

**Washington Assessment of Student Learning**  
**Washington Alternate Assessment System (WAAS)**

2004

Technical Report

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## **Part 1: Overview and Background**

### **Introduction**

The *Washington Alternate Assessment System (WAAS)* was administered operationally for the fourth year during the spring of 2004. The *Standards for Educational and Psychological Testing* (AERA/APA/NCME, 1999) recommends that test developers and publishers produce a technical manual that provides information documenting the technical quality of an assessment, including evidence for the reliability and validity of test scores. This document contains the technical information for the 2004 WAAS.

State assessment programs provide one method of determining student academic achievement. The Washington State Assessment System provides accountability for program and educational opportunities for all students. Alternate assessment, as part of Washington's assessment program, ensures a unified system, program, and student accountability linked to the common core of learning within the general curriculum.

The Washington Alternate Assessment System (WAAS) process was developed by the Washington Alternate Assessment Task Force (Appendix A) and expanded by Advisory Panels (Appendix B and C) in response to the following requirement in the Individuals with Disabilities Education Act 1997: "The State has established goals for the performance of children with disabilities in the state that . . . are consistent, to the maximum extent appropriate, with other goals and standards for children established by the state." The alternate assessments are based on Washington's Essential Academic Learning Requirements (EALRs) in the content areas of Communication, Reading, Writing, Mathematics, and Science. The state has prepared extensions for the Essential Academic Learning Requirements (EALR). This document provides the critical function of the EALRs, the access skills, instructional activities, and assessment strategies that are designed to assist special education staff members in linking functional IEP skills to the EALRs, in providing access to the general education curriculum, and in measuring student progress toward achieving the EALRs. The most current version of the EALR extensions document can be found at:

[http://www.k12.wa.us/SpecialEd/pubdocs/EALR\\_Extension%20Guide\\_Oct\\_02.pdf](http://www.k12.wa.us/SpecialEd/pubdocs/EALR_Extension%20Guide_Oct_02.pdf). The inclusion of students with disabilities in the assessment and accountability system is critical to ensure appropriate allocation of resources and learning opportunities for these students.

The Washington Alternate Assessment System was designed for a very small percentage of the total school population. Students with disabilities are expected to take the Washington Assessment of Student Learning (WASL) tests whenever possible, with or without necessary accommodations, unless the Individualized Education Program (IEP) team determines that the student is unable to participate on the WASL in one or more content area. In this case, the IEP team may select the Washington Alternate Assessment System (WAAS) portfolio assessment. If the student is unable to take the WASL, even with accommodations, then the student must participate by taking the WAAS portfolio assessment. (Participation Guidelines in Appendix D).

### **Purpose of the Portfolio Assessment**

The Washington Alternate Assessment Task force, made up of administrators, higher education personnel, teachers, and parents, determined the following two-fold purpose of the portfolio assessment:

- To provide an appropriate method of measuring progress on state goals and standards for students who are not able to access the WASL or any commercially available test, even with accommodations and
- To ensure that students will be able to generalize the Individualized Education Program (IEP) skills to the maximum extent possible.

The basic building block of the portfolio assessment is evidence of the student's performance and progress toward reaching IEP goals. Each of the entries in the portfolio documents two dimensions of learning: progress on IEP skills linked to the EALRs and student generalization of those skills.

Portfolio evidence should demonstrate participation in and progress toward those IEP goals that are aligned to state standards (EALRs). In this way, evidence of progress on IEP skills linked to the EALRs can measure progress on state goals and standards.

Portfolio evidence should also show the extent to which a student can demonstrate and generalize the IEP skill linked to EALRs in the following ways:

- using appropriate modifications/adaptations, supports, or assistive technology in order to demonstrate all he or she knows and is able to do;
- in a variety of settings and contexts in which the student is able to use learned skills. These places can include the classroom, other areas of the school, community settings, and home;
- interacting with nondisabled peers and others during IEP activities for the purpose of developing social relationships to enrich his or her life; and
- using self-determination skills in planning, monitoring and evaluating IEP skill activities.

### **Participation Rates**

Federal guidance letters indicate that states should develop alternate assessment participation guidelines so that approximately 1-2% of the student population is eligible for an alternate assessment in each given year. The results reported in Tables 1 to 8 are based on data entered for monitoring scoring during the WAAS Scoring Portfolio Institute. As can be seen in Table 1 the number of portfolios submitted is less than 1% of the number of students assessed in 2004. Also as can be seen from this table there was an increase in the number of portfolios submitted at each grade each year. In 2002, a total of 427 portfolios were submitted while in 2003 there were 1,642 portfolios and a total of 2,589 portfolios in 2004. The number of portfolios submitted for Grade 8 Science was considerably higher than in 2003 which was the first year for voluntary assessment Grade 8 Science. 2004 was the first year for voluntary assessment in Grade 5 Science. As with Grade 8 Science last year, this lower participation rate was not unexpected given that this was the first year for voluntary participation in science.

Table 1: Number of Students Assessed in Grades 4, 5, 7, 8 and 10 in 2004

	Total Number of Students					
	Washington Assessment of Student Learning 2004				WAAS Portfolio Submitted 2004	WAAS Portfolio Submitted 2003
	Reading	Writing	Math	Science		
Gr4	72,857	72,525	72,987		726	695
Gr5				73,011	389	
Gr7	77,450	76,836	77,555		531	425
Gr8				78,034	440	174
Gr10	70,913	69,745	71,239	69,839	503	352

**Part 2: Portfolio Development**

The implementation of the WAAS portfolio is dependent on both the student being assessed and the teacher or staff member assisting the student to construct the portfolio. Both the teacher and student must be cognizant of the components and types of evidence that are required and/or recommended for the portfolio contents. The student must be able to demonstrate skills to be observed or to produce products to be included in the portfolio.

Secondly, the teacher or staff member must be able to write measurable IEP goals or objectives which can provide opportunities for the student to participate and progress in the general curriculum. Staff members must also be able to plan academic content-based activities and select one IEP skill linked to EALRs that will be measured in each content area entry. Additionally, the assessment team collecting data (on the student’s progress on IEP skills over time and the ability of the student to generalize and use these skills) must possess a certain level of assessment literacy on how best to measure assessment targets and document student growth in IEP skills.

Two ongoing activities have been implemented to document and control for the effects of teacher knowledge of WAAS portfolio procedural issues or assessment practices. First, regional teacher training sessions are conducted in the fall of each school year. For

example, workshops were conducted in nine regions of the state in November, 2003. The three-hour workshops covered WAAS procedures, writing measurable IEP goals, planning general education content-based activities, and collecting student performance data. The WAAS portfolio session materials were posted to the OSPI web site and 30 members of the Special Education Assessment Leadership Team (SEALT) were trained to replicate the WAAS workshops for teachers who missed an OSPI session. Participant surveys are conducted at the regional workshops to gauge perceptions of changes in instruction and assessment practices and to determine other training needs.

Conducting research on the WAAS portfolios through data analyses and reviews of a sample of copied portfolios each year has been the second strategy to inform us on the technical adequacy of the WAAS portfolio and to guide professional development for future WAAS workshops (Johnson & Arnold, 2004). For example, a report (Johnson, 2004) was prepared to answer the following research questions:

1. Does the WAAS include tasks from the extended benchmarks for the EALRs? If so, what kind and how frequently are they used?
2. How many low scores might be attributable to procedural issues with the portfolio?
3. In what way might we establish external validity of the WAAS in future administrations?

