

2014 PAWS & SAWS Assessment Addendum

February 2014

Update – 2/26/14

- Listed Accommodations in the PAWS and SAWS DFA’s for item 8 and 10 should include the text “answer choices.” Listed below is the correct text from the Building Coordinator Manual.
 - Item 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.
 - Item 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.
- Listed Accommodation in the PAWS and SAWS for item 20 should read as below from the Building Coordinator Manual.
 - 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.
- PAWS (pg. 9) and SAWS (pg.6) DFA’s updated 2014 Allowable Resources link is:
 - <http://edu.wyoming.gov/sf-docs/assessments/2014-allowable-resources.pdf>

2/12/14

PAWS

- Students will receive 4 Pre-ID labels for PAWS, regardless of grade
- Building Coordinator Manual, correction to page 16:
 - Materials are to be shipped back to ETS by **April 4, 2014**

2/12/14

2/27/14 – updated

- Note to Building Coordinator Manual, correction to page 14 & 16:
 - Unused Answer Documents are **not** to be returned
- PAWS Directions for Administration (DFA) corrections:
 - Sections 6-11: Specific Directions for tests: On pages 21, 22, 26, 27, 31, (grades 3-5) and 36, 37, 42, 43 and 48 (grades 6-8) near the bottom of the page where the break directions specify 10 minutes, please strike “10 minutes.” The revised language should read: “Now we will take a break.” The length of breaks between sections is up to each building.

SAWS

- Students will receive 2 Pre-ID labels for SAWS, regardless of grade
- Additional Order Window for SAWS closes April 25th
- Directions For Administration (DFA), correction to page 21
 - Grade 3 – Section 3
 - The reading passage will begin on either page 15 or 16 in the Test and Answer book
- Directions For Administration (DFA), correction to page 25
 - Grade 5 & 7 – Section 2
 - The reading passage for grade 5 will begin on page 9 in the TAB, the reading passage for Grade 7 will begin on page 10 in the TAB (pg. 25)
- Directions For Administration (DFA), correction to page 27
 - Grade 5 & 7 – Section 3
 - The prompt will begin on either page 19 or 20 in the TAB for grade 7 (pg. 27)

PAWS & SAWS

- Reminder, Irregularity Report Forms (IRR) can be submitted to ETS by either the Building Coordinator and or the District Coordinator.
- If for any reason, there are unused Pre-ID labels, do not return them. Please shred all unused Pre-ID Labels. Both PAWS and SAWS labels are shipped together and received separately from Test Materials.
- No Blank Labels will be shipped. If a student is not Pre-ID - all demographic information must be completed in provided Test Answer Booklet or Answer Document directly.

- It is a district choice whether or not to test Home School students. Home School students who do test must test in their District of residence. If you do test Home School students, your District is responsible for mailing ISR's to the parents.
- Scores of Home School students will not be counted in AYP calculations
- In preparing returns for multiple boxes, be sure to use only the one Header provided and not include photocopies of Header Sheet. The Header Sheet can be put in your first box or last box, remembering only one Header Sheet per category of Scorable (Test Answer Booklets versus Answer Documents).
- In packing returns for multiple boxes, follow diagrams in Building Coordinator Manual for order, separating at logical breaks, preferably keeping subjects together. Grade 3 Reading should stay together before starting a new box of Grade 3 Math, if possible.