



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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

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WASHINGTON ACCESS TO INSTRUCTION AND MEASUREMENT (WA-AIM)

Grade 6 ELA and Math Performance Tasks

2023–2024

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TABLE OF CONTENTS

| | |
|--|----|
| TABLE OF CONTENTS | 3 |
| How to use this document | 5 |
| RL.6.2 Reading Literature | 6 |
| Washington K–12 Learning Standard..... | 6 |
| Essential Element..... | 6 |
| Figure 1: Access Points RL.6.2..... | 6 |
| RI.6.3 Reading Informational Text..... | 8 |
| Washington K–12 Learning Standard..... | 8 |
| Essential Element..... | 8 |
| Figure 1: Access Points RI.6.3 | 8 |
| W.6.2 Writing..... | 10 |
| Washington K–12 Learning Standard..... | 10 |
| Essential Element..... | 10 |
| Figure 1: Access Points W.6.2 | 10 |
| SL.6.1 Speaking and Listening..... | 13 |
| Washington K–12 Learning Standard..... | 13 |
| Essential Element..... | 13 |
| Figure 1: Access Points SL.6.1 | 13 |
| L.6.2 Language | 16 |
| Washington K–12 Learning Standard..... | 16 |
| Essential Element..... | 16 |
| Figure 1: Access Points L.6.2 | 16 |
| 6.G.1 Mathematics Geometry..... | 18 |
| Washington K–12 Learning Standard..... | 18 |
| Essential Element..... | 18 |
| Figure 1: Access Points 6.G.1 | 18 |
| 6.EE.7 Mathematics: Expressions and Equations..... | 20 |
| Washington K–12 Learning Standard..... | 20 |
| Essential Element..... | 20 |
| Figure 1: Access Points 6.EE.7 | 20 |
| 6.NS.5 Mathematics The Number System..... | 22 |
| Washington K–12 Learning Standard..... | 22 |

| | |
|---|----|
| Essential Element..... | 22 |
| Figure 1: Access Points 6.NS.5..... | 22 |
| 6.RP.1 Mathematics Ratios and Proportional relationships..... | 24 |
| Washington K–12 Learning Standard..... | 24 |
| Essential Element..... | 24 |
| Figure 1: Access Points 6.RP.1 | 24 |
| 6.SP.5 Mathematics Statistics and Probability..... | 27 |
| Washington K–12 Learning Standard..... | 27 |
| Essential Element..... | 27 |
| Figure 1: Access Points 6.SP.5 | 27 |
| Glossary of Terms..... | 33 |

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 6 will need to be administered 10 total forms (5 ELA, 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.6.2 READING LITERATURE

Washington K–12 Learning Standard

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Essential Element

EE.RL.6.2 Identify details in a text that are related to the theme or central idea.

Figure 1: Access Points RL.6.2

| More | Intermediate | Less |
|--|--|--|
| Student will identify details important to the theme or central idea in a text. | Student will identify a detail related to the theme or central idea in a text. | Student will identify the theme or central idea. |
| Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must relate to multiple texts. • Source material must be a literary text with an easily identifiable theme. • In a multiple-choice item, teacher must use the answer choices provided. | Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items can relate to one text or to multiple texts. • Source material must be a literary text with an easily identifiable theme or central idea. • In a multiple-choice item, teacher must use the answer choices provided. | Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must relate to multiple texts. • Source material must be a literary text with an easily identifiable theme or central idea. • 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 language
- Masking
- Highlighting by student within text as answer response by 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

RI.6.3 READING INFORMATIONAL TEXT

Washington K–12 Learning Standard

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Essential Element

EE.RI.6.3 Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.

