

WA-AIM Grab & Go

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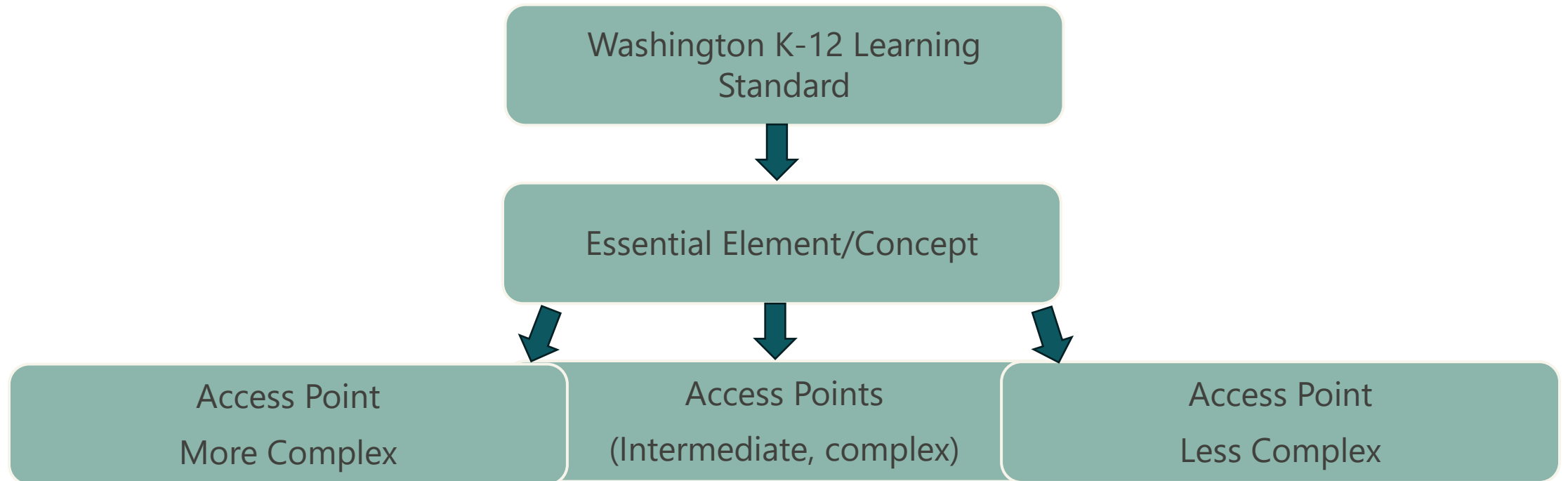


Washington Office of Superintendent of
PUBLIC INSTRUCTION



September: WA-AIM Resources

September 3: Access Point Frameworks



What is in the APFs?

Learning standards tested at each grade level.

Table 1 Grade 3 Learning Standards

Domain	Washington K-12 Learning Standard
Geometry (G)	3. G.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
Measurement & Data (MD)	3. MD.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
Number and Operations in Base Ten (NBT)	3. NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100.
Number and Operations-Fractions (NF)	3. NF.1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
Operations and Algebraic Thinking (OA)	3. OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.



What else is in the APFs?

The access points provide onramps to the essential or foundational skills and knowledge required for the learning standard.

3.G.1 Learning Standard

Domain: Geometry

Cluster: Reason with shapes and their attributes

Table 2 3.G.1 Access Points

WASHINGTON K-12 LEARNING STANDARD	ESSENTIAL ELEMENT	ACCESS POINT MORE COMPLEX	ACCESS POINT INTERMEDIATE	ACCESS POINTS LESS COMPLEX
3.G.1 Understand that shapes in different categories (e.g. rhombuses, rectangles, and others) may share attributes (e.g. having four sides), and that the shared attributes can define a larger category (e.g. quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw	EE.3.G.1 Describe attributes of two-dimensional shapes.	Student will use number of angles or number of sides to describe or identify a figure.	Student will recognize sides or angles in two-dimensional shapes.	Student will identify circles, squares, and triangles.

What do I use the APFs for?

- Instructional
 - Use the access points to outline instructional steps towards grade level standards
 - Expand instruction to reach students at more skill levels.
- IEPs
 - Use the access points to help identify appropriate academic goals.
- Establishing Baselines
 - Use the access point frameworks to identify appropriate testing levels for each student

Where can I find the Access Point Frameworks?

