



## Wyoming Department of Education

Dr. Jim McBride, Superintendent of Public Instruction

Hathaway Building, 2nd Floor, 2300 Capitol Avenue

Cheyenne, WY 82002-0050

Phone 307-777-7673 Fax 307-777-6234 Website www.k12.wy.us

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### MEMORANDUM NO. 2008 - 110

**TO:** School District Superintendents

**FROM:** Lesley Wangberg, Supervisor  
Standards, Assessment and Accountability Unit

**DATE:** August 15, 2008

**SUBJECT:** PAWS and PAWS-ALT Student Reports and Parent Letters  
Distribution

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### PAWS and PAWS-ALT Reports

Individual student reports for the Proficiency Assessments for Wyoming Students (PAWS) and the Proficiency Assessments for Wyoming Students – Alternate (PAWS-ALT) will be received at your district office the week of August 18<sup>th</sup>. PAWS student reports will be shipped from Harcourt Assessment, Inc. PAWS-ALT student reports will be shipped separately from Questar Assessment, Inc. The contents of each shipment are arranged in the following manner:

- Reports are separated by school
- Each school's reports are ordered by grade level
- Two reports for each student are arranged alphabetically within a grade level:
  - One report is provided for the school's record
  - The other report is to be distributed to the parent or guardian
- An Interpretive Guide for PAWS Reports

An Interpretive Guide for PAWS-ALT is included as an attachment to this memo.

School District Superintendents  
Memo No. 2008-110  
August 15, 2008  
Page 2

Please find three attachments with this email. The first attachment contains a letter from Dr. McBride with regard to students who participated in the PAWS. The second attachment contains a letter from Dr. McBride with regard to students who participated in the PAWS-ALT. The third attachment is an interpretative guide, *The Complete Guide to the 2008 PAWS-ALT*.

Please be sure that the appropriate letter and Interpretive Guide accompany both the PAWS and/or PAWS-ALT report when distributed to schools and then to parents. If you do not receive a complete set of PAWS reports or a set of reports has been sent in error, please contact the Harcourt Assessment Scoring Hotline at 1-800-328-5999. If you do not receive a complete set of PAWS-ALT reports or a set of reports has been sent in error, please contact Customer Service at Questar Assessment, Inc. by calling 1-800-574-5583.

If you have questions about the information contained on the PAWS student reports, please contact Lesley Wangberg, 307-777-6918, [lwangb@educ.state.wy.us](mailto:lwangb@educ.state.wy.us) or Bill Herrera, 307-777-6132, [bherre@educ.state.wy.us](mailto:bherre@educ.state.wy.us) at the Wyoming Department of Education. For questions about information contained on the PAWS-ALT student reports, please contact Charlene Turner, 307-777-7322, [cturne@educ.state.wy.us](mailto:cturne@educ.state.wy.us) at the Wyoming Department of Education.

The WDE greatly appreciates your efforts toward improving education in Wyoming and looks forward to working together with all districts this new school year.

LW:al

Attachments: Letters and PAWS-ALT Interpretive Guide



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August 18, 2008

Dear Wyoming Parent or Guardian,

I am pleased to make available to you the results of your child's 2008 Proficiency Assessment for Wyoming Students (PAWS). All students are required by law to participate in Wyoming's assessment system. The purpose of the Wyoming assessment system is to determine student mastery of academic knowledge and skills and to gather useful information to inform educational goals for each individual student.

The Proficiency Assessments for Wyoming Students (PAWS) was administered this year in March-April. PAWS assesses reading, writing, mathematics progress in grades 3-8 and 10-11 and science progress in grades 4, 8, and 11 against the Wyoming Content and Performance Standards. Reading, math and science multiple choice items were delivered online at all grade levels. Reading, math and science items that required a written response in grades 3-8, as well as the writing portion of the test, were administered in a booklet form. Students in grade 11 entered their responses in reading and writing online.

Accompanying your child's report is a PAWS Interpretive Guide to assist you in understanding the performance results of the reading, writing, math and science assessments. The PAWS results are intended to provide you and your child's teacher(s) with information about your child's performance at the skill level within a content area. This information allows for focused instructional decisions in the classroom.

