

Wyoming

WYOMING
DEPARTMENT OF EDUCATION



2014
Building Coordinator's
Manual

PAWS
&
SAWS

Proficiency Assessments for
Wyoming Students &
Student Assessment of Writing Skills

CONTACT INFORMATION

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

Wyoming Department of Education (WDE)

307-777-5296

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

If you need to order additional special forms, have questions regarding receipt or return of test materials, or if you need technical support:

Wyoming Customer Support

Phone: 1-877-327-9415

Email: Wyoming-Support@ets.org

FAX: 866-522-1646

Customer Support hours are Monday through Friday, 7:30 a.m. to 6 p.m., Mountain Standard Time (MST).

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

United Parcel Service (UPS)

1-800-742-5877

IMPORTANT DATES

Description	Date Open
Test Operations Management System (TOMS) training via Web	November 20, 2013
TOMS training available on the Web	November 22, 2013
Pre-ID Edit Window Opens	November 26, 2013
Pre-ID Edit Window Closes	January 23, 2014
Building Coordinator's Training–Casper	January 28, 2014
Materials Received in Schools	PAWS: February 19, 2014 SAWS: March 31, 2014
Test Administration Windows*	PAWS: March 3–28, 2014 SAWS: April 14–May 2, 2014
Deadline for Materials to be shipped to ETS for Scoring	PAWS: April 4, 2014 SAWS: May 9, 2014

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

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1 INTRODUCTION

The Proficiency Assessments for Wyoming Students (PAWS) and Student Assessment of Writing Skills (SAWS) are designed to improve teaching and learning in the state of Wyoming. PAWS and SAWS must be administered as standardized assessments in order to provide a valid measure of student skills. The results provide a measure of learning for school, district, and state accountability.

This guide assists Building Coordinators in the preparation and management of the 2014 PAWS and SAWS administrations. Prior to testing, all Coordinators should read this manual to ensure that testing procedures are understood. The Building Coordinator's responsibilities are organized into three sections: before, during and after testing. If you have any questions please call **Wyoming Customer Support at 1-877-327-9415**. Representatives are available to assist you Monday through Friday, 7:30 a.m. to 6 p.m., MST.

1.1 WHAT'S NEW FOR THE 2014 ADMINISTRATIONS?

PAWS

- Students in grades 3, 4, and 5 will continue to have scannable Student Test Answer Books (TAB).
- Students in grades 6, 7, and 8 will complete assessment responses on an answer document for all content areas.
- Any student responses gridded in a test booklet for grades 6–8 **MUST** be transcribed into the student's scannable answer document.
- It is important to remind test administrators that the form of the test book used for grades 6–8 needs to be gridded on the scannable answer document.
- Pre-ID labels will be used for all students. Schools will receive four labels per student. For students in grades 6, 7, and 8, only one label will be required.
- Only use the appropriate label for the appropriate student; extra labels should be destroyed.
- Formula sheets are no longer allowable for the PAWS mathematics section of the test and will not be provided.
- Calculators will no longer be an allowable resource for the PAWS mathematics test for grades 3–5.
- Graph paper must be made available for the PAWS mathematics for grade 6–8.
- Information about accommodation(s) a student receives during testing will be collected on the Student TAB (grades 3–5) or answer document (grades 6–8).

SAWS

- Only grades 3, 5, and 7 will administer the SAWS for 2014.
- SAWS Student TABs will be scannable for all grades.
- Pre-ID'd student demographic information will be sent to sites as a label. Sites should allot additional time to affix the Pre-ID labels to each Student TAB. Labels must be placed only in the box provided on the demographic page of the Student TAB.
- Information about accommodation(s) a student receives during testing will be collected on the Student TAB.

2 GUIDELINES FOR STUDENT PARTICIPATION

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

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

2.1 EXEMPTIONS, ACCOMMODATIONS, AND SPECIAL FORMS

In very rare instances, students who are medically fragile may be exempt from taking the PAWS and/or SAWS. Students who have been expelled from school, and are therefore unable to participate in the test may be exempted. Also, students residing in the country less than one year and identified as English Learners (EL) may be exempted from taking the PAWS reading assessment and/or SAWS. Information for requests for exemptions is included in Appendix B. These exemptions must be approved by WDE prior to testing.

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

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

For more specific questions regarding exemptions, accommodations, and special forms, please contact the Wyoming Department of Education (WDE) at 307-777-5292 or Pari Swanson at pari.swanson@wyo.gov.

3 RESPONSIBILITIES BEFORE THE TEST

From ensuring that proper test materials are available, to properly accounting for and returning testing materials, the Building Coordinator's role is central to a successful administration of the PAWS and SAWS. Building Coordinators are responsible for ensuring that teachers are properly trained to administer the PAWS and/or SAWS and that each administration is carried out in a uniform and consistent manner. Building Coordinators must be familiar with the *Directions for Administration* (DFA) and adhere to directions in both the DFA and the *Building Coordinator's Manual*. Specific responsibilities of the Building Coordinator are outlined in this section.

Prior to each administration, the Building Coordinator has a number of tasks to complete in preparation for testing:

- Updating student information, if necessary;
- Arranging for testing supplies provided by the school;
- Receiving and inventorying testing materials sent by ETS;
- Training Test Administrators on the proper procedures to be followed on the testing day, including rules for preserving test integrity.

3.1 MANAGING STUDENT INFORMATION

The WDE will supply ETS with a file of all currently enrolled Wyoming school students required to take both PAWS and SAWS. In addition to the students' basic demographic information, the file contains information about the need for a special form (Braille, large print, or audio). ETS will post this information for each school on the ETS Test Order Management System (ETS-TOMS). The ETS-TOMS User's Guide is available online by going to <http://wyedu.ets.org>, signing in to TOMS, and clicking on the "Help" icon on the dashboard screen.

Access to this information requires a Building Coordinator User ID and Password. If you do not have a User ID and Password to access your building's student records, contact Wyoming Customer Support immediately to request one. As the Building Coordinator, you should have received a User ID and Password once you have submitted your Data Verification Form to ETS.

Wyoming Customer Support: 1-877-327-9415 or Wyoming-Support@ets.org

Building Coordinators are expected to review their building's student records. They are expected to update any student information that may have changed since the data was supplied to the WDE, transfer any students who have moved to a new school, and delete the names of students who have moved out of state. If a student has transferred to your

district and has not been “pushed” to your district, from the previous district, you should request the previous district do so. Prior to testing, if the transfer student has not been “pushed” to your district, submit the student under your district/school header for accurate reporting. Management of this data is critical to ensure accurate scoring and reporting for each student, as well as to provide ETS with the proper information to use when shipping test materials. The time period during which these edits can be made is referred to as the Pre-ID Edit Window. The dates for this window can be found in the table of important dates.

All students correctly entered during the Pre-ID Edit Window will receive a Pre-ID label.

3.2 TEST MATERIALS

3.2.1 REGULAR TEST MATERIALS

Test materials are shipped to each school to the attention of the Building Coordinator and must be inventoried upon receipt. Shipping cartons will be numbered “Box 1 of ____” with Student Test Answer Books (TABs) in the first boxes. The last box, labeled “OPEN FIRST,” contains the Building Coordinator’s Kit for each school and ancillary materials.

The Shipping Notice in Box 1 displays a **summary** of the test materials shipped to this location. Where you see the comment “see box contents form,” the box will include a form listing the detailed contents of the box. The boxes containing Student TABs are sorted by subject (reading, mathematics, and science) and grade. Pre-ID students should receive a label for each subject on which they are being tested. In addition to these books, there will be a 10% overage of blank books for students who are not on the Pre-ID roster.

