If you have questions about Wyoming policy or procedures related to the Proficiency Assessments for Wyoming Students (PAWS) or Student Assessment of Writing Skills (SAWS), please contact:

**Wyoming Department of Education (WDE)**
1-307-777-2906
Monday through Friday, 8 a.m. to 5 p.m., (MT)

If you need to order additional special forms, have questions regarding receipt or return of test materials, or if you need technical support, please contact:

**Wyoming Customer Support**
Phone: 1-877-327-9415
Email: Wyoming-Support@ets.org
FAX: 1-866-522-1646

**Customer Support hours:**
During the administration windows:
Monday–Friday 7:30 a.m. to 6 p.m., (MT)

Non-administration window:
Monday–Friday 8:30 a.m. to 5 p.m., (MT)

To arrange for the pickup of your school’s test materials after you have completed your planned administration and any make-up testing, please contact:

**United Parcel Service (UPS)**
1-800-742-5877
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1 INTRODUCTION

The Proficiency Assessments for Wyoming Students (PAWS) and Student Assessment of Writing Skills (SAWS) are designed to improve teaching and learning in the state of Wyoming. PAWS and SAWS must be administered as standardized assessments in order to provide a valid measure of student skills. The results provide a measure of learning for school, district, and state accountability.

This guide assists Building Coordinators in the preparation and management of the 2015 PAWS and SAWS administrations. Prior to testing, all Coordinators should read this manual to ensure that testing procedures are utilized. The Building Coordinator’s responsibilities are organized into three sections: before, during, and after testing. If you have any questions please call Wyoming Customer Support at 1-877-327-9415. Representatives are available to assist you during the administration windows, Monday through Friday, 7:30 a.m. to 6 p.m., MT.

1.1 IMPORTANT DATES

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-ID Edit Window Opens</td>
<td>December 1, 2014</td>
</tr>
<tr>
<td>Test Operations Management System (TOMS) training via Web</td>
<td>December 3, 2014</td>
</tr>
<tr>
<td>TOMS training available on the Web</td>
<td>December 5, 2014</td>
</tr>
<tr>
<td>Pre-ID Edit Window Closes</td>
<td>January 26, 2015</td>
</tr>
<tr>
<td>Building Coordinator’s Training</td>
<td>January 27th or 29th, 2015</td>
</tr>
<tr>
<td>Materials Received in Schools</td>
<td>PAWS: February 23, 2015 SAWS: April 6, 2015</td>
</tr>
<tr>
<td>Test Administration Windows*</td>
<td>PAWS: March 2–March 27, 2015 SAWS: April 13–May 1, 2015</td>
</tr>
<tr>
<td>Deadline for Materials to be shipped to ETS for Scoring</td>
<td>PAWS: April 1, 2015 SAWS: May 6, 2015</td>
</tr>
</tbody>
</table>

*Note: Adequate time must be provided for make-up administrations. Make-up administrations must be completed by the end of the test administration window.
1.2 2015 Administrations

1.2.1 What’s New

- This year there will not be an Exemption process.
- This year schools do not need to submit Exemptions requests but instead should keep any such documentation with their Security Agreements.

1.2.2 Please Note

PAWS

- Students may use the following allowable papers during testing: draft/scratch paper, graph/grid paper, patty/tracing paper, lined/WDE draft paper.
- Students in grades 3–5 will continue to have scannable Student Test and Answer Books (TABs).
- Students in grades 6–8 will complete assessment responses on an answer document for all content areas.
- Any student responses gridded in a test booklet for grades 6–8 MUST be transcribed into the student’s scannable answer document.
- The form of the test book used for grades 6–8 needs to be gridded on the answer document.
- Pre-ID labels will be used for all students. Schools will receive four labels per student. For students in grades 6–8, only one label will be required.
- Only use the appropriate label for the appropriate student; extra labels should be destroyed. Do not substitute one student’s label for another student.
- Math formula sheets are NOT allowed this year. Students are not to be provided math formula sheets for use on the PAWS mathematics assessment.
- Calculators are not an allowable resource for the PAWS mathematics assessment for grades 3–5.
- Information about the accommodation(s) a student receives during testing will be collected on the Student TAB (grades 3–5) or answer document (grades 6–8).

SAWS

- Only grades 3, 5, and 7 will administer the SAWS for 2015.
- SAWS Student TABs will be scannable for all grades.
- Sites should allot additional time to affix the Pre-ID labels to each Student TAB in the appropriate box.
### 1.3 BUILDING COORDINATOR’S CHECKLIST

<table>
<thead>
<tr>
<th><strong>Scheduling and Training</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule training of Test Administrators.</td>
</tr>
<tr>
<td>Train Test Administrators on testing, security procedures, and completion of student demographic information. Training templates are available on the WDE website.</td>
</tr>
<tr>
<td>Read the Standard Accommodations and make sure any required special forms have been ordered.</td>
</tr>
<tr>
<td>Establish test administration schedule for school(s).</td>
</tr>
<tr>
<td>Schedule test administration activities within the school(s).</td>
</tr>
<tr>
<td>Communicate the test administration activities and schedules to Test Administrators.</td>
</tr>
<tr>
<td>Work with Test Administrators to select rooms for testing.</td>
</tr>
<tr>
<td>Develop a plan for secure storage and movement of test materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Review/Update Student Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that all students have been registered for testing.</td>
</tr>
<tr>
<td>Confirm that students have been placed into an assigned class.</td>
</tr>
<tr>
<td>Confirm that students have the correct test assignments.</td>
</tr>
<tr>
<td>Confirm that students are assigned the appropriate accommodations (if required) and the appropriate special forms have been ordered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Receipt of Assessment Materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the Shipping Notice included in Box 1 of the school’s materials (see Appendix O for an example), determine the number of boxes expected in the shipment. Verify that the correct number of boxes were received. If there are ANY discrepancies in the number of boxes received, call Wyoming Customer Support immediately.</td>
</tr>
<tr>
<td>Phone: 1-877-327-9415</td>
</tr>
<tr>
<td>Email: <a href="mailto:Wyoming-Support@ets.org">Wyoming-Support@ets.org</a></td>
</tr>
<tr>
<td>Fax: 1-866-522-1646</td>
</tr>
<tr>
<td>Using the Box Content sheet (included in each box shipped), count and verify that the quantities received for each item match the quantities indicated on the Box Content Sheet. If there are ANY discrepancies, call Wyoming Customer Support immediately.</td>
</tr>
<tr>
<td>Phone: 1-877-327-9415</td>
</tr>
<tr>
<td>Email: <a href="mailto:Wyoming-Support@ets.org">Wyoming-Support@ets.org</a></td>
</tr>
<tr>
<td>Fax: 1-866-522-1646</td>
</tr>
<tr>
<td>Organize all test materials according to the schedule for each subject area to be administered.</td>
</tr>
<tr>
<td>Open and review the Pre-ID label materials. These materials will be in a separate shipment from the testing materials. If any materials are missing and or damaged contact ETS Customer Support immediately.</td>
</tr>
<tr>
<td>Lock ALL materials in a secure location until the test is administered. Access to materials should be limited to authorized school personnel only. Ensure that no student has access to test materials.</td>
</tr>
<tr>
<td>Do not distribute materials prior to testing.</td>
</tr>
<tr>
<td>Before distributing Student TABs or answer documents, ensure that all demographic information is completed for students for whom you did not receive Pre-ID labels.</td>
</tr>
<tr>
<td>Gather materials needed for distribution to students (pencils, rulers, etc.).</td>
</tr>
</tbody>
</table>
### During the Test Administration

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute test and ancillary materials to Test Administrators. This activity will occur on the actual test day(s). Materials may not be distributed prior to the day of testing.</td>
</tr>
<tr>
<td>Provide overage test materials, as needed, to Test Administrators. This activity will occur on the actual test day. Materials may not be distributed prior to the day of testing.</td>
</tr>
<tr>
<td>Be available to answer questions from Test Administrators.</td>
</tr>
<tr>
<td>Maintain the security of test materials before, during, and after testing. Materials must be locked in a secure location immediately after testing is complete.</td>
</tr>
<tr>
<td>Using the Irregularity form, immediately notify ETS if any emergencies or irregularities occur during the administration.</td>
</tr>
<tr>
<td>Schedule make-up sessions as necessary within the testing window.</td>
</tr>
</tbody>
</table>

### After the Test Administration

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count all test materials received from Test Administrators to ensure that ALL materials have been accounted for (refer to shipping notices as necessary).</td>
</tr>
<tr>
<td>If materials are not being returned immediately, ensure that they are locked in a secure location until their return.</td>
</tr>
<tr>
<td>Prepare materials for return. Follow instructions for packing very carefully, as described in Appendices J, K, L, M, and N.</td>
</tr>
</tbody>
</table>

**MATERIALS MUST BE SHIPPED TO ETS NO LATER THAN APRIL 1, 2015, FOR PAWS AND MAY 6, 2015, FOR SAWS.**
1.4 Guidelines for Student Participation

All students in grades 3–8 are required to take the PAWS reading and mathematics assessments. Students in grades 4 and 8 are also required to take the science test. All students in grades 3, 5, and 7 are required to take the SAWS test.

