Washington Office of Superintendent of
PUBLIC INSTRUCTION

Washington Access to Instruction and Measurement (WA-AIM): Grade 3 ELA and Math Performance Tasks

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WASHINGTON ACCESS TO INSTRUCTION AND MEASUREMENT (WA-AIM)

Grade 3 ELA and Math Performance Tasks

2024–2025

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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 (testlet). Forms (testlet) 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(testlet) containing five items that fully meet the requirements of the access points OR create a form (testlet) by selecting five unique items from the item library housed in the test delivery platform, INSIGHT.

Each student in grade 3 will need to be administered 10 total forms (testlets), each containing five items.

All form selection, creation, registration to student, and student assessment 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.3.1 READING LITERATURE-KEY IDEAS AND DETAILS

Washington K–12 Learning Standard

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Essential Element

EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.

Figure 1: Access Points RL.3.1 (M, I, L)

More	Intermediate	Less
Student will use details to answer questions about the plot and characters in a text.	**Student will answer questions about characters in a text.**	**Student will identify text details, such as character, in a text.**

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• The five items can relate to one text or multiple texts.
 	
• The set of five items must include at least:
  • One item about plot
  • One item about characters
 	
• Source material must be a narrative text with a simple plot and characters.
 	
• In a multiple-choice item, teacher must use the answer choices provided.
	Requirements:
	• Every performance task must have at least five unique items/questions.
	
	• The five items can relate to one text or multiple texts.
	
	• Source material must be a narrative text with characters.
	
	• In a multiple-choice item, teacher must use the answer choices provided.
		Requirements:
		• Every performance task must have at least five unique items/questions.
		
		• The five items can relate to one text or multiple texts.
		
		• Source material must be narrative text with characters.
		
		• 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 form 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
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student
- Text(s) may be enlarged, spacing increased, and/or cut apart
- 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

RI.3.5 READING INFORMATIONAL TEXT- CRAFT AND STRUCTURE

Washington K–12 Learning Standard

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Essential Element

EE.RI.3.5 With guidance and support, use text features including headings and key words to locate information in a text.

Figure 2: Access Points RI.3.5 (M, I, L)

More	Intermediate	Less
Student will use text features, including headings and key words, to locate information in a text.	**Student will use one or more text features to locate specific information in a text.**	**Student will identify a text feature in a text.**
Requirements: • Every performance task must have at least five unique items/questions. • The five items can relate to one text or multiple texts. • Source material must be informational text. o Text must include headings and key words. • In a multiple-choice item, teacher must use the answer choices provided.	Requirements: • Every performance task must have at least five unique items/questions. • The five items can relate to one text or multiple texts. • Source material must be informational text. • In a multiple-choice item, teacher must use the answer choices provided.	Requirements: • Every performance task must have at least five unique items/questions. • The five items can relate to one text or multiple texts. • Source material must be informational 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

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
- Read aloud and/or Text to Speech
- Responses may be cut out and/or laminated to present to student
- Text(s) may be enlarged, spacing increased, and/or cut apart
- 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

RF.3.3 READING FOUNDATIONAL SKILLS-PHONICS AND WORK RECOGNITION

Washington K–12 Learning Standard

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- a) Identify and know the meaning of the most common prefixes and derivational suffixes.
- b) Decode words with common Latin suffixes.
- c) Decode multi-syllable words.
- d) Read grade-appropriate irregularly spelled words.

Essential Element

EE.RF.3.3 Use letter- sound knowledge to read words.
- a) In context, demonstrate basic knowledge of letter- sound correspondences.
- b) With models and supports, decode single- syllable words with common spelling patterns (consonant-vowel- consonant [CVC] or high- frequency rimes).
- c) Not applicable
- d) Recognize 40 or more written words.

