



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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

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WASHINGTON ACCESS TO INSTRUCTION AND MEASUREMENT (WA-AIM)

Grade 7 ELA and Math Performance Tasks

2022–2023

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HOW TO USE THIS DOCUMENT

This document outlines the required standards to be assessed at this grade level. Each standard contains 3 access points.

Educators should review the access points associated with each standard. For each student taking the WA-AIM, the educator will choose the access point that best reflects the student's knowledge, skills, and abilities in relationship to each individual standard.

Once one access point for each standard has been selected for administration, the educator will administer a Performance Task form associated with that access point level.

Each Performance Task will require the use of 1 form. Forms can be selected or created within the INSIGHT system. Each form must contain five items that meet all requirements found under the relevant access point. For each access point educators will select a pre-built form containing five items that fully meet the requirements of the access points OR create a form by selecting five unique items from the item library housed in the test delivery platform, [INSIGHT](#).

Each student in grade 7 will need to be administered 10 total forms (5 ELA, 5 Math), each containing five items.

All form selection, creation, registration to student, and student performance data will occur in [INSIGHT](#). While educators are no longer allowed to create item content, allowable adaptations/accommodations will be listed for each standard and/or access point within this document.

RL.7.7 READING LITERATURE-INTEGRATION OF KNOWLEDGE AND IDEAS

Washington K–12 Learning Standard

RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Essential Element

EE.RL.7.7 Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.

Figure 1: Access Points RL.7.7 (M, I, L)

More	Intermediate	Less
Student will compare and contrast two versions of a story.	Student will identify how two versions of the same story are different.	Student will identify one detail common to a version of a story and a different version of the same story.
Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items can relate to one pair of texts or multiple pairs of texts. • Source material must be a literary text. • The set of five items must include at least: <ul style="list-style-type: none"> ○ two items that compare ○ two items that contrast • In a multiple-choice item, teacher must use the answer choices provided. 	Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items can relate to one pair of texts or to multiple pairs of texts. • Source material must be a literary text. • In a multiple-choice item, teacher must use the answer choices provided. 	Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items can relate to one pair of texts or to multiple pairs of texts. • Source material must be a literary text. • In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: NONE	Restrictions: NONE	Restrictions: NONE

Final Form Options

- 1) Use pre-built form
- 2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options;
- Simplify text/directions;
- Use tactile graphics; replace provided graphics with graphics commonly used by the student
- Text and vocabulary can be tailored to the student's vocabulary in cases where the vocabulary is not a key element of the concept;
- Place answer choices on word cards, choice board, AAC device
- Braille
- Re-read text and/or answer options
- Unlimited replay of video versions
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student
- Pages of literary text(s) may be enlarged and/or cut apart
- Scribe and/or Speech to Text
- Sign language
- Masking
- Highlighting by student within text as answer response by student
- Graphic Organizers (e.g.; Venn Diagram)
- Adapted versions (audio, visual, tactile, signed, etc) may be used for students with visual or hearing disabilities.

Additional Tools, Supports, and Accommodations for Multilingual Learners

- Written or oral translation of test directions
- Side-by-side dual language versions of the test
- Translated versions of entire tests
- Written or oral response in native language
- Customized dual language glossary
- Customized dual language pop-up electronic glossary
- Commercial word-to-word dual language dictionary
- Sight translation is the oral, on-the-fly rendering of test directions, items, or both from English into a student's native language
- Clarify, explain test directions in student's native language
- Provide images or graphics for unknown vocabulary or words where the vocabulary where the support vocabulary or word is not what the item is intended to measure

Additional Materials for Test Administration

This set of tasks requires the student to be presented with two different presentations of the same story. In the student materials, text versions of the available stories have been provided. The teacher may use following links below for video versions of the same texts. The teacher will need to preview the available video options prior to administration of this Performance Task to ensure appropriateness for the student and to determine similarities and differences to be used as answer options if presenting in a multiple-choice format.

Teacher may choose to use other presentations of the story. A variety of videos have been chosen for variation options in presentation and length.

