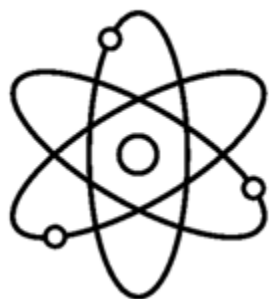


WASHINGTON ACCESS TO INSTRUCTION & MEASUREMENT (WA-AIM)



TEST ADMINISTRATION MANUAL
2023–2024

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GUIDELINES FOR PARTICIPATING IN THE ALTERNATE ASSESSMENT: GUIDANCE TO IEP TEAMS

The Individuals with Disabilities Act (IDEA) Amendments of 1997 and 2004, as well as the Elementary and Secondary Education Act (ESEA) also known as No Child Left Behind (NCLB), require that all students with disabilities, even those with the most significant cognitive disabilities, participate in state and district assessment programs.

*The IEP committee may decide that a student's knowledge and skills can best be assessed with the alternate assessment if the student meets **all** of the following participation criteria:*

CRITERIA	DESCRIPTORS
<p>The student has an IEP in effect at the time of the assessment participation decision. Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p>	<p>The student must have a documented cognitive disability that affects intellectual potential. For the purposes of state assessment the term "significantly cognitively challenged" is a designation used to refer to the population eligible to participate in the alternate assessment; it is not a new or separate category of disability.</p>
<p>The student requires extensive, direct, individualized instruction and substantial supports to achieve measureable gains in the grade and age-appropriate curriculum.</p>	<p>(a) The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature. (b) The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings, including school, workplace, community and home.</p>
<p>The student demonstrates complex cognitive disabilities and poor adaptive skill levels determined to be significantly (at least two standard deviations) below chronological age expectations by the student's most recent individualized eligibility determination.</p>	<p>The student scores at least two (2) standard deviations below the mean on standardized, norm-referenced assessments for adaptive behavior and intellectual functioning.</p>

The determination for how a student participates in accountability and graduation assessments is **NOT** based on: (a) poor attendance, excessive or extended absences, (b) lack of access to quality instruction, (c) social, cultural, linguistic, or economic differences, (d) below average reading or achievement levels, (e) expectations of poor performance, (f) the anticipated impact of the student's performance on the school/district performance scores, and (g) the student's disability category, educational placement, type of instruction, and/or amount of time receiving special education services.

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INTRODUCTION

PURPOSE OF THE WASHINGTON ACCESS TO INSTRUCTION & MEASUREMENT (WA-AIM)

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) articulates requirements related to the assessment of students with disabilities, as well. The IDEA also requires the participation of students with disabilities in grade-level state and district-wide assessments. Specific IDEA requirements include the following.

- 1) Students with disabilities are included in general state- and district-wide assessment programs, with appropriate accommodations, where necessary (Sec. 612 (a) (16) (A)). The term “individualized education program” or “IEP” means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes . . . a statement of any individual modifications in the administration of state- or district- wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP Team determines that the child will not participate in a particular state- or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed (Sec. 614 (d) (1) (A) (V) and VI)).
- 2) The State must ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.

The Every Student Succeeds Act (ESSA) reauthorizes the [Elementary and Secondary Education Act \(ESEA\)](#)¹, the nation's national education law and longstanding commitment to equal opportunity for all students. The ESSA’s requirements concerning students with disabilities² include:

- schools are accountable to the public for the educational achievements of all students;
- all students participate in grade-level assessments in order to meet this expectation of accountability; and
- assessments provide reasonable adaptations and accommodations for students with disabilities in order to measure the academic achievement of students on grade-level standards.

¹ The Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA).

