

Washington Alternate Assessment System

Teachers' Guide to the WAAS-Portfolio



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Washington Alternate Assessment System Teachers' Guide to the WAAS-Portfolio

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This document is available online at:
<http://www.k12.wa.us/assessment/AlternativeAssessment/Portfolio.aspx>
This material is available in alternative format upon request.
Contact the Resource Center at (888) 595-3276, TTY (360) 664-3631.

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Part 1 – General Information

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- Assessment Options Chart
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- GLE and GLE Extensions Format
- Blooms Taxonomy/Cognitive Demand

1.1 Introduction

State assessment programs provide one of many methods for determining student academic achievement. Washington's Assessment System provides accountability for program and educational opportunities for all students.

The goals of the statewide comprehensive assessment and accountability plan are to:

- Measure student progress to the state standards
- Measure student progress over time
- Inform the teaching and learning process in classrooms
- Assist classroom teachers in designing instruction
- Identify areas needing intervention/remediation
- Identify areas requiring acceleration and challenge
- Inform parents of their child's progress
- Assist school districts in making needed curriculum adjustments

Students who qualify for and receive special education services have options in the Washington's Assessment System.

To see all of the assessment options for students with disabilities go to Resource 4.2 on page 51.

The WAAS-Portfolio, Washington's alternate assessment based on alternate achievement standards, ensures a unified system, program, and student accountability linked to the common core of learning within the general curriculum.

The WAAS-Portfolio process was developed by the Washington Alternate Assessment Task Force and expanded by subsequent Alternate Assessment Advisory Councils in response to the Individuals with Disabilities Education Act of 1997 which dictated that states develop alternate assessments which are:

- Aligned with the states' academic content standards
(*SECTION 602 (3) of IDEA 97*)
- Improve results for student with disabilities through improved teaching and learning
- Raise expectations for students with disabilities
- Increase access to the general curriculum
- Provide parents information about their child's achievement in relationship to the performance of other children in their school

The Individuals with Disabilities Act (IDEA) Amendments of 1997 and 2003, as well as the Elementary and Secondary Education Act (ESEA) also known as No Child Left Behind (NCLB), require that all students with disabilities, even those with the most significant cognitive disabilities, participate in state and district assessment programs. In particular, the No Child Left Behind legislation ensures:

- “...that **all** children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.” (2001)
- **All** students are to be assessed based on grade-level content standards. (2003)

These pieces of legislation have complemented each other in their insistence that alternate assessments:

- Are academic in nature
- Are aligned with the “same challenging state standards” as for all other students
- Promote access to and *demonstrate performance* in the general education curriculum
- Provide meaningful access to their assigned grade-level content in the areas of reading, writing, mathematics, and science

State, district, and school accountability based on federal regulations remain the purpose of the WAAS-Portfolio. A greater purpose is to ensure effective instructional practice so all students in Washington will move toward achieving the same academic content standards. The WAAS-Portfolio is designed for a small percentage of the total school population for whom traditional assessments, even with accommodations, are not an appropriate measure of progress. This manual is designed to assist teachers and district personnel in implementing the WAAS-Portfolio assessment.

1.2 Assessment Options Chart

Assessment Options for Students with Disabilities

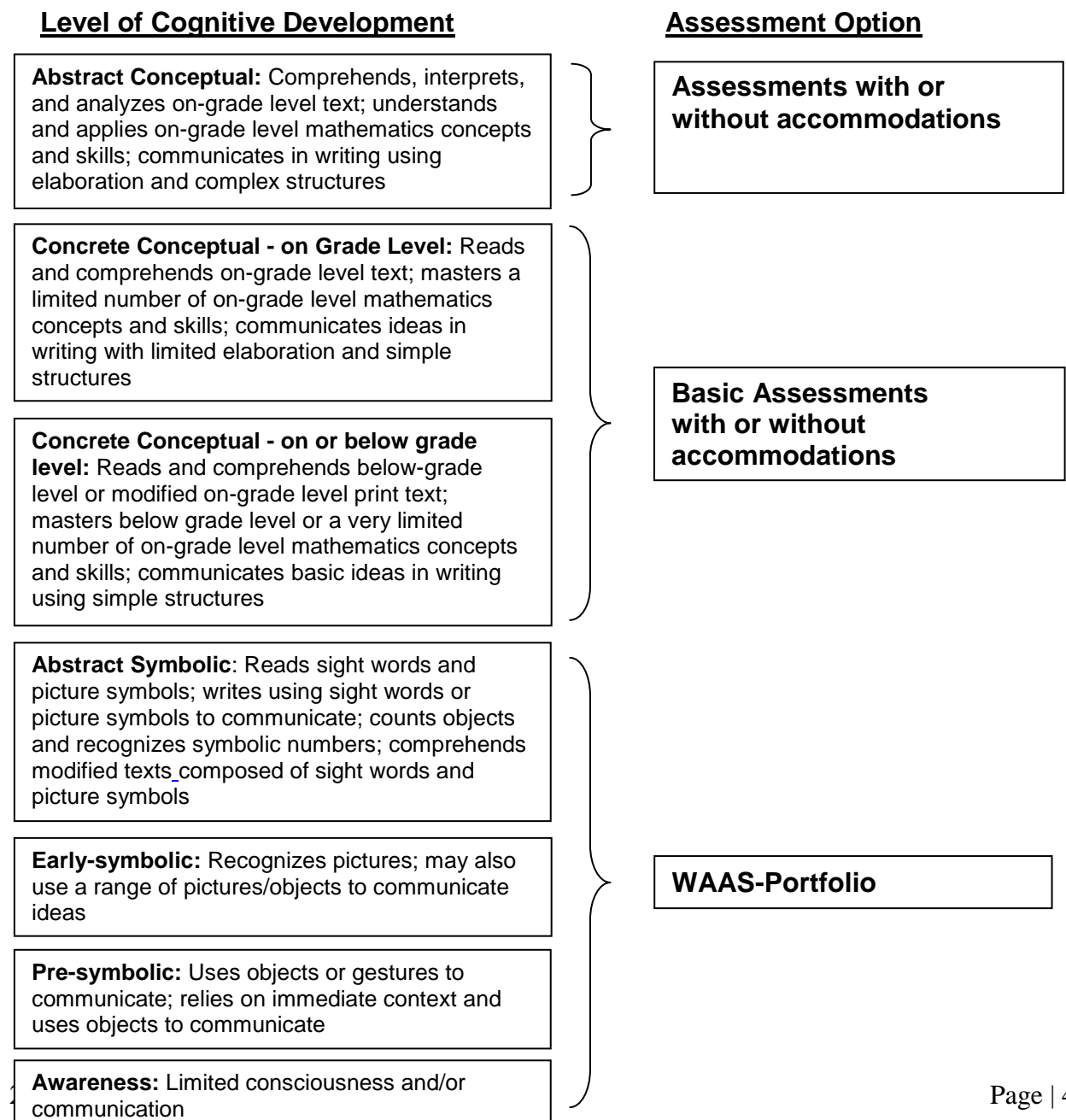
	Used for NCLB	Grade Level(s)	High School Graduation
Assessment with/out accommodations	√	3-8, 10-12	√
Basic Assessments (Level 2 cut score) with/out accommodations		3-8, 10-12	√
WAAS-Portfolio	√	3-8, 10-12	√
Developmentally Appropriate Proficiency Exam (WAAS-DAPE) <i>formerly</i> WAAS-DAW		11-12	√
Locally Determined Assessment (LDA)		12	√
“Awareness Level” Waiver		11-12	√

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1.3 Developmental Continua

In an effort to support IEP teams in their assessment decisions for their students, the Continua of Cognitive Development have been included as a resource. The Continua lists the continuum of student learning behaviors and suggests possible assessment options by category. Students in grades 3-8 who receive special education services have 3 assessment options including the WAAS-Portfolio listed on this page. High School students receiving special education services have 5 assessment options including the WAAS-Portfolio listed in subsequent pages.

Continuum of Cognitive Development and Assessment Options for **Grades 3-8**



Continuum of Cognitive Development and Assessment Options for **High School**

Level of Cognitive Development

Abstract Conceptual: Comprehends, interprets, and analyzes on-grade level text; understands and applies on-grade level mathematics concepts and skills; communicates in writing using elaboration and complex structures

Concrete Conceptual - on Grade Level: Reads and comprehends on-grade level text; masters a limited number of on-grade level mathematics concepts and skills; communicates ideas in writing with limited elaboration and simple structures

Concrete Conceptual - on or below grade level: Reads and comprehends below-grade level or modified on-grade level print text; masters below grade level or a very limited number of on-grade level mathematics concepts and skills; communicates basic ideas in writing using simple structures

Abstract Symbolic: Reads sight words and picture symbols; writes using sight words or picture symbols to communicate; counts objects and recognizes symbolic numbers; comprehends modified texts composed of sight words and picture symbols

Early-symbolic: Recognizes pictures; may also use a range of pictures/objects to communicate ideas

Pre-symbolic: Uses objects or gestures to communicate; relies on immediate context and uses objects to communicate

Awareness: Limited consciousness and/or communication

Assessment Option

Assessments with or without accommodations
(Grades 10-12)

Basic Assessments with or without accommodations
(Grades 10-12)

WAAS-DAPE* with or without accommodations
(Grades 11-12) or LDA (Grade 12)

WAAS-Portfolio (Grades 10-12)

“Awareness Level” Waiver
(Grades 11-12)

* WAAS-DAPE (Developmentally Appropriate Proficiency Exam) was formerly known as the WAAS-DAW.

1.4 WAAS-Portfolio Purpose

The purpose of the Washington Alternate Assessment Portfolio is two-fold:

- To provide an appropriate method of measuring performance on Grade Level Expectations (GLEs) for students who are not able to participate on the Washington Assessment of Student Learning (WASL), even with accommodations, and
- To ensure that students are able to generalize their academic skills to the maximum extent possible.

The basic building block of the WAAS-Portfolio assessment is evidence of student's work. Each of the entries in the portfolio documents performance toward the Grade Level Expectations (GLEs), as well as generalization of those skills in various contexts. In order to meet the requirements of federal legislation, all of the targets and related evidence must be "aligned" or "linked" to the GLEs of the individual student's assigned grade.

Targets and evidence are "aligned" or "linked" to the GLEs through the use of Washington State's *extended* standards, the GLE Extensions. The GLEs were extended by teacher work groups in reading, mathematics, science and writing. Those work groups, consisting of special and general education teachers, examined the GLEs in each content, developed "essence" statements for those GLEs, and then extended some of them to meet the needs of students with significant cognitive disabilities. Washington State's federal peer review panel has fully approved the work completed by these teacher work groups, so teachers are assured that their WAAS-Portfolio targets and evidence are aligned when the GLE Extensions are used.

Grade Level Expectation (GLE) Extensions can be found on OSPI's website for Alternate Assessments: <http://www.k12.wa.us/assessment/AlternativeAssessment/Portfolio.aspx>

1.5 WAAS-Portfolio Participation Guidelines

A student with significant cognitive disabilities is defined as an individual who displays limited cognitive abilities that may be combined with physical and/or behavioral limitations. The student requires a highly specialized educational program. Students do not have significant cognitive disabilities per content area; these students are profoundly impacted in all content areas.

Eligibility for Washington State's WAAS-Portfolio is based on a student's Individualized Education Program (IEP) that reflects a highly specialized educational program to facilitate the acquisition, application, and transfer of skills. IEP team members are responsible for deciding

which students with disabilities participate in the regular assessment, with or without accommodations, or in Washington State's Alternate Assessment, the WAAS-Portfolio.

The Department of Education Non-Regulatory Guidance, (Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities, August 2005) states that only students with the most significant cognitive disabilities may be assessed based on alternate achievement standards. The regulation does not create a new category of disability. Rather, the Department intended the term *students with the most significant cognitive disabilities* to include that small number of students who are 1) within one of more of the existing categories of disabilities under IDEA (e.g., autism, multiple disabilities, traumatic brain injury, etc.) and 2) whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction and maximum accommodations.

To facilitate informed and equitable decision-making, IEP teams should address each of the following guidelines when considering an alternate assessment. To be eligible for participation in the WAAS-Portfolio, **all** 3 of the following guidelines should be met. See the below for the specific criteria.

Guideline #1: Evidence of Significant Cognitive Disabilities

The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills. The student may have physical or behavioral limitations and requires a highly specialized educational program in all content areas with intensive modifications for access to the general academic curriculum in all content areas.

Guideline #2: Intensity of Instruction

The student requires intensive instruction in multiple settings to accomplish the acquisition, application, and transfer of knowledge and skills.

Guideline #3: Curricular Outcomes

The student's daily instruction is focused on the academic content standards through performance indicators that are at a lower level of complexity and are designed to serve as access or entry points to the Washington Content Standards in the Grade-Level Expectations (GLEs).

If student information supports the above guidelines, the IEP team should document their decision for the student's WAAS-Portfolio participation on the student's current IEP. Some students may not fit all of the criteria because they are able to accomplish selected academic tasks. However, these students may not be successful on the general assessment or one of its graduation alternatives because they require intensive instruction. If the IEP team agrees, these students should be assessed with the WAAS-Portfolio.

See Resource 4.4 on page 54 for the WAAS-Portfolio Participation Guidelines for IEPs.

1.6 WAAS-Portfolio Eligibility Criteria

Finally, IEP Teams may find the following chart helpful when deciding which students should be participating in the WAAS-Portfolio.

WAAS-Portfolio Eligibility Criteria

<u>CRITERIA</u>	<u>EXAMPLES</u>
All criteria should be met to identify a student as eligible for participation in the WAAS-Portfolio	Supporting evidence for meeting these criteria

INTENSIVE INDIVIDUALIZED INSTRUCTION	
Does the student need <u>significant</u> changes in the complexity and scope of the general standards to show progress in the curriculum?	
Requires intensive specially designed instruction	Planning/Implementing of differentiated instruction to meet the individual needs of the student. For example, modifications, materials used, visual supports
AND	
Requires intensive individualized supports	Learning supported by adult assistance, providing frequent and structured prompting and cueing, or may use assistive technology
AND	
Requires extensive instruction	Extended learning time including increased frequency and duration of instruction and practice
AND	

CLASSROOM ASSESSMENT	
Does the student need supports to reduce significantly the complexity or breadth of assessment items?	
Requires differentiated content for classroom assessment	Student receives modified classroom assessments on a routine basis
AND	
Needs to show what they know differently	Assistive technology or oral presentation instead of a written response
AND	
Accommodations alone do not allow the student to demonstrate knowledge fully	Documented accommodations have been insufficient
AND	

STUDENT PERFORMANCE	
Is the student multiple years behind grade-level expectations?	
Consistently requires instruction in prerequisite skills to the grade-level expectations being assessed	Evidence shows the student's instructional level is significantly below a pre-requisite level
AND	

Despite the provision of research-based interventions, the student is not progressing at the rate expected for the grade level	Evidence shows the use of research based interventions and data for monitoring progress
AND	
Student classroom achievement and performance is significantly below grade level peers	The preponderance of the above evidence and data indicates that the student is performing significantly below their peer group

1.7 GLE and GLE Extensions Format

Washington State’s Academic Content Standards Structure

The Essential Academic Learning Requirements (EARLs) offer a broad view of overarching competencies. The EARLs are supported by component statements which together form the basis and foundation for the Grade Level Expectations (GLEs). GLEs describe the precise performance-based knowledge and skills that students must acquire. Each GLE is supported by at least one bulleted action statement.

