Washington Office of Superintendent of
PUBLIC INSTRUCTION

Washington Access to Instruction and Measurement (WA-AIM): Grade 10 ELA and Math Performance Tasks

July 2023

WASHINGTON ACCESS TO INSTRUCTION AND MEASUREMENT (WA-AIM)

Grade 10 ELA and Math Performance Tasks

2023–2024

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TABLE OF CONTENTS

HOW TO USE THIS DOCUMENT

This document outlines the required standards to be assessed at this grade level. Each standard contains 3 access points.

Educators should review the access points associated with each standard. For each student taking the WA-AIM, the educator will choose the access point that best reflects the student's knowledge, skills, and abilities in relationship to each individual standard.

Once one access point for each standard has been selected for administration, the educator will administer a Performance Task form associated with that access point level.

Each standard will require the use of 1 form (testlet). Forms (testlets) can be selected or created within the INSIGHT system. Each form must contain five items that meet all requirements found under the relevant access point. For each access point educators will select a pre-built form(testlet) containing five items that fully meet the requirements of the access points OR create a form (testlet) by selecting five unique items from the item library housed in the test delivery platform, INSIGHT.

Each student in grade 10 will need to be administered 10 total forms (5 ELA, and 5 Math), each containing five items.

All form selection, creation, registration to student, and student performance data will occur in INSIGHT. While educators are no longer allowed to create item content, allowable adaptations/accommodations will be listed for each standard and/or access point within this document.

RL.9-10.2 READING LITERATURE-KEY IDEAS AND DETAILS

Washington K–12 Learning Standard

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Essential Element

EE.RL.9-10.2 Recount events related to the theme or central idea, including details about character and setting.

Figure 1: Access Points RL.9-10.2 (M, I, L)

More	Intermediate	Less
Student will explain how the events, characters, and setting help to develop a theme or central idea of a text.	**Student will recount events related to the theme or central idea, including details about character and setting.**	**Student will identify the main events of a text that include details about character and setting.**

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• The five items may relate to one or multiple texts.
 	
• Within the set of five items:
  ○ One item must address how an event helps develop theme or central idea
  ○ One item must address how an event with a detail about the character help develop theme or central idea
	Requirements:
	• Every performance task must have at least five unique items/questions.
	
	• The five items may relate to one or more texts.
	
	• Within the recount student must include at least:
	  ○ One event with a detail about a character
	  ○ One event with a detail about the setting
	
	• Source text should be a literary text and have a clear theme or central idea
		Requirements:
		• Every performance task must have at least five unique items/questions.
		
		• The five items may relate to one or more texts.
		
		• Student must identify five events.
		
		• Within the set of five events the student must identify at least:
		  ○ One event with a detail about a character
		  ○ One event with a detail about a setting
		
		• Source material must be a literary text.
		• In a multiple-choice item, teacher must use the answer choices provided.

More	Intermediate	Less
o One item must address how an event with a detail about setting helps develop the theme or central idea • Source text must be a literary text that has a clear theme or central idea developed through events, characters, and setting. • In a multiple-choice item, teacher must use the answer choices provided.	• In a multiple-choice item, teacher must use the answer choices provided.	
Restrictions: NONE	Restrictions: NONE	Restrictions: NONE

Final Form Options

1) Use pre-built form
2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options;
- Simplify text/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 cards, choice board, AAC device
- Braille
- Re-read text and/or answer options
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student

- Pages of literary text(s) may be enlarged and/or cut apart
- Scribe and/or Speech to Text
- Sign story
- Masking
- Highlighting by student as response
- Graphic organizers typically used by the student and/or teacher

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 where the support vocabulary or word is not what the item is intended to measure

Additional Materials for Test Administration

NONE

RI.9-10.1 READING INFORMATIONAL TEXT- KEY IDEAS AND DETAILS

Washington K–12 Learning Standard

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Element

EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.

