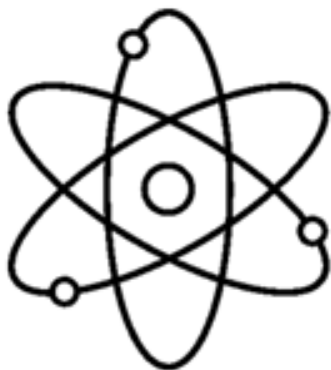


Washington Access to Instruction & Measurement Score Interpretation Guide for Families and Educators



For more information on the Washington Access to Instruction & Measurement, please visit the WAIM website at: <http://www.k12.wa.us/assessment/WA-AIM/default.aspx>.

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Introduction

Washington’s learning standards—what we want students to know and be able to do—are designed so students graduate ready for post-secondary training, college and/or workplace and career. The Washington Access to Instruction & Measurement assessment were created specifically to gauge each student’s performance in mathematics, English language arts/literacy and science as he or she develops—grade by grade—the skills called for by the standards, including the ability to write clearly, think critically, and solve problems. The Washington Access to Instruction & Measurement is the state alternate assessment for students with significant cognitive challenges. Results from the WA-AIM are used for federal and state accountability.

Intended Use and Interpretation of Scores

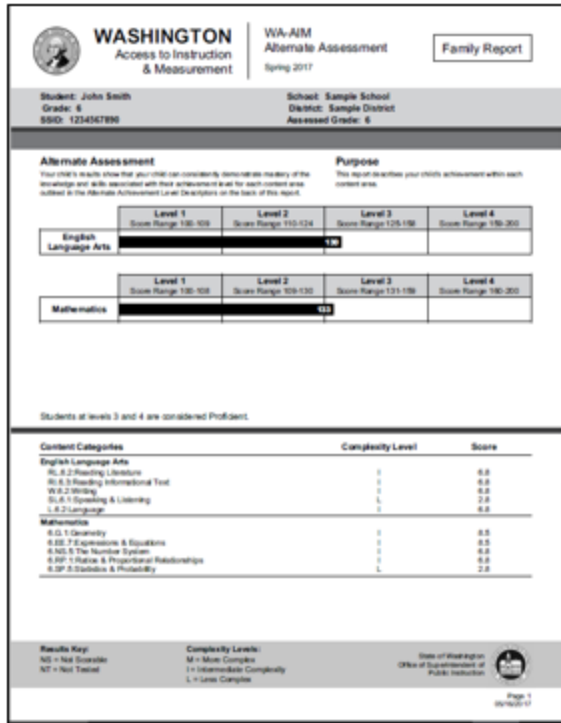
The WA-AIM assessment is governed by the same laws and rules that govern the state’s general assessments. Federal legislation requires that students with disabilities have access to the general curriculum, with appropriate accommodations where necessary, and that they be assessed on the same grade level academic standards as all other students. For students who are unable to participate in regular assessments, even with accommodations as indicated in their respective Individualized Education Programs (IEPs), a State must develop and implement an alternate assessment to meaningfully measure achievement of grade level academic standards.

Alternate assessments are designed with a reduction in academic breadth, depth, and complexity that acknowledge students’ disability circumstances while maintaining linkage to the same grade level academic standards taught to all students. The WA-AIM assessment is intended to measure each student’s knowledge and skills as defined by the Access Point Frameworks, which serves as the reduction in breadth, depth, and complexity of the chosen standards.

