

Wyoming

WYOMING
DEPARTMENT OF EDUCATION



2015 Directions for Administration

SAWS

Student Assessment of
Writing Skills

CONTACT INFORMATION

If you have questions about Wyoming policy or procedures related to the Proficiency Assessments for Wyoming Students (PAWS) or Student Assessment of Writing Skills (SAWS), please contact:

Wyoming Department of Education (WDE)

1-307-777-2906

Monday through Friday, 8 a.m. to 5 p.m., Mountain Time (MT)

If you need to order additional materials, have questions regarding receipt or return of assessment materials, or if you need technical assistance, please contact:

Wyoming Customer Support

Phone: 1-877-327-9415

Fax: 1-866-522-1646

Email: Wyoming-Support@ets.org

Customer Support hours:

During the administration window:

Monday–Friday 7:30 a.m. to 6 p.m., Mountain Time (MT)

Non-administration window:

Monday–Friday 8:30 a.m. to 5 p.m., Mountain Time (MT)

To arrange for the pickup of your school’s test materials after you have completed your planned administration and any make-up testing, please contact:

United Parcel Service (UPS)

1-800-742-5877

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1 INTRODUCTION

The Student Assessment of Writing Skills (SAWS) is conceptually constructed around an instructionally supportive design to include clear targets for instruction and informative reporting categories. SAWS results provide skill-level reporting categories aligned to the 2012 Wyoming Content and Performance Standards to assist teachers in interpreting and addressing specific academic needs of students.

The *Directions for Administration* (DFA) assists Test Administrators with the 2015 SAWS administration. Prior to testing, all administrators should read this to ensure that testing procedures are understood. The Test Administrator's responsibilities are organized into three parts in this DFA: before, during, and after testing. If you have any questions, please contact your SAWS Building Coordinator.

This DFA contains general instructions that apply to standard test forms and the special test forms, as well as specific directions for each special form.

1.1 IMPORTANT DATES

EVENT	DATE
Additional Order Window	March 25–April 20, 2015
Materials Received in Schools	April 6, 2015
SAWS Test Administration Window Opens	April 13, 2015
Pack Materials for Shipment Back to ETS	April 16–May 4, 2015
UPS Pickup Window	April 17–May 6, 2015
SAWS Test Administration Window Closes*	May 1, 2015

* Note: Adequate time must be provided for make-up administrations. Make-up administrations must be completed by the end of the Test Administration window.

1.2 THINGS TO REMEMBER

- Pre-ID labels will be used for all students. Schools will receive two labels per student.

2 TEST ADMINISTRATOR'S CHECKLIST

This checklist gives an overview of the tasks for which the Test Administrator is responsible. As you complete each step, check the corresponding box.

Before Test Administration
<input type="checkbox"/> Read the <i>Directions for Administration</i> (DFA) section in this manual in its entirety.
<input type="checkbox"/> Review the SAWS schedule of important dates provided in this manual.
<input type="checkbox"/> Ensure that you have enough test materials for the students you will be testing. Notify the Building Coordinator if you are missing any materials or have defective materials.
<input type="checkbox"/> Complete the Student Demographic Form located on the Student Test and Answer Book (TAB) for students who did not receive a Pre-ID label.
<input type="checkbox"/> Procure Number 2 pencils for all students testing.
<input type="checkbox"/> Establish an appropriate setting for the test administration.
<input type="checkbox"/> Have access to a clock or watch to keep students informed of the time.
During Test Administration
<input type="checkbox"/> Post a “Do Not Disturb—Testing in Progress” sign outside your classroom door (page 44).
<input type="checkbox"/> Ensure that each student has been given his or her own Student TAB.
After Test Administration
<input type="checkbox"/> Inspect the Student TABs before returning them to the Building Coordinator.
<input type="checkbox"/> Send back all materials to the Building Coordinator, including all used draft paper.

2.1 GUIDELINES FOR STUDENT PARTICIPATION

All students in grades 3–8 are required to take the PAWS reading and mathematics tests. Students in grades 4 and 8 are also required to take the science test. All students in grades 3, 5, and 7 are required to take the SAWS test.

A make-up session must be scheduled if students are absent from school on the days the tests are given. Building Coordinators and Test Administrators must provide adequate time for make-up tests during the specified administration window. All students who do not take the test count against the school’s accountability participation rate.

2.1.1 ACCOMMODATIONS AND SPECIAL FORMS

Standard accommodations are allowed on the PAWS and/or SAWS for students with disabilities who have an Individualized Education Plan (IEP), or a Section 504 plan, or for students classified as English Learners (EL). The proper administration of a standard accommodation allows these students access to the test, resulting in students’ ability to demonstrate their knowledge and skills consistent with the measured test construct in each content area. See the Accommodations table in Appendix A.

Educational Testing Service (ETS) provides Braille, large print, and audio materials for students with an IEP or Section 504 plan whose plan is appropriately documented. An audio accommodation is provided in either English or Spanish for PAWS, and in Spanish only for SAWS.

For more specific questions regarding appeals, accommodations, and special forms, please contact the Wyoming Department of Education (WDE) at 1-307-777-2906.

3 BEFORE TEST ADMINISTRATION

After receipt of materials, review the Directions for Administration (DFA), schedule time to distribute materials, and review testing procedures and schedules. Always make sure **Student Test and Answer Books (TABs) are placed in a secure and locked location at all times when not in use during testing.**

COMPLETING ASSESSMENT DEMOGRAPHIC INFORMATION

Proper recording of the required student demographic identification information is essential to accurate reporting of student results.

There may be students who were not assigned a Pre-ID'd Student TAB. In this instance, the Test Administrator will need to ensure that each student's demographic information is entered correctly on the unlabeled Student TAB (from the 10% overage or additional orders).

Note: A Number 2 pencil must be used to fill in the demographic information; please print clearly.

Only Test Administrators, building personnel, or district personnel may enter the demographic information required on the Student TABs if Pre-ID information is not available. See Appendix C for an example of the demographic page.

BOX 1—STUDENT NAME AND CLASS INFORMATION

1 Student Name	Grade	School
Teacher		

- Student Name (legal name) — Do not use nicknames
- Teacher
- Grade
- Name of School

Box 5–DATE OF BIRTH

Fill in the appropriate circle for the month. Print and fill in the day and year in the appropriate boxes, and fill in the appropriate circles in the columns beneath the digits. The day must be two digits; if it is less than 10, precede the number with a zero (e.g., “03”).

5 Date of Birth			
Month	Day		Year
<input type="radio"/> Jan.			
<input type="radio"/> Feb.			
<input type="radio"/> Mar.	0	0	19 0 0
<input type="radio"/> Apr.	1	1	20 1 1
<input type="radio"/> May	2	2	2 2
<input type="radio"/> Jun.	3	3	3 3
<input type="radio"/> Jul.	4		4 4
<input type="radio"/> Aug.	5		5 5
<input type="radio"/> Sep.	6		6 6
<input type="radio"/> Oct.	7		7 7
<input type="radio"/> Nov.	8		8 8
<input type="radio"/> Dec.	9		9 9

Box 6–RACE/ETHNICITY

Fill in the appropriate circle for the group or groups with which the student most closely identifies.

6 Race/Ethnicity	
Grid the group or groups with which the student most closely identifies. Mark all that apply.	
<input type="radio"/>	Black or African American
<input type="radio"/>	Native American (American Indian or Alaska Native)
<input type="radio"/>	Asian
<input type="radio"/>	Hispanic or Latino
<input type="radio"/>	Pacific Islander
<input type="radio"/>	White

Box 7–SPECIAL FORMS

Fill in the appropriate circle if the student used one of the special forms.

7 This student used the special form gridded below. Fill in only one circle.							
<input type="radio"/>	Braille	<input type="radio"/>	Large Print	<input type="radio"/>	English Audio	<input type="radio"/>	Spanish Audio

COLLECTION OF ACCOMMODATION INFORMATION

If a student has a documented IEP or 504 plan and is provided accommodations while taking the assessment, the Test Administrator must complete this information for each subject test for which accommodations were provided. This information can be found in the inside back cover of the Student TAB.

