Washington Office of Superintendent of
PUBLIC INSTRUCTION

Washington Access to Instruction and Measurement (WA-AIM): Grade 5 ELA, Math and Science Performance Tasks

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WASHINGTON ACCESS TO INSTRUCTION AND MEASUREMENT (WA-AIM)

Grade 5 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 5 will need to be administered 15 total forms (5 ELA, 5 Math, and 5 Science), 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.5.5 READING LITERATURE- CRAFT AND STRUCTURE

Washington K–12 Learning Standard

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Essential Element

EE.RL.5.5 Identify a story element that undergoes change from beginning to end.

Figure 1: Access Points RL.5.5 (M, I, L)

More	Intermediate	Less
Student will explain what causes a change that occurs to a story element.	**Student will identify a story element that undergoes change from beginning to end.**	**Student will identify a story element that may include a character, setting, or problem.**
Requirements: • Every performance task must have at least five unique items/questions. • The five items can relate to one topic or to multiple topics. • Source material must be a literary 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 topic or to multiple topics. • Source material must be a literary 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 topic or to multiple topics. • 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
- 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 story

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.5.7 READING INFORMATIONAL TEXT- INTEGRATION OF KNOWLEDGE AND IDEAS

Washington K–12 Learning Standard

RL.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Essential Element

EE.RL.5.7 Locate information in print or digital sources.

Figure 2: Access Points RI.5.7 (M, I, L)

More	Intermediate	Less
Student will use Internet research tools or print sources to locate information about a subject to answer a question or to solve a problem.	**Student will locate explicitly stated information from a print or digital source to answer a question.**	**Student will locate explicitly stated information in a print, photograph, illustration, tactile graphic, or digital source.**

Requirements:
• Every performance task must have at least five unique items/questions.
• The five items can relate to one topic or to multiple topics.
• Source material must be an informational text.
  ○ All information must be found using:
  ▪ internet search engines
  ▪ print sources
  ▪ or a combination of the two
• 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 topic or to multiple topics.
	• Source material must be an informational text.
	  ○ All information must be found using:
	  ▪ internet search engines
	  ▪ print sources
	  ▪ or a combination of the two
	• 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 topic or to multiple topics.
		• Source material must be an informational text.
		  ○ Sources could include a print source, a photograph, an illustration, a tactile graphic, or a digital source.
		• In a multiple-choice item, teacher must use the answer choices provided.

Restrictions:	**Restrictions:**	**Restrictions:**

More	Intermediate	Less
NONE	NONE	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
- Read aloud and/or Text to Speech
- Speech recognition internet searches
- 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 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.5.3 READING FOUNDATIONAL SKILLS- PHONICS AND WORD RECOGNITION

Washington K–12 Learning Standard

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a) Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Essential Element

EE.RFL.5.3 Use letter- sound knowledge to read words.

a) Read common sight words and decode single syllable words

Figure 3: Access Points RF.5.3 (M, I, L)

More	Intermediate	Less
Student will read unfamiliar sight words and/or decode unfamiliar single- syllable words.	**Student will use letter-sound knowledge and context to read text with single-syllable, high-frequency words.**	**Student will use letter-sound knowledge and/or context (which may include associated pictures or symbols) to identify familiar words.**
Requirements: • Every performance task must have at least five unique items/questions. • Words must be unfamiliar. • 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 topic or to multiple topics. • 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.
Restrictions: NONE	**Restrictions:** Do not read answer choices to the student.	**Restrictions:** Do not read answer choices 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 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 recommended contracted
- 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

W.5.7 WRITING- RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Washington K–12 Learning Standard

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Essential Element

EE.W.5.7 Conduct short research projects using two or more sources.