The information in this document is designed to help you understand the overall score and the corresponding achievement level. **It is important to remember that these results are just one measure of the student’s learning and progress.**

Family Score Report

After each administration of the WA-AIM, families should be provided with a Family Score Report which will provide score information from the most recent assessment of your child. Page 1 and Page 2 of the Family Score Report are shown in Figure 1: Family Report



Alternate Achievement Level Descriptors

Achievement Levels	English Language Arts	Mathematics
Level 4	<ul style="list-style-type: none"> Identify details important to the theme or central idea (RI.2). Use details to explain how an important individual, event, or idea is introduced, developed, and concluded in a text (RI.2). Write to share information supported by details (W.2). Engage in collaborative discussion, by sharing information or seeking information from others (SL.2). Speak using appropriate language (SL.2). 	<ul style="list-style-type: none"> Determine the area of a composite figure made up of two rectangles by counting unit squares (G.2). Identify an algebraic equation that represents a one-step real-world problem before the variable does not represent the sum or difference (E.2). Determine the distance from zero to a given point on a number line (N.2). Generate a rule based on a pattern or real-world situation (F.2). Identify the median of a set of ordered data (with an odd number of data points) (D.2).
Level 3	<ul style="list-style-type: none"> Identify a detail related to the theme or central idea in a text (RI.2). Identify a detail that illustrates an individual, event, or idea in a text (RI.2). Write to introduce a topic and convey a fact or detail related to the topic (W.2). Share information, following simple rules for discussion (SL.2). Identify or use basic capitalization rules (common proper nouns, beginning of sentences) (L.2). 	<ul style="list-style-type: none"> Determine the area of a rectangle by counting unit squares (G.2). Identify an algebraic equation that represents a one-step real-world problem where the variable represents the sum (E.2). Identify a real-world context that shows an amount less than zero (e.g., number line, thermometer) (N.2). Identify a model of a given oblique prism (F.2). Identify the greatest value and least value of a set of ordered data (D.2).
Level 2	<ul style="list-style-type: none"> Identify the theme or central idea (RI.2). Identify an important individual, event, or idea in a text (RI.2). Write a statement about a topic that includes one fact, detail, or other information (e.g., opinion) (W.2). Ask a familiar question or question related to a topic, text, or issue under discussion (SL.2). Identify and/or use question marks at the ends of written questions (L.2). 	<ul style="list-style-type: none"> Determine the area of a rectangle with one dimension equal to 1 by counting unit squares (e.g., 12 × 1) (G.2). Identify a numerical equation that represents a one-step real-world addition problem (E.2). Identify a model of zero (N.2). Identify a model that represents a 1:1 ratio (F.2). Identify the object that appears most frequently (median) in a set of ordered data (D.2).
Level 1	<ul style="list-style-type: none"> Identify a detail from the text (RI.2, E.2). Write a statement about a topic (W.2). Ask a familiar question or question related to a topic, text, or issue under discussion (SL.2). Identify a question mark (L.2). 	<ul style="list-style-type: none"> Identify a rectangle (G.2). Add one more to a group (E.2). Identify one component of a 1:1 ratio of a given, one-to-one real-world context (e.g., show one piece, identify one cookie) (F.2). Identify the object that has more (D.2).

Detailed information on the WA-AIM alternate assessment can be found at: <http://s12.wa.us/assessment/WA-AIM/default.aspx>

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Figure 1: Family Report

Document Lay-out

The WA-AIM Family Report is two pages. Page 1 will contain the demographic information of your child including:

- Test Administration Window
- Name
- Grade
- State Student Identification Number
- School
- School District
- grade of the assessment your child took

Next on page 1 you will see the Achievement Level by content with the Total Content Score displayed on the bar, followed by a list of Content Categories which will show the raw scores earned on each standard in the content areas by your child. The content areas are: English Language Arts, Mathematics, and Science.

Finally the bottom of page 1 is a key to scoring codes and complexity levels.

Page 2 of the report will be the Alternate Achievement Level Descriptors (AALDs) which are statements of the knowledge, skills, and abilities students are able to show and do at each achievement level.

WA-AIM Scores

Your child will receive three different scores on their Family Score Report, which is also known as an Individual Student Report. The three different scores are described in the following sections.