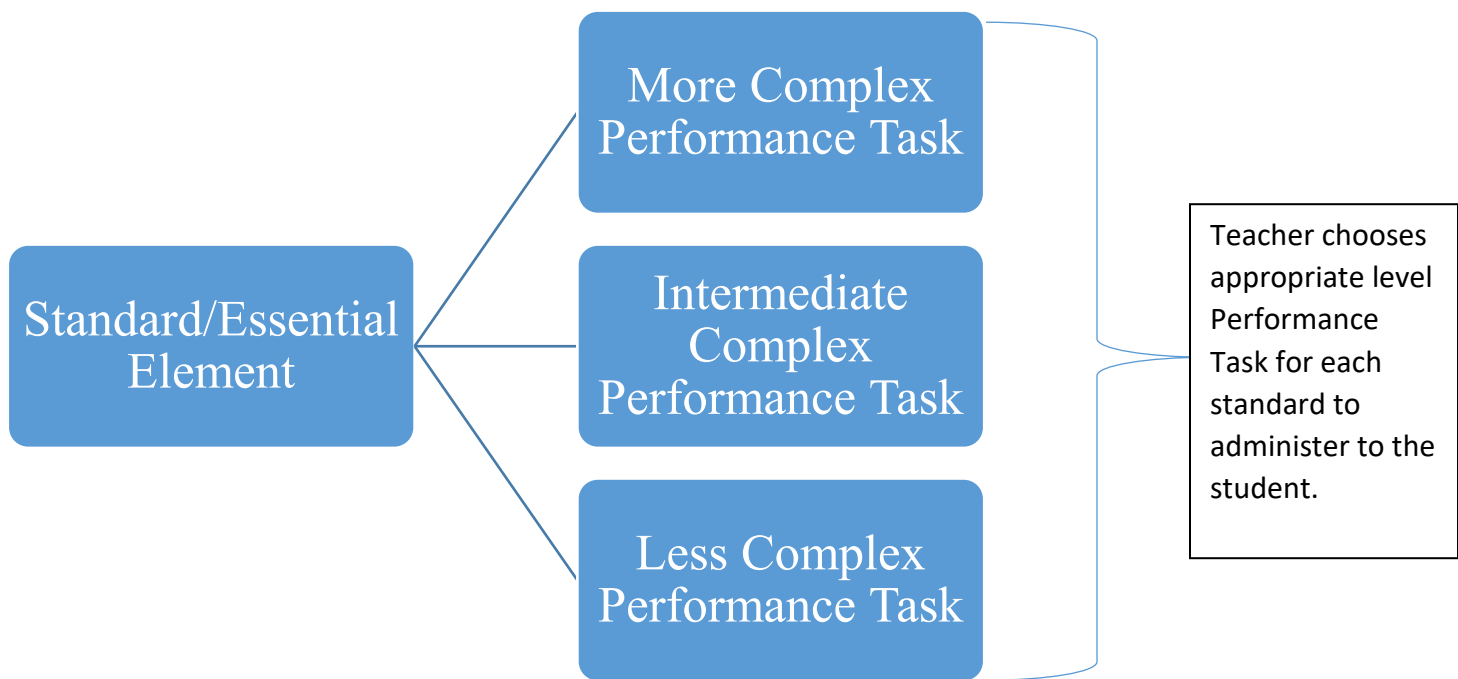
² *Students with disabilities* are those students eligible for special education and related services who have an Individualized Education Program (IEP). This does not include students eligible for 504 plan services.

OVERVIEW OF THE WA-AIM

The Washington-Access to Instruction & Measurement (WA-AIM) is a performance task assessment aligned to the Washington K-12 Learning Standards in English language arts, mathematics, and science.

Each standard is assessed through the administration of a Performance Task testlet related to the key knowledge and skills of the standard. The Performance Tasks testlet for each standard are available at three different complexity level (More Complex, Intermediate Complex, and Less Complex) to provide students a continuum of entry points along which to show their knowledge and skills aligned to the Washington K-12 Learning Standards. The educator most familiar with the student will determine which complexity level each performance task testlet is administer at for each student.

Each Performance Task testlet must be composes of five same level items, which in totality, meet the Requirements set forth for each individual performance task. The Intermediate Complex Access Point Performance Task was developed to contain the mastery level of knowledge, skills, and abilities for the standard.



