



# Wyoming Department of Education

Dr. Jim McBride, Superintendent of Public Instruction  
2020 Grand Avenue, Suite 500  
Laramie, WY 82070

Phone 307-777-5296 Fax 307-777-6719 Website [www.k12.wy.us](http://www.k12.wy.us)

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**MEMORANDUM NO: 2008 - 035**

**TO:** School District Superintendents

**FROM:** Charlene Turner, State Director of Alternate Assessment  
Bill Herrera, Assistant State Director of Assessment  
Standards, Assessment and Accountability Unit

**DATE:** February 29, 2008

**SUBJECT:** 2008 PAWS Standard Accommodations Addendum

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**TIME SENSITIVE**

The Wyoming Department of Education (WDE) requests that the attached, updated 2008 Standard Accommodations addendum be provided to all principals for distribution to school-level Test Administrators and Access Assistants who will be administering standard accommodations during the 2008 PAWS administration to eligible students.

This is an addendum to the 2006 Wyoming Accommodations Manual for Instruction and Assessment and **replaces** the 2007 allowable accommodations and the previously distributed and web-posted 2008 Standard Accommodations addendum. Additionally, this updated addendum replaces the list of accommodations as described in the 2008 PAWS Directions for Administration and Test Coordinator's Manual.

This addendum describes the standard (allowable) accommodations for the 2008 PAWS administration which are presented in two sections: SECTION I: IEP and 504 Standard Accommodations and SECTION II: English Language Learners (ELL) Standard Accommodations. Standard accommodations are allowed on the PAWS for a student with a disability, a student on a 504 Plan or for an English Language Learner (ELL). Proper administration of standard accommodations allows students to demonstrate their knowledge and skills consistent with the measured test construct in each content area and to provide access to the test.

The addendum has been updated and reposted online on February 27, 2008 at the Wyoming Department of Education website, [www.k12.wy.us](http://www.k12.wy.us) on the PAWS webpage at the 2008 Standard Accommodations link. Please contact Charlene Turner at [cturne@educ.state.wy.us](mailto:cturne@educ.state.wy.us) or 777-7322 if you have questions.

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Attachment: 2008 Accommodations Manual



**2008 STANDARD ACCOMMODATIONS:  
Proficiency Assessments for Wyoming Students (PAWS)  
(updated February 27, 2008)**

**This document is a description of the 2008 standard accommodations to be administered to eligible students during the 2008 PAWS administration. This is an addendum to the 2006 Wyoming Accommodations Manual for Instruction and Assessment and replaces the 2007 allowable accommodations.**

**OVERVIEW**

Standard accommodations are allowed on the PAWS for a student with a disability, a student on a 504 Plan or for an English Language Learner (ELL). Proper administration of standard accommodations allows students to demonstrate their knowledge and skills consistent with the measured test construct in each content area and to provide access to the test. The improper administration of accommodations during PAWS has implications for the validity of resulting scores. Therefore, it is required for test administrators to understand the information contained within this addendum and the *2006 Wyoming Accommodations Manual for Instruction and Assessment*. Information in the manual guides the selection, administration and evaluation of accommodations. When appropriate accommodations are implemented correctly by test administrators or access assistants, the validity and comparability of resulting scores are preserved. An access assistant is a trained individual who provides accommodations on the day of testing other than a certified teacher or staff member and is not a parent or a volunteer. This addendum describes the standard (allowable) accommodations for the 2008 PAWS administration which are presented in two sections: SECTION I: IEP and 504 Standard Accommodations and SECTION II: English Language Learners (ELL) Standard Accommodations.

**SELECTION OF ACCOMMODATIONS**

Selection of accommodations for the general assessment is the responsibility of a student's Individualized Education Program (IEP) team, 504 Plan committee or service providers for ELL. Accommodations match the individual student's need and may only be provided when all of the following conditions are met:

- 1) The accommodations are documented on the student's IEP or 504 Plan.
- 2) The selection and administration of accommodations are consistent with the 2008 PAWS standard accommodations.
- 3) Standard administration of accommodations is used as indicated in the *2008 Standard Accommodations* addendum and the *2006 Wyoming Accommodations Manual for Instruction and Assessment*.
- 4) The accommodations provided are effective in providing access to the test and are regularly used by the student during instruction and assessment.



- 5) The accommodations are provided by a trained test administrator or trained access assistant.

Accommodations may **not**:

- 1) Result in adverse consequences.
- 2) Alter the test construct.
- 3) Provide additional information, prompting or clues to suggest or support the selection of correct answers.

### **MONITORING OF ACCOMMODATIONS**

Appropriate documentation and monitoring of the standardized use of accommodations are required of test administrators, test coordinators, or principals during the testing window.

