

*Wyoming*

**WYOMING**  
DEPARTMENT OF EDUCATION



# 2014 Building Coordinator's Manual

**PAWS-ALT**  
and  
**SAWS-ALT**

Proficiency Assessments for  
Wyoming Students-Alternate and  
Student Assessment of  
Writing Skills-Alternate

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## CONTACT INFORMATION

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### **Educational Testing Service (ETS)**

If you need to order additional materials, have questions regarding receipt or return of assessment materials, need technical assistance, or have any other questions regarding the administration of the Proficiency Assessments of Wyoming Students–Alternate (PAWS–ALT) and the Student Assessment of Writing Skills–Alternate (SAWS–ALT), please contact the Wyoming Customer Support Center:

TELEPHONE: 877-327-9415

FAX: 866-522-1646

EMAIL: [Wyoming-Support@ets.org](mailto:Wyoming-Support@ets.org)

The Customer Support Center hours of operation are Monday through Friday, 7:30 a.m. to 6 p.m., Mountain Standard Time.

To arrange for pickup of your school’s assessment materials after you have completed your planned administration and any make-up testing, please call United Parcel Service (UPS) at 800-877-1497.

### **Wyoming Department of Education (WDE)**

If you have questions about Wyoming policy or procedures related to the PAWS–ALT or the SAWS–ALT, please contact Pari Swanson, ALT Assessment Coordinator:

TELEPHONE: 307-777-5292

EMAIL: [pari.swanson@wyo.gov](mailto:pari.swanson@wyo.gov)

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## INTRODUCTION

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The Proficiency Assessments of Wyoming Students–Alternate (PAWS–ALT) and the Student Assessment of Writing Skills–Alternate (SAWS–ALT) are the statewide assessments created to ensure Wyoming’s compliance with the Individuals with Disabilities Education Act of 2004 (IDEA 2004) and the No Child Left Behind Act of 2001 (NCLB 2001). The PAWS–ALT and the SAWS–ALT assessments are aligned with the extended Academic Content Standards. They measure the academic skills of students with the most significant cognitive disabilities who meet the requirements to take the PAWS–ALT and the SAWS–ALT, and who have that qualification documented on their Individualized Education Programs (IEPs).

This *Building Coordinator’s Manual* includes information that the coordinator must read and understand in order to prepare for and manage the administration of the 2014 PAWS–ALT and SAWS–ALT. The Building Coordinator’s responsibilities are organized into three sections: Before the Administration, During the Administration, and After the Administration. Prior to testing, all Building Coordinators should read this manual and the *PAWS–ALT and SAWS–ALT Directions for Administration* (DFA) to ensure that all testing procedures are understood.

### CHANGES FOR THE 2014 PAWS–ALT AND SAWS–ALT ADMINISTRATIONS

- In 2014, the Building Coordinator will be responsible for the secure destruction of all Stimulus Cards. A Destruction Certificate is enclosed with the shipment of materials from ETS. It must be completed and returned to ETS with the non-scorable materials at the conclusion of each administration. A copy can also be found in the Appendix of this manual.
- The previously separate *PAWS–ALT and SAWS–ALT Building Coordinator Manuals* have been combined into ONE single manual, the *PAWS–ALT and SAWS–ALT Building Coordinator’s Manual*.
- The return instructions for the PAWS–ALT and SAWS–ALT have been combined into one document.
- Students in grades 9 and 10 will be administered the PAWS–ALT in Reading, Mathematics, and Science. Only students in grades 3, 5, 7, and 11 will receive the SAWS–ALT assessment.
- The Learner Characteristic Inventory (LCI) Survey will be distributed with the PAWS–ALT materials. Test administrators should complete the LCI survey for students in grades 4, 6, 8, 9, and 10 following the PAWS–ALT administration. The LCI should be completed for students in grades 3, 5, 7, and 11 after the SAWS–ALT administration.
- All supplemental orders must go through the Wyoming Customer Support Center. If you need any materials that were not included in your initial shipment, please call 877-327-9415.

## STUDENT PARTICIPATION

All students in grades 3–8 are required to take the PAWS; students in grades 3, 5 and 7 are required to take the SAWS; and students in grade 11 are required to take ACT Plus Writing. Students who cannot participate in the general assessment will take PAWS–ALT in grades 3–11 (Science will be administered in grades 4 and 8–11) and SAWS–ALT in grades 3, 5, 7, and 11 in Writing unless they are officially exempt.

In order to assist Local Education Agencies (LEAs) in determining the most appropriate assessment for individual students, the WDE has developed requirements for participation in the state assessments, as outlined in “Criteria to Determine Participation in Wyoming’s Alternate Assessment: PAWS–ALT and SAWS–ALT.” This document can be found on the WDE web site at [http://edu.wyoming.gov/Programs/statewide\\_assessment\\_system/paws\\_alt.aspx](http://edu.wyoming.gov/Programs/statewide_assessment_system/paws_alt.aspx), under “General Resources.”

Student participation in the PAWS–ALT and SAWS–ALT assessments is discussed in greater detail in the *PAWS-ALT and SAWS-ALT DFA*.