For students with an IEP or 504 plan with appropriate documentation only. Mark all that apply.

- | | | |
|---|--|---|
| <input type="radio"/> (4) Magnification Devices | <input type="radio"/> (11) Clarification of Directions | <input type="radio"/> (18) Tape Recorder |
| <input type="radio"/> (5) Overlays | <input type="radio"/> (12) Audio Amplification Devices | <input type="radio"/> (19) Response Placement |
| <input type="radio"/> (6) Template | <input type="radio"/> (13) Text to Speech Software | <input type="radio"/> (20) Blank Piece of Paper |
| <input type="radio"/> (7) Tactile Graphics | <input type="radio"/> (14) Scribe Dictation | <input type="radio"/> (21) Testing Location |
| <input type="radio"/> (8) Sign Language Interpreter | <input type="radio"/> (15) Word Processor | <input type="radio"/> (22) Extended Time |
| <input type="radio"/> (9) Visual Cues | <input type="radio"/> (16) Speech to Text | <input type="radio"/> (23) Multiple Breaks |
| <input type="radio"/> (10) Read Orally in English | <input type="radio"/> (17) Braille | <input type="radio"/> (24) Time of Day |

For ELL students with appropriate documentation only. Mark all that apply.

- | | |
|---|---|
| <input type="radio"/> (25) Translate Written Directions | <input type="radio"/> (29) Different Location |
| <input type="radio"/> (26) Clarification Directions | <input type="radio"/> (30) Multiple Breaks |
| <input type="radio"/> (27) Read Orally | <input type="radio"/> (31) Multiple Days |
| <input type="radio"/> (28) Bilingual Dictionary | |

Note: 1, 2, 3 and 25 are for students taking special forms (indicated on page 1, box 7).

3.1 TEST SETTING

In selecting a testing room, it is essential to provide students with good lighting, comfortable temperature, adequate ventilation, and freedom from noise and interruptions. Before and/or during the test administration, every test examiner should:

- Put a “Do Not Disturb” sign on the door (see page 44),
- Arrange seating to ensure that students work independently. All seats should face the same direction, with spacing of at least four feet from center of desk to center of desk,
- Avoid interruption from noise while testing is taking place. It is recommended that you notify your school office that testing is taking place and that interruptions should be made only in an emergency,
- Maintain an atmosphere that encourages students to do their best.

3.2 TEST MATERIALS

Before the test administration, every Test Administrator should have the following materials:

- A supply of Number 2 pencils with erasers. Students may not use pens, colored pencils, crayons, or markers on their Student TAB.
- The correct Pre-ID'd Student TAB.
- Braille test books, large-print test books, or audio CDs, if required by students with an IEP or a Section 504 plan.

3.3 MATERIAL DISCREPANCIES

- Each Test Administrator will receive an inventory of the number of Student TABs that have been delivered by the Building Coordinator. Upon receipt of materials, the Test Administrator must count the number of Student TABs, and **any discrepancies** must be reported immediately to the Building Coordinator. All testing materials must be kept in a **securely locked** facility except during actual test administration.

3.4 DAMAGED OR DEFECTIVE MATERIALS

- If any test materials are damaged or defective upon receipt, notify the Building Coordinator so that replacements can be provided as quickly as possible. A supply of extra testing materials must be kept on hand by the Building Coordinator should any damaged or defective materials be discovered during testing.

3.5 ASSESSMENT ETHICS AND SECURITY REQUIREMENTS

All assessment prompt(s) and responses to those prompt(s) are **secure materials** and may NOT be duplicated in any way, moved from building to building, or retained in the school after testing is completed.

Exceptions to the rule regarding movement of the test materials must be approved by the Superintendent of Public Instruction or a designee in the assessment division. Approval will be granted only for the following situations:

- Students in distance education who are unable to test at their registered school
- Students who are incarcerated or similarly detained and unable to test at their registered school
- Students with special forms who have transferred to another school during the testing window

Test Administrators should:

- keep all test materials in locked storage.
- follow the DFA explicitly.
- follow the *Allowable Resources Guidelines* provided by the WDE and be aware that financial awards are strongly discouraged.
- not reproduce test materials in any manner (i.e., email, texting, copy machine, handwritten, verbal, etc.).
- not disclose test prompt(s) or passages to anyone, including students, prior to testing.
- not read the prompt(s) or passages to students before, during, or after testing unless specifically identified as an accommodation in a student's IEP or Section 504 plan.
- not provide answers to test prompt(s) or passages to any students.
- not change a student's response(s).

In the event of a security breach, an Irregularity Report (IRR) form must be completed. It is the responsibility of the Building Coordinator to immediately contact the Wyoming Customer Support Center (1-877-327-9415). They will instruct the Building Coordinator to fax the completed IRR form to the Support Center, and include the IRR in the shipment of scorable test materials back to ETS. Customer Support will contact Wyoming program management and appropriate action will be taken. An IRR form is located in the appendix of this manual and is included in your shipment of materials.

3.5.1 UNFAIR ADVANTAGE

When it is determined that a student or group of students has gained an unfair advantage, the Test Administrator must immediately notify the principal and the Building Coordinator, who will contact the District SAWS Coordinator. The District SAWS Coordinator will notify Wyoming Customer Support at 1-877-327-9415 with the following details:

- district name
- school name
- principal's name
- student information
- description of the unfair advantage

This information must be reported to ETS no later than May 8, 2015. The WDE will determine which cases result in a "Not Tested" status.

3.5.2 ESTABLISHING A STANDARDIZED SETTING

Administration of the SAWS is an important professional responsibility. The usefulness of the assessment results depends on the accuracy of the results for each student. Experience shows that students' performance is highly dependent upon their motivation and attitude toward the assessment, preparedness of the Test Administrator, physical arrangement of the room, and adherence to instructions.

To ensure accurate and reliable results, the Test Administrator **must** become thoroughly familiar with standard examination procedures before attempting to administer the assessment. The Test Administrator should carefully read through these directions prior to the test administration.

At the beginning of each testing section, an important task of the Test Administrator is to ensure that all students sitting for the test are eligible for the SAWS assessment. The Test Administrator should be familiar enough with the students to verify their identification and confirm that each student is placed in his or her correct grade and has the correct Student TAB.

Note: Do not use a Pre-ID'd Student TAB for any student other than the student whose name is on the label.

3.5.3 SAWS 2015 ALLOWABLE RESOURCE GUIDELINES

The *Allowable Resource Guidelines* document identifies the only materials or resources to be used by students during the SAWS assessment. Use of any other resources will be considered an unethical assessment administration practice leading to invalidated test results.

3.5.4 ENSURING SECURITY

- Building Coordinators and Test Administrators share responsibility for ensuring that all test materials are handled in a professional, secure, and confidential manner in accordance with security mandates and other general procedures.
- Assessment materials must be kept in a designated, locked, and secure place at all times, except during actual administration. **The contents of the test, including student responses, must not be reproduced or disclosed.** Distribution of the test materials will occur on the day of the assessment.
- The student demographic information should **not** be distributed or revealed to anyone other than the person designated to administer the assessment.
- In the event that a reading accommodation must be provided for a student, the person who reads the assessment will **not** reproduce or disclose the prompt(s) or passages.
- Unauthorized electronic devices are **not** allowed during the assessment.
- Remove or cover information in the room that would provide students with answers to any of the assessments. Word walls may remain displayed (see page 39 for details).
- Desks should be spaced to ensure that the student responses cannot be shared.

3.5.5 INTERRUPTIONS DURING TESTING

- If necessary, students are allowed to leave the room during testing. Retain the student's testing materials (e.g., draft paper and Student TAB) in the testing room while the student is not present.
- If a student becomes ill and must be dismissed from the testing room, collect the Student TAB and any draft paper. Check with the Building Coordinator to determine when the student will complete testing. The Student TAB and draft paper must be kept in secure, locked storage until the student is able to finish the test or until the books are returned to ETS.
- If a student is disrupting the testing room to the extent that he or she must be dismissed, the dismissal should be noted on the Test Administration Irregularity Report (IRR). It is up to the Test Administrator to determine if the Student TAB should be scored or marked "VOID."