Pre-ID labels will be shipped to the Building Coordinators separately from the test book materials shipments. Building Coordinators should be aware that they will receive these materials separately and inform any warehouse staff to notify them upon receipt of both shipments for proper inventory and distribution. Inspect all labels upon receipt. If there is a problem with the printing of the labels or there was an error when affixing the labels please call Customer Support.

The Box Content List in each individual box of secure test materials lists the serial number range of each package of Student TABs in that box.

The last box, the one with non-secure materials and labeled “OPEN FIRST,” will contain:

- *Directions for Administration (DFA)*
- UPS return labels (one for each box)
- Pre-gridded School/Grade Header Sheet (used when returning materials)
- Building Coordinator’s Kit
 - ✓ *Building Coordinator’s Manual*
 - ✓ Sealing Tape

3.2.2 SPECIAL FORMS

Special forms (Braille, large print, and audio [English and Spanish]) are shipped at the same time as regular forms and in the same manner; however, they will be shipped in a separate box from the regular test forms.

3.2.3 OTHER MATERIALS

Each school is responsible for providing the following materials:

- Number 2 pencils with erasers
- Pencil sharpeners
- “Do Not Disturb–Testing in Progress” signs
- Calculators for the mathematics tests, as appropriate
- Graph/grid paper and scratch paper, as appropriate
- SAWS draft paper, available to print from the WDE web site

3.3 SCHEDULING AND TRAINING OF TEST ADMINISTRATORS

Once a test administration schedule is established for the school, the Building Coordinator should schedule test administration activities, including selecting appropriate testing locations, training test administrators, and distributing test materials.

Building Coordinators are responsible for the training of the Test Administrators on appropriate testing and security procedures. Each Test Administrator must sign a Test Administrator Security Agreement (Appendix I). Test Administrators must also be trained to complete the student demographic page when Non-Pre-ID (overage) books are used.

After materials are received, each Test Administrator must read the *Directions for Administration* (DFA). After the DFA is read, the Building Coordinator should schedule a meeting to discuss test security and ethics, review testing procedures and schedules, review instructions for completing the student demographic page, and review instructions for distributing Student TABs, test books, and answer documents.

3.3.1 POINTS TO REMEMBER ABOUT STUDENT TEST ANSWER BOOKS (TABs)

Test Administrators should understand the following in reference to the use of Student TABs or answer documents:

- Pre-ID labels will show the correct essential identifiers (Student Name, WISER ID, School/District Information, School ID, Date of Birth, Grade, and Gender).

- The Student TAB and/or answer document belongs only to a particular individual student.
- Pre-ID label should **NEVER** be altered so as to ensure accurate reporting.
- Pre-ID'd Student TABs and answer documents **MUST NOT** be distributed to a student other than the one identified.
- A Number 2 pencil must be used to grid all responses and essays.
- All answers must be entered into the Student TAB (grades 3–5) or answer document for PAWS (grades 6–8).
- Students must respond to the multiple-choice questions by completely filling in the circle next to their response choice.
- Students may use extra draft/scratch paper (blank or graph/grid).
- All draft/scratch paper for the SAWS administration with student work must be returned to ETS in the non-scorable materials at the end of testing.
- All scratch and graph/grid paper for the PAWS administration does **NOT** need to be returned to ETS and can be destroyed on site.
- Additional Student TABs, test books, and answer documents (no Pre-ID labels) may be ordered on ETS–TOMS if the coverage supplied in the original shipment is not sufficient to account for new students.

It is important that the following precautions be observed in order for the students' responses to be properly scanned and scored:

- Do not allow students to use correction tape on the Student TAB or answer document. If an error is made, the student should erase the error completely.
- Do not disassemble or pull pages out of the Student TAB or answer document.
- Do not use paper clips, tape, staples, or glue on Student TAB or answer document. The only exception is the use of binder clips for the Braille form.
- Do not attach removable “sticky” notes to Student TAB or answer document.
- Do not allow students to use highlighters or pens of any kind in the Student TAB or answer document. Only number 2 pencils may be used during the testing session.

3.3.2 COMPLETING ASSESSMENT DEMOGRAPHIC INFORMATION

Proper recording of the required student demographic identification information is essential to accurate reporting of student results. If a Pre-ID label is received for each student, only Box 1 on the demographic page must be completed. No additional gridding is required unless a special form is used.

If a student uses a special form (Braille, large print, or audio), the Test Administrator must indicate this on the demographic page by filling in the bubble for the appropriate form. This will ensure accurate scoring and reporting.

There may be students who were not assigned a Pre-ID label. In this event, the Test Administrator will need to ensure that each student's demographic information is entered correctly on the back cover of an unlabeled Student TAB or answer document (from the 10% overage or additional orders). NOTE: A Number 2 pencil must be used to fill in the demographic information.

Only Test Administrators, building personnel, or district personnel may enter the demographic information required on the Student TABs. Do not allow students to enter student demographic information on the Student TABs or answer documents. For scanning purposes, all stray marks must be erased. See Appendix C for an example of the demographic page.

3.4 MAINTAINING TESTING INTEGRITY

Maintaining testing integrity—both the security of materials and the ethics of personnel in the testing environment—is of paramount importance. Building Coordinators and Test Administrators must discuss assessment ethics and security requirements and resolve any questions prior to test administration.

3.4.1 HANDLING TEST MATERIALS

The Building Coordinator is responsible for the receipt, inventory, distribution, and storage of testing materials. Security procedures must be followed at all times. All Student TABs, answer documents and test books, Braille forms, large print forms, and audio CDs are secure materials and may not be copied or duplicated, moved from building to building, or retained in the school after testing has been completed. All secure test material must be stored in a secure location with limited access until the time of testing.

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

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

Building Coordinators should receive boxes containing secure materials. After verifying the materials, the Building Coordinator should reseal the boxes until the materials are distributed to classrooms. If there are any missing materials, the Building Coordinator should document this on the Box Content Sheet. Student TABs and test books are shrink-wrapped in packages of 10 and are barcoded with a unique security number. Do not remove the shrink wrap until it is necessary to do so in preparation for the test administration.

Call Wyoming Customer Support (1-877-327-9415) immediately if there is a discrepancy between the Box Content List and the actual contents of the box, if a box is missing from the sequence of boxes shipped, or if a box or its contents were damaged in transit. Document any discrepancy on the appropriate Box Content Sheet.

3.4.2 BUILDING COORDINATOR SECURITY CHECKLIST

- Keep all test materials in a locked storage area. Test materials are considered to be in secure storage when they are locked in a container, compartment, or area. Take care to ensure that the location is accessible only to the Building Coordinator.
- Check shipments of test materials within 24 hours of receipt to ensure that the full shipment has arrived and is free from tampering or damage. Report any irregularities to ETS immediately.
- Make sure that no student has access to the test before or after the administration.
- Ensure that all test materials are returned to ETS using the materials and instructions provided.
- Do not reproduce any test materials in any manner (e.g., email, texting, photographing, photocopy machine, handwritten copies, verbal exchanges).
- Do not change a student's answer(s).
- Follow the *Allowable Resources Guidelines* provided by the WDE.

3.4.3 TEST ADMINISTRATOR SECURITY CHECKLIST

- Keep all test materials in locked storage **with limited access**.
- Do not reproduce any test materials in any manner (e.g., email, texting, photographing, photocopy machine, handwritten copies, verbal exchanges).
- Do not disclose any test items to anyone, including students or other staff members, at any time.
- Do not provide answers to any test items to any students.
- Do not change a student's answer.
- Follow the *Directions for Administration* explicitly.
- Follow the *Allowable Resources Guidelines* provided by the WDE.

