



Wyoming Department of Education

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MEMORANDUM NO. 2009-033

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
Standards and Assessment Unit

DATE: February 27, 2009

SUBJECT: 2009 PAWS Standard Accommodations Frequently Asked
Questions

TIME SENSITIVE

The Wyoming Department of Education has attached the updated PAWS Standard Accommodations Frequently Asked Questions for 2009 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 Frequently Asked Questions (FAQ) provides answers to questions regarding administration of standard accommodations for a student with a disability, a student on a 504 Plan or an eligible English Language Learner (ELL).

The 2009 PAWS Standard Accommodations Frequently Asked Questions (FAQ) 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



2009 PAWS Standard Accommodations

Frequently Asked Questions

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

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. If accommodations are administered as described in the *2006 Wyoming Accommodations Manual for Instruction and Assessment* and the *2009 PAWS Accommodations 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 provides answers to frequently asked questions regarding the administration of standard accommodations for the 2009 PAWS.

For information regarding the selection, administration and evaluation of accommodations, refer to the *2006 Wyoming Accommodations Manual for Instruction and Assessment* and the *2009 PAWS Accommodations Addendum*, which can be found at the PAWS link at <http://www.k12.wy.us>.

In the Accommodations Manual, see pages 20–21, Section 4: Administer Accommodations during Instruction and Assessment and pages 50–53, Teacher Tools 3, 4, and 5 of the 2006 Wyoming Accommodations Manual for Instruction and Assessment.

Accommodations must be selected on the basis of the individual student's needs, are documented in a student's Individualized Educational Program (IEP) or 504 Plan, and are available for English Language Learners. To be appropriate for use during PAWS, standard accommodations are used consistently and effectively for instruction and assessment prior to the test administration. The 2009 PAWS Standard Accommodations are not allowed for any student without an IEP or 504 Plan or for non- ELL students.

This document begins with frequently asked questions regarding participation of Special Education and 504 students, followed by frequently asked questions for participation of ELL students, followed by two sections: **Use of a Scribe** (p.14) and **Use of Human Reader** (p.17).



GENERAL QUESTIONS:

Q: *Why are standard accommodations allowed?*

A: 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.

Q: *Why are only certain accommodations allowed?*

A: Only those accommodations that are consistent with the measured test construct in each assessed content area are considered standard or allowed. The administration of standard accommodations during PAWS has implications for the validity of resulting scores. If accommodations are implemented as described in the Accommodations Manual and the 2009 Standard Accommodations addendum by Test Administrators or access assistants, the validity and comparability of resulting scores are preserved.

Q: *How are individual accommodations selected and administered?*

A: The following conditions must be 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.

Q: *Are all standard accommodations to be administered to all students with an IEP or 504 Plan.*

A: Accommodations are intended for a single purpose: to provide student access to the PAWS. Often times provision of an accommodation actually inhibits a student's ability to show what s/he knows when it is only provided for a test. Only accommodations for which the student has shown better



access to demonstrate his/her knowledge and skills and that have been used effectively and consistently during instruction and/or assessment, which are standard for PAWS, are to be used.

Q: *What are the accommodation categories?*

A: Standard accommodations are grouped into four categories: presentation (visual, tactile, auditory, and multi-sensory), response, setting, and timing/scheduling.

Q: *Who can administer accommodations?*

A: Accommodations can be administered by a trained certified teacher, certified staff member or access assistant.

Q: *What are the requirements of persons who administer standard accommodations?*

A: 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.

Q: *How does a certified teacher, certified staff member or access assistant receive training?*

A: A required PAWS Test Administrator Training video for the 2009 PAWS Online Administrator Video and the 2009 PAWS Online Accommodations Training are available on-line at www.k12.wy.us under the PAWS link under Training and Certification.

Q: *How does a certified teacher, certified staff member or access assistant verify that s/he has completed the training?*

A: WDE requires that the building principal or the District or Building PAWS Coordinator collects certification forms. The certification forms must be



maintained by each building principal. Certification forms are available to print from the PAWS Training and Certification link at www.k12.wy.us.

Q: *How is the valid administration of accommodations monitored during the test?*

A: Appropriate documentation and monitoring of the standardized use of accommodations are required of Test Administrators, PAWS District or Building Coordinators, and/or principals during the testing window.