The Wyoming Department of Education is proud of the accomplishments in education occurring in schools across Wyoming. We are dedicated to working together to ensure your child's continued educational growth.

Sincerely,

Jim McBride, Ed.D.  
State Superintendent of Public Instruction



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August 18, 2008

Dear Parent or Guardian,

I am pleased to make available the results of your student's 2008 Proficiency Assessments for Wyoming Students – Alternate (PAWS-ALT). The purpose of this assessment, which is part of the Wyoming Assessment System, is to determine your student's mastery of academic knowledge and skills and to gather useful information to inform educational goals. However, not all students participate in the assessment system in the same way.

In the case of a student with a significant cognitive disability, the student's IEP team may decide, with input from you, that the student requires an alternate assessment. Alternate assessment may be appropriate for students who are not able to participate in the general assessment even with standard accommodations. The PAWS-ALT measures your student's knowledge of academic skills based on extended Wyoming Academic Content Standards and Academic Benchmarks. These extended standards are reduced in breadth, depth, and complexity and were written by Wyoming educators, parents, and district and school personnel.

This assessment documents that your student is being taught an academic curriculum, as required by law, and shows what your student has achieved in reading, writing, and mathematics in grades 3 – 8 & 11 and in science in grades 4, 8 & 11. Based on your student's performance on the PAWS-ALT, in combination with other educational assessments, a teacher can determine where to adjust instruction to better assist your student in his or her learning.

The 2008 PAWS-ALT Student Report provides an explanation of your student's performance. Page 1 of the Student Report includes a brief description of the test, your student's scores and Performance Levels, and a description of the Performance Level in each content area. Page 2 of the report provides an explanation of the scoring of the Portfolio of Student Work, your student's performance, and the Assessment Target Scores. With the Student Report, you will receive *The Complete Guide to the 2008 PAWS-ALT* prepared by the Wyoming Department of Education. This guide provides general information about the PAWS-ALT to guide your understanding of your student's test results. This guide can also be requested from your student's teacher or be found on the Wyoming Department of Education website at [www.k12.wy.us](http://www.k12.wy.us).

I encourage you to talk to your student's teacher about this report, discuss your student's academic progress with his or her IEP team, and identify ways to work together to support your student's education. Please visit the Wyoming Department of Education website to obtain more information about the PAWS-ALT and the extended Wyoming Academic Content Standards and Academic Benchmarks. Thank you for your review of these materials regarding your student's performance.

Sincerely,

Jim McBride  
State Superintendent of Public Instruction



# PAWS-ALT

PROFICIENCY ASSESSMENTS FOR WYOMING  
STUDENTS—ALTERNATE



## The Complete Guide to the 2008 PAWS-ALT

Wyoming Department of Education



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## **Background Information on Wyoming's Alternate Assessment**

### **WHO?**

- Wyoming's alternate assessment, Proficiency Assessments for Wyoming Students – Alternate (PAWS-ALT), is designed for students with the most significant cognitive disabilities.

### **WHAT?**

- The PAWS-ALT is part of a statewide instructionally supportive assessment system which complies with the requirements of the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), which support access of all students to the general academic curriculum.

### **WHY?**

- The primary goal of the PAWS-ALT is the determination of a student's subject mastery of the extended Wyoming Academic Content Standards and Academic Benchmarks in reading, writing, mathematics, and science, which are reduced in breadth, depth, and complexity.
- The assessed extended Wyoming Academic Content Standards and Academic Benchmarks can be found at <http://www.k12.wy.us/SAA/standards.asp>.

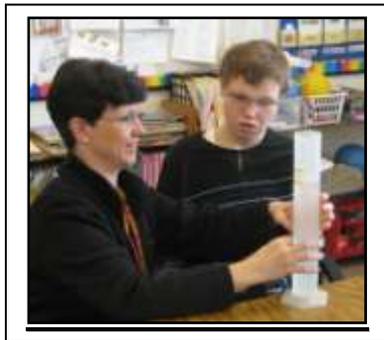
### **WHEN?**

- Testing occurs during the spring semester.
- An eleven week testing window allows the teacher flexibility to determine the best times to administer the test in each content area.