The findings of this study, perception surveys and other studies were used in determining the research agenda for the review of 2004 WAAS portfolios and in revising WAAS portfolio workshops to address professional learning needs.

### **Part 3: Scoring**

There are five scoring dimensions divided into two parts, with one dimension scored on specific content area sections of the portfolio and four dimensions scored across the entire portfolio. Part I scores for Progress on IEP skills are determined based on evidence in separate portfolio entries for Communication, Mathematics, Reading, Science, and Writing. Part II scores for Student Generalization of Skills in four dimensions are determined by examining evidence across the entire portfolio. The content area Part I

score is added to the total of the four dimension scores in Part II to obtain a Total Score for the content area. Thus, there is one total score for grades 5 and 8 (science), four separate total scores are generated for the students (one total score for each content area: communication, math, reading, and writing) in grades 4 and 7, and five scores for grade 10 (communication, math, reading, science, and writing). Table 2 summaries the various scores per grade and Appendix G shows the scoring sheet used.

**Table 2: WAAS Skills by Grade**

	<b>IEP Skills</b>	<b>Grades</b>
<b>Part I</b>	Communication	4, 7, 10
	Math	4, 7, 10
	Reading	4, 7, 10
	Science	5, 8, 10
	Writing	4, 7, 10
<b>Part II</b>	Modifications	all
	Settings	all
	Social Relations	all
	Self Determination	all

The portfolio range finding and scoring occurred over a three-week period in June. In the first week, a group of representatives from the Riverside Publishing Company (RPC) and Pearson Educational Measurement (PEM) were led by OSPI staff to review the anchor portfolios and prepare for scoring. The Riverside and Pearson scoring leadership staff have a number of years experience scoring the alternate assessment in Washington. The anchor portfolios, taken from previous years, exemplified score points for the rubric. Potential table leaders were trained to use the rubric using the exemplar portfolios. The potential table leaders had been scorers in previous years and had been reliable scorers. Potential table leaders were chosen after successfully scoring a qualifying portfolio. Table leaders had to demonstrate an exact plus adjacent match rate of 90% in order to qualify as a table leader. Except for one person the table leaders were the same for both weeks of scoring. In the first week, fifteen portfolios were scored during range finding. RPC, PEM, and OSPI personnel reviewed all of the scored portfolios and four portfolios were selected for training, two portfolios were selected for qualifying portfolios, and nine scored portfolios were chosen to be used for daily validation papers. Scoring summaries



and annotations were written to accompany the training sets for the Portfolio Scoring Institute.

Teachers applied to be considered as scorers of WAAS portfolios. Three criteria were used by OSPI to select scorers: attendance at a workshop for implementing the portfolio, participation in constructing a portfolio, and explanation of why the scorer wanted to score portfolios.

Scoring occurred in the second and third weeks. OSPI assigned scorers to each table and table leaders were randomly assigned to the tables. Riverside Publishing Company and Pearson Educational Measurement leadership staff served as trainers of scorers. There were some teachers that stayed for both weeks of scoring but for the most part the scorers in the second week were new and the process was repeated for the second week. Each week the first day was dedicated as a full day of training. In the second week, teachers who were returning did not participate in the training but continued to score.

Potential scorers were trained to use the rubric using the exemplar portfolios. Teachers were trained using three exemplar portfolios to score independently. OSPI and RPC facilitated discussion upon completion of scoring. When OSPI and RPC concluded that all teachers were properly trained, scoring procedures were reviewed. After training, the teachers scored a qualifying portfolio. Opportunity was given to teachers who did not qualify to score a second qualifying portfolio. No potential scorers were disqualified. All scorers were trained and given a list of those things of which should not bias their scoring.

Appendix E provides the procedures followed by scorers. The portfolio binders were set out at Station Number One next to school district Sign Out/Sign In sheets. All scorers were considered to be first scorers until sufficient rater reliability information is obtained. The first scorer checked the portfolio out and lists their table colors on the Sign Out/Sign In sheet. Scorers were not allowed to select a portfolio to score from their own school district or from school districts of their tablemates. The scorer used the white Scoring Summary Sheets to record scores and once scored put the sheet upside down in portfolio pocket. The scorer wrote their badge number and table color on back of the sheet. The

scorer then completed the portfolio checklist and placed it in the inside cover of the binder. After scoring the portfolio, the scorer puts a check mark on the Sign Out/Sign In sheet for that portfolio. The portfolio was placed at Station Number Two.

All table leaders were second scorers on Day 1 & 2. In order for a scorer to be qualified as a second scorer on Day 3, the following reliability evidence was needed: pre-scored qualifying set at 75% exact plus adjacent scores, one validation paper at least 80% exact or adjacent match, and inter-rater reliability statistics by the end of Day 2 of at least 90% exact or adjacent match. Table leaders were consulted about the level of independence and accuracy of the first scorer before he or she was assigned to be a second scorer.

Qualified second scorers picked up a portfolio at Station Number Two. The scorer checked the portfolio out and listed their table color on the Sign Out/Sign In sheet. Second scorers utilized a yellow Scoring Summary sheet and placed the sheet in the front portfolio pocket, noting his or her badge number on the back of the sheet. After scoring the portfolio, scorer put a check mark on the Sign Out/Sign In sheet for that portfolio. The portfolio was placed at Station Number Three.

Portfolios were blind double scored on Day 2. Both the leadership team and table leaders were second scorers. Table leaders also conducted at least one blind read (referred to as a “Back Read”) of the scorers at their tables. Both table leaders and scorers completed a validation portfolio each afternoon. Each afternoon, the leadership team reviews all reliability statistics, including validation agreement.

The first and second scoring summary sheets are compared at Station Number Three. If any scores are adjacent scores, the scores of the second scorer were used as the student’s final score. If scores on a dimension were not adjacent or for grade 10 if the total scores for a subject result in different performance levels, a third scoring was completed by a member of the leadership team. For scores which were not adjacent, a note was made identifying the sections needing a third read and the portfolio was placed on the third read table. Only discrepant dimensions were reviewed and rescored, not the entire portfolio.

In determining the final score for a student the second score took precedence over the first score and third score took precedence over the second and first scores. The final scores were copied onto the NCR Scoring Summary sheet (3-part form) to be returned to school districts; final scores were entered on the student's WAAS demographic form for reporting by Pearson Educational Measurement.

For portfolios with "Back Read" scores, the back read scores were considered to be the second and final read. The Back Read scores were written on the NCR paper, with a post-it note on the white sheet of the NCR paper noting it is a final score. Then Back Read was noted on the back of the first reader's scoring summary sheet next to the scorer's number and the Back Read scoring summary was put in the Back Read box.

Inter-rater reliability statistics were calculated each day. Whole group recalibration/training occurred for any scoring dimension statistic that was discrepant with other dimensions or that deviated greatly from previous years. Individual scorer retraining occurred for those scorers who had lower than 80% exact match plus adjacent scores on validation portfolios.

Each day table leaders and scorers were asked to score a validation portfolio, which was a portfolio that had been previously scored by OSPI/Riverside/PEM portfolio leadership staff. The leadership staff scored the portfolios and looked for those scorers or table leaders that had lower than 80% exact matches and adjacent scores. Those scorers with lower scores were given retraining.