In short, a student will be assessed on five standards **per required content area** through one Performance Task testlet each (5 Performance tasks testletstotal per content area). After that the student's performance on each item on the Performance Task is submitted for scoring. In

total, a student will be administered 10 Performance Task testlets for ELA and Math, and an additional five Performance Task testlets in grades where science is required.

The WA-AIM INSIGHT Item and Form Management application houses items and forms that can be accessed all year to support baseline and instruction towards grade level learning standards. Baselines can be formal or informal and is intended to assist the educator in determining the appropriate complexity level to focus instruction, and ultimately help determine the best performance task complexity level to submit for scoring. The WA-AIM is administered in a 1:1 setting between the test administrator and student. The student's performance is submitted for scoring through WA-AIM Data Collection Platform.

CONTENT AND GRADES ASSESSED

English Language Arts: Grade 3–8 and 10

Mathematics: Grades 3–8 and 10

Science: Grades 5, 8, and 11

RELEVANT DOCUMENTS, TRAININGS, AND LOCATIONS

[Access Point Frameworks](#): The Access Point Frameworks outline all standards assessed by content area for each required grade level. These documents provide a systemwide overview of the assessed standards and may be useful for instructional planning.

[Grade Level Specific Performance Tasks](#): The grade level specific Performance Tasks outline the Requirements and Restrictions for each standard and access point assessed on the WA-AIM. The Performance Tasks also include suggested adaptations and modifications that are allowable on the assessed items. The Performance Tasks may also contain additional links or graphics for specific standards.

WA-AIM Test Administration Manual: The INSIGHT User Guide with directions for using the DRC INSIGHT System. Found in [INSIGHT](#) under My Applications>General Information>Documents.

[WA-AIM Training Modules](#): Training modules covering all WA-AIM topics. These modules are intended to be informational and as on-demand demonstrations of how to use the INSIGHT system. Which modules are required is a district determination. OSPI recommends all users review annually:

- [What are Alternate Assessments\(link is external\)](#)
- [WA-AIM Participation Criteria\(link is external\)](#)
- [WA-AIM Overview\(link is external\)](#)
- [WA-AIM Components and Materials\(link is external\)](#)
- [WA-AIM Access Point Frameworks\(link is external\)](#)
- [WA-AIM Performance Tasks\(link is external\)](#)

- [Engagement Rubric Eligibility](#) (link is external)
- [INSIGHT Overview](#)(link is external)
- [Accessing INSIGHT Online Help](#)

Modules found under INSIGHT Student Management, Item & Form Management, Registration, and Student Performance Data are intended to support real-time use and work within the INSIGHT system and should be viewed and accessed as needed.

PARTICIPATION GUIDELINES

School districts are required to include all students in state assessments, including students with the most significant cognitive disabilities. States are charged with developing alternate assessments aligned to alternate achievement standards so that students with the most significant cognitive challenges may meaningfully participate in the academic assessment program.

The OSPI defines a significant cognitive disability as:

Students with cognitive disabilities means those students who require intensive or extensive levels of direct support that is not of a temporary or transient nature. Students with significant cognitive disabilities also require specially designed instruction to acquire, maintain or generalize skills in multiple settings in order to successfully transfer skills to natural settings including the home, school, workplace, and community. In addition, these students score at least two (2) standard deviations below the mean on standardized, norm-referenced assessments for adaptive behavior and intellectual functioning.

The alternate assessment is designed for a small percentage, approximately 1%, of the total school population for whom, even with accommodations, are unable to access the regular assessments. Each student's IEP team will determine the most appropriate assessment. The [Guidelines for Statewide Accountability Assessments](#) has been developed to address IEP team decisions around assessment participation. Participation criteria specific to the WA-AIM can be found in Appendix A of this document.

ENGAGEMENT RUBRIC

For a student who meets the WA-AIM participation guideline, and who function at an awareness level, the IEP team may decide that in lieu of participating in the Performance Task testlets aspect of the alternate assessment, a student's engagement with the mathematical, literacy, or science activities taking place in the classroom may be measured and reported on. Since the Engagement Rubric measures pre-academic skills, a student will be placed in achievement level one (L1) for individual, school, district, and state reporting.