Figure 4: Access Points W.5.7 (M, I, L)

More	Intermediate	Less
Student will research a topic of his/her own choosing; student will use two sources.	**Student will access sources to answer a question on a familiar topic.**	**Student will select a source to answer a question on a familiar topic.**
Requirements: • 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:** • 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:** • 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: NONE	**Restrictions:** NONE	**Restrictions:** NONE

Test Administration Considerations

If available topics are not of interest to the student, the teacher may choose a different topic for the student and follow the format available in INSIGHT. (More Complex)

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
- Read aloud and/or Text to Speech
- Speech recognition internet searches
- 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 text
- Provide options of resources in student's primary reading modality
- Sentence frames
- Graphic organizers

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.5.2 SPEAKING AND LISTENING- COMPREHENSION AND COLLABORATION

Washington K–12 Learning Standard

SL.5.2 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Essential Element

EE.SL.5.2 Identify the explicitly stated main idea of a text presented orally or through other media.

Figure 5: Access Points SL.5.2 (M, I, L)

More	Intermediate	Less
Student will summarize (main idea and two details) a text presented in multiple ways.	**Student will identify the explicitly stated main idea presented orally or through other media.**	**Student will identify the explicitly stated subject of a simple, short text (one or two simple sentences) about a familiar subject, presented orally with visual cues or through other media.**
Requirements: • Every performance task must have at least five unique items/questions. • The five items can relate to one topic or to multiple topics. • Source material must be presented in multiple ways (i.e., orally and visually, etc.). • 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 topic or to multiple topics. • 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 topic or to multiple topics • 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 response
- 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
- Pages of literary text(s) may be enlarged and/or cut apart
- Scribe and/or Speech to Text
- Sign text
- Provide options of resources in student's primary reading modality

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

5.G.3 GEOMETRY: CLASSIFY TWO-DIMENSIONAL FIGURES INTO CATEGORIES BASED ON THEIR PROPERTIES

Washington K–12 Learning Standard

5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

Essential Element

EE.5.G.3 Sort two-dimensional figures and identify the attributes (angles, number of sides, corners, color) they have in common.

Figure 6: Access Points 5.G.3 (M, I, L)

More	Intermediate	Less
Student will sort two-dimensional figures using attributes (angles, numbers of sides) they have in common.	**Student will identify two-dimensional figures with a common attribute.**	**Student will identify the largest (smallest) two-dimensional figure.**
Requirements: • Every performance task must have at least five unique items/questions. • At least three shapes need to be included in each group, and two of those shapes must have a common attribute. • 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, two items can use the same figure but should include a different attribute (for example, two squares, one assessing sides and one assessing angles). • 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 use a different figure (for example, square, triangle, circle, rectangle, and trapezoid). • In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: Do not use three-dimensional solids (such as spheres, prisms, and cylinders).	**Restrictions:** Do not use three-dimensional solids (such as spheres, prisms, and cylinders).	**Restrictions:** Do not use three-dimensional solids (such as spheres, prisms, and 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
- Enlarge text/graphics/answer options
- Hand-over-hand assistance for shape orientation
- Sorting circles or T-charts
- 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

5.MD.2 MEASUREMENT AND DATA- REPRESENT AND INTERPRET DATA

Washington K–12 Learning Standard

5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

Essential Element

EE.5.MD.2 Represent and interpret data on a picture, line plot, or bar graph.

Figure 7: Access Points 5.MD.2 (M, I, L)

More	Intermediate	Less
Student will complete a bar graph, line plot, or picture graph when given collected data and graph template.	**Student will read a picture graph, line plot, and bar graph to answer a simple question.**	**Student will identify the category in a bar graph or a picture graph with the most or least.**
Requirements: • Every performance task must have at least five unique items/questions. • Each item must: ○ use a different set of data ○ contain at least two categories ○ provide a total of at least five pieces of data • Data may be organized in a table, a tally chart, or a list.	**Requirements:** • Every performance task must have at least five unique items/questions. • The set of five items must include at least: ○ one picture graph ○ one line plot ○ one bar graph • Bar graphs and picture graphs must have two categories. • 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 the use of: ○ five bar graphs ○ five picture graphs ○ or a combination of both • In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: Multiple-choice items must not be used.	**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
- Raised line graph
- Raised line graph paper
- Stickers or other tactile symbols can be used to make graphs
- Hand-over-hand assistance to orient graph
- 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 (Intermediate and Less Complex)
- 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 (Intermediate and Less Complex)
- 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

5.NBT.6 NUMBER AND OPERATION IN BASE TEN- PERFORM OPERATIONS WITH MULTI-DIGIT WHOLE NUMBERS WITH DECIMALS TO HUNDREDTHS

Washington K–12 Learning Standard

5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Essential Element

EE.5.NBT.6 Illustrate the concept of division using fair and equal shares.