Figure 2: Access Points RI.9-10.1 (M, I, L)

More	Intermediate	Less
Student will identify details to support a given inference from a text.	**Student will identify details to support an explicit statement from a text.**	**Student will identify details from a text.**
Requirements: • Every performance task must have at least five unique items/questions. • The five items/questions may relate to one or more texts. • Text must be informational text. • Inference from text must be provided by the teacher. • In a multiple-choice item, teacher must use the answer choices provided.	Requirements: • Every performance task must have at least five unique items/questions. • Five items/questions can relate to one or more texts. • Text must be informational text • Explicit statement from text must be provided by the teacher. • 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 may relate to one or more texts. • Source material must be an informational text. • In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: NONE	Restrictions: NONE	Restrictions: NONE

Final Form Options

1) Use pre-built form
2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options;
- Simplify text/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 cards, choice board, AAC device
- Braille
- Re-read text and/or answer options
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student
- Pages of literary text(s) may be enlarged and/or cut apart
- Scribe and/or Speech to Text
- Sign story
- Masking
- Highlighting by student as response

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 where the support vocabulary or word is not what the item is intended to measure

Additional Materials for Test Administration

NONE

W.9-10.1 WRITING-TEXT TYPES AND PURPOSES

Washington K–12 Learning Standard

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

      a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

      b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

      c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

      d. Establish and maintain a formal style and objective tone while attending to the norms of conventions of the discipline in which they are writing.

      e. Provide a concluding statement or section that follows from and supports the arguments presented.

Essential Element

EE.W.9-10.1 Write claims about topics or texts.

      a. Introduce a topic or text and write one claim and one counterclaim about it.

      b. not applicable

      c. not applicable

      d. not applicable

      e. not applicable

Figure 3: Access Points W.9-10.1 (M, I, L)

More	Intermediate	Less
Student will write a claim about a topic including supporting details and write a counterclaim.	**Given a topic or text, student will write one claim and one counterclaim.**	**Given a topic or a text, student will identify a claim and counterclaim.**
Requirements: • Every performance task must have at least five unique items/questions. • The five items must relate to one topic.	Requirements: • Every performance task must have at least five unique items/questions. • The five items must relate to five different topics or texts	Requirements: • Every performance task must have at least five unique items/questions. • Items may relate to one topic or more topics or texts.

More	Intermediate	Less

• The five items must include at least:
  o One claim
  o One supporting detail
  o One counterclaim
	• Each item requires one claim AND one counterclaim.	• The five items must include at least:
		  o One item identifying a claim
		  o One item identifying a counterclaim
		
		• In a multiple-choice item, teacher must use the answer choices provided.

Restrictions: Multiple-choice items may not be used.	**Restrictions:** Multiple-choice items may not be used.	**Restrictions:** None

Test Administration Considerations

Organizers provided in the item materials may be replaced with organizers traditionally used by the student and/or teacher.

At More Complex, given topics can be replaced with topics more engaging for the student. If topics are replaced, teacher should adhered to the structure provided in the items.

Final Form Options

1) Use pre-built form
2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics
- Simplify text/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 cards, choice board, AAC device (Less Complex)
- Braille
- Re-read text
- Re-read answer options (Less Complex)
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student (Less Complex)
- Pages of literary text(s) may be enlarged and/or cut apart
- Scribe and/or Speech to Text
- Sign story

- Masking
- Highlighting by student as response (Less Complex)
- Word or phrase banks
- Sentence starters
- Sentence templates

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 where the support vocabulary or word is not what the item is intended to measure

Additional Materials for Test Administration

NONE

W.9-10.7 WRITING-RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Washington K–12 Learning Standard

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Essential Element

EE.W.9-10.7 Conduct research projects to answer questions posed by self and others using multiple sources of information.

Figure 4: Access Points W.9-10.7 (M, I, L)

More	Intermediate	Less
Student will conduct research on a self-selected topic and develop a report that answers multiple questions and uses multiple sources.	**Student will identify two resources from a variety of materials to use to answer relevant research questions on a given topic.**	**Student will identify relevant research questions for a familiar topic.**
Requirements: • Every performance task must have at least five unique items/questions. • The five items may relate to one topic. • Students must conduct research projects directed by their own questions or those of others.	Requirements: • Every performance task must have at least five unique items/questions. • The five items must relate to five different topics. • After reviewing a variety of provided research materials, students will identify two specific resources that they expect will provide answers to specific questions on a given topic. • 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 must relate to five different topics. • In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: None	Restrictions: None	Restrictions: None

Test Administration Considerations

Organizers provided in the item materials may be replaced with organizers traditionally used by the student and/or teacher.

At More Complex, given topics can be replaced with topics more engaging for the student. If topics are replaced, teacher should adhered to the structure provided in the items.

The knowledge, skills, and abilities in these tasks shared overlapping skills with SL.9–10.4. Teacher should consider presenting these two standard in tandem.