Belling the Cat

- https://www.youtube.com/watch?v=-89LoqnHv_U
- <https://www.youtube.com/watch?v=Evo1CJuINPE>
- <https://www.youtube.com/watch?v=Y78nXN46qvE>

The Ant and the Grasshopper

- <https://www.youtube.com/watch?v=svBrlehmMo>
- <https://www.youtube.com/watch?v=diwclidiALac>
- <https://www.youtube.com/watch?v=q1tyJ6APv2A>

The Crow and the Pitcher

- <https://www.youtube.com/watch?v=2pWASStY5obw>
- <https://www.youtube.com/watch?v=t0uUAlyyFJ8>
- <https://www.youtube.com/watch?v=VLVqQr-cHMg>
- https://www.youtube.com/watch?v=H0RwhQzH_LA

The Dog and His Reflection

- <https://www.youtube.com/watch?v=pgWRtmRRQ1o>
- <https://www.youtube.com/watch?v=70HZjHjNgZQ> (signed version)
- <https://www.youtube.com/watch?v=V06pJERum70>

The Fox and the Grapes

- <https://www.youtube.com/watch?v=EFv0qs60KQ4>
- <https://www.youtube.com/watch?v=g7MpEJBK7Ao> (song version)
- <https://www.youtube.com/watch?v=wfgAaMiCwPs>

The Lion and the Mouse

- <https://www.youtube.com/watch?v=CUfEZ6JjcTE>
- <https://www.youtube.com/watch?v=Nq6sf-8tVf4>
- <https://www.youtube.com/watch?v=kO73z7loKM8>

The Rooster and the Pearl

- https://www.youtube.com/watch?v=mg_NYEVeuRA
- <https://www.youtube.com/watch?v=Q8OHBvfwVDI>

The Three Wishes

- <https://www.youtube.com/watch?v=aaApdeQotlc>
- <https://www.youtube.com/watch?v=4R4LHSSU0C8>
- <https://www.youtube.com/watch?v=pUBq2HM6veE>

The Giant Turnip

- <https://www.youtube.com/watch?v=7YIRmRiXbZ4>
- <https://www.youtube.com/watch?v=OkOL7U6eAog>
- <https://www.youtube.com/watch?v=mGw5yTOPTSQ>

RI.7.9 READING INFORMATIONAL TEXT- INTEGRATION OF KNOWLEDGE AND IDEAS

Washington K–12 Learning Standard

RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Essential Element

EE.RI.7.9 Compare and contrast how different texts on the same topic present the details.

Figure 2: Access Points RI.7.9 (M, I, L)

More	Intermediate	Less
<p>Student will compare and contrast how different texts by different authors on the same topic present similar details.</p>	<p>Student will contrast two texts on the same and familiar topic.</p>	<p>Student will identify one detail common to two texts presented on the same and familiar topic.</p>
<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The set of five items must include at least: <ul style="list-style-type: none"> ○ two items that compare ○ two items that contrast • The five items must relate to multiple pairs of texts by different authors. <ul style="list-style-type: none"> ○ Pairs of texts must include at least one similarity and one difference. ○ Texts must contain comparable levels of detail. • Source material must be an informational text. 	<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items can relate to one pair of texts or to multiple pairs of texts. • Source material must be an informational text. • In a multiple-choice item, teacher must use the answer choices provided. 	<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items can relate to one pair of texts or to multiple pairs of texts. • Source material must be an informational text. • In a multiple-choice item, teacher must use the answer choices provided.

More	Intermediate	Less
<ul style="list-style-type: none"> In a multiple-choice item, teacher must use the answer choices provided. 		
Restrictions: NONE	Restrictions: NONE	Restrictions: NONE

Final Form Options

- 1) Use pre-built form
- 2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options;
- Simplify text/directions;
- Use tactile graphics; replace provided graphics with graphics commonly used by the student
- Text and vocabulary can be tailored to the student’s vocabulary in cases where the vocabulary is not a key element of the concept;
- Place answer choices on word cards, choice board, AAC device
- Braille
- Re-read text and/or answer options
- Unlimited replay of video versions
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student
- Pages of literary text(s) may be enlarged and/or cut apart
- Scribe and/or Speech to Text
- Sign language
- Masking
- Highlighting by student within text as answer response by student
- Graphic Organizers (e.g.; Venn Diagram)

