



# **2014 Wyoming State Assessment Program Score Reports**

Interpretation Guide for  
Teachers  
for PAWS & SAWS



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## **OVERVIEW OF WYOMING STATE ASSESSMENT PROGRAM SYSTEM**

As in previous years, the Proficiency Assessments for Wyoming Students (PAWS) and the Student Assessment of Writing Skills (SAWS) were administered as separate assessments. Although the assessments were administered separately, the score reporting for the tests have been combined into a single Individual Student Report (ISR). Sample reports of the newly combined PAWS and SAWS ISRs are included and will be used as examples indicating where specific information about the reports is located.

### ***Receipt of Wyoming Score Reports***

Individual Student Reports (ISRs) are mailed to district offices for distribution to schools. They will be mailed via traceable method and arrive in districts in September 2014.

Each shipment will include:

- One district inventory sheet
  - List of schools included in the shipment
- School inventory sheet(s)
  - List of grades included for that school
  - Number of reports included for each grade at that school
- Two copies of each student's ISR
  - ISRs separated by grade

### ***Wyoming Score Report Packaging***

All Individual Score Reports (ISR) are mailed to district offices.

#### **District Packaging:**

- Districts will receive two separate shipments: one for the combined PAWS and SAWS student reports, and a second shipment for the combined PAWS–ALT and SAWS–ALT student reports.
- Each shipment will contain boxes and/or envelopes for the schools within the district.
- Depending on the number of reports being shipped, districts may receive numerous “district” boxes. District boxes will be marked as Box 1 of 3, Box 2 of 3, etc.
- District boxes will have a blue sheet attached to the outside of the package(s). The sheet's information will include district code number, district name and the name of the program contained in that shipment.
- District Box #1 will include a list of all schools included in the mailing.

#### **School Packaging:**

- School packages will have a yellow sheet of paper on each package that indicates the Program PAWS and SAWS, or PAWS–ALT and SAWS–ALT, School Name and School Code.
- School packages will contain boxes and/or envelopes depending on the size of the materials. School boxes will be marked as Box 1 of 3, Box 2 of 3, etc.
- Each school package will include two score reports for each student who took the assessment(s).
- Reports will be separated, by grade, with a green piece of paper.
- The two reports for each student will be separated by a white piece of paper.
- Schools will receive a Report Count sheet that indicates the total number of reports printed by grade.

## **PAWS AND SAWS INDIVIDUAL SCORE REPORT (ISR)**

Each school will receive two copies of the Individual Score Report (ISR).

An Individual Score Report (ISR) contains the following information:

- Student Identification Information
- Performance Level
- Scale Score
- Content Area
- Performance Level Descriptors

Below is a sample of the student's report. Student information provided here is not actual student data but made up for the purposes of this Guide only. There are letter designations (A, B, C, D, E, F and G) on the report that correspond to a detailed description of the information provided on the report.

Page 1 of PAWS and SAWS Individual Score Report (ISR)

*Wyoming*  
DEPARTMENT OF EDUCATION

## Student Report

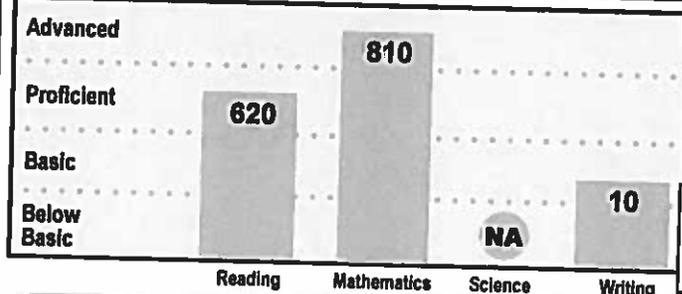
**First Name:** Madison  
**Middle Initial:** P  
**Last Name:** Allen

**Grade:** 3  
**Birthdate:** 07/14/2006  
**Student ID:** 84738475

**Test Window:** 03/03/14 - 03/28/14

**School:** School 1 of District 1  
**District:** District 1

	Score Ranges				Your Student	State Percentile Rank
	Below Basic	Basic	Proficient	Advanced		
Reading	375-552	553-589	590-640	641-800	620	100%
Mathematics	375-549	550-598	599-659	660-850	610	100%
Science	NA	NA	NA	NA	NA	NA
Writing	0-8	9-13	14-20	21-24	24	80%



**Purpose of Report**

This report provides information about your child's performance on the Proficiency Assessment for Wyoming Students and the Student Assessment of Writing Skills (SAWS). This report will help you understand your child's performance in reading and math (grades 3-8), science (grades 4 and 8), and writing (grades 3, 5, and 7) for the 2013-2014 school year.