DOCUMENTATION AND USE OF STANDARD ACCOMMODATIONS

Q: *How do I record the standard accommodations administered to individual students?*

A: Day of Testing Accommodations are entered online on an individual basis in specific content areas. Accommodations can be entered prior to the opening of the testing window beginning on February 23, 2009. Standard accommodations are indicated by accommodation category by content area for IEP students, students on a 504 Plan, and eligible ELL students.

Q: *How do I enter the standard accommodations in the online platform?*

A: Directions for entering standard accommodations online on the PAWS testing platform are found in the Online User's Guide located in the HELP folder at www.pawsadmin.starttest.com.

Q: *During the Verification Window provided in January, I was not able to enter standard accommodations in writing? What do I do need to do?*

A: Beginning on February 23, 2009, Day of Testing Accommodations can be entered. Please re-enter the appropriate writing standard accommodations for each student and enter or confirm entry of standard accommodations in the other content areas as appropriate.

Q: *What accommodations result in the assignment and use of a Form1 Online Test and Form 1 Student Test and Answer Book?*

A: The accommodations that result in the assignment and use of a Form 1 online Test and Form 1 Student Test and Answer Book are:

#15 Student uses a screen reader (writing, mathematics or science).

#16 Student uses text to speech software (writing, mathematics or science).

#24 Student writes directly on a printed copy of the online multiple choice portion of the test.



Q: *How do I ensure that a student who has been assigned a Form 1 Student Test and Answer Book (paper/pencil) is also assigned a Form 1 online version of the test?*

A: When a test administrator enters the Day of Testing Accommodations #15, #16, or #24 prior to the administration of the 2009 PAWS online test, an online Form 1 test is assigned.

Q: *How do I obtain a Form 1 Student Test and Answer Book (paper/pencil version) for the 2009 PAWS?*

A: Overages of Form 1 Student Test and Answer Book for the 2009 PAWS are provided in each shipment from Pearson. The student demographic information should be completed on the Student Test and Answer Book, and the unused test booklet that was originally assigned to the student should be returned to Pearson with the non-scorable, secure materials.

Q: *How do I obtain additional Form 1 Student Test and Answer Book (paper/pencil version) for the 2009 PAWS if there are insufficient quantities in the overage?*

A: If additional books are needed, contact Pearson Customer Support Center at (800) 763-2306.

PRESENTATION ACCOMMODATIONS:

Q: *Can a printed version of the online multiple choice test be obtained?*

A: Yes, select accommodation #24 on Day of Testing Accommodations.

Q: *Can the test administrator read aloud directions or test questions on tests to more than one student at a time?*

A: Best practice recommends that one reader be provided for each individual student. The text could be simultaneously read aloud to a small group of students provided that test security is maintained and student performance is not adversely affected. Students may ask for clarification of directions. Paraphrasing, clarifying, interpreting and/or elaborating of test questions are not allowed.

Q: *Can a screen reader be used?*

A: Yes, a student can use a screen reader on the Writing, Mathematics, and Science Tests. A screen reader is a computer application that converts text to synthesized speech. Computer literacy is essential for screen reader use.



A printed version (**Accommodation #24**) of the online multiple choice portion of the test needs to be obtained in order to use a screen reader. Answers need to be entered on line using the Student Response (Virtual Bubble Sheet). Printed versions of the test are to be returned in the secure, nonscorable materials back to Pearson.

Q: *Can text to speech software be used?*

A: Yes, text to speech software is allowed on the Writing, Math and Science Tests.

Q: *Which content test questions can be read aloud?*

A: A certified staff member or access assistant can read and 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.

Q: *What Special Forms are available?*

A: Large Print and Braille Special Forms are available for administration of the 2009 PAWS. Accommodation # 1 *Student uses large-print Special Test Form* or Accommodation #8 *Student uses Braille Special Test Form* must be entered online in Day of Testing Accommodations.

Q: *Where can I find information about use of Special Forms?*

A: Information regarding these forms is found in the 2009 PAWS Directions for Administration (p. 62) and the 2009 PAWS Test Coordinator's Manual p. 27-28. If additional books are needed, contact: Pearson Customer Support Center at (800) 763-2306.