Final Form Options

1) Use pre-built form
2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics
- Simplify text/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 cards, choice board, AAC device (Less Complex)
- Braille
- Re-read text/ answer options
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student
- Pages of literary text(s) may be enlarged and/or cut apart
- Scribe and/or Speech to Text
- Sign story
- Masking
- Highlighting by student as response
- Word or phrase banks
- Sentence starters
- Sentence templates

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 where the support vocabulary or word is not what the item is intended to measure

Additional Materials for Test Administration

NONE

SL.9-10.4 SPEAKING AND LISTENING-PRESENTATION OF KNOWLEDGE AND IDEAS

Washington K–12 Learning Standard

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Essential Element

EE.SL.9-10.4 Present an argument on a topic with logically organized claims, reasons, and evidence.

Figure 5: Access Points SL.9-10.4 (M, I, L)

More	Intermediate	Less
Student will present on a topic using logically organized claims supported with reasons and evidence.	**Student will present on a topic using logically organized claims and reasons.**	**Student will identify the logical order to present claims, reasons, and evidence that follows a line of reasoning.**
Requirements: • Every performance task must have at least five unique items/questions. • The five items must relate to one topic. • The presentation must include at least: o One claim o One reason o One piece of supporting evidence • Logical organization (as determined by teacher) • Source material must be a persuasive, informational text.	Requirements: • Every performance task must have at least five unique items/questions. • One or more topics can be used. • Presentation must be logically organized and include: o One claim with multiple reasons; OR o Multiple claims with supporting reason(s) • In a multiple-choice item, teacher must use the answer choices provided.	Requirements: • Every performance task must have at least five unique items/questions. • One or more topics may be used. • In a multiple-choice item, teacher must use the answer choices provided.

More	Intermediate	Less
• In a multiple-choice item, teacher must use the answer choices provided.		
Restrictions: None	**Restrictions:** None	**Restrictions:** Order cannot be identified by ordinal transition words

Test Administration Considerations

Organizers provided in the item materials may be replaced with organizers traditionally used by the student and/or teacher.

At More and Intermediate Complex, given topics can be replaced with topics more engaging for the student. If topics are replaced, teacher should adhered to the structure provided in the items.

The knowledge, skills, and abilities in these tasks shared overlapping skills with W.9–10.7. Teacher should consider presenting these two standard in tandem.

At the More and Intermediate Complex levels, the student is required to give a presentation. The presentation may take any form such as Powerpoint, poster, traditional speech, recorded, etc. Teacher should look for authentic opportunities for student to present to an authentic audience.

Final Form Options

1) Use pre-built form
2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics
- Simplify text/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 cards, choice board, AAC device (Less Complex)
- Braille
- Re-read text
- Re-read answer options (Less Complex)
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student (Less Complex)
- Pages of literary text(s) may be enlarged and/or cut apart
- Scribe and/or Speech to Text

- Sign story
- Masking
- Highlighting by student as response (Less Complex)
- Word or phrase banks
- Sentence starters
- Sentence templates

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 where the support vocabulary or word is not what the item is intended to measure

Additional Materials for Test Administration

NONE

HS.A-CED.1 ALGEBRA-CREATING EQUATIONS-CREATE EQUATIONS THAT DESCRIBE NUMBERS OR RELATIONSHIPS

Washington K–12 Learning Standard

HS.A-CED.1 Create equations and inequalities involving one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Essential Element

EE.HS.A-CED.1 Create an equation involving one operation with one variable, and use it to solve a real-world problem.

Figure 6: Access Points HS.A-CED.1 (M, I, L)

More	Intermediate	Less
Student will write and solve a one-step algebraic equation representing a real-world situation.	**Student will solve a one-step algebraic equation involving addition and subtraction representing a real-world situation.**	**Student will identify an algebraic equation involving addition and subtraction (up to 20) that represents a modeled real-world situation.**
Requirements: • Every performance task must have at least five unique items/questions. • Each item must include both writing an equation and solving the equation.	**Requirements:** • Every performance task must have at least five unique items/questions. • The set of five items must include at least: ○ one addition equation item ○ one subtraction equation item • 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 set of five items must include at least: ○ one addition equation item ○ one subtraction equation item • In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: Multiple-choice items are not allowed.	**Restrictions:** None	**Restrictions:** None