4 RESPONSIBILITIES DURING THE TEST

4.1 AVAILABILITY

Building Coordinators must be available during the test administration to answer any questions from the Test Administrators. Ensure that anyone who might need it has the contact information for the Building Coordinator on the testing day.

A high level of security must be maintained during testing. Building Coordinators are to ensure that all Student TABs, test books, and answer documents are collected, inventoried; and returned to a secure, locked storage area when testing is not in progress.

4.2 PROGRAM IRREGULARITIES AND INCIDENTS

Testing irregularities are circumstances that may compromise the reliability and validity of test results. They may result in disciplinary action and could affect a school's Adequate Yearly Progress (AYP) calculations. Listed below are three categories of irregularities—testing irregularities, inappropriate test preparation, and security breaches—and some examples of each.

1. **Testing Irregularities**, including, **but not limited to:**
 - Coaching students, including, but not limited to:
 - Discussing questions with students during testing
 - Providing instruction related to the test during test administration
 - Giving students the answers
 - Guiding students in marking correct answers
 - Leaving instructional materials on the wall in the testing room that may assist students in answering examination questions
 - Allowing students to have additional materials or tools (e.g., books, calculators, tables) that are not specified in an IEP or a Section 504 Plan or are not approved by the WDE as an allowable testing accommodation
 - Using any form of electronic resources, including printed forms of electronic dictionaries or thesauruses
 - Student observed copying answers from another student's work
 - Student TAB and/or answer document is contaminated
2. **Inappropriate Test Preparation**, including, **but not limited to:**
 - Reviewing any test questions and providing instruction related to the questions prior to test administration or between test parts
 - Leaving review materials or instructional outlines on chalk board or white board during testing

3. Security Breaches, including, but not limited to:

- Failure to securely maintain test materials
- Talking about or discussing the tests with anyone
- Copying the tests
- Developing a scoring key
- Allowing students to take the test out of the testing room

4.3 REPORTING IRREGULARITIES

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 Appendix H of this manual and is included in your shipment of materials.

4.4 CONTAMINATED TEST MATERIALS

If testing materials become contaminated with bodily fluids (the student becomes ill or blood comes in contact with the Student TAB and/or answer document) by any student during testing, the Student TAB and/or answer document should be destroyed and the incident reported in the Irregularity Report Form (IRR). When documenting the incident, provide the serial number of the book that was destroyed and the serial number of the replacement book. If a new Student TAB or answer document is needed for the student, please use an overage Student TAB or answer document from your school's overage or submit an additional order request.

4.5 MAKE-UP SESSIONS

A make-up session must be scheduled for students absent during a regularly scheduled test administration window. Building Coordinators and Test Administrators must provide adequate time for make-up exams during the specified administration window.

5 RESPONSIBILITIES AFTER THE TEST

5.1 COLLECTION AND PREPARATION OF TEST MATERIALS FOR RETURN SHIPMENT

Building Coordinators must work closely with the Test Administrators to ensure all secure materials are returned in a timely manner. Test Administrators must perform all the following tasks:

- Verifying that the appropriate grade-level tests have been administered;
- Removing all scratch paper, etc., from the Student TABs and answer documents;
- Verifying that all demographic information has been completed if the student used a blank Student TAB or answer document;
- Separating all Student TABs and answer documents by grade and subject.

5.1.1 SPECIAL FORMS

The following are specific instructions for preparing special forms (Braille, large print, and audio) for return shipment.

5.1.1.1 Braille TAB

After testing, the Building Coordinator must ensure that the following tasks have been completed:

- The answers have been transcribed into a **FORM 1** Student TAB or answer document (provided in the Special Forms shipment), one Student TAB for each subject.
- The student's Pre-ID labels have been affixed to each Student TAB or answer document.
- The Test Administrator has completed all the demographic information on the back cover of each Student TAB or answer document, if the student did not use a label.
- The special form "Braille" is correctly marked on the demographic information page of the Student TAB or answer document.

5.1.1.2 Large Print TAB

After testing, the Building Coordinator must ensure that the following tasks have been completed:

- The answers have been transcribed into a **FORM 1** Student TAB or answer document (provided in the Special Forms shipment), one Student TAB for each subject.
- The Pre-ID labels have been affixed to each Student TAB or answer document.
- The Test Administrator has completed all the demographic information on the back cover of each Student TAB or answer document if the student did not use a Pre-ID label.
- The special form "Large Print" is correctly marked on the demographic information page of the Student TAB or answer document.

5.1.1.3 Audio TAB

After testing, the Building Coordinator must ensure that the following tasks have been completed:

- The student's Pre-ID labels have been affixed to each Student TAB or answer document.
- The special audio form is correctly marked on the demographic information page of the Student TAB or answer document.

5.1.2 HEADER SHEETS

Preprinted School and Grade Header Sheets (Appendices E, F, and G) have been provided. Only one header sheet is required for the school's entire return shipment; an extra is provided in case of loss or damage. It should be placed on top of the materials in Box 1. The header sheet must be completed to indicate the total number of scorable Student TABs and answer documents by grade and subject that are being returned. For the PAWS administration scorable and non-scorable materials should be returned in **SEPARATE** shipments. For the SAWS administration scorable and non-scorable materials should be returned in the **SAME** shipment; however, non-scorable materials should be banded together and placed at the bottom of the box labeled **NON-SCORABLE** on the outside of the band. **Again, only one header sheet is needed per return shipment.** Unused header sheets may be destroyed.

Header sheets are scannable documents, and photocopies are **NOT** acceptable. If the information on the preprinted header sheets contains errors, do not alter it. Instead, fill in all required information on a blank header sheet. It is important that all information is correct for document accounting purposes.

School and Grade Header Sheet for Student TABs:

- Verify Building Name
- Verify District Name
- Verify Building Code Number in Box 2

- Write and grid the number of students who tested per grade, per subject (**Do Not** leave any grade blank—grid “00” if no students tested)
- Sign and date at the bottom of the header sheet

The Building Coordinator must ensure that the number of documents to be scored is recorded on the header sheet correctly.

NOTE: If a discrepancy exists between the number of scorable Student TABs and/or answer documents received and the number recorded on the header sheet, ETS will place a call to the school in order to verify the information for processing. The scoring and reporting processes will be put on hold until count discrepancies have been resolved.

5.1.3 SHIPPING GUIDELINES

If you reported a discrepancy (e.g., missing book, damaged materials) include the Box Content where you documented this and place the sheet(s) in Box 1 of your returned materials.

5.1.4 SHIPPING GUIDELINES TABLE

Item Description	Returned	Not Returned
Student TABs and answer documents—used and unused	•	
Scratch/draft paper for SAWS	•	
Scratch/graph/grid paper for PAWS		•
Ancillary materials (e.g., extra shipping labels, paper bands, unused header sheets, packing materials, rulers, etc.)		•
Pre-ID rosters		•
Box content sheets (if reporting missing books)	•	
<i>Building Coordinator’s Manual and Direction for Administration Manuals</i>		•
Audio CDs	•	

5.2 PACKING AND SHIPPING STUDENT TABS AND ANSWER DOCUMENTS

Pack Student TABs and answer documents (scorable and non-scorable) into the boxes (separate boxes for scorable and non-scorable for PAWS) in which test materials were received. If the dual-purpose boxes are not available, locate sturdy boxes of a suitable size that will not allow the scorable materials to shift.

IMPORTANT: Ensure that the School and Grade Header Sheet and the student roster are placed on top of the test materials in Box 1.

Any empty spaces in the shipping carton must be filled with crumpled paper; do not use shredded paper or foam “peanuts.” All shipments must be labeled serially—for instance, “Box 1 of 3,” “Box 2 of 3,” and “Box 3 of 3.” Seal the boxes with tape provided in the Building Coordinator's Kit. See Return Instructions and a packing diagram in Appendices J & K.

