



Wyoming Department of Education

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MEMORANDUM NO. 2010-195

TO: School District Superintendents
Special Education Directors
Directors of Institutions and Private Schools
Title III Directors
Principals
PAWS District and Building Coordinators

FROM: Charlene Turner, Director of Alternate Assessment
Standards and Assessment Division

DATE: October 29, 2010

SUBJECT: 2011 PAWS Standard Accommodations

UPDATED INFORMATION

The Wyoming Department of Education (WDE) requests that this memo and the attached, **updated 2011 Proficiency Assessments for Wyoming Students (PAWS) Standard Accommodations** be provided to District and Building PAWS Coordinators, Test Administrators, and Access Assistants who will be administering standard accommodations during the 2011 PAWS administration to eligible students. Standard accommodations are allowed for a student with a disability, a student on a 504 Plan or an eligible English Language Learner (ELL) given appropriate documentation on an Individualized Education Plan or an individualized student plan for a 504 or ELL student.

The **updated 2011 PAWS Standard Accommodations** document is to be used to document the appropriate, individual student accommodations within the current PearsonAccess portal during the Pre-ID/Accommodations Window, which is December 13, 2010, through January 7, 2011. Accurate documentation during this window will result in the receipt of the appropriate and Pre-ID'd Special Forms (Braille, Large Print, and Audio) with the school's shipment of their PAWS testing materials on February 18, 2011.

Beginning January 10, 2011, additional documentation of accommodations can be completed during the Confirmation/Accommodations Window.

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PAWS District and Buildings Coordinators
Memorandum No. 2010-195
October 29, 2010
Page 2

Additional order requests for Special Forms are made online at PearsonAccess during the Additional Orders Window, February 21, 2011, through March 29, 2011. Any additional orders made on or after January 10, 2011, will not have Pre-ID labels. Demographic information must be completed on the provided special forms at the school level.

Information for requesting Special Forms and documenting accommodations are found in the *PearsonAccess Wyoming Online User's Guide* located on the Support page under Top Resources on PearsonAccess.

The updated 2011 PAWS Standard Accommodations are posted online at the Wyoming Department of Education website, www.k12.wy.us under *Wyoming Assessments, PAWS*, and are also available on the Support page of PearsonAccess. Additionally, an updated **2011 PAWS Standard Accommodations FAQ** is posted on the WDE the first week in November. Please contact Charlene Turner at cturne@educ.state.wy.us or 307-721-1925, if you have questions.

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Attachment



Wyoming Statewide Assessment System 2011 PAWS STANDARD ACCOMMODATIONS

This is a description of the 2011 PAWS standard accommodations that can be administered to eligible students during the 2011 Proficiency Assessments for Wyoming Students (PAWS) administration.

OVERVIEW

Standard accommodations are allowed on the PAWS for students with disabilities, for students on a 504 Plan, or for English Language Learners (ELL). 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.

The administration of accommodations during PAWS has potential implications for the validity of resulting scores. Therefore, it is necessary for Test Administrators to be familiar with the *Wyoming Accommodations Manual for Instruction and Assessment*. Information in the manual guides the selection, administration and evaluation of accommodations. If accommodations are implemented by Test Administrators or access assistants as described in the manual, the validity and comparability of resulting scores are preserved. An access assistant is a trained individual, other than a certified staff member or teacher and not a parent or volunteer, who provides accommodations on the day of testing. This document describes the standard accommodations for the 2011 PAWS administration.

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:

- The accommodations are documented on the student's IEP or 504 Plan.
- The accommodations for ELL are determined and documented at the school level.
- The selection and administration of accommodations are consistent with the 2011 PAWS standard accommodations.
- Standard accommodations are administered as described in the *Wyoming Accommodations Manual for Instruction and Assessment*.
- The accommodations provided are effective in providing access to the test and are regularly used by the student during instruction and assessment.
- The accommodations are administered by a trained Test Administrator or trained access assistant who is familiar with the student.

Accommodations may **not**:

- Result in adverse consequences for students.
- Alter the measured test construct or concept.
- Provide additional information, prompting or clues to suggest or support the selection of correct answers.

Updated August 2010

ACCOMMODATIONS CATEGORIES

Standard accommodations are grouped into four categories: presentation (visual, tactile, auditory, and multi-sensory), response, setting, and timing/scheduling. The accommodations listed below by category are standard during the administration of PAWS. Additional guidance and information related to the administration of accommodations can be found at the Wyoming Department of Education website.