Final Form Options

1) Use pre-built form

2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics
- Enlarge answer options (Intermediate Complex and Less Complex)
- Manipulatives
- Simplify text/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 cards, choice board, AAC device (Intermediate Complex and Less Complex
- Braille
- Re-read text and/or answer options
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student (Intermediate Complex and Less Complex)
- Scribe and/or Speech to Text
- Abacus
- Calculator, number line, touch points, hundreds chart

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 where the support vocabulary or word is not what the item is intended to measure

Additional Materials for Test Administration

NONE

HS.A.REI.10 ALGEBRA-REASONING WITH EQUATIONS AND INEQUALITIES- REPRESENT AND SOLVE EQUATIONS AND INEQUALITIES GRAPHICALLY

Washington K–12 Learning Standard

HS.A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Essential Element

EE.HS.A.REI.10-12 Interpret the meaning of a point on the graph of a line. For example, on a graph of pizza purchases, trace the graph to a point and tell the number of pizzas purchased and the total cost of the pizzas.

Figure 7: Access Points HS.A.REI.10 (M, I, L)

More	Intermediate	Less
Student will interpret the meaning of a point on a line graphed in the first quadrant.	**Student will identify the ordered pair of a point plotted in the first quadrant using whole numbers (up to 10).**	**Student will identify the horizontal quantity and the vertical quantity represented in a graph.**

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• At most two items may be written to the same line graph.
 	
• In a multiple-choice item, teacher must use the answer choices provided.
	Requirements:
	• Every performance task must have at least five unique items/questions.
	
	• At most one item may have the x value equal to the y value.
	
	• 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 set of five items must include at least:
		  o one item identifying the horizontal quantity
		  o one item identifying the vertical quantity
		
		• In a multiple-choice item, teacher must use the answer choices provided.

Restrictions: None	Restrictions: None	Restrictions: None

Final Form Options

1) Use pre-built form
2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options
- Manipulatives
- Simplify text/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 cards, choice board, AAC device
- Braille
- Re-read text and/or answer options
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student
- Scribe and/or Speech to Text
- Abacus
- Calculator
- Real-life 3- dimensional graphs
- Raised line or dark line graphs

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 where the support vocabulary or word is not what the item is intended to measure

Additional Materials for Test Administration

NONE

HS.G-CO.7 GEOMETRY-CONGRUENCE-UNDERSTAND CONGRUENCE IN TERMS OF RIGID MOTIONS

Washington K–12 Learning Standard

HS.G-CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. Quantities in real-world contexts, explaining the meaning of 0 in each situation.

Essential Element

EE.HS.G-CO.6-8 Identify corresponding congruent and similar parts of shapes.

Figure 8: Access Points HS.G-CO.7 (M, I, L)

More	Intermediate	Less
Student will identify corresponding congruent angles in two similar triangles.	**Student will identify corresponding sides in similar rectangles.**	**Student will identify regular figures that are similar.**
Requirements: • Every performance task must have at least five unique items/questions. • In a multiple-choice item, teacher must use the answer choices provided.	**Requirements:** • Every performance task must have at least five unique items/questions. • In a multiple-choice item, teacher must use the answer choices provided.	**Requirements:** • Every performance task must have at least five unique items/questions. • Figures in answer choices must have the same number of sides as the given figure. • In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: Items may not include equilateral triangles.	**Restrictions:** Item must not include squares	**Restrictions:** None

Final Form Options

1) Use pre-built form
2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options
- Manipulatives
- Simplify text/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 cards, choice board, AAC device
- Braille
- Re-read text and/or answer options
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student
- Scribe and/or Speech to Text

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 where the support vocabulary or word is not what the item is intended to measure

Additional Materials for Test Administration

NONE

HS.N-RN.1 NUMBERS AND QUANTITY-THE REAL NUMBER SYSTEM- EXTEND THE PROPERTIES OF EXPONENTS TO RATIONAL EXPONENTS

Washington K–12 Learning Standard

HS.N-RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3)3 = 5(1/3)3 to hold, so (51/3)3 must equal 5.

Essential Element

EE.N-RN.1 Determine the value of a quantity that is squared or cubed

Figure 9: Access Points HS.N-RN.1 (M, I, L)

More	Intermediate	Less
Student will determine the value of a quantity that is squared (with a base >5) or cubed (with a base ≤3).	**Student will determine the value of a quantity that is squared (with a base ≤5) using a model.**	**Student will identify the model with the greater or lesser value when given two models of squared numbers.**

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• Task must include five items involving:
  ○ squares
  ○ cubes
  ○ or a combination of both
 	
• 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 must each have a different base.
	
