Washington Access to Instruction and Measurement

Score Interpretation Guide for Families and Educators

2026

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Revision Log

Changes to this document made after February 28, 2026 will be noted in the table below.

Section	Page	Description of Revision	Revision Date

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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

WASHINGTON
Access to Instruction & Measurement

WA-AIM
Alternate Assessment
Spring 2026

Family Report

Student: SAMPLE A. STUDENT
Grade: 3
SSID: 1234567891

School: Sample School
District: Sample District
Assessed Grade: 3

Alternate Assessment

Your child's results show that your child can consistently demonstrate mastery of the knowledge and skills associated with their achievement level for each content area outlined in the Alternate Achievement Level Descriptors on the back of this report.

Purpose

This report describes your child's achievement within each content area.

	Level 1 Score Range 100-108	Level 2 Score Range 109-123	Level 3 Score Range 124-149	Level 4 Score Range 150-200
English Language Arts		126		

	Level 1 Score Range 100-107	Level 2 Score Range 108-128	Level 3 Score Range 129-160	Level 4 Score Range 161-200
Mathematics		136		

Students at levels 3 and 4 are considered Proficient.

Content Categories	Complexity Level	Score
English Language Arts		
RL.3.1: Reading Literature	I	6.8
RI.3.5: Reading Informational Text	I	3.4
RF.3.3: Reading Foundational Skills	I	6.8
W.3.3: Writing	I	3.4
SL.3.3: Speaking & Listening	I	5.1
Mathematics		
3.G.1: Geometry	I	6.8
3.MD.4: Measurement & Data	M	16.0
3.NBT.1: Number & Operations in Base Ten	I	6.8
3.NF.1: Number & Operations–Fractions	I	6.8
3.OA.8: Operations & Algebraic Thinking	I	0.0

Results Key:
NS = Not Scorable
NT = Not Tested

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

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Alternate Achievement Level Descriptors

Achievement Levels	English Language Arts	Mathematics
Level 4	• Use details to answer questions about the plot and characters in a text *[RL.3.1]* • Use text features, including headings and key words, to locate information in a text *[RI.3.5]* • Read simple sentences having high-frequency words *[RF.3.3]* • Write about an event or personal experience using details *[W.3.3]* • Ask or answer questions about the details presented *[SL.3.3]*	• Use number of angles or number of sides to describe or identify a figure *[3.G.1]* • Measure the length of an object to the nearest whole unit *[3.MD.4]* • Round two-digit numbers (0-30) to the nearest 10 *[3.NBT.1]* • Identify a unit fraction of a model fraction or use a model to represent a unit fraction *[3.NF.1]* • Solve one-step real-world problems using addition or subtraction with sums/differences within 20 *[3.OA.8]*
Level 3	• Answer questions about characters in a text *[RL.3.1]* • Use one or more text features to locate specific information in a text *[RI.3.5]* • Identify single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC]) *[RF.3.3]* • Write about an event or personal experience *[W.3.3]* • Ask or answer questions about one detail presented *[SL.3.3]*	• Recognize sides or angles in two-dimensional shapes *[3.G.1]* • Identify tools that can be used to measure length *[3.MD.4]* • Identify numbers between 0 and 30 using base ten models *[3.NBT.1]* • Recognize whole and parts of two-dimensional figures *[3.NF.1]* • Solve one-step real-world problems using objects or models to compose or decompose numbers up to 10 *[3.OA.8]*
Level 2	• Identify text details, such as character, in a text *[RL.3.1]* • Identify a text feature in a text *[RI.3.5]* • Match letter sounds with their letter correspondences or words with corresponding visuals *[RF.3.3]* • Identify an event or personal experience, either real or imagined *[W.3.3]* • Select one detail from a text presented *[SL.3.3]*	• Identify circles, squares and triangles *[3.G.1]* • Identify the longest/shortest object when given two objects *[3.MD.4]* • Identify numbers between 0 and 10 *[3.NBT.1]* • Recognize a whole and parts in relation to the whole of real-world objects *[3.NF.1]* • Count (up to 5) to solve real-world problems *[3.OA.8]*
Level 1	• Match text details, such as character, in a text *[RL.3.1]* • Match letters with corresponding visual of same letter *[RF.3.3]* • Match 2 pictures of an event *[W.3.3]* • Match one detail from a text presented *[SL.3.3]*	• Identify numbers 1-5 *[3.NBT.1]* • Recognize whole objects *[3.NF.1]* • Count up to 5 *[3.OA.8]*

