

Wyoming

WYOMING
DEPARTMENT OF EDUCATION



2015
Directions for Administration

PAWS

Proficiency Assessments for
Wyoming Students

CONTACT INFORMATION

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., Mountain Time (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 through Friday, 7:30 a.m. to 6 p.m., Mountain Time (MT)

Non-administration window:

Monday through Friday, 8:30 a.m. to 5 p.m., Mountain Time (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

TABLE OF CONTENTS

CONTACT INFORMATION	Inside Front Cover
1 INTRODUCTION	1
1.1 Important Dates	1
1.2 Things to Remember	1
1.3 Test Administrator’s Checklist	2
1.4 Guidelines for Student Participation	3
1.4.1 Accommodations and Special Forms	3
2 BEFORE TEST ADMINISTRATION	4
2.1 Test Setting	4
2.2 Preparing Student TABs and Answer Documents for Pre-ID Students	4
2.3 Completing Student Demographic Information for Non Pre-ID Students	5
2.3.1 Box 1–Student Name and Class Information	5
2.3.2 Box 2–Student’s Name	6
2.3.3 Box 3–WISER ID	6
2.3.4 Box 4–Gender	6
2.3.5 Box 5–Date of Birth	7
2.3.6 Box 6–Race/Ethnicity	7
2.3.7 Box 7–Special Forms	7
2.3.8 Collection of Accommodation Information	8
2.4 Test Materials	8
2.5 Material Discrepancies	9
2.6 Damaged or Defective Materials	9
2.7 Test Security Requirements	9
2.7.1 Ensuring Security	10
2.8 Establishing a Standardized Setting	11

3	DURING TEST ADMINISTRATION	12
3.1	Test Sections	12
3.2	Program Irregularities and Incidents	12
3.3	Interruptions During Testing	13
3.4	Students Who Become Ill	13
3.5	Contaminated Test Materials	13
3.6	Disruptive Students	13
3.7	Make-Up Sessions	14
3.8	Student TAB and Answer Document Precautions	14
4	AFTER TEST ADMINISTRATION	15
4.1	Large Print	15
4.2	Braille	16
4.3	Audio (English and Spanish)	16
5	GENERAL DIRECTIONS FOR TEST ADMINISTRATION	17
5.1	Guidelines for Encouraging Students and Answering Questions About the Test	17
5.2	PAWS Recommended Testing Times	18
6	SPECIFIC DIRECTIONS FOR THE READING TEST (GRADES 3–5)	21
7	SPECIFIC DIRECTIONS FOR THE MATHEMATICS TEST (GRADES 3–5)	26
8	SPECIFIC DIRECTIONS FOR THE SCIENCE TEST (GRADE 4)	32
9	SPECIFIC DIRECTIONS FOR THE READING TEST (GRADES 6–8)	36
10	SPECIFIC DIRECTIONS FOR THE MATHEMATICS TEST (GRADES 6–8)	42
11	SPECIFIC DIRECTIONS FOR THE SCIENCE TEST (GRADE 8)	48

12	DIRECTIONS FOR SPECIAL TEST FORMS	53
12.1	Materials Required for Special Test Forms	53
12.1.1	All Special Forms	53
12.1.2	English or Spanish Audio CD	53
12.1.3	Large Print	54
12.1.4	Braille	54
12.2	Reading the Test Directions	54
12.2.1	Audio Versions	54
12.2.2	Large Print	54
12.2.3	Braille	55
13	SPECIFIC DIRECTIONS FOR THE BRAILLE FORMS–READING	56
14	SPECIFIC DIRECTIONS FOR THE BRAILLE FORMS–MATHEMATICS	61
15	SPECIFIC DIRECTIONS FOR THE BRAILLE FORMS–SCIENCE	66
15.1	Braille–Science Grade 4	66
15.2	Braille–Science Grade 8	68
16	APPENDICES	70
A.	Accommodations	70
B.	Allowable Resource Guidelines	73
C.	Sample Student Demographic Page—Grades 3–5 (Back Cover of Student TAB)	75
D.	Sample Student Demographic Page—Grades 6–8 (Front Cover of Answer Document)	76
E.	Sample Header Sheet (Grades 3–5)	77
F.	Sample Header Sheet (Grades 6–8)	78
G.	PAWS Irregularity Report Form	79
H.	Test Administrator Security Agreement	80
I.	Do Not Disturb Sign	81

1 INTRODUCTION

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

The *Directions for Administration* (DFA) assists Test Administrators with the 2015 PAWS administration. Prior to testing, all administrators should read this to ensure that testing procedures are understood. The Test Administrator's responsibilities are organized into three parts in this DFA: before, during and after testing. If you have any questions, please contact your PAWS Building Coordinator.

This DFA contains general instructions that apply to the standard test forms and the special test forms, as well as specific directions for each special form.

1.1 IMPORTANT DATES

EVENT	DATE
Pre-ID Edit window closes	January 26, 2015
Materials received in schools	February 23, 2015
Test Administration Window Opens	March 2, 2015
Test Administration Window Closes*	March 27, 2015
Deadline for materials to be returned to ETS for scoring	April 1, 2015

*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 THINGS TO REMEMBER

- Students in grades 6–8 will complete assessment responses on an answer document for all content areas. Students in grades 3–5 will continue to put their assessment responses in their Student Test and Answer Book (TAB).
- Pre-ID labels will be used for all students. Schools will receive four labels per student. For students in grades 3–5, one Pre-ID label will be required on all Student TABs. For students in grades 6–8 only one label will be required.

1.3 TEST ADMINISTRATOR’S CHECKLIST

This checklist gives an overview of the tasks for which the Test Administrator is responsible. As you complete each step, check the corresponding box.

Before Test Administration
<input type="checkbox"/> Read <i>Directions for Administration</i> in its entirety.
<input type="checkbox"/> Participate in training provided by the Building Coordinator.
<input type="checkbox"/> Ensure that you have enough test materials for the students you will be testing. Notify the Building Coordinator if you are missing any materials or have defective materials.
<input type="checkbox"/> Complete student demographic information for all students for whom you did not receive a Pre-ID label. See Section 2.3 on page 5 for detailed instructions.
<input type="checkbox"/> Affix Pre-ID labels to student’s Test and Answer Book (TAB) (grades 3–5) or answer document (grades 6–8) as appropriate.
<input type="checkbox"/> Procure Number 2 pencils for all students testing.
<input type="checkbox"/> Establish an appropriate setting for the test administration.
<input type="checkbox"/> Procure calculators for students in grades 6–8 when administering the mathematics assessment.
<input type="checkbox"/> Sign and return the <i>Test Administrator Security Agreement</i> (Appendix H, Page 80) to the Building Coordinator.
During Test Administration
<input type="checkbox"/> Post a “Do Not Disturb—Testing in Progress” sign outside your classroom door (page 81).
<input type="checkbox"/> Ensure that each student has been given his or her own Student Test and Answer Book (TAB) (grades 3–5) or answer document (grades 6–8).
<input type="checkbox"/> Read the scripts verbatim. You may clarify directions, but not test items for any student.
<input type="checkbox"/> Monitor students to be sure they are following directions and working on the correct section.
<input type="checkbox"/> Report any testing irregularities to the Building Coordinator.
After Test Administration
<input type="checkbox"/> Be sure to complete the Accommodations portion of the Student TAB(s) or answer document(s) for students that received accommodations while taking the assessment.
<input type="checkbox"/> Inspect all Student TABs and answer documents before returning to the Building Coordinator to be sure all student information has been provided.
<input type="checkbox"/> Return all materials to the Building Coordinator, including all used graph/grid paper, patty paper/tracing paper, and/or scratch paper.

1.4 GUIDELINES FOR STUDENT PARTICIPATION

All students in grades 3–8 are required to take the PAWS reading and mathematics tests. 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.

1.4.1 ACCOMMODATIONS AND SPECIAL FORMS

Standard accommodations are allowed on the PAWS and/or SAWS for students with disabilities who have an Individualized Education Plan (IEP), or a Section 504 Plan, or for students 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 504 Plan whose plan is appropriately documented. An audio accommodation is provided in either English or Spanish for PAWS, and Spanish only for SAWS.

For more specific questions regarding appeals, accommodations, and special forms, please contact the Wyoming Department of Education (WDE) at 1-307-777-2906.

2 BEFORE TEST ADMINISTRATION

After receipt of materials, review the DFA, schedule time to distribute materials, and review testing procedures and schedules. Always make sure **Student Test and Answer Books (TABs) are placed in a secure locked location at all times when not in use during testing.**

2.1 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 examiner should:

- Put a “Do Not Disturb” sign on the door (page 81),
- 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.

2.2 PREPARING STUDENT TABS AND ANSWER DOCUMENTS FOR PRE-ID STUDENTS

If a Pre-ID label is received for a student, place the label in the appropriate box on the demographic page on the Student TAB (grades 3–5, back page, on the right) or answer document (grades 6–8, page 1, on the left). After labels have been placed, complete Box 1 of the demographic page for all students. No additional gridding is required unless a special form is being used.

If a student uses a special form (Braille, Large Print, English Audio, or Spanish Audio), the Test Administrator must indicate this on the demographic page by filling in the circle for the appropriate form that will be used. Note that this information is to be completed on the regular form Student TAB (grades 3–5) or answer document (grades 6–8) to ensure accurate scoring and reporting.

2.3 COMPLETING STUDENT DEMOGRAPHIC INFORMATION FOR NON PRE-ID STUDENTS

Proper recording of the required student demographic information is essential for accurate reporting of student results. There may be students who were not assigned a Pre-ID label. In this instance, the Test Administrator will need to ensure that each student’s demographic information is entered correctly on the back cover of a Student TAB (grades 3–5) or answer document (grades 6–8). When completing demographic information for students for whom you did not receive a Pre-ID label, enter data as it applies to the student. This will ensure that student data is accurate. This information must be completed **BEFORE** distributing materials.

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 circle for the appropriate form that will be taken. Note that this information is to be completed on the regular form Student TAB (grades 3–5) or answer document (grades 6–8) to ensure accurate scoring and reporting.

NOTE: A Number 2 pencil must be used to fill in the demographic information; please print clearly.

Only Test Administrators, building personnel, or district personnel may enter the demographic information. Because this information is scanned, all stray marks must be erased completely.

The following is an example of the grades 3–5 TAB. Please review the sample answer document for grades 6–8 on page 76. Appendix D, Box 5, is “Grade” on the answer document. All other demographic fields are the same.

2.3.1 BOX 1–STUDENT NAME AND CLASS INFORMATION

Note: The following examples are from the demographic page in the Student TABs for grades 3–5. Information will appear slightly different on answer documents for grades 6–8.

1 Student Name	Grade	School
Teacher		

- Student Name (legal name)–Do not use nicknames.
- Teacher
- Grade
- Name of School

2.3.2 Box 2—STUDENT’S NAME

- Print the student’s last name, first name, and middle initial (MI) in the boxes provided above the columns. **Use only the legal first and last name of each student.**
- When writing each name, begin with the first box on the left.
- If a student does not have a middle name or initial, leave the “MI” space blank.
- If either name of a student is too long for the space provided, fill in as many letters as will fit.
- Once the student’s legal name has been entered, fill in the circles that correspond to the letters in the columns below the letters.
- Ensure that all circles are completely filled in.
- If a mistake is made, erase it completely.

2 Last Name												First Name												MI
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	

2.3.3 Box 3—WISER ID

Print and fill in the student’s WISER ID and fill in the appropriate circles in the columns beneath the boxes. If the WISER ID is not available, contact your Building Coordinator.

3 WISER ID						
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

2.3.4 Box 4—GENDER

Fill in the circle for “Female” or “Male,” as appropriate.

4 Gender	
<input type="radio"/>	Female
<input type="radio"/>	Male

2.3.5 Box 5–DATE OF BIRTH

Fill in the appropriate circle for the month. Print and fill in the day and year of the student’s Date of Birth in the appropriate boxes, and fill in the appropriate circles in the columns beneath the digits. The day and year must be two digits; if it is less than 10, precede the number with a zero (e.g., “03”).

5 Date of Birth				
Month	Day		Year	
<input type="radio"/> Jan.				
<input type="radio"/> Feb.				
<input type="radio"/> Mar.	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 9
<input type="radio"/> Apr.	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> 2
<input type="radio"/> May	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> Jun.	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> Jul.	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> Aug.	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> Sep.	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> Oct.	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> Nov.	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> Dec.	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 8	<input type="radio"/> 8

2.3.6 Box 6–RACE/ETHNICITY

Fill in the appropriate circle for the group with which the student most closely identifies. Mark all that apply.

6 Race/Ethnicity
Grid the group or groups with which the student most closely identifies. Mark all that apply.
<input type="radio"/> Black or African American <input type="radio"/> Native American (American Indian or Alaska Native) <input type="radio"/> Asian <input type="radio"/> Hispanic or Latino <input type="radio"/> Pacific Islander <input type="radio"/> White

2.3.7 Box 7–SPECIAL FORMS

Fill in the appropriate circle if the student will take a special form. Fill in only one circle.