Additional Tools, Supports, and Accommodations for Multilingual Learners

- Written or oral translation of test directions
- Side-by-side dual language versions of the test
- Translated versions of entire tests
- Written or oral response in native language
- Customized dual language glossary
- Customized dual language pop-up electronic glossary
- Commercial word-to-word dual language dictionary
- Sight translation is the oral, on-the-fly rendering of test directions, items, or both from English into a student’s native language
- Clarify, explain test directions in student’s native language

- Provide images or graphics for unknown vocabulary or words where the vocabulary where the support vocabulary or word is not what the item is intended to measure

Additional Materials for Test Administration

NONE

W.7.5 WRITING-PRODUCTION AND DISTRIBUTION OF WRITING

Washington K–12 Learning Standard

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Essential Element

EE.W.7.5 With guidance and support from adults and peers, plan before writing and revise own writing.

Figure 3: Access Points W.7.5 (M, I, L)

More	Intermediate	Less
Student will plan before writing and revise own writing with a focus on purpose.	Student will use a graphic organizer to plan before writing and to write a draft.	Student will use a graphic organizer to prepare for writing.
Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must relate to one topic. • Drafts should be a minimum of three sentences. 	Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must relate to one topic. • The topic must have five "ideas." • Only one graphic organizer is required for this task. 	Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must relate to one topic. • Only one graphic organizer is required for this task.
Restrictions: None	Restrictions: None	Restrictions: None

Test Administration Considerations

For students who take the WA-AIM, writing is generally defined as the "generation of original thought." For the WA-AIM, students should generate writing in the format they typically use during instruction.

Organizers and lined paper provided in the item materials may be replaced with organizers and paper traditionally used by the student and/or teacher.

Topics presented in the item option may be tailored to the student's preference of topics but format of item/related items should remain the same.

Final Form Options

- 1) Use pre-built form
- 2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options;
- Simplify text/directions;
- Use tactile graphics; replace provided graphics with graphics commonly used by the student
- Vocabulary can be tailored to the student's vocabulary in cases where the vocabulary is not a key element of the concept;
- Place stimulus materials in/on AAC device
- Braille
- Scribe and/or Speech to Text
- Sign language
- Graphic Organizers (e.g.; Venn Diagram)

Additional Tools, Supports, and Accommodations for Multilingual Learners

- Written or oral translation of test directions
- Side-by-side dual language versions of the test
- Translated versions of entire tests
- Written or oral response in native language
- Customized dual language glossary
- Customized dual language pop-up electronic glossary
- Commercial word-to-word dual language dictionary
- Sight translation is the oral, on-the-fly rendering of test directions, items, or both from English into a student's native language
- Clarify, explain test directions in student's native language
- Provide images or graphics for unknown vocabulary or words where the vocabulary where the support vocabulary or word is not what the item is intended to measure

Additional Materials for Test Administration

NONE

SL.7.3 SPEAKING AND LISTENING- COMPREHENSION AND COLLABORATION

Washington K–12 Learning Standard

SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Essential Element

EE.SL.7.3 Determine whether the claims made by a speaker are fact or opinion.

Figure 4: Access Points SL.7.3 (M, I, L)

More	Intermediate	Less
Student will determine whether the evidence provided by a presenter is based on fact or opinion.	Student will distinguish between facts and opinions by a presenter.	Student will select a claim made by a presenter.
Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items can relate to one topic or to multiple topics. • In a multiple-choice item, teacher must use the answer choices provided. 	Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items can relate to one topic or to multiple topics. • In a multiple-choice item, teacher must use the answer choices provided. 	Requirements: <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items can relate to one topic or to multiple topics. • In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: Do not show the text to the student.	Restrictions: Do not show the text to the student.	Restrictions: Do not show the text to the student.

