Wyoming

WYOMING
DEPARTMENT OF EDUCATION

2014
Directions for Administration

PAWS–ALT
and
SAWS–ALT

Proficiency Assessments for
Wyoming Students–Alternate and

Student Assessment of
Writing Skills–Alternate

CONTACT INFORMATION

Educational Testing Service (ETS)
If you need to order additional materials, have questions regarding receipt or return of test materials, need technical assistance, or have any other questions regarding the administration of the Proficiency Assessments for Wyoming Students–Alternate (PAWS–ALT) or 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

The Wyoming 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 test 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 SAWS–ALT, please contact Pari Swanson, ALT Assessment Coordinator:

TELEPHONE: 307-777-5292
EMAIL: pari.swanson@wyo.gov

Dear Teachers and Building Administrators,

Wyoming has rigorous academic standards for all students. The Wyoming Department of Education (WDE) believes that the results of the Proficiency Assessments for Wyoming Students—Alternate, instructionally supportive alternate assessments with clear targets, will enable teachers to provide individualized academic instruction so that students may achieve high standards of academic performance. A student's participation in the PAWS–ALT and SAWS–ALT is appropriate when the Individualized Education Program (IEP) Team has determined that the student's achievement is best measured by Alternate Academic Achievement Standards, consistent with the state's participation requirements.

The PAWS–ALT and SAWS–ALT assessments are comprised of Student Performance Events (SPEs) which are administered to students with the most significant cognitive disabilities. Students who meet eligibility requirements and are identified by their IEP teams can demonstrate their mastery of grade-level-aligned extended Wyoming Academic Content Standards and Academic Benchmarks. The PAWS-ALT is administered to students in grades 3–11 in Reading and Mathematics and in grades 4 and 8–11 in Science. The SAWS–ALT is administered to students in grades 3, 5, 7, and 11 in Writing.

The WDE has worked closely with Educational Testing Service (ETS), the testing vendor, to improve the technical quality of the PAWS–ALT and SAWS–ALT in order to further address the needs of Wyoming students and educators, and provide teachers with the information they need to ensure high standards of academic achievement for all students.

Wyoming Department of Education

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SECTION ONE: GENERAL INFORMATION

The *PAWS–ALT and SAWS–ALT Directions for Administration* (DFA) serves as the procedural handbook for Test Administrators who administer the PAWS–ALT and SAWS–ALT. It includes the specific participation requirements and information necessary to implement the alternate assessments. This DFA includes the 2014 PAWS–ALT and SAWS–ALT schedules, an overview of the assessment, and detailed instructions for standard administration of the Student Performance Events (SPEs). It is important that Test Administrators read and follow the instructions and resources provided in this DFA in order to most effectively administer the PAWS–ALT and SAWS–ALT to their students.

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 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.

- ALT Pre-ID labels will be marked with a blue stripe. If there are no ALT labels in your materials, please contact the Wyoming Customer Support Center at 877-327-9415.

STUDENT PARTICIPATION

The PAWS–ALT and SAWS–ALT are designed for a small number of students with the most significant cognitive disabilities. They were created to ensure Wyoming's compliance with both No Child Left Behind (NCLB, 2001) and the Individuals with Disabilities Education Act (IDEA, 2004).

Federal and state laws mandate that all students, including those with the most significant cognitive disabilities, must have access to the general curriculum and participate in the state's assessment system, which is intended to hold schools accountable for the students' academic performance.

The PAWS–ALT and SAWS–ALT are administered to students whose IEP teams have determined that their achievement levels will be measured against Alternate Academic Achievement Standards. These standards define grade-level performance descriptions that are reduced in breadth, depth, and complexity as compared to the Achievement Standards used to determine proficiency levels of students who participate in the general assessment, Proficiency Assessments for Wyoming Students (PAWS). Reasons for and consequences of participation in the PAWS–ALT must be discussed and documented on the student's IEP. To this end, the submission of the WDE-684, completed in the fall of each year by each school and accredited institution, provides the following assurances to the WDE:

- The information contained within "Requirements for Participation in Wyoming's Alternate Assessment: PAWS–ALT" were utilized by the IEP team to determine each student's participation in alternate assessment.

- Communication to parents/guardians of any state or district-imposed consequences of a student's participation in the PAWS–ALT and SAWS–ALT and use of alternate achievement standards to measure student performance are documented.

- The request for alternate assessment for each student is consistent with academic instruction based on the extended Wyoming Academic Content Standards. It is also consistent with assessment based on Alternate Academic Achievement Standards essential to the provision of a Free Appropriate Public Education (FAPE), as determined and documented by the IEP team.

- Decisions are made by each student's IEP team by persons who are most familiar with the student's individual needs, not by an administrative decision.