### **ACCOMMODATIONS CATEGORIES**

Standard accommodations are grouped into four categories: presentation (visual, tactile, auditory, and multi-sensory), response, setting, and timing/scheduling. The following accommodations are standard and allowable during the administration of PAWS as specified. This list of accommodations and guidance has been updated for the 2008 PAWS administration and **replaces** what is currently stated in the 2006 Wyoming Accommodations Manual for Instruction and Assessment and the 2007 Allowable Accommodations for PAWS. This addendum of the 2008 Standard Accommodations for PAWS is located on the WDE website at:

[http://www.k12.wy.us/SAA/Paws/docs/Allowable\\_Accommodations.pdf](http://www.k12.wy.us/SAA/Paws/docs/Allowable_Accommodations.pdf)

For information regarding the selection administration, and evaluation of accommodations, please refer to the *2006 Wyoming Accommodations Manual for Instruction and Assessment*, which can be found at:

[http://www.k12.wy.us/SAA/Paws/PAWS\\_ALT/Docs/AccommodationsManual.pdf](http://www.k12.wy.us/SAA/Paws/PAWS_ALT/Docs/AccommodationsManual.pdf)

(See pages 20–21, Section 4: *Administer Accommodations during Instruction and Assessment* and pages 50–53, *Teacher Tools 3, 4, and 5.*)

To be appropriate for use during 2008 PAWS administrations, standard accommodations must be used consistently and effectively for instruction and assessment prior to the test administration. These accommodations are not allowed for any student without an IEP or 504 Plan or non-ELL students. Accommodations can be administered by a certified teacher, certified staff member or an access assistant. A certified teacher, certified staff member or access assistant is qualified to administer accommodations if:

- 1) S/he understands the procedures for administering standard accommodations; and



- 2) S/he has effectively administered the accommodation(s) to the student during instruction and/or assessment; and
- 3) S/he has attended a 2008 PAWS Training or has viewed the online 2008 PAWS Training PowerPoint and submitted record of the training to the building principal; and
- 4) S/he has completed the online 2008 PAWS Accommodations Training PowerPoint and submitted record of the training to the building principal.

## **SECTION I:**

### **IEP or 504 STANDARD ACCOMMODATIONS**

Appropriate documentation and monitoring of the standardized use of accommodations is required of test administrators, test coordinators, and principals. Monitoring of the selection, administration, and evaluation of accommodations by school personnel will be provided by the Wyoming Department of Education and will occur during the administration of the tests. Additionally, the Special Programs Unit will review documentation of accommodations during on-site monitoring visits.

**The following assessment accommodations are standard and allowable for a student with an IEP or 504 Plan:**

### **PRESENTATION ACCOMMODATIONS**

1. Student uses large print edition of the test.
2. Student uses magnification devices.
3. Student uses color overlays to reduce glare or enhance text.
4. Student uses templates to reduce the amount of visible print.
5. Student uses a computer monitor screen cover.
6. Sign language interpreter signs directions verbatim in Reading, Writing, Mathematics, and Science tests.
7. Sign language interpreter signs test questions in Writing, Mathematics, and Science Tests **without** paraphrasing, clarifying, interpreting, elaborating, or defining word meanings.
8. Student uses Braille Special Test Form.
9. Student uses tactile graphics.
10. A certified staff member or access assistant reads **directions** verbatim in Reading, Writing, Mathematics, and Science Tests. It is recommended that one reader be provided for each individual student.



11. A certified staff member or access assistant reads and can re-read test questions in Writing, Mathematics, and Science Tests without paraphrasing, clarifying, interpreting, elaborating or defining word meanings. **Test questions AND reading passages cannot be read to the student on the Reading Test.** It is recommended that one reader be provided for each individual student.
12. Student may ask for clarification of directions (**not test questions or answer choices**).
13. Student uses audio amplification devices including and/or in addition to hearing aids to increase clarity.
14. A certified staff member or access assistant provides the use of an amplification system.
15. Student uses a screen reader in the Writing, Mathematics, and Science Tests. **Use of a screen reader is not allowed on the Reading Test.** Administration of this accommodation will require contacting the district technology coordinator. This student must use Form 1.
16. Student uses text to speech software in the Writing, Math and Science Tests. **Use of text to speech software is not allowed on the Reading Test.** Administration of this accommodation will require contacting the district technology coordinator. This student must use Form 1.
17. A certified staff member or access assistant provides visual cues to students who are deaf or hard of hearing.

