

2026 1% Alternate Assessment Participation Cap – LEA Justification Form

District Information and Contact

1. LEA Contact Name
2. Full District Name (not number or abbreviation)

ELA

3. ELA: (Grades 3–8, and 10) - Anticipated number of students who will take the Smarter Balanced Assessment.
4. ELA: (Grades 3–8, and 10) - Anticipated **number** of students who will take the Washington Access to Instruction & Measurement alternate assessment (WA-AIM).
5. ELA: (Grades 3–8, and 10) - Anticipated **percentage** of students who will take the Washington Access to Instruction & Measurement alternate assessment (WA-AIM).
6. ELA: Do you anticipate the district's participation rate for WA-AIM testing will increase, decrease, or stay the same compared to the previous school year?
Increase Decrease Stay the same

Math

7. Math: (Grades 3–8, and 10) - Anticipated number of students who will take the Smarter Balanced Assessment.
8. Math: (Grades 3–8, and 10) - Anticipated **number** of students who will take the WA-AIM
9. Math: (Grades 3–8, and 10) - Anticipated **percentage** of students who will take the WA-AIM
10. Math: Do you anticipate the district's participation rate for WA-AIM testing will increase, decrease, or stay the same compared to the previous school year?
Increase Decrease Stay the same

Science

11. Science: (Grades 3–8, and 10) - Anticipated number of students who will take the Smarter Balanced Assessment.
12. Science: (Grades 3–8, and 10) - Anticipated **number** of students who will take the WA-AIM
13. Science: (Grades 3–8, 10) - Anticipated **percentage** of students who will take the WA-AIM
14. Science: Do you anticipate the district's participation rate for WA-AIM testing will increase, decrease, or stay the same compared to the previous school year?
Increase Decrease Stay the same

District Plans and Processes

15. **Root Cause: External.** Describe any LEA circumstances or root cause(s) **outside of the district's control** that explain why the LEA assesses more than 1% of the total tested population in any content area. Circumstances could include, but are not limited to small LEA size, regional programming, and/or local or community circumstances. The LEA must address each content area requiring justification.
16. **Root Cause: Internal.** Describe the district practices or processes that may contribute to the district exceeding the 1% participation threshold this year. Consider factors such as staff training, IEP team decision-making, administrator review, implementation of the participation decision-making guidance, school culture/beliefs, staff turnover, or other local processes. Identify the factor(s) the district believes it can improve.

17. Has the district been identified as testing more than 1% of students on the WA-AIM assessment in at least two consecutive school years?
☐ Yes ☐ No
18. Describe the LEA's process or plan for ensuring the correct students are identified to take the WA-AIM. Include at least one additional component in your process that will be implemented before the next testing window.
19. How will the district determine whether the change described above was effective? Describe the evidence or data the district will review. (For example, Administrator/District review of new WA-AIM decisions, IEP file review, Reduction in inappropriate referrals, staff feedback)

Identification of Students

20. If the district has previously exceeded the 1% participation cap, describe any actions taken and whether one or more of those actions addressed root causes. If the actions did not address a root cause, explain what the district plans to do differently this year and how you anticipate the new actions will address the root causes. If this is the first year the district has exceeded the 1% participation cap, please describe any action the district will take to address an identified root cause.
21. Describe the LEA's processes or plan for how the LEA identifies trends and/or disproportionality for any student group taking the WA-AIM and steps taken to address. If trends were identified, describe any actions taken or planned.

Training

22. Describe the LEA's processes or plan for how the LEA trains IEP team members and LEA/school administrative staff on the IEP Team assessment decision-making process and WA-AIM participation criteria as well as accessibility features of the regular state assessments. Please include whether both the [Guidelines for Statewide Accountability Assessments](#) and the [Guidelines for Tools, Supports, and Accommodations](#) are included in the training and who is required to participate.
23. In addition to training around the identification process and IEP team decision-making for WA-AIM, will the district offer other training or support for IEP teams making assessment decisions? Please describe the trainings or support and audience for each additional training that will be provided this year and whether staff are required to participate.

Disability Categories:

24. Expected disability categories for WA-AIM testers: Students who meet the eligibility criteria for WA-AIM testing are most often identified for special education under the following disability categories. When looking at WA_AIM testers, these are the categories we would expect to see represented.

Does the district test students who are identified under these categories?

	Yes	No
Autism	☐	☐
Intellectual disability	☐	☐
Multiple disabilities	☐	☐
Traumatic brain Injury	☐	☐
Developmental delays	☐	☐

25. The first criteria for WA-AIM eligibility is "**the student must have a documented cognitive disability that affects intellectual potential.**" Because cognitive disabilities often have greater impact on a student's educational experience than other disabilities, it is rare for students in the following categories to be identified to take the WA-AIM assessment.

Does the district plan to test students on WA-AIM whose disability category is one of the following less common disability categories?

	Yes	No
Deaf/ Blindness	☐	☐
Deaf/ Hard of Hearing	☐	☐
Blind	☐	☐
Orthopedic impairment	☐	☐
Other health impairment	☐	☐

26. If the district's response to the previous question is "yes," what specific steps or processes are in place to ensure that students identified for WA-AIM under these disabilities categories are, in fact, eligible for the assessment?
Type N/A if not applicable
27. The alternate assessment is a statewide testing option available only for students with significant cognitive disabilities. Students who are appropriately identified for an alternate assessment must meet the Alternate Assessment Participation Descriptors as described in the [Guidelines for Statewide Accountability Assessments](#).

This includes but is not limited to having a documented cognitive disability with scores of at least 2 standard deviations below the mean on standardized norm-referenced assessments for adaptive behavior and intellectual functioning. Students who are eligible for special education under the eligibility category of Specific Learning Disability (SLD), Emotional/Behavioral Disability (EBD) and Communication Disorders (CD) do not meet participation requirements for the WA-AIM. WAC 392-172A-01035(2)(e) and WAC 392-172A-03055(3).

District Attestation:

The district confirms that WA-AIM participation criteria was appropriately applied and that there are no students taking the WA-AIM who are eligible for special education under Specific Learning Disability (SLD), Emotional/Behavioral Disability (EBD), or Communication Disorders (CD) during this testing administration.

☐ Yes ☐ No

28. Please use the space below to add information you would like to share with OSPI or request specific support.
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