Figure 3: Access Points RF.3.3 (M, I, L)

More	Intermediate	Less
Students will read simple sentences having high-frequency words.	**Student will identify single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC]).**	**Student will match letter sounds with their letter correspondences or words with corresponding visuals.**
Requirements: • Every performance task must have at least five unique items/questions. • In a multiple-choice item, teacher must use the answer choices provided.	Requirements: • Every performance task must have at least five unique items/questions. • In a multiple-choice item, teacher must use the answer choices provided.	Requirements: • Every performance task must have at least five unique items/questions. • Students may match five: o letter sounds with their letter correspondences o words to corresponding visuals o or a combination of both • In a multiple-choice item, teacher must use the answer choices provided.

More	Intermediate	Less
Restrictions: Do Not read target words, phrases, or sentences to the student.	**Restrictions:** Do Not read target words, phrases, or sentences to the student.	**Restrictions:** NONE

Final Form Options

1) Use pre-built form
2) Create form 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- recommend uncontracted Braille for single words
- Read aloud and/or Text to Speech-(Intermediate and More)
  - Ideas for students who are non-verbal:
    1) Lay 3 answer options out, do not read answer options, ask student to choose, pick, point to the target word. Example- "Here are three words. (lay three words out in front of student). Which word is (state target word but do not indicate which of the three options is the target word.)
    2) Match picture to target word. Example- "Here is a picture of pig, a dog, and a cat. Here is a word [put target word in front of student]. Which picture represents this word?"
    3) Match target word to picture. Example- "Here are three words (lay three words out in front of student but do not read the words.) This is a picture of a dog. Which word says 'dog'?"
    4) Choose word. "Here are three words (do not read words to the student.) I am going to say a word and you show me which one of these (point to array of words) is 'cat'."
- Responses may be cut out and/or laminated to present to student
- Text(s) may be enlarged, spacing increased, and/or cut apart
- Fingerspelling (Less Complex)

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.3.3 WRITING-TEXT TYPES AND PURPOSES

Washington K–12 Learning Standard

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
   b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
   c) Use temporal words and phrases to signal event order.
   d) Provide a sense of closure.

Essential Element

W.3.3 Write about events or personal experiences.
   a) Select an event or personal experience and write about it including the names of people involved.
   b) Not applicable
   c) Not applicable
   d) Not applicable

Figure 4: Access Points W.3.3 (M, I, L)

More	Intermediate	Less
Student will write about an event or personal experience using details.	**Student will write about an event or personal experience.**	**Student will identify an event or personal experience, either real or imagined.**

Requirements:
• Every performance task must have at least five unique items/questions
 	
• Writing topics can include five:
  o Events
  o Personal experiences (must be specific to student)
  o Or combination of both.
 	
• Students must include at least two details.
	Requirements:
	• Every performance task must have at least five unique items/questions
	
	• Writing topics can include five:
	  o Events
	  o Personal experiences (must be specific to student)
	  o Or combination of both.
	
	• Single word and simple sentences are acceptable.
		Requirements:
		• Every performance task must have at least five unique items/questions.
		
		• Writing topics can include five:
		  o Events
		  o Personal Experience (must be specific to the student)
		  o Or combination of both.

More	Intermediate	Less
• Sentences must have appropriate first-word capitalization and end-mark punctuation following teacher reminders.	• Students can be provided an array of word choices.	• In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: Multiple-choice items must not be used.	**Restrictions:** Multiple-choice items must not be used.	**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 provided in the item materials may be replaced with organizers traditionally used by the student and/or teacher.

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 met

Allowable Adaptations/Accommodations

- Scribe and/or Speech to Text
- Assistive technology, or low-tech communication systems utilized by the student
- Word arrays
- Enlarge text/graphics
- Simplify text/directions;
- Place answer choices on word cards or choice board
- Sign Language
- Dictation, using AAC devices to communicate ideas, typing, arranging words or icons to make a sentence, etc. (Intermediate and More Complex)

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.3.3 SPEAKING AND LISTENING COMPREHENSION AND COLLABORATION

Washington K–12 Learning Standard

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Essential Element

EE.SL.3.3 Ask or answer questions about the details provided by the speaker.