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## IMPORTANT DATES

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EVENT	DATE
<b>PAWS–ALT</b>	
<b>BEFORE THE ADMINISTRATION</b>	
Pre-ID edit window opens	November 25, 2013
Pre-ID edit window closes	January 23, 2014
Materials received in schools	February 5, 2014
Supplemental order window opens	January 27, 2014
Supplemental order window closes	March 21, 2014
<b>DURING THE ADMINISTRATION</b>	
Test administration window opens	February 17, 2014
Test administration window closes	March 28, 2014
<b>AFTER THE ADMINISTRATION</b>	
Pack materials for return to ETS	After the last PAWS–ALT assessment at your school
Contact UPS to pick up materials at your school	Contact UPS whenever PAWS–ALT materials are packed and ready for shipment
Date by which all packages must be shipped	April 4, 2014

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EVENT	DATE
<b>SAWS–ALT</b>	
<b>BEFORE THE ADMINISTRATION</b>	
Pre-ID edit window opens	November 25, 2013
Pre-ID edit window closes	January 23, 2014
Materials received in schools	March 31, 2014
Supplemental order window opens	March 19, 2014
Supplemental order window closes	April 25, 2014
<b>DURING THE ADMINISTRATION</b>	
Test administration window opens	April 14, 2014
Test administration window closes	May 2, 2014
<b>AFTER THE ADMINISTRATION</b>	
Pack materials for return to ETS	After the last SAWS–ALT assessment at your school
Contact UPS to pick up materials at your school	Contact UPS whenever SAWS–ALT materials are packed and ready for shipment
Date by which all packages must be shipped	May 9, 2014



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## SECURITY

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The Building Coordinator is responsible for maintaining the security of all PAWS–ALT and SAWS–ALT assessment materials, including the Student Performance Event (SPE) Student Test Booklets, the Student Demographic Data Pages/SPE Score Sheets, the SPE Stimulus Materials, and all ancillary materials. Assessment materials may not be duplicated or shared with anyone who is not directly involved with the administration of the PAWS–ALT and SAWS–ALT. Security measures must be followed to ensure that assessment results are valid and reliable. The Security Agreement, located in the appendix of this manual, should be given to Test Administrators and Second Scorers to sign following their security training. It is the responsibility of the Building Coordinator to retain the signed agreements in their files for at least one year.

In the event of a security breach, the Building Coordinator should complete an Irregularity Report (IRR) and immediately contact the Wyoming Customer Support Center. They will instruct the Building Coordinator to fax the completed IRR to the Support Center, and/or include the IRR form 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.

All PAWS–ALT and SAWS–ALT assessment materials are secure documents and must remain in a secure environment **before, during, and after** the administration. Upon completion of each administration, see page 15 of this manual for a list of test materials that must be returned to ETS. Please refer to the Important Dates table for the date by which materials for each administration must be returned to ETS.

For the 2014 administration of the PAWS–ALT and SAWS–ALT, the Building Coordinator is responsible for the secure destruction of the ALT Stimulus Materials that were supplied by ETS with the test materials. A Destruction Certificate is included in the Building Coordinator Kit, which is part of your shipment of test materials. The Stimulus Materials should be destroyed at the conclusion of the administration, and the signed Destruction Certificate should be enclosed in the shipment of non-scorable test materials being returned to ETS. A sample of the Destruction Certificate is included in the Appendix at the end of this manual.



Following is a list of what to do and not to do regarding test materials.

**DO**

- Keep all test materials in a locked drawer or cabinet when they are not being handled by a Building Coordinator or Test Administrator
- Limit access to assessment materials only to persons involved in the test administration process
- Account for assessment materials before, during, and after the test administration window

**DO NOT**

- Copy or reproduce assessment materials for any use other than modifying Stimulus Sets to promote student access to the PAWS–ALT and SAWS–ALT assessments
- Share assessment materials with colleagues who will not administer the assessment
- Move materials from one building to another
- Retain any Student Test Booklets or used SPE Score Sheets after the administration. See page 15 for a list of materials that do not need to be returned to ETS.

## PAWS–ALT AND SAWS–ALT BUILDING COORDINATOR’S CHECKLIST

This Checklist gives an overview of the tasks for which the Building Coordinator is responsible. As you complete each step, check the corresponding box. Before returning all materials to ETS, be sure that all tasks have been completed. Page numbers for the task details are provided for your convenience.