If there are any questions regarding shipping, please contact the Wyoming Support Center. The contact information is located on the inside front cover of this manual.

5.3 RETURN INSTRUCTIONS

It is critically important that directions for returning materials to ETS be followed. Timely reporting and reporting accuracy depend on following the correct process. Please see Appendix I for detailed return instructions.

5.3.1 SHIPPING MATERIALS CHECKLIST

The ETS processing center maintains records of security barcodes assigned to all schools. When testing is completed, the Building Coordinator must account for and return all used and unused secure materials. Errors in packing may cause delays in scoring. All returned materials will be checked in using a scanner to account for all Student TABs, test books, answer documents, and special forms. Missing secure materials will be reported to the WDE. The materials to be returned are:

- Completed School and Grade Header Sheet
- Used/Unused Student Test Answer Books, test books, and answer documents
 - Reading
 - Mathematics
 - Science
 - Writing
- Any special accommodations forms/materials
- Scratch/draft paper–SAWS only

Materials that do **NOT** need to be returned include:

- Writing Scoring Guides
- Return Instructions
- Extra UPS Return Labels
- Directions for Administration* Manuals
- Building Coordinator’s Manuals*
- Extra School and Grade Header Sheets
- Scratch/graph/grid paper–PAWS
- Student Roster
- Pre-ID Roster

5.3.2 WHEN TO RETURN MATERIALS

Administration	Testing Window	Last UPS Material Pickup
PAWS	March 3–28, 2014	April 2, 2014
SAWS	April 14–May 2, 2014	May 9, 2014

5.3.3 SHIPPING MATERIALS TO ETS

Ship the materials by following the process below:

- 1) Arrange for a UPS pickup at your building. Regular UPS service pickups at your school are an efficient way to return the testing materials.
- 2) Call 1-800-PICK-UPS (1-800-742-5877) to schedule a pickup.
- 3) **DO NOT** use any courier other than UPS. Doing so may cause a delay in scoring.

6 BUILDING COORDINATOR'S CHECKLIST

Scheduling and Training	
	Train Test Administrators on testing, security procedures, and completion of student demographic information.
	Read the Standard Accommodations and make sure any required special forms have been ordered.
	Establish test administration schedule for school(s).
	Schedule test administration activities within the school(s).
	Communicate the test administration activities and schedules to Test Administrators.
	Work with Test Administrators to select rooms for testing.
	Develop a plan for secure storage and movement of test materials.
	Schedule training of Test Administrators.
Review/Update Student Information	
	Confirm that students are assigned the appropriate accommodations (if required) and the appropriate special forms have been ordered.
	Confirm that students have been placed into an assigned class.
	Confirm that students have the correct test assignments.
	Ensure that all students have been registered for testing.
Receipt of Assessment Materials	
	<p>Using the Shipping Notice received in Box 1 of the school's materials (see Appendix O for an example), determine the number of boxes expected in the shipment. Verify that the correct number of boxes was received. If there are ANY discrepancies in the number of boxes received, call Wyoming Customer Support immediately.</p> <p style="text-align: center;">Phone: 877-327-9415 Email: Wyoming-Support@ets.org Fax: 866-522-1646</p> <p>Using the Box Content sheet (included in each box shipped), count and verify that the quantities received for each item match the quantities indicated on the Packing Slip. If there are ANY discrepancies, call Wyoming Customer Support immediately.</p> <p style="text-align: center;">Phone: 877-327-9415 Email: Wyoming-Support@ets.org Fax: 866-522-1646</p>
	Organize all test materials according to the schedule for each subject area to be administered.
	Lock ALL materials in a secure location until the test is administered. Access to materials should be limited to authorized school personnel only. Ensure that no student has access to test materials.
	Do not distribute materials prior to testing.
	Before distributing Student TABs or answer documents, ensure that all demographic information is completed on the Student TABs or answer documents for students who did not receive Pre-ID labels.
	Gather materials needed for distribution to students (pencils, rulers, etc.).

During the Test Administration	
	Distribute test materials to Test Administrators. This activity will occur on the actual test day(s). Materials may not be distributed prior to the day of testing.
	Provide overage test materials, as needed, to Test Administrators. This activity will occur on the actual test day. Materials may not be distributed prior to the day of testing.
	Be available to answer questions from Test Administrators.
	Maintain the security of test materials before, during, and after testing. Materials must be locked in a secure location immediately after testing is complete.
	Using the Irregularity form, immediately notify ETS if any emergencies or irregularities occur during the administration.
	Schedule make-up sessions as necessary.
After the Test Administration	
	Count all materials received from Test Administrators to ensure that ALL materials have been accounted for (refer to shipping notices as necessary).
	If materials are not being returned immediately, ensure that they are locked in a secure location until their return.
	Prepare materials for return. Follow instructions for packing very carefully, as described in Appendices J, K, L, M, and N.
	MATERIALS MUST BE SHIPPED TO ETS NO LATER THAN APRIL 4, 2014, FOR PAWS AND MAY 9, 2014, FOR SAWS.

7 APPENDICES

A. ACCOMMODATIONS

The following standard accommodations are appropriate during the 2014 test administrations for a student with an IEP or with a 504 Plan whose plan is appropriately documented.

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

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

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

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

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

B. EXEMPTION INFORMATION/ALLOWABLE RESOURCE GUIDE

EXEMPTIONS

Students not taking the PAWS and/or SAWS **MUST** be officially exempted by the Wyoming Department of Education (WDE). The school's participation rate will be affected for each student who is not tested and has not been officially exempted.

Information about exemptions can be found on the WDE web site at <http://edu.wyoming.gov>. Click on the Programs tab and then the Data Collections Suite. Questions regarding exemptions should be directed to the Assessment Division, Wyoming Department of Education, at 307-777-5292.

ALLOWABLE RESOURCES

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

Reading Test

- #2 pencil
- Blank or scratch paper

Mathematics Test

- Grades 3–5: Calculators are **NOT** allowed on any part of the test.
- Grades 6–8: 4 function or scientific calculators are allowed on the calculator portions only. Calculators with the following features are **NOT** allowed:
 - Computer Algebra System (CAS), e.g., TI-89, TI-92 Plus, TI-Nspire™, ALGFX2.0, ALGFX2.0 Plus, CFX-9970
 - QWERTY keyboards (similar to typewriter keyboards)
 - Attached electronic pens
- Graph paper (**MUST** be provided for grades 6–8).
- Scratch paper (may be blank, graph, or gridded paper).
- #2 pencils

(continued on next page)

(continued from previous page)

ALLOWABLE RESOURCES

Science Test

- Graph/grid paper and/or scratch paper
- #2 pencils

Writing Test

- Blank draft/scratch paper
- Word walls
- Blank lined paper or sample draft paper, which is available on the WDE web site
- Hard copy dictionaries (no thesauruses)

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

C. SAMPLE STUDENT DEMOGRAPHIC PAGE PAWS GRADES 3-5 SAWS GRADES 3, 5 & 7



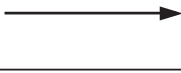
Directions: Complete Box 1 for all students. The student's name in Box 1 MUST match the student's name on the Pre-ID label. No substitutions are permitted. Complete all other boxes if the student does not have a Pre-ID label. If this student uses a special form you must complete Box 7. Use ONLY a No.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

1	Student Name	Grade	School
Teacher			

2 Last Name											First Name											MI									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	

3	WISER ID	

SCHOOL USE ONLY
Place Pre-ID label here.