### **HOW?**

- Teachers provide a wide range of accommodations to ensure the assessment is made accessible.

"There is a fundamental relationship between the PAWS Alternate Assessment and the



extended Wyoming Academic Content Standards. I am convinced it is important and productive to teach academic standards to students with severe cognitive disabilities and to give them access to challenging material. The standards provide a framework to work through, and the assessment makes sure that these concepts are being taught, at some level. My hope is that standards are being thoughtfully consulted when IEP teams are creating annual goals related to academics."

Kay Cranney, Special Education Teacher  
Lincoln County School District #2

Wyoming has high academic expectations of all students. Special Education teachers have worked diligently to address the instructional and assessment needs of their students with the most significant cognitive disabilities. Teachers use a range of instructional strategies, selected on the basis of the students' needs and individual

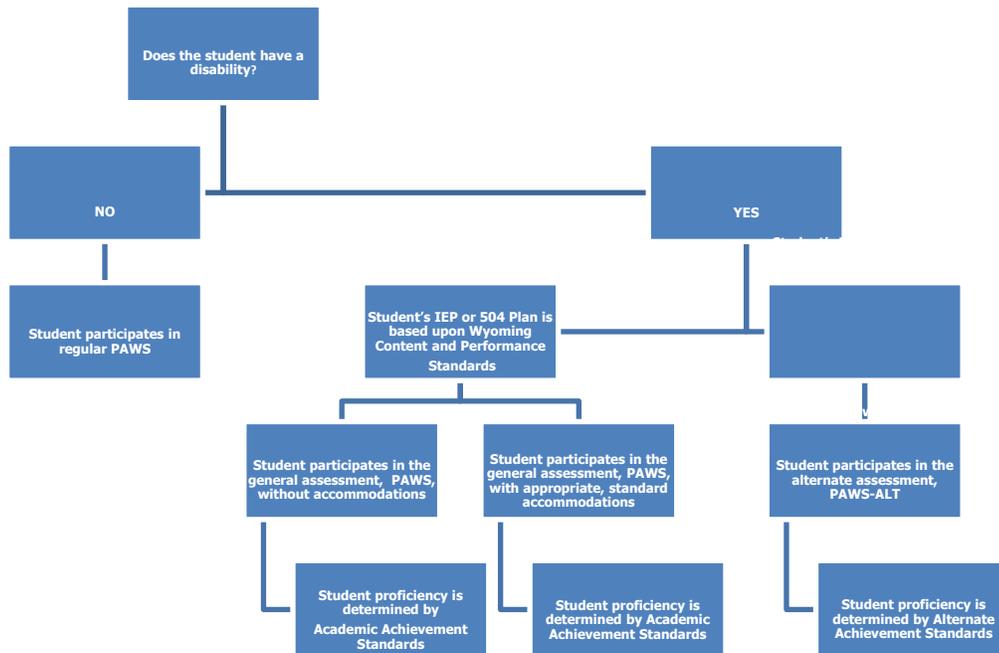
learning characteristics, to provide the opportunity for students to achieve mastery of academic content.

## **Student Participation in the Wyoming Assessment System**

Students with disabilities participate in the Wyoming Assessment System in one of the following ways as determined by their IEP team:

- The general assessment without standard accommodations
- The general assessment with approved standard accommodations
- The alternate assessment

The following flowchart illustrates the three ways in which all students participate.

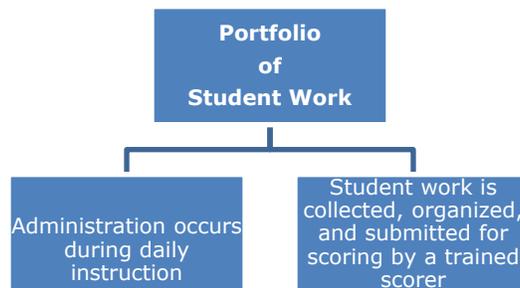


## **PAWS-ALT Components**

The PAWS-ALT presents students with two assessment approaches in which they can meaningfully demonstrate what they have learned in relation to the extended Academic Content Standards. The two components are the Portfolio of Student Work and the Student Performance Events.