To ensure that students received accurate scoring judgments, the following procedures were put in place:

- Second reads were performed on all Day 2 portfolios and a large proportion of grade 4, 5, 7, and 8 portfolios had second reads on subsequent days. All grade 10 portfolios received second reads during the entire scoring institute.

- Table leaders “Back read” at least one portfolio from each scorer at their table daily.
- Reliability of scorers was monitored by comparing their performance relative to those conducting second reads and by reviewing their performance on validation portfolios.

Appendix F shows the WAAS demographic form that was used to record the final scores.

#### **Part 4: Reliability of Scoring**

Inter-scorer agreement is an important source of evidence for the reliability of test scores. When two trained judges score given to a student's work supports the concept that is the “correct” score for that student’s work. To determine the degree to which judges gave equivalent scores to the same student work the percent of agreement between scorers was examined.

The reliability of scoring was determined in the following ways:

1. Monitoring the differences between the scores from the first and second reader for each scorer each day. Table 3 summarizes the amount of agreement between the first and second scorers over the two weeks of scoring. Of the 2,589 portfolios scored, 2,129 or 82.2% (in 2003 this was 51.9%) of the portfolios had two scores. The percentage of exact agreement of scores or of a difference of only 1 is consistently above 90% with the exception of Grades 5 and 8 Science where the percentage of exact agreement of scores or of a difference of only 1 was approximately 83%. (This difference may be explained due to limited evidence for Part II scores for grade 5 and 8 science since there is only one subject for which Part II evidence has been collected.) The numbers for each grade are consistent with the results from 2002 and 2003. These percentages of agreement appear to be reasonable.

**Table 3: Percentage Agreement Between First Scorer and Second Scorer on 2004 WAAS**

<b>Amount of Agreement</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 10</b>
Scores exactly the same	68.2%	67.8%	67.0%	67.9%	65.0%
Scores are different by 1	24.2%	14.6%	25.0%	15.8%	25.9%
Scores are different by 2	5.3%	7.3%	5.7%	6.4%	6.8%
Scores are different by 3	2.3%	10.3%	2.3%	9.9%	2.3%

2. Monitoring the results from “Back Reads.” The table leaders reviewed the results from these Back Reads and the first score. If there was a disagreement then the table leader would review the scoring with the teacher scorer. There were a total of 239 Back Reads completed over the two weeks of scoring. Table 4 indicates that 94.0% of the scores awarded by table leaders were the same or adjacent to scores given by scorers at their table during Back Reads.

**Table 4: Percentage Agreement Between First Scorer and Table Leader on Back Reads on 2004 WAAS**

<b>Amount of Agreement</b>	
Scores exactly the same	75.3%
Scores are different by 1	18.7%
Scores are different by 2	3.6%
Scores are different by 3	2.5%

3. Monitoring the results from daily scoring of validation portfolios. As mentioned above, each day everyone had to score a previously scored “validity” portfolio. The results from these scores was captured and reviewed daily. Over the two weeks, scores were captured for 509 reads of validity portfolios. Table 5 shows that either all of the scores from the scorers and table leaders matched exactly or were adjacent to expert scores on all of the possible scores for the portfolio or had only one score that was not adjacent in 85.3% of the portfolios scored. Table 6 shows another way to look at these results. In this table, we can see that of all of the scores given for the validity portfolios in 93.9% of the individual scoring

dimensions, there was an exact agreement between the scorer and the expert score or the two scores were adjacent.

**Table 5: Number and Percentage of Scorers Agreeing with Experts on Validity Portfolios by Portfolio on 2004 WAAS**

	<b>Number of Portfolios</b>	<b>Percent of Portfolios</b>
Exact or Adjacent on All Scores	261	51.3%
Exact or Adjacent on All but One Score	173	34.0%
Exact or Adjacent on All but Two Scores	53	10.4%
Exact or Adjacent on All but Three Scores	19	3.7%
Exact or Adjacent on All but Four Scores	3	0.6%
	509	100.0%

**Table 6: Percentage of Agreement Between Scorers and Experts on Validity Portfolios by Individual Dimension Scores on 2004 WAAS**

<b>Amount of Agreement</b>	<b>Total</b>
Scores exactly the same	59.1%
Scores are different by 1	34.8%
Scores are different by 2 or more	6.1%

- Monitoring the number of third reads and the result of third reads. Monitoring of the number of third reads is somewhat similar to reviewing the percent of matches on scores for each dimension since the third reads are identified based on a difference between the two scores of more than 1. As can be seen in Table 7 most of the third reads were identified on the basis of a difference on one scale score. There were a total of 906 portfolios identified for third reads based on scores not being exactly the same or adjacent. In addition, there were another 112 Grade 10 portfolios identified as requiring a third read based on the total score for the portfolio for the first scorer resulting in a different performance level than the second scorer. The total number of portfolios receiving a third read in grade 10 was 322 which is 68.7% of the portfolios that received two scores.

**Table 7: The Number of Portfolios Identified for Third Reads by the Number of Scores Identified as Being Nonadjacent on 2004 WAAS**

<b>Number of Scores Requiring Third Read</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 10</b>
1	156	65	107	80	103
2	57	28	40	37	70
3	12	31	19	25	25
4	6	8	6	10	4
5	2	1	3	0	5
6	2	0	0	0	0
More than 6	1	0	0	0	3
<b>Total</b>	236	133	175	152	210
<b>Percentage of Portfolios with Two Reads</b>	39.5%	45.4%	40.2%	45.1%	44.8%

Also the number of third reads by score was reviewed for grade 10 to make certain that the number of third reads being identified did not differ significantly depending on the score. Table 8 shows the results of this analysis. The Communication score generated

**Table 8: The Number of Grade 10 Portfolios Identified for Third Reads by Score on 2004 WAAS**

	<b>Score</b>	<b>Number of Third Reads for This Score</b>
<b>Part I</b>	<b>Communication</b>	<b>26</b>
	<b>Reading</b>	<b>35</b>
	<b>Writing</b>	<b>40</b>
	<b>Math</b>	<b>45</b>
	<b>Science</b>	<b>37</b>
<b>Part II</b>	<b>Modifications</b>	<b>57</b>
	<b>Settings</b>	<b>39</b>
	<b>Social Relations</b>	<b>39</b>
	<b>Self Determination</b>	<b>59</b>

the fewest third reads and the Self Determination scale generated the most. Part I scores generated a total of 183 third reads while Part II scores required 194 third reads.

### **Part 5: Opinion of Scorers**

At the conclusion of each week of scoring, the teacher scorers were asked to complete a survey. There were 97 returned surveys. Appendix H shows that the majority of

respondents believe that they have learned a significant amount about constructing a portfolio, scoring of a portfolio, and assessing progress on IEP skills. Comments from participants reinforce this sense of the scoring of portfolios as being a significant learning opportunity for teachers.