Final Form Options

- 1) Use pre-built form
- 2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models

- Enlarge graphics/answer options;
- Simplify directions;
- Use tactile graphics; replace provided graphics with graphics commonly used by the student
- Text and vocabulary can be tailored to the student's vocabulary in cases where the vocabulary is not a key element of the concept;
- Place answer choices on word cards, choice board, AAC device
- Braille answer options
- Re-read text and/or answer options
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student
- Scribe and/or Speech to Text
- Sign language

Additional Tools, Supports, and Accommodations for Multilingual Learners

- Written or oral translation of test directions
- Side-by-side dual language versions of the test
- Translated versions of entire tests
- Written or oral response in native language
- Customized dual language glossary
- Customized dual language pop-up electronic glossary
- Commercial word-to-word dual language dictionary
- Sight translation is the oral, on-the-fly rendering of test directions, items, or both from English into a student's native language
- Clarify, explain test directions in student's native language
- Provide images or graphics for unknown vocabulary or words where the vocabulary where the support vocabulary or word is not what the item is intended to measure

Additional Materials for Test Administration

NONE

L.7.5 LANGUAGE-VOCABULARY ACQUISITION AND USE

Washington K–12 Learning Standard

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

Essential Element

EE.L.7.5 Demonstrate understanding of word relationships and use.

- a. Identify the literal and nonliteral meanings of words in context.
- b. Demonstrate understanding of synonyms and antonyms.
- c. Not applicable

Figure 5: Access Points L.7.5 (M, I, L)

More	Intermediate	Less
<p>Student will demonstrate understanding of common figures of speech or words with connotative meanings in context.</p>	<p>Student will identify the correct word (from commonly confused words) to use in context.</p>	<p>Student will identify common synonym and antonym pairs.</p>
<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must be different: <ul style="list-style-type: none"> ○ figures of speech in context ○ connotative meanings in context ○ or a combination of both • In a multiple-choice item, teacher must use the answer choices 	<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must include five commonly confused word pairs in a context. • In a multiple-choice item, teacher must use the answer choices provided. 	<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The set of five items must include at least: <ul style="list-style-type: none"> ○ one synonym pair ○ one antonym pair • Academic vocabulary must be used. • In a multiple-choice item, teacher must use the answer choices provided.

More	Intermediate	Less
provided.		
Restrictions: None	Restrictions: None	Restrictions: None

Final Form Options

- 1) Use pre-built form
- 2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options;
- Simplify text/directions;
- Use tactile graphics; replace provided graphics with graphics commonly used by the student
- Text and vocabulary can be tailored to the student's vocabulary in cases where the vocabulary is not a key element of the concept;
- Place answer choices on word cards, choice board, AAC device
- Braille
- Re-read text and/or answer options
- Unlimited replay of video versions
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student
- Pages of literary text(s) may be enlarged and/or cut apart
- Scribe and/or Speech to Text
- Sign language

Additional Tools, Supports, and Accommodations for Multilingual Learners

- Written or oral translation of test directions
- Side-by-side dual language versions of the test
- Translated versions of entire tests
- Written or oral response in native language
- Customized dual language glossary
- Customized dual language pop-up electronic glossary
- Commercial word-to-word dual language dictionary
- Sight translation is the oral, on-the-fly rendering of test directions, items, or both from English into a student's native language
- Clarify, explain test directions in student's native language
- Provide images or graphics for unknown vocabulary or words where the vocabulary where the support vocabulary or word is not what the item is intended to measure

Additional Materials for Test Administration

NONE

7.G.6 GEOMETRY-SOLVE REAL-WORLD AND MATHEMATICAL PROBLEMS INVOLVING ANGLES, MEASURE, SURFACE AREAS AND VOLUME

Washington K–12 Learning Standard

7.G.6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Essential Element

EE.7.G.6. Determine the area of a rectangle using the formula for length \times width, and confirm the result using tiling or partitioning into unit squares.

Figure 6: Access Points 7.G.6 (M, I, L)

More	Intermediate	Less
<p>Student will use counting to find the volume of a rectangular prism made up of unit cubes with one dimension equal to 1.</p>	<p>Student will determine the area of a rectangle or a composite figure made up of rectangles drawn on a grid.</p>	<p>Student will use unit squares to determine the area of a rectangle.</p>
<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • At most, two items can have the same dimensions but must be oriented differently (e.g., one item that is $2 \times 3 \times 1$ and one item that is $1 \times 3 \times 2$). • Only one dimension of a prism can be equal to 1. • In a multiple-choice item, teacher must use the answer choices provided. 	<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must each have a different area. • Task must include five items that address: <ul style="list-style-type: none"> ○ area of a rectangle ○ area of a <u>composite</u> figure ○ or a combination of both • Both dimensions of a rectangle must be greater than 1. 	<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • At most, two items can have the same dimensions but must be oriented differently (e.g., one item that is 2×3 and one item that is 3×2). • Both dimensions of a rectangle must be greater than 1. • In a multiple-choice item, teacher must use the answer choices