0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

4 Gender
<input type="radio"/> Female <input type="radio"/> Male

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

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

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



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



C. SAMPLE STUDENT DEMOGRAPHIC PAGE CONTINUED ACCOMMODATION BOX

To be completed by Test Administrators only. Please indicate below the accommodations the student is receiving while taking the assessment. Numbers referenced below correspond to the accommodations listed in the Directions for Administration.

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

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

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

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

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

D. SAMPLE STUDENT DEMOGRAPHIC PAGE CONTINUED PAWS GRADES 6-8

To be completed by Test Administrators only. Please indicate below the accommodations the student is receiving while taking the assessment. Numbers referenced below correspond to the accommodations listed in the Directions for Administration.

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

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

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

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

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

E. SAMPLE HEADER PAWS GRADES 3-5

Proficiency Assessment of Wyoming Students School and Grade Header Sheets (Grades 3-5)

1. SCHOOL/BUILDING NAME _____
DISTRICT NAME _____

2. BUILDING CODE

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

5. TOTAL SCORABLE DOCUMENTS

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

4. The Building Coordinator should complete this form.

Name _____

Date _____

3. GRADES/SUBJECTS TESTED

	Grade 3	Grade 4	Grade 5																																																																																																																																																																																																																																																																																																												
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Instructions—
Use a number 2 pencil to complete this form and grid the corresponding bubbles. Do not make any stray marks.

- Write the SCHOOL/BUILDING NAME and the DISTRICT NAME on the lines provided.
- In the row of boxes under the words BUILDING CODE, indicate the Building Code and grid the corresponding bubbles.
- In the row of boxes next to the words GRADES/SUBJECTS TESTED, indicate the TOTAL count of documents being returned. Underneath write and grid the total count of documents being returned for each grade by the subject. If no students tested, grid "000." If your count is a single digit number, fill in the zeros before the actual number (i.e., 005, etc.).
- Print your name and date as the person completing this form.
- Write and grid the total number of scorable documents being returned.

FOR USE WITH GRADES 3-5 SCORABLE BOOKS ONLY.

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F. SAMPLE HEADER PAWS GRADES 6-8

Proficiency Assessment of Wyoming Students School and Grade Header Sheets (Grades 6-8)

1. SCHOOL/BUILDING NAME _____
DISTRICT NAME _____

5. TOTAL SCORABLE DOCUMENTS

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

2. BUILDING CODE

0	0	0	0	0	0
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3	3	3	3	3	3
4	4	4	4	4	4
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4. The Building Coordinator should complete this form.

Name _____

Date _____

3. GRADES/SUBJECTS TESTED

	Grade 6	Grade 7	Grade 8																																																																																																																																																																																						
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Instructions—
Use a number 2 pencil to complete this form and grid the corresponding bubbles. Do not make any stray marks.

- Write the SCHOOL/BUILDING NAME and the DISTRICT NAME on the lines provided.
- In the row of boxes under the words BUILDING CODE, indicate the Building Code and grid the corresponding bubbles.
- In the row of boxes next to the words GRADES/SUBJECTS TESTED, indicate the TOTAL count of documents being returned. Underneath write and grid the total count of documents being returned for each grade by the subject. If no students tested, grid "00." If your count is a single digit number, fill in the zeros before the actual number (i.e., 005, etc.).
- Print your name and date as the person completing this form.
- Write and grid the total number of scorable documents being returned.

FOR USE WITH GRADES 6-8 ANSWER DOCUMENTS ONLY.

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00052 1 2 3 4

776670

G. SAMPLE HEADER SAWS GRADES 3, 5 & 7

Student Assessment of Writing Skills Grade and School Header Sheets

1. SCHOOL/BUILDING NAME _____
DISTRICT NAME _____

3. GRADES TESTED

Grade 3 <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>	0	1	2	3	4	5	6	7	8	9											Grade 5 <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>	0	1	2	3	4	5	6	7	8	9											Grade 7 <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>	0	1	2	3	4	5	6	7	8	9										
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2. BUILDING CODE

0	1	2	3	4	5	6	7	8	9

5. TOTAL SCORABLE DOCUMENTS

0	1	2	3	4	5	6	7	8	9

4. The Building Test Coordinator should complete this form.

NAME _____
DATE _____

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

FOR USE FOR SAWS SCORABLE BOOKS ONLY.

100896-96768 • TF113E1.5 • Printed in U.S.A.
776365



00050-1 1 2 3 4



H. IRREGULARITY REPORT FORM

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.

School/Building: _____ School Code:

Building Coordinator Name: _____ Date of Report: _____

Building Coordinator Telephone: _____ Email: _____

PAWS Administration _____ SAWS Administration _____

Check All That Apply

See Section 4.2 for examples.

- 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.

I. TEST ADMINISTRATOR SECURITY AGREEMENT

Test Administrator Security Agreement

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

Signed

Print Name

School

District

Date

This form may be photocopied.

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J. RETURN INSTRUCTIONS-PAWS

PAWS 2014

RETURN INSTRUCTIONS

Important Timelines for Returning Materials for Students

Testing Window	UPS Material Pickup (Must be shipped by)
March 3–28	April 4

PLEASE REVIEW THE RETURN INSTRUCTIONS CAREFULLY

**ERRORS IN PACKING CAUSE DELAYS IN
PROCESSING SCORE REPORTS**

PAWS Building Coordinator Responsibilities

TO BE RETURNED

TO BE SCORED

- Completed School Header(s)
- Used Testbooks (Grades 3–5)
- Used Answer Documents (Grades 6–8)
- Irregularity Report Form

NOT TO BE SCORED

- Unused Testbooks (Grades 3–5)
- Used and Unused Testbooks (Grades 6–8)

NOT TO BE RETURNED

- Unused School Header(s)
- Unused Answer Document(s)
- PAWS/SAWS Building Coordinator Manual
- Return Instructions
- Extra UPS Return Labels
- DFA
- Student Roster
- Scratch Paper
- Unused Pre-ID Labels



**Confidentially destroy all
material on-site**

IMPORTANT!

All packages must be shipped no later than April 4, 2014.

PAWS 2014 RETURN INSTRUCTIONS

A. Prepare To Be Scored Material for Return

1. Complete the Red School Header for **Testbooks (Grades 3–5)**

- In Box 1, verify Preprinted School/Building Name
- In Box 1, verify Preprinted District Name
- In Box 2, verify Preprinted Building Code Number
- In Box 3, write and grid the total number of **Scoreable** Testbooks being returned, per grade, per subject (**Do Not** leave any grade blank –grid “000” if no students tested)
- In Box 5, write and grid the total number of **Scoreable** Testbooks for the entire school
- In Box 4, **sign** your name and date

2. Complete the Blue School Header for **Answer Documents (Grades 6–8)**

- In Box 1, verify Preprinted School/Building Name
- In Box 1, verify Preprinted District Name
- In Box 2, verify Preprinted Building Code Number
- In Box 3, write and grid the total number of **Scoreable** Answer Documents being returned, per grade, per subject (**Do Not** leave any grade blank –grid “000” if no students tested)
- In Box 5, write and grid the total number of **Scoreable** Answer Documents for the entire school
- In Box 4, **sign** your name and date

IMPORTANT!