<b>Maintain Security at All Times (Page 4)</b>
<input type="checkbox"/> Test booklets
<input type="checkbox"/> Stimulus materials
<b>Before the Administration (Pages 8–11)</b>
<input type="checkbox"/> Verify that assessment materials have been inventoried and organized for the administration <ul style="list-style-type: none"> <li><input type="checkbox"/> Verify the materials supplied by ETS</li> <li><input type="checkbox"/> Verify the materials supplied by the school</li> <li><input type="checkbox"/> Distribute the DFA</li> </ul>
<input type="checkbox"/> Verify the Pre-ID information and enrollment information on the ETS–TOMS Online Management System
<input type="checkbox"/> Review the requirements, training, and responsibilities of the Test Administrators and Second Scorers <ul style="list-style-type: none"> <li><input type="checkbox"/> Review the requirements of all Test Administrators</li> <li><input type="checkbox"/> Review the requirements of all Second Scorers</li> <li><input type="checkbox"/> Schedule additional training for Test Administrators, if needed, and verify completion of attendance at WDE training</li> <li><input type="checkbox"/> Schedule additional training for Second Scorers, if needed, and verify completion of attendance at WDE training</li> </ul>
<input type="checkbox"/> Meet with Test Administrators to ensure student eligibility for testing <ul style="list-style-type: none"> <li><input type="checkbox"/> Confirm that all students are scheduled for assessment during the testing window</li> <li><input type="checkbox"/> Confirm that a Second Scorer has been designated for each assessment</li> </ul>
<input type="checkbox"/> Distribute test materials to Test Administrators and Second Scorers
<input type="checkbox"/> Meet with Test Administrators and Second Scorers to review procedures and answer questions regarding the assessment

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<b>During the Administration (Pages 12–13)</b>
<input type="checkbox"/> Ensure that security is maintained during the assessment
<input type="checkbox"/> Confirm that all students are assessed in an appropriate environment
<input type="checkbox"/> Confirm that incidents are reported properly
<input type="checkbox"/> Confirm that all Student Demographic Data Pages/SPE Score Sheets are completed correctly
<input type="checkbox"/> Confirm that a Learner Characteristics Inventory (LCI) survey is completed for each student. For grades 4, 6, and 8–10, complete the LCI Survey after the PAWS–ALT assessment. For grades 3, 5, 7 and 11, complete the LCI Survey after the SAWS–ALT assessment.
<input type="checkbox"/> Confirm that test materials are received from Test Administrators at the conclusion of each student’s assessment
<b>After the Administration (Pages 14–17)</b>
<input type="checkbox"/> Confirm that all assessment materials have been received and accounted for
<input type="checkbox"/> Complete the header sheet (see Appendix for example) for the SPE Score Sheets and place it on top of all Student Demographic Data Pages/SPE Score Sheets being returned to ETS. Complete the header sheet for the LCI surveys (see Appendix for example) and place it on top of the LCI surveys being returned to ETS. Place the LCI surveys and header sheet into the white envelope labeled “LCI Surveys.”
<input type="checkbox"/> Scorable Materials: place the ALT School Header Sheet and the SPE Score Sheets into the UPS return 2-day air envelope. Be sure that the Test Administrators and the Second Scorers have signed their respective Score Sheets. Insert the white envelope of LCI surveys into the UPS 2-day air return envelope with the SPE Score Sheets. Seal the envelope.
<input type="checkbox"/> Assemble all non-scorable materials
<input type="checkbox"/> Pack all non-scorable materials in the boxes in which the materials were received from ETS. Destroy the Stimulus Materials and place the signed Destruction Certificate on top of the non-scorable items being returned to ETS.
<input type="checkbox"/> Schedule pickup of materials by calling UPS at 800-877-1497
<input type="checkbox"/> Keep a copy of the UPS tracking number

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## RESPONSIBILITIES OF BUILDING COORDINATORS

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### BEFORE THE ADMINISTRATION

#### OVERVIEW

It is the responsibility of the Building Coordinator to oversee all aspects of the administration, and he or she should be available to the Test Administrators, Second Scorers, and other staff members to answer questions regarding procedures, training, incident reporting, and materials handling.

#### RECEIPT AND INVENTORY OF MATERIALS

The quantities of materials shipped to each school are based on the number of students loaded into the ETS–TOMS Online Management System as of January 23, 2014. Each box is marked and numbered in sequence. The building packing list will be in Box 1.

Materials for each assessment will arrive in two packages. All test materials and manuals will be shipped directly from ETS. Student Pre-ID labels, pre-slugged headers, and student rosters will be shipped directly from the print vendor. The Pre-ID materials will be shipped in an envelope and the test materials from ETS will be shipped in a brown box. Boxes should be opened within one day of receipt, and the Building Coordinator should inventory the materials to confirm that the contents of each box match the shipping notice supplied in Box 1 (see Appendix for example). After verifying that the materials are complete, the Building Coordinator should reseal each box so that security is maintained. The original shipping boxes are to be retained for use when returning materials to ETS.

**NOTE:** If the total number of boxes expected has not been received, if there is a discrepancy in the number of materials received, or if additional materials are required, please call the Wyoming Customer Support Center at 877-327-9415.

The following lists of materials indicate which are or are not supplied by ETS.

#### MATERIALS SUPPLIED BY ETS:

- *PAWS–ALT and SAWS–ALT Building Coordinator’s Manual*
- *PAWS–ALT and SAWS–ALT Directions For Administration*
- Grade-specific SPE Student Test Booklets—2 per student
- Grade-specific Stimulus Cards—1 set per student
- Student Demographic Data Pages/SPE Score Sheets (The SDDP/SPE Score Sheet for the Test Administrator and for the Second Scorer must be separated from the booklet that contains both Score Sheets.)