Students for whom the Engagement Rubric is appropriate must use the Engagement Rubric for all content areas.

The student must meet some or all of the criteria below for the IEP team to consider using the Engagement rubric for a content area of the alternate assessment:

- The student communicates primarily through cries, facial expressions, change in muscle tone but has no clear use of objects/textures, regularized gestures, picture signs, etc.
- The student alerts to sensory input from another person (auditory, visual, touch, movement, etc.) but requires actual physical assistance to follow simple directions; or the student's response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell) is unclear.
- Parents and teachers must interpret child's state from behaviors such as sounds, body movements, and facial expressions.

The Engagement Rubric will not waive nor satisfy a Graduation Pathway as required per [RCW 28A.655.260](#).

See [Appendix B](#) for guidance and direction for use.

STUDENT REGISTRATION

Students eligible to take the WA-AIM must be registered through the Washington Assessment Management System (WAMS) by the District Assessment Coordinator (DAC).

ADMINISTRATION WINDOWS

SPRING 2023 ACCOUNTABILITY ADMINISTRATION

The spring administration window will run from January 29, 2024 to early May 3, 2024 annually. This window defines when INSIGHT Registration and INSIGHT Student Performance Data will be available to test administrators for administering and reporting WA-AIM performance. INSIGHT Item and Form Management, which houses the content used for the assessment is available continually to provisioned users within the INSIGHT Portal. Users may access the Item & Form content all-year and may administer assessment prior to the opening of all other INSIGHT application used for the WA-AIM. The results from the spring administration are used for accountability reporting and the state report card. All students are required to be assessed annually towards grade level achievement standards in grades 3 through 8 and 10 for English language arts and math and grades 5, 8, and 11 for science.

For students in high school, these results can also be used to satisfy the state graduation pathway requirement.

FALL WINDOW 2023

This window will open September 25, 2023 and run through November 21, 2023.

HIGH SCHOOL RETAKES

Students in grades 11 or 12 who are eligible to take the WA-AIM may choose to use the fall window for a retake opportunity to fulfill the state graduation pathway requirement.

Students in the graduation requirement cohorts of 2022 or later must retake the High School WA-AIM assessments. Off-grade level assessment are no longer a graduation pathway for these cohorts. The following graduation cut scores are required for fulfillment of the graduation pathway:

ELA: 104

Math: 103

Information on available graduation pathways and all graduation requirements can be found on the [OSPI Graduation](#) webpage.

TEST AND STUDENT INFORMATION SECURITY

District Test Coordinators (DTC), School Coordinators (SC), and Test Administrators (TA) share the responsibility for ensuring that all WA-AIM test materials and student responses are handled securely and confidentially in accordance with state and vendor security procedures. The WA-AIM tests are to be administered on a one-to-one basis by professional staff members or para-educators who have been instructed in the proper test administration procedures. All tests must be administered in the presence of another staff member who will observe and attest that the student was assessed without prompting from the TA. The observer may be a Teacher, Paraprofessional, Administrator or Service Provider.

The student responses are to be viewed only by those individuals directly responsible for test administration.

The WA-AIM tests rely on the measurement of individual achievement. Any deviation from testing procedures meant to ensure validity and security (e.g., group work, teacher coaching, pre-teaching or prerelease of the test items) would be a violation of test security.

While some of the guidelines below apply mainly to Test Administrators, it is important for all personnel involved in testing to be aware of these procedures.

- Do not discuss, disseminate, or otherwise reveal the student responses to anyone.
- Do not coach or provide feedback in any way, including prompting or answering any questions related to the contents during the administration of Performance Task testlets

- Do not alter, influence, or interfere with a test response in anyway.

SECURE STORAGE

Individuals responsible for the WA-AIM administration must keep all WA-AIM in a predetermined, locked, secure storage area at both the district and school levels. Secure materials must never be left unattended or in open areas. Any documents that include student data (student name, SSID, date of birth) must be securely maintained at all times.

