



2015 Proficiency Assessments for Wyoming Students (PAWS)

Interpretation Guide for
Teachers

WYOMING
DEPARTMENT OF EDUCATION



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OVERVIEW OF WYOMING STATE ASSESSMENT PROGRAM, GRADES 3–8

In 2015, the Proficiency Assessments for Wyoming Students (PAWS) was administered. Although the SAWS assessment was not administered, the Individual Student Report (ISR) will show SAWS information with no score information. A sample report is included in this guide and is used to indicate what specific information about the report is provided.

Receipt of Wyoming Score Reports

Individual Student Reports (ISRs) are mailed to district offices for distribution to schools. They will be mailed via traceable method and arrive in districts in July 2015.

Each shipment will include:

- One district inventory sheet
 - List of schools included in the shipment
- School inventory sheet(s)
 - List of grades included for that school
 - Number of reports included for each grade at that school
- Two copies of each student's ISR
 - ISRs separated by grade
 - One copy of a letter for parents of students in Grades 3, 5, and 7

Wyoming Score Report Packaging

District Packaging:

- Each shipment will contain boxes and/or envelopes for the schools within the district.
- Depending on the number of reports being shipped, districts may receive numerous "district" boxes. District boxes will be marked as Box 1 of 3, Box 2 of 3, etc.
- District boxes will have a blue sheet attached to the outside of the package(s). The sheet's information will include district code number, district name, and the name of the program contained in that shipment.
- District Box #1 will include a list of all schools included in the mailing.

School Packaging:

- School packages will have a yellow sheet of paper on each package that indicates the Program PAWS, School Name, and School Code.
- School packages will contain boxes and/or envelopes depending on the size of the materials. School boxes will be marked as Box 1 of 3, Box 2 of 3, etc.
- Each school package will include two score reports for each student who took the assessment.
- Reports will be separated, by grade, with a green piece of paper.
- The two reports for each student will be separated by a white piece of paper.
- Schools will receive a Report Count sheet that indicates the total number of reports printed by grade.
- Schools will receive bundles of letters, for parents of students in Grades 3, 5, and 7, which explain why there are no reported SAWS scores for 2015.

PAWS INDIVIDUAL SCORE REPORT

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

An Individual Score Report contains the following information:

- Student Identification Information
- Student Results (Scale Score, Performance Level, State Percentile Rank)
- Performance by Domain
- Performance Level Descriptors

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

Page 1 of PAWS and SAWS Individual Score Report



Student Report

First Name: Abigail xxxxxxxx
Middle Initial: L
Last Name: Buchbaumxxxxxx
 xxxx
Grade: 4
Birthdate: 7/14/2005
Student ID: 123456
Test Window: 3/2/15 - 3/27/15
School: Buffalo Ridge Elementary
 xxxxxxxxxxxxxxxxx
District: Laramie xxxxxxxxxxxxx
 xxxx

A

YOUR CHILD'S RESULTS:

READING

Your child's score: 460
 Performance Level: Below Basic
 State Percentile Rank: 56



B + C

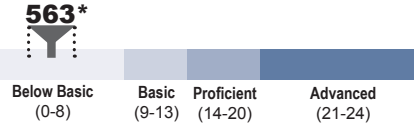
MATHEMATICS

Your child's score: 850
 Performance Level: Advanced
 State Percentile Rank: 76



SCIENCE

Your child's score: 563
 Performance Level: Below Basic
 State Percentile Rank: 57



WRITING

Your child's score: NA

* The dotted lines indicate the range of likely scores your child would receive if your child took many versions of the test.

Purpose of Report

This report provides information about your child's scores on the Proficiency Assessment for Wyoming Students and the Student Assessment of Writing Skills (SAWS). This report will help you understand your child's performance in reading and math (grades 3-8), science (grades 4 and 8), and writing (grades 3, 5, and 7) for the 2014-2015 school year.

D

Glossary of Terms

Scale Score: Your child's raw score (total number earned) transformed into a score on a scale.

Content Performance by Domain: Describes your child's performance in sub-categories (domains) of each content area. The Scale Score column indicates your child's performance in relation to the overall scale (above). The Domain Performance column shows your child's raw score performance in each of the measured domains.

State Percentile Rank: State Percentile Rank indicates your child's performance in relation to other Wyoming students in the same grade. The ranking number shows the number of Wyoming students in the same grade who obtained scores equal to or less than your child's score.

Lexile Measure: Helps readers select materials at their reading level. This can serve as a guide in selecting books for your child.