More	Intermediate	Less
	<ul style="list-style-type: none"> In a multiple-choice item, teacher must use the answer choices provided. 	provided.
Restrictions: None	Restrictions: None	Restrictions: None

Final Form Options

- 1) Use pre-built form
- 2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options
- Firm raised line drawings on tactile or dark lined graph paper
- Manipulatives
- Number lines or hundred charts
- Calculator
- Abacus
- Simplify text/directions;
- Use tactile graphics; replace provided graphics with graphics commonly used by the student
- Text and vocabulary can be tailored to the student's vocabulary in cases where the vocabulary is not a key element of the concept;
- Place answer choices on word cards, choice board, AAC device
- Braille
- Re-read text and/or answer options
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student
- Scribe and/or Speech to Text
- Highlight or indicate outline of shape
- Hand-over-hand orientation to shape
- Verbal description of shape

Additional Tools, Supports, and Accommodations for Multilingual Learners

- Written or oral translation of test directions
- Side-by-side dual language versions of the test
- Translated versions of entire tests
- Written or oral response in native language
- Customized dual language glossary
- Customized dual language pop-up electronic glossary

- Commercial word-to-word dual language dictionary
- Sight translation is the oral, on-the-fly rendering of test directions, items, or both from English into a student's native language
- Clarify, explain test directions in student's native language
- Provide images or graphics for unknown vocabulary or words where the vocabulary where the support vocabulary or word is not what the item is intended to measure

Additional Materials for Test Administration

NONE

7.EE.4 EXPRESSIONS AND EQUATIONS-SOLVE REAL-WORLD PROBLEMS AND MATHEMATICAL PROBLEMS USING NUMERICAL AND ALGEBRAIC EXPRESSIONS AND EQUATIONS

Washington K–12 Learning Standard

7.EE.4. Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Essential Element

EE.7.EE.4. Use the concept of equality with models to solve one-step addition and subtraction equations.

Figure 7: Access Points 7.EE.4 (M, I, L)

More	Intermediate	Less
<p>Student will solve one-step algebraic equations involving addition or subtraction (where the variable does not represent the sum or difference).</p>	<p>Student will solve one-step algebraic equations involving addition or subtraction using models (where the variable does not represent the sum or difference).</p>	<p>Student will solve numeric equations involving addition and subtraction using models.</p>
<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must include five different equations. • Task must include five: <ul style="list-style-type: none"> ○ addition equations ○ subtraction equations ○ or a combination of both • In a multiple-choice item, teacher must use the 	<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must include five different equations. • Task must include five: <ul style="list-style-type: none"> ○ addition equations ○ subtraction equations ○ or a combination of both • In a multiple-choice item, teacher must use 	<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must include five different equations • The set of five items must include at least: <ul style="list-style-type: none"> ○ one addition equation ○ one subtraction equation

More	Intermediate	Less
answer choices provided.	the answer choices provided.	<ul style="list-style-type: none"> In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: None	Restrictions: None	Restrictions: None

Final Form Options

- 1) Use pre-built form
- 2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options
- Manipulatives
- Number lines or hundred charts
- Calculator
- Abacus
- Simplify text/directions;
- Use tactile graphics; replace provided graphics with graphics commonly used by the student
- Text and vocabulary can be tailored to the student’s vocabulary in cases where the vocabulary is not a key element of the concept;
- Place answer choices on word cards, choice board, AAC device
- Braille
- Re-read text and/or answer options
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student
- Scribe and/or Speech to Text

Additional Tools, Supports, and Accommodations for Multilingual Learners

- Written or oral translation of test directions
- Side-by-side dual language versions of the test
- Translated versions of entire tests
- Written or oral response in native language
- Customized dual language glossary
- Customized dual language pop-up electronic glossary
- Commercial word-to-word dual language dictionary
- Sight translation is the oral, on-the-fly rendering of test directions, items, or both from English into a student’s native language
- Clarify, explain test directions in student’s native language
- Provide images or graphics for unknown vocabulary or words where the vocabulary where the support vocabulary or word is not what the item is intended to measure

