Washington Office of Superintendent of
PUBLIC INSTRUCTION

Washington Access to Instruction and Measurement (WA-AIM): Grade 4 ELA and Math Performance Tasks

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WASHINGTON ACCESS TO INSTRUCTION AND MEASUREMENT (WA-AIM)

Grade 4 ELA and Math Performance Tasks

2023–2024

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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 4 will need to be administered 10 total forms, 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.4.7 READING LITERATURE-INTEGRATION OF KNOWLEDGE AND IDEAS

Washington K–12 Learning Standard

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Essential Element

EE.RL.4.7 Make a connection between the text representation of a story and a visual, tactual, or oral version of the story.

Figure 1: Access Points RL.4.7 (M, I, L)

More	Intermediate	Less
Student will compare and contrast two representations of a story.	Student will identify difference between two representations of a story.	Student will identify similarity between two representations of the same text.

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• The set of five items must include at least:
  o One item that compares
  o One item that contrasts
 	
• Source material must be a story or drama
 	
• Story or drama must be presented in two different ways (textual, visual, oral, or tactual).
 	
• 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 set of two representations of the text
	
	• Source material must be a story a drama.
	  o Story or drama must be presented in two different ways (textual, visual, oral, or tactual).
	
	• 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 set of two representations of the text.
		
		• The source material must be a story or a drama.
		  o The story or drama must be presented in two different depictions (textual, visual, oral, or tactual).
		
		• 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
- Text(s) may be enlarged, spacing increased, and/or cut apart
- Scribe and/or Speech to Text
- Sign story

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.4.3 READING INFORMATIONAL TEXT – KEY IDEAS AND DETAILS

Washington K–12 Learning Standard

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Essential Element

EE.RI.4.3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.

Figure 2: Access Points RI.4.3 (M, I, L)

More	Intermediate	Less
Student will use details to tell what happened or why something happened in an informational text.	**Student will identify a relationship between a detail from an informational text and an individual, event, or idea from the text.**	**Student will match a detail with an individual, idea, or event in a text.**

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• The five items can relate to one topic or to multiple topics.
 	
• Source material must be an informational text.
 	
• Task can include items that use details to:
  ○ tell what happened
  ○ tell why something happened
  ○ 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 can relate to one topic or to multiple topics.
	
	• Source material must be an informational text.
	
	• Task can include five items that identify relationships between:
	  ○ details and individuals
	  ○ details and events
	  ○ details and ideas
	  ○ or a combination of all three
	
	• In a multiple-choice item, teacher must use the
		Requirements:
		• Every performance task must have at least five unique items/questions.
		
		• The five items can relate to one topic or to multiple topics.
		
		• Items can include details about:
		  ○ individuals
		  ○ ideas
		  ○ events
		  ○ or a combination of all three
		
		• Source material must be an informational text.
		
		• In a multiple-choice item, teacher must use the answer choices provided.

More	Intermediate	Less
	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
- Text(s) may be enlarged, spacing increased, and/or cut apart
- Scribe and/or Speech to Text
- Sign story
-

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

RF.4.3 READING FOUNDATIONAL SKILLS-PHONICS AND WORD RECOGNITION

Washington K–12 Learning Standard

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
   a) Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Essential Element

EE.RFL.4.3 Use letter- sound knowledge to read words.
   a) Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. Decode single-syllable words with common spelling patterns (consonant-vowel- consonant [CVC] or high frequency rimes).

Figure 3: Access Points RF.4.3 (M, I, L)

More	Intermediate	Less
Student will use letter-sound knowledge and/or context to read text with single- syllable, high-frequency, and/or unfamiliar words.	**Given examples, student will decode words having similar spelling patterns (CVC, CCVC, CVCC, and CCVCC).**	**Student will use letter-sound knowledge and/or context (which may include accompanying pictures or symbols) to recognize familiar words (name, CVC words, environmental text).**

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• Task may include items in which the student reads text with single-syllable, high-frequency, unfamiliar words using:
   o letter-sound knowledge
   o context
   o or a combination of both
 	
• In a multiple-choice item, teacher must use the
	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.
		
		• Task must include five items that involve the student recognizing familiar words using:
		   o letter-sound knowledge
		   o context
		   o or a combination of both
		
		• In a multiple-choice item, teacher must use the answer choices provided.