## **Part 6: Description of Student Performance**

The results reported in Tables 9 to 11 are based on the data captured in Box 14 of the demographic sheet (Appendix F) and are the results reported to parents, schools, districts, and state. This is the final post record change data for the state. Table 9 provides a summary of the percentage of students obtaining each of the scores in each dimension that was scored. In previous years the majority of students were given a score of 1 for most dimensions. However, this year there is a significant increase in the number of students receiving scores of 3 and 4. In 2001, at grade 10, no students were awarded a score of 4 on six of the eight dimensions while in 2002 only the dimension of Self Determination had 0% of students obtaining a 4 while 5.2% of the portfolios in Mathematics and 7.6% on Modifications were scored at level 4. In 2003, this trend continued with a greater percentage of students being awarded scores of 4. This year, between a quarter and a half of the all students received a score of 4 on many of the scales. In 2001 through 2004 the score for Modifications tended to be higher than the scores for the other dimensions. The scores awarded for Modifications tend to be more spread out than for the other dimensions.



**Table 9: Percentage of Students Obtaining Each Score on the 2004 WAAS Portfolio By Grade**

**Grade 4**

		Part I				Part II			
		Communication	Reading	Writing	Math	Modifications	Settings	Social Relations	Self Determination
<b>Percentage of Students Obtaining Each Score</b>	<b>IE</b>	1.1%	0.8%	0.7%	1.0%	0.5%	0.5%	0.5%	0.5%
	<b>1</b>	27.1%	25.9%	28.3%	28.5%	14.8%	26.8%	32.5%	34.7%
	<b>2</b>	26.4%	25.6%	25.4%	21.5%	20.9%	29.2%	33.1%	23.5%
	<b>3</b>	18.1%	15.5%	22.3%	20.1%	24.8%	24.0%	21.1%	16.9%
	<b>4</b>	27.3%	32.2%	23.3%	28.8%	38.9%	19.5%	12.8%	24.4%

**Grade 5**

		Part I	Part II			
		Science	Modifications	Settings	Social Relations	Self Determination
<b>Percentage of Students Obtaining Each Score</b>	<b>IE</b>	4.4%	4.4%	4.4%	4.4%	4.4%
	<b>1</b>	27.0%	22.9%	33.2%	40.0%	49.1%
	<b>2</b>	18.2%	8.8%	13.2%	21.0%	9.9%
	<b>3</b>	19.2%	9.6%	8.1%	9.9%	8.3%
	<b>4</b>	31.2%	54.3%	41.0%	24.7%	28.3%

**Grade 7**

		<b>Part I</b>				<b>Part II</b>			
		<b>Communication</b>	<b>Reading</b>	<b>Writing</b>	<b>Math</b>	<b>Modifications</b>	<b>Settings</b>	<b>Social Relations</b>	<b>Self Determination</b>
<b>Percentage of Students Obtaining Each Score</b>	<b>IE</b>	2.7%	1.9%	2.6%	2.3%	1.2%	1.2%	1.2%	1.2%
	<b>1</b>	34.7%	33.6%	35.3%	31.2%	20.0%	26.7%	33.3%	36.6%
	<b>2</b>	20.2%	18.9%	19.5%	21.2%	20.5%	30.3%	35.0%	22.1%
	<b>3</b>	18.2%	14.4%	16.8%	17.1%	24.3%	25.2%	20.0%	20.0%
	<b>4</b>	24.2%	31.2%	25.8%	28.2%	34.0%	16.6%	10.5%	20.2%

**Grade 8**

		<b>Part I</b>	<b>Part II</b>			
		<b>Science</b>	<b>Modifications</b>	<b>Settings</b>	<b>Social Relations</b>	<b>Self Determination</b>
<b>Percentage of Students Obtaining Each Score</b>	<b>IE</b>	3.2%	3.0%	3.0%	3.0%	3.0%
	<b>1</b>	32.0%	27.5%	28.6%	42.9%	42.9%
	<b>2</b>	18.8%	9.5%	14.3%	20.8%	13.2%
	<b>3</b>	17.5%	10.2%	14.1%	11.5%	9.3%
	<b>4</b>	28.4%	49.8%	40.0%	21.9%	31.0%

**Grade 10**

		<b>Part I</b>					<b>Part II</b>			
		<b>Communication</b>	<b>Reading</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Modifications</b>	<b>Settings</b>	<b>Social Relations</b>	<b>Self Determination</b>
<b>Percentage of Students Obtaining Each Score</b>	<b>IE</b>	3.8%	2.0%	3.0%	2.0%	9.1%	1.8%	1.8%	1.8%	1.8%
	<b>1</b>	23.9%	28.0%	34.7%	29.9%	29.7%	13.7%	17.1%	26.4%	36.3%
	<b>2</b>	17.5%	17.9%	16.2%	15.7%	15.7%	22.4%	25.6%	36.7%	23.8%
	<b>3</b>	22.9%	19.4%	18.8%	21.2%	20.7%	28.2%	35.1%	23.4%	17.5%
	<b>4</b>	31.9%	32.7%	27.3%	31.2%	24.8%	33.9%	20.4%	11.7%	20.6%

## **Part 7 – Reporting Relative To Standards**

The Federal legislation and regulations for ESEA and IDEA reauthorization requires states to report results for all students assessed using general assessments and alternate assessments relative to the same grade level academic content and achievement standards. The Office of Superintendent of Public Instruction established four levels of performance based on alternate achievement standards on the WAAS assessments in the fall of 2002. A description of the standard setting procedures used can be found in the Washington Alternate Assessment System 2002 Technical Report (<http://www.k12.wa.us/assessment/altassess.aspx>) and the Washington Alternate Assessment System Technical Report on Standard Setting for the 2002 Portfolio: Synthesis Report 52 (Arnold, 2003).

Appendix I provides the descriptions of the achievement standards upon which the cut scores for the portfolio were established. To determine if a student meets standards, first the total score is determined by adding the score for each part one score (Part 1 score - Progress on IEP Skills score for the content area) to the total score for the part two dimension (Modifications and Adaptations, Settings and Contexts, Social Relationships, and Self-Determination). The second part of the decision rule requires a minimum score on the first scoring dimension (Progress on IEP Skill). The achievement level for any subject cannot be more than 1 level higher than the subject Part I dimension score. That is, a portfolio with a 1 in the Part I score cannot be in an achievement category higher than 2. A portfolio with a score of 2 in the Part I score cannot be in an achievement category higher than 3. Table 10 summarizes the decision rule. Performance at levels 3 or 4 is considered to be meeting standard. Portfolios with insufficient evidence are reported as not meeting the standard for accountability purposes. Appendix J shows the relationship among the various Part I and Part II scores, total scores, and performance levels.

**Table 10: Decision Rule for Determining Level of Performance on WAAS portfolio**

Level		Total Score*	Part I Score Required on Progress on IEP Skill
4	Meets Standard	16 to 20	3 or 4
3		12 to 15	2 or 3 or 4
2	Below Standard	8 to 11	1 or 2 or 3 or 4
1		5 to 7	1 or 2 or 3

\* Total score = progress in content area (Part I score) + mod + set + soc+ self. Portfolios with insufficient evidence are reported separately as IE and are not reported in one of the performance levels.

Table 11 shows the percentage students achieving standards on the Portfolio Assessment for each content area. The achievement standards reported here were for the WAAS assessments and should not be compared to the results or standards for students taking the WASL.