RESPONSE ACCOMMODATIONS:

Q: *Can a student use a tape recorder to record responses?*

A: Yes, a tape recorder is allowed on the Reading, Mathematics, and Science Tests for later verbatim transcription into the Student Test and Answer Book on the pages that the student's response was to be written. A tape recorder is not allowed to record student responses for later transcription by a certified teacher, staff member or access assistant on the Writing subtest.

Q: *Can a student use a calculator?*



A: Calculators are allowable in certain sections of the Mathematics Test for all students as stated in the 2009 PAWS Directions for Administration.

Q: *Can a student use a word processor on constructed responses?*

A: Yes. A word processor can be used on the Reading, Writing, Mathematics and Science Tests. Spelling, grammar, dictionary and synonym devices **MUST** be disabled during the Writing Test. A Test Administrator may provide the student with a dictionary for use during the Writing Test only. Spelling and grammar devices do not need to be disabled during the Reading, Mathematics or Science Tests. Dictionary and synonym devices must be disabled when using a word processor for the constructed responses on the Reading, Mathematics and Science Tests.

Q: *Can a student use a spell checker on the Writing Test?*

A: No, spelling and grammar devices are not allowed on the Writing Test. Those found on a word processor must be disabled during the Writing Test.

Q: *Can a student use a dictionary on the Science, Mathematics or Reading tests?*

A: No, a dictionary is not allowed on these content tests and if using a word processor, dictionary and synonym/thesaurus devices **MUST** be disabled.

Q: *Can a student use a dictionary on the Writing Test?*

A: Yes, a student can use a dictionary on the Writing test. The Writing Assessment Allowable Resources* for all students are as follows:

- Writing Scoring Guide provided with test materials
- Blank paper for use as a graphic organizer
- Lined drafting paper or draft paper from the WDE website
- #2 pencil
- Dictionary
- Word wall: A word wall is a systematically organized collection of words only, with no definitions, displayed in large letters on a wall or other large display area in the classroom.

*Any resources not included in this list are not allowed.

Q: *If a student uses a word processor as stated in the 2009 Allowable PAWS Accommodations, how is the student's response indicated in the Student Test and Answer Book?*



A: 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.

Q: *If a student uses speech activated applications as stated in the 2009 Allowable PAWS Accommodations, how is the student's response indicated in the Student Test and Answer Book?*

A: Speech to text application can be used 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 Test 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.

SETTING ACCOMMODATIONS:

Q: *Can the test be administered in a separate location?*

A: Yes. A student can take the test in a different location in the building, in a small group or in an individual location, monitored by a trained, 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.

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:

Q: *Are the content area tests in PAWS timed?*

A: No. Approximate times for planning administrations are provided in the 2009 Directions for Administration.

Q: *Can a student be given breaks during the testing?*

A: The administration of PAWS includes breaks as monitored by the Test Proctor/Test Administrator. A student can be provided with multiple,



individual breaks as needed, monitored by the trained Test Administrator or access assistant.

OTHER ASSESSMENT QUESTIONS

Q: *Are all student required to take the tutorial?*

A: All students are required to take the tutorial if they are completing any portion of the PAWS online. Students utilizing accommodations #1 (Large Print Special Form) or #8 (Braille Special Form) are not required to take the tutorial as they are not being administered PAWS on the online system.

Q: *I have a student for whom the use of accommodations on PAWS does not seem to be enough. I want this student to be assessed using the PAWS-ALT. Is it ok for me to have the student participate in the alternate assessment, the PAWS-ALT, instead of PAWS?*

A: No. The PAWS-ALT is not intended for students for whom a accommodations would provide access to the PAWS. The PAWS-ALT is only for a student with the most significant cognitive disabilities and who meets eligibility criteria as indicated in WDE Participation Guidelines found under the PAWS-ALT link at www.k12.wy.us .

Q: *Are the PAWS-ALT testing materials shipped with the PAWS testing materials?*

A: No. the PAWS-ALT testing materials were shipped separately, attention to the PAWS Building Testing Coordinator, and received in schools by January 16, 2009.

Q: *Should we return PAWS-ALT testing materials with PAWS testing materials?*

A: No, PAWS-ALT materials are shipped separately on April 17, 2009 using shipping cartons and labels provided to the Building Test Coordinator. PAWS-ALT materials are shipped to Questar.