	• In a multiple-choice item, teacher must use the answer choices provided.
		Requirements:
		• Every performance task must have at least five unique items/questions.
		
		• Task must include five items identifying:
		  ○ models with the greater value
		  ○ models with the lesser value
		  ○ or a combination of both
		
		• In a multiple-choice item, teacher must use the answer choices provided.

Restrictions: None	Restrictions: None	Restrictions: None

Final Form Options

1) Use pre-built form

2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options
- Manipulatives
- Simplify text/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 cards, choice board, AAC device
- Braille
- Re-read text and/or answer options
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student
- Scribe and/or Speech to Text
- Abacus
- Calculator, number line, touch points, multiplication chart

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 where the support vocabulary or word is not what the item is intended to measure

Additional Materials for Test Administration

NONE

HS.S-ID.4 STATISTICS AND PROBABILITY-SUMMORIZE, REPRESENT AND INTERPRET DATA ON A SINGLE COUNT OR MEASURE VARIABLE

Washington K–12 Learning Standard

HS.S-ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Essential Element

EE.S-ID.4 Calculate the mean of a given data set (limit the number of data points to fewer than five).

Figure 10: Access Points HS.S-ID.4 (M, I, L)

More	Intermediate	Less
Student will determine the median or the mean from data shown in a frequency table or line plot.	**Student will identify the size of a population from data shown in a bar graph, line plot, or picture graph.**	**Student will determine the mode from data shown in a bar graph, line plot, or picture graph.**

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• The set of five items must include:
  o identifying median
  o identifying mean
  o or a combination of both
 	
USING FIVE DIFFERENT:
  o frequency tables
  o line plots
  o or a combination of both
	Requirements:
	• Every performance task must have at least five unique items/questions.
	
	• Task must include five:
	  o bar graphs
	  o line plots
	  o picture graphs
	  o or a combination of all three graph types
	
	• A minimum of three categories is required for each graph.
		Requirements:
		• Every performance task must have at least five unique items/questions.
		
		• Task must include data shown in five:
		  o bar graphs
		  o line plots
		  o graphs
		  o or a combination of all three
		
		• A minimum of three categories is required for each graph.

More	Intermediate	Less
• A minimum of three categories is required for each graph.	• In a multiple-choice item, teacher must use the answer choices provided.	• In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: None	**Restrictions:** None	**Restrictions:** None

Final Form Options

1) Use pre-built form

2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

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- Manipulatives
- Simplify text/directions;
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- Clarify, explain test directions in student's native language
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Additional Materials for Test Administration

NONE

PASSAGE-BASED TITLES AND ITEM NUMBERS

Reading Literary Text (RL.9–10.2)

Title	Access Point	Item Numbers
A Tornado is Coming	(L) Less	1067752
Athena and the Dandelions	(M) More	1069690; 1069691; 1069692
	(L) Less	1069686; 1069687
Hard Work Pays Off	(L) Less	1067746
Saving the Bicycle	(M) More	1074242
	(I) Intermediate	1074234
	(L) Less	1074238; 1074239
Stuck in the Back	(M) More	1070861
Thanksgiving Day	(L) Less	1067750
The Basket Weaver	(M) More	1074243; 1074244
	(I) Intermediate	1074236;
	(L) Less	1074240; 1074241
The Bluebird and the Coyote	(M) More	1070859; 1070860; 1070864
	(I) Intermediate	1069680
	(L) Less	1069685; 1070857
The Fox and the Crow	(M) More	1067709; 1067723; 1067725
The Giant Turnip	(I) Intermediate	1074981
The Little Red Hen	(I) Intermediate	1067735
The Tug of War	(I) Intermediate	1074982
White Wing	(M) More	1069693; 1069694
	(I) Intermediate	1069681; 1069682; 1069683; 1069684; 1070853

	(L) Less	1069688; 1069689

Reading Informational Text (RI.9–10.1)