**Glossary of Terms**

- Scale Score:** Your child's raw score (total number of points earned) transformed into a score on a scale.
- Score Ranges:** The range of scale score points assigned to each proficiency level. Each subject area has a unique range of points.
- Domain Performance:** Describes your child's performance in sub-categories (domains) of each content area. The Scale Score column indicates your child's performance in relation to the overall reading scale (above). The Domain Performance column shows your child's percent correct in each of the measured domains.
- State Percentile Rank:** State Percentile Rank indicates your child's performance in relation to other Wyoming students in the same grade. The percentile shows the percentage of Wyoming students in the same grade who obtained scores equal to or less than your child's score.
- Lexile Measure:** Helps readers select materials at their reading level. This can serve as a guide in selecting books for your child.
- Quantile Measure:** Similar to the Lexile and can help you identify math activities to do at home. These activities will help your child practice mathematical skills leading to increased mathematical understanding.
- Not Tested (NT):** Your child did not take this part of the assessment.
- Not Applicable (NA):** This content area is not tested at this grade level.

For Additional Resources and Information- Visit the Wyoming Department of Education online

Go to the Wyoming Department of Education's website at ed for more information about the PAWS and SAWS Assessments

**Lexile® Measure** 1111L      **Quantile® Measure** 1000Q

**CONTENT PERFORMANCE BY DOMAIN**

PAWS		Scale Score	Domain Performance (% Correct)	
Reading	Literature: Craft and Structure	340	90%	
	Literature: Key Ideas and Details	708	59%	
	Informational Text: Craft and Structure	752	64%	
	Informational Text: Key Ideas and Details	742	93%	
Math	Language	837	64%	
	Number Operations - Base 10	773	65%	
	Geometry	410	80%	
	Number Operations - Fractions	663	78%	
	Operations and Algebraic Thinking	493	46%	
Science	Measurement & Data	309	50%	
	NA			
SAWS		Total Possible	Student Score	
Writing	<b>Narrative Total:</b>		12	12
	Idea Development	4	3	
	Organization	3	2	
	Voice	3	3	
	Conventions	2	4	
	<b>Informative/Explanatory Total:</b>		12	8
	Idea Development	4	2	
	Organization	2	3	
	Voice	4	2	
	Conventions	2	1	

For more information, and to search for books by Lexile measure, visit [www.Lexile.com](http://www.Lexile.com). For more information about Quantile measures, visit the Math @ Home section at [www.Quantiles.com](http://www.Quantiles.com)

<b>A</b>	<p><b>Student Identification Information</b>                  This section includes: student name, student identification number (WISER ID), grade, school name and district name.</p>
<b>B</b>	<p><b>Performance Level</b>                  A student's performance level is derived from the scale score. This reporting information enables teachers to identify a student's overall performance within a content area. The names of the performance levels are designed to convey a message about the level of student performance.</p>
<b>C</b>	<p><b>Purpose of Report</b>                  This section explains the purpose of the assessment and indicates the grade levels in which each content area test was administered.</p>
<b>D</b>	<p><b>Lexile Measure (reading only)</b>                  The PAWS has been linked to the Lexile scale. The Lexile scale is a developmental scale for reading and is one indicator of a student's reading skills. More information concerning the Lexile Framework is available at <a href="http://www.lexile.com">http://www.lexile.com</a>.</p>
<b>E</b>	<p><b>Quantile Measure (math only)</b>                  The Quantile scale is a developmental scale for mathematics and is one indicator of a student's skills in mathematics. More information concerning the Quantile scale can be found at <a href="http://www.quantile.com">http://www.quantile.com</a>.</p>
<b>F</b>	<p><b>Content Performance by Domain</b>                  This section provides detail about the student's performance in each content area.</p>
<b>G</b>	<p><b>Additional Resources</b>                  This section provides additional links and resources for more information about the WDE and its assessments.</p>

Page 2 of PAWS and SAWS Individual Score Report (ISR)

## A Guide to the Score Report

Several types of information are provided in this report. One is a description of your child's performance level (advanced, proficient, basic, or below basic) in each content area. Another is the scale score your child earned for each content area. Within each content area you can see your child's performance in each domain of that content area. These results provide your child's school with information about how well your child is learning the Wyoming Content Standards.