7 This student used the special form gridded below. Fill in only one circle.
<input type="radio"/> Braille <input type="radio"/> Large Print <input type="radio"/> English Audio <input type="radio"/> Spanish Audio

2.3.8 COLLECTION OF ACCOMMODATION INFORMATION

If a student has a documented IEP or Section 504 Plan and is provided accommodations while taking the assessment, the Test Administrator must complete this information for each subject test that accommodations were provided. This information can be found in the inside back cover of Student TABs (grades 3–5) or below each subject page on the answer document (grades 6–8).

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

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

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

- | | |
|---|---|
| <input type="radio"/> (25) Translate Written Directions | <input type="radio"/> (29) Different Location |
| <input type="radio"/> (26) Clarification Directions | <input type="radio"/> (30) Multiple Breaks |
| <input type="radio"/> (27) Read Orally | <input type="radio"/> (31) Multiple Days |
| <input type="radio"/> (28) Bilingual Dictionary | |

Note: 1, 2, 3 and 25 are for students taking special forms (indicated on page 1, box 7).

2.4 TEST MATERIALS

Before the test administration, every Test Administrator should have the following materials:

- A supply of Number 2 pencils with erasers. Students may not use pens, colored pencils, crayons, or markers on their Student TABs or answer documents.
- A pre-assigned Student TAB and/or answer document for all students taking the assessment.
- Allowable resources, which are listed in Appendix B (on page 73).
- Braille, large-print test book, or audio CDs, if required by students with an IEP or Section 504 Plan, with appropriate documentation.
- Necessary materials for your students' specific accommodation needs.

IMPORTANT

A Pre-ID'd Student TAB or answer document can be used ONLY by the student whose name is printed on the label. The student name in the barcode will override ANY bubbled information in the name grid when the document is scanned.

2.5 MATERIAL DISCREPANCIES

Building Coordinators will deliver test materials to each Test Administrator. Upon receipt of test materials, the Test Administrator must count the number of Student TABs and answer documents, and **any discrepancies** must be reported immediately to the Building Coordinator. All testing materials must be kept in a **secure location** except during the actual test administration.

2.6 DAMAGED OR DEFECTIVE MATERIALS

If any test materials are damaged or defective upon receipt, notify the Building Coordinator immediately so that replacements can be provided as quickly as possible. A supply of extra testing materials should be available from the Building Coordinator.

2.7 TEST SECURITY REQUIREMENTS

All assessment items and responses are considered **secure material** and may **NOT** be duplicated in any way, moved from building to building, or retained in the school after testing is completed.

Disclosure of any secure information is a serious breach of test security and is prohibited. Suspected security breaches, violations of the *Test Administrator Security Agreement*, or other testing incidents must be reported immediately to the Building Coordinator. Test Administrators must sign and return the *Test Administrator Security Agreement* (Appendix H, page 80) to the Building Coordinator before administering the assessment.

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

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

2.7.1 ENSURING SECURITY

- Building Coordinators and Test Administrators share responsibility for ensuring that all test materials are handled in a professional, secure, and confidential manner in accordance with security mandates and other general procedures.
- Assessment materials must be kept in a designated, locked, and secure place (with limited access) at all times, except during actual administration. **The contents of the test, including student responses, must not be reproduced or disclosed in any manner (e.g., email, texting, copy machine, handwritten, verbal).** Distribution of the test materials, except for the DFA, will occur on the day of the administration.
- The student demographic information should **not** be distributed or revealed to anyone other than the person designated to administer the assessment.
- Test prompt(s) may **not** be disclosed to anyone prior to testing.
- The person who reads the assessment for a reading accommodation will **not** reproduce or disclose the prompt(s).
- Unauthorized electronic devices, such as recording or photographic devices are **not** allowed in the testing room. This includes PDAs, cell phones, iPods®, tablets, etc.
- Instructional materials in the room that might assist students in answering test questions should be removed or covered.
- Desks should be spaced to ensure that the students' answer choices cannot be shared.
- Follow the *Allowable Resource Guidelines* provided by the WDE (<http://edu.wyoming.gov/downloads/assessments/2014-allowable-resources.pdf>) or refer to (Appendix B, page 73).
- Altering student responses is strictly prohibited.

If there is an ethics or security violation, the student's materials may not be scored and the school may not be able to count the student for participation. All security violations, testing irregularities, or loss of test materials must be reported immediately to the Building Coordinator, who will contact Wyoming Customer Support Center (1-877-327-9415). The WDE Assessment Division will determine what corrective actions will occur.

2.8 ESTABLISHING A STANDARDIZED SETTING

Administration of the PAWS is an important professional responsibility. The usefulness of the assessment results depends on the accuracy of the results for each student. Experience shows that students' performance is highly dependent upon their motivation and attitude toward the assessment, preparedness of the Test Administrator, physical arrangement of the testing room, and adherence to instructions.

To ensure accurate and reliable results, the Test Administrator **must** become thoroughly familiar with standard administration procedures before administering the assessment. The Test Administrator should carefully read through this DFA prior to the test administration.

An important task of the Test Administrator at the beginning of each testing session is to ensure that all students **NOT** taking the test are students who will be taking the Wyoming Alternate (Wy-ALT) assessment after meeting the criteria for participation or those who will be taking the ACCESS in place of the reading portion of the assessment. The Test Administrator should be familiar enough with the students to verify his or her identity and ensure that each student has his or her correct grade-level test.

3 DURING TEST ADMINISTRATION

3.1 TEST SECTIONS

Once a student has started testing, he or she may not work on another section of the test. A student may not go back and work on a section that has been completed, nor look ahead to another section. For students that receive accommodations during testing, be sure to indicate accommodations provided in the Student TAB (inside back cover) or answer document (pages 2, 3, and/or 4).

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. Testing irregularities that occur before, during, or after testing *must* be reported to the Building Coordinator immediately. 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 test questions
- Allowing students to have additional materials or tools (e.g., books, calculators [may only be used for grades 6–8], 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
- Observing a student copying another student's answers
- 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 or during the test administration or between test sections.

3. **Security Breaches**, includes, **but are not limited to:**

- Failure to maintain the security of test materials,
- 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 INTERRUPTIONS DURING TESTING

Students are allowed to leave the room during testing, if necessary. Retain the student's testing materials (e.g., graph/grid paper, patty paper/tracing paper, and/or scratch paper, Student TABs, or answer documents) in the testing room while the student is not present. Remind students to be quiet so as not to disrupt others that are testing.

3.4 STUDENTS WHO BECOME ILL

If a student becomes ill during testing and has to leave the testing setting (i.e., go to the nurse or home), the Test Administrator must collect the student's TAB or answer document and any graph/grid paper, patty paper/tracing paper, and/or scratch paper. The student will need to make up the test upon returning to school. If the student was unable to complete the assessment, the Student TAB or answer document must still be returned for scoring.

3.5 CONTAMINATED TEST MATERIALS

If testing materials become contaminated with bodily fluids (the student becomes ill or blood comes in contact with the Student TAB or answer document) by any student during testing, the Student TAB or answer document should be destroyed and the incident reported in the PAWS Irregularity Report Form (see Appendix G, page 79). If possible, transcribe the answers from the completed portion of the contaminated test onto the new Student TAB or answer document. If transcribed, be sure to transfer to the same version of the test. If this is not possible, have the student retake the entire test. The completed Irregularity Report Form should be given to the Building Coordinator. The serial number of both the damaged and replacement Student TAB should be included on the report form. If new material is needed for the student, replace the Student TAB or test book and answer document from the overage materials sent to the school or ask your Building Coordinator to order replacement materials. A make-up session should be scheduled for the student.

3.6 DISRUPTIVE STUDENTS

Any student who disrupts testing should be subject to the disciplinary procedures established by the school for such occurrences. These types of disruptions include, but are not limited to, refusing to participate, trying to receive help from other students, or engaging in unacceptable classroom behavior. The Test Administrator must gather the student's testing materials, and the student should be escorted to the principal's office. The student must be informed that his or her opportunity to participate in the test has been revoked, and the Test Administrator must document the incident according to district guidelines. Ensure that remaining students are supervised at all times. All test materials, including the scorable Student TAB and/or answer document, must be returned to ETS, regardless of how many questions were answered.

3.7 MAKE-UP SESSIONS

A make-up session must be scheduled for students who are absent during the regularly scheduled test administration. Building Coordinators and Test Administrators must provide adequate time for make-up exams within the administration window.

3.8 STUDENT TAB AND ANSWER DOCUMENT PRECAUTIONS

Student TABs and answer documents are scannable documents. A Number 2 pencil must be used. Do **NOT**:

- allow students to use correction fluid or tape. If an error is made, the student should erase the error completely.
- allow students to use pens, crayons, markers, highlighters, or colored pencils to respond to any test questions.
- disassemble or pull pages out of the Student TABs or answer documents.
- use paper clips, tape, staples, or glue.
- attach removable “sticky” notes.

4 AFTER TEST ADMINISTRATION

- Check the demographic information for all of the students who were not Pre-ID'd and make sure that all information has been provided and circles are filled in completely.
- Destroy Pre-ID labels for the students who are no longer enrolled in the school where the materials were shipped. Unused labels should not be returned to ETS.
- Make sure the appropriate grade-level assessment has been administered.
- Remove any graph/grid paper, patty paper/tracing paper, and/or scratch paper that may have been left in the books. The graph/grid paper, patty paper/tracing paper, and/or scratch paper may be thrown away.
- Collect all materials and return them to the Building Coordinator immediately after testing has been completed for each subject.
- For students that received accommodations during testing, complete the appropriate boxes for each subject on the answer document or in the Student TAB.
- Be sure to fill in the correct circle on the Student TAB or answer document for students who took special forms. **Failure to complete this information may result in the test being scored incorrectly.**

4.1 LARGE PRINT

After testing, the Test Administrator must complete the following tasks:

- Confirm that the Pre-ID labels are affixed to each Student TAB or answer document.
- If the student does not have a Pre-ID label, be sure to complete the demographic information in the space provided (Section 2.2, page 4).
- For students in grades 3–5, transcribe student's responses into a regular form Student TAB (provided in the Special Forms shipment), one Student TAB for each subject.
- For students in grades 6–8, transcribe student's responses into the answer document provided in the shipment. A single answer document is used for all subject tests.
- For all students that took the large print form, fill in the correct circle on the demographic page.

4.2 BRAILLE

After testing, the Test Administrator must complete the following tasks:

- Confirm that the Pre-ID labels are affixed to each Student TAB or answer document.
- If the student does not have a Pre-ID label, be sure to complete the demographic information in the space provided (Section 2.2, page 4).
- For students in grades 3–5, transcribe student’s responses into a regular form Student TAB (provided in the Special Forms shipment), one Student TAB for each subject.
- For students in grades 6–8, transcribe student’s responses onto the answer document provided in the shipment. A single answer document is used for all subject tests.
- For all students that took the braille form, fill in the correct circle on the demographic page.

4.3 AUDIO (ENGLISH AND SPANISH)

After testing, the Test Administrator must complete the following tasks:

- Confirm that the Pre-ID labels are affixed to each Student TAB or answer document.
- If the student does not have a Pre-ID label, be sure to complete the demographic information in the space provided (Section 2.2, page 4).
- For all students that took the audio (English or Spanish) version, fill in the correct circle on the demographic page.

5 GENERAL DIRECTIONS FOR TEST ADMINISTRATION

Be sure student desks are cleared of any materials not needed for the test. Remove or cover any materials on the classroom walls that might help students answer test questions.

Read the directions EXACTLY as they are written, using a natural tone and manner. If you make a mistake in reading the directions, stop and say, “**No, that is wrong. Listen again.**” Then read through the directions again.

You may answer student questions about the directions, but you may **NOT** give help on specific test questions. The table below illustrates the types of responses that are permissible and in the best interest of the student.

5.1 GUIDELINES FOR ENCOURAGING STUDENTS AND ANSWERING QUESTIONS ABOUT THE TEST

When Students Ask ...	You May ...	Do Not ...
<ul style="list-style-type: none"> • for general help or advice: 	<ul style="list-style-type: none"> • remind students of the directions. • recommend that students check their work carefully. 	<ul style="list-style-type: none"> • make specific suggestions relative to students’ work.
<ul style="list-style-type: none"> • for advice regarding test-taking strategies: 	<ul style="list-style-type: none"> • suggest that students “try a different strategy.” 	<ul style="list-style-type: none"> • recommend a specific strategy.
<ul style="list-style-type: none"> • about the difficulty of a test question: 	<ul style="list-style-type: none"> • encourage students to keep trying. 	<ul style="list-style-type: none"> • comment about the difficulty level of any question.
<ul style="list-style-type: none"> • whether particular answers or responses are right or wrong: 	<ul style="list-style-type: none"> • encourage students to use their judgment to select what they think is the best answer. 	<ul style="list-style-type: none"> • tell students that particular answers or responses are right or wrong. • cue correct answers through vocal inflection, facial expressions, signs, or gestures.
<ul style="list-style-type: none"> • about the meaning of a word, phrase, or sentence: 	<ul style="list-style-type: none"> • encourage students to re-read the complete question. 	<ul style="list-style-type: none"> • define a content word or phrase or explain the meaning of a sentence.
<ul style="list-style-type: none"> • about their progress on the assessment: 	<ul style="list-style-type: none"> • inform students of time remaining to finish the assessment. 	<ul style="list-style-type: none"> • ask students to work faster.
<ul style="list-style-type: none"> • you to read the passage to them: 	<ul style="list-style-type: none"> • encourage the student to reread the passage. 	<ul style="list-style-type: none"> • read the passage to the student or the entire class.