A make-up session must be scheduled if students are absent from school on the days the tests are given. Building Coordinators and Test Administrators must provide adequate time for make-up tests during the specified administration window. All students who do not take the test count against the school’s accountability participation rate.

1.5 Accommodations and Special Forms

Standard accommodations are allowed on the PAWS and/or SAWS assessments for students with disabilities who have an Individualized Education Plan (IEP), or a Section 504 plan, or are classified as English Learners (EL). The proper administration of a standard accommodation allows these students access to the test, resulting in students’ ability to demonstrate their knowledge and skills consistent with the measured test construct in each content area. See the Accommodations table in Appendix A.

Educational Testing Service (ETS) provides braille, large print, and audio materials for students with an IEP or Section 504 plan whose plan is appropriately documented. An audio accommodation is provided in either English or Spanish for PAWS, and in Spanish only for SAWS.

For questions regarding appeals, accommodations, and special forms, please contact the Wyoming Department of Education (WDE) at 1-307-777-2906.
2 RESPONSIBILITIES BEFORE THE TEST

From ensuring that the test materials are available to properly accounting for and returning testing materials, the Building Coordinator’s role is central to a successful administration of the PAWS and SAWS. Building Coordinators are responsible for ensuring that Test Administrators are properly trained to administer the PAWS and/or SAWS and that each administration is carried out in a uniform and consistent manner. Building Coordinators must be familiar with the Directions for Administration (DFA) and adhere to directions in both the DFA and the Building Coordinator’s Manual (BCM). Specific responsibilities of the Building Coordinator are outlined in this section.

Prior to each administration, the Building Coordinator has a number of tasks to complete in preparation for testing:

- Updating student information in the TOMS database, if necessary
- Arranging for testing supplies to be provided by the school
- Receiving, inventorying, and securely storing testing materials sent by ETS
- Training Test Administrators on the proper procedures to be followed on the testing day, including rules for preserving test integrity

2.1 MANAGING STUDENT INFORMATION

The WDE will supply ETS with a file of all currently enrolled Wyoming school students required to take both PAWS and SAWS. In addition to the students’ basic demographic information, the file contains information about the need for a special form (braille, large print, or audio). ETS will post this information for each school on the ETS Test Operations Management System (TOMS). The TOMS User’s Guide is available online by going to http://www.wyedu.ets.org/, signing in to TOMS, and clicking on the “Help” icon on the dashboard screen.

Access to this information requires a Building Coordinator User ID and Password. If you do not have a User ID and Password to access your building’s student records, contact Wyoming Customer Support immediately to request one. As the Building Coordinator, you should have received a User ID and Password once you submitted your Data Verification Form on http://www.wyedu.ets.org/ to ETS.

Wyoming Customer Support: 1-877-327-9415 or Wyoming-Support@ets.org

Building Coordinators are expected to review their building’s student records in the TOMS database. They are expected to update any student information that may have changed since the data was submitted to the WDE. Within TOMS, Building Coordinators should identify and move any students who have moved to a school within their district. Delete the student records in TOMS of those students who have moved out of state. If a
student has transferred to your district prior to testing, you can either request the previous district move the student to your district within TOMS, (this requires communication and confirmation with the previous Building Coordinator) or you can use a blank Student TAB or answer document and submit the student under your district/school header for scoring and reporting. The dates for this Pre-ID Edit window can be found in the table of important dates on page 1.

All students added into TOMS during the Pre-ID Edit Window will receive a Pre-ID label.

### 2.2 Test Setting

In selecting a testing room, it is essential to provide students with good lighting, comfortable temperature, adequate ventilation, and freedom from noise and interruptions. Before and/or during the test administration, every Test Administrator should:

- Put a “Do Not Disturb” sign on the door (provided in the DFA),
- Arrange seating to ensure that students work independently. All seats should face the same direction, with spacing of at least four feet from center of desk to center of desk,
- Avoid interruption from noise while testing is taking place. It is recommended that you notify your school office that testing is taking place and that interruptions should be made only in an emergency,
- Maintain an atmosphere that encourages students to do their best.

### 2.3 Test Materials

#### 2.3.1 Regular Test Materials

Test materials are shipped to each school to the attention of the Building Coordinator and must be inventoried upon receipt. Shipping cartons will be numbered “Box 1 of 3,” “Box 2 of 3,” and “Box 3 of 3,” etc, with Student Test and Answer Books (TABs) in the first boxes. The last box, labeled “OPEN FIRST,” contains the Building Coordinator’s Kit for each school and ancillary materials.

The Shipping Notice in Box 1 displays a summary of the test materials shipped to this location. Where you see the comment “see box contents form,” the box will include a form listing the detailed contents of the box. The boxes containing Student TABs are sorted by subject (reading, mathematics, and science) and grade.

Pre-ID students should receive a label for each subject on which they are being tested. In addition to these books, there will be a 10% overage of books for students who are not on the Pre-ID roster. Pre-ID labels will be shipped to the Building Coordinators separately from the test book materials shipments; however, they will be shipped around the same time. Pre-gridded School/Grade Header Sheet(s) will be packaged with the Pre-ID
label shipment. Use these Header(s) when returning materials. Building Coordinators should be aware that they will receive these materials separately and inform any warehouse staff to notify them upon receipt of both shipments for proper inventory and distribution. Inspect all labels upon receipt. If there is a problem with the printing of the labels or there was an error when affixing the labels please call Customer Support (1-877-327-9415).

The Box Content List in each individual box of secure test materials lists the serial number range of each package of Student TABs in that box.

The last box, the one with non-secure materials and labeled “OPEN FIRST,” will contain:

- *Directions for Administration* (DFA)
- UPS return labels (one for each box)
- Building Coordinator’s Kit
  - *Building Coordinator’s Manual*
  - Sealing Tape
  - Belly Bands
  - Return Instructions
  - Plain White Envelope

### 2.3.2 Special Forms

Special forms (braille, large print, and audio [English and Spanish]) are shipped at the same time as regular forms and in the same manner; however, they will be shipped in a separate shipment from the regular test forms.

### 2.3.3 Other Materials

Each school is responsible for providing the following materials:

- Number 2 pencils with erasers
- Pencil sharpeners
- “Do Not Disturb–Testing in Progress” signs (provided in the DFA)
- Calculators for the mathematics tests, as appropriate
- Graph/grid paper, lined/WDE draft paper, and draft/scratch paper, as appropriate
- Patty/tracing paper, as appropriate
2.4 Scheduling and Training of Test Administrators

Once a test administration schedule is established for the school, the Building Coordinator should schedule test administration activities, including selecting appropriate testing locations, training Test Administrators, and distributing test materials.

Building Coordinators are responsible for the training of the Test Administrators on appropriate testing and security procedures. Each Test Administrator must sign a Test Administrator Security Agreement (Appendix I). This agreement should be filed by the school for possible future reference. Test Administrators must also be trained to complete the student demographic page on Student TABs or Answer Documents for students that do not have a Pre-ID label.

After materials are received, each Test Administrator must read the Directions for Administration (DFA). After the DFA is read, the Building Coordinator should schedule a meeting to discuss test security and ethics, review testing procedures and schedules, review instructions for completing the student demographic page, and review instructions for distributing Student TABs, test books, and answer documents.