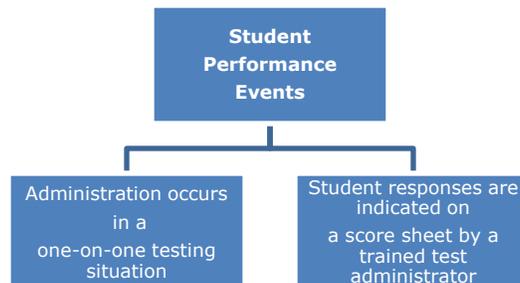
### **The Portfolio of Student Work (PSW)**

Student performance is documented through the teacher's collection of evidence including student work samples, permanent products, captioned photos, videotapes or audiotapes that demonstrate, measure, and reflect student mastery of academic content.



### **Student Performance Events (SPE)**

The SPE is the on-demand component of the assessment. The items for the SPE are written to address academic content by means of a scripted format. The number of points earned by the student's correct response is related to the level of support provided by the Test Administrator.



## **Assessment Targets**

Assessment Targets are included on the PAWS-ALT in order to illustrate growth and change over time of targeted academic skills. The Assessment Targets are meant to

provide meaningful information to teachers, parents and/or guardians, and students regarding academic progress on these targets.

## Understanding the Student Report and Your Student's Results

The **PAWS-ALT Student Report** shows your student's overall test scores and performance level in reading, writing and mathematics at grades 3 – 8 & 11 and in science at grades 4, 8 & 11. Assessment Target scores are reported as percentages in each tested subject area. This report is intended to help parents and guardians track their student's continuing academic progress and provide valuable feedback to teachers. The information provided on the report, when combined with other educational assessments, can be used by your student's teacher to adjust instruction to better assist your child in his or her learning. An example of a student report follows.

### 2008 PAWS-ALT Student Report Page 1

A Description of the 2008 PAWS-ALT Test is provided.

**Wyoming Proficiency Assessments for Wyoming Students - ALternate**  
**2008 PAWS-ALT Student Report for: Your Student**

School: WYOMING SCHOOL (00000)      Student Number:      Grade: 4  
 District: WYOMING DISTRICT (00000)      Date of Birth:     

**Reading Score Results**      **Student Performance Level Statements**

Assessment Component	Score	PERFORMANCE LEVEL
Portfolio of Student Work	32 of 72	Proficient
Student Performance Events	25 of 32	

Ashley's score of 32 out of 72 possible points in Reading is at the Proficient Level.

**Writing Score Results**      **Student Performance Level Statements**

Assessment Component	Score	PERFORMANCE LEVEL
Portfolio of Student Work	8 of 48	Incomplete
Student Performance Events	NO SCORE	

Ashley did not receive a score in Writing.

**Mathematics Score Results**      **Student Performance Level Statements**

Assessment Component	Score	PERFORMANCE LEVEL
Portfolio of Student Work	18 of 72	Basic
Student Performance Events	28 of 32	

Mathematics is at the Basic Level.

**Science Score Results**      **Student Performance Level Statements**

Assessment Component	Score	PERFORMANCE LEVEL
Portfolio of Student Work	27 of 52	Basic
Student Performance Events	18 of 28	

Ashley's score of 27 out of 52 possible points in Science is at the Basic Level.

Score Results include your student's score on each test component, the total score in a content area, and the achieved Performance Level.

The Student Performance Level Statements describe your student's achievement at the indicated Performance Level in a content area for the enrolled grade.

Science Score Results and Student Performance Level Statements are included for students enrolled in grades 4, 8, & 11.

## 2008 PAWS-ALT Score Report Page 2

A description of the scoring of the PSW is provided along with the description of the 4 scoring dimensions or criteria for all entries.