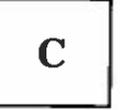
The box chart at the top right of the first page indicates the ranges of the scale scores in each content area. The bar graph below this chart depicts your child's scale score in each of the content areas. Different scales are used for each content area, so the numerical scores from each content area are not comparable numbers. The placement of the score in each proficiency band is the important information for you and your child's teacher to know. Below this chart you will see the Lexile and Quantile scores for your child. Entering your child's scores on these websites will provide you access to valuable tools and resources which can support your child's academic growth. The Content Performance by Domain box on the lower right side of the front page contains more detailed information about your child's performance in each content area. This information helps you and your child's teacher identify specific areas of strength and areas in need of improvement. The percent correct column indicates the percentage of items in that domain that your child answered correctly on the test. The SAWS writing information (bottom right) shows the raw score (total earned and total possible) for your child on the writing test.

Performance Level Descriptors					
Reading		Mathematics		Science	Writing
<b>Advanced</b>	Students demonstrate thorough ability to comprehend implied main ideas, make subtle connections within/across texts, answer questions, and use text features to locate information. They understand complex words and phrases.	Students demonstrate an in-depth understanding of multiplication and division using strategies; fractional concepts, area and perimeter; computing the sum or difference of whole numbers, time intervals, and measurements; analyzing data and 2-D shapes.	Not Applicable.		Students develop a clear and focused main idea in response to the topic; effectively group similar ideas together with a topic sentence; use a variety of descriptive words/sentences; show consistent use of writing mechanics with few errors.
<b>Proficient</b>	Students demonstrate adequate ability to comprehend main ideas, make connections within/across texts, answer questions, and use text features to locate information. They understand grade-appropriate words and phrases.	Students demonstrate a solid understanding of multiplication and division using strategies; fractional concepts, area and perimeter; computing the sum or difference of whole numbers, time intervals, and measurements; describing data and 2-D shapes.	Not Applicable.		Students present a main idea in response to the topic; group similar ideas together with a topic sentence; use some descriptive words/sentences; show adequate use of writing mechanics with some errors.
<b>Basic</b>	Students demonstrate partial ability to comprehend main ideas, make simple connections within/across texts, answer simple questions, and use text features to locate information. They understand simple words and phrases.	Students demonstrate a partial understanding of multiplication and division using strategies, fractional concepts, area and perimeter, computing the sum or difference of whole numbers, time intervals, and measurements; describing data and 2-D shapes.	Not Applicable.		Students attempt to present a main idea in response to the topic; group ideas together without a topic sentence; use basic word choice with limited descriptive words/simple sentences; show basic use of writing mechanics with multiple errors.
<b>Below Basic</b>	Students require extensive support or provide little or no evidence in meeting the standard.	Students require extensive support or provide little or no evidence in meeting the standard.	Not Applicable.		Students require extensive support or provide little or no evidence in meeting the standard.



### What Can You Do at Home?

Reading	Mathematics	Science	Writing
<ul style="list-style-type: none"> <li>• Read for at least thirty minutes per night.</li> <li>• Read aloud to your child.</li> <li>• Model being a reader.</li> <li>• Ask who, what, where, when, why and how, questions about the book your child is reading.</li> <li>• Ask your child to jot notes about his or her reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with what your child is learning at school and work on those concepts in different contexts.</li> <li>• Have a specific place for homework at home where you can check your child's progress and concepts being taught at any time.</li> <li>• Practice fluency facts.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote investigative activities that happen outside.</li> <li>• Turn everyday household activities into experiments (baking, cleaning, etc.).</li> <li>• Form hypotheses when trying to work out everyday problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep a journal or diary at home.</li> <li>• Find a pen-pal and write often.</li> <li>• Find creative writing topics and work on stories together with your child.</li> <li>• Ask your child's teacher for a writing rubric to know what exactly to work on at home.</li> <li>• Model your own writing.</li> </ul>



<b>A</b>	<b>A Guide to the Score Report</b> This section provides information on how to interpret the student's assessment scores.
<b>B</b>	<b>Performance Level Descriptors</b> This table indicates the skills that students in this proficiency level typically demonstrate. More information about the WDE's Performance Level Descriptors can be found on the WDE Assessment website <a href="http://edu.wyoming.gov">http://edu.wyoming.gov</a> .
<b>C</b>	<b>What You Can Do At Home</b> This section provides suggestions on things that parents can do at home to stimulate and support their child's academic achievement.