Understanding Grade Level Expectations

An **Essential Academic Learning Requirement** is a broad statement of learning that applies to grades K–10.

The **Component** is a K–10 statement that further defines the EARL. There is at least one component for each EARL.

The **Grade Level Expectation** is a statement of *cognitive demand*, using Bloom’s Taxonomy, and the *essential content or process to be learned*. The statement, specific to one or more grades, defines the component.

The **Evidence of Learning** is a bulleted list of *student demonstrations* that provide educators with common illustrations of the learning. Because the bulleted list is not exhaustive, educators are encouraged to seek additional evidence of student learning.

The **Numbering System** helps identify the first three statements of learning. For example, in the number 2.2.1, the first number stands for the EARL, the second for the component, and the third for the GLE. Note: Grade levels are not referenced in the numbering system.

EALR 2: The student understands the meaning of what is read.

Component: 2.1 Demonstrate evidence of reading comprehension.

GLE	Grade 4
2.2.1	<p>Understand sequence in literary/narrative text and informational/expository text</p> <ul style="list-style-type: none"> ■ Explain ideas or events in sequential order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.) ■ Recognize and explain literary/narrative text written out of sequence (e.g., flashbacks, tales from other cultures). ■ Explain steps in a process (e.g., problem solving in mathematics, life cycle of a salmon). ■ Select, from multiple choices, the order of ideas, facts or events (e.g., what happened first, next, last; the order in which ideas or facts were introduced).

Figure 1:WA Academic Content Standards Structure

GLE Extensions

A GLE Extension is a standard that corresponds to a general education standard. The GLE Extensions were developed with careful consideration to the overall intent, concepts and skills inherent in their corresponding general education standards. An essence statement, written for each of the chosen standards, captured that intent. Finally, the essence statements were turned into Essential Questions which guide teacher planning for student learning and performance. See the figure 2 for a sample of a GLE Extension page in Washington State’s Extensions to the Grade Level Expectations which are found on line at <http://www.k12.wa.us/assessment/AlternativeAssessment/Portfolio.aspx>.

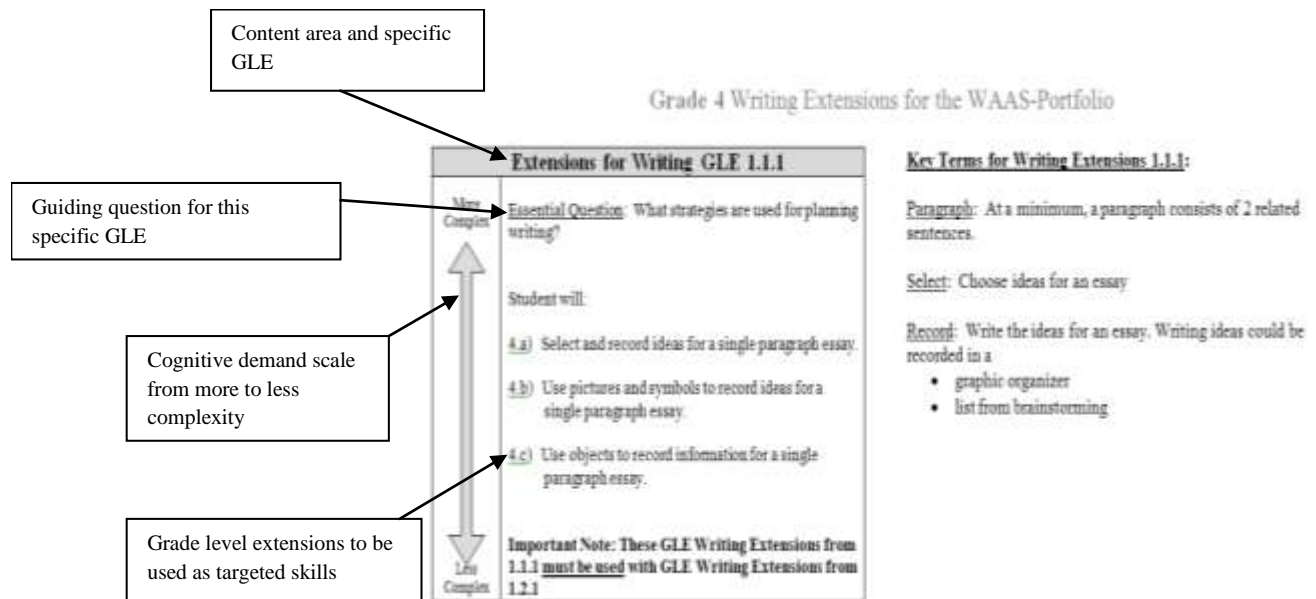
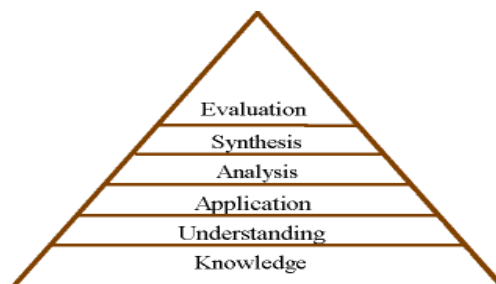


Figure 2: GLE Extension Structure

1.8 Blooms Taxonomy/Cognitive Demand

In developing the WAAS-Portfolio Extensions, teachers referred to Bloom’s Taxonomy to differentiate the content complexity for students. Verbs from the first three levels of Bloom’s Taxonomy can be found throughout the GLE Extensions in all content areas and in all four grade bands. Those levels and their corresponding verbs are below. The verbs specifically used in the GLE Extensions are in bold type.



1. **KNOWLEDGE:** arrange, define, duplicate, **label**, list, memorize, name, **order**, recognize, relate, recall, repeat, and reproduce state.
2. **UNDERSTANDING:** classify, **describe**, discuss, **explain**, express, **identify**, indicate, locate, recognize, report, restate, review, select, translate,
3. **APPLICATION:** apply, **choose**, **demonstrate**, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, **write**.

Cognitive Demand Verbs Used in the GLE Extensions:

Choose: Select the answer(s) from a minimum of three choices with two believable answers and one distracter

Compute: To determine by calculating

Describe: Name it or point it out and give detail or function(s)

Elaborate: Add details that build on one another – reasons, facts, anecdotes, examples, explanations

Explain: Name/point out, give detail and reason

Extend: Increase length, enlarge scope or arrange in a given direction

Identify: Select the answer(s) from a minimum of two choices with one believable answer and one distracter

Label: Designate with words or pictures

Locate: To place or establish in a position

Measure: To find out extent, dimensions, quantity or capacity using a tool

Order: A list of three or more in order from least to greatest

Organize: Combine in ordered groups

Predict: To foresee what might happen in text, based on a reader's background knowledge life experiences

Produce: Put material together to form a new whole

Record: To write

Select: Choose

Solve: To find the solution to an equation or problem

State: To write

Part 2 – Planning and Compiling the WAAS-Portfolio

- Planning Process
- Compiling Student Evidence
- ABCs of Merging Assessment and Instruction
- Procedural Reminders
- Content Specific Reminders/Glossaries
 - Reading
 - Writing
 - Mathematics
 - Science
- Curriculum Modifications and Instructional Strategies

2.1 Planning Process

When designing a program that provides access to the GLEs for students with significant cognitive disabilities, team planning and collaboration are essential for success. The following steps will assist these collaborative teams in designing aligned WAAS-Portfolios for their students.

Step 1: Identify the Student.

- The IEP team identifies the student for whom a WAAS-Portfolio will be submitted. See Participation Resources 4.3, 4.4 and 4.5.

Step 2: Identify the Components Necessary to Complete the Assessment.

- Identify the required content areas to be assessed for each student based on the student's assigned grade level.
- Select the appropriate GLE Extensions for each content area.
- Copy or use ProFile the chosen GLE Extensions for each targeted skill and add performance criteria (percentage).

Step 3: Design and Implement an Instructional Plan.

- Develop learning activities in consultation with general education teachers and other related service staff.
- Develop learning activities to determine baseline before identifying performance criteria.
- Once baseline is determined, performance criteria stated in percentages can be documented.
- Develop continued learning activities that will demonstrate:
 - Student work through student-generated work samples
 - Student evidence of learning demonstrated in three **authentic contexts**.
- Data collection is completed at three discreet intervals.
 - First data collection period ends on **December 18, 2009**.
 - The second data collection period ends on **February 5, 2010**.
 - The final data collection period ends on **March 12, 2010**.

Step 4: Collect and Organize Student Evidence.

- Follow-through with instructional plan.
- Each page of student evidence must include:
 - Student's full legal name (do not use nicknames.)
 - Date (month/day/year)
 - Student work graded by teacher in percentages
 - Page number
 - Rubric or Key, if acronyms, abbreviations or symbols are used for grading
 - Content areas have specific evidence requirements for student work. See content area reminders in this section of the manual and/or content specific extensions for further information.

2.2 Compiling Student Evidence

The Entry Cover Sheet provides information about the grade-level content Extension being assessed. The Targeted Skill bridges the GLE Extension to the instructional activities performed by the student during the data collection windows. The Entry Cover Sheet also gives teachers the option of conveying additional information about the student learning activities through the supporting evidence section.

ProFile™ Forms

If the electronic ProFile™ feature is used and the teacher has completed a new student file, follow Steps 1 and 2 below:

Step 1 - The entry cover sheet will be automatically populated with the following information:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Content area • Student name • Student grade • Extension number • Grade band and Extension letter (e.g., 7-8.a) or 7-8.b) or 7-8.c) | <ul style="list-style-type: none"> • Extension chosen from a content and grade specific electronic pull-down menu • Targeted Skill populated from the extension chosen but after performance criterion (%) is chosen. |
|--|---|

Step 2 - The teacher will need to add the following to each entry cover sheet:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Circle skill number (#) 1 or 2 • Dates for each data point collected • Context information | <ul style="list-style-type: none"> • Student scores for each data point • Supporting evidence information, if needed |
|--|--|

MS Word/Handwritten Forms

If the Entry Cover Sheet is completed in a Word document or by hand, the Entry Cover Sheet must be filled out completely.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Circle skill number (#) 1 or 2 • Write in the content area (R, M, S, W) • Fill in the student's full name according to CSRS • Add student's grade • Add Extension number • Fill-in <u>grade band</u> (e.g., 3-4, 5-6, 7-8 or HS) and <u>Extension letter</u> (e.g., 7-8.a or b or c) | <ul style="list-style-type: none"> • Extension copied exactly • Targeted skill which is copied word-for-word as the Extension with a performance goal written as a percentage • Dates for each data point collected • Context information • Student scores for each data point • Supporting evidence information, if needed |
|---|---|

If any one of these elements is missing or completed incorrectly, the entry might not be scored. In addition, the data collection dates recorded on the Entry Cover Sheet must match those found on the corresponding student evidence.

Teachers can find an Entry Cover Sheet in the Resource section of this manual: Resource 4.8, or in Word on the OSPI web site and electronically via the Measured Progress's ProFile™ system.

All 2009-2010 WAAS-Portfolio entries are required to use the new 2009-2010 Entry Cover Sheet.

2.3 ABCs of Merging Assessment and Instruction

A	Assess, instruct, assess, instruct, assess, instruct, and so forth.
B	Begin with a clear expectation of what the student is to learn.
C	Collaborate with others to develop meaningful instruction and assessment.
D	Design adaptations/modifications to use across the curriculum.
E	Embed skills into all activities to facilitate meaningful contexts and generalizations.
F	Functional skills include academics and literacy.
G	Generalizations occur after a skill has been learned.
H	Have instructional materials mirror things that are available during assessment.
I	Integrate skill instruction/application/generalization across the curriculum.
J	Judge your performance by that of your students.
K	Keep assessment tasks clear and concise.
L	Look for other learning opportunities within an activity or lesson.
M	Make adaptations that lots of students can use.
N	Never say, "She/he won't get anything out of it."
O	Opportunities for instruction/assessment may occur outside of school for all students.
P	Prepare the student and yourself well in advance of assessment activities.
Q	Question why a student's performance isn't as good as it should be.
R	Review with the student how he did at the end of instruction and refocus on the expectations at the beginning of each lesson.
S	Systematic instruction toward skill acquisition is essential.
T	Take a look at the general education curriculum, content, and assessment first.
U	Utilize technology.
V	Vary instructional techniques and assessment modes to meet students' learning styles/preferences.
W	Wait for the student to respond.
X	Xpect that your student will learn.
Y	Your instruction is reflected in your students' performance.

Z	Zoom in on the most important parts of an activity/lesson/unit.
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Harold L. Kleinert & Jacqui Farmer Kearns. (2004, July) *Alternate Assessment*. Brooks Publishing.
Chapter by Jean Clayton, Mike Burdge, and Harold Kleinert

2.4 Procedural Reminders

Before beginning:

- Access the training PowerPoints from the website
- GLE Extensions **must be** from the student's assigned grade level and **must be** from the 2009-2010 Extensions documents.
- For context, the student generalizes the skill.
 - In reading, it is reading/listening to a different story.
 - In writing, it is writing about different topics.
 - In mathematics, it is using the same concept/skill in different ways (worksheet, tactile objects, etc.)
 - In science, it is students participating in different scientific investigations.
- Read the essential question in the extensions to understand the essence of the skill that is being assessed.
- Develop instructional tasks that are meaningful, purposeful and challenging for the individual student.
- Create activities that are aligned with the assigned grade-level extensions.
- Use assigned grade-level materials which have been adapted to meet the student's needs.

During the process:

- Populate Portfolio forms by accessing the electronic ProFile™ from the link on the OSPI website.
- If not using the electronic forms, copy word-for-word the extensions into the targeted skills boxes and add percentage criteria.
- Use two different extensions for each content area: one for targeted skill #1 and a different one for targeted skill #2.
- Performance criteria must be less than 100%.
- Document the student's performance on all pieces of student evidence.
- Supporting Evidence information, if needed, should answer **Who, What, When, Where, or How Well**.
- All images/pictures (**NO student photos**) must be combined with words. For writing Extensions 1.2.1 and 3.1.2 all images/pictures need sentences, not single words.
- In compiling the WAAS-Portfolio, collaborate with staff members in the building and from other buildings in the district who also work with students who have SLD.

After finishing:

- Check that dates of the Entry Cover Sheet and student-generated work evidence are the same.
- Work with colleagues, check each other's portfolios to ensure that all forms have been completed and the portfolio is organized according to the manual's instructions.

- Share the student work in the WAAS-Portfolio with a building administrator and have him/her sign the Portfolio Validation form.

2.5 Content Specific Reminders/Glossaries

READING

In **all** reading entries the titles of the texts must be included.


Reading 1.3.2

Student will state, choose, or identify the key words critical to comprehending grade-level text.