DRC DATA SECURITY POLICY

DRC ensures that student data remain confidential and secure at all times. Our practices adhere to the federal Family Educational Rights and Privacy Act (FERPA) regulations for the security and confidentiality of student data, and our systems provide data privacy safeguards throughout every step of an assessment process. DRC follows stringent procedures to protect data containing personally identifiable information (PII) and frequently verifies these procedures to confirm adherence. All DRC staff members receive training on data security and confidentiality requirements.

ADAPTATIONS/ACCOMMODATIONS

The WA-AIM was developed to allow the most flexibility to teachers in designing and creating items that meet each student's unique learning and communication style. The assessment is standardized through Requirements and Restrictions located on each Performance Task. Teachers are to use the items in the INSIGHT Portal as they appear OR to adapt them into formats which are more accessible to each individual student. Teachers will find a list of suggested adaptations for each standard in the grade level [Performance Task](#) documents. Adaptations not listed in these documents may be used if there is not a Restriction that explicitly prohibits its use.

Below are typical adaptations or accommodations utilized for tailoring the WA-AIM item content for individual students. **This is not an all-inclusive or exhaustive list.**

- Use graphics and/or physical models
- Enlarge text/graphics
- Simplify text/directions
- Use tactile graphics
- Use pictorial/word/object representations for numbers and graph parts
- Written material may be read aloud (unless the PT specifically requires the student to read)
- Reenactments or computer simulations may be used to represent scenarios

- For items that require the student to do physical tasks, teacher may do the physical tasks if directed by the student (ie-MS PS3-3)
- Replace provided graphics with graphics commonly used by student
- Teacher can use real-life objects when asking questions
- Text and vocabulary can be tailored to the student’s vocabulary in cases where the vocabulary is not a key element of the concept

ADDITIONAL TOOLS, SUPPORTS, AND ACCOMMODATIONS FOR MULTILINGUAL LEARNERS

Individualized Education Program (IEP) teams must work with English language development staff to ensure the accommodations listed in the student’s IEP meet the student’s disability and English language development needs to ensure the WA-AIM results provide valid and reliable scores reflective of what a multilingual learner with the most significant cognitive disability know and can do in relation to the grade level academic standards. Accommodations selected and used should only be those tools, supports, and accommodations routinely used by the student for daily instruction that do not interfere with what the assessment is trying to measure. Typical accommodations for multilingual learners may include:

- Written or oral translation of test directions
- Side-by-side dual language versions of the test
- Translated versions of entire tests
- Written or oral response in native language
- Customized dual language glossary
- Customized dual language pop-up electronic glossary
- Commercial word-to-word dual language dictionary
- Sight translation is the oral, on-the-fly rendering of test directions, items, or both from English into a student’s native language
- Clarify, explain test directions in student’s native language
- Provide images or graphics for unknown vocabulary or words where the vocabulary where the support vocabulary or word is not what the item is intended to measure

ASSESSMENT COMPONENTS AND RESOURCES

ESSENTIAL ELEMENTS

The Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Washington K–12 Learning Standards. The purpose of the Essential Elements is to build a bridge from the content in the Washington K–12 Learning Standards to academic expectations for students with the most significant cognitive disabilities” ([Dynamic Learning Maps](#) Consortium, 2013).

The Essential Concepts are the equivalent of Essential Elements specific to science.

The Essential Elements address each strand of the Washington K–12 Learning Standards across Mathematics and English Language Arts for grades Kindergarten through High School.

The Essential Elements:

- Are differentiated by grade – identify the key elements essential for each grade level
- Address both content knowledge and skills-based expectations

The Essential Elements define differences from grade to grade in:

- cognitive demand
- content knowledge
- skills-based expectations

The Essential Elements are not curriculum and do not define what instruction should look like.