Figure 1: Access Points RI.6.3

| More | Intermediate | Less |
|---|--|--|
| <p>Student will use details to provide information about an important individual, event, or idea that is introduced, illustrated, and elaborated in a text.</p> | <p>Student will identify a detail that elaborates upon an important individual, event, or idea introduced in a text.</p> | <p>Student will identify an important individual, event, or idea in a text.</p> |
| <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • Task can include five items that require the student to provide information about: <ul style="list-style-type: none"> ○ an individual ○ an event ○ an idea ○ or a combination of all three • Source material must be an informational text that contains an illustration supporting the text. • In a multiple-choice item, teacher must use the answer choices provided. | <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • Task can include five items that require the student to identify a detail that elaborates upon: <ul style="list-style-type: none"> ○ an individual ○ an event ○ an idea ○ 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. | <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • Task can include five items that require the student to identify: <ul style="list-style-type: none"> ○ an individual ○ an event ○ an idea ○ 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. |
| <p>Restrictions: NONE</p> | <p>Restrictions: NONE</p> | <p>Restrictions: NONE</p> |

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 language
- Masking
- Highlighting by student within text as answer response by 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

W.6.2 WRITING

Washington K–12 Learning Standard

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, & cause/effect; include formatting graphics, and multimedia when useful to aiding comprehension.
- b) Develop the topic with facts, definitions, concrete details, quotations, or other information & examples.
- c) Use appropriate transitions to clarify the relationships among ideas and concepts.
- d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e) Establish & maintain formal style.
- f) Provide a concluding statement or section that follows from the information or explanation presented.

Essential Element

EE.W.6.2 Write to share information supported by details.

- a) Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
- b) Provide facts, details, or other information related to the topic.
- c) Not applicable
- d) Not applicable
- e) Not applicable
- f) Not applicable

Figure 1: Access Points W.6.2

| More | Intermediate | Less |
|---|--|--|
| Student will write to share information supported by details. | Student will write to introduce a topic and convey a fact, detail, or other information related to the topic. | Student will write a statement about a topic by selecting one fact, detail, or other information about the topic. |
| Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The student must include at least two details. | Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • Task can include five items that require the student to: <ul style="list-style-type: none"> • Introduce a topic and convey a fact; OR | Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • Task can include five items that require the student to select: <ul style="list-style-type: none"> • A fact; OR |

| More | Intermediate | Less |
|--|---|---|
| | <ul style="list-style-type: none"> ● Introduce a topic and convey a detail; OR ● Introduce a topic and convey other related information; OR ● A combination of all three | <ul style="list-style-type: none"> ● A detail; OR ● Other information; OR ● A combination of all three |
| <p>Restrictions: Items may not be multiple-choice</p> | <p>Restrictions: Items may not be multiple-choice</p> | <p>Restrictions: Items may not be multiple-choice</p> |

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 and lined paper provided in the item materials may be replaced with organizers and paper 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
- Scribe and/or Speech to Text
- Sign language
- Word/phrase arrays
- Word banks

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.6.1 SPEAKING AND LISTENING

Washington K–12 Learning Standard

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Essential Element

EE.SL.6.1 Engage in collaborative discussions.

- a) Come to discussions prepared to share information.
- b) With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.
- c) Ask and answer questions specific to the topic, text, or issue under discussion.
- d) Restate key ideas expressed in the discussion.

Figure 1: Access Points SL.6.1

| More | Intermediate | Less |
|--|--|---|
| <p>Student will engage in collaborative discussion, sharing information or seeking information from others, and will engage in appropriate behaviors.</p> | <p>Student will share information, following simple rules for discussions while contributing information.</p> | <p>Student will ask a familiar listener a question relevant to a topic, text, or issue under discussion.</p> |
| <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items can relate to one topic or to multiple topics. • Rules for collaboration include, but are not limited to: staying on topic, taking | <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items can relate to one topic or to multiple topics. • Student must be in a group or a pair and sharing information. | <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items can relate to one topic or to multiple topics. • Task can include five items that require the student to ask a question relevant: <ul style="list-style-type: none"> ○ to a topic |

