

# WA-AIM Observers: What to Know

## Purpose

This document is intended to provide a resource to districts for staff who participate in the WA-AIM testing process as observers. Districts can use the attached security agreement as an assurance of training for observers involved in WA-AIM testing.

## What is WA-AIM

WA-AIM is the alternate assessment available to test ELA, Math, and Science knowledge and skills for students with the most significant cognitive disabilities, who have been determined to be eligible for participation by the student's IEP team and documented in the student's IEP. A student's IEP team determines if a student is eligible for WA-AIM based on guidelines established by OSPI.

The WA-AIM is the state alternate assessment to the Smarter Balanced (SBA) ELA and math, and the Washington Comprehensive Assessment of Science (WCAS).

WA-AIM and SBA/WCAS similarities:

- WA-AIM is administered in grades 3-8, 10 (and 11 for science) to fulfill state and federal assessment requirements.
- Math and ELA WA-AIM tests can be used as a graduation pathway.

WA-AIM and SBA/WCAS differences:

- WA-AIM is always administered to a single student, there are no group testing scenarios
- The test administrator (often a teacher) selects the items each student will test on based on the appropriate level of complexity for that student.
- WA-AIM tests students on 5 standards for each content area using 5 items for each standard (25 items per content area tested).

## How is WA-AIM Administered?

Tasks are administered over time to students in a 1:1 setting, with an observer present. It is acceptable to administer WA-AIM in a classroom with other students, but care should be taken to prevent students in the room from distracting the tester and from test content being overheard.

## Test Administrator

The Test Administrator (TA) is typically the teacher most familiar with the student and the student's methods of communication. The TA works directly with the student during testing, reading prompts, preparing performance tasks, determining correctness of responses. The TA



also sets the Observer up with any information needed to help the Observer know what to expect during testing.

## Observer

Observers are district employees who have completed their own training requirement (review of these materials). Observers 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. Observers are typically paraeducators who have experience working with the student who is testing but may be other school staff who have experience with the student.

## Observer Expectations

### Before Test Administration

Test administrators will:

- Brief the observer about the task they will observe
- Review when the task will occur
- Decide how the observer will observe (e.g., from a nearby table, as the response recorder, etc.).
- Answer any questions about administration

### During Administration

Observers will witness the testlet being administered then attest to the administration procedure and the accuracy of the student responses. Observers should stay present in the testing room and while they do not need to directly participate in the test administration, they should remain attentive to the testing throughout the administration.

Before signing to attest, observers must consider if the administration was valid:

### Was the student provided with the materials indicated for the assessment?

- In addition to student response pages, some tasks require additional items like an image, specific text, science materials, or a teacher-created model. These will be in the teacher instructions for the task (e.g., Give student template and cut-outs).
- Materials should be provided to students as indicated. For example, cut-outs should be fully cut-out and prepared for student use. Students should not be asked to pretend or imagine that they have the materials as indicated for the assessment.

### Was the task administered as indicated in the instructions for the task?

- The script was read to the student and all questions were fully administered.

- Responses were faithfully recorded. The test administrator may ask for you to assist in recording responses. This is fine. Carefully review these with the test administrator during or immediately following administration.

### **Did the administrator prompt, coach, assist, or otherwise compromise administration?**

- The requirements for each task are listed in the requirements box for each task. This lists the expectations for completing the task successfully.
- Correct student responses are in the teacher script portion of the task. Test administrators must accurately record correct responses based the information provided.
- Students should not be provided with hints, clues, sounds like, warmer/colder or any kind of feedback.

### **After Administration**

When the test administrator is ready, observers will meet with them to attest to the accuracy of the student performance data in the Data Collection Platform.

If the data on the screen is accurate to what was observed during administration, the observer will enter their name, attesting to the accuracy of the data.

## **Discrepancies and Incidents**

### **What should I do if I observe an improper administration of the assessment or intentional data entry discrepancies?**

Intentional or unintentional improper administration is a serious type of test incident. All test incidents must be reported to your school coordinator (usually the administrator at your school who supervises special education). It is also appropriate to directly report incidents to the school or district assessment coordinator.

### **More about incidents**

Incidents are any unusual events that impact the administration of the assessment. It is fine to over-report incidents if you are not sure what is or is not an incident.

Common incidents include:

- Student improprieties (sharing test questions/answers, cell phone use, disrupting behaviors, students distracting or interrupting the testing).
- Security breach (unauthorized individual present, loss of materials, dissemination of secure/confidential information).
- Report any unusual events that occur during administration to your school coordinator right away.

## WA-AIM Security:

All tasks and student responses are secure assessment materials. These items should be secured in a locked space when not in use.

It is acceptable to discuss test content for the purpose of test administration or data entry with the test administrator. Do not disclose or disseminate test content or student responses to any other individual.

Any use of test materials, disclosure of content, or discussion of test materials, content, or student responses outside of the observer roles as indicated in this packet is prohibited.

Unauthorized persons are prohibited in the test area. This includes:

- Parents
- Volunteers
- Press
- Any untrained/not security trained staff

# SECURITY AGREEMENT

I, \_\_\_\_\_ understand the information written in this packet.  
Print First and Last Name

\_\_\_\_\_ I understand and will comply with the rules and procedures outlined in this packet.  
initial

\_\_\_\_\_ I understand that I am not to seek out, reproduce, copy, or disclose secure test information  
initial in any fashion.

\_\_\_\_\_ I understand the consequences of disclosing secure test content.  
initial

\_\_\_\_\_ I understand that I am to ensure that any incidents that occur in the testing room are  
initial reported to my school or district coordinator.

\_\_\_\_\_ If I have any questions about appropriate proctoring, I understand that I should contact my  
initial school or district coordinator for assistance.

\_\_\_\_\_  
OBSERVER NAME \_\_\_\_\_

OBSERVER SIGNATURE \_\_\_\_\_

DATE COMPLETED \_\_\_\_\_

SCHOOL \_\_\_\_\_