PARTICIPATION REQUIREMENTS

A student with the most significant cognitive disability will participate in the PAWS–ALT and SAWS–ALT if he or she meets each of the following criteria:

	Criteria to Determine Participation in the PAWS–ALT and SAWS–ALT	
	The student's access to the Wyoming Content and Performance Standards is provided by grade-level extended Academic Content Standards for students with the most significant cognitive disabilities.	AND
	The student demonstrates a significant cognitive disability that results in performance that is substantially below grade-level achievement expectations, even with the use of accommodations and modifications.	AND
	The student's proficiency levels are appropriately measured against Alternate Academic Achievement Standards.	AND
	The student's IEP goals and objectives are based upon grade-level extended Academic Content Standards, which are reduced in breadth, depth, and complexity as compared to the Wyoming Content and Performance Standards.	AND
	The student's IEP goals and objectives are based upon grade-level extended Academic Content Standards and define appropriate level of challenge given the student's present levels of performance, historical data, and rate of progress.	AND
	Proficiency determined by Alternate Achievement Standards does not under challenge the student or limit the educational opportunity of the student.	AND
	The student cannot participate in the PAWS or SAWS with or without accommodations, as appropriate, based on his or her IEP.	AND
	The request for alternate assessment for each student is to ensure the provision of Free Appropriate Public Education (FAPE) as determined and documented by the IEP team.	

The following should **NOT**, in and of themselves, be used to determine participation in the PAWS–ALT or SAWS–ALT:

Criteria That DO NOT Determine Participation in the PAWS–ALT and SAWS–ALT
Program setting
Category of disability
Percentage of time in the general education setting
Percentage of time in the special education setting
Developmental level or mental age of student

STUDENT TRANSFERS

For all in-state and out-of-state transfers, please contact Pari Swanson, the ALT Assessment Coordinator, at pari.swanson@wyo.gov regarding policy and procedural guidelines.

IMPORTANT DATES

EVENT	DATE
MANDATORY ALTERNATE ASSESSMENT ADMINISTRATOR TRAINING	
Training Sessions at Various Regional Sites	
Deadline for Test Administrators and Second Scorers to complete proficiency	December 15, 2013. In case of rare circumstance, contact Pari Swanson at pari.swanson@wyo.gov.
Window remains open for additional resources	
PRE-ID EDIT WINDOW IN TEST ORDER MANAGEMENT SYSTEM (TOMS)	
Pre-ID edit window opens	November 25, 2013
Pre-ID edit window closes	January 23, 2014
PAWS–ALT	
BEFORE THE ADMINISTRATION	
Materials received in schools	February 5, 2014
Review materials and stimulus cards	Prior to administering the test
Supplemental order window opens	January 27, 2014
Supplemental order window closes	March 21, 2014
DURING THE ADMINISTRATION	
The Test Administrator is responsible for developing a schedule that accommodates his or her own caseload and that of the Second Scorer. All tests must be administered during the testing window.	
Test administration window opens	February 17, 2014
Test administration window closes	March 28, 2014
AFTER THE ADMINISTRATION	
Deliver all test materials to the Building Coordinator in time for shipment to ETS	
Date by which all packages must be shipped	April 4, 2014

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EVENT	DATE
SAWS–ALT	
BEFORE THE ADMINISTRATION	
Materials received in schools	March 31, 2014
Review materials and stimulus cards	Prior to administering the test
Supplemental order window opens	March 19, 2014
Supplemental order window closes	April 25, 2014
DURING THE ADMINISTRATION	
Test administration window opens	April 14, 2014
Test administration window closes	May 2, 2014
AFTER THE ADMINISTRATION	
Deliver all test materials to the Building Coordinator in time for shipment to ETS	
Date by which all packages must be shipped	May 9, 2014

TEST MATERIALS

TEST MATERIALS SUPPLIED BY ETS

Test Administrators will receive the test materials from the Building Coordinator. If any test materials are missing, the Test Administrator should alert the Building Coordinator, who will contact ETS for additional materials.

The following list of test materials is supplied by ETS: Materials will be supplied for the PAWS–ALT and for the SAWS–ALT in separate shipments.

- Student Performance Events (SPE) Student Test Booklet – 2 per student
    - One for the Test Administrator
    - One for the Second Scorer

- Grade-level-specific Stimulus Cards – 1 set per student

- Pre-ID labels
    - The Pre-ID labels for the ALT assessments will be indicated by a blue stripe to differentiate them from the PAWS and SAWS Pre-ID labels.
    - 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 Learner Characteristics Inventory Survey
        - Three extra labels

- Student Demographic Data Page/SPE Score Sheet booklet
    - The Student Demographic Data Page/SPE Score Sheet for the Test Administrator and the Second Scorer must be separated from the booklet

- Learner Characteristics Inventory Survey – 1 per student
    - Will be shipped with the PAWS–ALT assessment materials

The Test Administrator will receive the *PAWS–ALT and SAWS–ALT DFA* from the Building Coordinator prior to the opening of the PAWS–ALT administration window. The Test Administrator should read the *PAWS–ALT and SAWS–ALT DFA* in advance of a meeting with the Building Coordinator in order to review the assessment and any special accommodations for the students. The Test Administrator should direct all questions to the Building Coordinator.