The Essential Elements **do not**:

- Cover the entire range of learning experiences or ways a student can demonstrate her knowledge and skills.
- Mandate specific modes of communication. *“Students’ opportunities to learn and to demonstrate learning during assessment should be maximized by providing whatever communication, assistive technologies, augmentative and alternative communication (AAC) devices, or other access tools that are necessary and routinely used by the student during instruction”* (DLMC, 2013).

SCIENCE ESSENTIAL CONCEPTS

Like the Essential Elements, the Essential Concepts serve as a bridge linking the knowledge, skills, and abilities found in the Access Points to the regular education standard.

ACCESS POINT FRAMEWORKS

The Access Point Frameworks are expanded frameworks that provide students with significant cognitive disabilities entry points to the grade level K-12 Learning Standards.

The [Access Point Framework](#) documents are organized by content area and then by grade. At the start of each new grade, a map (see [Figure 3](#)) of the standards expanded into Access Point Frameworks is presented. This map further defines the specific learning standards assessed on the WA-AIM for each grade level and content area.

GRADE 6 LEARNING STANDARDS DEVELOPED INTO ACCESS POINT FRAMEWORKS

Domain	Washington K–12 Learning Standard
Geometry (G)	6. G.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
Expressions and Equations (EE)	6. EE.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
The Number System (NS)	6. NS.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
Ratios and Proportional Relationships (RP)	6. RP.1. Understand the concept of a ratio, and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”
Statistics and Probability (SP)	6. SP.5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data.

FIGURE 1 GRADE LEVEL STANDARDS MAP

The Access Point Framework, [Figure 4 Access Point Framework](#), provide three points of varying complexity allowing students to engage in the assessed grade level academic content at each student’s most appropriate level. The Access Point Frameworks follow a similar design: the Washington K–12 Learning Standard is presented on the left, with the associated Essential Element³ or Essential Concept directly to the right. The three Access Points follow. The Access Points on each framework move from More complex on the left to Intermediate complexity, to Less complex. The layout of the Access Point Frameworks presents the continuum of assessed grade level content for students, working from the grade level standard on the left to the less complex Access Point on the right. **The Intermediate complexity Access Point defines the on grade level knowledge and skills of the assessed standard.** The Access Points Frameworks are stand-alone documents by content area which encompass the full scope of the instruction and assessment knowledge and skills from grade 3–high school for each content.

³ Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps Essential Elements for Mathematics. Lawrence, KS: University of Kansas.

Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps Essential Elements for English language arts. Lawrence, KS: University of Kansas.

ANATOMY OF AN ACCESS POINT FRAMEWORK

ENGLISH LANGUAGE ARTS		High School		
Strand: Reading: Literature		1		
Sub-strand: Key Ideas and Details				
2 Washington K-12 Learning Standard	Essential Element	ACCESS POINTS Built on Three Levels of Complexity		
		More Complex	Intermediate	Less Complex
3 RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	4 EE.RL.9-10.2 Recount events related to the theme or central idea, including details about characters and setting.	5 Student will explain how main events of the plot are related to characters and setting to help to develop a theme or central idea of a text.	6 Student will recount the main events of a text that includes details about character and setting.	7 Student will identify an event that is related to the theme or central idea of a text that includes details about character and setting.

FIGURE 2 ACCESS POINT FRAMEWORK

- 1) The top three rows of the Access Point Framework will identify the content, standard and grade or grade band
- 2) The fourth row moving from left to right contains the headers for the K-12 Learning Standard, the standard's Essential Element, followed by the three Access Point levels in the following order: More, Intermediate and Less.
- 3) This is the regular K-12 Learning Standard that the specific Access Point Framework is developed for.
- 4) This is the Essential Element of the K-12 Learning Standard.
- 5) This is the More Complex Access Point. The content defines the knowledge and skills that will be assessed by the corresponding Performance Task at the More Complex level.
- 6) This is the Intermediate Complex Access Point. The content defines the knowledge and skills that will be assessed by the corresponding Performance Task at the Intermediate Complex level.
- 7) This is the Less Complex Access Point. The content defines the knowledge and skills that will be assessed by the corresponding Performance Task at the Less Complex level.