Students should remain in the testing room during the administration; however, follow school procedures for allowing students to use the restroom during tests. Check with the Building Coordinator for school procedures related to excusing students who finish early.

The PAWS reading and mathematics tests are administered to all students in grades 3–8; the science test is administered in grades 4 and 8. Prior to administration, make sure that the following have been addressed:

- For students in grades 6–8, be sure that each student has a calculator to use when taking the mathematics test.
- Each student has been assigned his or her own Student TAB or answer document.
- Each student has graph/grid paper, patty paper/tracing paper, and/or scratch paper for the mathematics assessment.
- Each student has two Number 2 pencils to take the test.

If you have any questions, please contact the Building Coordinator for guidance.

5.2 PAWS RECOMMENDED TESTING TIMES

The following chart outlines the 2015 PAWS assessment *approximate* times for each section and each grade. The PAWS is an untimed assessment. The tables below and on the following pages are meant for estimating building testing schedules **ONLY**.

It is important to establish an assessment schedule prior to testing. The first administration date must not be scheduled before March 2, 2015. **All assessments must be completed by March 27, 2015.** When possible, the first days of the assessment window should be used for administering the assessment. Scheduling the assessment to occur at the beginning of the window will allow the school more flexibility if any unusual circumstances delay the anticipated start date.

Grade 3

Subject	Recommended Time
Reading—Section 1	80 min.
Reading—Section 2	80 min.
Reading—Section 3	80 min.
Mathematics—Section 1	50 min.
Mathematics—Section 2	50 min.
Mathematics—Section 3	50 min.

Grade 4

Subject	Recommended Time
Reading—Section 1	80 min.
Reading—Section 2	80 min.
Reading—Section 3	80 min.
Mathematics—Section 1	40 min.
Mathematics—Section 2	60 min.
Mathematics—Section 3	60 min.
Science—Section 1	60 min.
Science—Section 2	60 min.

Grade 5

Subject	Recommended Time
Reading—Section 1	80 min.
Reading—Section 2	80 min.
Reading—Section 3	80 min.
Mathematics—Section 1	40 min.
Mathematics—Section 2	60 min.
Mathematics—Section 3	60 min.

Grade 6

Subject	Recommended Time
Reading—Section 1	80 min.
Reading—Section 2	80 min.
Reading—Section 3	80 min.
Mathematics—Section 1	40 min.
Mathematics—Section 2	70 min.
Mathematics—Section 3	70 min.

Grade 7

Subject	Recommended Time
Reading—Section 1	80 min.
Reading—Section 2	80 min.
Reading—Section 3	80 min.
Mathematics—Section 1	40 min.
Mathematics—Section 2	70 min.
Mathematics—Section 3	70 min.

Grade 8

Subject	Recommended Time
Reading—Section 1	80 min.
Reading—Section 2	80 min.
Reading—Section 3	80 min.
Mathematics—Section 1	40 min.
Mathematics—Section 2	70 min.
Mathematics—Section 3	70 min.
Science—Section 1	60 min.
Science—Section 2	60 min.

6 SPECIFIC DIRECTIONS FOR THE READING TEST (GRADES 3–5)

IMPORTANT

- The PAWS reading test is administered to all students in grades 3–8 who do **NOT** meet the criteria for participation in the Wy–ALT. Once the test has started, students may not begin any other PAWS tests until they have completed the reading test.

For all reading sections, please make sure that the following have been addressed:

- Each student has his or her own assigned Student TAB.
- Each student has Number 2 pencils to take the test.
- Each student may use **allowable papers** (draft/scratch paper, graph/grid paper, patty/tracing paper, and lined/WDE draft paper).
- If you have any questions, please contact your Building Coordinator for guidance.
- Ensure that each student who needs an accommodation is receiving the appropriate accommodation.

Test Administrators will read the directions to the students. The directions are in bold type so that they stand out from the text that is not read to students.

SECTION 1



Today you will be taking the PAWS reading test. I am going to give you a test book. Do not open your test book until you are told to do so.

Distribute the preassigned Student TABs to each student. When all the test materials have been distributed, say:



Please look at the back page of your test book and make sure that your name is printed in the box. If there is a label on the right side, make sure the name is correct. It is okay if there is no label present.

Check to make sure that each student has the correct Student TABs with his or her name on it. If any student does not have the correct Student TAB, contact your Building Coordinator for extra Student TABs.



Turn to the inside front cover. You should see the Marking Directions.

Here is the picture of the Marking Directions, Sample Marks, and practice section that students should see in their TABs.

MARKING DIRECTIONS

- Use only a No. 2 pencil.
- Do not use a pen, felt-tip marker, or highlighter.
- Completely fill in the circle to show your answer.
- Completely erase any marks you wish to change.
- Do NOT make stray marks on this document.

SAMPLE MARKS

RIGHT

(A) ● (C) (D)

WRONG

(A) ⊗ (C) (D)

(A) ⊗ (C) (D)

(A) ⊗ (C) (D)

(A) (B) (C) (D)

NOW IT IS YOUR TURN TO PRACTICE.
Use your No. 2 pencil to correctly mark option B below.

(A) (B) (C) (D)



I will now read aloud the Marking Directions. Use only a Number 2 pencil. Do not use a pen, felt-tip marker, or highlighter. Completely fill in the circle to show your answer. Completely erase any marks you wish to change. Do NOT make stray marks in your test book.

Please look at the Sample Marks section in your test book. The first picture shows you how to correctly fill in the circle. This is the correct way to mark your answers. The second picture shows you samples of circles that were not filled in correctly. This is the wrong way to mark your answers.

Find the practice section.

Wait as students locate the practice section.



Now it is your turn to practice. Use your Number 2 pencil to correctly mark option B below.

Allow students some time to complete the exercise. Walk around the room to ensure that students understand how to fill in the circle.



Are there any questions?

Answer any questions the students might have.



Today you will be reading several passages, and you will answer multiple-choice questions based on those passages. There will also be items that are not related to passages. You will answer the questions by filling in the circle for your answer choice in your test book. Remember to fill in the circle corresponding to your answer choice fully and evenly. Try to answer each question to the best of your ability.

Keep working until you see the word “STOP” at the bottom of the page. Do not continue to the next section until you are told to do so. You may go back and check your answers in this section only. When you have finished this part of the test, close your test book and please sit quietly until everyone has finished.

Turn to the page in your test book where you see Reading Section 1.

Check to make sure all students are on the correct page.



Are there any questions? (pause) You may begin.

Answer any questions using the “Guidelines for Answering Questions About the Test” (Section 5.1). Test Administrators should walk around the room during testing to make sure students are working productively on Section 1.

Once all students have completed testing:



Now we will take a short break. Please remain quietly in your seat until all test books are collected and accounted for.

- End the session after all students have closed their Student TABs.
- Collect students’ TABs.
- All Student TABs **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 1 of the reading test.

Make sure students do not leave the testing area with any test materials. After students return to the testing room, allow time to redistribute the Student TABs back to the students for the next section.

After the break:

SECTION 2



You will now begin Section 2 of the reading test. You will answer the questions by filling in the circle for your answer choice in your test book. Remember to fill in the circle corresponding to your answer choice fully and evenly. Try to answer each question to the best of your ability.

Keep working until you see the word “STOP” at the bottom of the page. Do not continue to the next section until you are told to do so. You may not go back to the previous section. You may only check your answers in this section. When you have finished this part of the test, close your test book and please sit quietly until everyone has finished.

Turn to the page in your test book where you see Reading Section 2.

Check to make sure all students are on the correct page.



Are there any questions? (pause) You may begin.

Test Administrators should walk around the room during testing to make sure students are working productively on Section 2.

Once students have completed testing:



Now we will take a short break. Please remain quietly in your seat until all test books are collected and accounted for.

- End the session after all students have closed their Student TABs.
- Collect students' TABs.
- All Student TABs **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 2 of the reading test.

Make sure students do not leave the testing area with any test materials. After students return to the testing room, allow time to redistribute the Student TABs back to the students for the next section.

After the break:

SECTION 3



You will now begin Section 3 of the reading test. You will answer the questions by filling in the circle for your answer choice in your test book. Remember to fill in the circle corresponding to your answer choice fully and evenly. Try to answer each question to the best of your ability.

Keep working until you see the word “STOP” at the bottom of the page. You may not go back to a previous section. You may only check your answers in this section. When you have finished this part of the test, close your test book and please sit quietly until everyone has finished.

Turn to the page in your test book where you see Reading Section 3.

Check to make sure all students are on the correct page.



Are there any questions? (pause) You may begin.

Test Administrators should walk around the room during testing to make sure students are working productively on Section 3.

Once students have completed testing:



You have now completed the PAWS reading test. Please remain quietly in your seat until all test books are collected and accounted for.

- End the session after all students have closed their Student TABs.
- Collect students' TABs.
- All Student TABs **MUST** be accounted for before students are allowed to leave the room.
- This completes the reading test.

Make sure students do not leave the testing area with any test materials.

7 SPECIFIC DIRECTIONS FOR THE MATHEMATICS TEST (GRADES 3–5)

IMPORTANT

- The PAWS mathematics test is administered to all students in grades 3–8 who do **NOT** meet the criteria for participation in the Wy–ALT. Once the test has started, students may not begin any other PAWS tests until they have completed the mathematics test.

For all mathematics sections, please make sure the following have been addressed:

- 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™, ALGFX2.0, ALGFX2.0 Plus, CFX-9970
 - QWERTY keyboards (similar to typewriter keyboards)
 - Attached electronic pens
 - Graphing Calculators, e.g., TI-83, TI-83 Plus, TI-84, etc.
- Math formula sheets are **NOT** allowed this year. Students are not to be provided math formula sheets for use on the PAWS math test.
- Each student has his or her own assigned Student Test and Answer Book.
- Each student has Number 2 pencils to take the test.
- Each student may use **allowable papers** (draft/scratch paper, graph/grid paper, patty/tracing paper, and lined/WDE draft paper).
- If you have any questions, please contact your Building Coordinator for guidance.
- Ensure that each student who needs an accommodation is receiving the appropriate accommodation.

Test Administrators will read the directions to the students. The directions are in bold type so that they stand out from the text that is not read to students.

SECTION 1



Today you will be taking the PAWS mathematics test. I am going to give you a test book. Do not open your test book until you are told to do so.

Distribute the preassigned Student TABs and allowable papers to each student. When all the test materials have been distributed, say:



Please look at the back page of your test book and make sure your name is printed in the box. If there is a label on the right side, make sure the name is correct. It is okay if there is no label present.

Check to make sure that each student has the correct Student TAB with his or her name on it. If any student does not have the correct Student TAB, contact your Building Coordinator for extra Student TABs.



Turn to the inside front cover. You should see the Marking Directions.

Here is the picture of the Marking Directions, Sample Marks, and practice section that students should see in their Student TAB.

MARKING DIRECTIONS

- Use only a No. 2 pencil.
- Do not use a pen, felt-tip marker, or highlighter.
- Completely fill in the circle to show your answer.
- Completely erase any marks you wish to change.
- Do NOT make stray marks on this document.

SAMPLE MARKS

RIGHT

(A) ● (C) (D)

WRONG

(A) ✓ (C) (D)

(A) ✗ (C) (D)

(A) ● (C) (D)

(A) ⊙ (C) (D)

NOW IT IS YOUR TURN TO PRACTICE.

Use your No. 2 pencil to correctly mark option B below.

(A) (B) (C) (D)



I will now read aloud the Marking Directions. Use only a Number 2 pencil. Do not use a pen, felt-tip marker, or highlighter. Completely fill in the circle to show your answer. Completely erase any marks you wish to change. Do NOT make stray marks in your test book.

Please look at the Sample Marks section in your test book. The first picture shows you how to correctly fill in the circle. This is the correct way to mark your answers. The second picture shows you samples of circles that were not filled in correctly. This is the wrong way to mark your answers.

Find the practice section.

Wait as students locate the practice section.



Now it is your turn to practice. Use your Number 2 pencil to correctly mark option B below.

Allow students some time to complete the exercise. Walk around the room to ensure that students understand how to fill in the circle.



Are there any questions?

Answer any questions the students might have.



Now we are ready to begin Section 1 of the mathematics test. You will answer questions by filling in the circle for your answer choice in your test book. Remember to fill in the circle corresponding to your answer choice fully and evenly. Try to answer each question to the best of your ability. You may use graph/grid paper, patty paper/tracing paper, and/or scratch paper but it will not be scored.

Keep working until you see the word “STOP” at the bottom of the page. Do not continue to the next section until you are told to do so. You may go back and check your answers in this section only. When you have finished this part of the test, close your test book and please sit quietly until everyone has finished. Turn to the page in your test book where you see Mathematics Section 1.

Check to make sure all students are on the correct page.



Are there any questions? (pause) **You may begin.**

Answer any questions using the “Guidelines for Encouraging Students and Answering Questions About the Test” (Section 5.1, page 17). Test Administrators should walk around the room during testing to make sure students are working productively on Section 1.

Once all students have completed testing:



Now we will take a short break. Please remain quietly in your seat until all test books are collected and accounted for.