PSW scores are provided for each content entry showing the points that your student earned on each of the 4 scoring dimensions or criteria including science at grades 4, 8 & 11.

Assessment Target Scores show the percentage of points your student earned on an important skill in each content area including science at grades 4, 8 & 11.

**STUDENT REPORT**
Ashley A Richards

**Scoring of the Portfolio of Student Work (PSW)**

The PSW is a component of the PAWS-ALT which allows students to demonstrate their knowledge and skills on tasks aligned to the grade-level Content Standards and Academic Benchmarks through student work. Each PSW entry is evaluated based on the following scoring dimensions:

- Level of Complexity – the level at which the student work addresses the extended Academic Content Standard and Academic Benchmark.
- Level of Performance – the level of skill demonstrated by the student.
- Level of Independence – the level of independence demonstrated by the student based on the required prompting.
- Generalization – the student's ability to demonstrate skills in different settings and instructional contexts.

The PSW Score is the sum of the points earned in each of the scoring dimensions and is rounded to the next whole number.

READING				WRITING			
	Entry 1	Entry 2	Points Earned/ Points Possible		Entry 1 *	Entry 2	Points Earned/ Points Possible
Complexity	8	8.5	12.5 out of 16	Complexity	ME-A	2.5	2.5 out of 16
Performance	2.5	3	6.5 out of 8	Performance	ME-A	2.5	2.5 out of 8
Independence	2	2.5	4.5 out of 8	Independence	ME-A	2.5	2.5 out of 8
Generalization	2	2	4 out of 8	Generalization	ME-A	1	1 out of 8
<b>PSW Score</b>			<b>27 out of 40</b>	<b>PSW Score</b>			<b>8 out of 40</b>

MATHEMATICS				SCIENCE			
	Entry 1	Entry 2	Points Earned/ Points Possible		Entry 1	Entry 2	Points Earned/ Points Possible
Complexity	2.5	3	5.5 out of 16	Complexity	0	0	0 out of 16
Performance	2	2	4 out of 8	Performance	0	0	0 out of 8
Independence	2.5	2	4.5 out of 8	Independence	0	0	0 out of 8
Generalization	3	3	4 out of 8	Generalization	0	0	0 out of 8
<b>PSW Score</b>			<b>18 out of 40</b>	<b>PSW Score</b>			<b>0 out of 40</b>

\* Nonscorable Code: Receives a score of '0' and applies to the entire entry.  
 ME-A: Entry is missing from the portfolio.

**Assessment Target Scores**

Identifies an extremely important skill in each content area which remains consistent across the grade levels. Your student's performance level is represented in the table as a percentage and shows teacher strengths on these important academic skills in each content area. Teachers can use this information to provide instruction based on individual student needs.

Content Area	Assessment Target	Skill Focus	Percentage
Reading	Students derive meaning from text.	Identify main idea	75%
Writing	Students apply writing skills to communicate.	Select a topic	0%
Mathematics	Students use a variety of strategies to solve problems.	Compare and order sets of whole numbers	80%
Science	Students understand the world in which they live by using inquiry skills.	Collect, organize and/or compare data	50%

A Nonscorable Code provides information related to the documentation of student performance that results in a score of zero for an entry.

## Performance Levels and Student Performance Level Statements

There are four Performance Levels: Advanced, Proficient, Basic, and Below Basic. Each level is associated with a level of mastery of the academic content and is based on a specified range of points, which is different in each subject. The level of performance, accuracy, amount of support, and your student's ability to generalize the skill are reflected in your student's earned Total Score and are described in the Student Performance Level Statements.

## **Using the Results**

### ***What should a parent/guardian do with his or her child's results?***

You are encouraged to talk about this report with your child's teacher and the IEP team. Based on your child's academic progress, parents, guardians, teachers, and IEP teams can work together to identify ways to support continued progress.

### ***How will my child's PAWS-ALT results be used?***

The test documents that your child is being taught academic curriculum, as required by law. Other assessments are also used at the school-level to measure academic progress. Results from the PAWS-ALT along with these other assessments can be used to determine future goals and to inform instruction provided by your child's teacher.