**Table 11: Percentage of Students By Performance Level on 2004 WAAS**

		<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 10</b>
<b>Communications</b>						
	# of Portfolios	535		450		423
	Met Standard	48.6%		46.2%		55.8%
	Level 4	20.7%		19.1%		24.8%
	Level 3	27.9%		27.1%		31.0%
	Level 2	36.3%		32.7%		29.8%
	Level 1	15.1%		21.1%		14.4%
<b>Mathematics</b>						
	# of Portfolios	701		561		491
	Met Standard	50.4%		47.0%		52.9%
	Level 4	19.7%		19.4%		24.2%
	Level 3	30.7%		27.6%		28.7%
	Level 2	33.8%		30.3%		29.5%
	Level 1	15.8%		22.6%		17.5%
<b>Reading</b>						
	# of Portfolios	734		571		496
	Met Standard	51.9%		47.1%		52.6%
	Level 4	20.0%		20.1%		24.2%
	Level 3	31.9%		27.0%		28.4%
	Level 2	31.9%		30.5%		30.2%
	Level 1	16.2%		22.4%		17.1%
<b>Science</b>						
	# of Portfolios		385		462	492
	Met Standard		48.1%		50.0%	48.2%
	Level 4		22.9%		24.5%	22.2%
	Level 3		25.2%		25.5%	26.0%
	Level 2		31.2%		29.0%	29.7%
	Level 1		20.8%		21.0%	22.2%
<b>Writing</b>						
	# of Portfolios	696		570		495
	Met Standard	49.9%		46.9%		49.7%
	Level 4	19.7%		18.8%		23.2%
	Level 3	30.2%		28.1%		26.5%
	Level 2	33.6%		29.6%		31.3%
	Level 1	16.5%		23.5%		19.0%

## WAAS Technical Report 2004

The percent of students meeting standards has shown substantive increases since 2001.

This trend continued in 2004. The OSPI Web site

<http://reportcard.ospi.k12.wa.us/reports/waasTrend.aspx?&schoolId=1&reportLevel=State>

provides the trend data for WAAS. For 2003, the percentage of students meeting standards ranged from 18% to 25% while in 2004 the percentage in all subject was around 50%. In 2002, the range was between 4% and 12%. In 2004, the percent of students meeting standards was consistent across subjects and grades.

## References

Arnold, N. (2003). *Washington alternate assessment system technical report on standard setting for the 2002 portfolio* (Synthesis Report 52). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Johnson, E. (2004). *Analysis of WAAS Portfolios 2003*. Olympia, WA: Office of Superintendent of Public Instruction.

Johnson, E.S., & Arnold, N.D. (September, 2004). Validating an alternate assessment. *Remedial and Special Education*, (25, 5), 266-275.

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## **Participation Guidelines for the Washington Alternate Assessment System**

### How Should Students in Special Education Programs Participate in State Assessments?

Students must participate in state assessments in all content areas scheduled for testing based on the student's grade level. In cases where the student is enrolled in a non-graded program, the student is assessed in the same content areas at the equivalent chronological age as a student in the grades assessed. Students with disabilities are expected to take the Washington Assessment of Student Learning (WASL) tests whenever possible, with or without necessary accommodations, unless the Individualized Education Program (IEP) team determines that the student is unable to participate on the WASL in one or more content area. In this case, the IEP team may select the Washington Alternate Assessment System (WAAS) portfolio assessment. If the student is unable to take the WASL, even with accommodations, then the student must participate by taking the WAAS portfolio assessment.

The student's IEP team must meet to determine:

- How the student will participate in the WASL;
- Which testing accommodations, if any, should be provided; or
- If the student requires an alternate assessment.

The IEP decisions regarding testing accommodations or why the WASL is not appropriate and how the student will be alternately assessed must be documented in the student's current IEP.

### Guidelines for IEP Team Decision-Making in Regard to Participation in the State Assessment System

Guidelines are intended to inform the decisions of IEP teams regarding WASL participation — based on the needs of each student — resulting from his or her disability. IEP teams have the authority to determine the manner in which a student with a disability will participate in WASL assessments. These decisions must be made separately in each content area in which the student is scheduled for statewide assessment the following spring. For example, a student may take the standard WASL test with or without accommodations in certain subjects, but may require alternate assessment in other subjects.

Following are three case studies designed to provide more guidance for IEP teams in determining which assessment option is appropriate for students in special education programs. In each case study, characteristics of the student's instructional program and participation in classroom assessments are described. The recommendations for participation in the assessment options are also included in the case studies.

**Case Study 1**

<p><b>Instructional Program:</b> The student is engaged in an instructional program guided by the EALRs in this content area and is working on benchmarks at or near grade level expectations.</p> <p><b>Classroom Assessment:</b> The student is generally able to take a paper-and-pencil test under routine conditions or with testing accommodations.</p>	<p><b>State Assessment Option:</b> The student should take the standard WASL in this content area. The student may need testing accommodation(s) that are modeled on instructional accommodation(s) used in the student's educational program.</p> <p>Refer to the Guidelines for Participation and Testing Accommodations for Special Populations in State Assessment Programs.</p>
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**Case Study 2**

<p><b>Instructional Program:</b> The student is engaged in an instructional program guided by the EALRs in this content area, but is working on EALRs that have been modified to reflect below grade level expectations for performance due to the nature of the student's disability.</p> <p><b>Classroom Assessment:</b> The student is generally able to take a paper-and-pencil test under routine conditions or with one or more testing accommodations.</p>	<p><b>State Assessment Option:</b> The student should take the standard WASL in this content area, with any necessary testing accommodation(s) that are modeled on instructional accommodation(s) used in the student's educational program.</p> <p>Refer to the Guidelines for Participation and Testing Accommodations for Special Populations in State Assessment Programs.</p>
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**Case Study 3**

<p><b>Instructional Program:</b> The student is engaged in an instructional program guided by the EALRs in this content area substantially below any grade level expectations and may be focused on EALR Extensions due to the nature and severity of the student's disability or disabilities and, such that:</p> <ul style="list-style-type: none"> <li>• These disabilities severely limit the student's involvement in the EALRs even with program modifications and adaptations; and</li> <li>• The student requires intensive, individualized instruction in multiple settings in order to acquire knowledge and to accomplish the transfer and generalization of skills in this content area to school, work, home, and community.</li> </ul> <p><b>Classroom Assessment:</b> The student is generally <u>unable</u> to demonstrate knowledge on a paper-and-pencil test, even with accommodations.</p>	<p><b>State Assessment Option:</b> The student should participate through the WAAS portfolio in this content area. Participation in alternate assessments is intended for a very small number of students with significant disabilities who are unable to participate on the WASL, even with accommodations.</p>
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**WAAS PORTFOLIO SCORING 2004  
OPERATIONS AND PROCESSING STEPS**

***Stage One***

- 1) Boxes of portfolios are grouped by school district in alphabetical order.
- 2) All boxes from a school district are opened at the same time.
- 3) A physical count of portfolios is made upon opening each box and the number of portfolios and District # are written inside the flap of each box. Refusals written underneath the #.
- 4) Look inside Portfolios for Demographic Form. Check all Demographic sheets and organize portfolios by grade level. (If the Demographic form is missing, create one, and make a list of Districts to call ASAP. Include FIRST, LAST NAMES, DOB, GRADE LEVEL, SCHOOL AND DISTRICT code #'s – for cross checking accuracy later.) Insert Demographic sheet in front clear cover of portfolio (after removing any student cover page and put it in the inside pocket).
- 5) Each portfolio is numbered w/ District # - grade Level – xx (nine digits with last two sequential). Use pre-typed labels provided.
- 6) The portfolio count is entered onto an Excel Spreadsheet by Riverside. Refusals and empty binders noted by grade in comment area.
- 7) Note any school districts that ordered binders and did not ship any back to us. Call these districts to confirm that none were sent.
- 8) Portfolios all returned to boxes by grade level. Boxes back in alphabetical order by district name.