2.4.1 Points to Remember About Student Test and Answer Books (TABs) or Answer Documents

Test Administrators should understand the following in reference to the use of Student TABs or answer documents:

- Pre-ID labels will show the essential identifiers (Student Name, WISER ID, School/District Information, School ID, Date of Birth, Grade, and Gender).
- The Student TAB and/or answer document belongs only to a particular individual student.
- Pre-ID label should NEVER be altered to ensure accurate reporting.
- Pre-ID’d Student TABs and answer documents MUST NOT be distributed to a student other than the one identified.
- A Number 2 pencil must be used to grid all responses and essays.
- All answers must be entered into the Student TAB (grades 3–5) or answer document for (grades 6–8) PAWS.
- Students must respond to the multiple-choice questions by completely filling in the circle next to their response choice.
- Students may use extra draft/scratch paper (blank or graph/grid) for all subjects.
- All draft/scratch paper for the SAWS administration with student work MUST be returned to ETS in the non-scorable materials at the end of testing.
• All scratch and graph/grid paper for the PAWS administration does not need to be returned to ETS and **MUST** be destroyed on-site.

• Additional Student TABs, test books, and answer documents (no Pre-ID labels) may be ordered in TOMS if the overage supplied in the original shipment is not sufficient to account for new students.

It is important that the following precautions be observed in order for the students’ responses on the Student TAB or answer document to be properly scanned and scored:

• Do not allow students to use correction tape. If an error is made, the student should erase the error completely.

• Do not disassemble or pull pages out of the Student TAB or answer document.

• Do not use paper clips, tape, staples, or glue.

• Do not attach removable “sticky” notes.

• Do not allow students to use highlighters or pens of any kind. Only Number 2 pencils may be used during the testing session.

### 2.4.2 Completing Assessment Demographic Information

Proper recording of the required student demographic identification information is essential to accurate reporting of student results. If a Pre-ID label is received for each student, only Box 1 on the demographic page must be completed. No additional gridding is required unless a special form is used.

**If a student uses a special form (braille, large print, or audio), the Test Administrator must indicate this on the demographic page by filling in the bubble for the appropriate form. This will ensure accurate scoring and reporting.**

There may be students who were not assigned a Pre-ID label. In this event, the Test Administrator will need to ensure that each student’s demographic information is entered correctly on the unlabeled Student TAB or answer document (from the 10% overage or additional orders). **NOTE:** A Number 2 pencil must be used to fill in the demographic information.

**Only Test Administrators, building personnel, or district personnel may enter the demographic information. Do not allow students to enter student demographic information.** For scanning purposes, all stray marks must be erased. See Appendix C for an example of the demographic page.
2.5 MAINTAINING TESTING INTEGRITY

Maintaining testing integrity—both the security of materials and the ethics of personnel in the testing environment—is of paramount importance. Building Coordinators and Test Administrators must discuss assessment ethics and security requirements and resolve any questions prior to test administration.

2.5.1 HANDLING TEST MATERIALS

The Building Coordinator is responsible for the receipt, inventory, distribution, and secure storage of testing materials. Security procedures must be followed at all times. All Student TABs, answer documents and test books, braille forms, large print forms, and audio CDs are secure materials and may not be copied or duplicated, moved from building to building, or retained in the school after testing has been completed. All test material must be stored in a secure location with limited access until the time of testing.

Exceptions to the rule regarding movement of the test materials must be approved by the Superintendent of Public Instruction or a designee in the assessment division. Approval will be granted only for the following situations:

- Students in distance education who are unable to test at their registered school
- Students who are incarcerated or similarly detained and unable to test at their registered school
- Students with special forms who have transferred to another school during the testing window

Building Coordinators should receive boxes containing testing materials. After verifying the materials, the Building Coordinator should reseal the boxes until the materials are distributed to classrooms. If there are any missing materials, the Building Coordinator should document this on the Box Content Sheet and contact Wyoming Customer Support. Student TABs and test books are shrink-wrapped in packages of 5 and are barcoded with a unique serial number. Do not remove the shrink wrap until it is necessary to do so in preparation for the test administration.

Call Wyoming Customer Support (1-877-327-9415) immediately if there is a discrepancy between the Box Content List and the actual contents of the box, if a box is missing from the sequence of boxes shipped, or if a box or its contents were damaged in transit. Document any discrepancy on the appropriate Box Content Sheet.
2.5.2 BUILDING COORDINATOR SECURITY CHECKLIST

☐ Keep all test materials in a locked storage area. Test materials are considered to be in secure storage when they are locked in a container, compartment, or area. Take care to ensure that the location is accessible only to the Building Coordinator.

☐ Check shipments of test materials within 24 hours of receipt to ensure that the full shipment has arrived and is free from tampering or damage. Report any irregularities to ETS immediately.

☐ Make sure that no student has access to the test before or after the administration.

☐ Ensure that all test materials are returned to ETS using the labels and instructions provided.

☐ Do not reproduce any test materials in any manner (e.g., email, texting, photographing, photocopy machine, handwritten copies, verbal exchanges).

☐ Do not change a student’s answer(s).

☐ Follow the Allowable Resource Guidelines found in Appendix B (on page 23).

2.5.3 TEST ADMINISTRATOR SECURITY CHECKLIST

☐ Keep all test materials in locked storage with limited access during testing.

☐ Do not reproduce any test materials in any manner (e.g., email, texting, photographing, photocopy machine, handwritten copies, verbal exchanges).

☐ Do not disclose any test items to anyone, including students or other staff members, at any time.

☐ Do not provide answers to any test items to any students.

☐ Do not change a student’s answer(s).

☐ Follow the Directions for Administration explicitly.

☐ Follow the Allowable Resource Guidelines found in Appendix B (on page 23).
3 RESPONSIBILITIES DURING THE TEST

3.1 AVAILABILITY

Building Coordinators must be available during the test administration to answer any questions from the Test Administrators. Ensure that anyone who might need it has the contact information for the Building Coordinator on the testing day.

A high level of security must be maintained during testing. Building Coordinators are to ensure that all Student TABs, test books, and answer documents are collected, inventoried, and returned to a secure, locked storage area when testing is not in progress.

3.2 PROGRAM IRREGULARITIES AND INCIDENTS

Testing irregularities are circumstances that may compromise the reliability and validity of test results. They may result in disciplinary action and could affect a school’s Adequate Yearly Progress (AYP) calculations. Listed below are three categories of irregularities—testing irregularities, inappropriate test preparation, and security breaches—and some examples of each.

1. **Testing Irregularities** includes, but is not limited to:
   - Coaching students:
     - Discussing questions with students during testing,
     - Providing instruction related to the test during test administration,
     - Giving students the answers,
     - Guiding students in marking correct answers.
   - Leaving instructional materials on the wall in the testing room that may assist students in answering examination questions. Reference *Allowable Resource Guidelines* (on page 23) for more information on Word Walls.
   - Allowing students to have additional materials or tools (e.g., books, calculators, tables) that are not specified in an IEP or a Section 504 plan or are not approved by the WDE as an allowable testing accommodation.
   - Using any form of electronic resources, including printed forms of electronic dictionaries or thesauruses.
   - Observing a student copying answers from another student’s work.
   - Contamination of a Student TAB and/or answer document by a student who becomes ill during testing.

2. **Inappropriate Test Preparation** includes, but is not limited to:
   - Reviewing any test questions and providing instruction related to the questions prior to test administration or between test parts.
   - Leaving review materials or instructional outlines on chalkboard or whiteboard during testing.
3. **Security Breaches** include, **but are not limited to:**

- Failure to securely maintain test materials,
- Talking about or discussing the tests with anyone,
- Copying the tests,
- Developing a scoring key,
- Allowing students to take the test out of the testing room.

### 3.3 Reporting Irregularities

In the event of a security breach, an Irregularity Report form (IRR) must be completed. It is the responsibility of the Building Coordinator to immediately contact the Wyoming Customer Support Center (1-877-327-9415). They will instruct the Building Coordinator to fax the completed IRR form to the Support Center. Customer Support will contact Wyoming program management, and appropriate action will be taken. An IRR form is located in Appendix H of this manual.