- Title and text must be included.
- Including the text means that the key words critical to comprehending grade-level text are incorporated in the context of the story. The included passage can be a single sentence or a small section of the text. For example:


Where the Red Fern Grows

There, people stare and laugh at the young hillbilly. With his leftover money, he buys some *clothes* as gifts for his parents. He sees children playing at *recess*, and tries to play on a slide. He finally collects his dogs and walks back out of town with their small heads sticking out of his bag. Some school children mob around him and knock him down, but the town marshal *rescues* him and buys him a strawberry soda. The marshal is impressed with Billy's determination, and says he has grit.





Clothes

ducks
laugh a
lot



things people
wear to keep
them warm

- Choosing the meaning of key words critical to comprehending text is not answering comprehension questions or completing cloze sentences.
- When students are choosing/ identifying the meaning of key words critical to comprehending text, the vocabulary word being taught must not be the same word as the definition.

EXAMPLE			
INCORRECT	Sport	—————>	SPORT 
CORRECT	Sport	—————>	FOOTBALL 

Reading 2.1.3: Main Idea

Student will state, choose, or identify the main idea and support it with 2 text-based details from grade-level text.

- A main idea is a central thought that runs throughout the entire text and is more than one word.
- The students must state/choose/identify the main idea and then support it with details from the text.

Reading 2.1.5: Prediction

- Predictions are generally made with literary text; however, for the WAAS-Portfolio literary and informational text may be used.

Reading 2.1.7: Summarization

- To summarize is to select the most important details from the text and put them into a shortened version.

Glossary Terms for Reading GLE Extensions

Choose: Student selects the answer(s) from a minimum of three choices with two believable answers and one distracter.

Critical to the text: A word or phrase whose meaning is necessary to understand the text.

Identify: Student selects the answer(s) from a minimum of two choices with one believable answer and one distracter.

Main idea: Main idea is a central thought of the text. Main idea is not “plant.” A main idea would include the central thought about plants like, “Plants are important for survival.” Main ideas are written in sentences.

Prediction: To foretell what might happen in text. Prediction is based on textual clues and/or a reader’s prior experiences.

State: To write.

Summary: To select the most important details from the text and put them into a shortened version.

Text-based details: Specific information (details) found in and lifted directly from the text.

Vocabulary: Words that explain how meaning contributes to text. Understanding vocabulary demonstrates comprehension.

WRITING

- Writing entries are student-produced with assistive technology, scribes, sentence strips, pictures or handwritten. **A product is always required.**
- A paragraph consists of at a minimum, 2 related sentences.
- A sentence needs to include at a minimum, a noun and a verb.
- In a pre-write students are brainstorming and gathering ideas.

Writing 1.1.1

- Writing 1.1.1 must be used with Writing 1.2.1
- By *recording* information the student is organizing information about a topic that has been previously brainstormed.
- The pre-write and the paragraph must have the same topics for 1.1.1 and 1.2.1.

Writing 1.2.1

- Writing 1.2.1 must be used with Writing 1.1.1
- All images and objects must be **attached to sentences to capture the students ideas.**
- The student uses the information from 1.1.1 to *write* paragraphs.
- The pre-write and the paragraph must have the same topics for 1.1.1 and 1.2.1.

Writing 3.1.1

- Writing 3.1.1 must be used with Writing 3.1.2
- Writing 3.1.1 elaborate: Add details, facts, anecdotes, explanations, reasons that build on one another. Elaboration requires sentences.

Writing 3.1.2

- Writing 3.1.2 must be used with Writing 3.1.1
- All images and objects must be **attached to sentences to capture the students ideas.**
- A student-generated introduction is required to go with a student generated paragraph built from the topic and details of Writing 3.1.1.

Glossary Terms for Writing GLE Extensions

Choose: Student selects the answer(s) from a minimum of three choices with two believable answers and one distracter.

Draft: A first or preliminary form of any writing. May use graphic organizer, outline, text in paragraphs, etc.

Elaborate: Add details that build on one another. For example, reasons, facts, anecdotes, explanations. Elaboration requires sentences.

Identify: Student selects the answer(s) from a minimum of two choices with one believable answer and one distracter.

Introduction: The beginning of an essay that grabs the reader's attention and provides a lead-in to the essay's main idea.

Paragraph: At a minimum, a paragraph consists of 2 related sentences.

Produce: Organize related materials together for an essay.

Record: Write the ideas for an essay. Writing ideas could be recorded in a graphic organizer or a list from a brainstorm.

Select: Choose ideas for an essay.

Sentence: At a minimum, a sentence consists of a noun and a verb.

State: To write.

MATHEMATICS – GRADES 3-8

- Mathematics evidence may include worksheets, however each worksheet must include different information in performance of the skill. For example, number lines may be present on all three worksheets, however the number lines must have different combinations of numbers on each worksheet to meet the context requirement.
- When a student is solving a story problem, the student is taking information written in words and putting it into a mathematical procedure to find an answer.

Mathematics Core Content 3.3 and 4.2

- Benchmark fractions are $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ in 3rd and 4th grades.
- Identifying decimals as parts of a whole can be shown using base ten blocks, money, cuisenaire blocks.

Mathematics Core Content 3.4 and 4.3

- Geometric figures are 2 and 3 dimensional closed shapes.

Mathematics Core Content 5.3 and 6.4

- Geometric attributes are faces, edges and vertices. For example, A rectangular prism has 6 faces, 12 edges and 12 vertices.

Mathematics Core Content 5.4 and 6.2

- Arithmetic patterns are sets of numbers in which the difference between any 2 adjacent or consecutive numbers is the same.

Mathematics Core Content 7.1 and 8.1

- A single step equation will only have one variable to solve. For example, $3n = 4$.
- Ordering positive and negative numbers can be done with temperature, elevation, money etc.

Mathematics Core Content 7.2 and 8.2

- A conversion within a measurement system looks like:
 - 3 ft = _____ yd
 - 8 pt = _____ gal

Mathematics Core Content 7.4 and 8.3

- The standard order of operations is as follows:
 - Carry out all exponents and roots, from left to right.
 - Carry out all multiplication and division, from left to right.
 - Carry out all addition and subtraction, from left to right.
 - Parentheses are used to indicate that operations are to be done in a different order than the one given above. When parentheses appear, carry out the operation(s) within each pair of parentheses (from the inside out, if multiple levels of parentheses are used) and then follow the order of operations given above.

Mathematics – High School

Mathematics 1.3.3

Plot, state, choose or identify specific places on a map.

- Each piece of evidence must include a map with coordinate grid.

Glossary Terms for Mathematics GLE Extentions

Acute angle: An angle that measures less than 90 degrees.

Angle: A union of two lines and their common endpoint.

Area: The measure of the inside of a two-dimensional figure, measured in square units.

Bar graph: A graph used to compare data using the length or height of bars.

Circle graph: A graph in which data are represented by parts of a circle.

Choose: Student selects the answer(s) from a minimum of three choices with two believable answers and one distracter.

Compare: To examine to note similarities and differences.

Compute: To determine by calculating.

Complete a table: Finish a table that shows two variables changing at a constant rate. **At a minimum, the student needs to complete 3 missing variables in the table.**

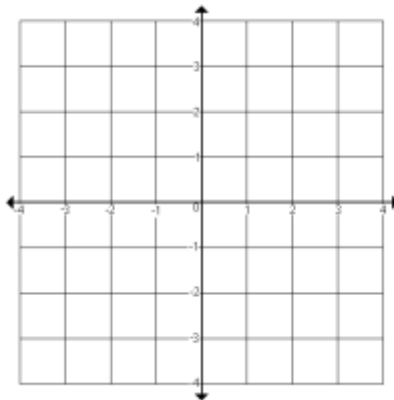
Number of Chairs	Number of Legs
1	4
2	8
3	?
4	?
5	?

Congruent figures: Figures which have the same shape and same size.

Conversion/Converting: A change within or between measurement systems. For example, inches to feet, ounces to pounds, feet to yards. Note: Money and time cannot be used for measurement conversions.

Coordinate grid: A pattern of regularly spaced horizontal and vertical lines on a plane that is used to locate points.

Coordinate Plane: A flat surface formed by the intersection of a horizontal line (x-axis) and a vertical line (y-axis) and extending in all directions.



Data set: Information that has been collected and organized to find a tendency.

Decimal: A number containing a decimal point and written using the base-ten number system. For example, 0.23, 0.456 and 0.6.

Denominator: The bottom number in a fraction. Which identifies the number of equal parts into which the whole is divided.

Describe: To write about how fractions are greater than (<), less than (>), or equal to (=) each other.

Divide: An operation with two numbers that separates them into equal parts.

Equations: A mathematical sentence with an equal sign. The left side of the equal sign has the same value as the right side. $6 + 4 = 10$ is an equation. $8 = y + 14$ is an example of a single variable equation.

Equivalent: Equal in value, measure, force, effect, significance.

Extend: To increase length, enlarge scope, arrange in a given direction.

Fraction: A fraction names a part of a whole.

Geometric figure: Any set of points on a plane or in space.

Geometric shape: Outer form of an object or figure such as circle, triangle, square or rectangle.

Geometric attributes: A characteristic of a geometric object. For example, the parallel faces, types of faces, number of faces, edges and/or vertices of geometric objects.

Graph: To represent visually a system of data connections.

Identify: Student selects the answer(s) from a minimum of two choices with one believable and one distracter.

Integers: The set of all numbers including zero and the negatives of all numbers. For example, -4, -3, -2, -1, 0, 1, 2, 3, 4 are integers.

Interpret: To explain.

Label: Designate with words or pictures.

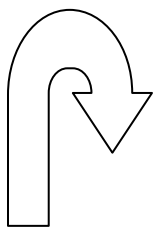
Line graph: A graph used to show change over time with dots that are connected by lines.

Linear Pattern: Two variables that change at a constant rate.

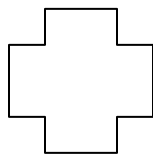
Line segment: A part of a line that has two endpoints.

Line Symmetry: Figures that match exactly when folded in half.

For example,



Incorrect



Correct

Locate: To place or to establish in a position.

Map: A representation of the features of an area such as the earth, showing forms, sizes and relationships. A map is not a grid with random objects placed on it.

Match: To be equal or correspond.

Mean: Add the data and divide by the total number.

Median: The middle number in a set of data that is arranged from smallest to largest. For example, in the data set 1, 3, 5, 7, 8, the median is 5.

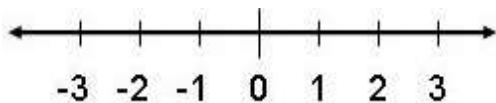
Measure: To find out extent, dimensions, quantity or capacity by using a tool.

Measurable Attributes: Length, time, money, weight, mass, capacity, temperature

Mode: The number or numbers that occur most frequently in a data set. For example, the data set of 8, 9, 2, 8, 4, 5, 8, 5, 3, 8, the mode is 8.

Multiply: An operation with two numbers that tells how many in all.

Number line: A line representing the set of all numbers. The number line is typically marked showing integer (negative and positive numbers including zero) values.



Number Pattern: A repeating sequence of integers.

Obtuse angle: An angle that measures more than 90 degrees.

Order: A list of three or more numbers put in order from least to greatest or from greatest to least.

Order of operations: The standard order of operations is as follows:

- Carry out all exponents and roots from left to right
- Carry out all multiplication and division from left to right
- Carry out all addition and subtraction from left to right
- Parentheses are used to indicate that operations are to be done in a different order than the one given above. When parentheses appear, carry out the operation(s) within each pair of parentheses (from the inside out, if multiple levels of parentheses are used) and then follow the order of operations given above.

Ordered Pair: Two numbers used to locate points on a coordinate grid. The first element indicates distance along the x-axis (horizontal) and the second indicates distance along the y-axis (vertical).

Percent: An amount that represents part of a hundred. For example, 25% means 25/100.

Perimeter: The sum of the lengths of the sides of a polygon or the distance around the outside of an object.

Plot: Drawing a line from one place to another on a map showing a direct path.

Polyhedron: Three-dimensional figures that are made up of polygons and their interiors, such as cones, cubes, sphere, prisms, and pyramids.

Quadrilateral: A four-sided polygon. Quadrilaterals include rectangles, squares, parallelograms, rhombi, trapezoids, and kites.

Rectangle: A quadrilateral with four right angles. The opposite sides of a rectangle are congruent (the same length).

Rectangular prism: A solid 3-dimensional object which has six faces that are rectangles.

Right angle: An angle that measures exactly 90 degrees.

Rule: A sentence, phrase, expression, or equation that describes how to extend a pattern or how to find a certain term of a pattern.

Single-Step Word problem: The student extracts information from a context of words, numbers and/or pictures to determine a mathematical procedure(s) to obtain an answer.

Solve: To follow a mathematical procedure to obtain an answer.

State: To write

Square: A quadrilateral with four right angles and all sides the same length.

Triangle: A three-sided polygon which is a closed figure on a flat surface that is made-up of line segments joined end to end. The line segments of a polygon may not cross.

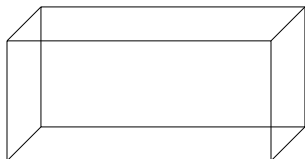
Variable: A quantity that can change or that may take on different values.

Volume: The amount of space, measured in cubic units, that an object or substance occupies.

Whole Numbers: Whole numbers are the non-negative integers. For example, 0, 1, 2, 3, 4...

3 Dimensional: A shape (geometric figure) having length, width and height

Example:



Science

Science 2.1.2

- Scientific investigation, GLE 2.1.2, ***must be*** one of the two targeted skills in each science portfolio. GLE 2.1.2 is mandatory for all students grades 5, 8, and 10.

- A prediction must answer the given question including the effect of the changed (manipulated) variable on the measured (responding) variable. *More sand will move down the hill model than the rocks.*
- A hypotheses is:

Prediction	The prediction portion of the hypothesis must answer the given Question including the effect of the manipulated variable on the responding variable: <i>More sand will move down the hill model than the rocks...</i>
Prediction Reason	A hypothesis must give a cause-effect reason for the prediction. <i>Example: ... because the smaller particles are more easily moved by the running water.</i>

- Scientific Investigation:
 1. Question
 2. Prediction (5th)/Hypothesis (8th/10th)
 3. Materials
 4. Procedures

Science 1.1.2

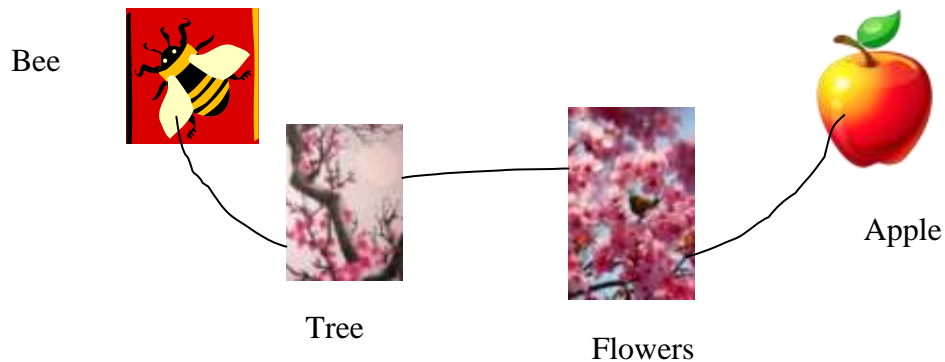
Relative position is a comparison of one object's position in relation to another object.