3.5.6 ASSESSMENT SECTIONS

Once a student has started testing in a section, he or she must complete that section prior to beginning another section. The students should complete their draft and final copy before beginning the next writing task. Students may take a short break between drafting and final copy of any writing prompt response, **but each response must be finished on the same day it was started.**

All assessment activities must be conducted during the test administration window, including any makeup tests. The testing schedule must be clearly communicated to students and parents in advance.

4 DURING TEST ADMINISTRATION

4.1 PROGRAM IRREGULARITIES AND INCIDENTS

Testing irregularities are circumstances that may compromise the reliability and validity of test results. Testing irregularities that occur before, during, or after testing *must* be reported to the Building Coordinator immediately. Listed below are three categories of irregularities—testing irregularities, inappropriate test preparation, and security breaches, and some examples of each.

1. **Testing Irregularities** includes, **but is not limited to:**
 - Coaching students includes, but is not limited to:
 - Discussing questions with students during testing,
 - Providing instruction related to the test during test administration,
 - Giving students the answers,
 - Guiding students in marking correct answers.
 - Leaving instructional materials on the wall in the testing room that may assist students in answering test questions. Word walls are allowable (see pages 38 and 39).
 - Allowing students to have additional materials or tools (e.g., books, calculators, tables) that are not specified in an IEP or a 504 plan or are not approved by the WDE as an allowable testing resource (see pages 38 and 39).
 - Observing a student copying another student's answers.
 - Contamination of a Student TAB and/or answer document by a student who becomes ill during testing.
2. **Inappropriate Test Preparation** includes, **but is not limited to:**
 - Reviewing any test questions and providing instruction related to the question prior to or during the test administration or between test sections.
3. **Security Breaches** includes, **but is not limited to:**
 - Failure to maintain the security of test materials,
 - Talking about or discussing the tests with anyone,
 - Copying the tests,
 - Developing a scoring key,
 - Allowing students to take the tests out of the testing room.

4.1.1 INTERRUPTION DURING TESTING

Students are allowed to leave the room during testing, if necessary. Retain the student's testing materials (e.g., allowable papers, Student TABs) in the testing room while the student is not present. Remind students to be quiet so as not to disrupt others that are testing.

4.2 STUDENTS WHO BECOME ILL

If a student becomes ill during testing and has to leave the testing setting (i.e., go to the nurse or home), the Test Administrator must collect the student's draft paper and Student TAB and any allowable papers (see pages 38 and 39). The student will need to make up the test section upon returning to school. If the student is unable to complete the assessment, the Student TAB must still be returned for scoring.

4.3 CONTAMINATED TEST MATERIALS

Testing materials contaminated with bodily fluids (e.g., the student becomes ill or blood comes in contact with the Student TAB) must be destroyed, and a Test Administration Irregularity Report (IRR) must be faxed to 1-866-522-1646 or emailed to Wyoming-Support@ets.org. When documenting the incident, provide the name of the student, the WISER ID, the serial number of the book that was destroyed, and the serial number of the replacement book. If a new Student TAB is needed for the student, please use a book from the school's overage or submit an additional order request. A make-up session should be scheduled for the student.

4.4 DISRUPTIVE STUDENTS

Any student who disrupts testing should be subject to the disciplinary procedures established by the school for such occurrences. These types of disruptions include, but are not limited to, refusing to participate, trying to receive help from other students, or engaging in unacceptable classroom behavior. The Test Administrator must gather the testing materials, and the student should be escorted to the principal's office. The student must be informed that his or her opportunity to participate in the assessment has been revoked, and the Test Administrator must document the incident according to district guidelines. Ensure that remaining students are supervised at all times. All assessment materials, including the scorable Student TAB and non-scorable draft paper, must be returned to ETS, regardless of how many questions were answered.

4.5 STUDENT TAB PRECAUTIONS

Student TABs are scannable documents. To ensure proper scanning of Student TABs, adhere to the following guidelines:

- A Number 2 pencil must be used to write all responses.
- All essay responses must be written in the Student TABs on the lines provided.
- Student-constructed responses to questions **must** be written within the lined box in the Student TABs. Anything written outside of the box will not be scanned or scored. Do not allow students to “split lines” on the writing assessment pages. (Do not create more lines by drawing a line between two lines.)
- Do not allow students to use correction tape. If an error is made, the student should erase the error completely.
- Do not allow students to use pens, crayons, markers, highlighters, or colored pencils to respond to any test questions.
- Do not disassemble or pull pages out of the Student TABs.
- Do not use paper clips, tape, staples, or glue. The only exception is the use of small binder clips for the large-print and braille forms of the assessment.
- Do not attach removable “sticky” notes.

5 AFTER TEST ADMINISTRATION

5.1 INSPECTING STUDENT TABS

Building Coordinators should work closely with Test Administrators to ensure that completed materials are returned in a timely manner and that Test Administrators have performed all of the following tasks. For any questions concerning this process, please contact the Building Coordinator.

- Ensure that the appropriate grade-level assessment has been administered.
- Provide demographic information if a Pre-ID label was **not** provided. Test Administrators **must** have completed all demographic boxes by printing the information in each section and filling in the associated circles using a Number 2 pencil.
- Verify that all erasures are complete and neat.
- Separate the Student TABs and the draft paper and return these scorable and non-scorable materials to the Building Coordinator.
- Return all unused regular Student TABs to the Building Coordinator. Treat these documents as non-scorable test materials.

5.2 SPECIAL FORMS

For all special forms, be sure to complete Box 7 on the back of the Student TAB. Failure to complete this question may result in the assessment being scored incorrectly.

LARGE-PRINT

Inspect each large-print Student TAB to ensure that the following tasks have been completed:

- The Pre-ID labels have been affixed to each Student TAB.
- If the student did not have a Pre-ID label, be sure the demographic information has been completed in the space provided (see Section 3, pages 4–6).
- The large-print student accommodation has been entered onto the Student TAB demographic page by the Test Administrator.
- Student responses in a large-print Student TAB have been transcribed onto a regular Student TAB (provided in the Special Forms shipment).
- The large-print Student TAB has been returned to the Building Coordinator.

BRILLE

Inspect each Braille Student TAB to ensure that the following tasks have been completed:

- The Pre-ID labels have been affixed to each Student TAB.
- If the student did not have a Pre-ID label, be sure the demographic information has been completed in the space provided (see Section 3, pages 4–6).
- The Braille student accommodation has been entered onto the Student TAB demographic page by the Test Administrator.
- Student responses in a Braille Student TAB have been transcribed into a regular Student TAB.
- The Braille Student TAB is clipped to the regular Student TAB. Both must be returned to the Building Coordinator.

AUDIO

Inspect each audio Student TAB to ensure that the following tasks have been completed:

- The Pre-ID labels have been affixed to each Student TAB.
- If the student did not have a Pre-ID label, be sure the demographic information has been completed in the space provided (see Section 3, pages 4–6).
- The audio accommodation has been entered onto the Student TAB demographic page by the Test Administrator.
- The student's response is written in the Student TAB.
- The student's response is not in a language other than English. (Any response that is not in English cannot be scored.)
- If the student responded on draft paper, his or her responses have been transcribed into the Student TAB.
- Return all materials to the Building Coordinator.

6 DETAILED DIRECTIONS FOR THE SAWS ADMINISTRATION

Prior to test administration, be sure all desks or tables are cleared of books, electronic devices of any kind, and other materials not needed for the assessment. Remove or cover any materials on the classroom walls that might help students answer assessment response(s).

Read the directions EXACTLY as they are written. You may answer student questions about the directions, but do **NOT** give help on specific assessment response(s). If you make a mistake in reading a direction, stop and say, **“No, that is wrong. Listen again.”** Then repeat the direction.

Try to maintain a natural classroom atmosphere during the test administration. Encourage students to do their best work. Check periodically to make sure students are recording their response(s) properly and are working on the correct test section.