More	Intermediate	Less
answer choices provided.		
Restrictions: Do not read target words, phrases, or sentences to student	Restrictions: Do not read target words, phrases, or sentences to student	Restrictions: Do not read target words, phrases, or sentences to the student

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
- Place answer choices on word cards, choice board, AAC device
- Braille
- Responses may be cut out and/or laminated to present to student
- Scribe and/or Speech to Text
- Student responds using fingerspelling

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.4.4 WRITING-PRODUCTION AND DISTRIBUTION OF WRITING

Washington K–12 Learning Standard

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Essential Element

W.4.4 Produce writing that expresses more than one idea

Figure 4: Access Points W.4.4 (M, I, L)

More	Intermediate	Less
Student will write multiple sentences about more than one idea.	**Student will write at least one sentence about one topic.**	**Student will write about one topic.**
Requirements: • Every performance task must have at least five unique items/questions. • Within the set of five items, the student must write at least two sentences for at least two ideas. • Sentences may vary but they must be complete sentences about more than one idea.	**Requirements:** • Every performance task must have at least five unique items/questions. • The five items can relate to one or multiple topics	**Requirements:** • Every performance task must have at least five unique items/questions. • The five items can relate to one topic or multiple topics. • This task does not require the student to write a full or complete sentence.
Restrictions: Multiple-choice items must not be used.	**Restrictions:** Multiple-choice items must not be used.	**Restrictions:** Multiple-choice items must not be used.

Test Administration Considerations

For students who take the WA-AIM, writing is generally defined as the "generation of original thought." For the WA-AIM, students should generate writing in the format they typically use during instruction.

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

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;
- Braille
- Dictation/Scribe/Speech to Text
- Read aloud and/or Text to Speech
- Sign language
- Words and/or phrase arrays
- Use of AAC device

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.4.6 SPEAKING AND LISTENING - PRESENTATION OF KNOWLEDGE AND IDEAS

Washington K–12 Learning Standard

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Essential Element

EE.SL.4.6 Differentiate between communication partners and contexts that call for formal and informal communication.

Figure 5: Access Points SL.4.6 (M, I, L)

More	Intermediate	Less
Student will use appropriate formal and informal communication with a variety of communication partners.	**Student will match formal and/or informal communication with corresponding communication partners.**	**Student will communicate appropriately with familiar communication partners (sibling, mother, father, teacher, classmate, principal).**

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• Student must have at least three different communication partners.
 	
• The five items can relate to one topic or to multiple topics.
 	
• The set of five items must include at least:
  o one example of formal communication
  o one example of informal communication
	Requirements:
	• Every performance task must have at least five unique items/questions.
	
	• Task must include items where the student matches:
	  o formal communication with corresponding communication partners
	  o informal communication with corresponding communication partners
	  o 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 can relate to one aspect of communication (e.g., greeting, eye contact, answering/asking questions, staying on topic, appropriate body language, communication turns, etc.) or to multiple aspects of communication.
		
		• 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:** 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;
- Read aloud and/or Text to Speech
- Braille
- Dictation/Scribe/Speech to Text
- Sign language
- Sentence frames
- Graphic organizers

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

4.G.1 MATHEMATICS GEOMETRY-DRAW AND IDENTIFY LINES AND ANGLES, AND CLASSIFY SHAPES BY PROPERTIES OF LINES AND ANGLES

Washington K–12 Learning Standard

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Essential Element

EE.4.G.1 Recognize parallel lines and intersecting lines.

Figure 6: Access Points 4.G.1 (M, I, L)

More	Intermediate	Less
Student will create parallel lines and intersecting lines.	**Student will identify parallel lines and intersecting lines.**	**Student will differentiate between straight lines and curved lines.**

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• The set of five items must include at least:
  ○ one item creating parallel lines
  ○ one item creating intersecting lines
 	
• 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 item identifying parallel lines
	  ○ One item identifying intersecting line
	
	• 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 item identifying a straight line
		  ○ One item identifying a curved line
		
		• 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
- Dictation/Scribe/Speech to Text
- Sign language
- 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

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

4.MD.3 MATHEMATICS MEASUREMENT AND DATA-SOLVE PROBLEMS INVOLVING MEASUREMENT AND CONVERSION OF MEASUREMENTS FROM LARGER UNIT TO SMALLER UNIT

Washington K–12 Learning Standard
4.MD.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length by viewing the area formula as a multiplication equation with an unknown factor.