### **RESPONSE ACCOMMODATIONS**

18. Student uses assistive technology or an augmentative device.
19. A certified staff member or access assistant scribes or writes what a student dictates through an assistive communication device, 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 requests clarification from the student about the use of capitalization, punctuation, and spelling key words during the Writing Test. A scribe must allow the student to review and edit what he or she has written. The student's final response must be transcribed in the Student Test and Answer Book or **entered online for eleventh grade students' reading or writing responses only.** 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.
20. A student types responses using a word processor in the Reading, Writing, Mathematics, and/or Science Tests. Spelling, grammar, dictionary, and



synonym/thesaurus devices **MUST** be disabled during the administration of the **Writing Test**. On the **Reading, Mathematics, and Science Test**, dictionary and synonym/thesaurus devices **MUST** be disabled. The Building and/or District Technical Coordinator must verify and document that these devices have been disabled. The margins for documents should match as closely as possible the same space as is allowed in the Student Test and Answer Book. The final copy for the Reading Test and Writing Test must be **entered online for eleventh grade students only**. 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.

21. Student uses speech-to-text conversion or voice recognition during the Reading, Mathematics, or Science Tests. The margins for this document should match as closely as possible the same space as is allowed in the Student Test and Answer Book. The final copy for the Reading Test must be **entered online for eleventh grade students only**. 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.
22. Student uses a Braille. Student information needs to be placed on student work. The final copy for the Reading and Writing tests must be **entered online for eleventh grade students only**. 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 was to be written.
23. Student uses a tape recorder to record test responses rather than writing on a paper during the Reading, Mathematics or Science Tests. The student's final response must be **entered online for eleventh grade students for Reading**. 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 was to be written.
24. Student writes directly on a printed copy of the online multiple-choice portion of the test. A certified staff member or access assistant enters a student's multiple choice responses onto the computer. This student must use Form 1.
25. A certified staff member or access assistant monitors the placement of student responses on the Student Test and Answer Book.
26. Student uses visual organizers including graph paper, highlighters, place markers, and templates.



### **SETTING ACCOMMODATIONS**

27. Student takes the test in a different location in the building, in a small group, or in an individual location, monitored by a teacher or qualified person. Changes may also be made to a student's location within a room to reduce distractions to the student or to other students.
28. Student takes the test in a different location to increase physical access or enable the use of special equipment, monitored by a teacher or access assistant.

### **TIMING AND SCHEDULING ACCOMMODATIONS**

29. Student is provided with extended time to complete the assessment.
30. Student is provided with multiple, individual breaks as needed, monitored by a teacher or access assistant.
31. Student takes the tests at the time of day when he or she is most likely to demonstrate peak performance. A test must be completed in single testing session.

If you have questions regarding PAWS accommodations, please contact Charlene Turner at the Standards, Assessment, and Accountability Unit, Wyoming Department of Education, Laramie office at (307) 777-7322 or [cturne@educ.state.wy.us](mailto:cturne@educ.state.wy.us).

## **SECTION II:**

### **ENGLISH LANGUAGE LEARNERS (ELL) STANDARD ACCOMMODATIONS**

As part of the No Child Left Behind Act of 2001, states must include recently arrived (a student who attended schools in the United States for less than 12 months) and limited English proficient (LEP) students in assessments of academic achievement in reading/writing, mathematics and science, and must provide LEP students with appropriate, standard accommodations most likely to yield accurate data on what LEP students know and can do in the academic areas until they have achieved English language proficiency.

During the period within which an LEP student is a recent arrival to the United States, they may be exempt from one administration of the PAWS Reading and Writing tests. These students must take the Wyoming English Language Learner Assessment (WELLA) **and** the mathematics and science tests of PAWS. An ELL student who meets exemption criteria must have an Exemption Request (WDE-673) submitted and approved on his or her behalf in order to be exempt from participating in the PAWS Reading Test and Writing Test.

Until students have achieved English language proficiency, they must be provided with the appropriate standard accommodations indicated below. In addition, for each of two years after a student no longer meets Wyoming's definition of LEP, such a student is



eligible to receive all appropriate, standard accommodations in order to collect accurate data on what the student knows and can do in the academic content areas.

**The following assessment accommodations are standard and allowable for eligible ELL students:**

### **PRESENTATION ACCOMMODATIONS**

32. A certified staff person or access assistant translates written directions to the student.
33. A certified staff person or access assistant re-reads directions for each page.
34. A certified staff member or access assistant translates test questions in the Writing, Mathematics, and Science Tests without paraphrasing, clarifying, interpreting, elaborating or defining word meanings. **Test questions AND reading passages cannot be read to the student on the Reading Test.**
35. A certified staff person or access assistant simplifies the language in the directions.
36. A certified staff person or access assistant clarifies test directions (**NOT test items**) when asked by the student orally in English or in the student's primary language.

### **RESPONSE ACCOMMODATIONS**

37. Student uses a translation dictionary.

### **SETTING ACCOMMODATIONS**

38. Student takes the test in a different location in the building, in a small group, or in an individual location.

### **TIMING AND SCHEDULING ACCOMMODATIONS**

39. Student is provided with multiple, individual breaks as needed.
40. Student is allowed to complete the test over multiple days.

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