Achievement Level Score

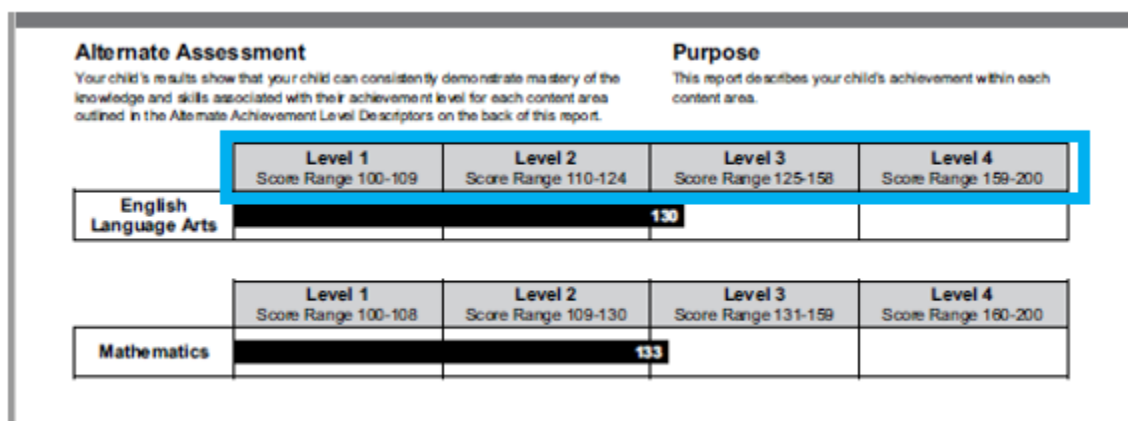


Figure 2: Achievement Level Score

This bar shows which Achievement Level your student will be reported in for federal and state accountability. There are four levels:

- Level 1
- Level 2
- Level 3
- Level 4

For the purpose of accountability Level 3 and Level 4 are considered meeting standard for that content area based on the expected grade level knowledge, skills, and abilities all students are expected to master. Achievement Level Score Ranges vary by grade level and content area. Follow this link for a complete list of [scale score ranges for all achievement levels](#).

For each achievement level there are Alternate Achievement Level Descriptors (AALDs) that describe the general knowledge, skills, and abilities students at each level should be able to know and do. More information about the AALDs is available on page # of this document.

For more information on the WA-AIM please go to the Washington Access to Instruction & Measurement website at: <http://www.k12.wa.us/assessment/WA-AIM/default.aspx>