- Learner Characteristics Inventory (LCI) Surveys—1 per student
- Pre-ID Label kit
  - Six Pre-ID labels: one for the Test Administrator Student Demographic Data Page/SPE Score Sheet, one for the Second Scorer Student Demographic Data Page/SPE Score Sheet, one for the LCI survey, and three extra labels. All ALT Pre-ID labels will be marked with a blue stripe on the top and bottom of the label.
  - 2 school headers with the school and district information pre-slugged
  - 2 LCI headers with the school and district information pre-slugged
  - Student roster
- Building Coordinator’s Kit
  - Two copies of the *PAWS–ALT and SAWS–ALT Building Coordinator’s Manual*
  - PAWS–ALT and SAWS–ALT Return Instructions
  - PAWS–ALT and SAWS–ALT Destruction Certificate
  - PAWS–ALT and SAWS–ALT Irregularity Report Form
  - White LCI Envelope
  - Tape for sealing the cartons
  - Return envelope with mailing label affixed
- UPS return labels for the brown box (see Appendix for example)

**MATERIALS NOT SUPPLIED BY ETS:**

- Manipulatives commonly found in students’ classrooms
- Enlargements of Stimulus Cards (The Test Administrator is responsible for this task.)
- Number 2 pencils with erasers
- Pencil sharpeners
- “Do Not Disturb” signs

## **ETS–TOMS PRE-IDENTIFICATION EDIT WINDOW**

The ETS–TOMS system is an online management system that will enable schools to review student demographic and Pre-ID information and make revisions when needed.

It is the responsibility of the Building Coordinator or their designee to manage the student information reflected in the ETS–TOMS online system to ensure accurate reporting for each student.

All students correctly entered into the ETS–TOMS online system during the Pre-ID Edit Window (November 25, 2013 through January 23, 2014) will receive Pre-ID labels (see Appendix for examples). The Test Administrator will affix these labels to the Test Administrator’s Demographic Data Pages/SPE Score Sheet and Second Scorer’s Demographic Data Pages/SPE Score Sheets and the LCI survey prior to administration.

If a student has not been identified in the TOMS system as an ALT student before January 23, the school will not receive Pre-ID labels for that student. At the time of the administration, the student’s demographic information will need to be manually bubbled onto the Score Sheets.

If a student has not been identified as an ALT student in TOMS prior to an ALT administration, that student may receive PAWS or SAWS test materials. If you receive PAWS or SAWS test materials and labels for an ALT student, contact Customer Support and request ALT test materials for that student. A Customer Service Representative will assist you to update the status of the student(s). If you have any questions regarding the status of a student, please call the Wyoming Customer Support Center at 877-327-9415 for assistance.

Instructions on how to manage the student information reflected in the ETS–TOMS online system are provided in the ETS–TOMS online system *Users’ Guide*. To access the online management system, use the URL <http://wyedu.ets.org>. From this screen, select the login button “Login to ETS.” Access to student information requires a User ID and Password. If you do not have a User ID and Password, contact the Wyoming Customer Support Center at 877-327-9415 for assistance.

## MEETING WITH TEST ADMINISTRATORS

The Building Coordinator should:

- Meet with Test Administrators to ensure that each student’s eligibility is reviewed prior to the assessment. “Criteria to Determine Participation in Wyoming’s Alternate Assessment: PAWS–ALT,” can be found on the WDE web site at [http://edu.wyoming.gov/Programs/statewide\\_assessment\\_system/paws\\_alt.aspx](http://edu.wyoming.gov/Programs/statewide_assessment_system/paws_alt.aspx), under “General Resources.”
- Confirm that all Test Administrators and Second Scorers have participated in the mandatory training and have the certificate of attendance on file. For exceptions, contact Pari Swanson at 307-777-5292, or email [pari.swanson@wyo.gov](mailto:pari.swanson@wyo.gov).
- Confirm with each Test Administrator that there is a Second Scorer designated for each assessment to be administered. It is recommended that each student be observed by the same Second Scorer across all content areas.
- Distribute the DFA to Test Administrators and Second Scorers, who should review it prior to the administration.
- Schedule a meeting with the Test Administrators and Second Scorers to review testing procedures, security policies, and contact information.
- Verify that each student to be assessed is scheduled within the administration window. Each student eligible for the PAWS–ALT assessment should be scheduled for the following:
  - Grades 3–11 Reading and Mathematics
  - Grades 4, 8–11 Science
- Each student eligible for the SAWS–ALT assessment should be scheduled for the following:
  - Grades 3, 5, 7, and 11 Writing
- Distribute assessment materials so test administrators have ample time to prepare for test administration.



## **DURING THE ADMINISTRATION**

### **MANAGE DISTRIBUTION AND COLLECTION OF ASSESSMENT MATERIALS**

It is the responsibility of the Building Coordinator to maintain an accurate record of assessment materials distributed to each Test Administrator and Second Scorer. Materials must be kept secure at all times, and no assessment materials should be photocopied or shared with anyone who is not associated with the assessment.