- End the session after all students have closed their Student TABs.
- Collect students’ TABs and graph/grid paper, patty paper/tracing paper, and/or scratch paper.
- All Student TABs **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 1 of the mathematics test.

Make sure students do not leave the testing area with any test materials. After students return to the testing room, allow time to redistribute Student TABs and graph/grid paper, patty paper/tracing paper, and/or scratch paper back to the students for the next section.

After the break:

SECTION 2



You will now begin Section 2 of the mathematics test. You will answer the questions by filling in the circle for your answer choice in your test book. Remember to fill in the circle corresponding to your answer choice fully and evenly. Try to answer each question to the best of your ability.

Keep working until you see the word “STOP” at the bottom of the page. Do not continue to the next section until you are told to do so. You may not go back to the previous section. You may only check your answers in this section. When you have finished this part of the test, close your test book and please sit quietly until everyone has finished. Turn to the page in your test book where you see Mathematics Section 2.

Check to make sure all students are on the correct page.



Are there any questions? (pause) You may begin.

Test Administrators should walk around the room during testing to make sure students are working productively on Section 2.

Once students have completed testing:



Now we will take a short break. Please remain quietly in your seat until all test books and graph/grid paper, patty paper/tracing paper, and/or scratch papers are collected and accounted for.

- End the session after all students have closed their Student TABs.
- Collect Students' TABs and graph/grid paper, patty paper/tracing paper, and/or scratch paper.
- All student TABs **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 2 of the mathematics test.

Make sure students do not leave the testing area with any test materials. After students return to the testing room, allow time to redistribute Student TABs and graph/grid paper, patty paper/tracing paper, and/or scratch paper back to the students for the next section.

After the break:

SECTION 3

You will now begin Section 3 of the mathematics test. You will answer the questions by filling in the circle for your answer choice in your test book. Remember to fill in the circle corresponding to your answer choice fully and evenly. Try to answer each question to the best of your ability.

Keep working until you see the word “STOP” at the bottom of the page. You may not go back to a previous section. You may only check your answers in this section. When you have finished this part of the test, close your test book and please sit quietly until everyone has finished. Turn to the page in your test book where you see Mathematics Section 3.

Check to make sure all students are on the correct page.



Are there any questions? (pause) You may begin.

Test Administrators should walk around the room during testing to make sure students are working productively on Section 3.

Once students have completed testing:



You have now completed the PAWS mathematics test. Please remain quietly in your seat until all test books and graph/grid paper, patty paper/tracing paper, and/or scratch papers are collected and accounted for.

- End the session after all students have closed their Student TABs.
- Collect students' TABs and any graph/grid paper, patty paper/tracing paper, and/or scratch paper that may have been distributed for the test.
- All Student TABs **MUST** be accounted for before students are allowed to leave the room.
- This completes the mathematics test.

Make sure students do not leave the testing area with any test materials.

8 SPECIFIC DIRECTIONS FOR THE SCIENCE TEST (GRADE 4)

IMPORTANT

- The PAWS science test is administered to students in grades 4 and 8 who do **NOT** meet the criteria for participation in the Wy-ALT. Once the test has started, students may not begin any other PAWS tests until they have completed the science test.

For all science sections, please make sure the following have been addressed:

- Each student has his or her own assigned Student Test and Answer Book.
- Each student has Number 2 pencils to take the test.
- Each student may use **allowable papers** (draft/scratch paper, graph/grid paper, patty/tracing paper, and lined/WDE draft paper).
- If you have any questions, please contact your Building Coordinator for guidance.
- Ensure that each student who needs an accommodation is receiving the appropriate accommodation.

Test Administrators will read the directions to the students. The directions are in bold type so that they stand out from text that is not read to students.

SECTION 1



Today you will be taking the PAWS science test. I am going to give you a test book. Do not open your test book until you are told to do so.

Distribute preassigned Student TABs and allowable papers to each student. When all the test materials have been distributed, say:



Please look at the back page of your test book and make sure your name is printed in the box. If there is a label on the right side, make sure the name is correct. It is okay if there is no label present.

Check to make sure that each student has the correct Student TAB with his or her name on it. If any student does not have the correct Student TAB, contact your Building Coordinator for extra Student TABs.



Turn to the inside front cover. You should see the Marking Directions.

Here is the picture of the Marking Directions, Sample Marks, and practice section that students should see in their Student TAB.

MARKING DIRECTIONS

- Use only a No. 2 pencil.
- Do not use a pen, felt-tip marker, or highlighter.
- Completely fill in the circle to show your answer.
- Completely erase any marks you wish to change.
- Do NOT make stray marks on this document.

SAMPLE MARKS

RIGHT

(A) ● (C) (D)

WRONG

(A) ✓ (C) (D)

(A) ✗ (C) (D)

(A) ● (C) (D)

(A) (B) (C) (D)

NOW IT IS YOUR TURN TO PRACTICE.

Use your No. 2 pencil to correctly mark option B below.

(A) (B) (C) (D)



I will now read aloud the Marking Directions. Use only a Number 2 pencil. Do not use a pen, felt-tip marker, or highlighter. Completely fill in the circle to show your answer. Completely erase any marks you wish to change. Do NOT make stray marks in your test book.

Please look at the Sample Marks section in your test book. The first picture shows you how to correctly fill in the circle. This is the correct way to mark your answers. The second picture shows you samples of circles that were not filled in correctly. This is the wrong way to mark your answers.

Find the practice section.

Wait as students locate the practice section.



Now it is your turn to practice. Use your Number 2 pencil to correctly mark option B below.

Allow students some time to complete the exercise. Walk around the room to ensure that students understand how to fill in the circle.



Are there any questions?

Answer any questions the students might have.



Now we are ready to begin Section 1 of the science test. You will answer the questions by filling in the circle for your answer choice in your test book. Remember to fill in the circle corresponding to your answer choice fully and evenly. Try to answer each question to the best of your ability. You may use graph/grid paper, patty paper/tracing paper, and/or scratch paper but it will not be scored.

Keep working until you see the word “STOP” at the bottom of the page. Do not continue to the next section until you are told to do so. You may go back and check your answers in this section only. When you have finished this part of the test, close your test book and please sit quietly until everyone has finished. Turn to the page in your test book where you see Science Section 1.

Check to make sure all students are on the correct page.



Are there any questions? (pause) You may begin.

Answer any questions using the “Guidelines for Encouraging Students and Answering Questions About the Test” (Section 5.1, page 17). Test Administrators should walk around the room during testing to make sure students are working productively on the correct section.

Once all students have completed testing:



Now we will take a short break. Please remain quietly in your seat until all test books are collected and accounted for.

- End the session after all students have closed their Student TABs.
- Collect students’ TABs and graph/grid paper, patty paper/tracing paper, and/or scratch paper.
- All Student TABs **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 1 of the science test.

Make sure students do not leave the testing area with any test materials. After students return to the testing room, allow time to redistribute the Student TABs and graph/grid paper, patty paper/tracing paper, and/or scratch paper back to the students for the next section.

After the break:

SECTION 2

You will now begin Section 2 of the science test. You will answer the questions by filling in the circle for your answer choice in your test book. Remember to fill in the circle corresponding to your answer choice fully and evenly. Try to answer each question to the best of your ability.

Keep working until you see the word “STOP” at the bottom of the page. You may not go back to the previous section. You may only check your answers in this section. When you have finished this part of the test, close your test book and please sit quietly until everyone has finished. Turn to the page in your test book where you see Science Section 2.

Check to make sure all students are on the correct page.



Are there any questions? (pause) You may begin.

Test Administrators should walk around the room during testing to make sure students are working productively on Section 2.

Once students have completed testing:



You have now completed the PAWS science test. Please remain quietly in your seat until all test books are collected and accounted for.

- End the session after all students have closed their Student TABs.
- Collect students' TABs and graph/grid paper, patty paper/tracing paper, and/or scratch paper.
- All Student TABs **MUST** be accounted for before students are allowed to leave the room.
- This completes the science test.

Make sure students do not leave the testing area with any test materials.

9 SPECIFIC DIRECTIONS FOR THE READING TEST (GRADES 6–8)

IMPORTANT

- The PAWS reading test is administered to all students in grades 3–8 who do **NOT** meet the criteria for participation in the Wy–ALT. Once the test has started, students may not begin any other PAWS tests until they have completed the reading test.

For all reading sections, please make sure that the following have been addressed:

- Each student has his or her own assigned answer document and a test book.
- Each student has Number 2 pencils to take the test.
- Each student may use **allowable papers** (draft/scratch paper, graph/grid paper, patty/tracing paper, and lined/WDE draft paper).
- If you have any questions, please contact your Building Coordinator for guidance.
- Ensure that each student who needs an accommodation is receiving the appropriate accommodation.

Test Administrators will read the directions to the students. The directions are in bold type so that they stand out from the text that is not read to students.



Today you will be taking the PAWS reading test. I am going to give you a test book and an answer document. Do not open your test book until you are told to do so.

Distribute the preassigned answer document and test book to each student. When all the test materials have been distributed, say:



Please look at page 1 of your answer document and make sure that your name is printed in Box 1. If there is a label on the left side, make sure the name is correct. It is okay if there is no label present.

Check to make sure that each student has the correct answer document with his or her name on it. If any student does not have the correct answer document, contact your Building Coordinator for extras.



Turn to the inside cover of your test book. You should see the Marking Directions.

Here is the picture of the Marking Directions, Sample Marks, and practice section that students should see in their test books.

MARKING DIRECTIONS			
<ul style="list-style-type: none"> • Use only a No. 2 pencil. • Do not use a pen, felt-tip marker, or highlighter. • Completely fill in the circle to show your answer. • Completely erase any marks you wish to change. • Do NOT make stray marks on the answer document. 			
SAMPLE MARKS			
RIGHT			
(A)	●	(C)	(D)
WRONG			
(A)	✓	(C)	(D)
(A)	✗	(C)	(D)
(A)	◐	(C)	(D)
(A)	⊙	(C)	(D)
NOW IT IS YOUR TURN TO PRACTICE.			
Use your No. 2 pencil to correctly mark option B below.			
(A)	(B)	(C)	(D)



I will now read aloud the Marking Directions. Use only a Number 2 pencil. Do not use a pen, felt-tip marker, or highlighter. Completely fill in the circle to show your answer. Completely erase any marks you wish to change. Do NOT make stray marks on the answer document.

Please look at the Sample Marks section in your test book. The first picture shows you how to correctly fill in the circle. This is the correct way to mark your answers. The second picture shows you samples of circles that were not filled in correctly. This is the wrong way to mark your answers.

Find the practice section.

Wait as students locate the practice section.



Now it is your turn to practice. Use your Number 2 pencil to correctly mark option B below directly in your test book.

Allow students some time to complete the exercise. Walk around the room to ensure that students understand how to fill in the circle.



Are there any questions?

Answer any questions the students might have.

At the top of page 2 of the answer document there is one item that students will need to complete. Using the front cover of the test book, the following information is provided: The grade of the test book as well as the form code. When completing the form code, the options are “1,” “2,” “3,” “4,” “5,” “6,” “7,” “8,” “9,” or “10.” Students will write the appropriate form code in the box and fill in the corresponding circle. *It is crucial for students to complete this information and fill in the appropriate circle on their answer document.*



Please open your answer document to the reading test section on page 2. Looking at the cover of your test book again, look to the left of the box with the grade displayed. You will see Form “1,” “2,” “3,” “4,” “5,” “6,” “7,” “8,” “9,” or “10.” On your answer document, copy the form code from the cover of your test book to the box named “FORM CODE.” Write the form code number in the box and fill in the corresponding circle marked “1,” “2,” “3,” “4,” “5,” “6,” “7,” “8,” “9,” or “10.” Check to make sure that you filled in the correct circle. Your test cannot be scored if this information is not completed.

Are there any questions?

Answer any questions students may have. Allow some time to complete this information. Walk around the room to ensure that students understand how to fill in the box and corresponding circle.

SECTION 1

Today you will be reading several passages and you will answer multiple-choice questions based on those passages. There will also be items that are not related to passages. You will record all of your answers on your answer document by filling in the circle for your answer choice. Remember to fill in the circle corresponding to your answer choice fully and evenly. Try to answer each question to the best of your ability.

Keep working until you see the word “STOP” at the bottom of the page. Do not continue to the next section until you are told to do so. You may go back and check your answers in this section only. When you have finished this part of the test, place your answer document in your test book and close your test. Please sit quietly until everyone has finished. Turn to the page in your test book where you see Reading Session 1.

Check to make sure all students are on the correct page.



Are there any questions? (pause) **You may begin.**

Answer any questions using the “Guidelines for Encouraging Students and Answering Questions About the Test” (Section 5.1, page 17). Test Administrators should walk around the room during testing to make sure students are working on Section 1 and recording their answers in the correct place on the answer document.

Once all students have completed testing:



Now we will have a short break. Please remain quietly in your seat until all test books and answer documents are collected and accounted for.

- End the session after all students have closed their test books.
- Collect students’ test books and answer documents.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 1 of the reading test.

Make sure students do not leave the testing area with any test materials. After students return to the testing room, allow time to redistribute the test books and answer documents back to the students for the next section.