***Stage Two***

- 1) Set out portfolio binders at Station #1 next to school district Sign Out/Sign In sheets. Set out copies of Scoring Summary sheets, teacher checklists, and scorer's notes pages. 1<sup>st</sup> scorer checks the portfolio out and lists their table color on the Sign Out/Sign In sheet. (Note: Scorers may not select a portfolio to score from their own school district or from school districts of their table mates.) The scorer uses white Scoring Summary to record scores and puts upside down in Portfolio pocket. Scorer writes their badge # and table color on back. The scorer completes portfolio checklist and places it in the inside cover of the binder. After scoring the portfolio, scorer puts a check mark on the Sign Out/Sign In sheet. The portfolio is placed at Station #2.
- 2) 2<sup>nd</sup> scorer, designated by the Leadership Team as a reliable scorer, picks up a portfolio at Station #2. The scorer checks the portfolio out and lists their table color on the Sign Out/Sign In sheet. 2<sup>nd</sup> scorer utilizes a yellow Scoring Summary sheet and places in front portfolio pocket, noting badge # on back. After scoring the portfolio, scorer puts a check mark on the Sign Out/Sign In sheet. The portfolio is placed at Station #3.
- 3) The two sheets are compared at station #3. If any scores are adjacent scores, go with the 2<sup>nd</sup> scorer when processing the paperwork. If scores are not adjacent and grade 10 total scores are discrepant...a 3<sup>rd</sup> scoring is completed (see scoring rules below).

***Stage Three***

- 1) Pull out WAAS demographic sheet. Check that the grade bubbled in and portfolio grade numbers on front of binder are matching. Take out Scoring Summary sheets from front pocket, check to see that each scorer's badge number is noted. Compare scores. If scores match or are adjacent, continue to process papers. If scores are not adjacent, make a sticky note identifying the sections needing a 3<sup>rd</sup> read and put on the 3<sup>rd</sup> read table.
- 2) To process final scores: 2<sup>nd</sup> score takes precedence over 1<sup>st</sup> score and 3<sup>rd</sup> takes precedence over the 2<sup>nd</sup> score. Copy final scores onto the NCR Scoring Summary sheet (3-part form). 3<sup>rd</sup> reads will already be on NCR paper and need a sticky saying 3<sup>rd</sup> on the front sheet.  
Exceptions:
  - a. Sweep/flow through for reliable 1<sup>st</sup> scorers:  
Some first scores will flow through and not receive a second score. If first scoring sheet has an arrow written underneath the badge #, complete NCR scoring summary sheet using these scores.
  - b. Back-read by table leader:  
When there are 1<sup>st</sup>, 2<sup>nd</sup> and Back-read scoring summary sheets in the front pocket of the binder, take the Back-read out and put it in a box set aside for all Back-reads. Go back to step one.
  - c. Back read as final (only if necessary):  
If there is a 1<sup>st</sup> and 2<sup>nd</sup> score and a Back-read, back-read scores are written on the NCR paper, with a sticky on the white sheet noting it is a final score. Then the Back-read gets 3<sup>rd</sup> written on the back next to the scorer's #. It then gets put in the Back-read box.
- 3) Separate the three sheets of the NCR demographic forms and teacher checklists. Put the yellow NCR summary sheet in the left pocket of binder, the yellow NCR checklist in the right back pocket of the binder. Put binder in box to be sent back to the district. Fill out the demographic sheet - #2 pencils only – with the final scores. Stack the demographic sheet, the NCR white sheet, the 1<sup>st</sup> and 2<sup>nd</sup> scorers' summaries, the white checklist and paper clip them and put them in a pile to be delivered to the data table. The pink copies go in the research box.
- 4) Give all grouped scoring summary sheets to data entry person for scores to be entered into Excel spreadsheet. Check demographic form to make sure scores were bubbled in.
- 5) After data entry, the scoring summary sheets are placed in the school district file. Demographic forms are grouped in the front of each district folder. Check school and District code numbers for accuracy at this time.
- 6) Returned processed portfolios to the school district boxes in the staging area.
- 7) School district portfolio counts are verified against the numbers on the box and the number of demographic forms in the school district files before closing boxes.
- 8) Boxes are packaged with the OSPI letter inside on top. Affix address labels on each school district box for return and tape shut.
- 9) Put all completed WAAS demographic forms in the box for shipping to Pearson in Texas.

# WAAS WASHINGTON ALTERNATE ASSESSMENT SYSTEM

A COMPONENT OF THE  
WASHINGTON STATE  
ASSESSMENT PROGRAM  
2003 - 2004



**MARKING DIRECTIONS**

- Use only a soft lead pencil (No. 2).
- Do NOT use an ink or ballpoint pen.
- Make heavy black marks that completely fill the circle.
- Erase completely any marks that you wish to change.
- Make NO stray marks on this sheet.

Incorrect  
 Incorrect  
 Correct

**4 RACE / ETHNIC GROUP**  
(mark only one)

AMERICAN INDIAN/  
ALASKAN NATIVE  
 ASIAN/PACIFIC ISLANDER  
 BLACK/AFRICAN AMERICAN,  
not of Hispanic origin  
 HISPANIC  
 WHITE, not of Hispanic origin  
 MULTIRACIAL (two or more  
of the above)

**5 GENDER**

FEMALE  MALE

**6 DATE OF BIRTH**

Month	Day	Year
<input type="radio"/> JAN	<input type="radio"/> 0 <input type="radio"/> 1	<input type="radio"/> 0 <input type="radio"/> 1
<input type="radio"/> FEB	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 2 <input type="radio"/> 3
<input type="radio"/> MAR	<input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 3 <input type="radio"/> 4
<input type="radio"/> APR	<input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 4 <input type="radio"/> 5
<input type="radio"/> MAY	<input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 5 <input type="radio"/> 6
<input type="radio"/> JUN	<input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 6 <input type="radio"/> 7
<input type="radio"/> JUL	<input type="radio"/> 6 <input type="radio"/> 7	<input type="radio"/> 7 <input type="radio"/> 8
<input type="radio"/> AUG	<input type="radio"/> 7 <input type="radio"/> 8	<input type="radio"/> 8 <input type="radio"/> 9
<input type="radio"/> SEP	<input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 9 <input type="radio"/> 0
<input type="radio"/> OCT	<input type="radio"/> 9 <input type="radio"/> 0	<input type="radio"/> 0 <input type="radio"/> 1
<input type="radio"/> NOV	<input type="radio"/> 0 <input type="radio"/> 1	<input type="radio"/> 1 <input type="radio"/> 2
<input type="radio"/> DEC	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 2 <input type="radio"/> 3

**1 STUDENT I.D. NUMBER**

<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9

**3 DISTRICT**

<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
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**SCHOOL CODE**

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**2 LAST NAME**

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**FIRST NAME**

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**TEACHER USE ONLY**  
(See Explanations Page)

**7 GRADE LEVEL**

4  
 5  
 7  
 8  
 10

**8 OVERRIDE**

Y  N

**9 IF THIS STUDENT WAS NOT TESTED, INDICATE THE REASON**

	PP	REF
COMM	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
READING	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
WRITING	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
MATH	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
SCIENCE	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N

**10 MARK ALL PROGRAMS THAT SERVE THIS STUDENT**



**Explanations Page: Completing the Required Information on the 2003 - 2004  
Washington Alternate Assessment System (WAAS) Demographic Form**

If the WAAS demographic form has a Pre-ID label, please complete boxes 7–13 as needed.