Essential Element
EE.4.MD.3 Determine the area of a square or rectangle by counting units of measure (unit squares).

Figure 7: Access Points 4.MD.3 (M, I, L)

More	Intermediate	Less
Student will calculate the perimeter of a rectangle with unit markings (each dimension ≤5).	**Student will differentiate between area and perimeter.**	**Student will trace the perimeter of a shape.**

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• At most two items can have the same dimensions.
 	
• The items with the same dimensions should be oriented differently.
 	
• 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 area item
	    o one perimeter item
	
	• All shapes must be two-dimensional figures (square, rectangle, triangle, trapezoid, etc.).
	
	• In a multiple-choice item,
		Requirements:
		• Every performance task must have at least five unique items/questions.
		
		• All shapes must be two-dimensional figures (square, rectangle, triangle, trapezoid, hexagon, etc.).

More	Intermediate	Less
	teacher must use the answer choices provided.	
Restrictions: NONE	**Restrictions:** NONE	**Restrictions:** Multiple-choice items must not be used

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 (More and Intermediate)
- Braille
- Dictation/Scribe/Speech to Text
- Sign language
- 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
- Manipulatives
- Calculator

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

4.NBT.2 MATHEMATICS NUMBER AND OPERATION IN BASE TEN-GENERALIZE PLACE VALUE UNDERSTANDING FOR MULTI DIGIT WHOLE NUMBERS

Washington K–12 Learning Standard

4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Essential Element

EE.4.NBT.2 Compare whole numbers to 10 using symbols (<, >, =).

Figure 8: Access Points 4.NBT.2 (M, I, L)

More	Intermediate	Less
Student will compare whole numbers to 10 using symbols (<, >, =).	**Student will identify models that represent less than, greater than, and equal.**	**Student will identify the model that shows more.**

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• Each item must have a different number to compare.
 	
• The set of five items must include at least:
  ○ one "less than" item
  ○ one "greater than" item
  ○ one "equal to" 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 "less than" model
	  ○ one "greater than" model
	  ○ one "equal to" model
	
	• In a multiple-choice item, teacher must use the answer choices provided.
		Requirements:
		• Every performance task must have at least five unique items/questions.
		
		• All five items must use different numbers.
		
		• 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
- Dictation/Scribe/Speech to Text
- Sign language
- 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
- Manipulatives

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

4.NF.1 MATHEMATICS NUMBER AND OPERATIONS-FRACTIONS – EXTEND UNDERSTANDING OF FRACTION EQUIVALENCE AND ORDERING

Washington K–12 Learning Standard

4.NF.1 Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Essential Element

EE.4.NF.1 Identify models of one half (1/2) and one fourth (1/4).

Figure 9: Access Points 4.NF.1 (M, I, L)

More	Intermediate	Less
Student will identify or create models that are equivalent to one-half (2/4, 3/6, 4/8, 5/10).	**Student will identify models of one-half and one-fourth.**	**Student will identify real-world objects that represent one-half or one whole.**

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• At most, two items may use the same fraction.
 	
• 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 that models one-half
	  o one item that models one-fourth
	
	• 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 using:
		  o one-half
		  o one whole
		  o or a combination of both
		
		• The five items must include five different objects.
		
		• Teacher must define the whole for each item.

More	Intermediate	Less
		• 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;
- Raised/tactile drawing with who image and the parts shaded differently to allow the student to identify the parts of a whole;
- 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
- Dictation/Scribe/Speech to Text
- Sign language
- 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
- Manipulatives
- Number line

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

4.OA.1 MATHEMATICS OPERATIONS AND ALGEBRAIC THINKING-USE THE FOUR OPERATIONS WITH WHOLE NUMBERS TO SOLVE PROBLEMS

Washington K–12 Learning Standard

4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35= 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

Essential Element

EE.4.OA.1 Demonstrate the connection between repeated addition and multiplication.

Figure 10: Access Points 4.OA.1 (M, I, L)

More	Intermediate	Less
Student will skip count by 2s, 5s, or 10s.	**Student will identify models that represent the sum of two of the same number.**	**Student will identify equal groups.**
Requirements: • Every performance task must have at least five unique items/questions. • All five items may be the same number to count by, but the starting number must change (for example: skip count by 2s starting at four and skip count by 2s starting at ten). • Student must skip count a minimum of three numbers for the item to be considered correct.	**Requirements:** • Every performance task must have at least five unique items/questions. • At most two items may include the same sum. • 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, two items may use the same number. • 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:** NONE

Test Administration Considerations

Classroom number lines may be used. If using classroom materials it is important materials do not cue the answer, and the student is allowed to demonstrate their ability to skip count from any starting number.