After the break:

SECTION 2



You will now begin Section 2 of the reading test. You will answer the questions by filling in the circle for your answer choice on your answer document. This section begins with [for grade 6 say “question 20,” for grade 7 say “question 22,” and for grade 8 say “question 25.”] Remember to fill in the circle corresponding to your answer choice fully and evenly. Try to answer each question to the best of your ability.

Keep working until you see the word “STOP” at the bottom of the page. Do not continue to the next section until you are told to do so. You may not go back to the previous section. You may only check your answers in this section. When you have finished this part of the test, place your answer document inside your test book and close your test. Please sit quietly until everyone has finished. Turn to the page in your test book where you see Reading Section 2.

Check to make sure all students are on the correct page.



Are there any questions? (pause) You may begin.

Test Administrators should walk around the room during testing to make sure students are working on Section 2 and recording their answers in the correct place on the answer document.

Once all students have completed testing:



Now we will have a short break. Please remain quietly in your seat until all test books and answer documents are collected and accounted for.

- End the session after all students have closed their test books.
- Collect students’ test books and answer documents.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 2 of the reading test.

Make sure students do not leave the testing area with any test materials. After students return to the testing room, allow time to redistribute the test books and answer documents back to the students for the next section.

After the break:

SECTION 3

You will now begin Section 3 of the reading test. You will answer the questions by filling in the circle for your answer choice on your answer document. This section begins with [for grades 6 and 7 say “question 48” and for grade 8 say “question 47”]. Remember to fill in the circle corresponding to your answer choice fully and evenly. Try to answer each question to the best of your ability.

Keep working until you see the word “STOP” at the bottom of the page. You may not go back to a previous section. You may only check your answers in this section. When you have finished this part of the test, close your test book and please sit quietly until everyone has finished. Turn to the page in your test book where you see Reading Section 3.

Check to make sure all students are on the correct page.



Are there any questions? (pause) You may begin.

Test Administrators should walk around the room during testing to make sure students are working on Section 3 and recording their answers in the correct place on the answer document.

Once all students have completed testing:



You have now completed the PAWS reading test. Please remain quietly in your seat until all test books and answer documents are collected and accounted for.

- End the session after all students have closed their test books.
- Collect students' test books and answer documents.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes the reading test.

Make sure students do not leave the testing area with any test materials.

10 SPECIFIC DIRECTIONS FOR THE MATHEMATICS TEST (GRADES 6–8)

IMPORTANT

- The PAWS mathematics test is administered to all students in grades 3–8 who do **NOT** meet the criteria for participation in the Wy–ALT. Once the test has started, students may not begin any other PAWS tests until they have completed the mathematics test.

For all mathematics sections, please make sure that the following have been addressed:

- Math formula sheets are **NOT** allowed this year. Students are not to be provided math formula sheets for use on the PAWS mathematics test.
- Each student has his or her own assigned answer document and a test book.
- 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™, ALGFX2.0, ALGFX2.0 Plus, CFX-9970
 - QWERTY keyboards (similar to typewriter keyboards)
 - Attached electronic pens
 - Graphing Calculators, e.g., TI-83, TI-83 Plus, TI-84, etc.
- Each student has Number 2 pencils to take the test.
- Each student may use **allowable papers** (draft/scratch paper, graph/grid paper, patty/tracing paper, and lined/WDE draft paper).
- Ensure that each student who needs an accommodation is receiving the appropriate accommodation.
- If you have any questions, please contact your Building Coordinator for guidance.

Test Administrators will read the directions to the students. The directions are in bold type so that they stand out from the text that is not read to students.



Today you will be taking the PAWS mathematics test. I am going to give you a test book and an answer document. Do not open your test book until you are told to do so.

Distribute the preassigned answer document, test book, and allowable papers to each student. Do not distribute calculators. When all the test materials have been distributed, say:



Please look at page 1 of your answer document and make sure your name is printed in Box 1. If there is a label on the left side, make sure the name is correct. It is okay if there is no label present.

Check to make sure that each student has the correct answer document with his or her name on it. If any student does not have the correct answer document, contact your Building Coordinator for extras.



Turn to the inside cover of your test book. You should see the Marking Directions.

Here is the picture of the Marking Directions, Sample Marks, and practice section that students should see in their test books.

MARKING DIRECTIONS

- Use only a No. 2 pencil.
- Do not use a pen, felt-tip marker, or highlighter.
- Completely fill in the circle to show your answer.
- Completely erase any marks you wish to change.
- Do NOT make stray marks on the answer document.

SAMPLE MARKS

RIGHT

(A) ● (C) (D)

WRONG

(A) ✓ (C) (D)

(A) ✗ (C) (D)

(A) ● (C) (D)

(A) (B) (C) (D)

NOW IT IS YOUR TURN TO PRACTICE.

Use your No. 2 pencil to correctly mark option B below.

(A) (B) (C) (D)



I will now read aloud the Marking Directions. Use only a Number 2 pencil. Do not use a pen, felt-tip marker, or highlighter. Completely fill in the circle to show your answer. Completely erase any marks you wish to change. Do NOT make stray marks on the answer document.

Please look at the Sample Marks section in your test book. The first picture shows you how to correctly fill in the circle. This is the correct way to mark your answers. The second picture shows you samples of circles that were not filled in correctly. This is the wrong way to mark your answers.

Find the practice section.

Wait as students locate the practice section.



Now it is your turn to practice. Use your Number 2 pencil to correctly mark option B below directly in your test book.

Allow students some time to complete the exercise. Walk around the room to ensure that students understand how to fill in the circle.



Are there any questions?

Answer any questions the students might have.

At the top of page 3 of the answer document there is one item that students will need to complete. Using the front cover of the test book, the following information is provided: The grade of the test book as well as the form code. When completing the form code, the options are "1," "2," "3," "4," "5," "6," "7," "8," "9," or "10." Students will write the appropriate form code in the box and fill in the corresponding circle. *It is crucial for students to complete this information and fill in the appropriate circle on their answer document.*



Please open your answer document to the mathematics test section on page 3. Looking at the cover of your test book again, look to the left of the box with the grade displayed. You will see Form "1," "2," "3," "4," "5," "6," "7," "8," "9," or "10." On your answer document, copy the form code from the cover of your test book to the box named "FORM CODE." Write the form code number in the box and fill in the corresponding circle marked "1," "2," "3," "4," "5," "6," "7," "8," "9," or "10." Check to make sure that you filled in the correct circle. Your test cannot be scored if this information is not completed.

Are there any questions?

Answer any questions students may have. Allow some time to complete this information. Walk around the room to ensure that students understand how to fill in the box and corresponding circle.

SECTION 1

Now we are ready to begin Section 1 of the mathematics test. You will answer the questions by filling in the circle for your answer choice on your answer document. Remember to fill in the circle corresponding to your answer choice fully and evenly. Try to answer each question to the best of your ability. You may use graph/grid paper, patty paper/tracing paper, and/or scratch paper but it will not be scored.

Keep working until you see the word “STOP” at the bottom of the page. Do not continue to the next section until you are told to do so. You may go back and check your answers in this section only. When you have finished this part of the test, place your answer document inside your test book and close your test. Please sit quietly until everyone has finished. Turn to the page in your test book where you see Mathematics Session 1.

Check to make sure all students are on the correct page.



Are there any questions? (pause) **You may begin.**

Answer any questions using the “Guidelines for Encouraging Students and Answering Questions About the Test” (Section 5.1, page 17). Test Administrators should walk around the room during testing to make sure students are working on Section 1 and recording their answers in the correct place on the answer document.

Once all students have completed testing:



Now we will have a short break. Please remain quietly in your seat until all test books and answer documents are collected and accounted for.

- End the session after all students have closed their test books.
- Collect students’ test books, answer documents, and graph/grid paper, patty paper/tracing paper, and/or scratch paper.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 1 of the mathematics test.

Make sure students do not leave the testing area with any test materials. After students return to the testing room, allow time to redistribute the test books, answer documents, and graph/grid paper, patty paper/tracing paper, and/or scratch paper back to the students for the next section. Distribute calculators to students.

After the break:

SECTION 2



You will now begin Section 2 of the mathematics test. You will answer the questions by filling in the circle for your answer choice on your answer document. This section begins with [for grade 6 say “question 29,” for grade 7 say “question 23,” and for grade 8 say “question 25”]. Remember to fill in the circle corresponding to your answer choice fully and evenly. Try to answer each question to the best of your ability. For this section, you may use the calculators provided.

Keep working until you see the word “STOP” at the bottom of the page. Do not continue to the next section until you are told to do so. You may not go back to the previous section. You may only check your answers in this section. When you have finished this part of the test, place your answer document inside your test book and close your test. Please sit quietly until everyone has finished. Turn to the page in your test book where you see Mathematics Section 2.

Check to make sure all students are on the correct page.



Are there any questions? (pause) You may begin.

Test administrators should walk around the room during testing to make sure students are working on Section 2 and recording their answers in the correct place on the answer document.

Once all students have completed testing:



Now we will take a short break. Please remain quietly in your seat until all test books, answer documents, and graph/grid paper, patty paper/tracing paper, and/or scratch paper are collected and accounted for.

- End the session after all students have closed their test books.
- Collect students’ test books, answer documents, and graph/grid paper, patty paper/tracing paper, and/or scratch paper.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 2 of the mathematics test.

Make sure students do not leave the testing area with any test materials. After students return to the testing room, allow time to redistribute the test books, answer documents, and graph/grid paper, patty paper/tracing paper, and/or scratch paper back to the students for the next section.

After the break:

SECTION 3

You will now begin Section 3 of the mathematics test. You will answer the questions by filling in the circle for your answer choice on your answer document. This section begins with [for grade 6 say “question 51,” for grade 7 say “question 48,” and for grade 8 say “question 52”]. Remember to fill in the circle corresponding to your answer choice fully and evenly. Try to answer each question to the best of your ability. For this section, you may use the calculators provided.

Keep working until you see the word “STOP” at the bottom of the page. You may not go back to a previous section. You may only check your answers in this section. When you have finished this part of the test, close your test book and please sit quietly until everyone has finished. Turn to the page in your test book where you see Mathematics Section 3.

Check to make sure all students are on the correct page.



Are there any questions? (pause) You may begin.

Test administrators should walk around the room during testing to make sure students are working on Section 3 and recording their answers in the correct place on the answer document.

Once all students have completed testing:



You have now completed the PAWS mathematics test. Please remain quietly in your seat until all test books, answer documents, and graph/grid paper, patty paper/tracing paper, and/or scratch paper are collected and accounted for.

- End the session after all students have closed their test books.
- Collect students’ test books, answer documents, and graph/grid paper, patty paper/tracing paper, and/or scratch paper.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes the mathematics test.

Make sure students do not leave the testing area with any test materials including graph/grid paper, patty paper/tracing paper, and/or scratch paper.

11 SPECIFIC DIRECTIONS FOR THE SCIENCE TEST (GRADE 8)

IMPORTANT

- The PAWS science test is administered to all students in grades 4 and 8 who do **NOT** meet the criteria for participation in the Wy-ALT. Once the test has started, students may not begin any other PAWS tests until they have completed the science test.

For all science sections, please make sure that the following have been addressed:

- Each student has his or her own assigned answer document and a test book.
- Each student has Number 2 pencils to take the test.
- Each student may use **allowable papers** (draft/scratch paper, graph/grid paper, patty/tracing paper, and lined/WDE draft paper).
- If you have any questions, please contact your Building Coordinator for guidance.
- Ensure that each student who needs an accommodation is receiving the appropriate accommodation.

Test Administrators will read the directions to the students. The directions are in bold type so that they stand out from the text that is not read to students.



Today you will be taking the PAWS science test. I am going to give you a test book and an answer document. Do not open your test book until you are told to do so.

Distribute the preassigned answer document, test book, and allowable paper to each student. When all the test materials have been distributed, say:



Please look at page 1 of your answer document and make sure your name is printed in Box 1. If there is a label on the left side, make sure the name is correct. It is okay if there is no label present.

Check to make sure that each student has the correct answer document with his or her name on it. If any student does not have the correct answer document, contact your Building Coordinator for extras.



Turn to the inside cover of your test book. You should see the Marking Directions.

Here is the picture of the Marking Directions, Sample Marks, and practice section that students should see in their test books.

MARKING DIRECTIONS

- Use only a No. 2 pencil.
- Do not use a pen, felt-tip marker, or highlighter.
- Completely fill in the circle to show your answer.
- Completely erase any marks you wish to change.
- Do NOT make stray marks on the answer document.

SAMPLE MARKS

RIGHT

(A) ● (C) (D)

WRONG

(A) ✓ (C) (D)

(A) ✗ (C) (D)

(A) ◐ (C) (D)

(A) (B) (C) (D)

NOW IT IS YOUR TURN TO PRACTICE.
Use your No. 2 pencil to correctly mark option B below.

(A) (B) (C) (D)



I will now read aloud the Marking Directions. Use only a Number 2 pencil. Do not use a pen, felt-tip marker, or highlighter. Completely fill in the circle to show your answer. Completely erase any marks you wish to change. Do NOT make stray marks on the answer document.

Please look at the Sample Marks section in your test book. The first picture shows you how to correctly fill in the circle. This is the correct way to mark your answers. The second picture shows you samples of circles that were not filled in correctly. This is the wrong way to mark your answers.

Find the practice section.

