



# Wyoming Department of Education

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## MEMORANDUM NO. 2009-199

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

**FROM:** Charlene Turner, Director of Alternate Assessment *CT*  
Bill Herrera, Director of Test Development and Research  
Standards and Assessment Unit *BH*

**DATE:** December 18, 2009

**SUBJECT:** 2010 PAWS Standard Accommodations

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### **UPDATED INFORMATION**

The Wyoming Department of Education (WDE) requests that this memo and the attached, **updated 2010 PAWS Standard Accommodations** (December 2009) be provided to school-level District and Building PAWS Coordinators, Test Administrators and Access Assistants who will be administering standard accommodations during the 2010 PAWS administration to eligible students. Standard accommodations are allowed for a student with a disability, a student on a 504 Plan or an eligible English Language Learner (ELL) given appropriate documentation on an Individualized Education Plan or an individualized student plan for a 504 or ELL student.

The **updated 2010 PAWS Standard Accommodations** document is to be used to document the appropriate, individual student accommodations within the current PearsonAccess portal between December 14, 2009 and January 8, 2010. If a Test Coordinator chooses to use the Student Data Upload (SDU) file in order to enter student updates during this window, the sequence and numbering of the attached document is aligned to the accommodations section of SDU. Accurate documentation during this window will result in the receipt of the appropriate and Pre-ID'd Special Forms (Large Print, Braille, Audio) and/or Form 1 assignment with the school's shipment of their PAWS testing materials on February 15, 2010.

Documentation of accommodations and requests for Special Forms may occur after January 8, 2010 continuing throughout the testing window. However, after January 8<sup>th</sup>, additional order requests must be made through PearsonAccess or by calling

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Customer Support Services (877-847-2920) at Pearson. The additional requests will not have Pre-ID labels attached. Demographic information must be bubbled in on the forms. Information for requesting Special Forms and documenting accommodations are found in the *Online User's Guide* at:

<http://www.pearsonaccess.com/cs/Satellite?c=Page&childpagename=Wyoming%2FwyPALPLayout&cid=1205462260801&pagename=wyPALPWrapper> .

**The updated 2010 PAWS Standard Accommodations** are posted online at the Wyoming Department of Education website, [www.k12.wy.us](http://www.k12.wy.us) under *Wyoming Assessments, PAWS*, and are also available on PearsonAccess. Additionally, a **2010 PAWS Standard Accommodations FAQ** will be posted to the WDE website in mid-January. Please contact Charlene Turner at [cturne@educ.state.wy.us](mailto:cturne@educ.state.wy.us) or 777-7322 if you have questions.

CT:al

Attachment



## Wyoming Statewide Assessment System 2010 PAWS STANDARD ACCOMMODATIONS

This is a description of the 2010 PAWS standard accommodations to be administered to eligible students during the 2010 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 2010 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 2010 PAWS standard accommodations.
4. Standard accommodations are administered as described in the 2010 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.

## **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 2010 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 the WDE website at [www.k12.wy.us](http://www.k12.wy.us). Information contained with this manual has been updated as described in this document with regard to the standard (allowable) accommodations on the Proficiency Assessments for Wyoming Students (PAWS).

(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 2010 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 only 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 viewed the 2010 PAWS Training online and submitted record of the training to the building principal; and
4. S/he has completed the 2010 PAWS Accommodations Training online and submitted record of the training to the building principal.

## **MONITORING OF ACCOMMODATIONS FOR STUDENTS WITH AN IEP OR 504 PLAN**

Appropriate documentation and monitoring of the standardized use of accommodations are required of Test Administrators, Building Test Coordinators, and/or principals during the testing window. Monitoring of the selection, administration, and evaluation of accommodations may be provided by building administrators, PAWS District or Building Coordinators, and/or the Wyoming Department of Education (WDE) to occur during the administration of the tests as well as following the administration of the PAWS. Additionally, the WDE Special Programs Unit will review documentation of accommodations during on-site monitoring visits.

**The following standard accommodations are appropriate during the administration of the 2010 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 **OR** a Taped Human Reader is provided through the use of the **Audio Special Test Form** for Writing, Mathematics, and Science content items. Human readers may not clarify, interpret, define word meanings, elaborate, or provide assistance to students. It is recommended that one human reader be provided for each individual student. Human readers need to be familiar with the terminology and symbols specific to the content as specified in the 2010 PAWS Standard Accommodations FAQ found at [www.k12.wy.us](http://www.k12.wy.us). Use of a Human Reader on the Reading Test of reading passages or test questions is **NOT** allowed and is **NOT** available on the Audio Form.
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 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.
16. A certified staff member or access assistant provides visual cues to students who are deaf or hard of hearing.

## **RESPONSE ACCOMMODATIONS**

17. Student uses assistive technology or an augmentative device.
18. A certified staff member or access assistant scribes 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.
19. A student types responses using a word processor. Spelling and grammar devices must be disabled only during the Writing Test. The margins for word processed documents should match the same space as is allowed in the Student Test and Answer Book. Student information needs to be placed on student work. 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. At eleventh grade only, the student's response for the Reading and Writing Tests must be entered online.
20. 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.
21. Student uses a Braille. Student information needs to be placed on student work. 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. The final copy for the Reading and Writing Tests must be entered online for eleventh grade students only.
22. 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.
23. 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.
24. A certified staff member or access assistant monitors the placement of student responses on the Student Test and Answer Book.

25. Student uses visual organizers including graph paper, place markers, and templates. Student uses a pencil to underline text. Highlighters cannot be used in the Student Test and Answer book.

### **SETTING ACCOMMODATIONS**

26. 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.
27. 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**

28. Student is provided with extended time to complete the assessment.
29. Student is provided with multiple, individual breaks as needed, monitored by a teacher or access assistant.
30. 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 standard 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](mailto: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 26, 2010. Additionally, schools would need an exemption approved by the Wyoming Department of Education. Students who are in their first year will take the Wyoming Statewide Assessment of English Language Learners 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 subsequent 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**

31. A certified staff member or access assistant translates written directions to the student.
32. A certified staff member or access assistant re-reads directions for each page.

33. 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.
34. A certified staff member or access assistant simplifies the language in the directions.
35. 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.
36. Student uses a bilingual dictionary provided by the school.

#### **SETTING ACCOMMODATIONS**

37. Student takes the test in a different location in the building, in a small group, or in an individual location.

#### **TIMING AND SCHEDULING ACCOMMODATIONS**

38. Student is provided with multiple, individual breaks as needed.
39. 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](mailto:ccelay@educ.state.wy.us) .