Detailed information on the WA-AIM alternate assessment can be found at:
https://ospi.k12.wa.us/student-success/testing/state-testing/assessment-students-cognitive-disabilities-wa-aim

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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 7 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 following pages contain 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

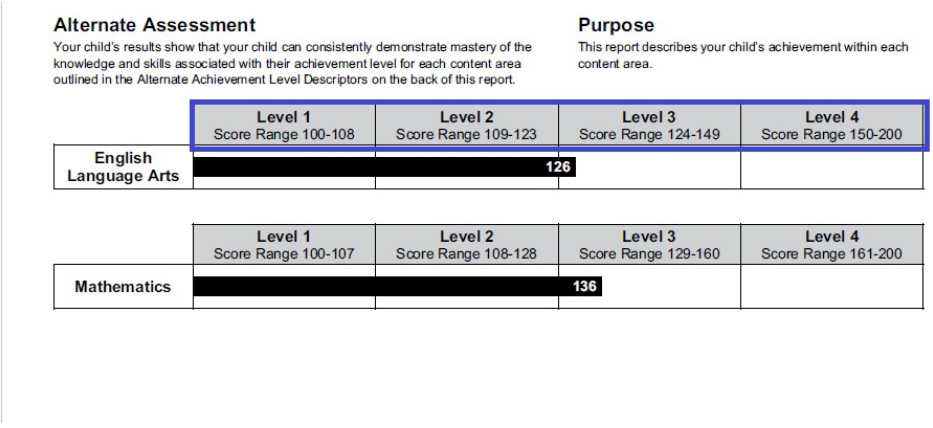


Figure 2 Achievement Level Score

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

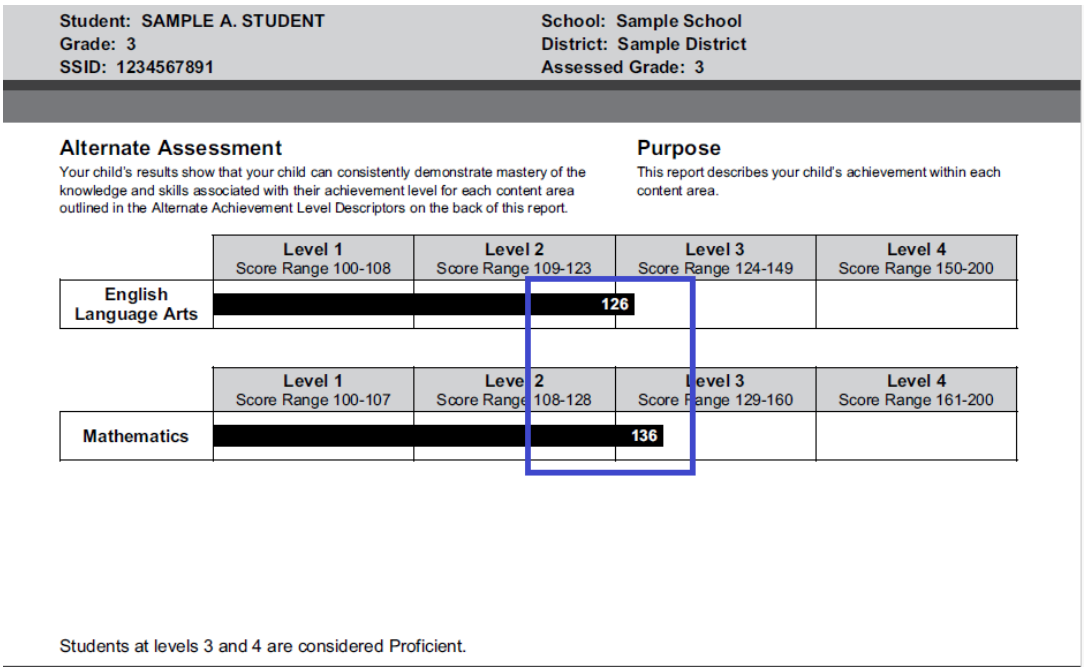
For the purpose of accountability Level 3 and Level 4 are considered meeting standard for that content area based on the expected grade level knowledge, skills, and abilities all students are expected to master. Achievement Level Score Ranges vary by grade level and content area. Follow this link for 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 10 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