Wait as students locate the practice section.



Now it is your turn to practice. Use your Number 2 pencil to correctly mark option B below directly in your test book.

Allow students some time to complete the exercise. Walk around the room to ensure that students understand how to fill in the circle.



Are there any questions?

Answer any questions the students might have.

At the top of page 4 of the answer document is one item that students will need to complete. Using the front cover of the test book, the following information is provided: The grade of the test book as well as the form code. When completing the form code, the options are “1,” “2,” “3,” “4,” “5,” “6,” “7,” “8,” “9,” or “10.” Students will write the appropriate form code in the box and fill in the corresponding circle. *It is crucial for students to complete this information and fill in the appropriate circle on their answer document.*



Please turn your answer document to the science test section on the back of the answer document. Looking at the cover of your test book again, look to the left of the box with the grade displayed. You will see Form “1,” “2,” “3,” “4,” “5,” “6,” “7,” “8,” “9,” or “10.” On your answer document, copy the form code from the cover of your test book to the box named “FORM CODE.” Write the form code number in the box and fill in the corresponding circle marked “1,” “2,” “3,” “4,” “5,” “6,” “7,” “8,” “9,” or “10.” Check to make sure that you filled in the correct circle. Your test cannot be scored if this information is not completed.

Are there any questions?

Answer any questions students may have. Allow some time to complete this information. Walk around the room to ensure that students understand how to fill in the box and corresponding circle.

SECTION 1

Now we are ready to begin Section 1 of the science test. You will answer the questions by filling in the circle for your answer choice on your answer document. Remember to fill in the circle corresponding to your answer choice fully and evenly. Try to answer each question to the best of your ability. You may use graph/grid paper, patty paper/tracing paper, and/or scratch paper but it will not be scored.

Keep working until you see the word “STOP” at the bottom of the page. Do not continue to the next section until you are told to do so. You may go back and check your answers in this section only. When you have finished this part of the test, place your answer document inside your test book and close your test. Please sit quietly until everyone has finished. Turn to the page in your test book where you see Science Section 1.

Check to make sure all students are on the correct page.



Are there any questions? (pause) **You may begin.**

Answer any questions using the “Guidelines for Encouraging Students and Answering Questions About the Test” (Section 5.1, page 17). Test Administrators should walk around the room during testing to make sure students are working on Section 1 and recording their answers in the correct place on the answer document.

Once all students have completed testing:



Now we will have a short break. Please remain quietly in your seat until all test books and answer documents are collected and accounted for.

- End the session after all students have closed their test books.
- Collect students’ test books, answer documents, and graph/grid paper, patty paper/tracing paper, and/or scratch paper.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 1 of the science test.

Make sure students do not leave the testing area with any test materials. After students return to the testing room, allow time to redistribute the test books, answer documents, and graph/grid paper, patty paper/tracing paper, and/or scratch paper back to the students for the next section.

After the break:

SECTION 2



You will now begin Section 2 of the science test. You will answer the questions by filling in the circle for your answer choice on your answer document. Remember to fill in the circle corresponding to your answer choice fully and evenly. Try to answer each question to the best of your ability.

Keep working until you see the word “STOP” at the bottom of the page. You may not go back to the previous section. You may only check your answers in this section. When you have finished this part of the test, close your test book and please sit quietly until everyone has finished. Turn to the page in your test book where you see Science Section 2.

Check to make sure all students are on the correct page.



Are there any questions? (pause) You may begin.

Test administrators should walk around the room during testing to make sure students are working on Section 2 and recording their answers in the correct place on the answer document.

Once all students have completed testing:



You have now completed the PAWS science test. Please remain quietly in your seat until all test books and answer documents are collected and accounted for.

- End the session after all students have closed their test books.
- Collect students' test books, answer documents, and graph/grid paper, patty paper/tracing paper, and/or scratch paper.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes the science test.

Make sure students do not leave the testing area with any test materials including graph/grid paper, patty paper/tracing paper, and/or scratch paper.

12 DIRECTIONS FOR SPECIAL TEST FORMS

This section contains directions for the special forms of the PAWS. Please review each set of directions as applicable. If using a scribe, be sure the scribe is seated close to the student and that their conversation does not disturb other students in the room.

12.1 MATERIALS REQUIRED FOR SPECIAL TEST FORMS

12.1.1 ALL SPECIAL FORMS

The following items are needed when administering the special test forms:

- If a Pre-ID label is received for a student, place the label in the appropriate box on the demographic page on the Student TAB (grades 3–5, back page, on the right) or answer document (grades 6–8, page 1, on the left).
- Complete Box 1 of the demographic page for all students.
- Complete the box on the demographic page with the appropriate form being administered.
- **Math formula sheets are not allowed.** Students are not to be provided math formula sheets for use on the PAWS mathematics test.
- Number 2 pencils with erasers to mark student responses.
- Calculators for students in grades 6–8 when taking the mathematics test.

12.1.2 ENGLISH OR SPANISH AUDIO CD

- One set of mathematics audio CDs per student and one set of science audio CDs per student (grades 4 and 8 only).
- The reading assessment is not available in an audio form. Students should complete the regular form.
- One regular Student TAB per student, per subject (grades 3–5).
- CD player that identifies tracks, when appropriate (supplied by the school).
- One answer document per student, for all subjects (grades 6–8).
- Four Pre-ID labels per student to be affixed to regular form Student TABs or answer documents.

12.1.3 LARGE PRINT

- One large-print Student TAB per student, per subject.
- One regular Student TAB per student, per subject (grades 3–5). This will be used by Test Administrators to record student responses.
- One answer document per student, for all subjects (grades 6–8).
- Four Student Pre-ID labels per student to be affixed to regular form Student TAB or answer documents.

12.1.4 BRAILLE

- One braille Student TAB per student, per subject.
- One regular Student TAB per student, per subject (grades 3–5). This will be used by Test Administrators to record student responses.
- One answer document per student, for all subjects (grades 6–8).
- Four Pre-ID labels per student to be affixed to regular form Student TAB or answer documents.

12.2 READING THE TEST DIRECTIONS

12.2.1 AUDIO VERSIONS

- The test directions to be read for the audio special forms are the same as those for regular forms. Please use the scripts that are provided for each subject. No modifications to the prompts have been made.
- The PAWS audio Spanish CD version has been developed for students who are not proficient in reading English. Students using the audio Spanish CD will be able to listen to the questions in Spanish.
- Students will mark their answers in the regular form Student TABs (grades 3–5) or answer document (grades 6–8) that is supplied.

12.2.2 LARGE PRINT

- The test directions to be read for large print are the same as those for regular forms. Please use the scripts provided for each subject. No modifications to the prompts have been made.
- Students will mark their answers in the large-print Student TAB.
- The Test Administrator **must** transcribe the answers to the regular form test book (grades 3–5) or answer document (grades 6–8) that is supplied. Failure to transfer item responses will result in scores not being reported.

12.2.3 BRAILLE

- The test directions to be read when administering the braille version of the test begin in Section 13 on the next page.
- Students using braille should have access to a stylus and slate, computer, braille writer, or anything typically used to solve math problems. Advise students ahead of time so they can provide their own equipment.
- Since the braille version of the PAWS contains fewer questions on the reading, mathematics, and science tests, not all of the questions will have a response to grid. Specific test directions to be read to students are provided in this manual.
- The Test Administrator **must** transcribe student responses to the regular form Student TAB (grades 3–5) or answer document (grades 6–8) that is supplied. Failure to transfer item responses will result in scores not being reported.

13 SPECIFIC DIRECTIONS FOR BRAILLE FORMS–READING

The braille form of the PAWS reading test has fewer questions than the standard forms. Therefore, there will not be a response to grid for some questions that are in the test. You will record the student’s answers in the regular form Student TAB (grades 3–5) or answer document (grades 6–8). The directions will tell you which questions should be left blank.

The following instructions are for tests being administered in grades 6–8. If you do **not** have students in these grades, please skip these instructions and go to Section 1 on the next page.

At the top of page 2 of the answer document is one item that students will need to complete. Using the front cover of the test book, the following information is provided: The grade of the test book as well as the form code. When completing the form code, the options are “1,” “2,” “3,” “4,” “5,” “6,” “7,” “8,” “9,” or “10.” Write the appropriate form code in the box and fill in the corresponding circle. *It is crucial for students to complete this information and fill in the appropriate circle on their answer document.*

Open the answer document to the reading test section on page 2. Look at the cover of the test book again, look to the left of the box with the grade displayed. You will see Form “1,” “2,” “3,” “4,” “5,” “6,” “7,” “8,” “9,” or “10.” On the answer document, copy the form code from the cover of the test book to the box named “FORM CODE.” Write the form code number in the box and fill in the circle marked “1,” “2,” “3,” “4,” “5,” “6,” “7,” “8,” “9,” or “10.” Make sure that you filled in the correct circle. The test cannot be scored if this information is not completed.

SECTION 1



Today you will be taking the PAWS reading test. When you are ready to answer a question, please let me know. You will tell me the answer and I will record it for you. Be sure to tell me the question number. You may come to a question that will say “This item has been omitted.” Tell me when you come to an item that is omitted. I will tell you the number of the question where you will begin answering again. Try to answer each question to the best of your ability. Are there any questions? (pause) You may begin.

When the student tells you he or she has come to the omitted question, use this table for Section 1 to tell him or her which question to skip to.

Grade 3	Questions 9–14 are omitted.
Grade 4	No questions are omitted.
Grade 5	Questions 17–22 are omitted. You have finished Section 1.
Grade 6	Questions 14–19 are omitted. You have finished Section 1.
Grade 7	Questions 16–21 are omitted. You have finished Section 1.
Grade 8	Questions 13–18 are omitted.

When marking the student’s responses, it is critical that you skip the same questions as the student so that the number of the response corresponds to the number of the question whose answer he/she is dictating to you.

After the student finishes the last question in Section 1:



Now we will take a short break. Please remain quietly in your seat until all test books are collected and accounted for.

- End the session after all students have closed their test books.
- Collect students’ test books and/or answer documents.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 1 of the reading test.

Make sure students do not leave the testing area with any test materials. After students return to the testing room, allow time to redistribute the Student TABs back to the students for the next section.

After the break:

SECTION 2



Now we are going to take Section 2 of the reading test. Try to answer each question to the best of your ability. Check your test book and make sure the first question is:

Grade 3	Section 2 begins at Question 20.
Grade 4	Section 2 begins at Question 21.
Grade 5	Section 2 begins at Question 23.
Grade 6	Section 2 begins at Question 20.
Grade 7	Section 2 begins at Question 22.
Grade 8	Section 2 begins at Question 25.

Check to make sure students are on the correct page.



Just like Section 1, you will come to a question that says “This item may have been omitted.” Tell me when you get there and I will tell you where to start again. Are there any questions? (pause) You may begin.

When the student tells you he or she has come to the omitted question, use the table below for Section 2 to tell him or her which question to skip to.

Grade 3	Questions 35–40 are omitted. You have finished Section 2.
Grade 4	Questions 21–26 and Questions 33–38 are omitted. You have finished Section 2.
Grade 5	No questions are omitted.
Grade 6	Questions 42–47 are omitted. You have finished Section 2.
Grade 7	No questions are omitted.
Grade 8	No questions are omitted.

After the student finishes the last question in Section 2:



This completes Section 2. We will now take a short break. Please remain in your seat until all test books are collected and accounted for.

- End the session after all students have closed their test books.
- Collect students' test books and/or answer documents.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 2 of the reading test.

Make sure students do not leave the testing area with any test materials. After students return to the testing room, allow time to redistribute the Student TABs back to the students for the next section.

After the break:

SECTION 3



Now we are going to take Section 3 of the reading test. Try to answer each question to the best of your ability. Check your test book and make sure the first question is:

Just like previous sections, you will come to a question that says “This item has been omitted.” Tell me when you get there and I will tell you where to start again. Are there any questions? (pause) You may begin.

Grade 3	Section 3 begins at Question 41 (Questions 59–60 are omitted); after Question 64, test is complete.
Grade 4	Section 3 begins at Question 39 (Questions 59–60 are omitted); after Question 64, test is complete.
Grade 5	Section 3 begins at Question 43 (Questions 50–55 and 61–62 are omitted); after Question 68, test is complete.
Grade 6	Section 3 begins at Question 48 (Questions 65–66 are omitted); after Question 70, test is complete.
Grade 7	Section 3 begins at Question 54 (Questions 48–53 and 66–67 are omitted); after Question 70, test is complete.
Grade 8	Section 3 begins at Question 53 (Questions 47–52 and 66–67 are omitted); after Question 70, test is complete.

After the student finishes the last question in Section 3:



You have now completed the PAWS reading test. Please remain quietly in your seat until all test books are collected and accounted for.

- End the session after all students have closed their test books.
- Collect students' test books and/or answer documents.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes the reading test.

Make sure students do not leave the testing area with any test materials.

14 SPECIFIC DIRECTIONS FOR THE BRAILLE FORMS–MATHEMATICS

The braille form of the PAWS mathematics test has fewer questions than on the standard forms. Therefore, there will not be a response to grid for some questions that are in the test. You will record the student’s answers in the regular form Student TAB (grades 3–5) or answer document (grades 6–8). The directions will tell you which questions should be left blank.