Q: *Do we need to call UPS to have the PAWS-ALT testing materials picked up?*

A: No, PAWS-ALT materials will automatically be picked up by UPS on April 17, 2009 from your school.



If you have questions regarding 2009 PAWS Standard Accommodations and their use during the administration of PAWS, 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, with an approved exemption, 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 and are an excerpt from the 2009 PAWS Standard Accommodations Addendum.

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.

FREQUENTLY ASKED QUESTIONS

Q: *Is an English Language Learner required to take the PAWS Reading and Writing Tests?*

A: Schools may not exempt ELL students from the PAWS content assessments. However, students who have been enrolled in U.S. schools for less than one year as of March 31, 2009, may be exempt from the PAWS Reading and Writing tests.

Students who are in their first year in the U.S. may 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.

Q: *How are individual accommodations selected and administered?*

A: The following conditions must be 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.

Q: *Do all of the PAWS standard accommodations apply to ELL students?*

A: No. Only the accommodations specified for ELL students are allowed unless the ELL student has an IEP or 504 Plan.

Q: *Why are standard accommodations allowed?*

A: 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.

Q: *Why are only certain accommodations allowed?*

A: Only those accommodations that are consistent with the measured test construct in each assessed content area are considered standard or allowed. The administration of standard accommodations during PAWS has implications for the validity of resulting scores. If accommodations are implemented as described in the Accommodations Manual and the 2009 Standard Accommodations addendum by Test Administrators or access assistants, the validity and comparability of resulting scores are preserved.

Q: *Are all standard accommodations to be administered to all ELL?*

A: Accommodations are intended for a single purpose: to provide student access to the PAWS. Often times provision of an accommodation actually inhibits a student's ability to show what s/he knows when it is only provided for a test. Only accommodations for which the student has shown better access to demonstrate his/her knowledge and skills and that have been used effectively and consistently during instruction and/or assessment, which are standard for PAWS, are to be used.

Q: *What are the accommodation categories?*

A: Standard accommodations are grouped into three categories for ELL students: presentation (visual, tactile, auditory, and multi-sensory), setting, and timing/scheduling.



Q: *Who can administer accommodations?*

A: Accommodations can be administered by a trained certified teacher, certified staff member or access assistant.

Q: *What are the requirements of persons who administer standard accommodations?*

A: 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.

Q: *How does a certified teacher, certified staff member or access assistant receive training?*

A: A required PAWS Test Administrator Training video for the 2009 PAWS Online Administrator Video and the 2009 PAWS Online Accommodations Training are available on-line at www.k12.wy.us under the PAWS link under Training and Certification..

Q: *How does a certified teacher, certified staff member or access assistant verify that s/he has completed the training?*

A: WDE requires that the building principal or the District or Building PAWS Coordinator collects certification forms. The certification forms must be maintained by each building principal. Certification forms are available to print from the PAWS Training and Certification link at www.k12.wy.us .

Q: *How is the valid administration of accommodations monitored during the test?*

A: Appropriate documentation and monitoring of the standardized use of accommodations are required of Test Administrators, PAWS District or Building Coordinators, and/or principals during the testing window.



If you have questions regarding 2009 PAWS Standard Accommodations for ELL and their use during the administration of PAWS, 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.

GUIDELINES FOR USING A SCRIBE

Q: *For what groups of students can a scribe be used?*

A: Student with an IEP Plan or a 504 Plan can use a scribe on certain PAWS tests.

Q: *What are the guidelines for using a scribe?*

A: 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. On the Writing Test, the scribe requests clarification from the student about the use of capitalization, punctuation, and spelling key words. 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.

A scribe can be used on any PAWS subtest. The use of a scribe should result in an accurate record of the student's knowledge and skills in the assessed content area.

Use of a Scribe on the Reading, Mathematics, and/or Science Tests

On the Reading, Mathematics, and Science Tests, the scribe writes down what a student dictates verbatim. The scribe records verbatim the student's responses into the Student Test and Answer Book on the pages that the student's response is to be written. The scribe can interpret use of capitals, punctuation, and spelling on the Reading, Mathematics and Science Tests.

