

The Guide to Your Child's Student Report for the Washington Access to Instruction & Measurement (WA-AIM) Alternate Assessment

This guide will help you understand the scores on your child's report.

A note from the State of Washington Office of Superintendent of Public Instruction

The WA-AIM assessment measures how well students have learned the Washington Content Areas and Categories. Student Scores on WA-AIM are reported as three-digit scores. These scores connect to Alternate Achievement levels (1, 2, 3, and 4) and provide information about your child's achievement on WA-AIM.

Use this report to help you play a more active role in your child's education. Please take the time to study your child's results, to contact your child's school for additional documentation of learning progress, and to understand how the staff will utilize this WA-AIM report to support your child during the upcoming school year.

1-Total Scores and Alternate Achievement Levels

Your child received two kinds of test scores: a number score and an Alternate Achievement level score. You can see in the bar chart that our child's number score must be within certain ranges of numbers to achieve a Proficient Alternate Achievement level. The Alternate Achievement level indicators show that your student can consistently perform the knowledge and skills of the associated content area at the level displayed and the levels below. Your student may also be capable of performing some of the knowledge and skills described at higher levels, but not consistent enough to attain a corresponding score. Detailed Alternate Achievement level descriptions can be found on the back of the report.

2-How to access more information about WA-AIM

Detailed information on the WA-AIM alternate assessment can be found at

<https://www.k12.wa.us/student-success/testing/state-testing/assessment-students-cognitive-disabilities-wa-aim>

3-Performance by Content Category

This section of the report provides even more specific information about your child's score. Within each tested subject, there are several important content categories. Be sure to review the results for each category to help you understand your child's areas or greatest need. Note: The content category scores cannot be added together to equal the total score for the content area.

4-Understanding Your Student's Score and Complexity Levels

The scores for your student are derived through a weighting design based on the complexity (more complex, intermediate complexity, less complex) of the chosen standard assessed and the number of points earned. The weighting formula derives higher point values for student knowledge and skills demonstrated at higher complexities.

5-Alternate Achievement Level Descriptors

This section of the report provides examples of knowledge and skills represented by your child's score. The WA-AIM test is divided into four achievement levels. Based on their scores, student performance for each content area is placed into one of four alternate achievement levels. In Washington achievement levels 3 and 4 are considered proficient.





Student: Any Student	School: Any Elementary
Grade: 3	District: Any SD
SSID: 123456789	Grade: 3

Alternate Assessment

Your child's results show that your child can consistently demonstrate mastery of the knowledge and skills associated with their achievement level for each content area outlined in the Alternate Achievement Level Descriptors on the back of this report.

Purpose

This report describes your child's achievement within each content area.

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	Level 1 Score Range 100-108	Level 2 Score Range 109-123	Level 3 Score Range 124-149	Level 4 Score Range 150-200
English Language Arts				177
Mathematics			151	

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Students at levels 3 and 4 are considered Proficient.

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Content Categories	Complexity Level	Score
English Language Arts		
RL.3.1: Reading Literature	M	20.0
RI.3.5: Reading Informational Text	M	12.0
RF.3.3: Reading Foundational Skills	M	16.0
W.3.3: Writing	I	8.5
SL.3.3: Speaking & Listening	M	20.0
Mathematics		
3.G.1: Geometry	L	3.5
3.MD.4: Measurement & Data	M	20.0
3.NBT.1: Number & Operations in Base Ten	M	12.0
3.NF.1: Number & Operations—Fractions	I	8.5
3.OA.8: Operations & Algebraic Thinking	I	6.8

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Results Key:
NS = Not Scorable
NT = Not Tested

Complexity Levels:
M = More Complex
I = Intermediate Complexity
L = Less Complex



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Alternate Achievement Level Descriptors

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Achievement Levels	English Language Arts	Mathematics
Level 4	<ul style="list-style-type: none"> Use details to answer questions about the plot and characters in a text [RL.3.1] Use text features, including headings and key words, to locate information in a text [RI.3.5] Read simple sentences having high-frequency words [RF.3.3] Write about an event or personal experience using details [W.3.3] Ask or answer questions about the details presented [SL.3.3] 	<ul style="list-style-type: none"> Use number of angles or number of sides to describe or identify a figure [3.G.1] Measure the length of an object to the nearest whole unit [3.MD.4] Round two-digit numbers (0-30) to the nearest 10 [3.NBT.1] Identify a unit fraction of a model fraction or use a model to represent a unit fraction [3.NF.1] Solve one-step real-world problems using addition or subtraction with sums/differences within 20 [3.OA.8]
Level 3	<ul style="list-style-type: none"> Answer questions about characters in a text [RL.3.1] Use one or more text features to locate specific information in a text [RI.3.5] Identify single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC]) [RF.3.3] Write about an event or personal experience [W.3.3] Ask or answer questions about one detail presented [SL.3.3] 	<ul style="list-style-type: none"> Recognize sides or angles in two-dimensional shapes [3.G.1] Identify tools that can be used to measure length [3.MD.4] Identify numbers between 0 and 30 using base ten models [3.NBT.1] Recognize whole and parts of two-dimensional figures [3.NF.1] Solve one-step real-world problems using objects or models to compose or decompose numbers up to 10 [3.OA.8]
Level 2	<ul style="list-style-type: none"> Identify text details, such as character, in a text [RL.3.1] Identify a text feature in a text [RI.3.5] Match letter sounds with their letter correspondences or words with corresponding visuals [RF.3.3] Identify an event or personal experience, either real or imagined [W.3.3] Select one detail from a text presented [SL.3.3] 	<ul style="list-style-type: none"> Identify circles, squares and triangles [3.G.1] Identify the longest/shortest object when given two objects [3.MD.4] Identify numbers between 0 and 10 [3.NBT.1] Recognize a whole and parts in relation to the whole of real-world objects [3.NF.1] Count (up to 5) to solve real-world problems [3.OA.8]
Level 1	<ul style="list-style-type: none"> Match text details, such as character, in a text [RL.3.1] Match letters with corresponding visual of same letter [RF.3.3] Match 2 pictures of an event [W.3.3] Match one detail from a text presented [SL.3.3] 	<ul style="list-style-type: none"> Identify numbers 1-5 [3.NBT.1] Recognize whole objects [3.NF.1] Count up to 5 [3.OA.8]