PERFORMANCE TASKS

The Performance Task documents are presented by grade level. Each grade level set contains the Access Point and related Performance Tasks for all required content and standards applicable to that grade level. The Performance Tasks can be found on the [WA-AIM Access Points and Performance](#) Tasks webpage. Educators will need to access all Performance Task documents for the enrolled grade levels of their students taking the WA-AIM.

Student performance on the skills and knowledge defined in the Access Point Frameworks will be measured through one teacher administered Performance Task testlet, available at three different complexity levels, for each standard.

The follow is an example of the Performance Task format. The purpose of each section is annotated in red below each section.

4.NF.1 Mathematics Number and operations-Fractions – Extend Understanding of Fraction Equivalence and Ordering

Washington K–12 Learning Standard

4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

This information will identify the K–12 Learning Standard the Performance Task and Access Points correspond to.

Essential Element

EE.4.NF.1 Identify models of one half ($1/2$) and one fourth ($1/4$).

The Essential Element/Concept is the reduction of depth of the K–12 Learning Standard and identifies the key knowledge, skills, and abilities of the K-12 Learning Standard measured on the WA-AIM.

Figure 9: Access Points 4.NF.1 (M, I, L)

More	Intermediate	Less
Student will identify or create models that are equivalent to one-half ($2/4$, $3/6$, $4/8$, $5/10$).	Student will identify models of one-half and one-fourth.	Student will identify real-world objects that represent one-half or one whole.
Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • At most, two items may use the same fraction. 	Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The set of five items must include at least: <ul style="list-style-type: none"> ○ one item that 	Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The set of five items must include using: <ul style="list-style-type: none"> ○ one-half ○ one whole

More	Intermediate	Less
<ul style="list-style-type: none"> In a multiple-choice item, teacher must use the answer choices provided. 	<ul style="list-style-type: none"> models one-half <ul style="list-style-type: none"> one item that models one-fourth In a multiple-choice item, teacher must use the answer choices provided. 	<ul style="list-style-type: none"> or a combination of both The five items must include five different objects. Teacher must define the whole for each item. In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: NONE	Restrictions: NONE	Restrictions: None

The Access Point Complexity Levels is the reduction of depth of the K–12 Learning Standard and identifies three levels of access into the measured standard. For the Final Assessment the educator will review the three level for the standard and determine the appropriate level to be used in the Final Assessment.

Below each level (More, Intermediate, and Less) Requirements and Restrictions are listed for each level. The Requirements and Restriction define the instructional and assessment boundaries for each level.

Final Form Options

- 1) Use pre-built form
- 2) Create form by choosing items available in INSIGHT Item and Form Management. Teacher must ensure the five items selected meet the Requirements and Restrictions applicable to the Access Point measured.

Final Form Options will outline the available testlet choices for Final Forms used in the assessment. All standards and access point Performance Tasks will have a pre-built testlet form option for teachers to use. Pre-built forms testlets will contain five items that meet all Requirements and Restrictions for that Access Point.

Most Performance Tasks will also have an option for the teacher to create a Final Form testlet. If creating Final Forms testlets, the teacher will need to ensure the items chosen for the testlet meet all Requirements and Restrictions. The teacher must use items found in INSIGHT Item and Form Management. No teacher created item content is allowed.

Science- Science Performance Tasks only have a pre-built Final Form testlet option. The Next Generation Science Standards (NGSS) requires the set of five items to be bundled together to ensure full measurement of each dimension related to the standard, Essential Concept, and Access Points.

Test Administration Considerations

Some Performance Tasks will have a section of test administration considerations. This section will contain additional allowed or considerations when administering the Performance Task.