6.1 GUIDELINES FOR ENCOURAGING STUDENTS AND ANSWERING QUESTIONS ABOUT THE TEST

When Students Ask ...	You May ...	Do Not ...
<ul style="list-style-type: none"> • for general help or advice: 	<ul style="list-style-type: none"> • remind students of the directions. • recommend that students check their work carefully. 	<ul style="list-style-type: none"> • make specific suggestions relative to students' work.
<ul style="list-style-type: none"> • for advice regarding test-taking strategies: 	<ul style="list-style-type: none"> • suggest that students “try a different strategy.” 	<ul style="list-style-type: none"> • recommend a specific strategy.
<ul style="list-style-type: none"> • about the difficulty of a test question: 	<ul style="list-style-type: none"> • encourage students to keep trying. 	<ul style="list-style-type: none"> • comment about the difficulty level of any question.
<ul style="list-style-type: none"> • whether particular answers or responses are right or wrong: 	<ul style="list-style-type: none"> • encourage students to use their judgment to select what they think is the best answer. 	<ul style="list-style-type: none"> • tell students that particular answers or responses are right or wrong. • cue correct answers through vocal inflection, facial expressions, signs, or gestures.
<ul style="list-style-type: none"> • about the meaning of a word, phrase, or sentence: 	<ul style="list-style-type: none"> • encourage students to reread the complete question. 	<ul style="list-style-type: none"> • define a content word or phrase or explain the meaning of a sentence.
<ul style="list-style-type: none"> • about their progress on the assessment: 	<ul style="list-style-type: none"> • inform students of time remaining to finish the assessment. 	<ul style="list-style-type: none"> • ask students to work faster.
<ul style="list-style-type: none"> • you to read the passage to them: 	<ul style="list-style-type: none"> • encourage the student to reread the passage. 	<ul style="list-style-type: none"> • read the passage to the student or the entire class.

The rigor of the assessment and the intensity of the testing situation will probably generate questions from some students. The “Guidelines for Encouraging Students and Answering Questions about the Test” table (see page 17) illustrates the types of interventions that are permissible and in the best interest of the student.

Students should remain in the testing room during the examination; however, follow school procedures for allowing students to use the restroom during tests. Check with the Building Coordinator for school procedures related to excusing students who finish early.

The SAWS is administered to all students in grades 3, 5, and 7. Prior to administration, make sure that the following points have been addressed:

- Each student has his or her own Student TAB. Allow students time to look at the front and back of the book.
- Each student has the appropriate Scoring Guides for the grade level being administered.
- Each student has two Number 2 pencils to take the test.
- Each Test Administrator knows to contact the Building Coordinator for guidance.

IMPORTANT

On the inside front cover of each Student TAB is a student-friendly Writing Checklist. The checklist combines and summarizes the complete Writing Scoring Guide.

Encourage students to use the Writing Scoring Guide and/or the Writing Checklist as they complete their writing response.

These steps must be followed to ensure the quality of the testing environment:

- Teachers and other school personnel must not discuss the writing prompt(s) or passage with the student during the writing assessment.
- Students must not discuss their writing with peers during the writing assessment administration.
- Students may use classroom dictionaries and word walls to help with editing and revising. (NOTE: Digital or electronic dictionaries may **NOT** be used on the SAWS.)
- Teachers and other school personnel may not read the passage associated with the writing test to the student unless the student’s IEP or Section 504 plan specifies this accommodation.

Test Administrators should make draft paper available for students to write their draft responses. Sample draft paper can be downloaded from the WDE website.

For the 2015 SAWS administration, please refer to the specific directions for the grade level being administered. Grade 3 students will respond to three prompts, one of which will have an associated reading passage. Grades 5 and 7 have two prompts as well as a passage to be read, followed by two prompts. Please review the table below for administration times.

The Test Administrator can determine how to organize the administration schedule within the administration window provided. Testing is allowed over multiple days; however, each administration section must be completed on the day it is administered and within the approximate working time. Test Administrators are not allowed to split a section into two administration days.

6.2 APPROXIMATE ADMINISTRATION TIMES

Grade	Writing Section	Approximate Working Time	Approximate Total Administration Time
3	1	1 hour 30 minutes	2 hours
	2	1 hour 30 minutes	2 hours
	3	1 hour 30 minutes	2 hours
5, 7	1	1 hour 30 minutes	2 hours
	2	1 hour 30 minutes	2 hours
	3	1 hour 30 minutes	2 hours

6.3 READING THE TEST DIRECTIONS

Test Administrators will read the directions to the student. The directions are in bold type and a larger font size so that they stand out from text that is not read to students. Read the directions verbatim, using a natural tone and manner. If a mistake is made in reading a direction, stop and say, **“No, that is wrong. Listen again.”** Then, read through the direction again.

Directions may be clarified for students, but the Test Administrator may not give help on any test prompts. Please refer to the “Guidelines for Encouraging Students and Answering Questions about the Test” table (see page 17) for guidelines on answering questions.

6.4 GRADE 3 — DIRECTIONS FOR ADMINISTRATION

SECTION 1 WRITING

Prior to testing and distributing the Student TABs, ensure that you have the CORRECT Student TAB for each student. This includes confirming the student’s legal name, WISER ID, and grade. In addition, for students who did NOT receive a Pre-ID’d Student TAB, ensure that the demographic information on the back of the Student TAB has been completed correctly by a Test Administrator (NOT the student).

Distribute the correct Pre-ID’d Student TAB, draft paper and appropriate grade level Scoring Guide and allowable paper to each student.



Please check to make sure that your name and date of birth are on the back of your Student Test and Answer Book.

Check to make sure that each student has the appropriate Student TAB with his or her name on it. If any student does not have the appropriate Student TAB, contact the Building Coordinator for assistance.



Write your name on the top left-hand corner of the front cover of your Student Test and Answer Book.

Check to make sure all students are on the correct page.



Today you will take the Student Assessment of Writing Skills.

You will write an essay in response to the writing prompt within the provided space in your Student Test and Answer Book. I have given you paper for your drafted response. Your final essay response must be written in the Student Test and Answer Book. Make sure to write your complete answer on the lines inside the box in the Student Test and Answer Book. Anything written outside the box will not be scored.

As you draft your writing response, think about what you want to write about the topic. On the draft paper I have provided you, make an outline, a web, a map, a cluster, or any other type of brainstorming notes that might help you plan your writing. Write, review, and revise your draft on the draft paper provided. Planning and drafting must be done only on the draft paper and not in the Student Test and Answer Book.

Keep in mind what you want to say to your reader. Use classroom dictionaries and word walls to help with editing and revising. Reread your draft. As you revise, include details and examples. Use your Writing Scoring Guide and Writing Checklist to help guide your writing. Check your spelling, punctuation, and capitalization.

For your final writing response, edit and copy your rough draft writing response into the Student Test and Answer Book.

Both the draft paper and the Student Test and Answer Book MUST be turned in to me when you finish your test.

Now we are ready to begin. Try to answer the writing prompt to the best of your ability. When writing your final draft, do not write past the word STOP at the end of this section. Do not continue to the next section until you are told to do so. You may go back and check your essay response in this section of the Student Test and Answer Book only. When you have finished this part of the test, close your Student Test and Answer Book and please sit quietly until everyone has finished.

Make sure the students understand that their draft response needs to be transcribed into the Student TAB, and that the only essay that will be scored is the one written in the Student TAB. The draft paper should be collected and submitted back to the Building Coordinator.



Are there any questions?

Answer any questions the students might have.



You will have one hour and thirty minutes to create a draft and write your final response. I will write the time on the board. I will notify you of the time every half hour. When you finish, raise your hand and I will collect your materials. If you finish early, you are to remain quiet at your desk. Turn to the page in your Student Test and Answer Book that immediately follows the Section 1 Writing Checklist. You may begin.

Check to make sure all students are on the correct page.

Test Administrators should walk around the room during testing to ensure that students are working only on the assigned test section. It is important to be sure that students are on task and working productively. If a student is spending all of his or her time drafting a response on the draft paper, remind him or her to write the final response in the Student TAB.