The following instructions are for tests being administered in grades 6–8. If you do **not** have students in these grades, please skip these instructions and begin at Section 1 below.

At the top of page 3 of the answer document are two items that students will need to complete. Using the front cover of the test book, the following information is provided: The grade of the test book as well as the form code. When completing the form code, the options are “1,” “2,” “3,” “4,” “5,” “6,” “7,” “8,” “9,” or “10.” Write the appropriate form code in the box and fill in the corresponding circle. *It is crucial for students to complete this information and fill in the appropriate circle on their answer document.*

Open the answer document to the mathematics test section on page 3. Look at the cover of the test book again, look to the left of the box with the grade displayed. You will see Form “1,” “2,” “3,” “4,” “5,” “6,” “7,” “8,” “9,” or “10.” On the answer document, copy the form code from the cover of the test book to the box named “FORM CODE.” Write the form code number in the box and fill in the circle marked “1,” “2,” “3,” “4,” “5,” “6,” “7,” “8,” “9,” or “10.” Make sure that you filled in the correct circle. The test cannot be scored if this information is not completed.

Test Administrators will read directions to the students. The directions are in bold type so that they stand out from the text that is not read to students. Students in grades 3–5 may not use calculators for any portion of the mathematics test. Students in grades 6–8 may use calculators for Sections 2 and 3 of the mathematics test.

SECTION 1



Today you will be taking the PAWS mathematics test. When you are ready to answer a question, please let me know. You will tell me the answer, and I will record it for you. Be sure to tell me the question number. You will come to a question that says “This item has been omitted.” Tell me when you come to an item that is omitted. I will tell you the number of the question where you will begin answering again. Try to answer each question to the best of your ability. Are there any questions? (pause) You may begin.

This is a table of omitted questions by grade for Section 1.

Grade 3	4, 9, 14, 19
Grade 4	5, 10, 15, 19
Grade 5	3, 9, 18, 22
Grade 6	6, 11, 17, 23
Grade 7	5, 14, 17, 20
Grade 8	5, 10, 16, 21

When marking the student's responses, it is critical that you skip the same questions as the student so that the number of the response corresponds to the number of the question whose answer he/she is dictating to you.

After the student finishes the last question in Section 1:



Now we will take a short break. Please remain in your seat until all test books are collected and accounted for.

- End the session after all students have closed their Student TABs.
- Collect students' TABs and/or answer documents.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 1 of the mathematics test.

Make sure students do not leave the testing area with any test materials. After students return to the testing room, allow time to redistribute the Student TABs back to the students for the next section. If administering the test to students in grades 6–8, please distribute calculators for Sections 2 and 3 of the mathematics test.

After the break:

SECTION 2



Now we are going to take Section 2 of the mathematics test. Try to answer each question to the best of your ability. Check your test book and make sure the first question is:

Use the table below for the student to check the starting number for Section 2.

Grade 3	Section 2 begins at Question 22.
Grade 4	Section 2 begins at Question 25.
Grade 5	Section 2 begins at Question 25.
Grade 6	Section 2 begins at Question 29.
Grade 7	Section 2 begins at Question 23.
Grade 8	Section 2 begins at Question 25.

Check to make sure students are on the correct page.



Just like Section 1, you will come to a question that says “This item has been omitted.” Tell me when you get there and I will tell you where to start again. Are there any questions? (pause) You may begin.

This is a table of omitted questions by grade for Section 2.

Grade 3	28, 33, 38, 41
Grade 4	29, 33, 39, 43
Grade 5	28, 32, 39, 46
Grade 6	31, 33, 40, 47
Grade 7	26, 31, 37, 43
Grade 8	27, 29, 39, 46

After the student finishes the last question in Section 2:



This completes Section 2. We will now take a short break. Please remain in your seat until all test books are collected and accounted for.

- End the session after all students have closed their Student TABs.
- Collect students’ TABs and/or answer documents.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 2 of the mathematics test.

Make sure students do not leave the testing area with any test materials. After students return to the testing room, allow time to redistribute the Student TABs back to the students for the next section.

After the break:

SECTION 3



Now we are going to take Section 3 of the mathematics test. Try to answer each question to the best of your ability. Check your test book and make sure the first question is:

Use the table below for the student to check the starting number for Section 3.

Grade 3	Section 3 begins at Question 43.
Grade 4	Section 3 begins at Question 49.
Grade 5	Section 3 begins at Question 49.
Grade 6	Section 3 begins at Question 51.
Grade 7	Section 3 begins at Question 48.
Grade 8	Section 3 begins at Question 52.

Check to make sure students are on the correct page.



Just like on Section 2, you will come to a question that says “This item has been omitted.” Tell me when you get there and I will tell you where to start again. Are there any questions? (pause) You may begin.

This is a table of omitted questions by grade for Section 3.

Grade 3	46, 51, 58, 60
Grade 4	54, 60, 64, 68
Grade 5	51, 59, 63, 70
Grade 6	56, 60, 64, 68
Grade 7	51, 54, 63, 66
Grade 8	55, 61, 68, 72

After the student finishes the last question in Section 3:



You have now completed the PAWS mathematics test. Please remain quietly in your seat until all test books are collected and accounted for.

- End the session after all students have closed their Student TABs.
- Collect students' TABS and/or answer documents.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes the mathematics test.

Make sure students do not leave the testing area with any test materials.

15 SPECIFIC DIRECTIONS FOR THE BRAILLE FORMS—SCIENCE

The braille form of the PAWS science test has fewer questions than on the standard forms. Therefore, there will not be a response to grid for some questions that are in the test. You will record the student’s answers in the regular form Student TAB (grade 4) or answer document (grade 8). These directions will tell you which questions should be left blank.

Please note: grade 4 directions are followed by directions for grade 8.

15.1 BRAILLE—SCIENCE GRADE 4

SECTION 1



Today you will be taking the PAWS science test. When you are ready to answer a question, please let me know. You will tell me the answer and I will record it for you. Be sure to tell me the question number. You will come to a question that will say “This item has been omitted.” Tell me when you come to an item that is omitted. I will tell you the number of the question where you will start answering again. Try to answer each question to the best of your ability. Are there any questions? (pause) You may begin.

This is a table of omitted questions for Section 1.

Grade 4	5, 6, 7, 8, 9, 16, 17
---------	-----------------------

When marking the student’s response, it is critical that you skip the same questions as the student so that the number of the response corresponds to the number of the question whose answer he/she is dictating to you.

After the student finishes the last question in Section 1:



Now we will take a short break. Please remain in your seat until all test books are collected and accounted for.

- End the session after all students have closed their Student TABs.
- Collect students’ TABs.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 1 of the science test.

Make sure students do not leave the testing area with any test materials. After students return to the testing room, allow time to redistribute the Student TABs back to the students for the next section.

After the break:

SECTION 2



Now we are going to take Section 2 of the science test. Check your test book and make sure the first question is number 31. Try to answer each question to the best of your ability.

Just like on Section 1, you will come to a question that says “This item has been omitted.” Tell me when you get there and I will tell you where to start again. Are there any questions? (pause) You may begin.

This is a table of omitted questions for Section 2.

Grade 4	56, 57, 58, 59, 60
---------	--------------------



You have now completed the science test. Please remain quietly in your seat until all test books are collected and accounted for.

- End the session after all students have closed their Student TABs.
- Collect students’ TABs.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes the science test.

Make sure students do not leave the testing area with any test materials.

15.2 BRAILLE–SCIENCE GRADE 8

On the back of the answer document there is one item that will need to be completed. Using the front cover of the test book, complete the form code, the options are “1,” “2,” “3,” “4,” “5,” “6,” “7,” “8,” “9,” or “10.” Write the appropriate form code in the box and fill in the corresponding circle. *It is crucial for students to complete this information and fill in the appropriate circle on their answer document.*

Turn your answer document to the back cover to the science test section. Look at the cover of the test book again, look to the left of the box with the grade displayed. You will see Form “1,” “2,” “3,” “4,” “5,” “6,” “7,” “8,” “9,” or “10.” On the answer document, copy the form code from the cover of the test book to the box named “FORM CODE.” Write the form code number in the box and fill in the circle marked “1,” “2,” “3,” “4,” “5,” “6,” “7,” “8,” “9,” or “10.” Make sure that you filled in the correct circle. The test cannot be scored if this information is not completed.

SECTION 1



Today you will be taking the PAWS science test. When you are ready to answer a question, please let me know. You will tell me the answer and I will record it for you. Be sure to tell me the question number. You will come to a question that will say “This item has been omitted.” Tell me when you come to an item that is omitted. I will tell you the number of the question where you will start answering again. Try to answer each question to the best of your ability. Are there any questions? (pause) You may begin.

When the student tells you he or she has come to the omitted question, use this table to tell him or her which question to skip to.

Grade 8	5, 6, 7, 8, 9, 16, 17
---------	-----------------------

When marking the student’s response on the answer document, it is critical that you skip the same questions as the student so that the number of the response corresponds to the number of the question whose answer the student is dictating to you.

After the student finishes the last question in Section 1:



We will now take a short break. Please remain quietly in your seat until all test books are collected and accounted for.

- End the session after all students have closed their test books.
- Collect students' test books and answer documents.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes Section 1 of the science test.

Make sure students do not leave the testing area with any test materials. After students return to the testing room, allow time to redistribute the test books and answer documents back to the students for the next section.

After the break:

SECTION 2



Now we are going to take Section 2 of the science test. Try to answer each question to the best of your ability.

You will begin with question 38. Are there any questions? (pause) You may begin.

This is a table of omitted questions for Section 2.

Grade 8	33, 34, 35, 36, 37
---------	--------------------



You have now completed the PAWS science test. Please remain quietly in your seat until all test books are collected and accounted for.

- End the session after all students have closed their test books.
- Collect students' test books and answer documents.
- All test books **MUST** be accounted for before students are allowed to leave the room.
- This completes the science test.

Make sure students do not leave the testing area with any test materials.

16 APPENDICES

A. ACCOMMODATIONS

The following standard accommodations are appropriate during the PAWS test administration for a student with an IEP or with a 504 Plan with appropriate documentation. **If accommodations are provided for a student, it must be recorded on the accommodations page in the Student TAB (grades 3–5) or answer document (grades 6–8).**

Presentation Accommodations	
1.	Student uses a braille special test form (be sure to complete the correct item on the demographic page). 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.
2.	Student uses a large print special test form (be sure to complete the correct item on the demographic page). 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.
3.	Student uses an audio (English or Spanish) special test form (be sure to complete the correct item on the demographic page).
4.	Student uses magnification devices.
5.	Student uses color overlays to reduce glare or enhance text.
6.	Student uses templates to reduce the amount of visible print.
7.	Student uses tactile graphics.
8.	Sign language interpreter signs directions in all content areas and/or signs test questions as written in all content areas EXCEPT 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.
9.	A certified staff member or access assistant (human reader) provides visual cues to students who are deaf or hard of hearing.
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 EXCEPT 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.
11.	Student asks for clarification of directions (not test questions or answer choices).
12.	Student uses audio amplification devices, including and/or in addition to hearing aids to increase clarity.
13.	Student uses text-to-speech software in all content areas EXCEPT reading.

Response Accommodations	
14.	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 which 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.
15.	A student types responses using a word processor. Dictionary and synonym/thesaurus devices MUST 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.
16.	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 or answer document on the pages that the student's response is to be written.
17.	Student uses a braille. A certified staff member or access assistant transcribes verbatim the student's work into the Student Test and Answer Book or answer document on the pages that the student's response is to be written.
18.	Student uses a tape recorder to record test responses rather than writing on a paper in all content areas. 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.
19.	A certified staff member or access assistant monitors the placement of student responses on the Student Test and Answer Book or answer document.
20.	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	
21.	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.

Timing and Scheduling Accommodations	
22.	Student is provided with extended time to complete the assessment.
23.	Student is provided with multiple, individual breaks as needed, monitored by a teacher or access assistant.
24.	Student takes the test at the time of day when he or she is most likely to demonstrate peak performance.

ELL Specific Accommodations	
25.	A certified staff member or access assistant translates written directions to the student.
26.	A certified staff member or access assistant re-reads, simplifies, or clarifies directions in English or in the student's primary language (NOT test questions or answer choices) without clueing correct responses.
27.	A certified staff member or access assistant reads and/or re-reads test questions in English, word-for-word, exactly as written in all content areas EXCEPT 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.
28.	Student uses a bilingual dictionary provided by the school.
29.	Student takes the test in a building location which 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.
30.	Student is provided with multiple, individual breaks as needed.
31.	Student is allowed to complete the test over multiple days.

B. ALLOWABLE RESOURCE GUIDELINES

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, and science at grades 4 and 8, and writing in grades 3, 5, 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 which may lead to invalidated test results.