### 3.4 Contaminated Test Materials

If testing materials become contaminated with bodily fluids (the student becomes ill or blood comes in contact with the Student TAB and/or answer document) by any student during testing, the Student TAB and/or answer document should be destroyed and the incident reported in the Irregularity Report Form (IRR). When documenting the incident, provide the serial number of the book that was destroyed and the serial number of the replacement book. If a new Student TAB or answer document is needed for the student, please use a Student TAB or answer document from your school’s overage or submit an additional order request.

### 3.5 Make-up Sessions

A make-up session must be scheduled for students absent during a regularly scheduled test administration window. Building Coordinators and Test Administrators must provide adequate time for make-up exams during the administration window.
4  RESPONSIBILITIES AFTER THE TEST

4.1  COLLECTION AND PREPARATION OF TEST MATERIALS FOR RETURN

Building Coordinators must work closely with the Test Administrators to ensure all secure materials are returned in a timely manner. Test Administrators must perform all the following tasks:

- Verifying that the appropriate grade-level tests have been administered,
- Removing all scratch paper, etc., from the Student TABs and answer documents,
- Verifying that all demographic information has been completed if the student used a blank Student TAB or answer document,
- Separating all Student TABs and answer documents by grade and subject.

4.1.1  SPECIAL FORMS

The following are specific instructions for preparing special forms (braille, large print, and audio) for return.

4.1.1.1  Braille TAB

After testing, the Building Coordinator must ensure that the following tasks have been completed:

- The answers have been transcribed into the FORM 1 Student TAB or answer document provided in the Special Forms shipment, one Student TAB for each subject.
- The student’s Pre-ID labels have been affixed to each Student TAB or answer document.
- The Test Administrator has completed all the demographic information on each Student TAB or answer document, if the student did not use a label.
- The special form “Braille” is correctly marked on the demographic information page of the Student TAB or answer document.
4.1.2 Large Print TAB

After testing, the Building Coordinator must ensure that the following tasks have been completed:

- The answers have been transcribed into the **FORM 1** Student TAB or answer document provided in the Special Forms shipment, one Student TAB for each subject.
- The Pre-ID labels have been affixed to each Student TAB or answer document.
- The Test Administrator has completed all the demographic information on each Student TAB or answer document if the student did not use a Pre-ID label.
- The special form “Large Print” is correctly marked on the demographic information page of the Student TAB or answer document.

4.1.3 Audio TAB

After testing, the Building Coordinator must ensure that the following tasks have been completed:

- The student’s Pre-ID labels have been affixed to each Student TAB or answer document.
- The special audio form is correctly marked on the demographic information page of the Student TAB or answer document.

4.1.2 Header Sheets

Preprinted School and Grade Header Sheets (Appendices E, F, and G) were included in your Pre-ID label shipment. Only one header sheet is required for the school’s entire return shipment; an extra is provided in case of loss or damage. It should be placed on top of the materials in Box 1. The header sheet must be completed to indicate the total number of scorable Student TABs and answer documents by grade and subject that are being returned. For the PAWS administration, scorable and non-scorable materials should be returned in **SEPARATE** shipments. For the SAWS administration, scorable and non-scorable materials should be returned in the **SAME** shipment; however, non-scorable materials should be banded together and placed at the bottom of the box, with a label reading **NON-SCORABLE** on the outside of the band. **Again, only one header sheet is needed per return shipment.** Unused header sheets should be destroyed.

Header sheets are scannable documents, and photocopies are **NOT** acceptable. If the information on the preprinted header sheets contains errors, do not alter it. Instead, fill in all required information on a blank header sheet. It is important that all information is correct for document accounting purposes.

School and Grade Header Sheet for Student TABs:

- Verify Building Name
- Verify District Name
• Verify Building Code Number in Box 2

• Write and grid the number of students who tested per grade, per subject (Do Not leave any grade blank—grid “00” if no students tested)

• Sign and date Box 4 of the header sheet

The Building Coordinator must ensure that the number of documents to be scored is recorded on the header sheet correctly.

NOTE: If a discrepancy exists between the number of scorable Student TABs and/or answer documents received and the number recorded on the header sheet, ETS will place a call to the school in order to verify the information for processing. The scoring and reporting processes will be put on hold until count discrepancies have been resolved.

4.1.3 Shipping Guidelines

If you reported a discrepancy (e.g., missing book, damaged materials), include the Box Contents where you documented this and place the sheet(s) in Box 1 of your returned materials.

4.1.4 Shipping Guidelines Table

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Returned</th>
<th>Not Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student TABs and answer documents—used and unused</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>Scratch/draft paper for SAWS</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>Scratch/graph/grid paper for PAWS</td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Ancillary materials (e.g., extra shipping labels, paper bands, unused header sheets, packing materials, rulers, etc.)</td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Pre-ID rosters</td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Box content sheets (if reporting missing books)</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>Building Coordinator’s Manual and Directions for Administration</td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Audio CDs</td>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>
4.2 Packing and Shipping Student TABs and Answer Documents

Pack Student TABs and answer documents (scorable and non-scorable) into the original cartons (separate cartons for scorable and non-scorable for PAWS) in which the test materials were received. If the dual-purpose boxes are not available, locate sturdy boxes of a suitable size that will not allow the scorable materials to shift.

IMPORTANT: Ensure that the School and Grade Header Sheet is placed on top of the test materials in Box 1.

Any empty spaces in the shipping carton must be filled with crumpled paper; do not use shredded paper or foam “peanuts.” All shipments must be labeled, for example, “Box 1 of 3,” “Box 2 of 3,” etc. Seal the boxes with the tape provided in the Building Coordinator’s Kit. Place the provided green “SC” label on the outside of all PAWS scorable boxes. See Return Instructions and a packing diagram in Appendices J and K.

If there are any questions regarding shipping, please contact the Wyoming Support Center (1-877-327-9415).

4.3 Return Instructions

It is critical that directions for returning materials to ETS are followed. Timely reporting and reporting accuracy depend on following the correct processes. Please see Appendices J and K for detailed return instructions.
4.3.1 Shipping Materials Checklist

The ETS processing center maintains records of serial numbers for all secure testing material sent to schools. When testing is completed, the Building Coordinator must account for and return all used and unused secure materials. Errors in returning materials may cause delays in scoring. All returned materials will be checked in using a scanner to account for all Student TABs, test books, and special forms. Missing secure materials will be reported to the WDE. The materials to be returned are:

- Completed School and Grade Header Sheet
- Used/Unused Student Test and Answer Books, test books, and used answer documents
  - Reading
  - Mathematics
  - Science
  - Writing
- Any special forms
- Scratch/draft paper–SAWS only
- Irregularity Report Form

Materials that do NOT need to be returned include:

- Writing Scoring Guides
- Return Instructions
- Extra UPS Return Labels
- Directions for Administration Manuals
- Building Coordinator’s Manuals
- Extra School and Grade Header Sheets
- Scratch/graph/grid paper–PAWS
- Student Roster
- Pre-ID Roster

4.3.2 When to Return Materials

<table>
<thead>
<tr>
<th>Administration</th>
<th>Testing Window</th>
<th>Last Day to Ship Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAWS</td>
<td>March 2–27, 2015</td>
<td>April 1, 2015</td>
</tr>
<tr>
<td>SAWS</td>
<td>April 13–May 1, 2015</td>
<td>May 6, 2015</td>
</tr>
</tbody>
</table>

4.3.3 Shipping Materials to ETS

Ship the materials using the following process:

1) Arrange for a UPS pickup at your building. Regular UPS service pickups at your school are an efficient way to return the testing materials.
2) Call UPS to schedule a pick-up (1-800-742-5877).
3) **DO NOT** use any courier other than UPS. Doing so may cause a delay in scoring.
   - Sites should not be required to pay any UPS fee for shipping services. If UPS is requiring a fee for pick-up, call Wyoming Customer Support at 1-877-327-9415 and a pick-up will be arranged on your behalf.
A. Accommodations

The following standard accommodations are appropriate during the 2015 test administrations for a student with an IEP or with a Section 504 plan whose plan is appropriately documented.