Monitor students' progress. Give a five-minute warning if the end of the section is near and some students are still working. The testing section may be ended in less time if all students have finished. Likewise, if some students seem to need more time, the testing time should be extended. Make sure to follow security procedures if students need to be escorted to another room to continue testing.

At the end of the one hour and thirty minute testing section:



You have been working for one hour and thirty minutes. If you are not finished, please continue working. If you are finished, I will collect your books. Please sit quietly until everyone has finished the test.

Completing Section 1:

- End the section and collect the Student TABs and any other materials distributed for the test section.
- All Student TABs **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 1 of the writing test.

DIRECTIONS FOR ADMINISTRATION FOR SECTION 2 OF GRADE 3 WRITING

Once students return to the testing room, allow time to redistribute the Student TABs and draft paper for Section 2. Make sure that each student has his or her own Pre-ID'd Student TAB.



You will now begin Section 2 of the writing test. After reading the passage, you will respond to the prompt at the end of the passage. I have given you paper for your drafted response. Your final response must be written in the Student Test and Answer Book. Make sure to write your complete answer on the lines inside the box in the Student Test and Answer Book. Anything written outside the box will not be scored.

As you draft your writing response, think about what you want to write about the topic. On the draft paper I have provided you, make an outline, a web, a map, a cluster, or any other type of brainstorming notes that might help you plan your writing. Write, review, and revise your draft on the draft paper provided. Planning and drafting must be done only on the draft paper and not in the Student Test and Answer Book.

Keep in mind what you want to say to your reader. Use classroom dictionaries and word walls to help with editing and revising. Reread your draft. As you revise, include details and examples. Use your Writing Scoring Guide and Writing Checklist to help guide your writing. Check your spelling, punctuation, and capitalization.

For your final writing response, edit and copy your rough draft writing response into the Student Test and Answer Book.

Both the draft paper and the Student Test and Answer Book MUST be turned in to me when you finish your test.

Now we are ready to begin. Try to answer the writing prompt to the best of your ability. When writing your final draft, do not write past the word STOP at the end of this section. Do not continue to the next section until you are told to do so. You may go back and check your response in this section of the Student Test and Answer Book only. When you have finished this part of the test, close your Student Test and Answer Book and please sit quietly until everyone has finished.

Make sure the students understand that their draft response needs to be transcribed into the Student TAB, and that the only response that will be scored is the one written in the Student TAB. The draft paper should be collected and submitted back to the Building Coordinator.



Are there any questions?

Answer any questions the students might have.



You will have one hour and thirty minutes to create a draft and write your final response. I will write the time on the board. I will notify you of the time every half hour. When you finish, raise your hand and I will collect your materials. If you finish early, you are to remain quiet at your desk. Turn to the page in your Student Test and Answer Book that immediately follows the Section 2 Writing Checklist. You may begin.

Check to make sure all students are on the correct page.

Test Administrators should walk around the room during testing to make sure students are working only on the assigned test section. It is important to be sure that students are on task and working productively. If a student is spending all of his or her time drafting a response on the draft paper, remind him or her to write the final response in the Student TAB.

Monitor students' progress. Give a five-minute warning if the end of the section is near and some students are still working. The testing section may be ended in less time if all students have finished. Likewise, if some students seem to need more time, the testing time should be extended. Make sure to follow security procedures if students need to be escorted to another room to continue testing.

At the end of the one hour and thirty minute testing section:



You have been working for one hour and thirty minutes. If you are not finished, please continue working. If you are finished, I will collect your books. Please sit quietly until everyone has finished the test.

Completing Section 2:

- End the section and collect the Student TABs and any other materials distributed for the test section.
- All Student TABs **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 2 of the writing test.

**DIRECTIONS FOR ADMINISTRATION FOR SECTION 3 OF
GRADE 3 WRITING**

Once students return to the testing room, allow time to redistribute the Student TABs and draft paper for Section 3. Make sure that each student has his or her own Pre-ID'd Student TAB.



You will now begin Section 3 of the writing test. After reading the passage, you will respond to the prompt at the end of the passage. I have given you paper for your drafted response. Your final response must be written in the Student Test and Answer Book. Make sure to write your complete answer on the lines inside the box in the Student Test and Answer Book. Anything written outside the box will not be scored.

As you draft your writing response, think about what you want to write about the topic. On the draft paper I have provided you, make an outline, a web, a map, a cluster, or any other type of brainstorming notes that might help you plan your writing. Write, review, and revise your draft on the draft paper provided. Planning and drafting must be done only on the draft paper and not in the Student Test and Answer Book.

Keep in mind what you want to say to your reader. Use classroom dictionaries and word walls to help with editing and revising. Reread your draft. As you revise, include details and examples. Use your Writing Scoring Guide and Writing Checklist to help guide your writing. Check your spelling, punctuation, and capitalization.

For your final writing response, edit and copy your rough draft writing response into the Student Test and Answer Book.

Both the draft paper and the Student Test and Answer Book **MUST be turned in to me when you finish your test.**

Now we are ready to begin. Try to answer the writing prompt to the best of your ability. When writing your final draft, do not write past the word **STOP at the end of this section. You may go back and check your response in this section of the Student Test and Answer Book only. When you have finished this part of the test, close your Student Test and Answer Book and please sit quietly until everyone has finished.**

Make sure the students understand that their draft response needs to be transcribed into the Student TAB, and that the only response that will be scored is the one written in the Student TAB. The draft paper should be collected and submitted back to the Building Coordinator.



Are there any questions?

Answer any questions the students might have.



You will have one hour and thirty minutes to create a draft and write your final response. I will write the time on the board. I will notify you of the time every half hour. When you finish, raise your hand and I will collect your materials. If you finish early, you are to remain quiet at your desk. Turn to the page in your Student Test and Answer Book that immediately follows the Section 3 Writing Checklist. You may begin.

Check to make sure all students are on the correct page.

Test Administrators should walk around the room during testing to make sure students are working only on the assigned test section. It is important to be sure that students are on task and working productively. If a student is spending all of his or her time drafting a response on the draft paper, remind him or her to write the final response in the Student TAB.

Monitor students' progress. Give a five-minute warning if the end of the section is near and some students are still working. The testing section may be ended in less time if all students have finished. Likewise, if some students seem to need more time, the testing time should be extended. Make sure to follow security procedures if students need to be escorted to another room to continue testing.

At the end of the one hour and thirty minute testing section:



You have been working for one hour and thirty minutes. If you are not finished, please continue working. If you are finished, I will collect your books. Please sit quietly until everyone has finished the test.

Completing the Test Administration:

- End the section and collect the Student TABs and any other materials distributed for the test section.
- All Student TABs **MUST** be accounted for before students are allowed to leave the room.
- This completes the writing test.

6.5 GRADES 5 AND 7 — DIRECTIONS FOR ADMINISTRATION

SECTION 1 WRITING

Prior to testing and distributing the Student TABs, ensure that you have the CORRECT Student TAB for each student. This includes confirming the student's legal name, WISER ID, and grade. In addition, for students who did NOT receive a Pre-ID'd Student TAB, ensure that the demographic information on the back of the Student TAB has been completed correctly by a Test Administrator (NOT the student).

Distribute the correct Pre-ID'd Student TAB, draft paper and appropriate grade level Scoring Guide and scratch paper to each student.



Please check to make sure that your name and date of birth are on the back of your Student Test and Answer Book.

Check to make sure that each student has the appropriate Student TAB with his or her name on it. If any student does not have the appropriate Student TAB, contact the Building Coordinator for assistance.



Write your name on the top left-hand corner of the front cover of your Student Test and Answer Book.

Check to make sure all students are on the correct page.



Today you will take the Student Assessment of Writing Skills.

You will write a response to the writing prompt within the provided space in your Student Test and Answer Book. I have given you paper for your drafted response. Your final essay response must be written in the Student Test and Answer Book. Make sure to write your complete answer on the lines inside the box in the Student Test and Answer Book. Anything written outside the box will not be scored.

As you draft your writing response, think about what you want to write about the topic. On the draft paper I have provided you, make an outline, a web, a map, a cluster, or any other type of brainstorming notes that might help you plan your writing. Write, review, and revise your draft on the draft paper provided. Planning and drafting must be done only on the draft paper and not in the Student Test and Answer Book.

