

Academic Achievement Standard Descriptions

The academic achievement standards for students with significant disabilities who are participating in the Washington Alternate Assessment System (WAAS) portfolio are significantly different than the standards for students who participate in the Washington Assessment of Student Learning (WASL). The WAAS portfolio is based on the Essential Academic Learning Requirements (EALR) Extensions which allow the student to participate and progress in the general curriculum. Because the WAAS portfolio is based on the student's Individualized Education Program (IEP) goals in relation to the EALR Extensions, the specific assessment targets selected for the student may be the same for many content areas but may be different than for any other student. Additionally, these students have educational goals that may remain the same throughout their educational careers. Therefore, the following academic achievement standard descriptors apply for all grades and content areas.

- Level 1 - Students performing at this level will be making little or no progress toward the goal for the targeted IEP skills linked to the EALRs. The student is unable to generalize the use of these targeted skills, using modifications and adaptations in any settings or contexts. The student cannot make choices in planning, monitoring or evaluating own performances. The student has no or limited social interactions with others during educational activities.
- Level 2 - Students performing at this level will be making some progress toward the goal for the targeted IEP skills linked to the EALRs. The student is able to generalize the use of these targeted skills in some ways. The student may appropriately use modifications and adaptations in some settings and contexts or make choices in planning, monitoring or evaluating own performances. The student may have some social interactions with others during educational activities. The student is not able to generalize the targeted IEP skills in all of these ways.
- Level 3 - Students performing at this level will be making clear progress or attaining the goal for the targeted IEP skills linked to the EALRs. The student is able to generalize the use of these targeted skills, appropriately using modifications and adaptations in a variety of settings and contexts while making choices in planning, monitoring or evaluating own performances. The student sustains some social interactions with others during educational activities.
- Level 4 - Students performing at this level will be attaining or exceeding the goal for the targeted IEP skills linked to the EALRs. The student is able to generalize the use of these targeted skills, appropriately using natural supports, modifications or adaptations in an extensive variety of settings or contexts while consistently making choices in planning, monitoring or evaluating own performances. The student has sustained, varied social interactions with others during educational activities.