Figure 5: Access Points SL.3.3 (M, I, L)

More	Intermediate	Less
Student will ask questions about one detail presented.	**Student will ask or answer questions about the details presented.**	**Student will select one detail from a text presented.**

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• The five items can relate to one text or to multiple texts.
 	
• Source material or presentation must be an informational text.
 	
• In a multiple-choice item teacher must use the answer choices provided.
	Requirements:
	• Every performance task must have at least five unique items/questions.
	
	• The five items can relate to one text or to multiple texts.
	
	• The five items can include:
	  o asking items
	  o answering items
	  o or a combination both
	• Source material must be an informational text.
	
	• In a multiple-choice item, teacher must use the answer choices provided.
		Requirements:
		• Every performance task must have at least five unique items/questions.
		
		• The five items can relate to one text or to multiple texts.
		
		• Source material must be an informational text.
		
		• 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
- Simplify directions
- Replace provided graphics with graphics commonly used by 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 or choice board
- Replay/re-read text to student multiple times
- Selecting could look like pointing, eye gaze, touching, speaking, etc.
- AAC devices to communicate ideas, typing, arranging words or icons to express and idea
- Sentence starters or sentence frames

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

3.G.1 MATHEMATICS GEOMETRY: REASON WITH SHAPES AND THEIR ATTRIBUTES

Washington K–12 Learning Standard

3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Essential Element

EE.3.G.1 Describe attributes of two-dimensional shapes.

Figure 6: Access Points 3.G.1 (M, I, L)

More	Intermediate	Less
Student will use number of angles or number of sides to describe or identify a figure.	**Student will recognize sides or angles in two-dimensional shapes.**	**Student will identify circles, squares, and triangles.**

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• Task must include five different:
  o angle items
  o side items
  o or a combination of both
 	
• In a multiple-choice item, teacher must use the answer choices provided.
	Requirements:
	• Every performance task must have at least five unique items/questions.
	
	• Task must include five different:
	  o angle items
	  o side items
	  o or a combination of both.
	
	• In a multiple-choice item, teacher must use the answer choices provided.
		Requirements:
		• Every performance task must have at least five unique items/questions.
		
		• The set of five items must include at least:
		  o one item identifying a circle
		  o one item identifying a square
		  o one item identifying a triangle
		
		• In a multiple-choice item teacher must use the answer choices provided.

Restrictions: Do not use three dimensional solids (e.g. spheres, prisms, or cylinders.)	Restrictions: Do not use three dimensional solids (e.g. spheres, prisms, or cylinders.).	Restrictions: Do not use three dimensional solids (e.g. spheres, prisms, or cylinders.).

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
- Simplify directions
- Replace provided graphics with graphics commonly used by student
- Text and vocabulary can be tailored to the student's vocabulary
- Place answer choices on word cards or choice board
- Selecting could look like pointing, eye gaze, touching, speaking, etc.
- Firm raised line drawings of shapes
- Tactile Tangrams
- Wickki Stix
- Read aloud and/or reread directions, item prompt, answer choices
- Assist student hand over hand to orient to the shape
- Scribe
- Braille/ large print
- Responses and materials may be cut out and/or laminated to present to student
- Responses and materials may be enlarged
- Responses may be placed on an eye gaze board or other form of AAC that the student is used to
- Recognize or Identify could look like pointing, eye gaze, touching, speaking, etc.
- Reduce clutter in models
- For multiple choice answers, the answers may be written or pictorially represented on cards for student to choose from
- Use of a number line

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

3.MD.4 MATHEMATICS MEASUREMENT AND DATA: REPRESENT AND INTERPRET DATA

Washington K–12 Learning Standard

3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Essential Element

EE.3.MD.4 Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks.

Figure 7: Access Points 3.MD.4 (M, I, L)

More	Intermediate	Less
Student will measure the length of an object to the nearest whole unit.	**Student will identify tools that can be used to measure length.**	**Student will identify the longest (shortest) object when given two objects.**

Requirements:
 • Every performance task must have at least five unique items/questions.
 	
 • The end of the ruler should be aligned with the edge of the object that is being measured.
 	
 • Distractors must be measuring errors.
 	
