



Wyoming Department of Education

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MEMORANDUM NO. 2008 - 185

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

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

DATE: December 12, 2008

SUBJECT: 2009 PAWS Standard Accommodations

TIME SENSITIVE

The Wyoming Department of Education (WDE) requests that the attached, updated **2009 PAWS Standard Accommodations** be provided to all principals, PAWS Building Coordinators, Directors of Institutions and Private Schools, Special Education Directors, and Title III Directors for distribution to school-level Test Administrators and Access Assistants who will be administering standard accommodations during the 2009 PAWS administration to eligible students.

The **2009 PAWS Standard Accommodations** describes the standard (allowable) accommodations and their appropriate administration for the 2009 PAWS administration. Standard accommodations are allowed for a student with a disability, a student on a 504 Plan or an eligible English Language Learner (ELL). Accommodations are presented in two sections: **ACCOMMODATIONS FOR STUDENTS WITH AN IEP OR 504 PLAN** and **ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS (ELL)**. Proper administration of standard accommodations allows students to demonstrate their knowledge and skills consistent with the measured test constructs in each content area and to provide access to the test.

The **2009 PAWS Standard Accommodations** are posted online at the Wyoming Department of Education website, www.k12.wy.us on the PAWS webpage. Please contact Charlene Turner at cturne@educ.state.wy.us or 777-7322 if you have questions.

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Attachment (1)



2009 PAWS STANDARD ACCOMMODATIONS:

This is a description of the 2009 standard accommodations to be administered to eligible students during the 2009 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 students to demonstrate their knowledge and skills consistent with the measured test construct in each content area. For some students, participation in PAWS is facilitated by the use of standard accommodations to provide access to the test. The administration of accommodations during PAWS has implications for the validity of resulting scores. Therefore, it is necessary for Test Administrators to be familiar with the *2006 Wyoming Accommodations Manual for Instruction and Assessment* and this addendum. Information in the manual guides the selection, administration and evaluation of accommodations. If accommodations are implemented as described in the manual and this addendum 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 other than a certified teacher or staff member and is not a parent or a volunteer on the day of testing. This document describes the standard accommodations for the 2008–2009 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:

1. The accommodations are documented on the student's IEP or 504 Plan.
2. The accommodations for ELL are determined at the local level.
3. The selection and administration of accommodations are consistent with the 2009 PAWS standard accommodations.
4. Standard accommodations are administered as described in the 2009 PAWS Standard Accommodations and the *2006 Wyoming Accommodations Manual for Instruction and Assessment*.
5. The accommodations provided are effective in providing access to the test and are regularly used by the student during instruction and assessment.
6. The accommodations are administered by a trained Test Administrator or trained access assistant who has familiarity with the student.

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, and/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 during the administration of PAWS as specified. This list of accommodations and guidance has been updated for the 2009 PAWS administration and **replaces** what is currently stated in the *2006 Wyoming Accommodations Manual for Instruction and Assessment*.

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_Info/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 the 2009 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 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:

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 2009 PAWS Training or has viewed the 2009 PAWS Training online and submitted record of the training to the building principal; and
4. S/he has completed the 2009 PAWS Accommodations Training online and submitted record of the training to the building principal.

ACCOMMODATIONS FOR STUDENTS WITH AN IEP OR 504 PLAN

Appropriate documentation and monitoring of the standardized use of accommodations is required of Test Administrators, test coordinators, and/or 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 as well as following the administration of the PAWS. Additionally, the Special Programs Unit will review documentation of accommodations during on-site monitoring visits.

The following standard accommodations are appropriate during the administration of the PAWS for a student with an IEP or with a 504 Plan.

PRESENTATION ACCOMMODATIONS

1. Student uses large-print Special Test Form.
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 as written in Reading, Writing, Mathematics, and Science Tests.
7. Sign language interpreter signs test questions as written in Writing, Mathematics, and Science Tests. 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. Signing of test questions and reading passages is not allowed on the Reading test.
8. Student uses Braille Special Test Form.
9. Student uses tactile graphics.
10. A certified staff member or access assistant reads directions word-for-word exactly as written 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 word-for-word exactly as written in Writing, Mathematics, and Science Tests. 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. Reading of test questions and reading passages is not allowed on the Reading test.
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. This student must now 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. This student must now 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 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 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 on a word processor. Spelling and grammar devices must be disabled during the Writing Test. A Test Administrator may provide the student with a dictionary. Spelling and grammar devices do not need to be disabled 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. 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 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. Student information needs to be placed on the 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 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 is 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 and 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.
24. Student writes directly on a printed copy of the online multiple-choice portion of the test. A certified staff member or access assistant transcribes student's multiple choice responses onto the computer. This student must now 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 certified staff member or access assistant. 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 certified staff member 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 and Assessment Unit, Wyoming Department of Education, Laramie office at (307) 777-7322 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 reading and writing PAWS content assessments for students who have been enrolled in U.S. schools for less than one year as of March 31, 2009. Additionally, schools would need an exemption approved by the Wyoming Department of Education.

Students who are in their first year will take the Wyoming English Language Learner Assessment (WELLA) instead of the Reading and Writing Tests of PAWS, but they are **not exempt** from the Mathematics and Science Tests of PAWS.

ELL students may be provided with accommodations 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 standard accommodations for a period of up to two academic years when appropriate. These accommodations have been demonstrated to be effective in providing access to the test and are used regularly by the student during instruction and assessment.

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

PRESENTATION ACCOMMODATIONS

32. A certified staff member or access assistant translates written directions to the student.
33. A certified staff member or access assistant re-reads directions for each page.
34. A certified staff member or access assistant reads and can re-read test questions in English, word-for-word exactly as written, during the administration of the Writing, Mathematics, and Science tests. 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. Reading of test questions and Reading passages is **NOT** allowed on the Reading test. It is recommended that one reader be provided for each individual student.

35. A certified staff member or access assistant simplifies the language in the directions.

36. A certified staff member or access assistant can clarify words or phrases in the **directions** in English or in the student's primary language (**NOT** test questions or answer choices) at the student's request without clueing correct responses.

37. Student uses a bilingual dictionary provided by the school.

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.

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) 777-5217 or ccelay@educ.state.wy.us .