## **CONTENT AREAS**

### ***Content Area Skills***

The PAWS and SAWS assessments are used to measure individual student achievement against the newly adopted 2012 Wyoming Content and Performance Standards (2012 WyCPS) in English Language Arts and Mathematics. In addition, the SAWS Writing blueprints were revised and test items developed to better align these assessments with the 2012 WyCPS. The Wyoming Content and Performance Standards identify knowledge and skills students are expected to acquire at each grade in order to succeed in school and at work.

### ***Reading Assessment (PAWS)***

The content of the 2014 PAWS reading assessment is aligned to the 2012 Wyoming Content and Performance Standards in English Language Arts. Because the standards require students to demonstrate ability to read a broad range of increasingly rigorous literary and informational texts, as well as demonstrate familiarity with various text structures and elements, the PAWS assessment is designed to assess overall literacy skills in the following skill-reporting categories:

- **Key Ideas and Details:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite textual evidence to support conclusions drawn from text; summarize key ideas and determine and analyze the development of themes, individuals, events, and central ideas of a text.
- **Craft and Structure:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning. Analyze text structure, including how sentences, paragraphs, and larger sections relate to each other and the whole; assess how an author's point of view or purpose shapes the content and style of text.
- **Integration of Knowledge and Ideas:** Integrate and evaluate content from diverse formats and genres; delineate and evaluate arguments and claims in a text, including the reasoning, relevancy, and sufficiency of the evidence; analyze two or more texts to analyze how authors address similar themes or approach topics.

### ***Mathematics Assessment (PAWS)***

The content of the 2014 PAWS mathematics assessment is aligned to the 2012 Wyoming Content and Performance Standards in Mathematics. The assessment reflects the emphasis of the standards on how students progress in their understanding and application of mathematical principles. The assessment focuses on both the computational fluency as well as the mathematical understanding necessary to be college and/or career ready. The major knowledge, skills, and abilities necessary to achieve this goal can be found in the Performance Level Descriptors (PLDs) found on page 2 of the ISR. The PLDs displayed on the student's ISR correspond to the grade level of that student.

### **Science Assessment (PAWS)**

The content of the 2014 PAWS science assessment is aligned to the Science as Inquiry Content Standard of the 2008 Wyoming Content and Performance Standards in Science. Because scientific inquiry involves many processes, the PAWS is designed to assess inquiry skills overall in the following skill reporting categories:

- Use observation to pose questions that can be addressed through a scientific investigation,
- Design and conduct a scientific investigation,
- Organize and represent data, and
- Draw conclusions and make connections with concepts and knowledge.

The content of the test is aligned to the three content areas within the 2008 Wyoming Content and Performance Standards in Science, and a score analysis is reported in each of the following areas:

- Life Science
- Physical Science
- Earth/Space Science

### **Writing Assessment (SAWS)**

The content of the 2014 SAWS writing assessment is aligned to the 2012 Wyoming Content and Performance Standards in English Language Arts. The SAWS assessment requires students to produce writing of different modes, including argument, informative, and narrative. Students are also expected to demonstrate ability to draw upon and write about evidence gleaned from reading literary and informational texts. The SAWS assessment is designed to assess overall writing skills based on student ability to do the following:

- Write arguments to support claims using valid reasoning and relevant and sufficient evidence.
- Write informative text to clearly and accurately convey complex ideas and information.
- Write narratives using effective technique, well-chosen details, and a well-structured sequence of events in order to develop real or imagined experiences or events.
- Draw evidence from literary or informational texts to support analysis and reflection contained in writing.

## **OTHER RESOURCES**

### **Additional Resources Available**

Wyoming Department of Education: <http://edu.wyoming.gov>.