NON-TEST MATERIALS

MATERIALS NOT SUPPLIED BY ETS

The following materials may be needed for the assessment of some students participating in the PAWS–ALT and the SAWS–ALT. Test Administrators should review the assessment for each student to ensure that all materials and accommodations are available prior to the assessment.

- 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

TEST SECURITY

The Building Coordinator is responsible for maintaining the security of the PAWS–ALT and SAWS–ALT test materials. 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 the Test Administrators 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, an Irregularity Report (IRR) must be completed. It is the responsibility of the Building Coordinator to immediately contact the Wyoming Customer Support Center. They will instruct the Building Coordinator to fax the completed IRR form to the Support Center, and/or to 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.

All PAWS–ALT and SAWS–ALT test materials are secure documents and must remain in a secure environment **before, during, and after** the administration. Upon completion of testing, all PAWS–ALT and SAWS–ALT Test Booklets (used and unused), Student Demographic Data Pages/SPE Score Sheets, and unused Pre-ID labels must be returned to ETS. Completed LCI Surveys must be returned to ETS following the administration after which they were completed.

The Building Coordinator is responsible for the secure destruction of the Stimulus Cards. Upon completion of each assessment, a Destruction Certificate must be completed and returned to ETS with the non-scorable materials. A Destruction Certificate is included in the shipment of materials from ETS, and can be found in the Appendix of this DFA.

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

<u>DO</u>

- Keep all test materials in a locked drawer or cabinet when not being handled by a Building Coordinator or Test Administrator.

- Limit access to test materials only to persons involved in the test administration process.

- Account for test materials before, during, and after the test administration window.

<u>DO NOT</u>

- Copy or reproduce test materials (Test Booklets or Student Demographic Data Pages/SPE Score Sheets) for any use other than modifying Stimulus Sets to promote student access to the PAWS–ALT and SAWS–ALT assessments.

- Share test materials with colleagues who will not administer the assessment.

- Move materials from one building to another.

- Retain any test materials after the administration. Refer to the *PAWS-ALT and SAWS-ALT Building Coordinator's Manual* for a complete listing of the materials that are to be returned to ETS, not returned to ETS, and confidentially destroyed.

SECTION TWO: GENERAL PREPARATION FOR THE PAWS–ALT AND SAWS–ALT ADMINISTRATIONS

TEST ADMINISTRATORS

QUALIFICATIONS

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 and 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 SAWS–ALT.

REQUIREMENTS

Test Administrators for the PAWS–ALT and SAWS–ALT must attend one of the five regional trainings. At the completion of the training, participants receive a certificate of attendance. A copy of that certificate needs to be provided to the Building Coordinator to be kept on file.

The Alternate Assessment Administration Training includes:

- Understanding the Criteria for Participation in Alternate Assessment

- Overview

- Pre-Administration Tasks

- Individualizing to Specific Needs

- Student Performance Events
- Scoring
- Materials
- Certification

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
- Enlisting qualified staff to serve as Second Scorers per administration requirements
- 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
- 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
- Completing the LCI Survey after the administration of the SAWS–ALT or PAWS–ALT assessment, depending upon the student's grade in school. Test Administrators should complete the LCI Survey for students in grades 3, 5, 7, and 11 after the SAWS–ALT assessment. They should complete the LCI Survey for students in grades 4, 6, 8, 9, and 10 after the PAWS–ALT assessment.
- Returning all test materials to the Building Coordinator

SECOND SCORERS

QUALIFICATIONS

Second Scorers must hold a current Wyoming certificate of Teaching License, be familiar with the student being assessed, and complete the PAWS–ALT and SAWS–ALT Assessment 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** administer the PAWS–ALT or SAWS–ALT.

REQUIREMENTS

Second Scorers for the PAWS–ALT and SAWS–ALT must attend one of the five regional trainings. At the completion of the training, participants receive a certificate of attendance. A copy of that certificate needs to be provided to the Building Coordinator to be kept on file.

The Alternate Assessment Administration Training includes:

- Understanding the Criteria for Participation in Alternate Assessment

- Overview

- Pre-Administration Tasks

- Individualizing to Specific Needs

- Student Performance Events

- Scoring

- Materials

- Certification

RESPONSIBILITIES

- Meet with the Test Administrator to prepare for the administration ahead of time

- Directly observe and score the student responses on the score sheet as the test is being administered

- **NOTE: It is recommended that each student be observed by the same Second Scorer across all content areas.**

SECTION THREE: OVERVIEW OF THE PAWS–ALT AND SAWS–ALT

STUDENT PERFORMANCE EVENTS (SPES)

OVERVIEW

The SPEs are aligned to the extended Wyoming Academic Content Standards and Academic Benchmarks. The items for the SPEs have been written to address specific identified skills by means of a scripted format and stimulus materials. The performance events are organized in grade-specific test booklets that the Test Administrator will follow as he or she presents the items for each content area.