- Ex. The ball is on top of the net.

Science 1.2.1

A scientific system is parts working together to perform a function. For example, digestive or pollination systems.

Ex. The system is – pollination



Bee carries the pollen from tree to tree and pollinates the flowers which grow into apples.

Science 1.3.10

Characteristics are a distinguishing feature or quality of living and non living objects. (E.g., things such as webbed feet, feathers, scales, color, and texture.)

Glossary Terms for Science GLE Extensions

Characteristics: A distinguishing feature or quality. For example, webbed feet, spots, extra thick fur, blubber, feathers, camouflage.

Connection: Having an association or relationship. For example, key board to the computer system; car system to the engine subsystem.

Describe: To write.

Direction: The route, path or track of an object. Ex., The lava moved down the hill.

Ecosystems: A natural unit consisting of all plants, animals and microorganisms in an area. The unit functions together with all the non-living physical factors of the environment.

Environment: The air, water, minerals, organisms, and all other external factors surrounding and affecting a given organism.

Explain: 1)Name it, 2)give detail, 3)add a reason for the connection between a system and its subsystem.

Factor: An element that contributes to a particular result.

Hypothesis: * Grade 8 and 10.

Prediction	The prediction portion of the hypothesis must answer the given Question including the effect of the manipulated variable on the responding variable: <i>More sand will move down the hill model than the rocks...</i>
Prediction Reason	A hypothesis must give a cause-effect reason for the prediction. <i>Example: ... because the smaller particles are more easily moved by the running water.</i>

Note: Grade 8 and 10 students must use hypothesis and not prediction.

Identify: Student selects the answer(s) from a minimum of two choices with one believable answer and one distracter.

Interactions: A shared action between two systems.

Interconnection: Having mutual relationship. For example, circulatory and respiratory systems.

Label: To mark or tag parts of a system. For example, digestive, solar, computer.

Motion: A state that indicates a change in position.

Measure: Using measuring tools to gather information about size, length, width, or height.

Organisms: An individual form of life such as a plant, animal, or bacterium.

Organize: Combine in an ordered group.

Prediction: An answer to the given question including the effect of the changed (manipulated) variable on the measured (responding) variable. *More sand will move down the hill model than the rocks.*

Positional Language: In front, behind, under, over, on top of, next to, in, etc.

Relative position: A comparison of one object's position to the position of another object.

Scientific investigation: **At a minimum**, scientific process includes the following:

- 1) Question
- 2) Prediction (Grade 5) or Hypothesis (Grades 8 and 10)
- 3) Materials
- 4) Procedures

Note: Other steps to the scientific process may be included however the above steps **MUST** be included.

Speed: Distance divided by time.

Subsystem: A secondary, dependent or less important system.

System: Parts working together of perform a function.

2.6 Curriculum Modifications and Instructional Strategies

Supplementary Materials used with Special needs students

Using a variety of supplementary materials supports different learning styles and multiple intelligences. Students can see, hear, feel, perform, create and participate to make connections and construct personal, relevant meanings. Supplementary materials provide real-life contexts and enable students to bridge prior experiences with new learning.

Modifying learning activities and curriculum

Pace
<ul style="list-style-type: none"> ○ Increasing or decreasing the pace.
Instructional Techniques
<ul style="list-style-type: none"> ○ Pairing pictures with words or objects with words. ○ Using assistive technology such as Clicker 5©, Board Maker©, Wynn©, Writing with Symbols© ○ Teach skills in community settings and look for opportunities embedded in functional life activities such as while cooking, shopping, cleaning. ○ Provide paper/pencil activities throughout the school day. ○ Apply a system of prompts. ○ Allow for wait time. ○ Implement reinforcement schedules. ○ Be consistent. ○ Use behavior interventions. ○ Utilize repeated practice. ○ Make adaptations and modifications.

- Plan for differentiation.
- Make use of communication systems. For example, PECs, AAC devices, speech output.
- Increase practice time.
- Change size of learning groups

Lesson Plan

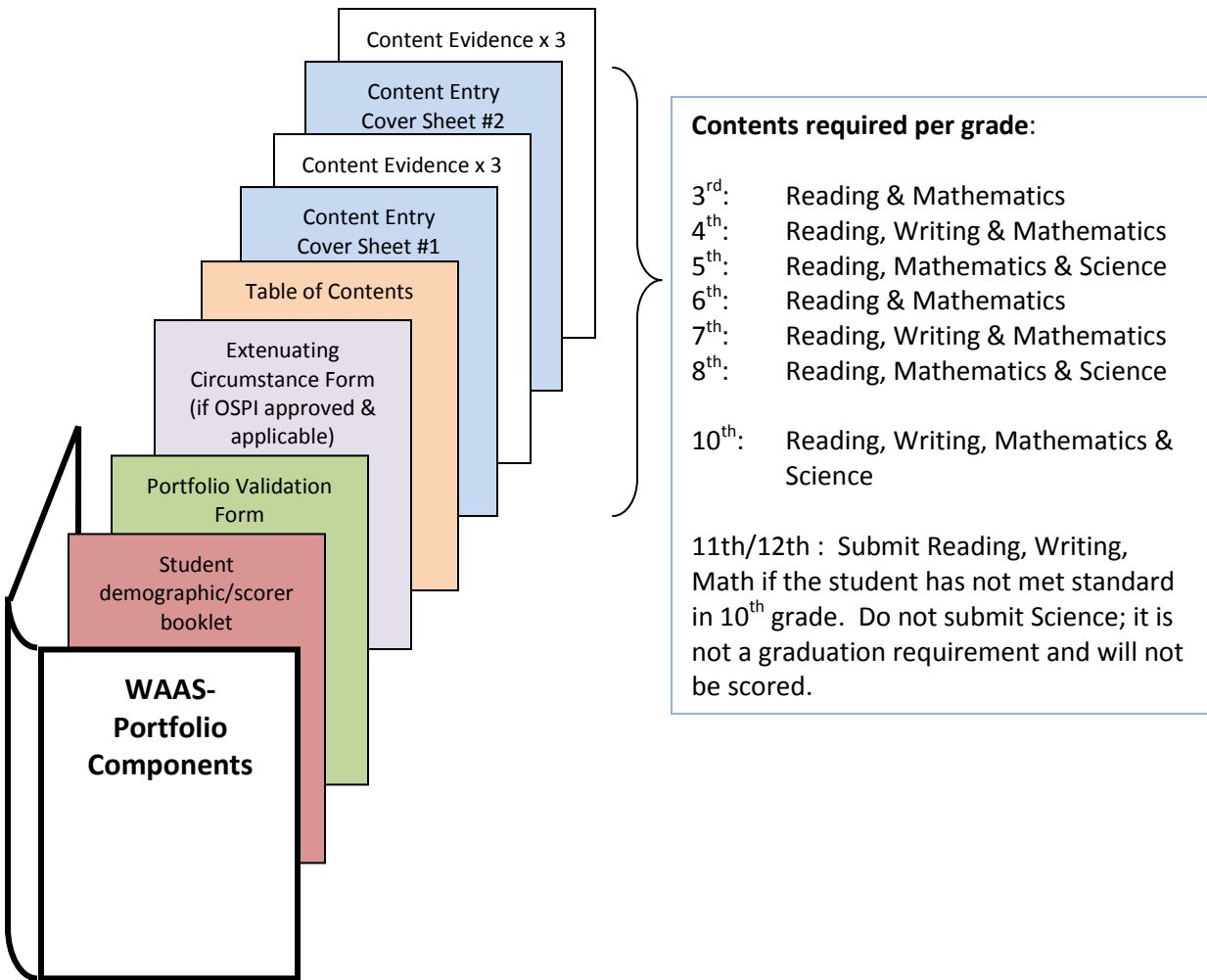
- Clarify measurable lesson objectives based on GLE Extensions

Change type, quantity, length of assessment

Part 3 – Scoring and Reporting

- A Completed WAAS-Portfolio Content Entry
- Scoring Rubric
- Scoring FAQs: Scoring and Cut Scores
- Individual Student Reports
- School Roster Reports
- WAAS-Portfolio Scorer Worksheet

3.1 A Completed WAAS-Portfolio Content Entry



3.2 Scoring Rubric

Part I: Alignment of Targeted Skill and Evidence to Grade Level Expectation

Scores	4	3	2	1	IE
Part A: Skill Aligned to GLE	Full alignment: Academic skill, within content area, and aligned with GLEs (YES)	Near alignment: Academic skill, within content area (NO)	Little alignment: Academic skill not within content area (NO)	No alignment: Functional life skill – not academic (NO)	No skill given (NO)
Part B: Evidence Aligned to Targeted Skill	All evidence is aligned to the targeted skill (3 pieces)	Most evidence is aligned to the targeted skill (2 pieces)	Some evidence is aligned to the targeted skill (1 piece)	Very little evidence aligned to the targeted skill	No evidence is aligned to the targeted skill

Part II. Performance

Scores	4	3	2	1	IE
Part C: Evidence of performance on targeted skill	Evidence of performance demonstrates that student exceeded the goal for the targeted skill.	Evidence of performance demonstrates that student met the goal for the targeted skill.	Evidence of performance demonstrates that student approached the goal for the targeted skill.	Evidence or performance demonstrates that the student is not approaching the goal on the targeted skill.	No evidence of student's level of proficiency on the targeted skill

Part II: Generalization of Targeted Skill

	2	1	IE
Part D: Contexts	Evidence that student demonstrates skill(s) in a variety of contexts.	Evidence that student demonstrates skill(s) in two contexts.	Evidence that student demonstrates skill(s) in one context.

2009-2010 Portfolio Rubric Explanation

The following are definitions and clarifications of the scoring rubric.

PART I: ALIGNMENT OF TARGETED SKILL TO GRADE LEVEL EXPECTATION

Part I.A - GLE and Skill Alignment

To be scored, the portfolio must have targeted skills that are aligned to the student's assigned grade-level GLEs.

Targeted Skill: Specific measurable, observable, challenging and attainable behaviors in the content area to be assessed that must be linked to the assigned, grade-level GLE.

GLEs: Specific learning standards in grades K-10 clarifying the skills and strategies all students need to demonstrate in each content area.

Each portfolio entry is assessed first on the question:

- *Is the Targeted Skill aligned to the student's grade-level GLE?*

Each targeted skill in each content area will go through this first question **before** the scoring of Parts B, C, or D of the rubric.

Important: If the targeted skill is ***not*** fully aligned (Score of 4) to the assigned grade level GLE, the portfolio entry **WILL NOT BE SCORED** for Performance and Context.

Part I.A Scoring Question: Is the Targeted Skill chosen from the student's assigned grade and taken from the 2009-2010 GLE Extensions?

Scores	4	3	2	1	IE
<u>Part A:</u> Skill Aligned to GLE	Full alignment: Academic skill, within content area, and aligned with GLEs (YES)	Near alignment: Academic skill, within content area (NO)	Little alignment: Academic skill not within content area (NO)	No alignment: Functional life skill – not academic (NO)	No skill given (NO)

Part I.B Scoring Question: Is the student evidence is aligned to the targeted skill?

Scores	4	3	2	1	IE
--------	---	---	---	---	----

Part B: Evidence Aligned to Targeted Skill	All evidence is aligned to the targeted skill (3 pieces)	Most evidence is aligned to the targeted skill (2 pieces)	Some evidence is aligned to the targeted skill (1 piece)	Very little evidence aligned to the targeted skill	No evidence aligned to the targeted skill
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PART II: PERFORMANCE AND GENERALIZATION

Once the targeted skill is determined to be aligned to the student’s assigned, grade-level GLE, and the evidence is determined to be aligned to the targeted skill, the student’s level of performance is assessed.

Part II.C - Performance: Evidence that demonstrates the extent to which the student has performed targeted skill.

Part II.C Scoring Question: Does the evidence demonstrate performance of the targeted skill?

Scores	4	3	2	1	IE
Part C: Evidence of performance on targeted skill	Evidence of performance demonstrates that student exceeded the goal for the targeted skill.	Evidence of performance demonstrates that student met the goal for the targeted skill.	Evidence of performance demonstrates that student approached the goal for the targeted skill.	Evidence or performance demonstrates that the student is not approaching the goal on the targeted skill.	No evidence of student’s level of proficiency on the targeted skill

Part II.D - Generalization: The student evidence is assessed not only for performance, but also for the generalization of that performance in varied and authentic contexts.

Part II.D Scoring Question: Does the evidence demonstrate the performance of the targeted skill in varied and authentic contexts?

Scores	2	1	IE
Part D: Contexts	Evidence that student demonstrates skill(s) in a variety (3) of contexts.	Evidence that student demonstrates skill(s) in two contexts.	Evidence that student demonstrates skill(s) in only one context.

3.3 Scoring FAQs: Scoring and Cut Scores

How is student evidence scored?

For all content areas, reading, writing, math and science, the same scoring guide (rubric) is used. The scoring guide (rubric) used at the summer scoring institute is the same one used in portfolio trainings throughout the school year. So that student responses are scored consistently, professional scorers are trained on each dimension of the 4 part rubric and must *qualify* to become a scorer.

Who scores the WAAS-Portfolio?

Professional scorers, hired by the State's contractor, Measured Progress, score the WAAS-Portfolios. All scorers are monitored daily to ensure their scores meet criteria of accuracy and consistency. Scorers who are unable to score according to these criteria are dismissed.

How are "passing" scores determined?

"Passing" scores are set through a process called "standard setting." Setting standards for the WAAS-Portfolio is a thoughtful and involved process incorporating the feedback of many people. First, a standard-setting panel for each WAAS-Portfolio subject (reading, writing, mathematics and science) and grade band (3/4, 5/6, 7/8 and high school) is convened. Members include teachers, parents and community members representing Washington's geographically and ethnically diverse population.

The panelists for each content area review "performance-level descriptors" which are the written descriptions of what special education students who have significant cognitive disabilities should know and be able to do in that subject and grade band. The panel's work is done in rounds. After the first round of deliberations, panelists discuss each others' perspectives and then conduct a second round of review. A third round is done before the panel, as a whole, makes final recommendations.

Next, an "articulation" committee is convened to ensure that the suggested standards relate sensibly to one another across the different grade bands. The articulation committee members represent standard-setting committee members from different subjects and grade bands. The articulation committee reviews the standard-setting panels' recommendations, and can approve them or can make its own set of recommendations.

Both the recommendations from the standard-setting panels and articulation committee are forwarded to the State Board of Education for review and adoption. The State Board of Education decides which recommendation to adopt. That recommendation becomes the performance a student must achieve in order to "meet standard" or pass the WAAS-Portfolio.

Are standards reset each year?

No. Once the State Board of Education adopts a set of standards for a WAAS-Portfolio, the state carries that expected level of performance from year-to-year. WAAS-Portfolio standards are customarily reviewed every 5-7 years for validity.

