the WY-TOPP assessments. Use of any other resources (human, electronic, manipulative, or paper) will be considered an unethical assessment administration practice and may lead to invalidated test results.

Types of Supports

WY-TOPP and WY-ALT have three types of support:

- Universal Tools are available for all students, including those receiving designated supports and accommodations.
- Each designated support is available 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, etc).

- Each accommodation is available when the specific student's need is documented in an Individualized Education Plan (IEP) or 504 Plan. Such a student may also use specific designated supports documented in the student's IEP or 504 plan.

Supports are divided into two types:

- Embedded features
- Non-embedded features

Embedded features are those that are available as part of the technology platform. Non-embedded features are not part of the technology platform. Proctors must provide non-embedded features locally to individual students.

Never Allowable

- Computer Algebra System (CAS), (e.g., TI-89, TI-92 Plus, TI- Nspire, ALGEX2.0).
- Number Lines/Alphabet Lines.
- Math Formula Sheets.
- Pre-printed Graphic Organizers.
- Word Walls.
- Posters, Charts, Periodic Tables, and Maps that have any educational details, learning targets, guides (ex: writing process, graphic organizer templates), etc. Appropriate motivational posters (e.g., "Hang in There!") or appropriate visual images without text are exempt from this list. When in doubt, cover or remove.
- Background Music.
- Personal Electronic Devices (cell phones, tablets, smartwatches, smart glasses, ereaders, et al.).
- Any Bluetooth-enabled device (earbuds, smartwatches); for medically necessary technology and devices, some of which use Bluetooth technology, see Appendix J.

Allowable Testing Resource Guidelines

Allowable Non-Embedded Resources (Online & Paper):

- Pauses/Breaks: cannot be used to extend a WY-TOPP test over multiple days. See the list of Accommodations for IEP/504 documented plan exceptions. Note that Breaks/Pauses longer than 20 minutes will prevent students from checking previous answers.
- Writing Utensils.
- Allowable Papers (drafting/scratch paper, graph/grid paper, patty/tracing paper, lined paper, plain transparency sheets, individual whiteboards).
- Headphones.
- Noise Buffers/Canceling Headphones.
- Behavioral Supports determined acceptable by DTC or BC and are not distracting to the student requiring use, or other students (stress ball, texture strips, fidgets, etc.). Certain behavioral supports may require a 1:1 testing scenario and are at the discretion of the district. Contact the WDE if further support is needed.
- Movement-based supports determined acceptable by DTC or BC and are not distracting to the student requiring use or other students (wobble seats, differentiated furniture, etc.). Certain movement-based supports may require a 1:1 testing scenario, and are at the discretion of the district. Contact the WDE if further support is needed.
- Privacy/Testing Dividers (empty/blank/undecorated).

- Digital and Analog Clocks.
- English Dictionary (Science only).
- Bilingual Dictionary (Science only).
- Most environmental support choices: lighting, seating arrangements, etc., that are consistent with the daily student environment. If in doubt, please contact the WDE.

Allowable on Paper Tests Only

- Calculator*: a calculator is provided on the assessment platform where appropriate (Math Grades 6–10 and ALL Science Tests).
 - Four-function calculator (Math Grade 6 Segment 2 and Science Grade 4).
 - Scientific calculator (Math Grades 7–8 and Science Grade 8).
 - Graphing calculators (e.g., TI-83, TI-83 Plus, TI-84, TI-84 Plus) (Grades 9–10 Math and Science).
- Periodic Table: a periodic table is provided on the assessment platform for all science assessments.

*For calculator use portions of the assessment, an appropriate online calculator is provided in the assessment platform. Hand-held calculators may accompany appropriately documented accommodations.

Please reference Table 1 outlining universal tools, designated supports, and accommodations starting on page 9.

For other supports not listed that are required due to IEP, 504, IELP, or other formal education plan (RTI, MTSS, etc.), please submit an Exceptional Accommodation Request through the WDE SAER system.

Appendix I: WY-ALT Allowable Resources

The Wyoming Alternate Assessment for Students with Significant Cognitive Disabilities (WY-ALT) are standardized assessments, used for school and district accountability determinations, and must be administered in a standardized manner. The assessments measure a student's mastery of academic knowledge and skills as defined by the Wyoming Extended Standards (WYES) in ELA and mathematics in grades 3–10 and in science in grades 4, 8, and 10. The following list contains the only materials or resources that may be used by students during the WY-ALT assessments. Use of any other resources (human, electronic, manipulative, or paper) will be considered an unethical assessment administration practice and may lead to invalidated test results.