In all content areas, the SPEs follow a comparable format and contain these primary elements:

- An extended Wyoming Academic Content Standard

- Stimulus Materials

- Response Materials

- "SAY," "DO," and "EXPECT" statements

- The Embedded Score Point Boxes

A detailed description of each element follows.

The SPEs utilize a system of "least prompting" in order to provide all students an opportunity to access and demonstrate their knowledge of the assessed skills. This system employs procedures to promote skill acquisition and is defined as a sequence of standardized prompting embedded in each SPE item. The hierarchy of prompts moves from no prompting (student independently performs) to most intrusive amounts of assistance (assessor provided).

Extended Wyoming Academic Content Standard

Each SPE is aligned to the extended Wyoming Academic Content Standard and Academic Benchmark that is being measured. The extended Wyoming Academic Benchmarks are specific to each grade and further define the knowledge and skills in grades kindergarten through 8 and grade 11 in Reading, Writing, and Mathematics. In Science, extended Wyoming Academic Benchmarks are specific to grade spans (K–4, 5–8, and 9–12). A full listing of the grade-level-extended Wyoming Academic Content Standards and Academic Benchmarks can be found at http://edu.wyoming.gov/Programs/statewide_assessment_system/paws_alt.aspx, under "Additional Resources."

Stimulus and Response Materials

Each item lists Stimulus and/or Response Materials that are needed to administer the item. Stimulus Materials are provided with the PAWS–ALT and the SAWS–ALT testing materials. Response Materials are common to academic instruction and are provided by the Test Administrator. All Stimulus and Response Materials required for the assessment are consistent with materials that would be used to provide daily academic instruction in the various content areas. The materials that are needed to administer the Mathematics and Science items are listed at the beginning of the respective sections in the Test Booklet as well as within the item.

Basic Setup

Information regarding considerations for the item administration is provided to the Test Administrator in the Basic Setup. This information could include guidance on how to set up the item, the best way to utilize and arrange the Stimulus and/or Response Materials, and the order in which to present materials.

"SAY" and "DO" Statements

Each SPE is presented to the student in a standardized, scripted sequence of steps culminating in the Test Administrator's scoring of the student's performance. To ensure standard administration of the SPEs, the items contain a series of "SAY" and "DO" statements that define criteria to be followed by the Test Administrator.

The "SAY" statements are to be read verbatim. Available word choices the Test Administrator may select are indicated in the item as a series of words separated by slashes. The Test Administrator should use language that is familiar to the student to "direct" the way in which the student will respond. Other direction words may be substituted. Examples of possible word choices include: "Match/Pair/Put together the picture," "Select/Point to/Show me the square," "Add a word before the word 'movie' in this sentence to make it sound better/more interesting/more descriptive," and "We will read an article/true story/real story about animals."

Any direction words selected by the Test Administrator cannot provide additional levels of prompting, support, or cueing to the answer. The Test Administrator may not define vocabulary or clue correct answer choices by providing variations to direct responding word choices or by restating the directions and questions. "SAY" statements can be repeated without providing additional levels of prompting, support, or cueing to the answer.

"DO" statements are embedded before and after "SAY" statements. These statements define the actions and steps to be taken by the Test Administrator to administer the item using standard procedures. The "DO" statements describe

- How to deliver/administer the prescribed prompt or support at each score point

- Placement and orientation of Stimulus and/or Response Materials

- Order and method of presentation of Stimulus and/or Response Materials

- How to combine the actions of the "DO" statement while providing the associated "SAY" statement

"EXPECT" Statements

Score Point Boxes are preceded by "EXPECT" statements. "EXPECT" statements define the expectation for an accurate student response for a given score point. For example: The student identifies three facts stated in the informational text to earn 4 score points. The student identifies two facts stated in the informational text to earn 3 score points.

System of Least Prompting

The system of prompting and the score points defined within the SPEs allow for a range of differentiated student responses (independent to guided) which are not limited by the student's mode of communication. Increased support and prompting result in the student earning fewer score points. An independent student response receives 4 score points. A student response elicited after providing the most intrusive levels of support receives 1 score point. Student refusal to complete a task results in a score point of 0.

It is important to understand that a verbal or written response is **not** required. If the student can demonstrate a differentiated response via eye gaze, gesture, vocalization, assistive technology, or other modes, the student's performance should be a reflection of that independent response associated with a given score point. Test Administrators and Second Scorers need to be familiar with a student's response behaviors as well as the levels of prompting or support that are standardized and identified within the items.