<table>
<thead>
<tr>
<th>Presentation Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student uses a braille special test form.</td>
</tr>
<tr>
<td>2. Student uses a large print special test form.</td>
</tr>
<tr>
<td>3. Student uses an audio special test form.</td>
</tr>
<tr>
<td>4. Student uses magnification devices.</td>
</tr>
<tr>
<td>5. Student uses color overlays to reduce glare or enhance text.</td>
</tr>
<tr>
<td>6. Student uses templates to reduce the amount of visible print.</td>
</tr>
<tr>
<td>7. Student uses tactile graphics.</td>
</tr>
<tr>
<td>8. Sign language interpreter signs directions in all content areas and/or signs test questions as written in all content areas and answer choices <strong>EXCEPT</strong> reading. The interpreter may not clarify, interpret, define word meanings, elaborate, or provide assistance to students. Interpreters need to be familiar with the terminology and symbols specific to the content. It is recommended that one interpreter be provided for each individual student.</td>
</tr>
<tr>
<td>9. A certified staff member or access assistant (human reader) provides visual cues to students who are deaf or hard of hearing.</td>
</tr>
<tr>
<td>10. A certified staff member or access assistant (human reader) reads directions word-for-word as written in all content areas and/or reads or re-reads test questions and answer choices word-for-word as written in all content areas <strong>EXCEPT</strong> reading. Human readers may not clarify, interpret, define word meanings, elaborate, or provide assistance to students. It is recommended that one reader be provided for each individual student.</td>
</tr>
<tr>
<td>11. Student asks for clarification of directions (not test questions or answer choices).</td>
</tr>
<tr>
<td>12. Student uses audio amplification devices, including and/or in addition to hearing aids to increase clarity.</td>
</tr>
<tr>
<td>13. Student uses text-to-speech software in all content areas <strong>EXCEPT</strong> reading.</td>
</tr>
</tbody>
</table>
### Response Accommodations

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14.</strong></td>
<td>A certified staff member or access assistant scribes what a student dictates through alternate augmentative communications (AAC), 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 on items that require a written response (SAWS). A scribe must allow the student to review and edit what he or she has written. The student’s final response must be transcribed by a certified staff member or access assistant into the Student Test and Answer Book on the pages that the student’s response is to be written.</td>
</tr>
<tr>
<td><strong>15.</strong></td>
<td>A student types responses using a word processor. Dictionary and synonym/thesaurus devices <strong>MUST</strong> be disabled on the reading, mathematics, and science tests. The margins for word-processed documents should match the same space as is allowed in the Student Test and Answer Book. 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.</td>
</tr>
<tr>
<td><strong>16.</strong></td>
<td>Student uses speech-to-text conversion or voice recognition in all content areas. The margins for this document should match as closely as possible the same space as is allowed in the Student Test and Answer Book. 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.</td>
</tr>
<tr>
<td><strong>17.</strong></td>
<td>Student uses a brailler. 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.</td>
</tr>
<tr>
<td><strong>18.</strong></td>
<td>Student uses a tape recorder to record test responses rather than writing on a paper in all content areas.</td>
</tr>
<tr>
<td><strong>19.</strong></td>
<td>A certified staff member or access assistant monitors the placement of student responses on the Student Test and Answer Book or answer document.</td>
</tr>
<tr>
<td><strong>20.</strong></td>
<td>Student uses visual organizers including graph paper and place markers. Student uses a blank piece of paper that can be made into a template by the individual student. Student uses a pencil to underline text. Highlighters <strong>CANNOT</strong> be used in the Student Test and Answer Book.</td>
</tr>
</tbody>
</table>
### Setting Accommodations

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>Student takes the test in a different building location in a small group or individually. Changes can also be made to a student’s location within a room to reduce distractions to the student or to other students, to increase physical access, or enable the use of special equipment. Students must be monitored by a certified staff member.</td>
</tr>
</tbody>
</table>

### Timing and Scheduling Accommodations

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>Student is provided extended time to complete the assessment.</td>
</tr>
<tr>
<td>23.</td>
<td>Student is provided multiple, individual breaks as needed, monitored by a teacher or access assistant.</td>
</tr>
<tr>
<td>24.</td>
<td>Student takes the test at the time of day when he or she is most likely to demonstrate peak performance.</td>
</tr>
</tbody>
</table>

### ELL Specific Accommodations

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>A certified staff member or access assistant translates written directions to the student.</td>
</tr>
<tr>
<td>26.</td>
<td>A certified staff member or access assistant re-reads, simplifies, or clarifies directions in English or in the student’s primary language without clueing correct responses.</td>
</tr>
<tr>
<td>27.</td>
<td>A certified staff member or access assistant reads and/or re-reads test questions and answer choices in English, word-for-word, exactly as written in all content areas <strong>except</strong> reading. 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.</td>
</tr>
<tr>
<td>28.</td>
<td>Student uses a bilingual dictionary provided by the school.</td>
</tr>
<tr>
<td>29.</td>
<td>Student takes the test in a building location that is different from his or her class. This may be done in a small group or individually. Changes can also be made to a student’s location within a room to reduce distractions to the student or to other students, to increase physical access, or enable the use of special equipment. Students must be monitored by a certified staff member.</td>
</tr>
<tr>
<td>30.</td>
<td>Student is provided multiple, individual breaks as needed.</td>
</tr>
<tr>
<td>31.</td>
<td>Student is allowed to complete the test over multiple days.</td>
</tr>
</tbody>
</table>
The Proficiency Assessments for Wyoming Students (PAWS) and Student Assessment of Writing Skills (SAWS) are standardized assessments, used for school and district accountability determinations, and must be administered in a standardized manner. The assessments measure a student’s mastery of academic knowledge and skills as defined in the Wyoming Content and Performance Standards in reading and mathematics at grades 3–8, science at grades 4 and 8, and writing in grades 3, 5, and 7. The following list contains the only material or resources to be used by students during the assessments. Use of any other resources (human, electronic, manipulative, or paper) will be considered an unethical assessment administration practice that might lead to invalidated test results.

**Reading Test**
- Number 2 pencils
- Allowable Papers (see description on next page)

**Mathematics Test**
- Grades 3–5: Calculators are **NOT** allowed on any part of the test.
- Grades 6–8: Four-function or scientific calculators are allowed on the calculator portions only. Calculators with the following features are **NOT** allowed:
  - Computer Algebra System (CAS), e.g., TI-89, TI-92 Plus, TI-Nspire™, ALGEBFX2.0, ALGEBFX2.0 Plus, CFX-9970
  - QWERTY keyboards (similar to typewriter keyboards)
  - Attached electronic pens
  - Graphing Calculators, e.g., TI-83, TI-83 Plus, TI-84, etc.
- Allowable Papers (see description on next page)
- Number 2 pencils

**Science Test**
- Number 2 pencils
- Allowable Papers (see description on next page)

**Writing Test**
- Word walls (see Writing note on next page)
- Allowable Papers (see description on next page)
- Number 2 pencils
- Hard copy dictionaries (no thesauruses)
ALLOWABLE RESOURCE GUIDELINES—continued

Allowable papers: Students may use the following during testing: draft/scratch paper, graph/grid paper, patty/tracing paper, lined/WDE draft paper.

Note: Audio or digital dictionaries and spell checkers, including printouts from these resources, are not allowed on the assessment. Graphic organizers are not allowed; students may use blank paper to generate their own graphic organizers, but pre-printed graphic organizers are not to be provided. Word walls are limited to those that are used in regular classroom instruction, and are allowed to remain posted during testing. Posters and charts with writing process guidelines, tips, or instructions should be removed or covered during testing. Failure to follow these guidelines is a violation of test administration protocols and may result in disqualification of student scores.
C. **Sample Student Demographic Page**

**PAWS Grades 3–5**

**SAWS Grades 3, 5, & 7**

**Directions:** Complete Box 1 for all students. The student’s name in Box 1 MUST match the student’s name on the Pre-ID label. No substitutions are permitted. Complete all other boxes if the student does not have a Pre-ID label. If this student uses a special form you must complete Box 7. Use ONLY a No. 2 pencil.

1. **Student Name**
   - Teacher

2. **Last Name**
   - First Name

3. **Wiser ID**

4. **Gender**
   - Female
   - Male

5. **Date of Birth**
   - Month
   - Day
   - Year

6. **Race/Ethnicity**
   - Black or African American
   - Native American (American Indian or Alaska Native)
   - Asian
   - Hispanic or Latino
   - Pacific Islander
   - White

7. **This student used the special form gridded below. Fill in only one circle.**
   - Braille
   - Large Print
   - English Audio
   - Spanish Audio

---

*To be completed by Test Administrators only.* Please indicate on the previous page the accommodations the student received while taking the assessment.
To be completed by Test Administrators only. Please indicate below the accommodations the student is receiving while taking the assessment. Numbers referenced below correspond to the accommodations listed in the Directions for Administration.