OSPI Home Page



State Testing (Yellow Ribbon)



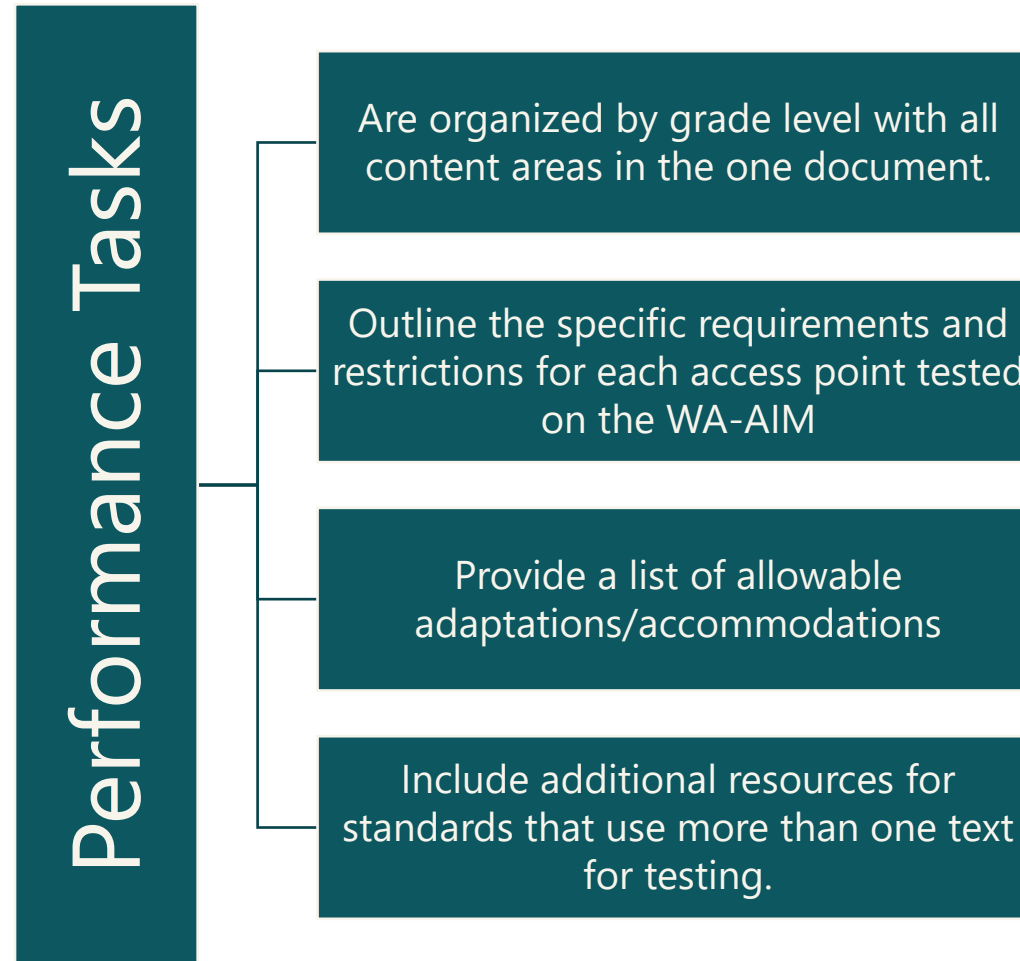
Washington – Access to Instruction and Measurement (WA- AIM) (Third option in the list)



Access Points Framework and Performance Tasks

September 10: Performance Tasks

The **Access Point Frameworks** provide the structure for the assessment while the **Performance Tasks** details how the access points are assessed.



Performance Task Top to Bottom (grade 7)

At the top of each performance task for each standard is the **K-12 Standard** and **Essential Element** followed by the table with the **Access Points**, **Requirements**, and **Restrictions**.

SL.7.3 Speaking and Listening–Comprehension and Collaboration

Washington K-12 Learning Standard

SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Essential Element

EE.SL.7.3 Determine whether the claims made by a speaker are fact or opinion.

Table 7 SL.7.3 Access Points

More	Intermediate	Less
Student will determine whether the evidence provided by a presenter is based on fact or opinion.	Student will distinguish between facts and opinions by a presenter.	Student will select a claim made by a presenter.
Requirements: Every performance task must have at least five unique items/questions. The five items can relate to one topic or to multiple topics. In a multiple-choice item, teacher must use the answer choices provided.	Requirements: Every performance task must have at least five unique items/questions. The five items can relate to one topic or to multiple topics. In a multiple-choice item, teacher must use the answer choices provided.	Requirements: Every performance task must have at least five unique items/questions. The five items can relate to one topic or to multiple topics. In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: Do not show the text to the student	Restrictions: Do not show the text to the student	Restrictions: Do not show the text to the student

Requirements and Restrictions

- Requirements show what must be in every item assessing the specific access point.
- Restrictions speak to adaptation or other changes that would violate the construct of the test and is not allowed.
- Restrictions and requirements should be considered on an individual **Item** level and for the overall **Form** that is used for testing.

Table 7 SL.7.3 Access Points

More	Intermediate	Less
Student will determine whether the evidence provided by a presenter is based on fact or opinion.	Student will distinguish between facts and opinions by a presenter.	Student will select a claim made by a presenter.
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Adaptations and Accommodations

At the end of each Performance Task is the list of allowable adaptations and accommodations.

- If it is on this list, it is allowed for this standard.
- If it is not on this list, then consider whether it violates the restrictions on the performance task or the construct of the assessment before making the change.