Score Point Boxes

Score Point Boxes are embedded within each item. During the administration of each item, the Test Administrator records the number of points earned by the student (4–0), based on the occurrence of a student's correct response with the stated level of prompting or support associated with each score point. The Test Administrator records the earned points on the SPE Score Sheet and moves to the next item within the content area. Each awarded score point earned by the student is defined in a standard method within each Score Point Box for all items in every content area. The award of a score point is based on:

- The occurrence of an accurate response

- Difficulty, and

- The level of prompting and support

An example of a Score Point Box is given below:

4 points	Student responds correctly and independently to the initial task. **Go to Item X.**
3 points	Student responds correctly to a modified form of the initial task with minimal prompts. **Go to Item X.**
2 points	Student responds correctly to a simplified form of the initial task with multiple prompts. **Go to Item X.**
1 point	Student responds to the simplest form of the task, or attends to the task as it is administered through his or her typical mode of communication with continual prompts. **Go to Item X.**
0 points	Student refuses to complete the item. **Go to Item X.**

LEARNER CHARACTERISTICS INVENTORY (LCI) SURVEY

The purpose of the LCI Survey is to achieve a better understanding of the population who takes the PAWS–ALT and SAWS–ALT assessments. Some data collected on the LCI Survey include questions regarding the student's school information, district contact information, and the student's disabilities. Some questions are an assessment of the student's achievement level on the 2014 PAWS–ALT and SAWS–ALT.

It is the responsibility of the Test Administrator to complete the LCI Survey for each student being assessed. The LCI Survey should be completed for students in grades 4, 6, 8, 9, and 10 at the conclusion of the PAWS–ALT and for students in grades 3, 5, 7, and 11 after the SAWS–ALT assessment. Before completing the LCI Survey, the Test Administrator should affix one of the Pre-ID labels onto the front of the document as indicated by the lines.

The completed LCI Survey is to be returned to ETS in the white envelope included with the test materials. An LCI header sheet must be completed and placed on top of all the completed LCI Surveys being returned. These completed surveys, along with the header sheet, are to be placed inside the white envelope marked LCI Surveys and then inserted inside the envelope to be shipped back to ETS via two-day air.

SECTION FOUR: ADMINISTERING THE PAWS–ALT AND SAWS–ALT

SCHEDULING

It is the responsibility of the Test Administrator to prepare a testing schedule based on his or her caseload while also meeting the requirements for Second Scorers. This schedule should be developed prior to the start of the 2014 administration window. The PAWS–ALT window is February 17–March 28, 2014, and the SAWS–ALT administration window is April 14–May 2, 2014.

SCHEDULING TEST ADMINISTRATION SESSIONS

The test can be administered at any time during the testing window. As the person most familiar with and connected to a student's academic performance, the Test Administrator must carefully consider scheduling options in order to allow students to achieve optimal performance. Although the content areas assessed in the SPEs are presented in the grade-specific booklets in the order of reading, mathematics, and science, it is not required that the SPEs for each content area be administered in this order. The Test Administrator may schedule test sessions in any sequence that benefits the student's performance, including scheduling more than one content assessment on the same day. On the other hand, if the student's performance would benefit from scheduling the different content assessments over the entire testing window, the Test Administrator may exercise that option.

Given that multiple testing sessions may be required and that sessions may be interrupted, it is recommended that the entire testing window be used in order to ensure that all test administrations are completed. It is also recommended that all items in a content area be administered in a single testing session. However, the administration can be interrupted or stopped if warranted by the student's behavior, learning characteristics, and/or medical or physical needs. If the testing session is interrupted, the Test Administrator must record the student's response on the last item administered prior to ending the test session and complete the administration as soon as possible. Familiarity with the item sequence or "suites" of items will aid the Test Administrator in determining where to end the testing session if all items cannot be administered.

The Test Administrator should take into account the total number of students being assessed and schedule all SPEs for a particular content area within a time frame that reduces the set-up time. Consideration should be given to administering the same content area to multiple students (in individual testing sessions) before moving on to a different content area. Methods of preparing Stimulus Materials (i.e., enlarging, darkening, outlining, enhancing, embossing, or cutting apart the materials) may provide access to the test for multiple students. Therefore, a Test Administrator may choose to consecutively assess multiple students in a particular content area.

SCHEDULING OF SECOND SCORERS

The Test Administrator is responsible for recruiting and scheduling colleagues who meet the qualifications and training requirements of a Second Scorer. The Second Scorer may be a general education teacher, a special education teacher, a related-service provider, a building administrator, or another individual who meets the criteria.

Administration criteria recommend that a student be observed and scored by the same Second Scorer across all content areas of the PAWS–ALT and SAWS–ALT. However, more than one qualified, trained Second Scorer may observe and independently score the administration of the SPEs in different content areas for students within the Test Administrator's caseload. To the extent possible, the same Second Scorer should be utilized to observe and independently score the performance of a student. If multiple Second Scorers are utilized, the **first** Second Scorer's demographic information must be indicated on the Student Demographic Data Page/SPE Score Sheet (see Appendix for example).