What is a good score on the WAAS-Portfolio?

Student performance on the WAAS-Portfolio is reported using "scale scores." Scale scores are

numbers that are used to place the student into one of four levels: Advanced (Level 4), Proficient (Level 3), Basic (Level 2) and Below Basic. Students scoring in Level 4 are said to have exceeded the state standard. Students with scores in Level 1 or Level 2 have not met standard. The levels are determined by the Cut Scores set by the standards setting panels and adopted by the State Board of Education. The scale scores for the WAAS-Portfolio are determined by only two dimensions of the scoring guide or rubric: Parts C and D, Performance and Context. See Resource 4.13 for the Rubric.

Perfect scores on those two dimensions for each Targeted Skill are: 4 for Performance plus 2 for Context which equals 6 total points.

Two Targeted Skills are required for each content entry, so a perfect score in a content entry is 12. High school WAAS-Portfolios are scored by two separate scorers whose scores are summed, so a perfect score for a high school portfolio becomes 24. WAAS-Portfolio current cut scores are as follows:

WAAS-Portfolio Cut Scores in Each Category

Grade/Subject	Approaches Standard Cut (level 2)	Meets Standard Cut (level 3)	Exceeds Standard Cut (level 4)
3-4 Reading	3	6	9
3-4 Mathematics	3	6	9
4 Writing	3	6	9
5-6 Reading	4	7	10
5-6 Mathematics	3	6	9
5 Science	4	7	10
7-8 Reading	4	7	10
7-8 Mathematics	3	6	10
7 Writing	4	7	10
8 Science	4	7	10
HS Reading	6*	12	20
HS Mathematics	6	12	20
HS Writing	6	12	20
HS Science	8	14	20

*All High School WAAS-Portfolios are individually scored by two separate scorers, therefore the final scores are doubled.

What steps are taken to make sure that WAAS-Portfolio scoring is valid and reliable?

The Office of Superintendent of Public Instruction (OSPI) uses rigorous methods to ensure that

the scoring process yields valid and reliable results. Valid scoring means that one scorer assigns the same score to a student response as would be assigned by another scorer. Reliable scoring means that different scorers consistently assign the same score to student responses.

The following quality control measures are used when scoring the WAAS-Portfolio.

- **Double-scoring:** At least 25 percent of all WAAS-Portfolios in grades 3-8 and 100 percent of all high school WAAS-Portfolios are scored twice to verify that scoring is consistent and aligned to the scoring rubrics.
- **Supervisors Reread Scored WAAS-Portfolios:** In addition to double-scoring, scoring, supervisors reread portfolios from scorers every day. If a supervisor discovers that a scorer begins to assign scores that do not match the scoring guidelines, the supervisor consults with the scoring director and together they retrain that scorer, using the original training materials. This on-the-spot checking helps keep the scoring consistent. If a scorer has drifted from the scoring guidelines, the scores he/she has recently-assigned are removed and those portfolios are reinserted into the queue to be re-scored. Scorers who prove unable to score consistently after retraining are dismissed from scoring.
- **Protocols to Handle Unique Responses:** Scorers are trained only to assign a score to student portfolio entries that are consistent with the examples provided in training. If a scorer encounters a student portfolio entry that is unique, novel or otherwise unfamiliar, the scorer seeks advice from the Supervisor. If the entry is new to the Supervisor, the Scoring Director intervenes. At this point, the Scoring Director can decide either that the entry is merely a nuance of what is already described in the scoring rubric or that the entry is truly unique. If the entry is a nuance, all the scorers are notified and re-trained on that particular type of entry. If the entry is one that has not yet been encountered, a designated group of scoring supervisors meet to determine what score should be assigned, after which scorers are re-trained.

Communication between OSPI and the Contractor: OSPI representatives are on site at Measured Progress’s facilities during training and scoring to monitor the quality processes, address any questions that may surface, and to serve as the “expert” scorers for resolution scoring.

3.4 Individual Student Reports

How are Scores reported?

Individual Student Score Report: Each student who participates in the WAAS-Portfolio receives a report that details his/her performance. In the upper right-hand box of the front page of the report, the question “Did meet the standards on the WAAS-Portfolio?” is posed. Beneath



that question, the subject areas required for the individual student's grade level are listed with a "Yes" or "No" beside each subject area.

On the second page of the report, the WAAS-Portfolio scoring guide or rubric for Performance and Context is broken into segments for each Targeted Skill in each subject area. Each of those segments identifies a score from each of those dimensions for each Targeted Skill. Finally, the scale score levels are indicated to the right of the scoring guide or rubric for each subject area: Exceeds (Level 4), Meets Standard (Level 3), Is Below (Level 2) or Is Well Below Standard (Level 1).

Each district receives an Individual Student Report to send home for families and one for the student's file. An example of this report can be found on pages 40 - 41.

School Roster Report: A more comprehensive report is the School Roster Report which lists the all of the students from a specific school who participated in the WAAS-Portfolio. In addition, all of the scoring guide or rubric's dimensions are listed, so the IEP team has more complete information than is available from the Individual Student Report. The School Roster Report is accompanied by WAAS-Portfolio descriptors for each of the scoring dimensions. A section of that report is also dedicated to an explanation of how the scores are calculated. An example of the School Roster Report can be found on pages 42 - 43.

Example of 3rd Grade Individual Student Report (front page)

	<h1>WAAS-Portfolio Score Report</h1> <p>Washington Alternate Assessment System</p>	<p>Parent/Guardian Copy Spring 2009</p>				
<p>This report provides information about your child's success in meeting the goals in his/her Washington Alternate Assessment System (WAAS) Portfolio last spring.</p>		<table border="1"><tr><td colspan="2">STUDENT NAME SSID: XXXX XXX XXX</td></tr><tr><td>Spring 2009 Results Grade 03</td><td>SCHOOL NAME DISTRICT NAME</td></tr></table>	STUDENT NAME SSID: XXXX XXX XXX		Spring 2009 Results Grade 03	SCHOOL NAME DISTRICT NAME
STUDENT NAME SSID: XXXX XXX XXX						
Spring 2009 Results Grade 03	SCHOOL NAME DISTRICT NAME					
<p>The WAAS-Portfolio measures your child's proficiency related to individual learning goals in reading and math. There are many ways to assess children's progress related to their academic goals. The WAAS-Portfolio is just one of them.</p>		<p>Did _____ meet the standards on the WAAS-Portfolio?</p> <p>Reading.....Yes</p> <p>MathYes</p> <p>The second page of this score report includes details about how your child performed in each of the subjects assessed.</p>				
<p>Sincerely,  Randy I. Dorn State Superintendent of Public Instruction</p>						
<p>About this score report</p> <p>This individual student report provides information about your child's performance on the 2009 Washington Alternate Assessment System (WAAS) Portfolio. This assessment is for students in grades 3-8 and 10-12 with significant cognitive disabilities who cannot participate in the state's general assessment, even with maximum accommodations. All the state's assessments are based on academic knowledge and skills known as "Grade Level Expectations" (GLEs). For the WAAS-Portfolio, the GLEs, are adjusted to match the achievement expectations and learning characteristics of the individual student.</p> <p>The scores for each subject submitted in your child's portfolio are shown on the reverse side. For further information, please refer to the WAAS-Portfolio Parent Guide or talk with your child's teacher. The Parent Guide is enclosed with this report, and it can also be found on our Web site along with other information about the WAAS-Portfolio at: www.k12.wa.us/assessment/altassess.aspx.</p>						
<p>WAAS - Portfolio Score Report</p>	<p>Page 1 of 2</p>	<p>17408-2326 08/24/2009</p>				

Example of 3rd Grade Individual Student Report (back page)

Student: STUDENT NAME
SSID: XXXX XXX XXX

Spring 2009 Results

Score		Content Score Descriptors
Total Reading Score: <u>11</u> out of <u>12</u>		
<u>Reading Skill 1</u> Performance	Evidence demonstrates that _____ exceeded the goal for the targeted skill 1 in Reading.	_____ met the WAAS-Portfolio Reading standard. His Score: <input checked="" type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Approaches the standard <input type="checkbox"/> Is not approaching the standard
<u>Reading Skill 1</u> Context	Evidence shows that _____ generalizes Reading targeted skill 1 in three contexts.	
<u>Reading Skill 2</u> Performance	Evidence demonstrates that _____ met the goal for the targeted skill 2 in Reading.	
<u>Reading Skill 2</u> Context	Evidence shows that _____ generalizes Reading targeted skill 2 in three contexts.	
Total Math Score: <u>9</u> out of <u>12</u>		
<u>Math Skill 1</u> Performance	Evidence demonstrates that _____ exceeded the goal for the targeted skill 1 in Math.	_____ met the WAAS-Portfolio Math standard. His Score: <input checked="" type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Approaches the standard <input type="checkbox"/> Is not approaching the standard
<u>Math Skill 1</u> Context	Evidence shows that _____ generalizes Math targeted skill 1 in three contexts.	
<u>Math Skill 2</u> Performance	Evidence demonstrates that _____ approached the goal for the targeted skill 2 in Math.	
<u>Math Skill 2</u> Context	Evidence shows that _____ generalizes Math targeted skill 2 in two contexts.	

Example of 3rd Grade School Roster Report



Washington Alternate Assessment System WAAS-Portfolio School Roster of Student Performance Grade 03 - Spring 2009

School:
District:

School Code:
District Code:

Student Name/ SSID/Date of Birth	READING											MATHEMATICS										
	A	B	C	D	A	B	C	D				A	B	C	D	A	B	C	D			
	Aligned to GLE	Evidence-Aligned	Performance	Context	Aligned to GLE	Evidence-Aligned	Performance	Context	Total Score (C's + D's)	Performance Level	Met Standard	Aligned to GLE	Evidence-Aligned	Performance	Context	Aligned to GLE	Evidence-Aligned	Performance	Context	Total Score (C's + D's)	Performance Level	Met Standard
Reading Skill 1				Reading Skill 2							Mathematics Skill 1				Mathematics Skill 2							
L NAME, F NAME SSID # DOB	Y(4)	4	4	2	Y(4)	4	3	2	11	L4	Yes	Y(4)	4	4	2	Y(4)	3	2	1	9	L4	Yes
L NAME, F NAME SSID # DOB	Y(4)	4	4	2	Y(4)	4	4	2	12	L4	Yes	Y(4)	4	4	2	Y(4)	4	3	2	11	L4	Yes

Please see back page for score descriptors.



Washington Alternate Assessment System
WAAS-Portfolio Score Descriptors
 Grades 3-8

Aligned to GLE: Targeted Skill Aligned to GLE* (Columns A)

Y(4)	Full Alignment: Academic skill within content area and is aligned with GLEs
N(3)	Near Alignment: Academic skill within content area not aligned
N(2)	Little Alignment: Academic skill not within content area
N(1)	No Alignment: Non-academic skill
IE	No skill given
N2	No skill 2 submitted (only applicable in Skill 2 columns)
NT	Not tested in this content area

*Aligned to GLE score must be Y(4) in order for the portfolio to be scored for Performance and Context.

Evidence Aligned: Alignment between the Evidence and the Skill (Columns B)

4	All (3 pieces) of evidence are aligned to the targeted skill
3	Most (2 pieces) of evidence are aligned to the targeted skill
2	Some (1 piece) of evidence is aligned to the targeted skill
IE	No evidence aligned to the targeted skill
N	Not aligned
N2	No Skill 2 submitted (only applicable in Skill 2 columns)
–	Continuance of NT not tested

Performance: Content Area Performance Score (Columns C)

4	Evidence demonstrates that the student exceeded the goal for the targeted skill
3	Evidence demonstrates that the student met the goal for the targeted skill
2	Evidence demonstrates that the student approached the goal for the targeted skill
1	Evidence demonstrates that the student did not approach the goal for the targeted skill
IE	No evidence of the student's level of proficiency was demonstrated on the targeted skill
N	Not aligned
N2	No skill 2 submitted (only applicable in Skill 2 columns)
–	Continuance of NT not tested

Context: Content Area Targeted Skill Context Score (Columns D)

2	Evidence shows that student generalizes the skill in three contexts
1	Evidence shows that student generalizes the skill in two contexts
IE	Evidence shows that student demonstrates skill in only one context
N	Not aligned
N2	No skill 2 submitted (only applicable in Skill 2 columns)
–	Continuance of NT not tested

Score Calculation

All Portfolios must have a score of "Y(4)" on "Targeted Skill Aligned to GLE" to qualify for scoring. If a rater assigns an alignment to GLE score less than 4, the score is reviewed under the supervision of the scoring management team. If the "Aligned to GLE" score is a "4," and if the "Evidence Aligned" is at least a "1," the rater assigns Performance and Context scores for the targeted skill. The total content score, ranging from 0 to 12, is the sum of the Performance and Context scores for both Targeted Skills.

A detailed explanation of Score Descriptors can be found on our website at:
<http://www.k12.wa.us/assessment/altassess.aspx>

WAAS-Portfolio School Roster

Level Descriptors

L4 = Level 4	}	Meets Standard
L3 = Level 3		
L2 = Level 2	}	Does Not Meet Standard
L1 = Level 1		

3.6 WAAS-Portfolio Scorer Worksheet

Finally, each WAAS-Portfolio binder is returned to the district with a scorer worksheet(s) enclosed. Each scorer records the scores on this worksheet during the summer scoring institute. In addition, a list of standardized comments is available for scorers to give additional information back to the individual teachers. The entire rubric is listed on the scorer worksheet, so the teacher is apprised immediately after opening the returned binder where the strengths and areas of growth were in the prepared portfolio. All WAAS-Portfolios scored twice (All of high school and 25% or more of grades 3-8) may have two scorer worksheets. In cases where the above portfolios only have a single worksheet, a third scorer was enlisted to score the portfolio because the first two scorers did not agree. A copy of both pages of the scorer worksheet can be found on pages 45 - 46.