Quantile Measure: Similar to the Lexile and can help you identify math activities to do at home. These activities will help your child practice mathematical skills leading to increased mathematical understanding.

Not Scored (NS): Your child did not complete enough of the test to calculate a score.

Not Tested (NT): Your child did not take this part of the assessment.

Not Applicable (NA): This content area is not tested at this grade level.

F

STUDENT PERFORMANCE BY DOMAIN

		PAWS	Scale Score	Domain Performance
Reading	Literature: Craft and Structure		315	3 of 7
	Literature: Key Ideas and Details		306	3 of 8
	Informational Text: Craft and Structure		415	2 of 7
	Informational Text: Key Ideas and Details		808	1 of 6
	Integration of Knowledge and Ideas		406	2 of 8
	Language		356	2 of 7
Math	Operations & Algebraic Thinking		813	6 of 8
	Number Operations - Base 10		610	5 of 8
	Number Operations - Fractions		320	6 of 7
	Measurement & Data		510	4 of 8
	Geometry		306	5 of 8
Science	Life Science		516	3 of 7
	Physical Science		818	4 of 9
	Earth & Space Science		616	5 of 10
		SAWS	Total Possible	Student Score
Writing		NA		
		NA		

E

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

G

Lexile® Measure **123L** Quantile® Measure **321Q**

H

Go to the Wyoming Department of Education's website at www.wyoming.gov for more information about the PAWS and SAWS Assessments.

For more information, and to search for books by Lexile measure, visit www.Lexile.com. For more information about Quantile measures, visit the Math @ Home section at www.Quantiles.com.

<p>A</p>	<p>Student Identification Information</p> <p>This section includes: student name, student identification number (WISER ID), grade, school name, and district name. This information is sometimes referred to as the demographic information.</p>
<p>B</p>	<p>Student Results</p> <p>A student's performance level is derived from the scale score. This reporting information enables teachers to identify a student's overall performance within a content area. The names of the performance levels are designed to convey a message about the level of student performance. Included here also is the State Percentile Rank of each student. The graphic in the diagram indicates where the student's Scale Score falls within the Performance Level band.</p>
<p>C</p>	<p>Confidence Interval</p> <p>The dotted line falling around each image represents the student's Confidence Interval. This indicates the range of likely scores a child would receive if he/she took many versions of the test.</p>
<p>D</p>	<p>Purpose of Report</p> <p>This section explains the purpose of the assessment and indicates the grade levels in which each content area test was administered.</p>
<p>E</p>	<p>Student Performance by Domain</p> <p>This section provides detail about the student's performance in each content area. Each content area shows a scale score and a raw score total.</p>
<p>F</p>	<p>Glossary of Terms</p> <p>This section explains and defines the terms used on the report.</p>
<p>G</p>	<p>Additional Resources</p> <p>This section provides additional links and resources for more information about the WDE and its assessments.</p>
<p>H</p>	<p>Lexile Measure (reading only)</p> <p>The PAWS has been linked to the Lexile scale. The Lexile scale is a developmental scale for reading and is one indicator of a student's reading skills. More information concerning the Lexile Framework is available at www.Lexile.com.</p> <p>Quantile Measure (math only)</p> <p>The Quantile scale is a developmental scale for mathematics and is one indicator of a student's skills in mathematics. More information concerning the Quantile scale can be found at www.Quantiles.com.</p>

Page 2 of PAWS Individual Score Report

A Guide to the Score Report

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

A

The charts at the top right of the first page indicates the ranges of the scale scores depicting your child's scale score in each of the content areas. Different scales are used for each content area, so the numerical scores from each content area are not comparable numbers. The placement of the score in each proficiency band is important information for you and your child's teacher. The Student Performance by Domain box on the lower right side of the front page contains more detailed information about your child's performance. This information helps you and your child's teacher identify specific areas of strength and areas in need of improvement. The SAWS writing information (bottom right) shows the raw score (total earned and total possible) for your child on the writing test. At the bottom you will see the Lexile and Quantile scores for your child. Entering your child's scores will provide you access to valuable tools and resources which can support your child's academic growth.