Types of Supports

WY-TOPP and WY-ALT have three types of support:

- Universal Tools are available on WY-TOPP and WY-ALT for all students, including those already receiving designated supports and accommodations.
- Each designated support is available 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 (RTI, MTSS, etc).
- Each accommodation is available when the specific student's need is documented in an Individualized Education Plan (IEP) or 504 Plan. Such a student may also use specific designated supports documented in the student's IEP or 504 plan.

Supports are divided into two types:

- Embedded features.
- Non-embedded features.

Embedded features are those that are available as part of the technology platform. Non-embedded features are not part of the technology platform. Proctors must provide non-embedded features locally to individual students.

Never Allowable

- Computer Algebra System (CAS), (e.g., TI-89, TI-92 Plus, TI- Nspire, ALGEX2.0).
- Number Lines/Alphabet Lines.
- Math Formula Sheets.
- Pre-printed Graphic Organizers.
- Word Walls.
- Posters, Charts, Periodic Tables, and Maps that have any educational details, learning targets, guides (ex: writing process, graphic organizer templates), etc. Appropriate motivational posters (e.g., "Hang in There!") or appropriate visual images without text are exempt from this list. When in doubt, cover or remove.
- Background Music.
- Personal Electronic Devices (cell phones, tablets, smartwatches, smart glasses, ereaders, et al.).
- Any Bluetooth-enabled device (earbuds, smartwatches); for medically necessary technology and devices, some of which use Bluetooth technology, see Appendix J.

Allowable Testing Resource Guidelines

Allowable Non-Embedded Resources (Online & Paper):

- Breaks.
- Writing Utensils.
- Allowable Papers (drafting/scratch paper, graph/grid paper, patty/tracing paper, lined paper, plain transparency sheets, individual whiteboards).
- Headphones.
- Noise Buffers/Canceling Headphones.
- Behavioral Supports determined acceptable by DTC or BC and are not distracting to the student requiring use or other students (stress ball, texture strips, fidgets, etc.). Certain behavioral supports may require a 1:1 testing scenario, and are at the discretion of the district. Contact the WDE if further support is needed.
- Movement-based supports determined acceptable by DTC or BC and are not distracting to the student requiring use or other students (wobble seats, differentiated furniture, etc.). Certain movement-based supports may require a 1:1 testing scenario, and are at the discretion of the district. Contact the WDE if further support is needed.
- Privacy/Testing Dividers (empty/blank/undecorated).
- Digital and Analog Clocks.
- Most environmental support choices: lighting, seating arrangements, etc., that are consistent with the daily student environment. If in doubt, please contact the WDE.

Allowable on Paper Tests Only

- Calculator*: a calculator is provided on the assessment platform where appropriate (Math Grades 3–10, and ALL Science Tests)
 - Four-function calculator
- Periodic Table: a periodic table is provided on the assessment platform for all science assessments

*For calculator use portions of the assessment, an appropriate online calculator is provided in the assessment platform. Hand-held calculators may accompany appropriately documented accommodations.

Please reference Table 1 outlining universal tools, designated supports, and accommodations starting on page 9.

Appendix J: Medically Necessary Devices

Due to the increased prevalence of medically necessary technology, including medically necessary devices requiring Bluetooth connections, certain precautions are required to ensure a Bluetooth-enabled device is not used to transmit secure testing information to an outside party or device. If there is a student who requires the use of medically necessary technology that utilizes Bluetooth or other wireless connection (e.g., Bluetooth-enabled hearing aids, wireless heart monitor), the appropriate District Test Coordinator or Building Coordinator must submit a request for approved use of the device in a secure test environment. This request, which must include an attached security plan, must be submitted through the [WDE SAER System](#) as an Exceptional Accommodation Request. The attached security plan must include:

- WISER ID (do NOT include student name) for the individual needing the device;
- District name;
- School name;
- Explanation of the device (e.g., Bluetooth hearing aids, glucose monitor, wireless heart monitor, etc.) and a reason why the use of the device during test administration is necessary (e.g., student must connect hearing aids to the testing device to hear the test audio, student is diabetic and requires continuous monitoring using the device, etc.);
- A plan to minimize distraction and maintain test security (e.g., location of device during testing, how device will be monitored by appropriate individuals, etc.).

A [WDE-developed security plan template](#) is available. Please make a copy of the template for use, and when ready, save it as a PDF copy to upload with the WDE SAER Exceptional Accommodation Request.

Note: For assistance in developing district-wide security plans for devices that DO NOT connect to the student testing device, contact the WDE Assessment Team. All devices that must connect to the student testing device in any fashion always require a security plan attached to a WDE SAER Exceptional Accommodation Request.