- Box 1** Write in the district student ID number and fill in corresponding bubbles.
- Box 2** Write student name (last name first) at the bottom of the grid and fill in the bubbles in the corresponding circles. Be sure to use the same the name as recorded on the WASL demographic pages.
- Box 3** Write in your District and School Code numbers and fill in the corresponding bubbles. Be sure to use the same numbers as the WASL codes.
- Box 4** Mark the student's race/ethnicity.
- Box 5** Fill in the corresponding bubble for gender.
- Box 6** Write date of birth and fill in corresponding bubbles.
- Box 7** Mark the grade level of the student; most students will be enrolled in a grade level. For non-graded students, bubble in grade 4 for age 9, grade 5 for age 10, grade 7 for age 12, grade 8 for age 13, and grade 10 for age 15 students (as of August 31, 2003).
- Box 8** Use the override bubble only if the form is pre-identified (bar code label) and you wish to use the demographic form for a different student. If this is the case, bubble Y for Yes.
- Box 9** If the enrolled student was scheduled to participate in the WAAS portfolio but was not tested, indicate the primary reason by bubbling in the Y (yes). If the student was retained in the same grade two years in a row and met standard in one or more content areas in the previous year, mark Y under PP. If the parent has refused to have their child participate in the WAAS portfolio, mark Y under REF. Use the N (no) bubble only if the Y bubble was marked in error. (If the student was not tested for other reasons, Box 7 should be completed on the WASL booklets only.)
- Box 10** If the student served by a special program, please mark the appropriate circle(s). Be sure to mark Y for special education.
- Box 11** Mark Y if the student has been continuously enrolled in the school or district since October 1, 2003. Otherwise, mark N.
- Box 12** Indicate the student's primary disability category, please mark only one:
- |     |                                     |     |                              |
|-----|-------------------------------------|-----|------------------------------|
| DD  | Developmental delay                 | D   | Deafness                     |
| EBD | Emotionally/behavioral disabilities | HH  | Hearing impairment           |
| OI  | Orthopedically impaired             | VI  | Visually impaired/ blindness |
| HI  | Health impaired                     | DB  | Deaf/blindness               |
| SLD | Specific learning disability        | CD  | Communication disordered     |
| MR  | Mental retardation                  | AUT | Autism                       |
| MD  | Multiple disabilities               | TBI | Traumatic brain injury       |
- Box 13** Indicate the assessment option selected for each of the content area assessed in the current grade level:
- |   |                          |
|---|--------------------------|
| W | WASL                     |
| A | WASL with Accommodations |
| P | WAAS Portfolio           |
- Box 14** FOR PORTFOLIO SCORING USE ONLY. Please do not fill in.

Place the completed WAAS demographic form in the front pocket of the portfolio to be scored.

*Washington Alternate Assessment Portfolio Scoring Summary 2004*

Student Name \_\_\_\_\_

Portfolio Number \_\_\_\_\_

**Part I: Progress on IEP Skills** (Progress on IEP skills scored separately in each content area)

	1	2	3	4
<b>Progress on IEP Skill linked to EALRs</b>	Little or no progress on targeted skills linked to the EALRs in portfolio entry.	Clear progress on targeted skills linked to the EALRs in portfolio entry.	Attains goal for targeted IEP skills linked to the EALRs in portfolio entry.	Exceeds goal for targeted IEP skills linked to the EALRs in portfolio entry.
<b>CONTENT AREA</b>				<b>PART I SCORE</b>
<b>Communication (Grade 4, 7, 10)</b>				
<b>Reading (Grade 4, 7, 10)</b>				
<b>Writing (Grade 4, 7, 10)</b>				
<b>Mathematics (Grade 4, 7, 10)</b>				
<b>Science (Grade 5, 8, 10)</b>				

**Part II: Student Generalization of Skills** (Scored across portfolio)

Dimension	1	2	3	4	Scorer Use Only
<b>Modifications and Adaptations</b>	No or limited evidence that the student uses supports, modifications, adaptations or assistive technology in portfolio entries.	The student appropriately uses supports, modifications, adaptations or assistive technology in some portfolio entries.	The student appropriately uses supports, modifications, adaptations or assistive technology in most portfolio entries.	The student appropriately uses natural supports, modifications, adaptations or assistive technology within and across all portfolio entries.	
<b>Settings and Contexts</b>	Student participates in a limited number of settings or use of targeted skills unclear in portfolio entries.	Student performs targeted skills in some settings or contexts in some portfolio entries.	Student performs targeted skills in a variety of settings or contexts in most portfolio entries.	Student performs targeted skills in an extensive variety of settings or contexts within and across all portfolio entries.	
<b>Social Relationships</b>	The student has no or limited social interactions during activities with others, both with and without disabilities, in portfolio entries	The student has some social interactions during activities with others, with and without disabilities, in some portfolio entries.	The student has sustained social interactions during activities with others, with and without disabilities, in most portfolio entries.	The student has varied, sustained social interactions during activities with others, with and without disabilities, in all portfolio entries.	
<b>Self-Determination</b>	The student makes no or limited choices in planning, monitoring, or evaluating own activities in the portfolio entries.	The student makes some choices in planning, monitoring, or evaluating own activities in some portfolio entries.	The student makes choices in planning, monitoring, or evaluating own activities in most portfolio entries.	The student consistently makes choices in planning, monitoring, or evaluating own activities within and across all portfolio entries.	

CONTENT AREA	PART I SCORE	PART II TOTAL	TOTAL SCORE IN CONTENT AREA
<b>Communication (Grade 4, 7, 10)</b>			
<b>Reading (Grade 4, 7, 10)</b>			
<b>Writing (Grade 4, 7, 10)</b>			
<b>Mathematics (Grade 4, 7, 10)</b>			
<b>Science (Grade 5, 8, 10)</b>			

**WAAS Portfolio Scoring Institute  
2004  
Participant Survey Results**

**Demographic Information**

Gender:

Females        87  
Males            10

Level of Education:

Bachelor            33  
Masters            61  
Doctorate            2  
ESA Cert.            4

Current position:

Teachers            79  
Administrators        3  
Specialist            15

Previous Scoring:

Scorer  
1 year                37  
2 years                15  
3 or more years        5

Years in Education:

1 to 5                23  
6 to 10                28  
longer than 10        46

Table Leader

1 year                6  
2 years                4  
3 or more years        0

**Results**

“Please circle the number that best indicates the change in your knowledge or skill level as a result of participating in the WAAS Portfolio Scoring Institute.”