The **Performance Levels** can be used to:

- Improve your child's education and access to academic instruction.
- Assist teachers in adjusting instruction to meet the individual academic needs of your student, and
- Determine whether each school and district is making Adequate Yearly Progress (AYP).

The **Assessment Targets** percentages can be used to:

- Indicate performance on an important academic target skill in each content area, and
- Compare performance on the target skill from year to year.

## **Grade Level Academic Skills**

At each grade level, Academic Benchmarks describe skills that students are taught and expected to learn at an appropriate level of complexity as determined by the teacher's knowledge of the student. The following charts describe the academic skills from which instructional goals are determined and taught at an appropriate level of challenge and access to the academic content at grades 3-8 & 11 in reading, writing, and mathematics and at grades 4, 8 & 11 in science.

## Grade 3 Academic Skills

In reading, students at this grade:	In writing, students at this grade:	In mathematics, students at this grade:
<ul style="list-style-type: none"> <li>• know important ideas in literary texts</li> <li>• are aware of information related to a literary text</li> <li>• are familiar with story elements</li> <li>• are acquainted with a variety of literary genres</li> <li>• know ideas in informational text</li> <li>• are aware of similar ideas across two informational texts</li> </ul>	<ul style="list-style-type: none"> <li>• select a topic</li> <li>• write a topic sentence</li> <li>• use voice in their writing</li> <li>• use conventions of print</li> <li>• use descriptive words</li> <li>• relate information to a topic</li> </ul>	<ul style="list-style-type: none"> <li>• represent whole numbers</li> <li>• compare and order whole numbers</li> <li>• use coins and dollars</li> <li>• recognize standard two dimensional shapes and compare two and three dimensional shapes</li> <li>• compare customary units of length including inches and feet</li> <li>• extend patterns</li> <li>• make use of data</li> </ul>

## Grade 4 Academic Skills

In reading, students at this grade:	In writing, students at this grade:	In mathematics, students at this grade:	In science, students at this grade*:
<ul style="list-style-type: none"> <li>• know important ideas across a literary text</li> <li>• sequence ideas</li> <li>• are aware of facts related to a text</li> <li>• are familiar with story elements</li> <li>• know information related to nonfiction or informational text</li> <li>• know important information in informational texts</li> </ul>	<ul style="list-style-type: none"> <li>• organize topics</li> <li>• write a topic sentence</li> <li>• write sentences</li> <li>• use voice in their writing</li> <li>• use conventions of print including some spelling</li> <li>• are familiar with resources for research</li> <li>• respond to a story and relate prior knowledge</li> <li>• organize topics and details</li> </ul>	<ul style="list-style-type: none"> <li>• represent larger whole numbers</li> <li>• compare and order whole numbers</li> <li>• use coins and dollars</li> <li>• solve simple addition and subtraction problems</li> <li>• use quantitative labels to estimate</li> <li>• differentiate standard two and three dimensional shapes and objects</li> <li>• compare U.S. customary units of weight, capacity, and length</li> <li>• tell time to the hour</li> <li>• organize and compare data</li> </ul>	<ul style="list-style-type: none"> <li>• describe living organisms and habitats</li> <li>• describe changes on Earth surface</li> <li>• describe changes in states of matter</li> <li>• demonstrate changes in position of objects</li> <li>• use reference materials to answer questions</li> <li>• conduct simple investigations</li> <li>• use data to communicate results</li> <li>• identify safety symbols</li> <li>• recognize technological advancements</li> <li>• identify and perform tasks associated with a healthy life style.</li> </ul>

**\*Science is assessed at Grade 4. The extended Wyoming Academic Content Standards and Academic Benchmarks are defined for the grade span Kindergarten – Grade four.**