Keep in mind what you want to say to your reader. Use classroom dictionaries and word walls to help with editing and revising. Reread your draft. As you revise, include details and examples. Use your Writing Scoring Guide and Writing Checklist to help guide your writing. Check your spelling, punctuation, and capitalization.

For your final writing response, edit and copy your rough draft writing response into the Student Test and Answer Book.

Both the draft paper and the Student Test and Answer Book MUST be turned in to me when you finish your test.

Now we are ready to begin. Try to answer the writing prompt to the best of your ability. When writing your final draft, do not write past the word STOP at the end of this section. Do not continue to the next section until you are told to do so. You may go back and check your essay response in this section of the Student Test and Answer Book only. When you have finished this part of the test, close your Student Test and Answer Book and please sit quietly until everyone has finished.

Make sure the students understand that their draft response needs to be transcribed into the Student TAB, and that the only essay that will be scored is the one written in the Student TAB. The draft paper should be collected and submitted back to the Building Coordinator.



Are there any questions?

Answer any questions the students might have.



You will have one hour and thirty minutes to create a draft and write your final response. I will write the time on the board. I will notify you of the time every half hour. When you finish, raise your hand and I will collect your materials. If you finish early, you are to remain quiet at your desk. Turn to the page in your Student Test and Answer Book that immediately follows the Section 1 Writing Checklist. You may begin.

Check to make sure all students are on the correct page.

Test Administrators should walk around the room during testing to ensure that students are working only on the assigned test section. It is important to be sure that students are on task and working productively. If a student is spending all of his or her time drafting a response on the draft paper, remind him or her to write the final response in the Student TAB.

Monitor students' progress. Give a five-minute warning if the end of the section is near and some students are still working. The testing section may be ended in less time if all students have finished. Likewise, if some students seem to need more time, the testing time should be extended. Make sure to follow security procedures if students need to be escorted to another room to continue testing.

At the end of the one hour and thirty minute testing section:



You have been working for one hour and thirty minutes. If you are not finished, please continue working. If you are finished, I will collect your books. Please sit quietly until everyone has finished the test.

Completing Section 1:

- End the section and collect the Student TABs and any other materials distributed for the test section.
- All Student TABs **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 1 of the writing test.

**DIRECTIONS FOR ADMINISTRATION FOR SECTION 2 OF
GRADES 5 AND 7 WRITING**

Once students return to the testing room, allow time to redistribute the Student TABs and draft paper for Section 2. Make sure that each student has his or her own Pre-ID'd Student TAB.



You will now begin Section 2 of the writing test. After reading the passage, you will write responses to two prompts. I have given you paper for your drafted responses. Your final responses must be written in the Student Test and Answer Book. Make sure to write your complete responses on the lines inside the box in the Student Test and Answer Book. Anything written outside the box will not be scored.

As you draft your writing responses, think about what you want to write about the topics. On the draft paper I have provided you, make an outline, a web, a map, a cluster, or any other type of brainstorming notes that might help you plan your writing. Write, review, and revise your drafts on the draft paper provided. Planning and drafting must be done only on the draft paper and not in the Student Test and Answer Book.

Keep in mind what you want to say to your reader. Use classroom dictionaries and word walls to help with editing and revising. Reread your drafts. As you revise, include details and examples. Use your Writing Scoring Guide and Writing Checklist to help guide your writing. Check your spelling, punctuation, and capitalization.

For your final writing responses, edit and copy your rough draft writing responses into the Student Test and Answer Book.

Both the draft paper and the Student Test and Answer Book **MUST be turned in to me when you finish your test.**

Now we are ready to begin. Try to respond to the writing prompts to the best of your ability. When writing your final drafts, do not write past the word STOP at the end of this section. Do not continue to the next section until you are told to do so. You may go back and check your responses in this section of the Student Test and Answer Book only. When you have finished this part of the test, close your Student Test and Answer Book and please sit quietly until everyone has finished.

Make sure the students understand that their draft responses need to be transcribed into the Student TAB, and that the only responses that will be scored is the one written in the Student TAB. The draft paper should be collected and submitted back to the Building Coordinator.



Are there any questions?

Answer any questions the students might have.



You will have one hour and thirty minutes to create the drafts and write your final responses. I will write the time on the board. I will notify you of the time every half hour. When you finish, raise your hand and I will collect your materials. If you finish early, you are to remain quiet at your desk. Turn to the page in your Student Test and Answer Book that immediately follows the Section 2 Writing Checklist. You may begin.

Check to make sure all students are on the correct page.

Test Administrators should walk around the room during testing to make sure students are working only on the assigned test section. It is important to be sure that students are on task and working productively. If a student is spending all of his or her time drafting responses on the draft paper, remind him or her to write the final responses in the Student TAB.

Monitor students' progress. Give a five-minute warning if the end of the section is near and some students are still working. The testing section may be ended in less time if all students have finished. Likewise, if some students seem to need more time, the testing time should be extended. Make sure to follow security procedures if students need to be escorted to another room to continue testing.

At the end of the one hour and thirty minute testing section:



You have been working for one hour and thirty minutes. If you are not finished, please continue working. If you are finished, I will collect your books. Please sit quietly until everyone has finished the test.

Completing Section 2:

- End the section and collect the Student TABs and any other materials distributed for the test section.
- All Student TABs **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 2 of the writing test.

DIRECTIONS FOR ADMINISTRATION FOR SECTION 3 OF GRADES 5 AND 7 WRITING

Once students return to the testing room, allow time to redistribute the Student TABs and draft paper for Section 3. Make sure that each student has his or her own Pre-ID'd Student TAB.



You will now begin Section 3 of the writing test. After reading the passage, you will write responses to two prompts. I have given you paper for your drafted responses. Your final essay responses must be written in the Student Test and Answer Book. Make sure to write your complete responses on the lines inside the box in the Student Test and Answer Book. Anything written outside the box will not be scored.

As you draft your writing responses, think about what you want to write about the topics. On the draft paper I have provided you, make an outline, a web, a map, a cluster, or any other type of brainstorming notes that might help you plan your writing. Write, review, and revise your drafts on the draft paper provided. Planning and drafting must be done only on the draft paper and not in the Student Test and Answer Book.

Keep in mind what you want to say to your reader. Use classroom dictionaries and word walls to help with editing and revising. Reread your drafts. As you revise, include details and examples. Use your Writing Scoring Guide and Writing Checklist to help guide your writing. Check your spelling, punctuation, and capitalization.

For your final writing responses, edit and copy your rough draft writing responses into the Student Test and Answer Book.

Both the draft paper and the Student Test and Answer Book MUST be turned in to me when you finish your test.

Now we are ready to begin. Try to respond to the writing prompts to the best of your ability. When writing your final drafts, do not write past the word STOP at the end of this section. You may go back and check your essay responses in this section of the Student Test and Answer Book only. When you have finished this part of the test, close your Student Test and Answer Book and please sit quietly until everyone has finished.

Make sure the students understand that their draft responses needs to be transcribed into the Student TAB, and that the only responses that will be scored is the one written in the Student TAB. The draft paper should be collected and submitted back to the Building Coordinator.



Are there any questions?

Answer any questions the students might have.



You will have one hour and thirty minutes to write your drafts and final responses. I will write the time on the board. I will notify you of the time every half hour. When you finish, raise your hand and I will collect your materials. If you finish early, you are to remain quiet at your desk. You may begin.

Check to make sure all students are on the correct page.

Test Administrators should walk around the room during testing to make sure students are working only on the assigned test section. It is important to be sure that students are on task and working productively. If a student is spending all of his or her time drafting responses on the draft paper, remind him or her to write the final responses in the Student TAB.

Monitor students' progress. Give a five-minute warning if the end of the section is near and some students are still working. The testing section may be ended in less time if all students have finished. Likewise, if some students seem to need more time, the testing time should be extended. Make sure to follow security procedures if students need to be escorted to another room to continue testing.

At the end of the one hour and thirty minute testing section:



You have been working for one hour and thirty minutes. If you are not finished, please continue working. If you are finished, I will collect your books. Please sit quietly until everyone has finished the test.