### For students with an IEP or 504 plan with appropriate documentation only. Mark all that apply.

- ☐ (4) Magnification Devices
- ☐ (5) Overlays
- ☐ (6) Template
- ☐ (7) Tactile Graphics
- ☐ (8) Sign Language Interpreter
- ☐ (9) Visual Cues
- ☐ (10) Read Orally in English
- ☐ (11) Clarification of Directions
- ☐ (12) Audio Amplification Devices
- ☐ (13) Text to Speech Software
- ☐ (14) Scribe Dictation
- ☐ (15) Word Processor
- ☐ (16) Speech to Text
- ☐ (17) Brailler
- ☐ (18) Tape Recorder
- ☐ (19) Response Placement
- ☐ (20) Blank Piece of Paper
- ☐ (21) Testing Location
- ☐ (22) Extended Time
- ☐ (23) Multiple Breaks
- ☐ (24) Time of Day

### For ELL students with appropriate documentation only. Mark all that apply.

- ☐ (25) Translate Written Directions
- ☐ (26) Clarification Directions
- ☐ (27) Read Orally
- ☐ (28) Bilingual Dictionary
- ☐ (29) Different Location
- ☐ (30) Multiple Breaks
- ☐ (31) Multiple Days

Note: 1, 2, 3 and 25 are for students taking special forms (indicated on back cover, box 7).
## D. Sample Student Demographic Page

**PAWS Grades 6–8**

**Directions:** Complete Box 1 for all students. The student’s name in Box 1 MUST match the student’s name in the Pre-ID label. No substitutions are permitted. Complete all other boxes if the student does not have a Pre-ID label. If this student uses a special form, you must complete Box 8. Use ONLY a No. 2 pencil.

### 1. Student Name

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2. Place Pre-ID Label Here.

### 3. WISER ID

<table>
<thead>
<tr>
<th>WISER ID</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### 4. Gender

- [ ] Female
- [ ] Male

### 5. Grade

- [ ] 6
- [ ] 7
- [ ] 8

### 6. Date of Birth

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 7. Race/Ethnicity

Grid the group or groups with which the student most closely identifies. Mark all that apply.

- [ ] Black or African American
- [ ] Native American (American Indian or Alaska Native)
- [ ] Asian
- [ ] Hispanic or Latino
- [ ] Pacific Islander
- [ ] White

### 8. This student used the special form gridded below. Fill in only one circle.

- [ ] Braille
- [ ] Large Print
- [ ] English Audio
- [ ] Spanish Audio

---

PAGE 1
D. Sample Student Demographic Page Continued
PAWS Grades 6–8

To be completed by Test Administrators only. Please indicate below the accommodations the student is receiving while taking the assessment. Numbers referenced below correspond to the accommodations listed in the Directions for Administration.

For students with an IEP or 504 plan with appropriate documentation only. Mark all that apply.

- (4) Magnification Devices
- (5) Overlays
- (6) Template
- (7) Tactile Graphics
- (8) Sign Language Interpreter
- (9) Visual Cues
- (10) Read Orally in English
- (11) Clarification of Directions
- (12) Audio Amplification Devices
- (13) Text to Speech Software
- (14) Scribe Dictation
- (15) Word Processor
- (16) Speech to Text
- (17) Brailier
- (18) Tape Recorder
- (19) Response Placement
- (20) Blank Piece of Paper
- (21) Testing Location
- (22) Extended Time
- (23) Multiple Breaks
- (24) Time of Day

For ELL students with appropriate documentation only. Mark all that apply.

- (25) Translate Written Directions
- (26) Clarification Directions
- (27) Read Orally
- (28) Bilingual Dictionary
- (29) Different Location
- (30) Multiple Breaks
- (31) Multiple Days

Note: 1, 2, 3 and 25 (see DFA) are reserved for students using special forms (indicated on Page 1, Box 8).
## Proficiency Assessment of Wyoming Students
### School and Grade Header Sheets (Grades 3–5)

**1. SCHOOL/BUILDING NAME**

**DISTRICT NAME**

### 2. GRADES/SUBJECTS TESTED

<table>
<thead>
<tr>
<th>Reading</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td></td>
<td>4</td>
<td>4</td>
<td>4</td>
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<td></td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>5</td>
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<table>
<thead>
<tr>
<th>Science</th>
<th>Grade 3</th>
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<tr>
<td></td>
<td>6</td>
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<td>6</td>
</tr>
</tbody>
</table>

### 4. The Building Coordinator should complete this form.

Name ____________________________

Date ____________________________

### Instructions:

1. Write the SCHOOL/BUILDING NAME and the DISTRICT NAME on the lines provided.
2. In the row of boxes under the words BUILDING CODE, indicate the Building Code and grid the corresponding bubbles.
3. In the row of boxes next to the words GRADES/SUBJECTS TESTED, indicate the TOTAL count of documents being returned for each grade by the subject. If no students tested, grid "000." If your count is a single digit number, fill in the zeros before the actual number (i.e., 005, etc.).
4. Print your name and date as the person completing this form.
5. Write and grid the total number of scorable documents being returned.

### FOR USE WITH GRADES 3–5 SCORABLE BOOKS ONLY.

100815.009911 • TP3116G.L5 • Printed in USA.
# Proficiency Assessment of Wyoming Students
School and Grade Header Sheets (Grades 6–8)

## 1. SCHOOL/BUILDING NAME

**DISTRICT NAME**

## 2. BUILDING CODE

### 3. GRADES/SUBJECTS TESTED

### Reading

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Science

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 4. The Building Coordinator should complete this form.

**Name**

**Date**

Instructions:
Use a number 2 pencil to complete this form and grid the corresponding bubbles. Do not make any stray marks.

1. Write the SCHOOL/BUILDING NAME and the DISTRICT NAME on the lines provided.
2. In the row of boxes under the words BUILDING CODE, indicate the Building Code and grid the corresponding bubbles.
3. In the row of boxes next to the words GRADES/SUBJECTS TESTED, indicate the TOTAL count of documents being returned. Underneath write and grid the total count of documents being returned for each grade by the subject. If no students tested, grid "00." If your count is a single digit number, fill in the zeros before the actual number (e.g., 005, etc.).
4. Print your name and date as the person completing this form.
5. Write and grid the total number of scorable documents being returned.

FOR USE WITH GRADES 6–8 ANSWER DOCUMENTS ONLY.
# Student Assessment of Writing Skills

Grade and School Header Sheets

1. **SCHOOL/BUILDING NAME**
   
   **DISTRICT NAME**

2. **BUILDING CODE**
   
<table>
<thead>
<tr>
<th>3</th>
<th>5</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>3</td>
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<tr>
<td>7</td>
<td>8</td>
<td>9</td>
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</tbody>
</table>

3. **GRADES TESTED**

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 5</th>
<th>Grade 7</th>
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</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

4. The Building Test Coordinator should complete this form.
   
   **NAME**
   
   **DATE**

Instructions:

Use a number 2 pencil to complete this form and grid the corresponding bubbles. Do not make any stray marks.

1. Write the **SCHOOL/BUILDING NAME** and the **DISTRICT NAME** on the lines provided.
2. In the row of boxes under the words **BUILDING CODE**, indicate the Building Code and grid the corresponding bubbles.
3. In the row of boxes under the words **GRADES TESTED**, indicate the **TOTAL** count of documents being returned. Underneath write and grid the total count of documents being returned for each grade. If no students tested, grid "000". If your count is a single digit number, fill in the zeros before the actual number (i.e., 005, etc.).
4. Print your name and date as the person completing this form.
5. Write and grid the total number of documents being returned.

**FOR USE FOR SAW'S SCORABLE BOOKS ONLY.**
H. IRREGULARITY REPORT FORM

In the event of a security breach, an Irregularity Report (IRR) must be completed. It is the responsibility of the Building Coordinator to immediately contact the Wyoming Customer Support Center. They will instruct the Building Coordinator to fax the completed IRR form to the Support Center, and/or to include the IRR in the shipment of scorable test materials back to ETS. Customer Support will contact Wyoming program management and appropriate action will be taken.