Title	Access Point	Item Numbers
A Better Pencil	(M) More	1068354; 1068355; 1068356
	(I) Intermediate	1071475; 1071476
	(L) Less	1068344; 1068350; 1068351
Animal Enrichment is Important to our Chimpanzees!	(M) More	1069322; 1069323; 1069324
	(L) Less	1069291; 1069292; 1069293
Carl Lewis	(M) More	1067762
Elizabeth Blackwell- The First Woman Doctor	(I) Intermediate	1075490
Ellis Island	(M) More	1068357; 1068358; 1068359
	(I) Intermediate	1071473; 1071474
	(L) Less	1068343; 1068345; 1068346; 1068347
Exercise Online Book by DLM: https://tarheelreader.org/2014/10/01/exercise-4/	(L) Less	1067788
Fannie Farmer- Mother of Level Measurements	(I) Intermediate	1075491
Powered by the Sun	(I) Intermediate	1075492
Rubber and Its Many Uses	(I) Intermediate	1075493
The Louisiana Purchase	(I) Intermediate	1067768; 1067772
The Wild West	(I) Intermediate	1067776; 1067778
The Wright Brothers	(M) More	1067758; 1067760
Traffic Signals	(L) Less	1067781; 1067785

Tuning in to How Bats Hunt	(M) More	1069313; 1069316; 1069317
	(I) Intermediate	1071471; 1071472
	(L) Less	1069287; 1069288
What's in a Name?	(I) Intermediate	

Writing (W.9–10.1)

Title	Access Point	Item Numbers
Bees	(M) More	1067790; 1067794; 1067795
	(I) Intermediate	1067800
Cats Make Good Pets	(L) Less	1067841; 1067842
Cell Phone Use at School	(I) Intermediate	1067812
Central Park Trees	(L) Less	1067822; 1067829
Chewing Gum at School	(I) Intermediate	1067817
Choose your own article on Recycling	(I) Intermediate	1067820
Drones: UAVs May Change the Way Packages are Delivered	(I) Intermediate	1070878
	(L) Less	1070879
Football	(I) Intermediate	1067805
For the Public to Enjoy	(I) Intermediate	1069513
	(L) Less	1069518; 1069519
Introduction from Folktales from Around the World	(M) More	1069295
More Americans Exercise While They Work	(M) More	1068361
	(I) Intermediate	1068360
Online Advertising	(L) Less	1069516; 1069517
School Dress Codes	(I) Intermediate	1067815
Washington State Apples	(L) Less	1050861
Watching Television	(L) Less	1067838; 1072952

Glossary of Terms

Claim: A statement that asserts something to be true. It can be factual or a judgement.

Composite figure: A figure created using two or more figures.

Congruent figures: Figures with the same size and shape.

Congruent angles: Angles with the exact same measure.

Connotative meaning: A meaning that is implied by a word apart from the thing which it describes explicitly.

Example: The man in front of me at the coffee store was very pushy. (Pushy refers to someone loud-mouthed and irritating.)

Corresponding sides: In similar figures, sides of each figure in the same relative position.

Counterclaim: A statement of opposition to a claim.

Distractor: An incorrect answer in a multiple-choice question.

Explicit: Information that is clearly stated leaving no room for confusion or doubt.

Evidence: Factual information that is used to persuade an audience in favor of a claim.

Figure of Speech: A form of expression (as a simile or metaphor) used to convey meaning or heighten effect often by comparing or identifying one thing with another that has a meaning or connotation familiar to the reader or listener.

Inference: A deduction, conclusion, or information derived by reasoning from evidence that is not explicitly stated.

Informational Text: Informational text is non-fiction and is organized by topic with supporting details and is often further organized with headings, graphics and captions.

Examples: exposition, argument and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical or economic accounts (including digital sources)

Literary Text: Literary Text includes stories, dramas and poetry.

Examples: adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads and epics.

Mean: A measure of center in a set of numerical data, computed by adding the values in a list

and then dividing by the number of values in the list.

Median: A measure of center in a set of numerical data. The median in list of values is the value appearing at the center of a sorted version of the list-or the mean of the two central values if the list contains an even number of values.

Mode: In a set of data, the value or object that appears the most often.

Population: The entire group of objects or individuals considered for a survey.

Reason: A statement of support that tells the audience why the writer/presenter thinks what they think.

Recount: Describing in sequential order the events from something read.

Similar figures: Figures that have the same shape, equal angles, and proportionate corresponding sides.

Theme: A broad idea, message, or moral of a literary text.

ESTD
1889

*All students prepared for post-secondary pathways,
careers, and civic engagement.*

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