Numbers before the target start number may be provided.

If using a multiple-choice format, answer options must plausible, consist of three terms using the same skip count rule. (e.g. A) 2, 4, 6 B) 6, 8, 10 C) 4, 6, 8

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
- Dictation/Scribe/Speech to Text
- Sign language
- 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
- Manipulatives
- Cut-out answer options to present to student
- Number line
- 100s 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
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- 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

PASSAGE-BASED TITLES AND ITEM NUMBERS

Reading Literary Text (RL4.7)

Title	Access Point	Item Numbers
A Day at Seal Cove Seal Cove	(M) More	1065897; 1065921
Big Sir and Tiny Crow	(L) Less	1070845
Bob's Present Bob's Present (skit)	(I) Intermediate	1066234
Catch That Ball	(M) More	1070852
	(I) Intermediate	1070829
	(L) Less	1070846
Farmer Dave's Problem	(L) Less	1070832
Jan's Cat Jan's Cat (skit)	(I) Intermediate	1066233
Juan's Glove Juan's Glove (skit)	(I) Intermediate	1066235
Little Bee Wants to Help	(M) More	1069697; 1069700; 1069703
	(I) Intermediate	1069695; 1069698; 1069701
	(L) Less	1069696; 1069699; 1069702
Little Sir and Farmer Dave	(L) Less	1070830
Little Sir's Crow	(L) Less	1070831
Little Sir's Problem	(L) Less	1070844
Princess Pigtoria and the Pea https://www.youtube.com/watch?v=8mdtFNLMT9Y The Princess and the Pea http://www.eastoftheweb.com/short-stories/UBooks/PriPea.shtml	(I) Intermediate	1073198; 1073206
Sew a Button Sew a Button (skit)	(I) Intermediate	1066236
The Three Little Pigs	(L) Less	1065922

Three Little Pigs https://www.youtube.com/watch?v=vB07RfntTvw Three Little Pigs https://www.readinga-z.com/books/leveled-books/book/?id=1205&langId=4	(M) More	1066237; 1066238; 1066239; 1066240; 1066241
What's a Bookworm	(M) More	1069603; 1069606; 1069609; 1069612;
	(I) Intermediate	1069604; 1069613; 1069616; 1069601
	(L) Less	1069611; 1069614;
Where's Jasper?	(I) Intermediate	1069736; 1069739;
	(L) Less	1069740; 1069741

Reading Informational Text (RI4.7)

Title	Access Point	Item Numbers
Ants	(M) More	1067216; 1067215; 1067217
	(I) Intermediate	1067143; 1067141;
	(L) Less	1067205; 1067204;
Baby Hummingbirds	(M) More	1067226; 1067227
	(I) Intermediate	1067201; 1067202
	(L) Less	1067214; 1067213;
Christopher Columbus	(M) More	1065966
Exploring Canyons	(M) More	1067222; 1067218; 1067223
	(I) Intermediate	1067203; 1067145
	(L) Less	1067209; 1067208
Frogs on Ice	(M) More	1067220; 1067221; 1067219
	(I) Intermediate	1067142; 1067144
	(L) Less	1067210; 1037212
How Cars Have Changed	(M) More	1067477; 1067224; 1067225
	(I) Intermediate	1067199; 1067200

	(L) Less	1067211
Martin Luther King Jr.	(L) Less	1065983; 1065984
Migrating Animals	(I) Intermediate	1067198; 1067146
	(L) Less	1067206; 1067207
The First Man on the Moon	(I) Intermediate	1065981; 1065982
What do Elephants Eat?	(L) Less	1066229
What Shape are Bubbles?	(L) Less	1066229

Glossary of Terms

Drama: Dramas include staged dialogue and brief familiar scenes.

Equivalent (fractions): Equivalent fractions are two or more fractions that represent the same amount but use different numbers.

Examples:
1/2; 2/4; 3/6; 4/8 are equivalent
1/3; 2/6; 3/9 are equivalent

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: biographies and autobiographies; books about history, social studies, science and the arts; technical text, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on arrange of topics.

Story: Stories include children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth.

ESTD
1889

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