Specific criteria for using a scribe on these tests include:

- Scribes for one student at a time;
- An access assistant must be monitored by a Test Administrator;
- Writes what the student dictates verbatim;



- Utilizes correct spelling, capitalization and punctuation;
- Enters responses in a Form 1 Student Test and Answer Book; and
- Enters responses for Reading Grade 11 students online;

Use of a Scribe on the Writing Test

On the Writing Test, the writing process is incorporated in the PAWS administration. Young students with particular disabilities may be aided by the provision of a scribe to allow the student to demonstrate their knowledge and skills and to aid the process of writing. As students internalize the writing process, become more experienced, acquire skills to use assistive technology or other technologies, a scribe may no longer be appropriate.

The scribe will make available to the student the appropriate grade-specific rubric. Students will have a session to write a draft, and then will have another session to complete his/her final writing. A scribe records what the student dictates verbatim on notebook paper or the draft paper matching the final copy pages in the Student Test and Answer Book. A certified staff member or access assistant transcribes verbatim the student's Final Writing into the Student Test and Answer book on the pages that the student's response is to be written or enters online the Final Writing for eleventh grade students. Grade-specific Writing Scoring Guides are provided with 2009 PAWS testing materials, are found in the 2009 PAWS Directions for Administration, and are available at:

<http://www.k12.wy.us/SAA/Paws/Resources/writing.asp>

Draft paper is available on-line at this website. The student is to be provided the opportunity to revise and edit his/her writing. The scribe should read verbatim the draft to the student and have the draft available for viewing by the student for revising and editing. The Final Writing needs to be recorded into the Form 1 Student Test and Answer Book on the pages that the student's response is to be written, except at grade 11 as stated above. Only the final writing will be scored.

The scribe is not to discuss the interpretation of the writing prompt or suggest ways in which the student may respond. The student may independently use prewriting strategies such as webbing or other writing strategies that s/he has learned. However, the student is not to be provided with suggestions for prewriting, pre-made forms of prewriting or other suggestions to support the writing. The Writing Assessment Allowable Resources* that are allowed for **ALL** students are as follows:

- Writing Scoring Guide provided with test materials
- Blank paper for use as a graphic organizer
- Lined drafting paper or draft paper from the WDE website
- #2 pencil
- Dictionary



- Word wall: A word wall is a systematically organized collection of words only, with no definitions, displayed in large letters on a wall or other large display area in the classroom.

*Any resources not included in this list are not allowed.

Specific Criteria for using a scribe on the PAWS Writing Test include:

The writing product generated during the Draft Writing and the Final Writing should reflect the level of skill demonstrated by the student during daily writing opportunities. The validity and comparability of resulting scores are preserved when the scribe is utilized with strict adherence to the below stated criteria. The following criteria are provided for a trained certified teacher, certified staff member or access assistant when scribing for a student:

- Scribes for one student at a time;
- An access assistant must be monitored by a Test Administrator;
- Reads aloud the directions and writing prompts as outlined in the 2009 PAWS Directions for Administration;
- Writes what the student dictates verbatim;
- Student Draft Writing or Final Writing completed for the PAWS Writing Test cannot be taped recorded for later transcription. Certified personnel or an access assistant must be present and must record verbatim what the student dictates while monitoring the student response's according to the other criteria listed within this document;
- Scribing does not significantly interrupt the student's writing fluency or verbal expression to check on use of capitals, punctuation, grammar or spelling;
- Student responses regarding the use of capitals, punctuation, and spelling are **NOT** generally interpreted on the Writing Test and the student is asked to provide this information;
- Scribe makes minimal inferences about use of capitals, punctuation, and spelling being familiar with student's level of skill and accuracy during instruction;
- Asks the student to spell proper nouns or multi-syllabic words when initially introduced into the writing and then utilizes the same spellings;
- May leave spaces between the sentences indicating where the student paused for the student to address during the revision process for the student to provide punctuation;
- Reads aloud what has been dictated by the student to support the student's editing and revision processes.
- Asks the student where paragraphing is to occur in the writing and asks the student how to indicate a new paragraph;



- Verifies spelling of high frequency words, grade-appropriate spelling words, and homonyms.

USING A HUMAN READER OR TEXT TO SPEECH SOFTWARE

Criteria for using a human reader or text to speech software on the PAWS Writing*, Mathematics, and Science Test include:

- The test is administered in a separate location as Test Administrator or access assistant reads the test aloud;
- An access assistant must be monitored by a Test Administrator;
- The Test Administrator or access assistant must have a copy of the test when serving as a Human Reader;
- Test items and answer choices must be read in a consistent manner.