When distributing the assessment materials to Test Administrators and Second Scorers, the Building Coordinator should include the following materials for each student:

- SPE Student Test Booklets
  - One for the Test Administrator
  - One for the Second Scorer
- Grade-level-specific Stimulus Cards – 1 set per student
- LCI survey
  - One per student
- Pre-ID labels (see Appendix for examples)
  - Six labels per student
    - One label for the Test Administrator’s Student Demographic Data Page/SPE Score Sheet
    - One label for the Second Scorer’s Student Demographic Data Page/SPE Score Sheet
    - One label for the LCI survey
    - Three extra labels
- The Student Demographic Data Pages/SPE Score Sheets, which must be separated from the booklet containing the two Score Sheets

Once supplied and affixed to the Student Demographic Data Pages/SPE Score Sheets for the student’s first test session, additional Pre-ID labels do not need to be provided for subsequent test sessions.

## **MONITOR TEST SESSIONS**

It is the responsibility of the Building Coordinator to monitor the PAWS–ALT and SAWS–ALT administrations. Security guidelines and administration procedures described in the *PAWS–ALT and SAWS–ALT Directions for Administration* must be adhered to at all times. In addition, the Building Coordinator should be available to answer questions and resolve problems.

The Building Coordinator should ensure that each student is assessed in a suitable environment, similar to the one in which the student receives regular instruction.

### **Test Administration Incidents**

Distractions and interruptions should be avoided during the assessment. However, in the event that a student becomes ill or unable to complete the assessment, the Test Administrator should inform the Building Coordinator. The Building Coordinator should complete an Irregularity Report, found in the Appendix of this book, and fax it to 866-522-1646 or email it to the Wyoming Customer Support Center at [Wyoming-Support@ets.org](mailto:Wyoming-Support@ets.org).

### **The Student Demographic Data Page/SPE Score Sheet**

The Building Coordinator must ensure that the Test Administrator Student Demographic Data Page/SPE Score Sheet and the Second Scorer Student Demographic Data Page/SPE Score Sheet are completed correctly.

The SPE Score Sheet is a scannable document and cannot be photocopied. The Test Administrator should complete all the fields on the SPE Score Sheet before returning it to the Building Coordinator, and the Building Coordinator must review the document to confirm that all fields are complete. If fields have been left blank, the Building Coordinator must enter the required information.

## **AFTER THE ADMINISTRATION**

### **GATHER MATERIALS**

After each testing session, the Building Coordinator should collect all assessment materials from the Test Administrators and Second Scorers. All assessment materials are secure items and must be returned to the Building Coordinator. Assessment materials to be returned include:

- Test Administrator’s SPE Student Test Booklets
- Second Scorer’s SPE Student Test Booklets
- Test Administrator’s Student Demographic Data Pages/SPE Score Sheets
- Second Scorer’s Student Demographic Data Pages/SPE Score Sheets
- LCI surveys
- A signed Destruction Certificate attesting that the Stimulus Materials have been confidentially destroyed

The Building Coordinator should complete the following tasks after testing has ended:

- Review the Student Demographic Data Pages/SPE Score Sheets from the Test Administrator and Second Scorer to be sure that the Pre-ID labels are correctly affixed and that all the boxes have been properly completed. ALT Pre-ID labels are indicated by a blue stripe. If you have a label without a blue stripe, bubble in the student demographic information and return the label to ETS with the non-scorable materials. For further assistance, call the Wyoming Customer Support Center.
- After the PAWS–ALT administration, for students in grades 4, 6, and 8–10, review the LCI survey for the Test Administrator to be sure that the Pre-ID label is correctly affixed.
- After the SAWS–ALT administration, for students in grades 3, 5, 7, and 11, review the LCI survey for the Test Administrator to be sure that the Pre-ID label is correctly affixed.
- Ensure that all materials have been received from all Test Administrators and Second Scorers and that all students have been tested as scheduled.
- Assemble and pack the materials for shipping back to ETS.

## **ASSEMBLE MATERIALS**

Separate materials into the following batches:

**SCORABLE MATERIALS**—Scorable materials must be returned to ETS in the UPS envelope that was included in the shipment of materials from ETS. These materials include:

- Test Administrator’s Student Demographic Data Pages/SPE Score Sheets
- Second Scorer’s Student Demographic Data Pages/SPE Score Sheets
- LCI surveys

**NON-SCORABLE MATERIALS**—Non-scorable materials must be returned to ETS in the box in which they were shipped from ETS. These materials include:

- Test Administrator’s SPE Student Test Booklets (used and unused)
- Second Scorer’s SPE Student Test Booklets (used and unused)
- Destruction Form signed by the Building Coordinator attesting that the Stimulus Cards have been confidentially destroyed
- Unused Pre-ID labels and student rosters

### **MATERIALS NOT TO BE RETURNED TO ETS:**

- *PAWS–ALT and SAWS–ALT Building Coordinator’s Manual*
- *PAWS–ALT and SAWS–ALT Directions for Administration*
- Unused LCI surveys
- Unused Student Demographic Data Pages/SPE Score Sheets
- Return instructions
- Extra UPS labels

## HEADER SHEETS

*There are header sheets enclosed in your shipment: two school headers for the SPE Score Sheets and two school headers (orange) for the LCI surveys. The PAWS–ALT school headers are green, and the SAWS–ALT school headers are purple.*

### Student Demographic Data Pages/SPE Score Sheets

Fill out a school header sheet (see Appendix for examples) and place it on top of the Student Demographic Data Pages/SPE Score Sheets, following these steps:

- Complete ONE SPE Score Sheet Header sheet per school
- Use a Number 2 pencil to fill out the header sheet
- Write the Building Name and the District Name in Box 1
- School headers
  - Pre-slugged school header: Building and District Codes are filled in, no further information needs to be completed in Boxes 2 and 3
  - If you do not have a pre-slugged header or the pre-slugged school information is not correct, please call the Wyoming Customer Support at 877-327-9415 for a blank school header. On the blank school header, write in the Building and District Codes and fill in the corresponding circles in Boxes 2 and 3
- In Box 4, mark the number of Student Demographic Data Pages/SPE Score Sheets there are under the header sheet
- In Box 5, print your name and date

## LCI SURVEYS

Fill out an orange LCI header sheet (see Appendix for example) for each school and place it on top of the LCI surveys, following these steps:

- Complete ONE LCI header sheet per school
- Use a Number 2 pencil to fill out the header sheet
- Write in the Building Name and the District Name in Box 1
- LCI headers
  - Pre-slugged LCI header: Building and District Codes are filled in, no further information needs to be completed in Boxes 2 and 3
  - If you do not have a pre-slugged header or the pre-slugged school information is not correct, please call Wyoming Customer Support for a blank LCI header. On the blank LCI header, write in the Building and District Codes and fill in the corresponding circles in Boxes 2 and 3
- In Box 4, mark the number of LCI surveys there are under the header sheet
- In Box 5, print your name and date

## **PACK AND SHIP MATERIALS**

### Scorable Materials

#### LCI surveys

- Place the LCI header on top of the LCI Surveys
- Place the LCI surveys and the header sheet inside the white envelope
- Seal the white envelope

#### SPE Score Sheets

- Sort the completed Student Demographic Data Pages/SPE Score Sheets by grade with the highest grade on the bottom
- Place the SPE Score Sheets school header on top of the documents
- Place the school header and the documents into the UPS return envelope (The envelope is pre-labeled.)

### Shipment of Scorable Materials

- Insert the sealed white envelope of LCI surveys into the UPS return envelope in which you have already inserted the school header and SPE Score Sheets
- Seal the UPS return envelope (2-day air)
- Call UPS at 800-877-1497 to arrange a pickup at your school

### Non-Scorable Materials

- Place all non-scorable materials to be returned to ETS inside the same box in which they were shipped from ETS
- Place all test booklets (used and unused) on the bottom of the box
- Place the signed Destruction Certification on the top of the non-scorable materials
- Seal the box, securely taping the box on the top and bottom
- Affix the UPS label on the box
- Mark the number of boxes being returned on the outside of the boxes (i.e., Box 1 of 3, Box 2 of 3, etc.)
- Write the building name and building code on the UPS label
- Call UPS at 800-877-1497 to arrange a pickup at your school

**NOTE:** If you need additional header sheets or UPS labels, please call the Wyoming Customer Support Center at 877-327-9415 and request the materials be sent to your site.

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## **TEST ADMINISTRATORS AND SECOND SCORERS: REQUIREMENTS AND RESPONSIBILITIES**

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### **TEST ADMINISTRATORS**

#### **REQUIREMENTS**

Test Administrators must hold a current Wyoming certificate of Teaching License, provide instruction to the assessed student on a regular basis, and complete the PAWS–ALT/SAWS–ALT administration and scoring training requirements mandated by the WDE.

Certified education professionals qualified to administer the PAWS–ALT and SAWS–ALT include:

- A regular education teacher
- A special education teacher
- A principal
- An assistant principal
- A school counselor
- A school psychologist
- A speech/language therapist
- An occupational therapist

Non-certified staff members, para-educators, and substitute teachers may **NOT** administer the PAWS–ALT or the SAWS–ALT.

#### **RESPONSIBILITIES**

The Test Administrator leads and coordinates the assessment administration.

Test Administrator responsibilities include:

- Ensuring the eligibility of each student being assessed
- Completing the Student Demographic Data Page/SPE Score Sheet for each student
- Completing the LCI survey for each student being assessed
- Notifying the Building Coordinator of the testing schedule to ensure proper monitoring of each assessment
- Planning, administering, and scoring the SPE according to administration criteria
- Enlisting qualified staff to serve as Second Scorers per administration requirements



- Ensuring that all records of student performance are recorded in one SPE Test Booklet, in the event that there is more than one Second Scorer and that the Student Demographic Data Page/SPE Score Sheet has been provided for the Second Scorer
- Returning all assessment materials to the Building Coordinator

## **SECOND SCORERS**

### **REQUIREMENTS**

Second Scorers must hold a current Wyoming certificate of Teaching License, be familiar with the student being assessed, and complete the PAWS–ALT/SAWS–ALT training requirements mandated by the WDE.

Certified education professionals qualified to administer the PAWS–ALT and SAWS–ALT include:

- Another special education teacher
- A regular education teacher
- A principal
- An assistant principal
- A school counselor
- A school psychologist
- A speech/language therapist
- An occupational therapist

Non-certified staff members, para-educators, and substitute teachers may **NOT** serve as Second Scorers for the PAWS–ALT or the SAWS–ALT.