DO NOT mix the TO BE SCORED and NOT TO BE SCORED material

PAWS 2014 RETURN INSTRUCTIONS

(continued)

A. Prepare To Be Scored Material for Return

3. Package all To Be Scored material in the provided package(s)

- ✓ Sort the **scoreable Testbooks** by grade with the highest grade on bottom
- ✓ Place sorted **scoreable Testbooks** in the bottom of the boxes with the completed school header on top of the Testbooks
- ✓ Sort the **scoreable Answer Documents** by grade with the highest grade on bottom
- ✓ Place sorted **scoreable Answer Documents** by grade in the provided White Answer Document Return Envelope with the completed School Header on top in box #1
- ✓ Securely tape the **top** and **bottom** of the package(s) with the tape provided
- ✓ Place the provided UPS 2nd Day Air return label with **ONE (1) ORANGE STRIP** on the package(s) containing the **To Be Scored Materials**

771445 30 LBS
RS
SHIP TO:
AS RETURNS 01575
200 LUDLOW DRIVE
EWING NJ 08638

NJ 086 0-04

UPS 2ND DAY AIR 2
TRACKING #: 12 67V 9RS 87 4218 8915

BILLING: P/D
DESC: AS RETURNS 05/18/13
RETURN SERVICE

STEP 1 - BOX _____ OF _____
2739002

STEP 2 - SCH NAME: _____
STEP 3 - SCHOOL #: _____

4. Fill out ALL 3 steps on the provided UPS 2nd Day Air return label

- ✓ STEP 1: Label box count 1 of X, 2 of X, etc.
- ✓ STEP 2: Write the School Name
- ✓ STEP 3: Write the School Code
- ✓ **DO NOT** photocopy return labels. Contact Wyoming Customer Support at (877) 327-9415 if you need additional labels or school headers.

NOTE: ALL MATERIAL SHOULD BE SHIPPED IN THE ORIGINAL SHIPPING CARTONS

IMPORTANT!

DO NOT mix the TO BE SCORED and NOT TO BE SCORED material

PAWS 2014 RETURN INSTRUCTIONS

B. Prepare Not To Be Scored Material for Return

- Place the **UNOPENED** Testbooks (Grade 3–8) on the bottom of the shipping box(es) sorted by grade and subject
- Sort all **UNUSED** Testbooks (Grade 3–8) by grade and stack with the highest grade on bottom and place on top of the unopened Testbooks
- Sort **USED** Testbooks (Grade 6–8) by grade and stack with the highest grade on bottom and place on top of the unused Testbooks
- Securely tape the **top** and **bottom** of all cartons with the tape provided
- Place the provided UPS Ground return label with **TWO (2) ORANGE STRIPS** on the package(s) containing the **Not To Be Scored** Material →
- Fill Out **ALL 3** steps on the provided UPS Ground return label
 - ✓ STEP 1: Label box count 1 of X, 2 of X, etc.
 - ✓ STEP 2: Write the School Name
 - ✓ STEP 3: Write the School Code
 - ✓ **DO NOT** photocopy return labels. Contact Wyoming Customer Support at (877) 327-9415 if you need additional labels.



C. Shipping Material to ETS (To Be Scored and Not To Be Scored)

- Ship the material by following one of the methods below
 - ✓ Arrange for a UPS pick-up during regular courier service pick-ups at your school
 - ✓ Call 1-800-PICK-UPS (1-800-742-5877) to schedule a pick-up
 - ✓ **DO NOT** use any courier other than UPS. Doing so may cause a delay in scoring.

CONTACT INFORMATION

Monday–Friday 7:30 a.m. – 6:00 p.m. Mountain Standard Time

- WY Customer Support – (877) 327-9415
- WY Customer Support fax– (866) 522-1646

D. Not To Be Returned Material

- Confidentially destroy all **Not To Be Returned Material** (see page 1 for list)

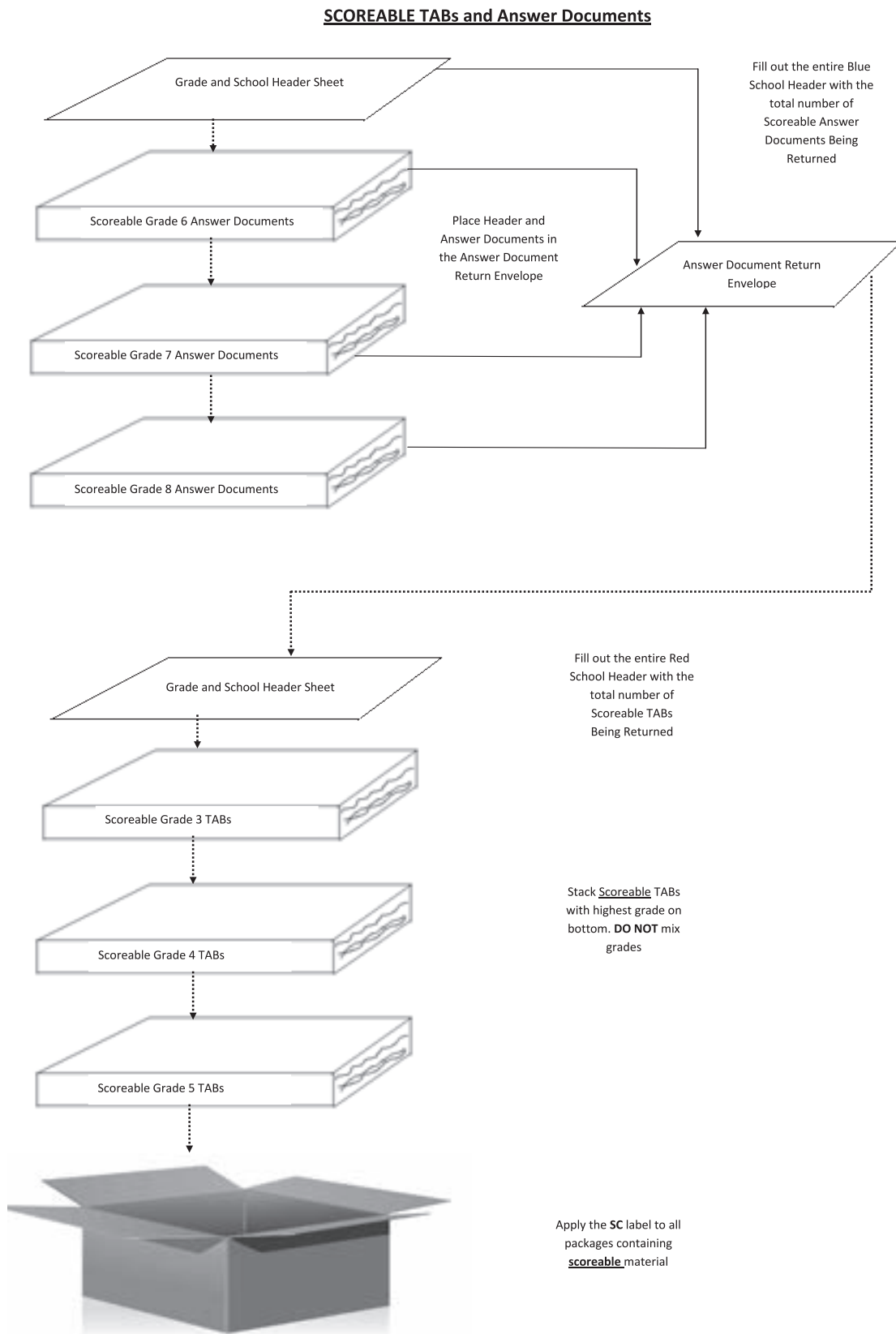


IMPORTANT!