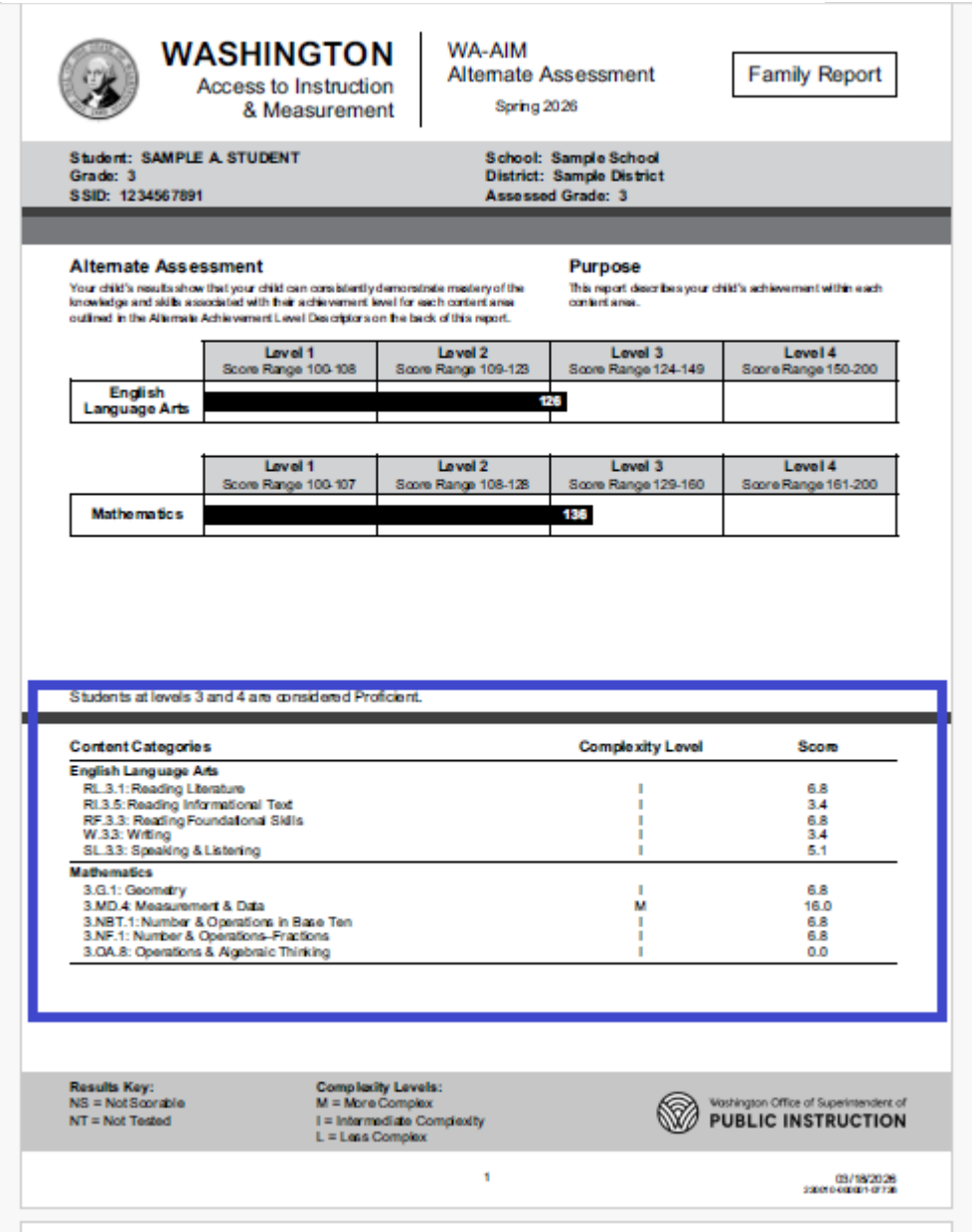
Figure 3 Total Content Score



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



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Students at levels 3 and 4 are considered Proficient.