| More | Intermediate | Less |
|--|--|--|
| <p>conversational turns, actively listening to others, asking/answering questions, sharing information, etc.</p> <ul style="list-style-type: none"> Appropriate behaviors may include, but are not limited to: maintaining appropriate proximity, eye contact, etc. | <ul style="list-style-type: none"> Simple rules for discussion include, but are not limited to: staying on topic, taking conversational turns, attentive listening to others, maintaining appropriate proximity, etc. | <ul style="list-style-type: none"> to a text to a discussion or a combination of all three <ul style="list-style-type: none"> In a multiple-choice item, teacher must use the answer choices provided. |
| <p>Restrictions: Multiple-choice items must not be used.</p> | <p>Restrictions: Multiple-choice items must not be used.</p> | <p>Restrictions: NONE</p> |

Test Administration Considerations

Tally or tracking charts used in the student materials may be replaced with charts typically used by the student and/or teacher in daily instruction or as part of IEP progress monitoring.

The specific behaviors listed as examples in the Requirements and found on items may be tailored to match a student’s specific target behaviors currently being worked on in any educational setting (e.g.; as part of the student’s IEP, SLP or other related service areas, general education, etc.).

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 (Less Complex)
- Braille
- 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)
- Scribe and/or Speech to Text
- Sign language

- Printed Rules for Discussion reminders
- Sentence starters for group conversations

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

L.6.2 LANGUAGE

Washington K–12 Learning Standard

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b) Spell correctly.

Essential Element

EE.L.6.2 Demonstrate understanding of conventions of standard English.

- a) Use question marks at the end of written questions.
- b) Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.

Figure 1: Access Points L.6.2

| More | Intermediate | Less |
|---|---|---|
| <p>Student will spell untaught words phonetically.</p> | <p>Student will identify and/or use basic capitalization rules (common proper nouns, beginnings of sentences).</p> | <p>Student will identify and/or use question marks at the ends of written questions.</p> |
| <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must relate to five different words. • In a multiple-choice item, teacher must use the answer choices provided. | <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items can relate to one topic or to multiple topics. • Task may include five items that require the student to: <ul style="list-style-type: none"> ○ identify words that follow capitalization rules ○ follow basic capitalization rules ○ or a combination of both • In a multiple-choice item, teacher must use the answer choices provided. | <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must relate to five different questions. • Task may include five items that require students to: <ul style="list-style-type: none"> ○ identify question marks ○ use question marks ○ or a combination of both • In a multiple-choice item, teacher must use the answer choices provided. |

| More | Intermediate | Less |
|------------------------------|------------------------------|------------------------------|
| 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- recommended uncontracted for single words (More Complex)
- 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
- Scribe and/or Speech to Text
- Sign language
- Finger spelled responses (More Complex)
- Printed editing checklist (Intermediate Complex)

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

6.G.1 MATHEMATICS GEOMETRY

Washington K–12 Learning Standard

6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

Essential Element

EE.6.G.1 Solve real-world and mathematical problems about area using unit squares.

Figure 1: Access Points 6.G.1

| More | Intermediate | Less |
|--|---|--|
| <p>Student will count unit squares to determine the area of a composite figure made up of two rectangles.</p> | <p>Student will count unit squares to determine the area of a rectangle.</p> | <p>Student will count unit squares to determine the area of a rectangle with one dimension equal to 1.</p> |
| <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • Task must include items with different dimensions. • In a multiple-choice item, teacher must use the answer choices provided. | <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • Task must include items with different dimensions. • Both dimensions of the rectangle must be greater than 1 unit. • In a multiple-choice item, teacher must use the answer choices provided. | <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • At most, two items can have the same dimensions, but must be oriented differently (e.g., one item that is 2 x 1 and one item that is 1 x 2). • In a multiple-choice item, teacher must use the answer choices provided. |
| <p>Restrictions: None</p> | <p>Restrictions: None</p> | <p>Restrictions: None</p> |

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
- Firm raised line drawings on tactile or dark lined graph paper
- Manipulative
- Number lines or hundred charts
- Calculator
- Abacus
- 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

6.EE.7 MATHEMATICS: EXPRESSIONS AND EQUATIONS

Washington K–12 Learning Standard

6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.