 • In a multiple-choice item teacher must use the answer choices provided.
	Requirements:
	 • Every performance task must have at least five unique items/questions.
	
	 • At least two different tools that measure length must be used (e.g., ruler, tape measure, or yardstick).
	
	 • Distractors must be measurement tools.
	
	 • Each item must specify the length of the object that is being measured.
	
	 • In a multiple-choice item, teacher must use the answer choices provided.
		Requirements:
		 • Every performance task must have at least five unique items/questions.
		
		 • The set of five items must include at least:
		    ○ one item identifying the longest object
		    ○ one item identifying the shortest object
		
		 • In a multiple-choice item, teacher must use the answer choices provided.

Restrictions: Items must not measure properties except for length. (e.g. time, volume, area, capacity, temperature, weight)	**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
- Simplify directions
- Replace provided graphics with graphics commonly used by student
- Text and vocabulary can be tailored to the student's vocabulary
- Place answer choices on word cards or choice board
- Selecting could look like pointing, eye gaze, touching, speaking, etc.
- Large print ruler or tactile ruler
- Rubber board, cork board or Velcro board where items can be attached to keep them in place when student is measuring item
- Items to measure could be raised drawings or 3-d objects
- Reread directions, items, and/or answer choices
- Braille/large print
- scribe
- Responses and materials may be cut out and/or laminated to present to students
- Responses and materials may be enlarged
- Responses may be placed on an eye gaze board or other form of AAC that the student is used to
- Identify could look like pointing, eye gaze, touching, speaking, etc.
- Manipulatives
- Reduce clutter in models (to measure) or use 3D objects
- Use pictorial/word/object representations
- For multiple choice answers, the answers may be written or pictorially represented on cards for student to choose from
- Use of a number line

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

3.NBT.1 MATHEMATICS NUMBER AND OPERATION IN BASE TEN-USE PLACE VALUE UNDERSTANDING AND PROPERTIES OF OPERATIONS TO PERFORM MULTI-DIGIT ARITHMETIC

Washington K–12 Learning Standard

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

Essential Element

EE.3.NBT.1 Use decade numbers (10, 20, and 30) as benchmarks to demonstrate understanding of place value for numbers 0–30.

Figure 8: Access Points 3.NBT.1 (M, I, L)

More	Intermediate	Less
Student will round two-digit numbers (10–30) to the nearest 10.	Student will use base-ten to identify numbers between 10 and 30.	Student will identify numbers between 0 and 10.
Requirements: • Every performance task must have at least five unique items/questions. • Each item must round a different two-digit number to the nearest 10. • The number given must be less than or equal to thirty but may round to thirty. • In a multiple-choice item, teacher must use the answer choices provided.	Requirements: • Every performance task must have at least five unique items/questions. • Each item must identify a different number. • In a multiple-choice item, teacher must use the answer choices provided.	Requirements: • Every performance task must have at least five unique items/questions. • Each item must identify a different number. • In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: NONE	Restrictions: Do not count objects for the student.	Restrictions: Do not count objects for 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
- Simplify directions
- Replace provided graphics with graphics commonly used by student
- Text and vocabulary can be tailored to the student's vocabulary
- Place answer choices on word cards or choice board
- Selecting could look like pointing, eye gaze, touching, speaking, etc.
- Large print ruler or tactile ruler
- Teacher can read number to student that can't access print or braille numbers (More Complex)
- Supply objects equal to the number and have student count items if they can't access print/braille
- Reread directions, items, and/or answer choices
- Braille/large print
- Scribe
- Responses and materials may be cut out and/or laminated to present to students
- Responses and materials may be enlarged
- Responses may be placed on an eye gaze board or other form of AAC that the student is used to
- Identify could look like pointing, eye gaze, touching, speaking, etc.
- Base Ten Blocks
- Number-line or Hundreds chart
- Make real life (3-D) models of the numbers
- Use pictorial/word/object representations for numbers
- For multiple choice answers, the answers may be written or pictorially represented on cards for student to choose from

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

3.NF.1 MATHEMATICS NUMBER AND OPERATIONS-FRACTIONS-DEVELOPING UNDERSTANDING FO FRACTIONS AS NUMBERS

Washington K–12 Learning Standard
3.NF.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.