School/Building: ____________________________ School Code: □□□□□□□□□

Building Coordinator Name: ____________________________ Date of Report: ________________

Building Coordinator Telephone: ________________ Email: ____________________________

PAWS Administration _______ SAWS Administration _______

Check All That Apply

See Section 4.2 for examples.

☐ Testing Irregularity
☐ Inappropriate Test Preparation
☐ Security Breach

Test Disruption
☐ Power Outage
☐ Fire Alarm
☐ Construction
☐ Other

Grade Involved: ________________

Number of Students Involved: ________________

Briefly describe the irregularity. DO NOT include the names of staff members or students involved. Include details of how the incident was verified and any actions taken locally.

This form may be photocopied.

Copyright © 2015 by the Wyoming Department of Education
I. Test Administrator Security Agreement

Test Administrator Security Agreement

I acknowledge that I will have access to the PAWS and SAWS test and test materials for the purpose of administering the test. I understand that these materials are highly secure and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the tests to any other person through verbal, written, or any other means of communication.

2. I will not copy any part of the tests or test materials.

3. I will keep the tests secure until the tests are actually distributed to pupils.

4. I will limit access to the test and test material by test examinees to the actual testing periods when they are taking the tests.

5. I will collect and account for all materials following each period of testing and will not permit pupils to remove test materials from the room where testing takes place.

6. I will not review any test questions, passages, or other test items independently or with pupils or any other person before, during, or following testing.

7. I will return all test materials to the designated building coordinator daily upon completion of testing.

8. I will not develop scoring keys, review any pupil responses, or prepare answer documents except as required by the test administration manuals prepared by the testing contractor.

9. I will administer the test in accordance with the directions for test administration and test administration manual prepared by the testing contractor.

10. I have been trained to administer the tests.

11. I understand the consequences of not following the above security agreement requirements.

Signed

Print Name

School District

Date

This form is to be kept as a testing record and does not need to be sent to ETS or WDE.
This form may be photocopied.
Copyright © 2015 Wyoming Department of Education
J. RETURN INSTRUCTIONS—PAWS

PAWS 2015

RETURN INSTRUCTIONS
Important Timelines for Returning Materials for Students

<table>
<thead>
<tr>
<th>Testing Window</th>
<th>UPS Material Pickup (Must be shipped by)</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2–27</td>
<td>April 1</td>
</tr>
</tbody>
</table>

PLEASE REVIEW THE RETURN INSTRUCTIONS CAREFULLY

ERRORS IN PACKING CAUSE DELAYS IN PROCESSING SCORE REPORTS

PAWS Building Coordinator Responsibilities

TO BE RETURNED

TO BE SCORED
☑ Completed School Header(s)
☑ Used Test Booklets (Grades 3–5)
☑ Used Answer Documents (Grades 6–8)
☑ Irregularity Report Form

NOT TO BE SCORED
☑ Unused Test Booklets (Grades 3–5)
☑ Used and Unused Test Booklets (Grades 6–8)

NOT TO BE RETURNED

☑ Unused School Header(s)
☑ Unused Answer Document(s)
☑ PAWS/SAWS Building Coordinator Manual
☑ Return Instructions
☑ Extra UPS Return Labels
☑ Directions for Administration (DFA)
☑ Student Roster
☑ Scratch Paper
☑ Unused Pre-ID Labels
☑ Extra SC (green labels)

Destroy all material on site

IMPORTANT!

All packages should be shipped the next business day after regular and make-up testing has been completed, but no later than April 1, 2015.
PAWS 2015
RETURN INSTRUCTIONS

A. Prepare To Be Scored Material for Return

1. Complete the RED School Header for Scorable Test Booklets (Grades 3–5) or the BLUE School Header for Scorable Answer Documents (Grades 6–8)

- In Box 1, verify Preprinted School/Building Name
- In Box 1, verify Preprinted District Name
- In Box 2, verify Preprinted Building Code Number
- In Box 3, write and grid the total number of Scorable Test Booklets or Answer Documents being returned, per grade, per subject (Do Not leave any grade/subject box blank — grid “000” if no students tested)
- In Box 5, write and grid the total number of Scorable Test Booklets or Answer Documents for the entire school
- In Box 4, sign your name and date

IMPORTANT!

Do not mix To Be Scored and Not To Be Scored materials. They must be packaged separately. Schools should not package materials with another school’s materials.
A. Prepare To Be Scored Material for Return (continued)

2. Package all To Be Scored material in the original cartons — see diagram on the next page.

✓ Sort the Scorable Test Booklets by grade on the bottom
✓ Place sorted Scorable Test Booklets in the box (highest grade on the bottom). Place the completed School Header on top of the Test Booklets.
✓ Sort the Scorable Answer Documents by grade (highest grade on the bottom)
✓ Place sorted Scorable Answer Documents in the White, Answer Document Return Envelope provided with the completed School Header on top. Return Envelope should be placed at the top of the return carton.
✓ Securely tape the top and bottom seams of the carton(s) at least two times with the tape provided
✓ Place provided “SC” green label on the side of the box
✓ Place the provided UPS 2nd Day Air return label with ONE (1) ORANGE STRIPE on the carton(s)

3. Fill out ALL THREE steps on the provided UPS 2nd Day Air return label.

✓ STEP 1: Label box count, i.e., “Box 1 of 3,” “Box 2 of 3,” etc.
✓ STEP 2: Write the School Name
✓ STEP 3: Write the School Code
✓ DO NOT photocopy return labels or School Headers.
   Contact Wyoming Customer Support at 1-877-327-9415 if you need additional labels or school headers.
✓ Be sure to note the UPS tracking number(s) for your records.

NOTE: ALL MATERIAL SHOULD BE SHIPPED IN THE ORIGINAL SHIPPING CARTON(S)

IMPORTANT!
If you do not have the original shipping carton(s), you must contact Wyoming Customer Support at 1-877-327-9415.
K. PAWS SCORABLE RETURN PACKING DIAGRAM

PAWS 2015
RETURN INSTRUCTIONS

PACKAGING TO BE SCORED MATERIALS DIAGRAM

1) Sort To Be Scored Answer Documents (Grades 6–8)

- Completed Blue School Header
  - Scorable Grade 6 Answer Documents
    - Scorable Grade 7 Answer Documents
      - Scorable Grade 8 Answer Documents

- Place Header and Scorable Answer Documents in the Answer Document Return Envelope.

- Answer Document Return Envelope

Continue to next envelope if more than one is needed.

2) Sort To Be Scored Test Booklets (Grades 3–5)

- Completed Red School Header
  - Scorable Grade 3 Test Booklets
    - Scorable Grade 4 Test Booklets
      - Scorable Grade 5 Test Booklets

Stack Scorable Test Booklets with the highest grade on the bottom.

IMPORTANT!
DO NOT mix the SCORABLE and NON-SCORABLE material.
PAWS 2015
RETURN INSTRUCTIONS

PACKAGING TO BE SCORED MATERIALS DIAGRAM (continued)

3) Boxing Scorable Test Booklets and Answer Documents

Fill carton to capacity and continue to next carton if more than one is needed.

4) Labeling Boxes for Return
Prelabeled Shipping Box

SC

Place the green SC label to side of the carton containing scorlable material.
Place the completed UPS 2nd Day Air label as indicated.
Note the tracking number for your records.

Seal top and bottom seams of carton(s) at least two times with tape provided.

IMPORTANT!
DO NOT mix the SCORABLE and NON-SCORABLE material.
L. **PAWS NON-SCORABLE RETURN INSTRUCTIONS**

**PAWS 2015**

**RETURN INSTRUCTIONS**

**B. Prepare Not To Be Scored Material for Return**

Package all **Not To Be Scored** material in the original cartons provided — see diagram on the next page.