Essential Element

EE.6.EE.5-7 Match an equation to a real-world problem in which variables are used to represent numbers.

Figure 1: Access Points 6.EE.7

| More | Intermediate | Less |
|---|--|--|
| Student will identify an algebraic equation that represents a one-step real-world problem (where the variable does not represent the sum or difference). | Student will identify an algebraic equation that represents a real-world problem involving addition where the variable represents the sum. | Student will identify a numerical equation involving addition that represents a modeled real-world problem. |
| Requirements: <ul style="list-style-type: none"> Every performance task must have at least five unique items/questions. In a multiple-choice item, teacher must use the answer choices provided. | Requirements: <ul style="list-style-type: none"> Every performance task must have at least five unique items/questions. Each item must include at least one different addend. In a multiple-choice item, teacher must use the answer choices provided. | Requirements: <ul style="list-style-type: none"> Every performance task must have at least five unique items/questions. Each item must include at least one different addend. In a multiple-choice item, 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
- Firm raised line drawings on tactile or dark lined graph paper
- Manipulative
- Number lines or hundred charts
- Calculator
- Abacus
- 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
- Use pictorial/word/object representations for algebraic equations

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

6.NS.5 MATHEMATICS THE NUMBER SYSTEM

Washington K–12 Learning Standard

6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

Essential Element

EE.6.NS.5-8 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero).

Figure 1: Access Points 6.NS.5

| More | Intermediate | Less |
|--|--|--|
| <p>Student will determine the distance from zero to a given point on a number line.</p> | <p>Student will identify a number line (or other real-world scale such as a thermometer) that shows an amount less than zero.</p> | <p>Student will identify a model of zero.</p> |
| <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The set of five items must include at least: <ul style="list-style-type: none"> ○ one item with a positive number ○ one item with a negative number • In a multiple-choice item, teacher must use the answer choices provided. | <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The set of five items must include at least: <ul style="list-style-type: none"> ○ one item that uses a number line • In a multiple-choice item, teacher must use the answer choices provided. | <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • In each item, the number of objects in the wrong answer must be different. • A maximum of one item can involve a number line. • In a multiple-choice item, teacher must use the answer choices provided. |
| <p>Restrictions: NONE</p> | <p>Restrictions: NONE</p> | <p>Restrictions: NONE</p> |

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
- Firm raised line drawings on tactile or dark lined graph paper
- Raised line image of thermometers with different textures representing line fill
- Manipulatives
- Number lines or hundred charts
- Calculator
- Abacus
- 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
- Use pictorial/word/object representations for algebraic equations

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

6.RP.1 MATHEMATICS RATIOS AND PROPORTIONAL RELATIONSHIPS

Washington K–12 Learning Standard

6.RP.1 Understand the concept of a ratio, and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”

Essential Element

EE.6.RP.1 Demonstrate a simple ratio relationship.

Figure 1: Access Points 6.RP.1

| More | Intermediate | Less |
|---|---|--|
| <p>Student will generate a ratio based on a model or a real-world situation.</p> | <p>Student will identify a model of a given simple ratio.</p> | <p>Student will identify a model that represents a 1:1 ratio.</p> |
| <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • Task must include five items that are based on: <ul style="list-style-type: none"> ○ a model ○ a real-world situation ○ or a combination of both • Ratios must have both numbers greater than or equal to 2. • Given ratios should be part to part. | <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must include five different ratios. • Task must include five items that are based on: <ul style="list-style-type: none"> ○ a model ○ a real-world situation ○ or a combination of both • Ratios must include at least one number that is greater than or equal to 2. • Given ratios should be part to part. | <p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • In a multiple-choice item, teacher must use the answer choices provided. |