2009-2010 WAAS PORTFOLIO SCORER WORKSHEET

Place student demographic label here

Score Chart

A	4	3, 2, 1	IE
B	Score	Score	Blank
C	Score	Blank	Blank
D	Score	Blank	Blank

READING – REQUIRED ALL GRADES 3-8 AND 10-12

Reading Skill 1

A	Skill Aligned to GLE	4 3 2 1 IE
B	Evidence Aligned to Targeted Skill	4 3 2 1 IE
C	Skills Score	4 3 2 1 IE
D	Context	2 1 IE

Reading Skill 2

A	Skill Aligned to GLE	4 3 2 1 IE
B	Evidence Aligned to Targeted Skill	4 3 2 1 IE
C	Skills Score	4 3 2 1 IE
D	Context	2 1 IE

Scorer Comments: _____

Scorer Comments: _____

MATH – REQUIRED ALL GRADES 3-8 AND 10-12

Math Skill 1

A	Skill Aligned to GLE	4 3 2 1 IE
B	Evidence Aligned to Targeted Skill	4 3 2 1 IE
C	Skills Score	4 3 2 1 IE
D	Context	2 1 IE

Math Skill 2

A	Skill Aligned to GLE	4 3 2 1 IE
B	Evidence Aligned to Targeted Skill	4 3 2 1 IE
C	Skills Score	4 3 2 1 IE
D	Context	2 1 IE

Scorer Comments: _____

Scorer Comments: _____

WRITING – REQUIRED GRADES 4, 7 AND 10-12

Writing Skill 1

A	Skill Aligned to GLE	4 3 2 1 IE
B	Evidence Aligned to Targeted Skill	4 3 2 1 IE
C	Skills Score	4 3 2 1 IE
D	Context	2 1 IE

Writing Skill 2

A	Skill Aligned to GLE	4 3 2 1 IE
B	Evidence Aligned to Targeted Skill	4 3 2 1 IE
C	Skills Score	4 3 2 1 IE
D	Context	2 1 IE

Scorer Comments: _____

Scorer Comments: _____

SCIENCE – REQUIRED GRADES 5, 8 AND 10

Science Skill 1

A	Skill Aligned to GLE	4 3 2 1 IE
B	Evidence Aligned to Targeted Skill	4 3 2 1 IE
C	Skills Score	4 3 2 1 IE
D	Context	2 1 IE

Science Skill 2

A	Skill Aligned to GLE	4 3 2 1 IE
B	Evidence Aligned to Targeted Skill	4 3 2 1 IE
C	Skills Score	4 3 2 1 IE
D	Context	2 1 IE

Scorer Comments: _____

Scorer Comments: _____

2009-2010 WAAS PORTFOLIO SCORER MENU OF COMMENTS AND FEEDBACK

Score Explanation and Comments

1.	Signed Principal Validation Form missing			
2.	Entry Cover/Data Sheet missing			
3.	Wording of targeted skill was confusing and not consistent with the GLE Extension			
4.	Targeted skill selected was not from the appropriate grade and is not aligned (NA)			
5.	Targeted skill selected was not from the appropriate content and is not aligned (NA)			
6.	One piece of evidence not aligned to targeted skill	B. Baseline	M. Midline	E. Ending
7.	Two pieces of evidence not aligned to targeted skill	B. Baseline	M. Midline	E. Ending
8.	Evidence missing	B. Baseline	M. Midline	E. Ending
9.	All three pieces of evidence were not aligned to the targeted skill (NA)			
10.	Evidence was missing students name	B. Baseline	M. Midline	E. Ending
11.	Evidence was missing date of student performance	B. Baseline	M. Midline	E. Ending
12.	Evidence was not grade appropriate			
13.	Student met or exceeded goal on baseline data point			
14.	Student work sample was not corrected/scored by the teacher	B. Baseline	M. Midline	E. Ending
15.	Data Point 1 was not collected by December 18 and the Extreme Extenuating Circumstance Form missing			
16.	Data Point 2 was not collected between December 19 and February 5 and the Extreme Extenuating Circumstance Form missing			
17.	Data Point 3 was not collected between February 6 and March 12 and the Extreme Extenuating Circumstance Form missing			
18.	Reading passage references were not present	B. Baseline	M. Midline	E. Ending
19.	Images/pictures/objects did not include required text	B. Baseline	M. Midline	E. Ending
20.	More information about how the teaching task was conducted (e.g., grade-level text in reading or showing all the steps in scientific investigation) would have been helpful	B. Baseline	M. Midline	E. Ending
21.	Second skill was	A. Missing	B. Not from a different GLE	
22.	Scorer could not read the material	B. Baseline	M. Midline	E. Ending

Positive Comments

23.	Evidence accurately portrayed the student's performance of knowledge and skills
24.	Evidence contained appropriate and complete information
25.	Evidence reflected rich, challenging, and varied approaches to learning
26.	Documentation was well presented and easy to score
27.	Evidence showed student skills generalized in authentic contexts
28.	Supporting evidence, if provided, was complete and helpful
29.	Portfolio showed use of age-appropriate materials
30.	Exemplary model: administration procedures were followed precisely and student work portrayed well.

Part 4 – Resources to Support Implementation

- Frequently Asked Questions
- Assessment Options Chart
- Developmental Continua
- WAAS-Portfolio Participation Guidelines
- WAAS-Portfolio Eligibility Criteria
- Portfolio Validation Form
- Table of Contents Sample
- Entry Cover Sheet Sample
- Important Dates Reminder
- Extenuating Circumstances Form
- ABCs of Merging Assessment and Instruction
- Concept Map for Curriculum Planning
- Collaboration Template
- Curriculum Connections to Student’s Daily Schedule
- WAAS-Portfolio Rubric
- Scoring FAQs
- WAAS-Portfolio Scorer Worksheet
- 2009-2010 WAAS-Portfolio Checklist
- Work Session Request Form
- OSPI/Measured Progress Contact Information

4.1 Frequently Asked Questions

Frequently Asked Questions (FAQs) About the WAAS-Portfolio

Q: Why assess students with disabilities on the alternate assessment?

A: It's the law. Both IDEA and No Child Left Behind require that all students including those with disabilities participate in the state's assessment system, with or without accommodations, or that they take an alternate assessment if they cannot take the tests due to the severity of their disabilities. The WAAS-Portfolio is our state's alternate assessment and assesses students with significant cognitive disabilities in their performance of skills and knowledge of content found in the state's GLEs. By participating in alternate assessments, students become more "visible" in their schools and have a greater chance of being considered when decisions are made to allocate staff and resources.

There is more to the alternate assessment than "passing." The alternate assessment gives feedback that can be used to identify challenging goals and instruction for each student. The evidence submitted in a portfolio ensures that students with the most intensive disabilities have an opportunity to "show what they know" and to receive instruction at a level that is challenging and attainable.

Q: Why not use a different set of standards for these students?

A: One reason to include students with significant disabilities in standards-based instruction is to explore their capabilities. Although "life skills" are critical for these students to function as independently as possible, academic skills are also important. *Learning standards* are defined as "valued outcomes for all students." Why, then, should separate standards be identified for some students and not for others? And who, if anyone, should decide which students should receive standards-based instruction and which should not?

Some students with disabilities have never been taught academic skills and concepts, even at very basic levels. Yet, all students are capable of learning at a level that engages and challenges them. Teachers who have incorporated learning standards into their instruction cite unanticipated gains in students' performance and understanding.

An additional advantage is that some social, communication, motor, self-help, and other daily living skills can be addressed during activities in which learning standards are taught.

Q: Does teaching the general curriculum violate the IEP?

A: IDEA states that the IEP must include goals that:

- (aa)meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
- (bb)meet each of the child's other educational needs that result from the child's disability...." Sec.614. (d) (1) (A) (i) (I)

4.1 Frequently Asked Questions

Q: If students with significant cognitive delays could work on the general education curriculum, wouldn't they be in general education?

A: Special education is designed to "...enable the child to be involved in and make progress in the general education curriculum..." Sec.614. (d) (1) (A) (i) (I) (aa)

Q: How do we know portfolios truly reflect what students have learned?

A: If teachers follow instructions outlined in the *2009-2010 Teachers' Guide for the WAAS-Portfolio*, they can be assured that the portfolio will be scored based on the student evidence submitted. Basic instructional modeling is inherent in the WAAS-Portfolio data collection process. Teachers instruct a new skill by beginning with the introduction the skill and taking a baseline check of their students' present levels of performance. Teachers constantly adjust their teaching to meet the identified needs of their students as well as model the skill, guide their students' skill practice, and take another check or more of the skill acquisition (the midline data point). The teaching continues with potentially another adjustment to teaching, more modeling, guided and independent practice and finally the celebration of the students' accomplishment at acquiring the skill. Assessing the student's progress throughout the instructional process is intuitive to teachers. For the WAAS-Portfolio, teachers document that progress at three intervals (data points). Because compiling the WAAS-Portfolio is built upon good instructional practice, the student evidence truly reflects what they have learned.

Q: Portfolios require some effort. How can teachers manage the portfolio process efficiently?

A: OSPI is making the effort to communicate to all school administrators the need to coordinate this process at the building level and to meet regularly with teachers who conduct alternate assessments to identify teacher resources. All adults who work with a student are encouraged to be involved in developing his or her portfolio.

Teachers should begin collecting student work early in the school year and to complete all required forms and cover sheets according to the established data collection windows and in advance of the end of the data collection windows. Teachers have incorporated collecting the data for the WAAS-Portfolios as an integral part of their daily instruction and have begun to use the that student evidence to plan instruction, identify educational goals for students, write progress reports, and share information with parents.

Finally, teachers are encouraged to request assistance from the OSPI Alternate Assessment Staff, if they need it.

Q: Are teachers required to use the electronic forms?

A. The electronic forms and extensions in ProFile™ were developed to assist teachers but are not required. The forms and extensions in ProFile™ will eliminate administrative errors and save teacher time; however teachers can still download the forms after completing them in Word and can also handwrite the WAAS-Portfolio forms.

4.1 Frequently Asked Questions

Q: Are academic skills functional for students with significant cognitive delays?

A: Literacy and numeracy are the 2 most functional skills in our society.

Q: How do teachers teach both academic and functional curriculums?

A: Most functional skills, including but not limited to social, motor, behavioral and communication, can be taught within the context of general education activities.

Q: If the reading, writing, science and high school mathematics extensions have changed little from 2008-2009 to 2009-2010, can we use last year's extensions and/or forms for the 2009-2010 WAAS-Portfolio?

A: No, we have refined the 2009-2010 extensions and forms to reflect teachers' requests that we extend extensions lower and simplify the forms. Therefore, using last year's extensions and forms could lead to a non aligned portfolio which means the portfolio will not be scored for performance and context.

Q: How are WAAS-Portfolio scores calculated and reported?

A: The scores are calculated by summing Parts C and D, Performance and Context, for the two targeted skills in each content area. For example, the top performance score is a 4 and the top context score is a 2. If Reading Skill 1 receives 4 for performance and a 2 for context and reading skill 2 receives a 4 for performance and a 2 for context, the sum would be 12. At the high school level, High school WAAS-Portfolios are scored by two separate scorers whose scores are summed, so a perfect score for a high school portfolio then becomes 24.

Q. Why can't we waive the students in the Awareness Level on the Continuum for Cognitive Development from the assessments before 11th grade?

A. The No Child Left Behind requirements do not allow any state to waive the assessment of any student taking the state's accountability assessments, including the alternate assessment, the WAAS-Portfolio. Washington State's Federal accountability includes assessing all students in grades 3-8 and 10. At grade 11, Washington State can consider waiving students from the graduation assessment requirements; therefore the state has established a policy that students in the awareness category on the Continuum for Cognitive Development, the 1% of the 1% of the state's student population, can be waived from graduation assessment requirements. This waiver allows the students to graduate, but they do not receive a Certificate of Individual Achievement.

4.2 Assessment Options Chart

Assessment Options for Students with Disabilities

Assessment	Used for NCLB	Grade Level(s)	High School Graduation
Assessment with/out accommodations	√	3-8, 10-12	√
Basic Assessments (Level 2 cut score) with/out accommodations		3-8, 10-12	√
WAAS-Portfolio	√	3-8, 10-12	√
Developmentally Appropriate Proficiency Exam (WAAS-DAPE) <i>formerly WAAS-DAW</i>		11-12	√
Locally Determined Assessment (LDA)		12	√
“Awareness Level” Waiver		11-12	√

4.3 Developmental Continua: Grades 3-8

Continuum of Cognitive Development and Assessment Options for **Grades 3-8**

Level of Cognitive Development

Abstract Conceptual: Comprehends, interprets, and analyzes on-grade level text; understands and applies on-grade level mathematics concepts and skills; communicates in writing using elaboration and complex structures

Concrete Conceptual - on Grade Level: Reads and comprehends on-grade level text; masters a limited number of on-grade level mathematics concepts and skills; communicates ideas in writing with limited elaboration and simple structures

Concrete Conceptual - on or below grade level: Reads and comprehends below-grade level or modified on-grade level print text; masters below grade level or a very limited number of on-grade level mathematics concepts and skills; communicates basic ideas in writing using simple structures

Abstract Symbolic: Reads sight words and picture symbols; writes using sight words or picture symbols to communicate; counts objects and recognizes symbolic numbers; comprehends modified texts composed of sight words and picture symbols

Early-symbolic: Recognizes pictures; may also use a range of pictures/objects to communicate ideas

Pre-symbolic: Uses objects or gestures to communicate; relies on immediate context and uses objects to communicate

Awareness: Limited consciousness and/or communication

Assessment Option

Assessments with or without accommodations

Basic Assessments with or without accommodations

WAAS-Portfolio

4.3 Developmental Continua: High School

Continuum of Cognitive Development and Assessment Options for **High School**

Level of Cognitive Development

Abstract Conceptual: Comprehends, interprets, and analyzes on-grade level text; understands and applies on-grade level mathematics concepts and skills; communicates in writing using elaboration and complex structures

Concrete Conceptual - on Grade Level: Reads and comprehends on-grade level text; masters a limited number of on-grade level mathematics concepts and skills; communicates ideas in writing with limited elaboration and simple structures

Concrete Conceptual - on or below grade level: Reads and comprehends below-grade level or modified on-grade level print text; masters below grade level or a very limited number of on-grade level mathematics concepts and skills; communicates basic ideas in writing using simple structures

Abstract Symbolic: Reads sight words and picture symbols; writes using sight words or picture symbols to communicate; counts objects and recognizes symbolic numbers; comprehends modified texts composed of sight words and picture symbols

Early-symbolic: Recognizes pictures; may also use a range of pictures/objects to communicate ideas

Pre-symbolic: Uses objects or gestures to communicate; relies on immediate context and uses objects to communicate

Awareness: Limited consciousness and/or communication

Assessment Option

Assessments with or without accommodations (Grades 10-12)

Basic Assessments with or without accommodations (Grades 10-12)

WAAS-DAPE* with or without accommodations (Grades 11-12) or LDA (Grade 12)

WAAS-Portfolio (Grades 10-12)

“Awareness Level” Waiver (Grades 11-12)

* WAAS-DAPE (Developmentally Appropriate Proficiency Exam) was formerly known as the WAAS-DAW.

4.4 WAAS-Portfolio Participation Guidelines (Optional)

Student Name: _____ Date of Birth: _____
 Grade: _____ School: _____
From CSRS

If student information supports the following guidelines, the IEP team should document their decision for the student’s WAAS-Portfolio participation on the student’s current IEP and sign below. Some students may not fit all of the guidelines because they are able to accomplish selected academic tasks. However, these students may not be successful on the general assessment or one of its graduation alternatives because they require intensive instruction. If the IEP team agrees, these students should be assessed with the WAAS-Portfolio.

- | | |
|--|--|
| <p>Agree Disagree</p> | <p>Guideline #1: Evidence of Significant Cognitive Disabilities</p> <p>The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills. The student may have physical or behavioral limitations and requires a highly specialized educational program in <u>all</u> content areas with intensive modifications for access to the general academic curriculum in <u>all</u> content areas.</p> |
| <p>Agree Disagree</p> | <p>Guideline #2: Intensity of Instruction</p> <p>The student requires intensive instruction in multiple settings to accomplish the acquisition, application, and transfer of knowledge and skills.</p> |
| <p>Agree Disagree</p> | <p>Guideline #3: Curricular Outcomes</p> <p>The student’s daily instruction is focused on the academic content standards through performance indicators that are at a lower level of complexity and are designed to serve as access or entry points to the Washington Content Standards in the Grade-Level Expectations (GLEs).</p> |

IEP team members: My signature below indicates that I agree with the decision to participate in the WAAS-Portfolio.