### **RESPONSIBILITIES**

- Meet with the Test Administrator to prepare for the administration
- Directly observe and score the student responses on the score sheet as the test is being administered
- It is recommended that each student be observed by the same Second Scorer across all content areas

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## APPENDIX

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### DESTRUCTION CERTIFICATE



## ***Destruction of Stimulus Materials*** **PAWS–ALT and SAWS–ALT** ***Destruction Certification***

On behalf of the Wyoming Department of Education (WDE), ETS requests that the Building Coordinator at each school which administered the PAWS–ALT and/or SAWS–ALT assessments confidentially destroy all Stimulus Materials. For the 2014 administration of the ALT assessments, Stimulus Materials are not to be returned to ETS with the Test Books and other ancillary materials. The Building Coordinator at each school is responsible for destroying the ALT Stimulus Materials in a confidential manner.

By signing this *Destruction Certification*, the Building Coordinator attests that the ALT Stimulus Materials have been confidentially destroyed. The Building Coordinator’s name will be retained on file and will be provided to the WDE if requested.

I certify that the ALT Stimulus Materials have been confidentially destroyed for my school.

Signature	Print Name	Date
School Name	School Code	
District Name		
Date Materials Destroyed		

Please return this form to ETS along with your test materials.



## PAWS-ALT AND SAWS-ALT IRREGULARITY REPORT



### ***PAWS-ALT and SAWS-ALT Irregularity Report Form***

The ALT Building Coordinator may use this form to provide the required information to the Wyoming Customer Support Center. They will notify Wyoming Program Management and appropriate action will be taken. Fax the completed form to 866-522-1646.

School/Building \_\_\_\_\_ School Code 

--	--	--	--	--	--	--	--

Building Coordinator Name \_\_\_\_\_

Date of Report \_\_\_\_\_

Coordinator Telephone \_\_\_\_\_

Coordinator Email \_\_\_\_\_

Check All That Apply		
<input type="checkbox"/> Testing Irregularity <input type="checkbox"/> Inappropriate Test Preparation <input type="checkbox"/> Security Breach	Test Disruption <input type="checkbox"/> Power Outage <input type="checkbox"/> Fire Alarm <input type="checkbox"/> Construction <input type="checkbox"/> Other	Grade involved: _____ Number of Students Involved: _____
Briefly describe the irregularity. DO NOT include the names of staff members or students involved. Include details of how the incident was verified and any actions taken locally.        		

This form may be photocopied

## SECURITY AGREEMENT

### PAWS-ALT AND SAWS-ALT SECURITY AGREEMENT

#### Test Administrator Security Agreement

I acknowledge that I will have access to the **PAWS-ALT** and **SAWS-ALT** examinations and test materials for the purpose of administering the examinations. I understand that these materials are highly secure and it is my professional responsibility to protect their security as follows:

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 test books.
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 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.

---

Signed

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Print Name

---

School


District

---

Date

**Give the signed Agreement to your Building Coordinator**


### SAMPLE PRE-ID LABEL

XXXXPROGRAM/STATEXXXX	
XXXXXXXXLASTNAMEXXXXXXXXXX	XXXFIRSTNAMEXXX X
 YYYYMM123456789	DOB: XXXXXXXXXXXX
	Grade: XX
	Gender: X
	Admin: XXXXXXXXXXXXXXXXXXXX
	School ID: XXXXXXXXXXXX
School Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	
District Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	
WISER ID: XXXXXXXXXXXXXXXX	

### SAMPLE SHIPPING NOTICE

SHIPPING NOTICE				
<b>Destination:</b> Sally Goodnight Wheatland Middle School 2600 W. Mariposa Pkwy Wheatland WY 82201 USA			<b>Origin:</b> Distribution Center PO Box 77435 225 Phillips Blvd. Ewing NJ 08628 USA	
Phone No:		E1 Order #: 2041852		
Program Name: <b>WYOMING</b> ID Number: <b>1601050</b> Test Date / Type: <b>May 2012</b> Shipment Type / MMYYYY: <b>Initial 052012</b>				
Order Number: <b>WYO1601050</b> Drop Shipment Recipient ID:				
Box ID	Item ID	Item Description	QTY	Serial No. Range
6918027	767074	WYOMING 2012 STUDENT WRITING PILOT TEST BOOK GRADE 6	65	
6918027	767075	WYOMING 2012 STUDENT WRITING PILOT TEST BOOK GRADE 7	80	
6918027	767075	WYOMING 2012 STUDENT WRITING PILOT TEST BOOK GRADE 7	5	
6918027	767076	WYOMING 2012 STUDENT WRITING PILOT TEST BOOK GRADE 8	75	
6918027	767078	WYOMING 2012 STUDENT WRITING PILOT BUILDING C COORDINATOR KIT	1	
6918027	767090	WYOMING DFA AND BCM 2012	15	
6918027	767112	WYOMING SCORING GUIDELINE - GRADE 6 2012	65	
6918027	767113	WYOMING SCORING GUIDELINE - GRADE 7 2012	80	
6918027	767113	WYOMING SCORING GUIDELINE - GRADE 7 2012	5	
6918027	767114	WYOMING SCORING GUIDELINE - GRADE 8 2012	75	
6918026	767140	WYOMING WRITING PILOT PRE- ID LABELS 2012	1	
Number of Boxes: 2		Total Quantity: 467		