## Grade 5 Academic Skills

In reading, students at this grade:	In writing, students at this grade:	In mathematics, students at this grade:
<ul style="list-style-type: none"> <li>• retell a story</li> <li>• are aware of inference</li> <li>• make simple connections</li> <li>• know descriptive words</li> <li>• are acquainted with a variety of literary genre</li> <li>• compare and contrast information</li> <li>• respond to information mode</li> </ul>	<ul style="list-style-type: none"> <li>• create a list of topics</li> <li>• write topic sentences and supporting details</li> <li>• use voice</li> <li>• write simple, complete sentences</li> <li>• use basic conventions of print</li> <li>• write a simple report including examples</li> <li>• write information related to an informational resource</li> <li>• obtain and organize information from an informational resource</li> </ul>	<ul style="list-style-type: none"> <li>• represent and order larger whole numbers and count by two's</li> <li>• use coins and dollars</li> <li>• solve addition problems</li> <li>• solve simple subtraction problems</li> <li>• estimate</li> <li>• identify and express values of coins</li> <li>• identify and compare parts of a whole including halves</li> <li>• identify and name standard two and three dimensional shapes and objects</li> <li>• determine U.S. customary units of weight and capacity</li> <li>• identify patterns growing by two's</li> <li>• organize and compare data</li> </ul>

## Grade 6 Academic Skills

In reading, students at this grade:	In writing, students at this grade:	In mathematics, students at this grade:
<ul style="list-style-type: none"> <li>• identify main ideas and a supporting detail from literary texts</li> <li>• understand cause and effect</li> <li>• make text-to-text connections</li> <li>• compare story elements</li> <li>• identify features of informational texts</li> <li>• identify information from informational texts</li> </ul>	<ul style="list-style-type: none"> <li>• organize and select a topic</li> <li>• match related sentences</li> <li>• use voice to express opinion</li> <li>• write complete sentences</li> <li>• use basic conventions and grammar</li> <li>• identify related and unrelated sentences</li> <li>• write a report including a connection</li> <li>• use a resource to create informational texts</li> </ul>	<ul style="list-style-type: none"> <li>• represent and order larger whole numbers and count by two's and five's</li> <li>• identify and compare parts of a whole including halves and quarters</li> <li>• identify congruent geometric shapes</li> <li>• estimate to compare weight</li> <li>• compare and determine U.S. customary units of capacity to measure</li> <li>• provide the value of a variable in number sentences</li> <li>• organize and compare data</li> </ul>

## Grade 7 Academic Skills

In reading, students at this grade:	In writing, students at this grade:	In mathematics, students at this grade:
<ul style="list-style-type: none"> <li>• use vocabulary to compare and contrast</li> <li>• identify main ideas and supporting details from literary texts</li> <li>• make connections within a text</li> <li>• identify author’s purpose</li> <li>• identify chronology of events in informational texts</li> <li>• identify data presented in graphic representations of informational texts</li> <li>• identify information from an interview</li> </ul>	<ul style="list-style-type: none"> <li>• organize topics into categories</li> <li>• write using paragraph form</li> <li>• use voice to express feelings or opinions</li> <li>• write compound sentences</li> <li>• use basic conventions and grammar</li> <li>• communicate responses to literary texts</li> <li>• identify problems and write solutions or procedures</li> <li>• identify resources used to complete research</li> <li>• write descriptions related to literary texts</li> </ul>	<ul style="list-style-type: none"> <li>• represent and order larger whole numbers and count by five’s and ten’s</li> <li>• recognize equivalencies</li> <li>• combine parts of a whole including halves</li> <li>• identify angles and parallel lines in objects</li> <li>• determine U.S. customary units to measure length</li> <li>• understand relationship between U.S. customary units of weight and capacity</li> <li>• calculator perimeter of a four-sided figure</li> <li>• recognize values on a number line</li> <li>• identify sets of data given graphic representations</li> </ul>