Additional Materials for Test Administration

NONE

7.NS.2 THE NUMBER SYSTEM-APPLY AND EXTEND PREVIOUS UNDERSTANDINGS OF OPERATIONS AND FRACTIONS TO ADD, SUBTRACT, MULTIPLY, AND DIVIDE RATIONAL NUMBERS

Washington K–12 Learning Standard

7.NS.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

Essential Element

EE.7.NS.2.a. Solve multiplication problems with products to 100.

EE.7.NS.2.b. Solve division problems with divisors up to five and also with a divisor of 10 without remainders.

Figure 8: Access Points 7.NS.2 (M, I, L)

More	Intermediate	Less
<p>Student will solve multiplication or division problems (with a product to 100 or a divisor up to 10 without remainders).</p>	<p>Student will solve multiplicative comparison word problems involving 2, 5, and 10.</p>	<p>Student will identify a model that represents a real-world multiplication problem.</p>
<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must include five different answers. • The five items may all involve: <ul style="list-style-type: none"> ○ multiplication ○ division ○ or involve a combination of both 	<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must include five different <u>products</u>. • Only one item may have one of the factors equal to 1. • The set of five items must include at least: <ul style="list-style-type: none"> ○ one item multiplying by 2 	<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must include five different <u>products</u>. • Only one item may have one of the factors equal to 1. • The correct answer must be displayed as an array. • Each item must be a multiple-choice item.

More	Intermediate	Less
<ul style="list-style-type: none"> Only one item may include 1 as a factor or a divisor. In a multiple-choice item, teacher must use the answer choices provided. 	<ul style="list-style-type: none"> one item multiplying by 5 one item multiplying by 10 In a multiple-choice item, teacher must use the answer choices provided. 	<ul style="list-style-type: none"> In a multiple-choice item, teacher must use the answer choices provided.
<p>Restrictions: The student may not use a calculator if the item does not provide context.</p>	<p>Restrictions: None</p>	<p>Restrictions: None</p>

Test Administration Considerations

Calculators can be used at the More Complex Level if the multiplication and/or divisions problems are put in content-presented as a story problem. If the item is presented as a stand-alone equation a calculator may not be used.

Final Form Options

- 1) Use pre-built form
- 2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options
- Manipulatives
- Number lines or hundred charts (no color coding)
- Calculator (see Test Administration Considerations)
- Abacus
- Simplify text/directions;
- Use tactile graphics; replace provided graphics with graphics commonly used by the student
- Text and vocabulary can be tailored to the student’s vocabulary in cases where the vocabulary is not a key element of the concept;
- Place answer choices on word cards, choice board, AAC device
- Braille
- Re-read text and/or answer options
- Read aloud and/or Text to Speech
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Additional Materials for Test Administration

NONE

7.RP.2 RATIOS AND PROPORTIONAL RELATIONSHIPS-ANALYZE PROPORTIONAL RELATIONSHIPS AND USE THEM TO SOLVE REAL-WORLD AND MATHEMATICAL PROBLEMS

Washington K–12 Learning Standard

7.RP.2. Recognize and represent proportional relationships between quantities.

Essential Element

EE.7.RP.1–3. Use a ratio to model or describe a relationship.

Figure 9: Access Points 7.RP.2 (M, I, L)

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

More	Intermediate	Less
<ul style="list-style-type: none"> Given ratios must be part to part. In a multiple-choice item, teacher must use the answer choices provided. 		
Restrictions: None	Restrictions: None	Restrictions: None

Final Form Options

- 1) Use pre-built form
- 2) Create forms ensuring requirements for access point assessed are met using items available within INSIGHT Item and Form Management

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options
- Manipulatives
- Number lines or hundred charts
- Calculator
- Abacus
- Simplify text/directions;
- Use tactile graphics; replace provided graphics with graphics commonly used by the student
- Text and vocabulary can be tailored to the student’s vocabulary in cases where the vocabulary is not a key element of the concept;
- Place answer choices on word cards, choice board, AAC device
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- Re-read text and/or answer options
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Additional Materials for Test Administration

NONE

7.SP.5 STATISTICS AND PROBABILITY- INVESTIGATE CHANCE PROCESSES AND DEVELOP, USE, AND EVALUATE PROBABILITY MODELS

Washington K–12 Learning Standard

7.SP.5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

Essential Element

EE.7.SP.5–7. Describe the probability of events of occurring as possible or impossible.