Total Content Score

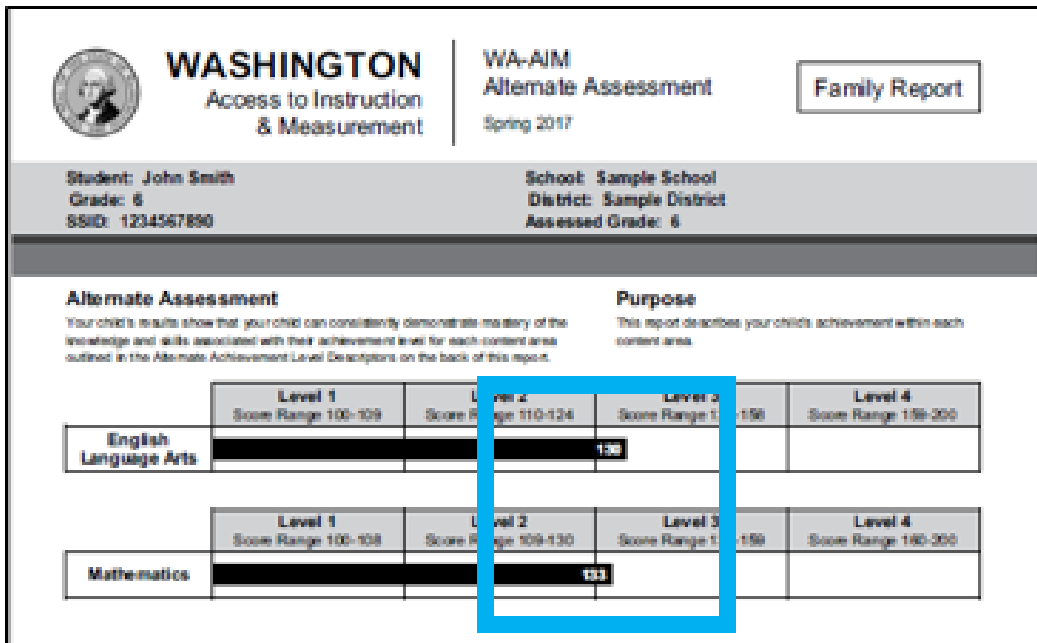


Figure 3: Total Content Score

This number shows the scale score your child earned for the content area. The scale score range for the WA-AIM is 100–200 points. This score determines which Achievement Level your child's score falls into. Information about how the scale score is calculated is included in the next section.

Standard Score

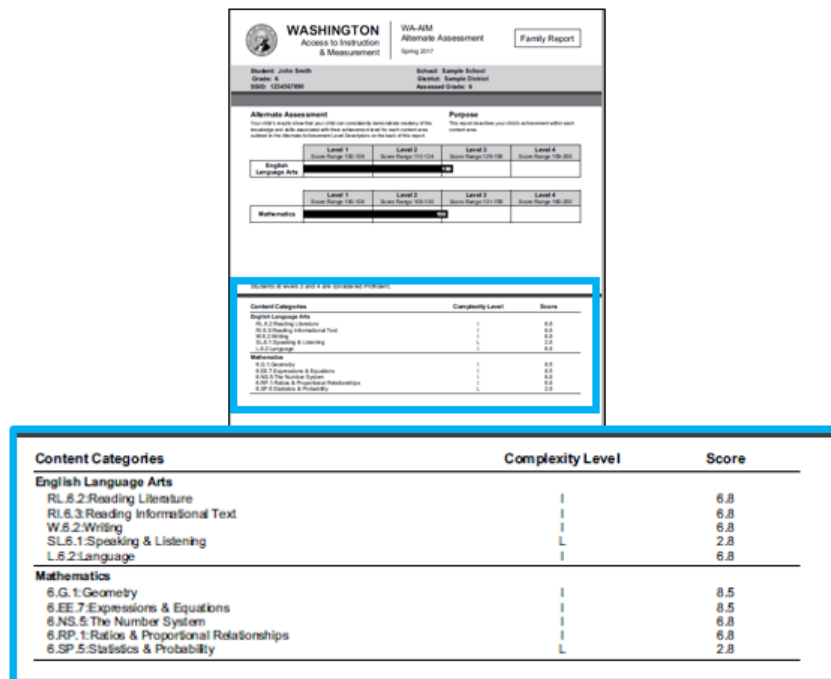


Figure 4: Standard Scores

For each content area, the WA-AIM measures five learning standards. Each standard is administered to your child at one of three Access Point complexity levels: More, Intermediate, or Less. Your child's teacher determines which Access Point complexity level is most appropriate for you child, Which Access Point a standard was administrated at will be listed in the Complexity Level column as either M, I, or L. The Access Points are weighted to reflect the varying demand of the knowledge, skills, and abilities required at each Access Point. The weights for the Access Points are:

- More=4.0
- Intermediate=1.7
- Less=.7

Your child is given five items created by the teacher to measure each standard. To get the total final standard score, in the far right column under Score, the number of items your child answers correctly is multiplied by the weight of the Access Point the items were developed at. See Figure 5: Scoring Example.

For Reading Literature, John Smith was given 5 items at the Intermediate Access Point. John got 4 out of 5 items correct: $4 \times 1.7 = 6.8$.

Each standard score is then added together, rounded, and added to 100 to get the Total Content Score.

Figure 5: Scoring Example

WASHINGTON
Access to Instruction
& Measurement

WA-AIM
Alternate Assessment
Spring 2017

Family Report

Student: John Smith
Grade: 6
SID: 123456789

School: Sample School
District: Sample District
Assessed Grade: 6

Alternate Assessment
Reports to each user the score and complexity level for each standard and the knowledge and skills associated with that achievement level for each content area within the Alternate Assessment Level Descriptors for the level of the report.