Allowable Adaptations/Accommodations

- Use graphics and/or physical models.
- Enlarge graphics/answer options.
- Simplify directions.
- Use tactile graphics; replace provided graphics with graphics commonly used by the student.
- 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 card, choice board, AAC device.
- Braille answer options.
- Re-read text and/or answer options.
- Responses may be cut out and/or laminated to present to student.
- Scribe and/or Speech to Text.
- Sign language.

Additional Tools, Supports, and Accommodations for Multilingual Learners

- 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 or word is not what the item is intended to measure

Additional Materials for Test Administration

None.



Additional Materials

For standards that require more than one text, the additional texts used for testing can be found in the Performance Task document.

The additional texts will be linked under the standard it is associated with.

Table 2 Video Versions of Text in Student Materials

Video Title	Link
Belling the Cat	https://www.youtube.com/watch?v=-89LoqnHv_U https://www.youtube.com/watch?v=Evo1CJulNPE https://www.youtube.com/watch?v=Y78nXN46qvE
The Ant and the Grasshopper	https://www.youtube.com/watch?v=svBrlehmMo https://www.youtube.com/watch?v=diwcldiALac https://www.youtube.com/watch?v=q1tyJ6APv2A
The Crow and the Pitcher	https://www.youtube.com/watch?v=2pWASStY5obw https://www.youtube.com/watch?v=t0uUAllyyFJ8 https://www.youtube.com/watch?v=VLVqQr-cHMg https://www.youtube.com/watch?v=H0RwhQzH_LA
The Dog and His Reflection	https://www.youtube.com/watch?v=pgWRtmRRQ1o https://www.youtube.com/watch?v=70HZjHjNgZQ (signed version) https://www.youtube.com/watch?v=V06pJERum70
The Fox and the Grapes	https://www.youtube.com/watch?v=EFv0qs60KQ4 https://www.youtube.com/watch?v=g7MpEJBK7Ao (song version) https://www.youtube.com/watch?v=wfgAaMiCwPs

Passage-Based Titles and Item Numbers

The Performance Tasks also have a table that includes all the passages used at that grade level and the item number that uses the passage.

This might be helpful if a TA chooses to create their own form for testing.

Table 18 Reading Informational Text (RI.7.9)

Title	Access Point	Item Number
3-D Printers: 3-D Future That's Edible? Looks Delicious	(M) More)	1182411
	(L) Less	1182406
A Dane's Best Friend: Bicycling in Denmark. Cities Make a Place for Bikes	(M) More	1158374
	(I) Intermediate	1075506
	(L) Less	1158372
A Sweet Maple Treat. A Gift from the First Americans	(M) More	1069274, 1069275
	(I) Intermediate	1069265, 1069266, 1069267, 1069268; 1069269
	(L) Less	1074972
Choosing the President. Origins of the Electoral College	(M) More	1158375
	(I) Intermediate	1075505
	(L) Less	1158373



Where can I find the Performance Task Documents?

OSPI Home Page



State Testing (Yellow Ribbon)



Washington – Access to Instruction and Measurement (WA-AIM) (Third option in the list)



Access Points Framework and Performance Tasks

September 17: How to WA-AIM and Strategies for Success

How to WA-AIM

- A step-by-step overview of the entire WA-AIM process intended to provide district and school coordinators with a quick resource for reference

Strategies for Success

- A collection of strategies that districts have found helpful to make WA-AIM more manageable.

How to WA-AIM

This document walks through the following steps:

- Pre-Testing
 - Identify students to take WA-AIM
 - Identify Access Points and Establish Baselines
- Testing
 - Identify Items and Forms
 - Assign Forms to Students
 - Test Students
 - Input Student Performance Data
- Resources

Strategies for Success

This document has suggestions that help make all the WA-AIM tasks manageable

- Train everyone together
- Create a timeline
- Actively monitor progress
- Have regular check-ins between Assessment & Special Ed

Where can I find the Strategies for Success and How to WA-AIM Documents?

OSPI Home Page



State Testing (Yellow Ribbon)



Washington – Access to Instruction and Measurement (WA-AIM) (Third option in the list)

Look under “Resources” at the bottom of the page

September 24: WA-AIM Test Administrator Manual (TAM)

Link: [WA AIM Test and Administration Manual](#)

Used to support test administrators as they go through the testing steps from participation guidelines to scoring and reporting.



October: Identification

October 1: Eligibility

Guidelines for Statewide Accountability Assessments (Page 8)

- Students with the most significant 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**.



Non-Considerations

The following criteria may **not** be used for alternate assessment participation decisions:

- poor attendance, excessive or extended absences
- disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, or speech and language impairment
- lack of access to quality instruction in core standards
- social, cultural, linguistic, or economic differences for the WA-AIM
- below average reading or achievement levels
- displays of behaviors or emotional distress during testing
- expectations of poor performance, non-proficiency, or the pre-determined or anticipated impact of the student's performance on the school/district on-grade level assessment scores
- an administrative decision
- the student's disability category, educational placement, type of instruction, and/or amount of time receiving special education services.