DO NOT mix the TO BE SCORED and NOT TO BE SCORED material

K. PAWS SCORABLE RETURN PACKING DIAGRAM

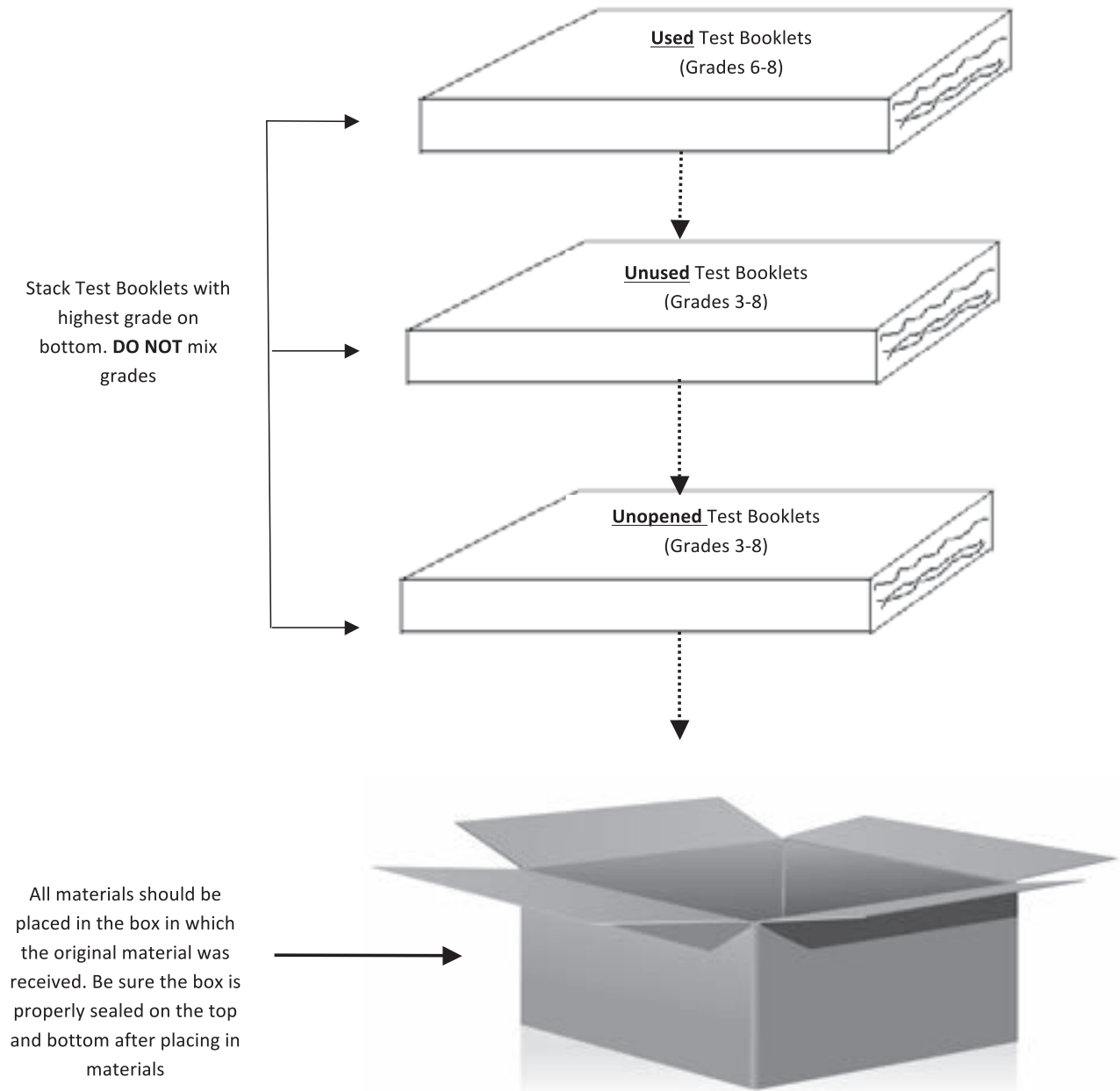
PAWS 2014 SCOREABLE PACKAGING RETURN DIAGRAM



L. PAWS NON-SCORABLE RETURN PACKING DIAGRAM

PAWS 2014 NON-SCOREABLE PACKAGING RETURN DIAGRAM

NON-SCOREABLE/UNUSED TABs*



*All unused answer documents should be destroyed on site and do not need to be returned.

M. RETURN INSTRUCTIONS—SAWS

SAWS 2014 **RETURN INSTRUCTIONS**

Important Timelines for Returning Materials for Students

Testing Window	UPS Material Pickup (Must be shipped by)
April 14–May 2	May 9

PLEASE REVIEW THE RETURN INSTRUCTIONS CAREFULLY

**ERRORS IN PACKING CAUSE DELAYS IN
PROCESSING SCORE REPORTS**

TO BE RETURNED

TO BE SCORED

- Completed School Header(s)
- Used Test Booklets
- Irregularity Report Form

NOT TO BE SCORED

- Unused Test Booklets
- Scratch/Draft Paper

NOT TO BE RETURNED

- PAWS/SAWS Building Coordinator Manual
- Return Instructions
- Extra UPS Return Labels
- DFA
- Unused School Header(s)
- Unused Pre-ID Labels
- Scoring Guides
- Student Roster



**Confidentially destroy all
material on-site**

IMPORTANT!

All packages must be shipped no later than May 9, 2014.



SAWS 2014 RETURN INSTRUCTIONS

A. Prepare Materials for Return

1. Complete School Header for Student Documents

- Verify Building Name
- Verify District Name
- In Box 2, verify Building Code Number
- In Box 5, write and grid the total number of **scoreable** test booklets being returned per grade. (**Do Not** leave any grade blank – grid "000" if no students tested)
- Sign** your name and date in the bottom box

B. Sort and Package Materials for Return

NOTE: ALL MATERIALS SHOULD BE SHIPPED IN THE ORIGINAL SHIPPING CARTONS

- Place the **UNOPENED** test booklets on the bottom of the shipping box
- Band together all opened **NON-SCOREABLE** test booklets using the provided belly bands and place on top of the unopened test booklets
- Band together all of the scratch/draft paper using the provided belly bands and place on top of the non-scoreable test booklets
- Sort all **SCOREABLE** test booklets by grade and stack with the highest grade on bottom and place on top of the banded scratch/draft paper
- Place the completed header on top of the test booklets in box #1
- Securely tape the **top** and **bottom** of all packages with the provided tape
- Place a provided UPS 2-day return label on the package – 1 per package

IMPORTANT!

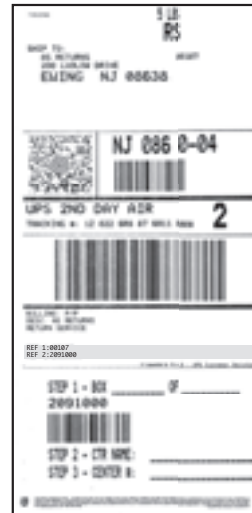
All packages must be shipped no later than May 9, 2014.

SAWS 2014 RETURN INSTRUCTIONS

(continued)

B. Sort and Package Materials for Return

- Fill Out **ALL 3** Steps on the provided UPS 2nd Day Air return label
 - ✓ STEP 1: Label box count 1 of X, 2 of X, etc.
 - ✓ STEP 2: Write the School Name
 - ✓ STEP 3: Write the School Code
 - ✓ **DO NOT** photocopy return labels. Contact Wyoming Customer Support at (877) 327-9415 if you need additional labels or school headers.



C. Shipping Material to ETS

- Ship the material by following one of the below methods
 - ✓ Arrange for a UPS pick-up during regular courier service pick-ups at your school
 - ✓ Call 1-800-PICK-UPS (1-800-742-5877) to schedule a pick-up
 - ✓ **DO NOT** use any courier other than UPS. Doing so may cause a delay in scoring.