| More | Intermediate | Less |
|--|--|------------------------------|
| | <ul style="list-style-type: none"> In a multiple-choice item, teacher must use the answer choices provided. | |
| Restrictions: Items must not be multiple-choice. | 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
- Firm raised line drawings on tactile or dark lined graph paper
- Raised line image of thermometers with different textures representing line fill
- Manipulatives/object representations
- Number lines or hundred charts
- Calculator
- Abacus
- 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 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 and Less Complex)
- Scribe and/or Speech to Text
- Use pictorial/word/object representations for algebraic equations

Additional Tools, Supports, and Accommodations for Multilingual Learners

- Written or oral translation of test directions
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Additional Materials for Test Administration

NONE

6.SP.5 MATHEMATICS STATISTICS AND PROBABILITY

Washington K–12 Learning Standard

6.SP.5 Summarize numerical data sets in relation to their context, such as by:

- Reporting the number of observations.
- Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
- Relating the choice of measures of center and variability to the shape of the data.

Essential Element

EE.6.SP.5 Summarize data distributions shown in graphs or tables.

Figure 1: Access Points 6.SP.5

| More | Intermediate | Less |
|--|---|--|
| Student will identify the median of a set of ordered data (with an odd number of data points). | Student will identify the greatest value and least value of a set of ordered data. | Student will identify the object that appears most frequently (mode) in a set of ordered data. |
| Requirements: <ul style="list-style-type: none"> Every performance task must have at least five unique items/questions. For each item, a minimum of five pieces of data must be provided. In a multiple-choice item, teacher must use the answer choices provided. | Requirements: <ul style="list-style-type: none"> Every performance task must have at least five unique items/questions. The set of five items must include at least: <ul style="list-style-type: none"> one item identifying the greatest value one item identifying the least value For each item, a minimum of five pieces of data must be provided. In a multiple-choice item, teacher must use the answer choices provided. | Requirements: <ul style="list-style-type: none"> Every performance task must have at least five unique items/questions. For each item, a minimum of five objects must be provided. <ul style="list-style-type: none"> The objects should be relatively the same size. In a multiple-choice item, teacher must use the answer choices provided. |

| More | Intermediate | Less |
|------------------------------|------------------------------|------------------------------|
| Restrictions: None | Restrictions: None | Restrictions: NONE |

Final Form Options

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Allowable Adaptations/Accommodations

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- Manipulatives
- Number lines or hundred charts
- Calculator
- Abacus
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Additional Materials for Test Administration

NONE

PASSAGE-BASED TITLES AND ITEM NUMBERS

Reading Literary Text (RL.6.2)

| Title | Access Point | Item Numbers |
|----------------------------|------------------|---------------------------------------|
| Hello, Flopsy and Mopsy | (M) More | 1071378 |
| | (I) Intermediate | 1071374; 1071375 |
| | (L) Less | 1071376; 1076776 |
| Julie's Mess | (M) More | 1069678; 1071377 |
| | (I) Intermediate | 1069674; |
| | (L) Less | 1069676; 1071214; |
| Lunchtime at the Hot Pot | (M) More | 1068772 |
| | (I) Intermediate | 1068768 |
| | (L) Less | 1068770 |
| Mom | (L) Less | 1067140 |
| Omar and the Camel | (M) More | 1076779 |
| | (I) Intermediate | 1076775 |
| | (L) Less | 1076777 |
| Peacock and Crow | (M) More | 1076778 |
| | (I) Intermediate | 1076774 |
| Sam and Lou | (L) Less | 1066596 |
| Sharing the Wheat | (M) More | 1077385 |
| | (I) Intermediate | 1077383 |
| The Baker and His Neighbor | (M) More | 1069679; 1071215 |
| | (I) Intermediate | 1069675; 1071210; 1071211; 1071216 |
| | (L) Less | 1069677; 1071212; 1071213 |
| The Chores | (M) More | 1066592 |
| | (L) Less | 1067138 |