## Grade 8 Academic Skills

In reading, students at this grade:	In writing, students at this grade:	In mathematics, students at this grade:	In science, students at this grade*:
<ul style="list-style-type: none"> <li>• identify sequence of details in literary texts</li> <li>• identify story elements</li> <li>• identify a simile in literary texts</li> <li>• differentiate relevant from irrelevant information in informational texts</li> <li>• retell information in meaningful order</li> </ul>	<ul style="list-style-type: none"> <li>• select a topic</li> <li>• write using paragraph form</li> <li>• write to persuade</li> <li>• use a variety of sentences in their writing</li> <li>• share their writing</li> <li>• express opinions about literary texts</li> <li>• use resources to create informational texts</li> </ul>	<ul style="list-style-type: none"> <li>• represent and order large whole numbers</li> <li>• multiply by two’s</li> <li>• use estimation</li> <li>• combine parts of a whole including quarters</li> <li>• identify congruent and similar geometric objects</li> <li>• calculate the perimeter of a rectangle</li> <li>• make comparisons using U.S. customary units of measure</li> <li>• translate and represent word phrases</li> <li>• recognize values on a vertical scale</li> <li>• organize, represent, and compare sets of data</li> </ul>	<ul style="list-style-type: none"> <li>• understand living systems</li> <li>• describe the traits of offspring</li> <li>• describe processes related to the Earth’s changing features</li> <li>• identify physical characteristics of substances</li> <li>• demonstrate motion of objects</li> <li>• use reference materials to answer questions</li> <li>• conduct simple investigations</li> <li>• collect and organize data</li> <li>• communicate results of an investigation</li> <li>• identify safety symbols and associated concepts</li> <li>• identify scientific information related to a healthy life style</li> <li>• study local problems related to natural resources</li> <li>• group science topics and careers in science</li> </ul>

**\*Science is assessed at Grade 8. The extended Wyoming Academic Content Standards and Academic Benchmarks are defined for the grade span Grade 5 – Grade 8.**

## Grade 11 Academic Skills

In reading, students at this grade:	In writing, students at this grade:	In mathematics, students at this grade:	In science, students at this grade*:
<ul style="list-style-type: none"> <li>• identify main idea in literary text</li> <li>• summarize</li> <li>• identify story elements</li> <li>• sequence key events</li> <li>• identify author's purpose</li> </ul>	<ul style="list-style-type: none"> <li>• use the writing process</li> <li>• generate ideas including topics and details</li> <li>• write an organized, expanded paragraph</li> <li>• write for an audience</li> <li>• rewrite sentences</li> <li>• write responses to literary texts citing evidence</li> <li>• write a letter or practical text</li> <li>• use multiple resources to write reports or persuasive texts</li> </ul>	<ul style="list-style-type: none"> <li>• represent and order whole numbers</li> <li>• divide by two's</li> <li>• use estimation to solve problems involving two values</li> <li>• use one-to-one proportions</li> <li>• interpret geometric descriptions</li> <li>• recognize equivalent U.S. customary units of measure</li> <li>• represent and solve story problems</li> <li>• evaluate algebraic expressions involving multiplication</li> <li>• collect, organize, and interpret data</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate concepts of natural selection</li> <li>• relate interactions of organisms and ecosystems</li> <li>• recognize the time scale in planetary evolution</li> <li>• distinguish chemical and physical changes</li> <li>• describe the motion of an object</li> <li>• ask questions about the environment using reference materials and present findings</li> <li>• collect, organize, and compare data</li> <li>• communicate results of an investigation and make connections to scientific concepts</li> <li>• identify safety symbols and associated concepts</li> <li>• related scientific information and personal decision making</li> <li>• identify and study local problems related to limited natural resources</li> <li>• recognize science topics associated with careers in science</li> </ul>

**\*Science is assessed at Grade 11. The extended Wyoming Academic Content Standards and Academic Benchmarks are defined for the grade span Grade 9 – Grade 12.**

### ***How do I get more information about the PAWS-ALT and alternate assessment?***

Additional information and assistance are available by contacting Charlene Turner at [cturne@educ.state.wy.us](mailto:cturne@educ.state.wy.us) or by calling (307) 777 – 7322.

Three additional websites that offer information about alternate assessment are: [www.ed.gov](http://www.ed.gov) (U.S. Department of Education), [edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov), and [www.naacpatners.org](http://www.naacpatners.org) (National Alternate Assessment Center).