CONTACT INFORMATION

Monday – Friday 7:30 a.m. – 6:00 p.m. Mountain Standard Time

- WY Customer Support – (877) 327-9415
- WY Customer Support fax – (866) 522-1646

D. Not To Be Returned Materials

- Confidentially destroy all not to be returned material

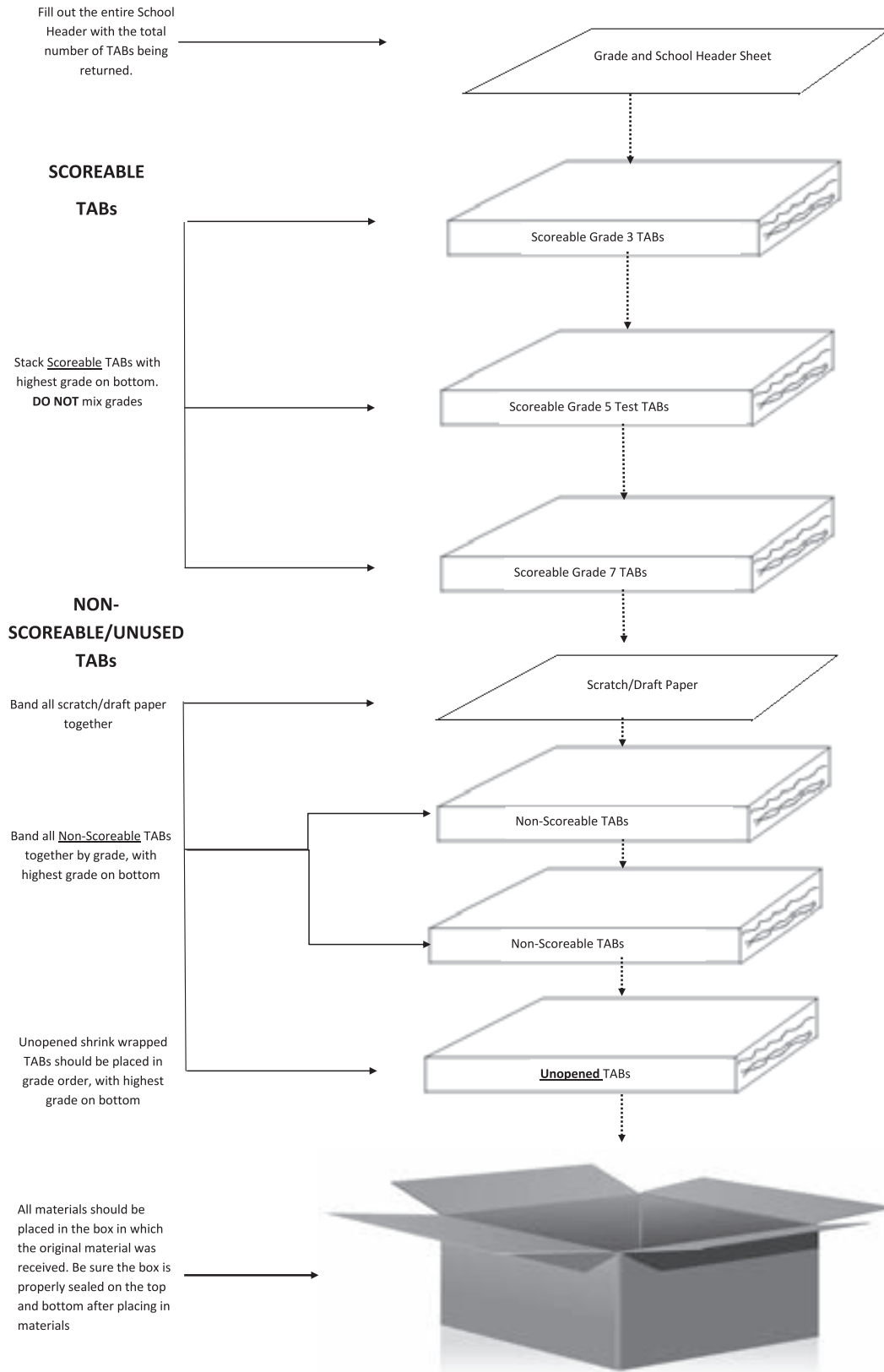


IMPORTANT!

All packages must be shipped no later than May 9, 2014.

N. SAWS RETURN PACKING DIAGRAM

SAWS 2014 PACKAGING RETURN DIAGRAM



O. SHIPPING NOTICE

SHIPPING NOTICE

Destination:
 Douglas Middle School (0501050), Primary
 Douglas Middle School (0501050)
 Primary address 1
 Douglas Middle School (0501050)
 Douglas Middle School WY 11111
 USA



Origin:
 Distribution Center
 PO Box 77435
 225 Phillips Blvd.
 Ewing NJ 08628
 USA

Phone No: 111- 111- 1111

E1 Order #: 1831252

Program Name: PAWS ALT ID Number: 0501050 Test Date / Type: Shipment Type / MMYYYY:	
Order Number: WYA0006261 Drop Shipment Recipient ID:	

Box ID	Item ID	Item Description	QTY	Serial No. Range
10003176	769565	WY PAWS ALT T/B GRADE 6	1	See box contents form
10003186	769575	WY PAWS ALT STIMULUS CARDS GRADE 11	1	See box contents form
10003187	769575	WY PAWS ALT STIMULUS CARDS GRADE 11	1	See box contents form
10003188	769575	WY PAWS ALT STIMULUS CARDS GRADE 11	1	See box contents form
10003180	769572	WY PAWS ALT STIMULUS CARDS GRADE 6	1	See box contents form
10003181	769572	WY PAWS ALT STIMULUS CARDS GRADE 6	1	See box contents form
10003182	769572	WY PAWS ALT STIMULUS CARDS GRADE 6	1	See box contents form
10003183	769568	WY PAWS ALT T/B GRADE 11	1	See box contents form
10003184	769568	WY PAWS ALT T/B GRADE 11	1	See box contents form
10003185	769568	WY PAWS ALT T/B GRADE 11	1	See box contents form
10003216	769576	WY PAWS ALT DATA SCORE CARD	1	See box contents form
10003217	769576	WY PAWS ALT DATA SCORE CARD	1	See box contents form
10003218	769576	WY PAWS ALT DATA SCORE CARD	1	See box contents form
10003219	769576	WY PAWS ALT DATA SCORE CARD	1	See box contents form
10003189	769571	WY PAWS ALT STIMULUS CARDS GRADE 5	1	See box contents form
10003190	769571	WY PAWS ALT STIMULUS CARDS GRADE 5	1	See box contents form
10003191	769571	WY PAWS ALT STIMULUS CARDS GRADE 5	1	See box contents form
10003192	769563	WY PAWS ALT T/B GRADE 4	1	See box contents form
10003193	769563	WY PAWS ALT T/B GRADE 4	1	See box contents form
10003194	769563	WY PAWS ALT T/B GRADE 4	1	See box contents form
10003195	769574	WY PAWS ALT STIMULUS CARDS GRADE 8	1	See box contents form
10003196	769574	WY PAWS ALT STIMULUS CARDS GRADE 8	1	See box contents form
10003197	769574	WY PAWS ALT STIMULUS CARDS GRADE 8	1	See box contents form
10003198	769570	WY PAWS ALT STIMULUS CARDS GRADE 4	1	See box contents form
10003199	769570	WY PAWS ALT STIMULUS CARDS GRADE 4	1	See box contents form
10003200	769570	WY PAWS ALT STIMULUS CARDS GRADE 4	1	See box contents form
10003201	769569	WY PAWS ALT STIMULUS CARDS GRADE 3	1	See box contents form
10003202	769569	WY PAWS ALT STIMULUS CARDS GRADE 3	1	See box contents form
10003203	769569	WY PAWS ALT STIMULUS CARDS GRADE 3	1	See box contents form

Proj. ID: 01575 Activity. ID: 001

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