(parent(s)/guardian(s))	(date)
(student)	(date)
(administrator/designee)	(date)
(teacher)	(date)
(other – please specify name & position)	(date)
(other – please specify name & position)	(date)

4.5 WAAS-Portfolio Eligibility Criteria

<u>CRITERIA</u>	<u>EXAMPLES</u>
All criteria should be met to identify a student as eligible for participation in the WAAS-Portfolio	Supporting evidence for meeting these criteria

INTENSIVE INDIVIDUALIZED INSTRUCTION	
Does the student need <u>significant</u> changes in the complexity and scope of the general standards to show progress in the curriculum?	
Requires intensive specially designed instruction	Planning/Implementing of differentiated instruction to meet the individual needs of the student. For example, modifications, materials used, visual supports
AND	
Requires intensive individualized supports	Learning supported by adult assistance, providing frequent and structured prompting and cueing, or may use assistive technology
AND	
Requires extensive instruction	Extended learning time including increased frequency and duration of instruction and practice
AND	

CLASSROOM ASSESSMENT	
Does the student need supports to reduce significantly the complexity or breadth of assessment items?	
Requires differentiated content for classroom assessment	Student receives modified classroom assessments on a routine basis
AND	
Needs to show what they know differently	Assistive technology or oral presentation instead of a written response
AND	
Accommodations alone do not allow the student to demonstrate knowledge fully	Documented accommodations have been insufficient
AND	

STUDENT PERFORMANCE	
Is the student multiple years behind grade-level expectations?	
Consistently requires instruction in prerequisite skills to the grade-level expectations being assessed	Evidence shows the student's instructional level is significantly below a pre-requisite level
AND	
Despite the provision of research-based interventions, the student is not progressing at the rate expected for the grade level	Evidence shows the use of research based interventions and data for monitoring progress
AND	
Student classroom achievement and performance is significantly below grade level peers	The preponderance of the above evidence and data indicates that the student is performing significantly below their peer group

4.6 Portfolio Validation Form



2009–2010 WAAS-Portfolio Validation Form

Student First Name: _____ Student Last Name: _____

Date of Birth: _____ SSID number (from CSRS): _____ - _____ - _____

Grade (from CSRS): _____

School: _____ District: _____

In assembling this portfolio, I certify that:

I have followed all administration procedures, protocols, and requirements as outlined in the 2009-2010 WAAS-Portfolio Teachers' Guide.

Signature of Teacher Responsible for Submitting Portfolio

Print Name

Building Administrators: Please choose one of the two options below regarding this student's WAAS-Portfolio.

I have reviewed this completed portfolio with the teacher named above, and I **support** its submission for scoring because I believe that the requirements of the 2009-2010 WAAS-Portfolio were followed.

Signature of Building Administrator

Print Name

Date WAAS-Portfolio was reviewed

Email Address: _____

Phone Number: (_____) _____

OR

I have reviewed this completed portfolio with the teacher named above, and I **cannot** support its submission for scoring.

Signature of Building Administrator

Print Name

Date WAAS-Portfolio was reviewed

Email Address: _____

Phone Number: (_____) _____

Important Note: The WAAS-Portfolio will not be scored without a building level administrator's signature on this form. The signed form must be included in the front of the student binder.

4.7 WAAS-Portfolio Table of Contents

Indicate the page numbers in this WAAS-Portfolio. Page numbers in the table of contents should directly correspond to the page numbers on each piece of paper in the binder.

WAAS-Portfolio Validation Form.....	pg
Extenuating Circumstance Form, if submitted and approved by OSPI.....	pg

Reading

Entry 1:

Entry Coversheet.....	pg
Student Evidence #1	pg
Student Evidence #2	pg
Student Evidence #3	pg

Entry 2:

Entry Coversheet.....	pg
Student Evidence #1	pg
Student Evidence #2	pg
Student Evidence #3	pg

Mathematics

Entry 1:

Entry Coversheet.....	pg
Student Evidence #1	pg
Student Evidence #2	pg
Student Evidence #3	pg

Entry 2:

Entry Coversheet.....	pg
Student Evidence #1	pg
Student Evidence #2	pg
Student Evidence #3	pg

Writing

Entry 1:

Entry Coversheet.....	pg
Student Evidence #1	pg
Student Evidence #2	pg
Student Evidence #3	pg

Entry 2:

Entry Coversheet.....	pg
Student Evidence #1	pg
Student Evidence #2	pg
Student Evidence #3	pg

4.7 WAAS-Portfolio Table of Contents

Science

Entry 1:

Entry Coversheet.....	pg
Student Evidence #1	pg
Student Evidence #2	pg
Student Evidence #3	pg

Entry 2:

Entry Coversheet.....	pg
Student Evidence #1	pg
Student Evidence #2	pg
Student Evidence #3	pg

4.8 WAAS-Portfolio 2009 - 2010 **Administration Entry Cover Sheet**

Reading Targeted Skill: #1 or #2 (circle one)

Student Name: _____
From CSRS

Grade: _____
From CSRS

GLE Extension Identification: Content, Number, Grade Band (e.g., S. 2.1.2, 7-8b)	Write the 2009-2010 GLE Extension in the box below.

Targeted Skill: Copy the above extension and add percentage performance criteria. For example, “Student will complete the GLE Extension with 60% accuracy.”

	Date	Context	Score
Baseline Data Up to and including: 12/18/09			
Midline Data 12/19/09-2/05/10			
Ending Data 2/06/10-3/12/10			

Supporting Evidence Information (Optional)

The information below is intended to clarify how the task was conducted, and how the student evidence was scored. If needed, provide a description of the evidence that answers who, what, where, why, when or how on the lines below. Narrative must fit in the space provided below.

Include the student’s scored and dated evidence behind this sheet.

4.8 WAAS-Portfolio 2009 - 2010 **Administration Entry Cover Sheet**

Mathematics Targeted Skill: #1 or #2 (circle one)

Student Name: _____
From CSRS

Grade: _____
From CSRS

GLE Extension Identification: Content, Number, Grade Band (e.g., S. 2.1.2, 7-8b)	Write the 2009-2010 GLE Extension in the box below.

Targeted Skill: Copy the above extension and add percentage performance criteria. For example, “Student will complete the GLE Extension with 60% accuracy.”

	Date	Context	Score
Baseline Data Up to and including: 12/18/09			
Midline Data 12/19/09-2/05/10			
Ending Data 2/06/10-3/12/10			

Supporting Evidence Information (Optional)

The information below is intended to clarify how the task was conducted, and how the student evidence was scored. If needed, provide a description of the evidence that answers who, what, where, why, when or how on the lines below. Narrative must fit in the space provided below.

Include the student’s scored and dated evidence behind this sheet.

4.8 WAAS-Portfolio 2009 - 2010 **Administration Entry Cover Sheet**

Writing Targeted Skill: #1 or #2 (circle one)

Student Name: _____
From CSRS

Grade: _____
From CSRS

GLE Extension Identification: Content, Number, Grade Band (e.g., S. 2.1.2, 7-8b)	Write the 2009-2010 GLE Extension in the box below.

Targeted Skill: Copy the above extension and add percentage performance criteria. For example, “Student will complete the GLE Extension with 60% accuracy.”

	Date	Context	Score
Baseline Data Up to and including: 12/18/09			
Midline Data 12/19/09-2/05/10			
Ending Data 2/06/10-3/12/10			

Supporting Evidence Information (Optional)

The information below is intended to clarify how the task was conducted, and how the student evidence was scored. If needed, provide a description of the evidence that answers who, what, where, why, when or how on the lines below. Narrative must fit in the space provided below.

Include the student’s scored and dated evidence behind this sheet.

4.8 WAAS-Portfolio 2009 - 2010 **Administration Entry Cover Sheet**

Science Targeted Skill: #1 or #2 (circle one)

Student Name: _____
From CSRS

Grade: _____
From CSRS

GLE Extension Identification: Content, Number, Grade Band (e.g., S. 2.1.2, 7-8b)	Write the 2009-2010 GLE Extension in the box below.

Targeted Skill: Copy the above extension and add percentage performance criteria. For example, “Student will complete the GLE Extension with 60% accuracy.”

	Date	Context	Score
Baseline Data Up to and including: 12/18/09			
Midline Data 12/19/09-2/05/10			
Ending Data 2/06/10-3/12/10			

Supporting Evidence Information (Optional)

The information below is intended to clarify how the task was conducted, and how the student evidence was scored. If needed, provide a description of the evidence that answers who, what, where, why, when or how on the lines below. Narrative must fit in the space provided below.

4.8 WAAS-Portfolio 2009 - 2010 **Administration Entry Cover Sheet**

Include the student's scored and dated evidence behind this sheet.

4.9 Important Dates Reminder

WAAS-Portfolio Important Dates

Data Collection Windows for 2009-2010:

1. First Data point: Sept. - **Dec. 18, 2009**
2. Second Data point: Dec. 19, 2009 - **Feb. 5, 2010**
3. Third Data point: Feb. 6, 2010 - **March 12, 2010**

March 22, 2010 is the single-day pickup of WAAS-Portfolio binders for shipping and scoring.

4.11 ABCs of Merging Assessment and Instruction

A	Assess, instruct, assess, instruct, assess, instruct, and so forth.
B	Begin with a clear expectation of what the student is to learn.
C	Collaborate with others to develop meaningful instruction and assessment.
D	Design adaptations/modifications to use across the curriculum.
E	Embed skills into all activities to facilitate meaningful contexts and generalizations.
F	Functional skills include academics and literacy.
G	Generalizations occur after a skill has been learned.
H	Have instructional materials mirror things that are available during assessment.
I	Integrate skill instruction/application/generalization across the curriculum.
J	Judge your performance by that of your students.
K	Keep assessment tasks clear and concise.
L	Look for other learning opportunities within an activity or lesson.
M	Make adaptations that lots of students can use.
N	Never say, “She/he won’t get anything out of it.”
O	Opportunities for instruction/assessment may occur outside of school for all students.
P	Prepare the student and yourself well in advance of assessment activities.
Q	Question why a student’s performance isn’t as good as it should be.
R	Review with the student how he did at the end of instruction and refocus on the expectations at the beginning of each lesson.
S	Systematic instruction toward skill acquisition is essential.
T	Take a look at the general education curriculum, content, and assessment first.
U	Utilize technology.
V	Vary instructional techniques and assessment modes to meet students’ learning styles/preferences.
W	Wait for the student to respond.
X	Xpect that your student will learn.
Y	Your instruction is reflected in your students’ performance.
Z	Zoom in on the most important parts of an activity/lesson/unit.

Harold L. Kleinert & Jacqui Farmer Kearns. (2004, July) *Alternate Assessment*. Brooks Publishing.
Chapter by Jean Clayton, Mike Burdge, and Harold Kleinert.

**4.12
Concept Map for
Curriculum Planning**

Topic: _____

Grade: _____

Teacher: _____

Optional Instructional Tools

GLE:

Essential Question(s):

← **More Complex**

Less Complex →

GLE Extension:

Mode of Communication:

Assessment Strategy:

Portfolio Products:

GLE Extension

Mode of Communication:

Assessment Strategy:

Portfolio Products:

GLE Extension

Mode of Communication:

Assessment Strategy:

Portfolio Products:

GLE Extension

Mode of Communication:

Assessment Strategy:

Portfolio Products:

Additional Information:

4.13 Collaboration Template

Collaboration Template

Grade Level Expectation	GLE Extension Embedded within the Activities
Outcomes for All Students	Outcomes for Identified Student
INSTRUCTIONAL ACTIVITY	
Activities for All Students	Activities for Identified Student
ASSESSMENT STRATEGIES	

4.14 Curriculum Connections to Student's Daily Schedule

Connecting Reading, Mathematics, Writing and Science Instruction to Student's Daily Schedule

3rd/4th Grade

	Reading	Math	Science	Art/Music	Physical Education	Health	Social Studies	Community/Career/Vocational
Reading Extensions								
1.3.2 Key vocabulary								
2.1.3 Main Idea								
2.1.5 Prediction								
2.1.7 Summary								

Math Extensions								
3.1 and 4.1 Add, Subtract, Multiply, Divide								
3.3 and 4.2 Fractions, Decimals								
3.4 and 4.3 Shapes, Perimeter, Area								

Writing Extensions								
1.1.1 Record/Organize Ideas								
1.2.1 Produce a rough draft								
3.1.1 Elaborate/Add Details								
3.1.2 Introduction to a Student-Generated Essay								

4.14 Curriculum Connections to Student's Daily Schedule

Science Extensions (5th)								
2.1.2 Scientific Investigation								
1.1.2 Relative position and motion								
1.2.1 Systems								
1.3.10 Ecosystems and organisms								

4.15 WAAS-Portfolio Rubric

Part I: Alignment of Targeted Skill and Evidence to Grade Level Expectation

Scores	4	3	2	1	IE
Part A: Skill Aligned to GLE	Full alignment: Academic skill, within content area, and aligned with GLEs (YES)	Near alignment: Academic skill, within content area (NO)	Little alignment: Academic skill not within content area (NO)	No alignment: Functional life skill – not academic (NO)	No skill given (NO)
Part B: Evidence Aligned to Targeted Skill	All evidence is aligned to the targeted skill (3 pieces)	Most evidence is aligned to the targeted skill (2 pieces)	Some evidence is aligned to the targeted skill (1 piece)	Very little evidence aligned to the targeted skill	No evidence is aligned to the targeted skill

Part II. Performance

Scores	4	3	2	1	IE
Part C: Evidence of performance on targeted skill	Evidence of performance demonstrates that student exceeded the goal for the targeted skill.	Evidence of performance demonstrates that student met the goal for the targeted skill.	Evidence of performance demonstrates that student approached the goal for the targeted skill.	Evidence or performance demonstrates that the student is not approaching the goal on the targeted skill.	No evidence of student's level of proficiency on the targeted skill

Part II: Generalization of Targeted Skill

	2	1	IE
Part D: Contexts	Evidence that student demonstrates skill(s) in a variety of contexts.	Evidence that student demonstrates skill(s) in two contexts.	Evidence that student demonstrates skill(s) in one context.

4.16 Scoring FAQs

Scoring FAQs: Scoring and Cut Scores

How is student evidence scored?

For all content areas, reading, writing, math and science, the same scoring guide (rubric) is used. The scoring guide (rubric) used at the summer scoring institute is the same one used in portfolio trainings throughout the school year. So that student responses are scored consistently, professional scorers are trained on each dimension of the 4 part rubric and must *qualify* to become a scorer.

Who scores the WAAS-Portfolio?

Professional scorers, hired by the State’s contractor, Measured Progress, score the WAAS-Portfolios. All scorers are monitored daily to ensure their scores meet criteria of accuracy and consistency. Scorers who are unable to score according to these criteria are dismissed.

How are “passing” scores determined?