- Place the **UNOPENED Test Booklets (Grades 3–8)** on the bottom of the shipping carton(s) sorted by grade and subject.
- Sort all **UNUSED Test Booklets (Grades 3–8)** by grade and subject (highest grade on the bottom) and place on top of the unopened Test Booklets.
- Sort **USED Test Booklets (Grades 6–8)** by grade and subject (highest grade on the bottom) and place on top of the unused Test Booklets.
- Securely tape the top and bottom seams of the carton(s) at least two times with the tape provided.
- Place the provided **UPS Ground return label with TWO (2) ORANGE STRIPES** on the carton(s) containing the **Not To Be Scored** Material.
- Fill out ALL THREE steps on the provided UPS Ground return label:
  - **STEP 1:** Label box count, i.e., “Box 1 of 3”, “Box 2 of 3”, etc.
  - **STEP 2:** Write the School Name
  - **STEP 3:** Write the School Code
  - **DO NOT** photocopy return labels. Contact Wyoming Customer Support at 1-877-327-9415 if you need additional labels.
  - **Be sure to note the UPS tracking number(s) for your records.**

**C. Shipping Material to ETS (To Be Scored and Not To Be Scored)**

- Ship the material by following one of the methods below:
  - **Arrange for a UPS pick-up during regular courier service pick-ups at your school**
  - **Call 1-800-742-5877 to schedule a pick-up**
  - **DO NOT** use any courier other than UPS. Doing so may cause a delay in scoring.

**IMPORTANT!**

If you do not have the original shipping carton(s), you must contact Wyoming Customer Support at 1-877-327-9415.
M. PAWS Non-Scorable Return Packing Diagram

PAWS 2015
RETURN INSTRUCTIONS

PACKAGING NOT TO BE SCORED MATERIALS DIAGRAM

1) Sort Not To Be Scored Test Booklets

**USED** Test Booklets
(Grades 6–8)
- Reading Grade 6
- Mathematics Grade 6
- Reading Grade 7
- Mathematics Grade 7

**UNUSED** Test Booklets
(Grades 3–8)
- Reading Grade 3
- Mathematics Grade 3
- Reading Grade 4
- Mathematics Grade 4
- Science Grade 4

**UNOPENED** Shrinkwrapped Test Booklets (Grades 3–8)
- Reading Grade 3
- Mathematics Grade 3
- Reading Grade 4
- Mathematics Grade 4
- Science Grade 4

Stack Test Booklets with highest grade on the bottom. DO NOT mix grades.

IMPORTANT!
DO NOT mix the SCORABLE and NON-SCORABLE material.
**PAWS 2015**

**RETURN INSTRUCTIONS**

**PACKAGING NOT TO BE SCORED MATERIALS DIAGRAM (continued)**

2) Boxing Non-Scoreable Materials

All material should be placed in the original carton(s).

- Fill carton to capacity and continue to next carton if more than one is needed.

- Seal top and bottom seams of carton(s) at least two times with tape provided.

3) Labeling Boxes for Return

Place the completed UPS Ground label as indicated.

Note the tracking number for your records.

**IMPORTANT!**

**DO NOT** mix the SCORABLE and NON-SCORABLE material.
N. Return Instructions—SAWS

SAWS 2015

RETURN INSTRUCTIONS

Important Timelines for Returning Materials for Students

<table>
<thead>
<tr>
<th>Testing Window</th>
<th>UPS Material Pickup (Must be shipped by)</th>
</tr>
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<tbody>
<tr>
<td>April 13–May 1</td>
<td>May 6</td>
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</table>

PLEASE REVIEW THE RETURN INSTRUCTIONS CAREFULLY

ERRORS IN PACKING CAUSE DELAYS IN PROCESSING SCORE REPORTS

TO BE RETURNED

TO BE SCORED

☒ Completed School Header(s)
☒ Used Test Books

NOT TO BE SCORED

☒ Unused Test Books
☒ Scratch/Draft Paper
☒ Irregularity Report Form

NOT TO BE RETURNED

☒ PAWS/SAWS Building Coordinator’s Manual
☒ Return instructions
☒ Extra UPS Return Labels
☒ Directions for Administration (DFA)
☒ Unused School Header(s)
☒ Unused Pre-ID Labels
☒ Scoring Guides
☒ Student Roster

IMPORTANT!

All packages should be shipped the next business day after regular and standard testing has been completed, but no later than May 6, 2015.
SAWS 2015
RETURN INSTRUCTIONS

A. Prepare Material for Return

1. Complete the School Header for Test Books to be scored
   - In Box 1, verify Preprinted School/Building Name
   - In Box 1, verify Preprinted District Name
   - In Box 2, verify Preprinted Building Code Number
   - In Box 3, write and grid the total number of Test
     Books to be scored by grade. Do Not leave any
     grade box blank — grid “000” if no students tested
   - In Box 5, write and grid the total number of Test
     Books TO BE SCORED for the entire school
   - In Box 4, sign your name and date

B. Sort and Package Materials for Return

NOTE: ALL MATERIAL SHOULD BE SHIPPED IN THE ORIGINAL SHIPPING CARTON(S)

- Place the UNOPENED Test Books on the bottom of the shipping carton
- Band together all opened NOT TO BE SCORED Test Books using the provided belly bands and
  place on top of the unopened Test Books
- Include all draft/scratch paper within the non-scoreable materials
- Sort all Test Books TO BE SCORED by grade (highest grade on the bottom)
- Place the completed header on top of the Test Books
- Securely tape the top and bottom seams of all cartons at least two times with the provided tape

IMPORTANT!
All materials NOT TO BE SCORED, should be banded together and placed
at the bottom of the provided return cartons.
C. Sort and Package Materials for Return (continued)

- Place the provided UPS 2nd Day Air return label with ONE (1) ORANGE STRIPE on the package(s) – 1 per package
- Fill out ALL THREE steps on the provided UPS 2nd Day Air return label
  - STEP 1: Label box count, i.e., “Box 1 of 3,” “Box 2 of 3,” etc.
  - STEP 2: Write the School Name
  - STEP 3: Write the School Code
  - DO NOT photocopy return labels or school headers. Contact Wyoming Customer Support at 1-877-327-9415 if you need additional labels or school headers.
  - Use appropriate UPS return label.

D. Shipping Material to ETS

- Ship the material by following one of the methods below
  - Arrange for a UPS pick-up during regular courier service pick-ups at your school
  - Call 1-800-742-5877 to schedule a pick-up
  - DO NOT use any courier other than UPS. Doing so may cause a delay in scoring.

IMPORTANT!
If you do not have the original shipping carton(s), you must contact Wyoming Customer Support at 1-877-327-9415.
O. SAWS RETURN PACKING DIAGRAM

SAWS 2015

RETURN INSTRUCTIONS

PACKAGING MATERIALS DIAGRAM

1) Sort Test Books to be scored
   Completed School Header for Student Test Books to be scored.

   Stack Test Books to be scored by grade (highest grade on the bottom). Do not mix grades.

   Sort Test Books and materials NOT to be scored
   Using the supplied Belly Bands, bundle all scratch/draft paper together.

2) Using the supplied Belly Bands, bundle all Test Books not to be scored
   Place all unopened shrink wrapped Test Books at the bottom of the box.

3) Labeling Boxes for Return
   Prelabeled Shipping Box
   Place the completed UPS 2nd Day Air label on the top of the carton(s).
   Note the tracking number and reference number for your records.

   ALL MATERIALS SHOULD BE PLACED IN THE ORIGINAL CARTONS.

   Seal top seams at least twice and bottom seams of carton(s) at least twice with tape provided.

IMPORTANT!

Batch Scorable materials separately from materials that are Not to be Scored.
Belly band all materials Not to be Scored and place them at the bottom of the return box.
# P. Shipping Notice

## Shipping Notice

**Destination:**

<table>
<thead>
<tr>
<th>Origin:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution Center</td>
</tr>
<tr>
<td>PO Box 77435</td>
</tr>
<tr>
<td>225 Phillips Blvd.</td>
</tr>
<tr>
<td>Ewing NJ 08628</td>
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<tr>
<td>USA</td>
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**Phone No:** 307-856-4147

**Program Name:** PAWS

**ID Number:** 0740000

**Test Date / Type:**

**Shipment Type / MMMYYY:**

Initial: 032014

**Order Number:** WYP00080785

**Drop Shipment Recipient ID:**

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<td>WY PAWS TIB READING GRADE 5</td>
<td>5</td>
<td>S004976701 - S004976705</td>
</tr>
</tbody>
</table>

**Number of Boxes:** 2

**Total Quantity:** 88

**Proj. ID:** 01574  **Activity. ID:** 001