Performance Level Descriptors

	Reading	Mathematics	Science	Writing
Advanced	Students demonstrate thorough ability to comprehend implied main ideas, answer questions, and explain structural comparisons between one or more texts. They understand complex words and phrases.	Students demonstrate an in-depth understanding of whole numbers and measurements to solve problems using the four operations; whole number place value; equivalent fractions or decimals; fraction operations; classifying and analyzing geometric shapes.	Students demonstrate in-depth science knowledge in complex situations to analyze, construct, and use information and ideas. They evaluate conclusions based on evidence to explain phenomena and generalize cause and effect relationships.	Not Applicable.
Proficient	Students demonstrate adequate ability to comprehend main ideas, answer questions about text, and explain structural comparisons between one or more texts. They understand words and phrases.	Students demonstrate a solid understanding of whole numbers and measurements to solve problems using the four operations; whole number place value; equivalent fractions or decimals; fraction operations; identifying or classifying geometric shapes.	Students demonstrate solid understanding of concepts and skills to analyze information and use ideas. They can describe and recall facts, perform investigations, record results, predict outcomes and provide solutions based on evidence.	Not Applicable.
Basic	Students demonstrate partial ability to comprehend main ideas, answer questions, and explain structural comparisons between one or more texts. They understand simple words and phrases.	Students demonstrate a partial understanding of whole numbers and measurements to solve problems using the four operations; whole number place value; equivalent fractions or decimals; fraction operations; identifying or classifying geometric shapes.	Students demonstrate partial understanding or require assistance to use concepts and skills to analyze facts and ideas. They demonstrate or explain basic scientific principles and observations with support.	Not Applicable.
Below Basic	Students require extensive support or provide little or no evidence in meeting the standard.	Students require extensive support or provide little or no evidence in meeting the standard.	Students require extensive support or provide little or no evidence in meeting the standard.	Not Applicable.

B

What Can You Do at Home?

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

C

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

CONTENT AREAS

Content Area Skills

The PAWS assessment is used to measure individual student achievement against the 2012 Wyoming Content and Performance Standards (2012 WyCPS) in English Language Arts and Mathematics. The Wyoming Content and Performance Standards identify knowledge and skills students are expected to acquire at each grade in order to succeed in school and at work.

Reading Assessment (PAWS)

The content of the 2015 PAWS reading assessment is aligned to the 2012 Wyoming Content and Performance Standards in English Language Arts. Because the standards require students to demonstrate ability to read a broad range of increasingly rigorous literary and informational texts, as well as demonstrate familiarity with various text structures and elements, the PAWS assessment is designed to assess overall literacy skills in the following skill-reporting categories:

- **Key Ideas and Details:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite textual evidence to support conclusions drawn from text; summarize key ideas and determine and analyze the development of themes, individuals, events, and central ideas of a text.
- **Craft and Structure:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning. Analyze text structure, including how sentences, paragraphs, and larger sections relate to each other and the whole; assess how an author's point of view or purpose shapes the content and style of text.
- **Integration of Knowledge and Ideas:** Integrate and evaluate content from diverse formats and genres; delineate and evaluate arguments and claims in a text, including the reasoning, relevancy, and sufficiency of the evidence; analyze two or more texts to analyze how authors address similar themes or approach topics.
- **Language:** Use appropriate words and phrases, including those that signal precise actions, emotions, and states of being, as well as those related to a particular topic. Understands figurative language, word, and nuances in word meanings. Uses a variety of context clues and reference materials.

Mathematics Assessment (PAWS)

The content of the 2015 PAWS mathematics assessment is aligned to the 2012 Wyoming Content and Performance Standards in Mathematics. The assessment reflects the emphasis of the standards on how students progress in their understanding and application of mathematical principles. The assessment focuses on both the computational fluency as well as the mathematical understanding necessary to be college and/or career ready. The following mathematical skills are assessed and reported on PAWS:

Grades 3–5

- Operations and Algebraic Thinking
- Number and Operations – Base Ten
- Number and Operations – Fractions
- Measurement and Data
- Geometry

Grades 6–7

- Ratios & Proportional Relationships
- The Number System
- Expressions and Equations
- Geometry
- Statistics & Probability

Grade 8

- The Number System
- Expressions and Equations
- Geometry
- Statistics & Probability
- Functions

Science Assessment (PAWS)

The content of the 2015 PAWS science assessment is aligned to the Science as Inquiry Content Standard of the 2008 Wyoming Content and Performance Standards in Science. Because scientific inquiry involves many processes, the PAWS is designed to assess inquiry skills overall in the following skill reporting categories:

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

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

- Life Science
- Physical Science
- Earth/Space Science

The major knowledge, skills, and abilities necessary to achieve proficiency levels attributed to college and career readiness can be found in the Performance Level Descriptors (PLDs) found on page 2 of the ISR. The PLDs displayed on the student's ISR correspond to the grade level of that student.

OTHER RESOURCES

Additional Resources Available

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