Reading Test

- Number 2 pencils
- Allowable Papers (see description on the following page)

Mathematics Test

- Number 2 pencils
- 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™, ALGFX2.0, ALGFX2.0 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 the following page)

Science Test

- Number 2 pencils
- Allowable Papers (see description on the following page)

Writing Test

- Allowable Papers (see description on the following page)
- Number 2 pencils
- Word Walls
- Hard copy of dictionaries (no thesauruses)

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

E. SAMPLE HEADER SHEET (GRADES 3-5)

Proficiency Assessment of Wyoming Students School and Grade Header Sheets (Grades 3-5)

1. SCHOOL/BUILDING NAME _____
DISTRICT NAME _____

2. BUILDING CODE

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

5. TOTAL SCORABLE DOCUMENTS

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

4. The Building Coordinator should complete this form.

Name _____
Date _____

3. GRADES/SUBJECTS TESTED

	Grade 3	Grade 4	Grade 5																																																																																																																																																																																																																																																																																																																																												
Reading	<table border="1" style="width: 100%; text-align: center;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr><tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr><tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr><tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr><tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr><tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr><tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr><tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr><tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr></table>											0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9	9	<table border="1" style="width: 100%; text-align: center;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr><tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr><tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr><tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr><tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr><tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr><tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr><tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr><tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr></table>											0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9	9	<table border="1" style="width: 100%; text-align: center;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr><tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr><tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr><tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr><tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr><tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr><tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr><tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr><tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr></table>											0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9	9	Mathematics	Science
0	0	0	0	0	0	0	0	0	0																																																																																																																																																																																																																																																																																																																																						
1	1	1	1	1	1	1	1	1	1																																																																																																																																																																																																																																																																																																																																						
2	2	2	2	2	2	2	2	2	2																																																																																																																																																																																																																																																																																																																																						
3	3	3	3	3	3	3	3	3	3																																																																																																																																																																																																																																																																																																																																						
4	4	4	4	4	4	4	4	4	4																																																																																																																																																																																																																																																																																																																																						
5	5	5	5	5	5	5	5	5	5																																																																																																																																																																																																																																																																																																																																						
6	6	6	6	6	6	6	6	6	6																																																																																																																																																																																																																																																																																																																																						
7	7	7	7	7	7	7	7	7	7																																																																																																																																																																																																																																																																																																																																						
8	8	8	8	8	8	8	8	8	8																																																																																																																																																																																																																																																																																																																																						
9	9	9	9	9	9	9	9	9	9																																																																																																																																																																																																																																																																																																																																						
0	0	0	0	0	0	0	0	0	0																																																																																																																																																																																																																																																																																																																																						
1	1	1	1	1	1	1	1	1	1																																																																																																																																																																																																																																																																																																																																						
2	2	2	2	2	2	2	2	2	2																																																																																																																																																																																																																																																																																																																																						
3	3	3	3	3	3	3	3	3	3																																																																																																																																																																																																																																																																																																																																						
4	4	4	4	4	4	4	4	4	4																																																																																																																																																																																																																																																																																																																																						
5	5	5	5	5	5	5	5	5	5																																																																																																																																																																																																																																																																																																																																						
6	6	6	6	6	6	6	6	6	6																																																																																																																																																																																																																																																																																																																																						
7	7	7	7	7	7	7	7	7	7																																																																																																																																																																																																																																																																																																																																						
8	8	8	8	8	8	8	8	8	8																																																																																																																																																																																																																																																																																																																																						
9	9	9	9	9	9	9	9	9	9																																																																																																																																																																																																																																																																																																																																						
0	0	0	0	0	0	0	0	0	0																																																																																																																																																																																																																																																																																																																																						
1	1	1	1	1	1	1	1	1	1																																																																																																																																																																																																																																																																																																																																						
2	2	2	2	2	2	2	2	2	2																																																																																																																																																																																																																																																																																																																																						
3	3	3	3	3	3	3	3	3	3																																																																																																																																																																																																																																																																																																																																						
4	4	4	4	4	4	4	4	4	4																																																																																																																																																																																																																																																																																																																																						
5	5	5	5	5	5	5	5	5	5																																																																																																																																																																																																																																																																																																																																						
6	6	6	6	6	6	6	6	6	6																																																																																																																																																																																																																																																																																																																																						
7	7	7	7	7	7	7	7	7	7																																																																																																																																																																																																																																																																																																																																						
8	8	8	8	8	8	8	8	8	8																																																																																																																																																																																																																																																																																																																																						
9	9	9	9	9	9	9	9	9	9																																																																																																																																																																																																																																																																																																																																						

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

- Write the SCHOOL/BUILDING NAME and the DISTRICT NAME on the lines provided.
- In the row of boxes under the words BUILDING CODE, indicate the Building Code and grid the corresponding bubbles.
- 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 "000." If your count is a single digit number, fill in the zeros before the actual number (i.e., 005, etc.).
- Print your name and date as the person completing this form.
- Write and grid the total number of scorable documents being returned.

FOR USE WITH GRADES 3-5 SCORABLE BOOKS ONLY.

100811-100811 • TF113E15 • Printed in U.S.A.
776175

00051 1 2 3 4

F. SAMPLE HEADER SHEET (GRADES 6-8)

Proficiency Assessment of Wyoming Students

School and Grade Header Sheets (Grades 6-8)

1. SCHOOL/BUILDING NAME _____
DISTRICT NAME _____

2. BUILDING CODE

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

5. TOTAL SCORABLE DOCUMENTS

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

4. The Building Coordinator should complete this form.

Name _____
Date _____

3. GRADES/SUBJECTS TESTED

	Grade 6	Grade 7	Grade 8																																																																																																																																																																																				
Reading	<table border="1" style="width: 100%; text-align: center;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	0	0	0	1	1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	6	6	7	7	7	7	7	7	8	8	8	8	8	8	9	9	9	9	9	9	<table border="1" style="width: 100%; text-align: center;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	0	0	0	1	1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	6	6	7	7	7	7	7	7	8	8	8	8	8	8	9	9	9	9	9	9	<table border="1" style="width: 100%; text-align: center;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	0	0	0	1	1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	6	6	7	7	7	7	7	7	8	8	8	8	8	8	9	9	9	9	9	9
0	0	0	0	0	0																																																																																																																																																																																		
1	1	1	1	1	1																																																																																																																																																																																		
2	2	2	2	2	2																																																																																																																																																																																		
3	3	3	3	3	3																																																																																																																																																																																		
4	4	4	4	4	4																																																																																																																																																																																		
5	5	5	5	5	5																																																																																																																																																																																		
6	6	6	6	6	6																																																																																																																																																																																		
7	7	7	7	7	7																																																																																																																																																																																		
8	8	8	8	8	8																																																																																																																																																																																		
9	9	9	9	9	9																																																																																																																																																																																		
0	0	0	0	0	0																																																																																																																																																																																		
1	1	1	1	1	1																																																																																																																																																																																		
2	2	2	2	2	2																																																																																																																																																																																		
3	3	3	3	3	3																																																																																																																																																																																		
4	4	4	4	4	4																																																																																																																																																																																		
5	5	5	5	5	5																																																																																																																																																																																		
6	6	6	6	6	6																																																																																																																																																																																		
7	7	7	7	7	7																																																																																																																																																																																		
8	8	8	8	8	8																																																																																																																																																																																		
9	9	9	9	9	9																																																																																																																																																																																		
0	0	0	0	0	0																																																																																																																																																																																		
1	1	1	1	1	1																																																																																																																																																																																		
2	2	2	2	2	2																																																																																																																																																																																		
3	3	3	3	3	3																																																																																																																																																																																		
4	4	4	4	4	4																																																																																																																																																																																		
5	5	5	5	5	5																																																																																																																																																																																		
6	6	6	6	6	6																																																																																																																																																																																		
7	7	7	7	7	7																																																																																																																																																																																		
8	8	8	8	8	8																																																																																																																																																																																		
9	9	9	9	9	9																																																																																																																																																																																		
Mathematics	<table border="1" style="width: 100%; text-align: center;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	0	0	0	1	1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	6	6	7	7	7	7	7	7	8	8	8	8	8	8	9	9	9	9	9	9	<table border="1" style="width: 100%; text-align: center;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	0	0	0	1	1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	6	6	7	7	7	7	7	7	8	8	8	8	8	8	9	9	9	9	9	9	<table border="1" style="width: 100%; text-align: center;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	0	0	0	1	1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	6	6	7	7	7	7	7	7	8	8	8	8	8	8	9	9	9	9	9	9
0	0	0	0	0	0																																																																																																																																																																																		
1	1	1	1	1	1																																																																																																																																																																																		
2	2	2	2	2	2																																																																																																																																																																																		
3	3	3	3	3	3																																																																																																																																																																																		
4	4	4	4	4	4																																																																																																																																																																																		
5	5	5	5	5	5																																																																																																																																																																																		
6	6	6	6	6	6																																																																																																																																																																																		
7	7	7	7	7	7																																																																																																																																																																																		
8	8	8	8	8	8																																																																																																																																																																																		
9	9	9	9	9	9																																																																																																																																																																																		
0	0	0	0	0	0																																																																																																																																																																																		
1	1	1	1	1	1																																																																																																																																																																																		
2	2	2	2	2	2																																																																																																																																																																																		
3	3	3	3	3	3																																																																																																																																																																																		
4	4	4	4	4	4																																																																																																																																																																																		
5	5	5	5	5	5																																																																																																																																																																																		
6	6	6	6	6	6																																																																																																																																																																																		
7	7	7	7	7	7																																																																																																																																																																																		
8	8	8	8	8	8																																																																																																																																																																																		
9	9	9	9	9	9																																																																																																																																																																																		
0	0	0	0	0	0																																																																																																																																																																																		
1	1	1	1	1	1																																																																																																																																																																																		
2	2	2	2	2	2																																																																																																																																																																																		
3	3	3	3	3	3																																																																																																																																																																																		
4	4	4	4	4	4																																																																																																																																																																																		
5	5	5	5	5	5																																																																																																																																																																																		
6	6	6	6	6	6																																																																																																																																																																																		
7	7	7	7	7	7																																																																																																																																																																																		
8	8	8	8	8	8																																																																																																																																																																																		
9	9	9	9	9	9																																																																																																																																																																																		
Science	<table border="1" style="width: 100%; text-align: center;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	0	0	0	1	1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	6	6	7	7	7	7	7	7	8	8	8	8	8	8	9	9	9	9	9	9	<table border="1" style="width: 100%; text-align: center;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	0	0	0	1	1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	6	6	7	7	7	7	7	7	8	8	8	8	8	8	9	9	9	9	9	9	<table border="1" style="width: 100%; text-align: center;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	0	0	0	1	1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	6	6	7	7	7	7	7	7	8	8	8	8	8	8	9	9	9	9	9	9
0	0	0	0	0	0																																																																																																																																																																																		
1	1	1	1	1	1																																																																																																																																																																																		
2	2	2	2	2	2																																																																																																																																																																																		
3	3	3	3	3	3																																																																																																																																																																																		
4	4	4	4	4	4																																																																																																																																																																																		
5	5	5	5	5	5																																																																																																																																																																																		
6	6	6	6	6	6																																																																																																																																																																																		
7	7	7	7	7	7																																																																																																																																																																																		
8	8	8	8	8	8																																																																																																																																																																																		
9	9	9	9	9	9																																																																																																																																																																																		
0	0	0	0	0	0																																																																																																																																																																																		
1	1	1	1	1	1																																																																																																																																																																																		
2	2	2	2	2	2																																																																																																																																																																																		
3	3	3	3	3	3																																																																																																																																																																																		
4	4	4	4	4	4																																																																																																																																																																																		
5	5	5	5	5	5																																																																																																																																																																																		
6	6	6	6	6	6																																																																																																																																																																																		
7	7	7	7	7	7																																																																																																																																																																																		
8	8	8	8	8	8																																																																																																																																																																																		
9	9	9	9	9	9																																																																																																																																																																																		
0	0	0	0	0	0																																																																																																																																																																																		
1	1	1	1	1	1																																																																																																																																																																																		
2	2	2	2	2	2																																																																																																																																																																																		
3	3	3	3	3	3																																																																																																																																																																																		
4	4	4	4	4	4																																																																																																																																																																																		
5	5	5	5	5	5																																																																																																																																																																																		
6	6	6	6	6	6																																																																																																																																																																																		
7	7	7	7	7	7																																																																																																																																																																																		
8	8	8	8	8	8																																																																																																																																																																																		
9	9	9	9	9	9																																																																																																																																																																																		

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

- Write the SCHOOL/BUILDING NAME and the DISTRICT NAME on the lines provided.
- In the row of boxes under the words BUILDING CODE, indicate the Building Code and grid the corresponding bubbles.
- 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 "000." If your count is a single digit number, fill in the zeros before the actual number (i.e., 005, etc.).
- Print your name and date as the person completing this form.
- Write and grid the total number of scorable documents being returned.

FOR USE WITH GRADES 6-8 ANSWER DOCUMENTS ONLY.

100812-100812 • TF113E1.5 • Printed in U.S.A.

00052 1 2 3 4

776670





H. TEST ADMINISTRATOR SECURITY AGREEMENT

I acknowledge that I will have access to the PAWS test materials for the purpose of administering the assessment. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows. Upon signing the form, please return it to the Building Coordinator. This form is to be kept as a testing record and does not need to be sent to ETS or WDE.

1. I will not divulge the contents of the assessments 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 in a locked, secure location until the tests are actually distributed to pupils.
4. I will limit access to the test and test material by students 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 students 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 students 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 student 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 may be photocopied.

Copyright © 2015 Wyoming Department of Education

QUIET

**PLEASE DO NOT
DISTURB**

**Testing Is Taking Place In
This Room**

104401-96462 • unlwebpdf1214

780014