PREPARATION

It is recommended that the Test Administrator become familiar with the test items and Stimulus Cards upon receipt of the test materials. It is essential that the Test Administrator read through all the SPEs prior to administration to reduce administration time and result in a more efficient administration of the test.

PREPARATION OF STIMULUS AND RESPONSE MATERIALS

Some SPEs will require the organization and preparation of Stimulus Materials and the gathering of Response Materials. Most of these materials, such as number cards and counting blocks, are items commonly found in special education classrooms. However, it may be necessary to obtain some of the materials from general education teachers or request that resources be allocated to purchase them in order to promote academic instruction and allow for proper administration of the SPEs.

Given the Test Administrator's knowledge of each student, decisions can be made prior to the administration of the PAWS–ALT or SAWS–ALT regarding the preparation of Stimulus Materials and the use of additional Response Materials. The instructional strategies used during daily academic instruction will inform the Test Administrator as to how to best prepare the Stimulus and Response Materials in a manner consistent with test administration criteria.

The Test Administrator should use his or her knowledge of the student's academic performance and communication modes to select the most appropriate materials needed to accommodate individual student responses. These materials could include a pencil, augmentative or communication devices, word cards, pictures, and other objects. Also, given the advance review of the SPEs, the Test Administrator can anticipate when it may be necessary to enhance Stimulus Materials. Enhancements include, but are not limited to, enlarging, cutting apart, using tactile graphics, or bolding lines.

PREPARATION OF THE TESTING ENVIRONMENT

Before beginning the assessment, the Test Administrator should prepare the testing environment. Noise and visual distractions that might divert the student's attention should be eliminated. The student should be positioned so that he or she will have the optimal vantage to view and manipulate materials in order to facilitate sustained engagement. The Second Scorer should be positioned so that he or she can clearly assess the student's response but will not be a distraction.

PREPARATION OF THE STUDENT

The Test Administrator should explain to the student that the tasks he or she is about to complete are similar to academic tasks completed during the school year. The Test Administrator should ask the student if he or she has any questions or concerns to discuss before beginning the test. All appropriate accommodations and/or assistive or communication devices should be ready and available for the student prior to the assessment. If a communication device is typically used, review content-related pictures, words, or voice output on the system before beginning. Ensure that hearing aid(s) and/or FM systems are in good working order.

The Test Administrator should have completed the following tasks by the day of the administration:

TEST ADMINISTRATOR'S CHECKLIST FOR PREPARING THE TEST

CHECK	TASK
	Read the entire script for the SPEs
	Gathered all required Stimulus Materials necessary for the administration
	Prepared all Response Materials required for the administration
	Enlarged and separated Stimulus Materials as necessary
	Selected and readied all accommodations typically used during instruction that are consistent with administration criteria
	Set up the testing environment so that the student is alert, comfortable, and able to interact as he or she usually does in the classroom
	Sharpened a Number 2 pencil (plus extras) to mark the SPE Score Sheet

SECTION FIVE: TESTING TECHNIQUES AND PRESENTATION OF THE PAWS–ALT AND SAWS–ALT

ADMINISTRATION CRITERIA

To ensure that the administration of the assessment is valid and reliable and to allow a student with a significant cognitive disability to demonstrate knowledge and mastery of academic skills in the assessed content areas, implementation of defined administration criteria and the provision of accommodations are allowed during the administration of the PAWS–ALT and SAWS–ALT assessments. Additionally, for many students, participation in the PAWS–ALT and SAWS–ALT is facilitated by the use of these administration criteria and accommodations to provide access to the test. The selection and use of familiar, effective accommodations and materials should closely mirror the selection and use employed during daily academic instruction.

The administration criteria are:

- Begin the administration of each item at the 4-point score level (re-read directions and test questions as needed without providing any additional prompting or support for the score point level)

- Praise student effort and behavior without cueing correct responses

- Praise and confirm the correct response when provided by the student or when the correct response is elicited using hand-over-hand or continuous directions for a score point of 1

- Avoid cueing answers through body language, voice, or positioning of materials

- Determine the appropriate word choice when given options within "SAY" statements to allow the student access to the item

- Use meaningful language to promote access to the test question (e.g., increases/ grows/gets bigger)

- Reduce the language within the item while maintaining fidelity with the test question (i.e., repeated language, including repeating the directions or test question)

- Eliminate competitive sounds or visual distractions that may divert the student

- When presenting passages, point at the text in the sentence/line or word level as appropriate for the student and as done during daily instruction

- When reading passages, use an appropriate pace to allow the student sufficient processing time

- When presenting charts as Stimulus Materials, describe the contents of the chart beginning at the top of the chart and reading information from left to right (from student's perspective) and then top to bottom

- When introducing Stimulus or Response Materials, present and label the materials one at a time, requesting the student's attention to the materials

- When directed to remove Stimulus or Response Materials, remove them completely from the visual field or reach of the student