Essential Element
EE.3.NF.1 Differentiate a fractional part from a whole.

Figure 9: Access Points 3.NF.1 (M, I, L)

More	Intermediate	Less
Student will identify a unit fraction of a modeled fraction or use a model to represent a unit fraction.	**Student will recognize a whole and parts in relation to the whole of two-dimensional figures.**	**Student will recognize a whole and parts in relation to the whole of real-world objects.**

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• At most, the same unit fraction can be used twice (e.g., 2 items with 1/2; 2 items with 1/3; 2 items with 1/4)
 	
• Denominators may include 2, 3, 4, 6, and 8.
 	
• In a multiple-choice item, teacher must use the answer choices provided.
	Requirements:
	• Every performance task must have at least five unique items/questions.
	
	• No more than two items can use the same two-dimensional figure (e.g. 2 circles, 2 squares, 1 triangle).
	
	• The set of five items must include at least:
	  o one item with whole figures
	  o one item with parts of figures
	
	• Teacher must define the whole for each item.
	
	• In a multiple-choice item,
		Requirements:
		• Every performance task must have at least five unique items/questions.
		
		• Five different real-world objects must be used.
		
		• The set of five items must include at least:
		  o one item that recognizes whole objects
		  o one item that recognizes parts of objects
		
		• Teacher must define the whole for each item.

More	Intermediate	Less
	teacher must use the answer choices provided.	• In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: Only use denominators of 2, 3, 4, 6, and 8	**Restrictions:** Do not use three-dimensional solids (e.g. spheres, prisms, and cylinders.)	**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
- Simplify directions
- Replace provided graphics with graphics commonly used by student
- Text and vocabulary can be tailored to the student's vocabulary
- Place answer choices on word cards or choice board
- Selecting could look like pointing, eye gaze, touching, speaking, etc.
- Reread directions, items, and/or answer choices
- Braille/large print
- Scribe
- Responses and materials may be cut out and/or laminated to present to students
- Responses and materials may be enlarged
- Responses may be placed on an eye gaze board or other form of AAC that the student is used to
- Identify could look like pointing, eye gaze, touching, speaking, etc.
- Make real life (3-D) models of the fraction
- Use pictorial/word/object representations for numbers
- For multiple choice answers, the answers may be written or pictorially represented on cards for student to choose from
- Raised/tactile drawing with a whole image and the parts shaded differently to allow the student to identify parts of a whole
- Highlight models of the fractions or part/whole

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

3.OA.8 MATHEMATICS OPERATIONS AND ALGEBRAIC THINKING-SOLVE PROBLEMS INVOLVING THE FOUR OPERATIONS, AND IDENTIFY AND EXPLAIN PATTERNS IN ARITMETIC

Washington K–12 Learning Standard

3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Essential Element

EE.3.OA.8 Solve one-step real-world problems using addition or subtraction within 20.

Figure 10: Access Points 3.OA.8 (M, I, L)

More	Intermediate	Less
Student will solve one-step real-world problems using addition or subtraction with sums/differences within 20.	**Student will solve one-step real-world problems using objects or models to compose or decompose numbers up to 10.**	**Student will use counting (up to 5) to solve real-world problems.**

Requirements:
• Every performance task must have at least five unique items/questions.
 	
• Each item must have a different sum or difference.
 	
• Task must include:
  o addition
  o subtraction
  o or a combination of both
 	
• In a multiple-choice item, teacher must use the answer choices provided.
	Requirements:
	• Every performance task must have at least five unique items/questions.
	
	• Each item must have a different sum or difference.
	
	• Task must include:
	  o addition
	  o subtraction
	  o or a combination of both
	
	• In a multiple-choice item, teacher must use the answer choices provided.
		Requirements:
		• Every performance task must have at least five unique items/questions.
		