Staff Medically Necessary Devices

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

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

Appendix K: Administration for Homebound Students

A secure materials transfer plan must be submitted to the WDE Assessment Team prior to administering a statewide assessment (WY-TOPP or WY-ALT) to a homebound student. The plan must include the WISER ID of the student (NO student name), the name of the Proctor, the name of the school responsible for administering the assessment, and a plan for transporting and storing devices and secure materials between the school and the student's home.

A template for a secure materials plan for homebound testing can be found [here](#).

Notes regarding the creation of a secure materials transfer plan:

- Please detail how any testing materials will be secured upon arrival and upon leaving the home (e.g., scratch paper, test tickets, etc.). These do not need to be placed in a lock box, but must be secured and accounted for at all times.
 - Please detail the timeline and process for the destruction of any of these testing materials immediately after testing.
- Detail the type of device the trained Proctor will use to start and monitor student testing, as well as the student testing device (e.g., laptop, Chromebook, iPad, etc.). A lock box is not needed to transport devices, and any passcode protection on the devices is sufficient security.
- If the student needs any other additional supportive technology to take the test, details of that technology should also be included in the plan. If devices or supports are needed that are not already listed as approved in the WDE Accommodations guidebook, the school must submit an Exceptional Accommodation Request through the WDE SAER system prior to testing.
- Include a brief description of the planned testing environment (e.g., bedroom, dining room) in the plan.
- Contact the WDE after testing if any non-typical circumstances occurred, or unexpected individuals arrived in the testing environment during test administration.

Reminders and Clarification:

- Anyone present for testing, even if not in the testing room, must complete and sign the Test Security Agreement, including parents/guardians, in-home care individuals, etc. These documents must be secured and retained. They can be filed along with other documents retained for the test administration year. Test Security Agreement documents collected for a homebound test administration are not submitted to the WDE, unless the WDE requests them for review.
- The Proctor cannot bar parents/guardians from the testing room, but it is recommended that parents/guardians not be present for the sake of test security. If parents/guardians insist on being in the room, ask to ensure that no personal electronics capable of recording images, video, etc., or transmitting data (e.g., cellphones) are present. If an electronic device capable of capturing or transmitting data is found or observed during testing, including home security cameras, please pause the test and contact the school/district and the WDE immediately.

- For the sake of safety, the school Proctor should keep their personal cellphone with them during testing. Please ensure that the device is locked and silenced. If the district/school prefers, two staff members can conduct a homebound assessment, but both must be security-trained. Please note that only a trained Proctor can administer the test.
- Use of the student's home network for testing is expected, and the secure browser pre-installed on the student testing device will keep the test secure.

Appendix L: Accommodations Committee Members

2018 Accommodations Committee Members:

- Alan Demaret, Ed.D., Director of Special Services, Sweetwater County School District #2
- Jody Distler, Teacher of Students with Visual Impairments, Natrona County School District #1
- Stephanie Huegel, Special Education Teacher, Park County School District #1
- Joseph Ingalls, Assistant Superintendent, Uinta County School District #1
- Randon Lawrence, Special Education Director, Uinta County School District #4
- Jennifer Mann, Title 1 Teacher, Albany County School District #1
- Catherine Morris, Teacher of Students with Visual Impairments, Natrona County School District #1
- Danny Robinson, Case Manager, Lincoln County School District #2
- Stephanie Shafer, TOSA Assessment and Research, Natrona County School District #1
- Danette Smith, Special Education Teacher, Laramie County School District #1
- John Springer, Ed.D., Data & Assessment Specialist, Uinta County School District #1
- Robyn Wickes, Special Education Teacher, Park County School District #6
- Matt Williams, Special Education Director, Uinta County School District #1
- Jennifer Wilson, M.Ed., Learning Specialist, Sublette County School District #1

2021 Accommodations Committee Members

- Bertine Bahinge, Principal, Campbell County School District #1
- Jacinth Berreth, Teacher of the Blind and Visually Impaired, Laramie County School District #1
- Molly Brown, Second Grade Teacher, Goshen County School District #1
- Brandon Crosby, Director of Curriculum and Assessment and Title III, Campbell County School District #1
- Alan Demaret, Ed.D., Director of Special Services, Sweetwater County School District #2
- Kylee Hastings, Special Education and Behavior Teacher, Campbell County School District #1
- Caryn Pursley, ELL Teacher, Carbon County School District #1
- John Springer, Data and Assessment Specialist, Uinta County School District #1
- LeAnn Springer, Speech-Language Pathologist, Uinta County School District #1
- Traci Turk, Special Services Director, Sheridan County School District #1