		<b>1 no change</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 Significant change</b>
1.	Constructing a portfolio	5	6	15	32	40
2.	Evidence to include in the portfolio entries	2	7	17	30	42
3.	Quality of the portfolio evidence	2	4	15	37	40
4.	The portfolio scoring process and rubrics	1	5	17	21	54
5.	Assessing progress on IEP skills	6	16	25	26	25
6.	Assessing generalization of IEP skills	3	14	20	26	35
7.	Writing IEP goals/objectives linked to the EALRs	10	20	20	30	18
8.	Designing IEP activities that provide access to gen. curriculum	8	17	20	34	19

### **Washington Alternate Assessment System Portfolio Academic Achievement Standard Descriptions**

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

Level 1 - Students performing at this level will be making little or no progress toward the goal for the targeted IEP skills linked to the EALRs. The student is unable to generalize the use of these targeted skills, using modifications and adaptations in any settings or contexts. The student cannot make choices in planning, monitoring or evaluating own performances. The student has no or limited social interactions with others during educational activities.

Level 2 - Students performing at this level will be making some progress toward the goal for the targeted IEP skills linked to the EALRs. The student is able to generalize the use of these targeted skills in some ways. The student may appropriately use modifications and adaptations in some settings and contexts or make choices in planning, monitoring or evaluating own performances. The student may have some social interactions with others during educational activities. The student is not able to generalize the targeted IEP skills in all of these ways.

Level 3 - Students performing at this level will be making clear progress or attaining the goal for the targeted IEP skills linked to the EALRs. The student is able to generalize the use of these targeted skills, appropriately using modifications and adaptations in a variety of settings and contexts while making choices in planning, monitoring or evaluating own performances. The student sustains some social interactions with others during educational activities.

Level 4 - Students performing at this level will be attaining or exceeding the goal for the targeted IEP skills linked to the EALRs. The student is able to generalize the use of these targeted skills, appropriately using natural supports, modifications or adaptations in an extensive variety of settings or contexts while consistently making choices in planning, monitoring or evaluating own performances. The student has sustained, varied social interactions with others during educational activities.

Portfolio Score Combinations in Relation to  
WAAS Alternate Achievement Standards

Portfolio Score Combinations Meeting or Exceeding the Alternate Achievement Standards

Performance Level	Total Score	Part I	Part II	Performance Level	Total Score	Part I	Part II
4	20	4	4-4-4-4	4	17	3	4-4-4-2
4	19	4	4-4-4-3	4	17	3	4-4-3-3
4	19	3	4-4-4-4	4	16	4	4-4-3-1
4	18	4	4-4-4-2	4	16	4	4-4-2-2
4	18	4	4-4-3-3	4	16	4	4-3-3-2
4	18	3	4-4-4-3	4	16	4	3-3-3-3
4	17	4	4-4-4-1	4	16	3	4-4-4-1
4	17	4	4-4-3-2	4	16	3	4-4-3-2
4	17	4	4-3-3-3	4	16	3	4-3-3-3

Performance Level	Total Score	Part I	Part II	Performance Level	Total Score	Part I	Part II
3	18	2	4-4-4-4	3	14	2	4-3-3-2
3	17	2	4-4-4-3	3	14	2	3-3-3-3
3	16	2	4-4-4-2	3	13	4	4-3-1-1
3	16	2	4-4-3-3	3	13	4	3-3-2-1
3	15	4	4-4-2-1	3	13	4	3-2-2-2
3	15	4	4-3-3-1	3	13	3	4-4-1-1
3	15	4	4-3-2-2	3	13	3	4-3-2-1
3	15	4	3-3-3-2	3	13	3	4-2-2-2
3	15	3	4-4-2-2	3	13	3	3-3-3-1
3	15	3	4-4-3-1	3	13	3	3-3-2-2
3	15	3	4-3-3-2	3	13	2	4-4-2-1
3	15	3	3-3-3-3	3	13	2	4-3-3-1
3	15	2	4-4-4-1	3	13	2	4-3-2-2
3	15	2	4-4-3-2	3	13	2	3-3-3-2
3	15	2	4-3-3-3	3	12	4	4-2-1-1
3	14	4	4-4-1-1	3	12	4	3-3-1-1
3	14	4	4-3-2-1	3	12	4	3-2-2-1
3	14	4	4-2-2-2	3	12	3	4-3-1-1
3	14	4	3-3-3-1	3	12	3	3-3-2-1
3	14	4	3-3-2-2	3	12	3	3-2-2-2
3	14	3	4-3-3-1	3	12	2	4-4-1-1
3	14	3	4-3-2-2	3	12	2	4-3-2-1
3	14	3	3-3-3-2	3	12	2	4-2-2-2
3	14	2	4-4-3-1	3	12	2	3-3-3-1
3	14	2	4-4-2-2	3	12	2	3-3-2-2

Note: Part II scores can be in any order on the Portfolio Summary Sheet. For example, 3-3-2-1 could also be 3-3-1-2 or 3-2-3-1 or 3-2-1-3 or 3-1-3-2 or 3-1-2-3.

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Portfolio Score Combinations Not Meeting the Alternate Achievement Standards

Performance Level	Total Score	Part I	Part II	Performance Level	Total Score	Part I	Part II
2	17	1	4-4-4-4	2	11	1	3-3-2-2
2	16	1	4-4-4-3	2	10	4	3-1-1-1
2	15	1	4-4-4-2	2	10	4	2-2-1-1
2	15	1	4-4-3-3	2	10	3	4-1-1-1
2	14	1	4-4-4-1	2	10	3	3-2-1-1
2	14	1	4-4-3-2	2	10	3	2-2-2-1
2	14	1	4-3-3-3	2	10	2	4-2-1-1
2	13	1	4-4-3-1	2	10	2	3-3-1-1
2	13	1	4-4-2-2	2	10	2	3-2-2-1
2	13	1	4-3-3-2	2	10	1	4-3-1-1
2	13	1	3-3-3-3	2	10	1	3-3-2-1
2	12	1	4-4-2-1	2	10	1	3-2-2-2
2	12	1	4-3-3-1	2	9	4	2-1-1-1
2	12	1	4-3-2-2	2	9	3	3-1-1-1
2	12	1	3-3-3-2	2	9	3	2-2-1-1
2	11	4	4-1-1-1	2	9	2	4-1-1-1
2	11	4	3-2-1-1	2	9	2	3-2-1-1
2	11	4	2-2-2-1	2	9	2	2-2-2-1
2	11	3	4-2-1-1	2	9	1	4-2-1-1
2	11	3	3-3-1-1	2	9	1	3-3-1-1
2	11	3	3-2-2-1	2	9	1	3-2-2-1
2	11	2	4-3-1-1	2	8	4	1-1-1-1
2	11	2	3-3-2-1	2	8	3	2-1-1-1
2	11	2	3-2-2-2	2	8	2	3-1-1-1
2	11	1	4-4-1-1	2	8	2	2-2-1-1
2	11	1	4-3-2-1	2	8	1	4-1-1-1
2	11	1	4-2-2-2	2	8	1	3-2-1-1
2	11	1	3-3-3-1	2	8	1	2-2-2-1

Performance Level	Total Score	Part I	Part II	Performance Level	Total Score	Part I	Part II
1	7	3	1-1-1-1	1	6	2	1-1-1-1
1	7	2	2-1-1-1	1	6	1	2-1-1-1
1	7	1	3-1-1-1	1	5	1	1-1-1-1
1	7	1	2-2-1-1				

Note: Part II scores can be in any order on the Portfolio Summary Sheet. For example, 3-3-2-1 could also be 3-3-1-2 or 3-2-3-1 or 3-2-1-3 or 3-1-3-2 or 3-1-2-3.