Content Categories	Complexity Level	Score
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RF.3.3: Reading Foundational Skills	I	6.8
W.3.3: Writing	I	3.4
SL.3.3: Speaking & Listening	I	5.1
Mathematics		
3.G.1: Geometry	I	6.8
3.MD.4: Measurement & Data	M	16.0
3.NBT.1: Number & Operations in Base Ten	I	6.8
3.NF.1: Number & Operations–Fractions	I	6.8
3.OA.8: Operations & Algebraic Thinking	I	0.0

Results Key:
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Mathematics		
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3.NBT.1: Number & Operations in Base Ten	I	6.8
3.NF.1: Number & Operations–Fractions	I	6.8
3.OA.8: Operations & Algebraic Thinking	I	0.0

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

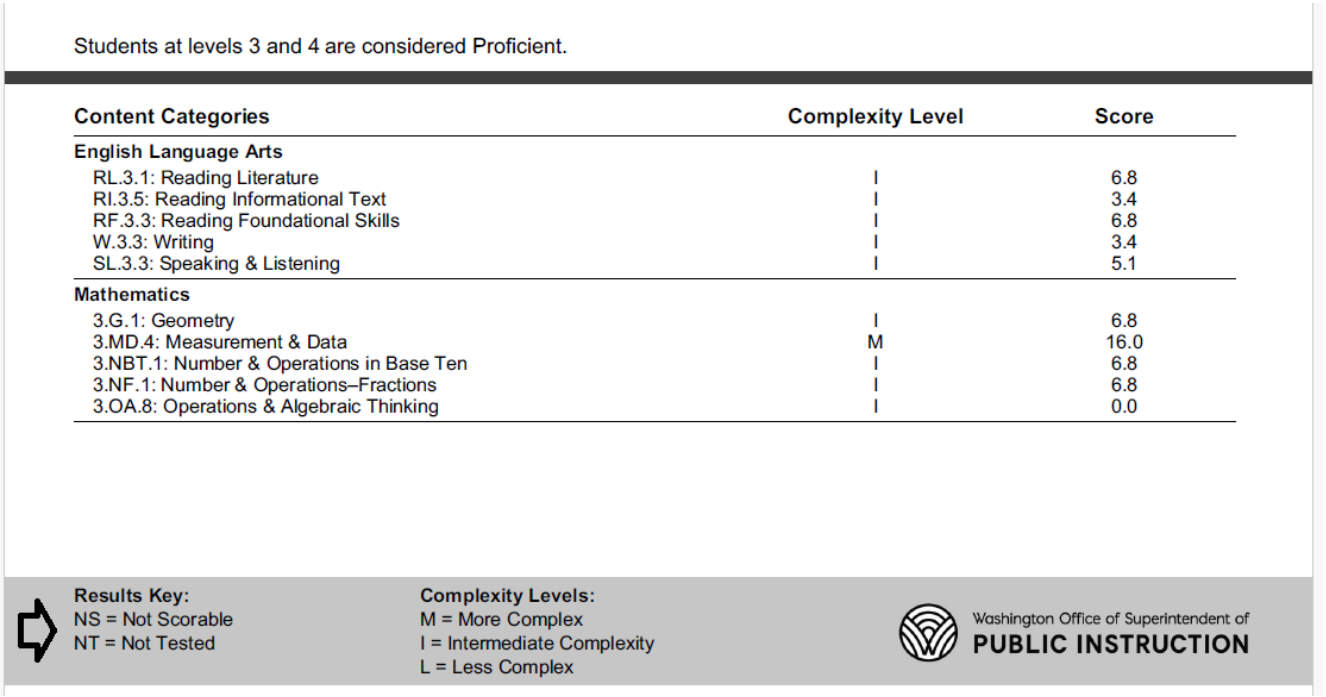
For Reading Literature, John Smith was given 5 items at the Intermediate Access Point. John got 4 out of 5 items correct: 4 X 1.7=6.8.

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

Figure 5 Scoring Example

Scoring and Complexity Key

Figure 6 Scoring and Complexity Key



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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

Figure 7 Alternate Achievement Level Descriptors

Alternate Achievement Level Descriptors

Achievement Levels	English Language Arts	Mathematics
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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.

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