Figure 10: Access Points 7.SP.5 (M, I, L)

More	Intermediate	Less
<p>Student will determine whether an event is impossible, unlikely, likely, and certain.</p>	<p>Student will identify situations that represent equally likely events.</p>	<p>Student will identify events that are impossible or certain.</p>
<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must include five different probability situations. • The set of five items must include at least: <ul style="list-style-type: none"> ○ one item with an impossible event ○ one item with an unlikely event ○ one item with a likely event ○ one item with a certain 	<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • The five items must include five different probability situations. • In a multiple-choice item, teacher must use the answer choices provided. 	<p>Requirements:</p> <ul style="list-style-type: none"> • Every performance task must have at least five unique items/questions. • Task must include five: <ul style="list-style-type: none"> ○ impossible events ○ certain events ○ or a combination of both • In a multiple-choice item, teacher must use the answer choices provided.

More	Intermediate	Less
event <ul style="list-style-type: none"> In a multiple-choice item, teacher must use the answer choices provided. 		
Restrictions: None	Restrictions: None	Restrictions: None

Test Administration Consideration

All graphics presented as part of student materials can be replaced with a physical objects where appropriate (e.g.; die, number cubes, spinners, marbles, etc.) to help with conceptual understanding of the items.

Final Form Options

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Allowable Adaptations/Accommodations

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- Enlarge text/graphics/answer options
- Manipulatives
- Number lines or hundred charts
- Calculator
- Abacus
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Additional Materials for Test Administration

NONE

Glossary of Terms

Antonym: A word opposite in meaning to another.

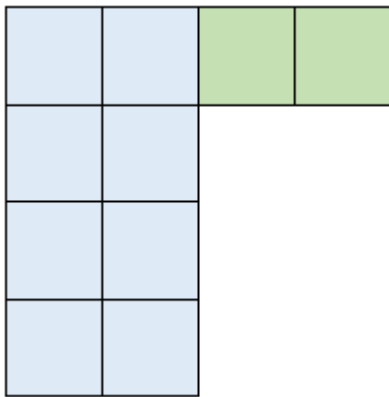
Example: Cold is the antonym of hot.

Certain Event: An event that is certain to occur. It has a probability of 1.

Example: Today is Monday so tomorrow will be Tuesday.

Composite figure: A figure created using two or more figures.

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



Connotative meaning: A meaning that is implied by a word apart from the thing which it describes explicitly.

Example: The man in front of me at the coffee store was very pushy. (Pushy refers to someone loud-mouthed and irritating.)

Denotative meaning: The literal meaning or definition of the word.

Example: I left my shoes at home. (Home refers to the place where ones lives, a residence.)

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

Divisor: The number by which another number is being divided.

$$10 \div 5 = 2$$


Figure of Speech: A form of expression (as a simile or metaphor) used to convey meaning or heighten effect often by comparing or identifying one thing with another that has a meaning or

connotation familiar to the reader or listener.

Impossible Event: An event that has no chance of occurring. The probability is always zero.

Example: A bag has three green balls and two red balls in it. Choosing a yellow ball from the bag is impossible.

Informational Text: Informational text is non-fiction and is organized by topic with supporting details and is often further organized with headings, graphics and captions.

Examples: exposition, argument and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical or economic accounts (including digital sources)

Likely Event: An event that will most likely happen.

Example: You will sleep in the next 24 hours.

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

Examples: adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads and epics.

Product: In multiplication it is the answer or amount derived after performing the operation.

Quotient: In a division it is the answer or amount derived after performing the operation.

Sum: In an addition equation, the answer or the amount derived after performing the operation.

Synonym: A word or phrase that means exactly or nearly the same as another word or phrase.

Example: Large is a synonym of big.

Unlikely Event: An event that may not happen.

Example: Your hair will grow five inches overnight.

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



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