- Match labeling of Stimulus Materials or Response Materials with pointing

- Allow sufficient wait time based on your knowledge of the student, moving through each item at an appropriate pace

- Gauge wait time based on the recommendation of 3–8 seconds

CORRECT TESTING TECHNIQUES

In order for the results of the PAWS–ALT and SAWS–ALT to be valid, testing and scoring procedures must be standardized. If correct testing techniques are used, consistent with administration criteria and use of accommodations, the scores of diverse students are comparable. To this end, it is essential that the administration of the SPE adheres to the guidance, criteria, and techniques outlined in this manual and that student access to the items is provided by utilizing daily instructional strategies consistent with specified testing procedures. This means, for example, that whatever assistive technology is used by a student on a day-to-day basis is used during the assessment. Good instruction utilizes techniques which enable the student to demonstrate his or her mastery of knowledge and skills.

Correct testing techniques include:

- Explaining the task to the student and encouraging the student to do his or her best on each item

- Following the "SAY" and "DO" statements and guidelines of the Student Performance Events

- Using the appropriate accommodations

- Accepting all modes of discriminate responding and communication

- Making sure you have all Stimulus Materials and Response Materials available and prepared appropriately for each student

- Starting administration at the beginning of each item

- Moving on to the next item when a student responds correctly

- Repeating test questions and directions as necessary, provided that the level of prompting is consistent with that stated in the level of the item

WAIT TIMES

Wait times after directions, questions, and/or test items will vary by student. As an individual who works with particular students regularly, the Test Administrator has the knowledge to make a judgment about appropriate wait times. Wait times may also vary for verbal, motor, or physical responses. Allow several (>5) seconds to pass before you move on to the next level of an item. You may repeat a direction or a question if appropriate. For assessment purposes, a 3–8 second wait time is recommended.

SECTION SIX: SCORING THE STUDENT PERFORMANCE EVENTS

THE STUDENT DEMOGRAPHIC DATA PAGE/SPE SCORE SHEET

The Test Administrator and the Second Scorer independently evaluate student performance on the PAWS–ALT and SAWS–ALT in each content area on the Student Demographic Data Page/SPE Score Sheet (see Appendix for example). Two copies of this sheet, one for the Test Administrator (purple) and one for the Second Scorer (green), are provided in the Student Demographic Data Page/SPE Score Sheet booklet supplied by ETS.

Six Pre-ID labels will be included in the testing materials. ALT Pre-ID labels are marked with a blue stripe to differentiate them from the PAWS and SAWS labels. If there are no ALT Pre-ID labels, the student demographic information must be manually completed by entering text in the boxes and filling in the corresponding circles. Two of the labels are to be applied to the Student Demographic Data Page/SPE Score Sheets—one per score sheet. One Pre-ID label is to be applied to the LCI Survey. As stated in the directions provided with the Student Demographic Data Page/SPE Score Sheet, the Test Administrator is responsible for completing any required fields on both sheets. Unused labels are to be returned to ETS with the non-scorable materials.

The Student Demographic Data Page/SPE Score Sheet should be returned to ETS by the Building Coordinator after the administration. These Score Sheets are scanned at ETS, so all marks on them must be made with a Number 2 pencil. **The student will not receive a score if his or her responses are not properly recorded and submitted on the Score Sheets.**

COMPLETING THE STUDENT DEMOGRAPHIC DATA PAGE/SPE SCORE SHEET

Student responses for the SPE are recorded on the Student Demographic Data Page/SPE Score Sheet. A student's score is recorded by bubbling in the letter for each item in a content area that corresponds to the student's correct response. At the point at which the student responds according to the embedded SPE scoring rubric (see Appendix for example), the Test Administrator records a score and is instructed to move to the next item. If the Test Administrator moves to the next item before the Second Scorer observes a student response, the Second Scorer will circle N/O (Not Observed) on his or her Score Sheet for that item. **There should be no discussion between the Test Administrator and the Second Scorer regarding the performance and the score points earned by the student.**