Completing the Test Administration:

- End the section and collect the Student TABs and any other materials distributed for the test section.
- All Student TABs **MUST** be accounted for before students are allowed to leave the room.
- This completes the writing test.

7 DIRECTIONS FOR SPECIAL FORMS

This section contains both general and specific directions that apply to all of the SAWS special test forms. The first set of directions covers administering the SAWS via Spanish audio CD; the second set is for administering the large-print form; and the last set is for the Braille form. Forms are handled differently; please review each set of directions as applicable.

7.1 TEST SECURITY

Test Administrators will receive their testing materials from the Building Coordinator. All Test Administrators must sign a Test Administrator Security Agreement (see page 43) and return it to the Building Coordinator before testing. All audio CDs, large-print Student TABs, and Braille Student TABs are secure and must be accounted for and returned to the Building Coordinator after testing. They may NOT be electronically copied, photocopied, or disclosed to anyone. Disclosure of any secure information is a serious breach of test security and is prohibited.

Please read the *Directions for Administration* and follow the security procedures for storing and handling test materials before, during, and after testing.

7.2 MATERIALS REQUIRED FOR SPECIAL TEST FORMS

The following items are needed when administering the special test forms:

7.2.1 ALL SPECIAL FORMS

- If a Pre-ID label is received for a student, place the label in the appropriate box on the demographic page on the TAB (back page, on the right).
- Complete Box 1 of the demographic page for all students.
- Complete Box 7 on the demographic page with the appropriate form being administered.
- Distribute Number 2 pencils with erasers to mark student responses.

7.2.2 SPANISH AUDIO CD

- One set of writing audio CDs per student.
- One regular Student TAB per student.
- CD player that identifies tracks, when appropriate (supplied by the school).
- Four Student Pre-ID labels per student to be affixed to regular form Student TAB.

7.2.3 LARGE PRINT

- One large-print Student TAB per student.
- One regular Student TAB per student. This will be used by Test Administrators to record student responses.
- Four Student Pre-ID labels per student to be affixed to regular form Student TAB.

7.2.4 BRAILLE

- One Braille Student TAB per student.
- One regular Student TAB per student. This will be used by Test Administrators to record student responses.
- Four Student Pre-ID labels per student to be affixed to regular form Student TAB.

7.3 SCORING THE WRITING TASK

For a writing task to be scored, it must be written in the Student TAB by the student or transcribed into the Student TAB by a scribe or test examiner.

If students have the accommodation to dictate their writing task to a scribe, the writing task must be written in the Student TAB and then read back to the student so that the student may make any desired revisions. Scribes should ask the student to spell key words, confusing words, or words with multiple spellings.

If the student is using Braille assistive technology, the writing task must be transcribed from Braille into the Student TAB. Upon completion of the student's response, the student should read the writing task to the scribe and spell any key words, confusing words, or words with multiple spellings so that the scribe can transcribe the response to the Student TAB.

A Number 2 pencil **MUST** be used on the Student TAB, and any errors should be completely erased or neatly crossed out and the correction written clearly.

7.4 AUDIO SPANISH CD FORM

- The test directions to be read for the audio Spanish special form are the same as those for regular forms. Please use the scripts that are provided for each grade. No modifications to the prompts have been made.
- The SAWS audio Spanish CD version has been developed for students who are not proficient in reading English. Students using the audio Spanish CD will be able to listen to the prompts in Spanish.
- Students will mark their answers in the regular Student TAB that is provided.

7.5 LARGE PRINT

- The test directions to be read for large print are the same as those for regular forms. Please use the scripts provided for each grade. No modifications to the prompts have been made.
- Students will mark their answers in the large-print Student TAB.
- The Test Administrator **must** transcribe the answers to the regular Student TAB that is supplied. Failure to transfer student responses will result in scores not being reported.

7.6 BRAILLE

- The test directions to be read for Braille are the same as those for regular forms for Sections 1 and 2 of the assessment. There is no Section 3 assessment for the Braille form for all grades. Please use the scripts provided for each grade. No modifications to the prompts have been made.
- Students using Braille should have access to a stylus and slate, computer, or a braille writer. Advise students ahead of time so they can provide their own equipment.
- The Test Administrator **must** transcribe student responses to the regular form Student TAB. Failure to transfer student responses will result in scores not being reported.

8 APPENDICES

A. ACCOMMODATIONS

The following standard accommodations are appropriate during the SAWS 2015 test administration for a student with an IEP or with a 504 plan whose plan is appropriately documented. **If accommodations are provided for a student, it must be recorded on the accommodations page in the Student TAB.**

Presentation Accommodations	
1.	Student uses a Braille special test form (be sure to complete the correct item on the demographic page). The student's final response must be transcribed by a certified staff member or access assistant into the Student Test Answer Book on the pages that the student's response is to be written.
2.	Student uses a large-print special test form (be sure to complete the correct item on the demographic page). The student's final response must be transcribed by a certified staff member or access assistant into the Student Test Answer Book on the pages that the student's response is to be written.
3.	Student uses an audio (Spanish) special test form (be sure to complete the correct item on the demographic page).
4.	Student uses magnification devices.
5.	Student uses color overlays to reduce glare or enhance text.
6.	Student uses templates to reduce the amount of visible print.
7.	Student uses tactile graphics.
8.	Sign language interpreter signs directions in all content areas and/or signs test questions as written in all content areas EXCEPT reading. The interpreter may not clarify, interpret, define word meanings, elaborate, or provide assistance to students. Interpreters need to be familiar with the terminology and symbols specific to the content. It is recommended that one interpreter be provided for each individual student.
9.	A certified staff member or access assistant (human reader) provides visual cues to students who are deaf or hard of hearing.
10.	A certified staff member or access assistant (human reader) reads directions word-for-word as written in all content areas and/or reads or rereads test questions and answer choices word-for-word as written in all content areas EXCEPT reading. Human readers may not clarify, interpret, define word meanings, elaborate, or provide assistance to students. It is recommended that one reader be provided for each individual student.
11.	Student asks for clarification of directions (not test questions or answer choices).
12.	Student uses audio amplification devices, including and/or in addition to hearing aids to increase clarity.
13.	Student uses text-to-speech software in all content areas EXCEPT reading.

Response Accommodations	
14.	A certified staff member or access assistant scribes what a student dictates through alternate augmentative communications (AAC), pointing, sign language, or speech. The scribe may not edit or alter the student’s work in any way and must record, word-for-word, exactly what the student has dictated. The scribe may request clarification from the student about the use of capitalization, punctuation, and spelling key words on items which require a written response (SAWS). A scribe must allow the student to review and edit what he or she has written. The student’s final response must be transcribed by a certified staff member or access assistant into the Student Test and Answer Book on the pages that the student’s response is to be written.
15.	A student types responses using a word processor. Spelling and grammar checking devices MUST be disabled on the test. The margins for word-processed documents should match the same space as is allowed in the Student Test and Answer Book. A certified staff member or access assistant transcribes verbatim the student’s work into the Student Test and Answer Book on the pages that the student’s response is to be written.
16.	Student uses speech-to-text conversion or voice recognition in all content areas. The margins for this document should match as closely as possible the same space as is allowed in the Student Test and Answer Book. A certified staff member or access assistant transcribes verbatim the student’s work into the Student Test and Answer Book on the pages that the student’s response is to be written.
17.	Student uses a Braille. A certified staff member or access assistant transcribes verbatim the student’s work into the Student Test and Answer Book on the pages that the student’s response is to be written.
18.	Student uses a tape recorder to record test responses rather than writing on a paper in all content areas. The student’s final response must be transcribed by a certified staff member or access assistant into the Student Test Answer Book on the pages that the student’s response is to be written.
19.	A certified staff member or access assistant monitors the placement of student responses on the Student Test Answer Book.
20.	Student uses visual organizers including graph paper and place markers. Student uses a blank piece of paper that can be made into a template by the individual student. Student uses a pencil to underline text. Highlighters CANNOT be used in the Student Test and Answer Book.