		• At most, a number can be used twice (e.g. two items counting 3, two items counting four, and one item counting 5).
		
		• In a multiple-choice item, teacher must use the answer choices provided.

More	Intermediate	Less
Restrictions: None	Restrictions: None	Restrictions: Do not count the objects for 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/pictorial/word/object representations and/or physical models
- Simplify directions
- Replace provided graphics with graphics commonly used by student
- Text and vocabulary can be tailored to the student's vocabulary
- Place answer choices on word cards or choice board
- Selecting could look like pointing, eye gaze, touching, speaking, etc.
- Reread directions, items, and/or answer choices
- Braille/large print
- Scribe
- Responses and materials may be cut out and/or laminated to present to students
- Responses and materials may be enlarged
- Responses may be placed on an eye gaze board or other form of AAC that the student is used to
- Identify could look like pointing, eye gaze, touching, speaking, etc.
- For multiple choice answers, the answers may be written or pictorially represented on cards for student to choose from
- Manipulatives
- Velcro board with manipulatives
- Numbers may have touch points added for addition and subtraction
- Use of a number line or hundreds chart
- Make real life (3-D) models of word problems

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

PASSAGE-BASED TITLES AND ITEM NUMBERS

Reading Literary Text (RL3.1)

Title	Access Point	Item Numbers
A Home for Ladybug	(M) More	1181735
Carlos and the Great Search for Spring	(M) More	1182200
	(L) Less	1182199
Flowers for Mouse	(M) More	1181738
	(I) Intermediate	1181736
	(L) Less	1181737
Mike's Garage Sale	(M) More	1180743
	(I) Intermediate	1180741
	(L) Less	1180742
My Dog	(M) More	1181970
	(L) Less	1181969
Puppy Power	(M) More	1067170; 1074223
	(I) Intermediate	1067153; 1067154; 1067155; 1074222
	(L) Less	1067162; 1067163
Sidewalk Artists	(M) More	1067166; 1067167
	(I) Intermediate	1067147; 1067148; 1067149
	(L) Less	1067156; 1067157; 1067158; 1067165
The Cleanup Dance	(M) More	1160456
	(I) Intermediate	1160454
	(L) Less	1160455
The Hero	(M) More	1180746
	(I) Intermediate	1180744
	(L) Less	1180745
Where Bubba Sleeps	(M) More	1067168; 1067169
	(I) Intermediate	1067150; 1067151; 1067152
	(L) Less	1067159; 1067160

The Picnic	(M) More	1179814
Three O'clock at the Farm	(M) More	1179815

Reading Informational Text (RI3.5)

Title	Access Point	Item Numbers
An Elephant's Incredible Nose	(M) More	1067655; 1067656; 1067657
	(I) Intermediate	1067455; 1067456; 1067457
	(L) Less	1067463; 1067464; 1067465; 1067466; 1067467;
Butterflies and Wildflowers	(M) More	1067650; 1067651; 1067652; 1067653; 1067654
	(I) Intermediate	1067452; 1067453; 1067454
	(L) Less	1067468; 1067469; 1067470; 1067471
Meet Triceratops	M) More	1181741
	(L) Less	1181739; 1181740
The Apple State	(M) More	1067473; 1067474; 1067475; 1067476
	(I) Intermediate	1067448; 1067449; 1067450; 1067451
	(L) Less	1067458; 1067459; 1067460; 1067461; 1067462
Who's Home in Prairie Dog Town?	(M) More	1067472
	(I) Intermediate	1074219; 1074220; 1074221
	(L) Less	1157794

Glossary of Terms

Distractor: An incorrect answer in a multiple-choice question.

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: biographies and autobiographies; books about history, social studies, science and the arts; technical text, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on arrange of topics.

Narrative Text: Text that conveys an experience, either real or imagined.

Text Features: Text features are found in informational text.

> Examples: headings, subheadings, glossaries, indexes, electronic menu icons, key words, sidebars, hyperlinks, bold print, italics, layout, color, captions, and charts.

ESTD 1889

All students prepared for post-secondary pathways, careers, and civic engagement.