| | | |
|------------------------------|------------------|---------|
| The Grandfather's Story | (M) More | 1077386 |
| | (I) Intermediate | 1077384 |
| The Red Kite | (M) More | 1068771 |
| | (I) Intermediate | 1068767 |
| | (L) Less | 1068769 |
| The Science Test | (L) Less | 1067187 |
| Wake Up, Wake Up! | (I) Intermediate | 1066593 |
| | (L) Less | 1067139 |
| Zebulon and the Two Biscuits | (M) More | 1077387 |
| | (I) Intermediate | 1077382 |

Reading Informational Text (RI.6.3)

| Title | Access Point | Item Numbers |
|--------------------------|------------------|------------------------------|
| A Sensational Experience | (M) More | 1068760; 1068761 |
| | (I) Intermediate | 1068703; 1068746 |
| | (L) Less | 1068753; 1068754 |
| American Inventor | (M) More | 1068764 |
| | (I) Intermediate | 1068750 |
| | (L) Less | 1068757 |
| Caught in the Currents | (M) More | 1068765 |
| | (I) Intermediate | 1068751 |
| | (L) Less | 1068758 |
| H.J. Heinz | (M) More | 1071386; 1071389; 1071390 |
| | (L) Less | 1071387; 1071388 |
| Harriet Tubman | (M) More | 1077380 |
| | (I) Intermediate | 1077378 |
| | (L) Less | 1077379 |

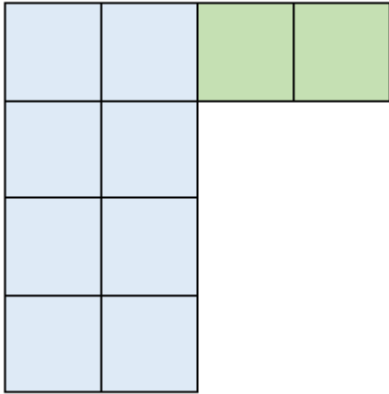
| | | |
|---------------------------------|------------------|------------------|
| How Long is the Night? | (M) More | 1074136; 1074140 |
| | (I) Intermediate | 1068747 |
| | (L) Less | 1074135 |
| Ice Cores and Climate | (M) More | 1074138 |
| | (I) Intermediate | 1074130 |
| | (L) Less | 1074133 |
| Naming Washington State | (I) Intermediate | 1066617 |
| | (L) Less | 1066626 |
| Population of the United States | (M) More | 1073026 |
| President Lyndon Baines Johnson | (L) Less | 1066621 |
| The Powerful Polar Bear | (M) More | 1068762 |
| | (I) Intermediate | 1068748 |
| | (L) Less | 1068755 |
| The Space Needle | (I) Intermediate | 1066597; 1066614 |
| Walrus Whiskers | (M) More | 1068766 |
| | (I) Intermediate | 1068752 |
| | (L) Less | 1068759 |
| Worms to the Rescue | (M) More | 1068763 |
| | (I) Intermediate | 1068749 |
| | (L) Less | 1068756 |
| Zookeeper | (M) More | 1074139 |
| | (I) Intermediate | 1074131 |
| | (L) Less | 1074134 |

Glossary of Terms

Addend: Any number that is added to another number.

Composite Figure: A figure that is made up of two or more geometric shapes.

Example: This composite figure is made of two different rectangles.



Difference: In a subtraction equation, the answer or value following the equal sign.

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

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.

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

Examples: children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, myth, staged dialogue, nursery rhymes, and the subgenres of narrative poems.

Median: 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.

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

Sum: In an addition equation, the answer or the amount following the equal sign.

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

Variable: A missing number in an equation represented by a letter.



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