“Passing” scores are set through a process called “standard setting.” Setting standards for the WAAS-Portfolio is a thoughtful and involved process incorporating the feedback of many people. First, a standard-setting panel for each WAAS-Portfolio subject (reading, writing, mathematics and science) and grade band (3/4, 5/6, 7/8 and high school) is convened. Members include teachers, parents and community members representing Washington’s geographically and ethnically diverse population.

The panelists for each content area review “performance-level descriptors” which are the written descriptions of what special education students who have significant cognitive disabilities should know and be able to do in that subject and grade band. The panel’s work is done in rounds. After the first round of deliberations, panelists discuss each others’ perspectives and then conduct a second round of review. A third round is done before the panel, as a whole, makes final recommendations.

Next, an “articulation” committee is convened to ensure that the suggested standards relate sensibly to one another across the different grade bands. The articulation committee members represent standard-setting committee members from different subjects and grade bands. The articulation committee reviews the standard-setting panels’ recommendations, and can approve them or can make its own set of recommendations.

Both the recommendations from the standard-setting panels and articulation committee are forwarded to the State Board of Education for review and adoption. The State Board of Education decides which recommendation to adopt. That recommendation becomes the performance a student must achieve in order to “meet standard” or pass the WAAS-Portfolio.

Are standards reset each year?

No. Once the State Board of Education adopts a set of standards for a WAAS-Portfolio, the state carries that expected level of performance from year-to-year. WAAS-Portfolio standards are customarily reviewed every 5-7 years for validity.

4.16 Scoring FAQs

What is a good score on the WAAS-Portfolio?

Student performance on the WAAS-Portfolio is reported using “scale scores.” Scale scores are numbers that are used to place the student into one of four levels: Advanced (Level 4), Proficient (Level 3), Basic (Level 2) and Below Basic. Students scoring in Level 4 are said to have exceeded the state standard. Students with scores in Level 1 or Level 2 have not met standard. The levels are determined by the Cut Scores set by the standards setting panels and adopted by the State Board of Education. The scale scores for the WAAS-Portfolio are determined by only two dimensions of the scoring guide or rubric: Parts C and D, Performance and Context. See Resource 4.13 for the Rubric.

Perfect scores on those two dimensions for each Targeted Skill are: 4 for Performance plus 2 for Context which equals 6 total points.

Two Targeted Skills are required for each content entry, so a perfect score in a content entry is 12. High school WAAS-Portfolios are scored by two separate scorers whose scores are summed, so a perfect score for a high school portfolio becomes 24. WAAS-Portfolio current cut scores are as follows:

WAAS-Portfolio Cut Scores in Each Category

Grade/Subject	Approaches Standard Cut (level 2)	Meets Standard Cut (level 3)	Exceeds Standard Cut (level 4)
3-4 Reading	3	6	9
3-4 Mathematics	3	6	9
4 Writing	3	6	9
5-6 Reading	4	7	10
5-6 Mathematics	3	6	9
5 Science	4	7	10
7-8 Reading	4	7	10
7-8 Mathematics	3	6	10
7 Writing	4	7	10
8 Science	4	7	10
HS Reading	6*	12	20
HS Mathematics	6	12	20
HS Writing	6	12	20
HS Science	8	14	20

*All High School WAAS-Portfolios are individually scored by two separate scorers, therefore the final scores are doubled.

4.16 Scoring FAQs

What steps are taken to make sure that WAAS-Portfolio scoring is valid and reliable?

The Office of Superintendent of Public Instruction (OSPI) uses rigorous methods to ensure that the scoring process yields valid and reliable results. Valid scoring means that one scorer assigns the same score to a student response as would be assigned by another scorer. Reliable scoring means that different scorers consistently assign the same score to student responses.

The following quality control measures are used when scoring the WAAS-Portfolio.

- **Double-scoring:** At least 25 percent of all WAAS-Portfolios in grades 3-8 and 100 percent of all high school WAAS-Portfolios are scored twice to verify that scoring is consistent and aligned to the scoring rubrics.
- **Supervisors Reread Scored WAAS-Portfolios:** In addition to double-scoring, scoring, supervisors reread portfolios from scorers every day. If a supervisor discovers that a scorer begins to assign scores that do not match the scoring guidelines, the supervisor consults with the scoring director and together they retrain that scorer, using the original training materials. This on-the-spot checking helps keep the scoring consistent. If a scorer has drifted from the scoring guidelines, the scores he/she has recently-assigned are removed and those portfolios are reinserted into the queue to be re-scored. Scorers who prove unable to score consistently after retraining are dismissed from scoring.
- **Protocols to Handle Unique Responses:** Scorers are trained only to assign a score to student portfolio entries that are consistent with the examples provided in training. If a scorer encounters a student portfolio entry that is unique, novel or otherwise unfamiliar, the scorer seeks advice from the Supervisor. If the entry is new to the Supervisor, the Scoring Director intervenes. At this point, the Scoring Director can decide either that the entry is merely a nuance of what is already described in the scoring rubric or that the entry is truly unique. If the entry is a nuance, all the scorers are notified and re-trained on that particular type of entry. If the entry is one that has not yet been encountered, a designated group of scoring supervisors meet to determine what score should be assigned, after which scorers are re-trained.

Communication between OSPI and the Contractor: OSPI representatives are on site at Measured Progress's facilities during training and scoring to monitor the quality processes, address any questions that may surface, and to serve as the "expert" scorers for resolution scoring.

4.17 WAAS-Portfolio Scorer Worksheet

2009-2010 WAAS PORTFOLIO SCORER WORKSHEET

Place student demographic label here

Score Chart

A	4	3, 2, 1	IE
B	Score	Score	Blank
C	Score	Blank	Blank
D	Score	Blank	Blank

READING – REQUIRED ALL GRADES 3-8 AND 10-12

Reading Skill 1

A	Skill Aligned to GLE	4 3 2 1 IE
B	Evidence Aligned to Targeted Skill	4 3 2 1 IE
C	Skills Score	4 3 2 1 IE
D	Context	2 1 IE

Reading Skill 2

A	Skill Aligned to GLE	4 3 2 1 IE
B	Evidence Aligned to Targeted Skill	4 3 2 1 IE
C	Skills Score	4 3 2 1 IE
D	Context	2 1 IE

Scorer Comments: _____

Scorer Comments: _____

MATH – REQUIRED ALL GRADES 3-8 AND 10-12

Math Skill 1

A	Skill Aligned to GLE	4 3 2 1 IE
B	Evidence Aligned to Targeted Skill	4 3 2 1 IE
C	Skills Score	4 3 2 1 IE
D	Context	2 1 IE

Math Skill 2

A	Skill Aligned to GLE	4 3 2 1 IE
B	Evidence Aligned to Targeted Skill	4 3 2 1 IE
C	Skills Score	4 3 2 1 IE
D	Context	2 1 IE

Scorer Comments: _____

Scorer Comments: _____

WRITING – REQUIRED GRADES 4, 7 AND 10-12

Writing Skill 1

A	Skill Aligned to GLE	4 3 2 1 IE
B	Evidence Aligned to Targeted Skill	4 3 2 1 IE
C	Skills Score	4 3 2 1 IE
D	Context	2 1 IE

Writing Skill 2

A	Skill Aligned to GLE	4 3 2 1 IE
B	Evidence Aligned to Targeted Skill	4 3 2 1 IE
C	Skills Score	4 3 2 1 IE
D	Context	2 1 IE

Scorer Comments: _____

Scorer Comments: _____

SCIENCE – REQUIRED GRADES 5, 8 AND 10

Science Skill 1

A	Skill Aligned to GLE	4 3 2 1 IE
B	Evidence Aligned to Targeted Skill	4 3 2 1 IE
C	Skills Score	4 3 2 1 IE
D	Context	2 1 IE

Science Skill 2

A	Skill Aligned to GLE	4 3 2 1 IE
B	Evidence Aligned to Targeted Skill	4 3 2 1 IE
C	Skills Score	4 3 2 1 IE
D	Context	2 1 IE

Scorer Comments: _____

Scorer Comments: _____

4.17 WAAS-Portfolio Scorer Worksheet

2009-2010 WAAS PORTFOLIO SCORER MENU OF COMMENTS AND FEEDBACK

Score Explanation and Comments

1.	Signed Principal Validation Form missing			
2.	Entry Cover/Data Sheet missing			
3.	Wording of targeted skill was confusing and not consistent with the GLE Extension			
4.	Targeted skill selected was not from the appropriate grade and is not aligned (NA)			
5.	Targeted skill selected was not from the appropriate content and is not aligned (NA)			
6.	One piece of evidence not aligned to targeted skill	B. Baseline	M. Midline	E. Ending
7.	Two pieces of evidence not aligned to targeted skill	B. Baseline	M. Midline	E. Ending
8.	All three pieces of evidence were not aligned to the targeted skill (NA)			
9.	Evidence missing	B. Baseline	M. Midline	E. Ending
10.	Evidence was missing students name	B. Baseline	M. Midline	E. Ending
11.	Evidence was missing date of student performance	B. Baseline	M. Midline	E. Ending
12.	Evidence was not grade appropriate			
13.	Student met or exceeded goal on baseline data point			
14.	Student work sample was not corrected/scored by the teacher	B. Baseline	M. Midline	E. Ending
15.	Data Point 1 was not collected by December 18 and the Extreme Extenuating Circumstance Form missing			
16.	Data Point 2 was not collected between December 19 and February 5 and the Extreme Extenuating Circumstance Form missing			
17.	Data Point 3 was not collected between February 6 and March 12 and the Extreme Extenuating Circumstance Form missing			
18.	Reading passage references were not present	B. Baseline	M. Midline	E. Ending
19.	Images/pictures/objects did not include required text	B. Baseline	M. Midline	E. Ending
20.	More information about how the teaching task was conducted (e.g., grade-level text in reading or showing all the steps in scientific investigation) would have been helpful	B. Baseline	M. Midline	E. Ending
21.	Second skill was	A. Missing	B. Not from a different GLE	
22.	Scorer could not read the material	B. Baseline	M. Midline	E. Ending

Positive Comments

23.	Evidence accurately portrayed the student's performance of knowledge and skills
24.	Evidence contained appropriate and complete information
25.	Evidence reflected rich, challenging, and varied approaches to learning
26.	Documentation was well presented and easy to score
27.	Evidence showed student skills generalized in authentic contexts
28.	Supporting evidence, if provided, was complete and helpful
29.	Portfolio showed use of age-appropriate materials
30.	Exemplary model: administration procedures were followed precisely and student work portrayed well.

4.18 WAAS-Portfolio Checklist

Student Name: _____

Grade: _____

From CSRS System

This checklist can be used to check that all necessary documentation is included in the 2009-2010 WAAS-Portfolio.

General Elements

Student grade-level matches grade-level in Core Student Record System file (CSRS).	
Student name matches name in Core Student Record System file (CSRS).	
State and District Student ID Numbers are completed.	
Portfolio Validation Form is included.	
Table of Contents is completed (with page numbers) for appropriate content area entries.	
Extenuating Circumstance Form is included, if necessary and OSPI approved.	

EACH CONTENT ENTRY	Reading		Math		Writing		Science	
	<i>Skill 1</i>	<i>Skill 2</i>	<i>Skill 1</i>	<i>Skill 2</i>	<i>Skill 1</i>	<i>Skill 2</i>	<i>Skill 1</i>	<i>Skill 2</i>
Elements Are Aligned								
GLE extensions are used for student's assigned grade level								
Targeted Skills								
Entry Cover Sheet								
Supporting evidence for baseline data #1								
Supporting evidence for midline data #2								
Supporting evidence for ending data #3								
Reminders								
Student name is present on each piece of evidence								
Dates M/D/Y are present on each piece of evidence								
Percentage is present on each piece of evidence								

4.19 Work Session Request Form

The 2009-2010 WAAS-Portfolio trainings will be administered primarily via recorded PowerPoints posted on the alternate assessment website: <http://www.k12.wa.us/assessment/AlternativeAssessment/Portfolio.aspx>. OSPI's Alternate Assessment TOSA will also be available to assist teachers in district-sponsored work sessions. The purpose of the work sessions is to build on the information teachers have already gleaned from the recorded PowerPoints and to offer guided practice and teacher collaboration opportunities for student portfolios already in development.

If your district is interested in hosting a WAAS-Portfolio work session, please fax this completed form to (360) 725-0424.

Please complete the following information:

A: Requestor Information	
District:	_____
Contact Person:	_____
Contact Position:	_____
Email Address:	_____
Phone Number:	_____

B: Training Information	
What is the focus of the work session(s)?	
<input type="checkbox"/>	Compiling Reading Evidence
<input type="checkbox"/>	Compiling Writing Evidence
<input type="checkbox"/>	Compiling Math Evidence: Grades 3 – 8 ONLY
<input type="checkbox"/>	Compiling Math Evidence: High School ONLY
<input type="checkbox"/>	Compiling Science Evidence
<input type="checkbox"/>	Other: _____
List below potential dates, time of day and proposed session length:	
<input type="checkbox"/>	Date: _____ Time of day: _____ Length of Work Session: _____
<input type="checkbox"/>	Date: _____ Time of day: _____ Length of Work Session: _____
<input type="checkbox"/>	Date: _____ Time of day: _____ Length of Work Session: _____
<input type="checkbox"/>	Date: _____ Time of day: _____ Length of Work Session: _____

C: Location Information	
Please provide the following information about the training location:	
Contact Person (if different than requestor):	_____
Phone Number (if different than requestor):	_____
Street Address of Training Location:	_____
City of Training Location:	_____
Will this location have a projection screen?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will this location have a projector?	<input type="checkbox"/> Yes <input type="checkbox"/> No

D: Invitee Information	
Note: We will not be able to accommodate fewer than 15 nor more than 30 participants per training.	
Number of confirmed attendees from host district:	_____
Number of confirmed attendees from other district(s):	_____
Total number of confirmed attendees:	_____
Important: Attach a list of the confirmed attendees with the following information:	
<input type="checkbox"/> Names	<input type="checkbox"/> Grade level(s) <input type="checkbox"/> District

4.19 Work Session Request Form

E: Materials for Trainings

OSPI will provide:

- Clock hours for teachers
- Advanced electronic copies of handouts to be copied and distributed by the host district.

To whom and to what email address should the electronic handouts be sent?

Name:

Email:

F: Permissions

I confirm that the information provided above is true and complete:

Signature

Date

You will be contacted by Margaret Nerison, the Alternate Assessment TOSA, or Collette Mason, the Alternate Assessment Assistant, to discuss and confirm the details of your work session(s).
Thank you! We look forward to working with your teachers!

4.20 OSPI/Measured Progress Contact Information

OSPI Contact Information

Judy Kraft, Alternate Assessment Specialist	(360) 725-6089	Judy.Kraft@k12.wa.us
Margaret Nerison, Alternate Assessment TOSA	(360) 789-3621	Margaret.Nerison@k12.wa.us
Alternate Assessment Assistant	(360) 725-6089	waas@k12.wa.us

Measured Progress Contact Information

Alicia Cuttle	(603) 749-9102	cuttle.alicia@measuredprogress.org
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