To be appropriate for use during the 2011 PAWS administration, 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 only be administered by a trained certified teacher, certified staff member or access assistant. A certified teacher, certified staff member or access assistant is qualified to administer accommodations if:

- S/he understands the procedures for administering standard accommodations; and
- S/he has effectively administered the accommodation(s) to the student during instruction and/or assessment; and
- S/he has viewed and completed the 2011 PAWS Training and submitted record of the training to the building principal; and
- S/he has viewed and completed the 2011 PAWS Accommodations Training and submitted record of the training to the building principal.

MONITORING OF ACCOMMODATIONS FOR STUDENTS WITH AN IEP OR 504 PLAN

Appropriate documentation and monitoring of the standardized use of accommodations are required of Test Administrators, Building Test Coordinators, and/or principals for the PAWS administration. Monitoring of the selection, administration, and evaluation of accommodations may be performed by building administrators, District or Building PAWS Coordinators, and/or the Wyoming Department of Education (WDE), and will occur during the administration of the PAWS as well as following the administration. Additionally, the WDE Special Programs Unit will review documentation of accommodations during on-site monitoring visits.

The following standard accommodations are appropriate during the administration of the 2011 PAWS 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.

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8. Sign language interpreter signs directions in all content areas and/or signs test questions as written in all content areas **EXCEPT** reading. The interpreter 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 interpreter be provided for each individual student.
9. A certified staff member or access assistant provides visual cues to students who are deaf or hard of hearing.
10. A certified staff member or access assistant reads directions word-for-word as written in all content areas and/or reads or re-reads test questions word-for-word as written in all content areas **EXCEPT** reading. 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 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 by a certified staff member or access assistant into the Student Test and Answer Book on the pages that the student's response is to be written.
15. A student types responses using a word processor. Spelling, grammar, and synonym/dictionary devices **MUST** be disabled during the Writing Test. 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 and 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.
16. Student uses speech-to-text conversion or voice recognition in all content areas **EXCEPT** writing. The margins for this document should match as closely as possible the same space as is allowed in the Student Test and 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 and 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 paper in all content areas **EXCEPT** writing. 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.
19. A certified staff member or access assistant monitors the placement of student responses in the Student Test and Answer Book.
20. Student uses visual organizers including graph paper, place markers, and templates. Student uses a pencil to underline text. Highlighters **CANNOT** be used in the Student Test and 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 with extended time to complete the assessment.
23. Student is provided with multiple, individual breaks as needed, monitored by a teacher or access assistant.
24. Student takes the tests at the time of day when he or she is most likely to demonstrate peak performance.

If you have questions regarding PAWS standard accommodations, please contact Charlene Turner at the Standards and Assessment Unit, Wyoming Department of Education, Laramie office at (307) 721-1925 or cturne@educ.state.wy.us.

ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS (ELL)

Schools may not exempt ELL students from the PAWS content assessments with an exception of waiving students from the PAWS Reading, Language Arts, and Writing sections of the Language Arts Test for students who have been enrolled in U.S. schools for less than one year as of **March 25, 2011**. Additionally, schools need an exemption approved by the Wyoming Department of Education. Students who are in their first year will take the Wyoming Statewide Assessment of English Language Learners instead of the PAWS Reading, Language Arts, and Writing Tests, but they are **not exempt** from the Mathematics and Science Tests of PAWS.

Students may be provided with accommodations for English Language Learners during PAWS as long as they meet eligibility criteria. In addition, students who no longer meet the eligibility criteria as ELL and are identified as proficient or transitional may be administered these standard accommodations for a period of up to two subsequent academic years when appropriate. These accommodations must effectively facilitate access to the test and be used regularly by the student during instruction and assessment.

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The following standard accommodations are appropriate during the administration of the PAWS for eligible ELL students.

PRESENTATION 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 (**NOT** test questions or answer choices) without clueing correct responses.
27. A certified staff member or access assistant reads and/or re-reads test questions 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.

SETTING ACCOMMODATIONS

29. 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

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

If you have questions regarding ELL accommodations, please contact Cassandra Celaya at the Standards and Assessment Unit, Wyoming Department of Education, Laramie office at (307) 721-1924 or ccelay@educ.state.wy.us .