When all items for every content area have been administered and scored, both completed Student Demographic Data Page/SPE Score Sheets are to be returned to the Building Coordinator. Be certain that both sides have been completed and scores have been recorded. The student will **NOT** receive a score if the student responses are not recorded and submitted on the purple Student Demographic Data Page/SPE Score Sheet completed by the Test Administrator and the green Student Demographic Data Page/SPE Score Sheet completed by the Second Scorer.
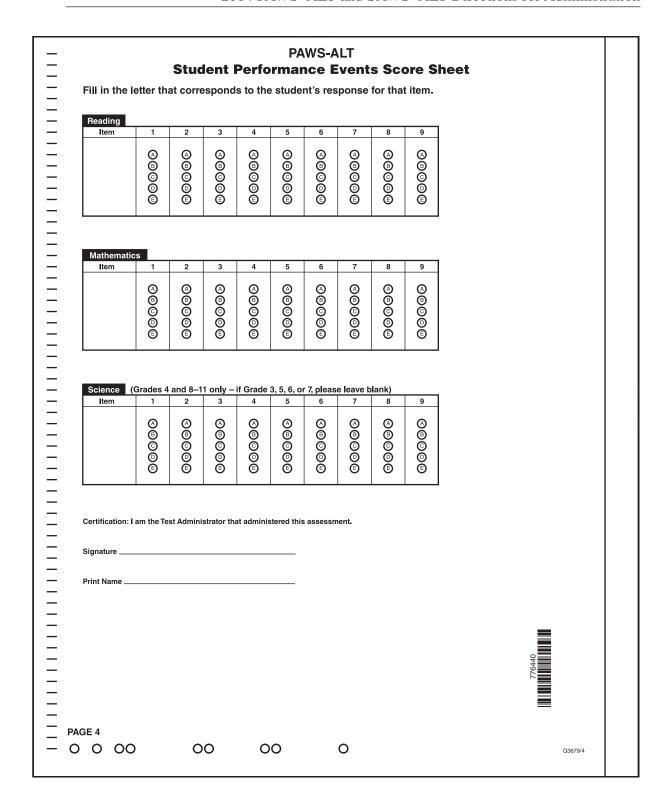
SPE CHECKLIST FOR TEST ADMINISTRATORS

CHECK	ITEM	TASK
	SPEs	Verify that all SPEs for every content area were administered completely.
	Score Sheets	Verify that the SPE Score Sheets were filled out completely and independently by the Test Administrator and the Second Scorer. Be sure that the Test Administrator and the Second Scorer sign their respective score sheets where indicated underneath the scores for the last content area.
	Pre-ID Labels	Verify that the Pre-ID labels were affixed in the correct location on each sheet. Be sure that an ALT label is affixed to an ALT score sheet. ALT labels are indicated by a blue stripe.
	Missing Pre-ID Label	Verify that the student demographic information is filled in if a Pre-ID label was not included in the student's testing materials.
	Student Demographic Data Page/ SPE Score Sheets	Verify that the two Student Demographic Data Page/SPE Score Sheets for each student are filled out completely and accurately by the Test Administrator and the Second Scorer.
	Test Books	Verify that all Test Booklets are returned to the Building Coordinator. Return all used and unused test materials to the Building Coordinator.
	Stimulus Cards	Be sure that all Stimulus Cards are confidentially destroyed. Complete the Destruction Certificate and return it to ETS with your non-scorable materials.
	Non-Secure Materials	Verify that all non-secure test materials are returned to the Building Coordinator. Non-secure materials include manuals, unused Pre-ID labels, etc.

APPENDIX

SAMPLE STUDENT DEMOGRAPHIC DATA PAGE/SPE SCORE SHEET

PAWS-ALT
Student Performance Events Score Sheet

Fill in the letter that corresponds to the student's response for that item.

Reading

Item	1	2	3	4	5	6	7	8	9
	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Mathematics

Item	1	2	3	4	5	6	7	8	9
	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Science (Grades 4 and 8–11 only – if Grade 3, 5, 6, or 7, please leave blank)

Item	1	2	3	4	5	6	7	8	9
	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Certification: I am the Test Administrator that administered this assessment.

Signature _____

Print Name _____

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PAWS-ALT
Student Performance Events Score Sheet

Fill in the letter that corresponds to the student's response for that item.

Second Scorer Only: Fill in NO *(Not Observed)* if the administrator moved on before you could observe the student's response.

Reading

Item	1	2	3	4	5	6	7	8	9
	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
For Second Scorer use only	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ

Mathematics

Item	1	2	3	4	5	6	7	8	9
	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
For Second Scorer use only	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ

Science (Grades 4 and 8–11 only – if Grade 3, 5, 6, or 7, please leave blank)

Item	1	2	3	4	5	6	7	8	9
	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
For Second Scorer use only	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ	ⓃⓄ

Certification: I am the Second Scorer that observed this assessment.

Signature _____

Print Name _____

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SAMPLE SCORING RUBRIC

4 points	Student responds correctly and independently to the initial task. **Go to Item X.**
3 points	Student responds correctly to a modified form of the initial task with minimal prompts. **Go to Item X.**
2 points	Student responds correctly to a simplified form of the initial task with multiple prompts. **Go to Item X.**
1 point	Student responds to the simplest form of the task or attends to the task as it is administered through his or her typical mode of communication with continual prompts. **Go to Item X.**
0 points	Student refuses to complete the item. **Go to Item X.**

DESTRUCTION CERTIFICATE

ETS

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 <u>not</u> 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.

IRREGULARITY REPORT

ETS®

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		
☐ Testing Irregularity ☐ Inappropriate Test Preparation ☐ Security Breach	Test Disruption ☐ Power Outage ☐ Fire Alarm ☐ Construction ☐ 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

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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

_____
Print Name

_____
School   District

_____
Date

Give the signed Agreement to your Building Coordinator

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