* Writing prompts can be read to **ALL** students as indicated in the 2009 PAWS Directions for Administration.

Math symbols, numbers and terms are read in adherence of the specified criteria and examples as stated below:

Symbols associated with mathematics and science are read in adherence of the following criteria and examples:

Symbol	SAY:
+	“plus”
-	“minus”
X	“multiplied by”
÷	“divided by”

Numbers are read as:

Number	SAY:
1	“one”
18	“eighteen”
235	“two -three -five”
642	“six -four- two”
1,531	“one-comma-five-three- one”
12, 389	“one-two-comma-three-eight-nine”



Example 1:

The students count 168 persons in the cafeteria. What is another way of writing the number of persons in the cafeteria?

- A sixteen eight
- B one sixty-eight
- C one hundred sixty-eight
- D one hundred sixteen nine

Example 1:

Should be read as:

The students count one-six-eight persons in the cafeteria. What is another way of writing the number of persons in the cafeteria?

- A sixteen eight
- B one sixty-eight
- C one hundred sixty-eight
- D one hundred sixteen nine

Example 2:

What is the standard form of $7,000 + 600 + 20 + 5$?

- A 7,265
- B 7,625
- C 7,652
- D 7,526

Example 2:

Should be read as:

What is the standard form of seven-comma-zero-zero-zero plus six-zero-zero- plus two-zero plus 5?

- A seven-comma two-six-five
- B seven-comma-six-two-five
- C seven-comma-six-five-two
- D seven-comma-five-two-six



Fractions are read as:

Fraction Examples	SAY:
$\frac{1}{4}$	“one-over-two”
$\frac{1}{3}$	“one-over-three”
$\frac{1}{2}$	“one-over-two”
$\frac{2}{6}$	“two-over-six”
$\frac{6}{8}$	“six over eight”
$\frac{25}{100}$	“two-five-over-one-zero-zero”
$\frac{300}{1000}$	“three-zero-zero-over-one-zero-zero-zero”

Decimals are read as:

Decimal Examples	SAY:
0.2	“zero-point-two”
0.12	“zero-point-one-two”
8.345	“eight-point-three-four-five”
36.7	“three-six-point-seven”
204.68	“two-zero-four-point-six-eight”

Exponents are read as:

- To the second power
- To the third power
- To the fourth power, etc.

Math Symbols are read as:

Symbols	SAY:
()	“quantity”
>	indicate/point to symbol
<	indicate/point to symbol
+ 2	“positive two”
-17	“negative one seven”
≤	indicate/point to symbol
≥	indicate/point to symbol
± 42	“plus or minus four-two”
≠	“not equal”
8 ÷ 2	“eight divided by two”
↔	“line”
→	“ray”
∠ A	“angle A”



Below find a list of some common math symbols and what they mean.

+	positive, plus, add	\angle	Angle
-	negative, minus, subtract	\perp	Perpendicular
\times	times, multiply	\circ	degree(s)
\div	divide	Δ	Triangle
=	is equal to	\approx	is approximately equal to
\neq	is not equal to	\sim	is similar to
<	is less than	\parallel	is parallel to
>	is greater than	∞	Infinity
π	pi	\cong	is congruent to
[]	Brackets (grouping symbol)	$\sqrt{\quad}$	square root
{ }	Braces (grouping symbol)	L	right angle
	Absolute Value Bars	\overleftrightarrow{AB}	line AB
\overrightarrow{AB}	ray AB	\overline{AB}	segment AB
AB	the length of \overline{AB}		

Reading a Clock Face / Time

- Read the numbers on the clock-face.
- Read time as:

Example	SAY:
9: 15	“nine-fifteen”
3:55	“three-fifty-five”
1:45	“one-forty-five”
10: 03	“Ten-o-three”



Reading Money

- If money is shown graphically / symbolically, do not read aloud the amounts.
- If money as shown in “ \$” form, read amounts of money as:

Example	SAY:
5¢	“five cents”
\$0.83	“eighty three cents”
\$3.57	“three dollars and fifty seven cents”

Reading Charts and Diagrams:

- Read top to bottom / left to right.