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options;
- Simplify text/directions;
- Use tactile graphics; replace provided graphics with graphics commonly used by the student;
- Raised/tactile drawing with who image and the parts shaded differently to allow the student to identify the parts of a whole;
- Text and vocabulary can be tailored to the student's vocabulary in cases where the vocabulary is not a key element of the concept;
- Place answer choices on word cards, choice board, AAC device
- Braille
- Dictation/Scribe/Speech to Text
- Sign language
- Re-read text and/or answer options
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student
- Manipulatives
- Number line

Allowable adaptations/accommodations are a listing of typical supports that may be provided to the student during the Final assessments. While these lists are extensive, there may be additional supports needed by the student not contained in the list. In these cases the educators will want to review the Access Point language, Requirements, and Restrictions and ensure the additional support(s) are not specifically listed in the Restrictions and do not interfere with the what the Performance Task is measuring.

Additional Materials for Test Administration

NONE

If there are materials required for administration of the Performance Task not contained with the item or student materials found in INSIGHT, those will be listed here.

GLOSSARY TERMS: Terms that need defining or examples for the teacher are hyperlinked to a grade specific Glossary of Terms at the end of set of grade level Performance Tasks.

Teachers review the three Access Point complexity levels and their related Performance Tasks and use their own professional judgment to determine which complexity level is most appropriate for each student who will be taking the WA-AIM and for each standard.

The Intermediate complex Access Point defines the on grade level knowledge and skills of the alternate achievement standard so it is recommended teacher first look at this Access Point and Performance Task and use their knowledge of the student to determine if this level is appropriate for the student. If the Intermediate complexity is not appropriate for the student, teachers should move to the More or Less complexity and administer the associated Performance Task.

ASSESSMENT ADMINISTRATION

The WA-AIM should be administered in a 1:1 setting between the test administrator and the student. An Observer must be present during the administration of the Performance Task testlets. The Observer will be recorded as the official attestator of the administration who can verify the accuracy and adherence to the WA-AIM administrative process.

The test administrator should be the person, or a person, familiar with the student's primary communication mode.

The student must independently interact with assessment items. Indications of non-independent student response to items such as prompting, hand-over-hand, elimination of distractors will result in item or standard level scoring violations.

The student's performance on each of the Performance Tasks testlets is documented and submitted using the Student Performance Data application within INSIGHT. ***It is highly recommended that test administrators not wait until the end of the administration window to document and submit student performance.***

WHO ADMINISTERS THE ASSESSMENT

APPENDIX C

WA-AIM STUDENT PRE-ID IN WAMS

WA-AIM student pre-ID will take place in WAMS through the [Alternate Assessment Registration](#) and can be accessed by clicking the “Pre-ID” tab, then the “[Alternate Assessment Registration](#)” in the left margin of the page. The pre-requisite for a student to show up in the WA- AIM pre-ID application is that a student must have an active CEDARS record, that the student’s CEDARS record indicate the student is receiving Special Education services, and that the student be in grades 3–8, 10, 11, or 12. District Assessment Coordinators can begin registration for Spring after their first CEDARS submission to the state for the current school year.

With a year-long pre-ID, OSPI will update student records in INSIGHT, the WA-AIM administration platform, on a nightly basis beginning in mid-October. Pre-ID in students receiving services allows users to indicate whether or not the student will or will not need a record in TIDE for interim assessments or to access other assessments that require a TIDE record. **Other critical changes to be aware of that require the use of this application:**

- 1. Engagement Rubric:** To pre-ID a student who will participate in the WA-AIM through an Engagement Rubric, select the radio button under “Engagement Rubric” in the pre-ID screen.

- 2. Late Enrollment and NNEP:** Students who ought to take the WA-AIM per their IEPs but:
 - A) are newly enrolled to the district during the last 3 weeks of the posted spring administration window.

 - B) are Limited English Proficient and in their first year (365 calendar days from the deadline to submit the final assessment) in a US school (50 states plus DC) and have not used an NNEP exemption in a previous year should be registered as ‘WA-AIM’ through this application.

The appropriate late enrollment and/or NNEP exemption will be calculated for aggregate reporting using the student’s school and district enrollment dates and, as applicable, the student’s LEP Program eligibility status and first date enrolled in a US school.