Purpose
The report displays your child's achievement within each content area.

	Level 1 Score Range: 100-109	Level 2 Score Range: 110-124	Level 3 Score Range: 125-158	Level 4 Score Range: 159-200
English Language Arts				
Mathematics				

Results Key:
NS = Not Scorable
NT = Not Tested

Complexity Levels:
M = More Complex
I = Intermediate Complexity
L = Less Complex

Results Key:
NS = Not Scorable
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State of Washington
Office of Superintendent of Public Instruction

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Figure 6: Scoring and Complexity Key

A list on the bottom of page 1 provides a key to other information which may be present on your child’s report. If, under Score, you see NS or NT this means the standard was not able to be scored.

A score of NS means your child was assessed on the standard but during the scoring process it was determined that the standard was not able to be scored. Typical reasons for a score of NS include, but are not limited to:

- Information provided was too limited to score
- Items violated the requirements or restrictions of the standard
- Information provided did not match the standard

A score of NT means your child was not assessed on the standard. An NT will be assigned when one of the following occurs:

- Teacher marked the standard Not Tested
- Information provided shows the standard was not tested (i.e., refusals, opt-out, student did not respond.)

The list also shows the abbreviations for the complexity level each standard was administered at.

Alternate Achievement Level Descriptors

Alternate Achievement Level Descriptors		
Achievement Levels	English Language Arts	Mathematics
Level 4	<ul style="list-style-type: none"> • Identify details important to the theme or central idea [RL] • Use details to explain how an individual, event, or idea is introduced, developed, and concluded or to a text [RI] • Write to share information supported by details [W] • Engage in collaborative discussion by sharing information or reading information from others [SL] • Read enough words fluently [L] 	<ul style="list-style-type: none"> • Determine the area of a composite figure made up of two rectangles by counting unit squares [G] • Identify an algebraic equation that represents a real-world word problem (where the variable does not represent the sum or difference) [EE] • Determine the distance from zero to a given point on a number line [SP] • Generate a ratio based on a model or real-world situation [RP] • Identify the median of a set of ordered data (such as ...)
Level 3	<ul style="list-style-type: none"> • Identify a detail related to the theme or central idea in a text [RL] • Identify a detail that elaborates on an individual, event, or idea in a text [RI] • Write to introduce a topic and convey a fact or detail related to the topic [W] • Share information, following simple rules for discussion [SL] • Identify or use basic capitalization rules (common proper nouns, beginning of sentences) [L] 	<ul style="list-style-type: none"> • Determine the area of a rectangle by counting unit squares [G] • Identify an algebraic equation that represents a real-world addition problem where the variable represents the sum [EE] • Identify a real-world scale that shows an amount less than zero (e.g., number line, thermometer) [NS] • Identify a model of a given simple ratio [RP] • Identify the greatest value and least value of a set of ordered data [SP]
Level 2	<ul style="list-style-type: none"> • Identify an important individual, event, or idea in a text [RI] • Write a statement about a topic that includes one fact, detail, or other information (e.g., sentences) [W] • Ask a familiar question or question related to a topic [SL] 	<ul style="list-style-type: none"> • Determine the perimeter of a polygon by counting the squares (e.g., ...) • Identify a numerical equation that represents a real-world word problem [EE] • Identify a model of a ratio [RP]

Figure 7: Alternate Achievement Level Descriptors

In the example provided we can see that John Smith was reported at an achievement Level 3 for both English language arts and math. The AALDs provide short statements of knowledge, skills, and abilities that all students who score in this range should be able to know and do. The italicized letters in the bracket align to the standard from Figure 4 each bullet describes.

Families and educators can use the AALDs to get a sense of what the child has mastered, and to see what knowledge and skills the child is still learning.