Setting Accommodations	
21.	Student takes the test in a different building location in a small group or individually. Changes can also be made to a student’s location within a room to reduce distractions to the student or to other students, to increase physical access, or to enable the use of special equipment. Students must be monitored by a certified staff member.

Timing and Scheduling Accommodations	
22.	Student is provided with extended time to complete the assessment.
23.	Student is provided with multiple, individual breaks as needed, monitored by a teacher or access assistant.
24.	Student takes the test at the time of day when he or she is most likely to demonstrate peak performance.

ELL Specific Accommodations	
25.	A certified staff member or access assistant translates written directions to the student.
26.	A certified staff member or access assistant re-reads, simplifies, or clarifies directions in English or in the student's primary language (NOT test questions or answer choices) without clueing correct responses.
27.	A certified staff member or access assistant reads and/or re-reads test questions in English, word-for-word, exactly as written in all content areas EXCEPT reading. Readers may not clarify, interpret, define word meanings, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. It is recommended that one reader be provided for each individual student.
28.	Student uses a bilingual dictionary provided by the school.
29.	Student takes the test in a different building location which is different from his or her class. This may be done in a small group or individually. Changes can also be made to a student's location within a room to reduce distractions to the student or to other students, to increase physical access, or to enable the use of special equipment. Students must be monitored by a certified staff member.
30.	Student is provided with multiple, individual breaks as needed.
31.	Student is allowed to complete the test over multiple days.

B. ALLOWABLE RESOURCE GUIDELINES

The Proficiency Assessment for Wyoming Students (PAWS) and the Student Assessment of Writing Skills (SAWS) are the standardized assessment, used for school and district accountability determinations, and must be administered in a standardized manner. These assessments measure a student’s mastery of academic knowledge and skills as defined in the Wyoming Content and Performance Standards in reading and mathematics at grades 3–8, science at grades 4 and 8, and in writing at grades 3, 5, and 7. The following list contains the only material or resources to be used by students during the assessments. Use of any other resources (human, electronic, manipulative, or paper) will be considered an unethical assessment administration practice leading to invalidated test results.

Reading Test

- Number 2 pencil
- Allowable Papers (see description on next page)

Mathematics Test

- Number 2 pencil
- Allowable Papers (see description on next page)
- Grade 3–5: Calculators are **NOT** allowed on any part of the test
- Grades 6–8: Four-function or scientific calculators are allowed on the calculator portions only. Calculators with the following features are **NOT** allowed:
 - Computer Algebra System (CAS), e.g., TI-89, TI-92 Plus, TI-Nspire™, ALGEMX2.0, ALGEMX2.0 Plus, CFX-9970
 - QWERTY keyboards (similar to typewriter keyboards)
 - Attached electronic pens
 - Graphing Calculators, e.g., TI-83, TI-83 Plus, TI-84, etc.

Science Test

- Number 2 pencil
- Allowable Papers (see description on next page)

Writing Test

- Word walls (see Writing note on next page)
- Hard copy dictionaries (no thesauruses)

Allowable papers: Students may use the following during testing: draft/scratch paper, graph/grid paper, patty/tracing paper, lined/WDE draft paper.

Note: Audio or digital dictionaries and spell checkers, including printouts from these resources, are **not** allowed on the assessment. Graphic organizers are **not** allowed; students may use blank paper to generate their own graphic organizers, but pre-printed graphic organizers are **not** to be provided. Word walls are limited to those that are used in regular classroom instruction, and are allowed to remain posted during testing. Posters and charts with writing process guidelines, tips, or instructions should be **removed or covered** during testing. Failure to follow these guidelines is a violation of test administration protocols and may result in disqualification of student scores.

C. STUDENT TAB SAMPLE DEMOGRAPHIC PAGE

Directions: Complete Box 1 for all students. The student's name in Box 1 MUST match the student's name on the Pre-ID label. No substitutions are permitted. Complete all other boxes if the student does not have a Pre-ID label. If this student uses a special form you must complete Box 7. Use ONLY a No. 2 pencil.

1 Student Name	Grade	School
Teacher		

2 Last Name												First Name												MI																					
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
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SCHOOL USE ONLY
Place Pre-ID label here.

3 WISER ID

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4 Gender

Female

Male

Place Pre-ID label here.

5 Date of Birth

Month	Day	Year
<input type="radio"/> Jan.		
<input type="radio"/> Feb.		
<input type="radio"/> Mar.	0 0	19 0 0
<input type="radio"/> Apr.	1 1	20 1 1
<input type="radio"/> May	2 2	2 2
<input type="radio"/> Jun.	3 3	3 3
<input type="radio"/> Jul.	4 4	4 4
<input type="radio"/> Aug.	5 5	5 5
<input type="radio"/> Sep.	6 6	6 6
<input type="radio"/> Oct.	7 7	7 7
<input type="radio"/> Nov.	8 8	8 8
<input type="radio"/> Dec.	9 9	9 9

6 Race/Ethnicity
Grid the group or groups with which the student most closely identifies. Mark all that apply.

Black or African American

Native American (American Indian or Alaska Native)

Asian

Hispanic or Latino

Pacific Islander

White

7 This student used the special form gridded below. Fill in only one circle.

Braille Large Print English Audio Spanish Audio



To be completed by Test Administrators only. Please indicate on the previous page the accommodations the student received while taking the assessment.



D. SAMPLE HEADER SHEET

Student Assessment of Writing Skills Grade and School Header Sheets

1. SCHOOL/BUILDING NAME _____
DISTRICT NAME _____

3. GRADES TESTED

Grade 3	Grade 5	Grade 7																																																																																										
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2. BUILDING CODE	5. TOTAL SCORABLE DOCUMENTS																																																																																
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4. The Building Test Coordinator should complete this form.

NAME _____

DATE _____

- Instructions—
- Use a number 2 pencil to complete this form and grid the corresponding bubbles. Do not make any stray marks.**
1. Write the SCHOOL/BUILDING NAME and the DISTRICT NAME on the lines provided.
 2. In the row of boxes under the words BUILDING CODE, indicate the Building Code and grid the corresponding bubbles.
 3. In the row of boxes under the words GRADES TESTED, indicate the TOTAL count of documents being returned. Underneath write and grid the total count of documents being returned for each grade. If no students tested, grid "000." If your count is a single digit number, fill in the zeros before the actual number (i.e., 005, etc.).
 4. Print your name and date as the person completing this form.
 5. Write and grid the total number of documents being returned.

FOR USE FOR SAWS SCORABLE BOOKS ONLY.

100896-96788 • TF113E1.5 • Printed in U.S.A.

776365



00050-1 1 2 3 4



F. TEST ADMINISTRATOR SECURITY AGREEMENT

I acknowledge that I will have access to the SAWS examination and test materials for the purpose of administering the examination. I understand that these materials are highly secure and it is my professional responsibility to protect their security as follows. Upon signing the form, please return to the Building Coordinator. This form is to be kept as a testing record and does not need to be sent to ETS or WDE.

1. I will not divulge the contents of the examinations to any other person through verbal, written, or any other means of communication.
2. I will not copy any part of the tests or test materials.
3. I will keep the tests secure until the tests are actually distributed to pupils.
4. I will limit access to the test and test material by test examinees to the actual testing periods when they are taking the tests.
5. I will collect and account for all materials following each period of testing and will not permit pupils to remove test materials from the room where testing takes place.
6. I will not review any test questions, passages, or other test items independently or with pupils or any other person before, during, or following testing.
7. I will return all test materials to the designated building coordinator daily upon completion of testing.
8. I will not develop scoring keys, review any pupil responses, or prepare answer documents except as required by the test administration manuals prepared by the testing contractor.
9. I will administer the test in accordance with the directions for test administration and test administration manual prepared by the testing contractor.
10. I have been trained to administer the tests.
11. I understand the consequences of not following the above security agreement requirements.

Signed

Print Name

School

District

Date

This form is to be kept as a testing record and does not need to be sent to ETS or WDE.

This form may be photocopied.

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QUIET

**PLEASE DO NOT
DISTURB**

**Testing Is Taking Place In
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