## SAMPLE PAWS-ALT AND SAWS-ALT HEADER SHEETS

 **Proficiency Assessment of Wyoming Students – Alternate**  
**2014 SCHOOL HEADER SHEET**

**1.** Building Name: \_\_\_\_\_  
District Name: \_\_\_\_\_

**2. Building Code**  
[Bubble grid for Building Code]

**3. District Code**  
[Bubble grid for District Code]


**4. Number of Student Demographic Data Pages returned under this Header Sheet.**  
[Bubble grid for Number of Pages]

**5. The Building Coordinator should complete this form.**  
The information provided on this Header Sheet has been reviewed by me and is accurate.  
Print 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 BUILDING NAME and the DISTRICT NAME on the lines provided.
- 2&3. If the School Header has the Building Code and District Code already filled in, you don't need to enter anything into these boxes. If you are using a blank School Header, in the row of boxes under the words BUILDING CODE, indicate the Building Code and grid the corresponding bubbles. In the row of boxes under the words DISTRICT CODE, indicate the District Code and grid the corresponding bubbles.
4. In the row of boxes under the words NUMBER OF STUDENT DEMOGRAPHIC DATA PAGES RETURNED UNDER THIS HEADER SHEET, write the total number of Student Demographic Data Pages returned. Fill in the zeros before the actual number (i.e., 000005 or 000015, etc.).
5. Print your name and date as the person completing this form.

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776234  
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 **Student Assessment of Writing Skills – Alternate**  
**2014 SCHOOL HEADER SHEET**

**1.** Building Name: \_\_\_\_\_  
District Name: \_\_\_\_\_

**2. Building Code**  
[Bubble grid for Building Code]

**3. District Code**  
[Bubble grid for District Code]

**4. Number of Student Demographic Data Pages returned under this Header Sheet.**  
[Bubble grid for Number of Pages]

**5. The Building Test Coordinator should complete this form.**  
The information provided on this Header Sheet has been reviewed by me and is accurate.  
Print 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 BUILDING NAME and the DISTRICT NAME on the lines provided.
- 2&3. If the School Header has the Building Code and District Code already filled in, you don't need to enter anything into these boxes. If you are using a blank School Header, in the row of boxes under the words BUILDING CODE, indicate the Building Code and grid the corresponding bubbles. In the row of boxes under the words DISTRICT CODE, indicate the District Code and grid the corresponding bubbles.
4. In the row of boxes under the words NUMBER OF STUDENT DEMOGRAPHIC DATA PAGES RETURNED UNDER THIS HEADER SHEET, write the total number of Student Demographic Data Pages returned. Fill in the zeros before the actual number (i.e., 000005 or 000015, etc.).
5. Print your name and date as the person completing this form.

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776397  
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### SAMPLE LCI HEADER SHEET

#### Learner Characteristics Inventory Survey (LCI) 2014 LCI HEADER SHEET

**1.** Building Name: \_\_\_\_\_  
District Name: \_\_\_\_\_

**2. Building Code**


**3. District Code**


**4. Number of LCI surveys returned under this Header Sheet.**


**INSTRUCTIONS**  
Use a number 2 pencil to complete this form and grid the corresponding bubbles. Do not make any stray marks.

1. Write the BUILDING NAME and the DISTRICT NAME on the lines provided.
- 2 & 3. If the School Header has the Building Code and District Code already filled in, you don't need to enter anything into these boxes. If you are using a blank School Header, in the row of boxes under the words BUILDING CODE, indicate the Building Code and grid the corresponding bubbles. In the row of boxes under the words DISTRICT CODE, indicate the District Code and grid the corresponding bubbles.
4. In the row of boxes under the words NUMBER OF LCI SURVEYS RETURNED UNDER THIS HEADER SHEET, write the total number of LCI surveys returned. Fill in the zeros before the actual number (i.e., 000005 or 000015, etc.).
5. Print your name and date as the person completing this form.

**5. The Building Test Coordinator should complete this form.**  
The information provided on this Header Sheet has been reviewed by me and is accurate.

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

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776470

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### SAMPLE RETURN LABEL

SHIP TO:  
AS RETURNS  
200 LUDLOW DRIVE  
EWING NJ 08638

5 LBS  
RS

SHIP TO:  
AS RETURNS      98077  
200 LUDLOW DRIVE  
EWING NJ 08638

---

NJ 086 8-04

---

UPS 2ND DAY AIR      **2**  
TRACKING #: 1Z 922 698 87 8811 0000

---

---

BILLING: 01P  
REF: AS RETURNS  
RETURN SERVICE

---

REF: 001ST  
REF: 1 2011344

---

STEP 1 - BOX \_\_\_\_\_ OF \_\_\_\_\_  
2091000

STEP 2 - CTR NAME: \_\_\_\_\_  
STEP 3 - CENTER #: \_\_\_\_\_

25



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