Figure 8: Access Points 5.NBT.6 (M, I, L)

More	Intermediate	Less
Student will identify a model to solve problems involving divisors and quotients (up to 10).	**Student will use models and counting to determine the answer to a real-world division problem.**	**Student will divide objects (up to 10) into equal groups.**
Requirements: • Every performance task must have at least five unique items/questions. • Each item must model a different quotient. • 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 divide a different number of objects. • 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 divide a different number of objects. • 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 (e.g. objects, touch dots, etc.)
- Number lines or hundreds charts
- Calculator
- 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
- 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

5.NF.2 NUMBER AND OPERATIONS FRACTIONS- USE EQUIVALENT FRACTIONS AS A STRATEGY TO ADD AND SUBTRACT FRACTIONS

Washington K–12 Learning Standard

5.NF.2 Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Essential Element

EE.5.NF.2 Identify models of thirds (1/3, 2/3, 3/3) and tenths (1/10, 2/10, 3/10, 4/10, 5/10, 6/10, 7/10, 8/10, 9/10, 10/10).

Figure 9: Access Points 5.NF.2 (M, I, L)

More	Intermediate	Less
Student will use models to solve addition problems involving fractions (halves, thirds, fourths, and tenths) with like denominators with a sum less than or equal to 1.	**Student will identify models of thirds (1/3, 2/3, 3/3), fourths (1/4, 2/4, 3/4, 4/4), and tenths (1/10, 2/10, 3/10, 4/10, 5/10, 6/10, 7/10, 8/10, 9/10, 10/10).**	**Student will identify the model that represents one-half, one-fourth, and one whole.**
Requirements: • Every performance task must have at least five unique items/questions. • The set of five items must include at least: ○ one halves item ○ one thirds item ○ one fourths item ○ one tenths item • 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 thirds item ○ one fourths item ○ one tenths item • 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 that models one-half ○ one item that models one-fourth ○ one item that models one whole • In a multiple-choice item, teacher must use the answer choices provided.

More	Intermediate	Less
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 (objects, touch points, etc.)
- Number lines or hundreds charts
- Calculator
- Pictorial/word/object representations for fractions (More Complex)
- 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
- 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

5.OA.3 OPERATIONS AND ALGEBRAIC THINKING- ANALYZE PATTERNS AND RELATIONSHIPS

Washington K–12 Learning Standard

5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

Essential Element

EE.5.OA.3 Identify and extend numerical patterns.

Figure 10: Access Points 5.OA.3 (M, I, L)

More	Intermediate	Less
Student will identify and extend numerical addition or subtraction patterns.	**Student will extend a modeled numerical pattern that involves an addition rule.**	**Student will extend AB shape patterns.**
Requirements: • Every performance task must have at least five unique items/questions. • The items must include five different number patterns that use different rules and/or different starting numbers. • The patterns must not all use an "add 1" or "subtract 1" rule. • Provide a minimum of three terms for a given pattern.	**Requirements:** • Every performance task must have at least five unique items/questions. • The items must include five different number patterns that use different rules and/or different starting numbers. • Provide a minimum of three terms for a given pattern. • 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 items must include five different shape patterns that use different shapes. • Provide a minimum of three terms for a given pattern. • In a multiple-choice item, teacher must use the answer choices provided.

More	Intermediate	Less
• 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 hundreds charts
- Calculator
- Pictorial/word/object representations for fractions (More Complex)
- 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
- 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

3-5-ETS1-1 ENGINEERING AND TECHNOLOGY ENGINEERING DESIGN

Next Generation Science Standard Performance Expectation

3-5-EST1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

***SEP*: Asking Questions and Defining Problems:** Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.

DCI: ETS1.A Defining and Delimiting Engineering Problems: Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.

CCC: Influence of Science, Engineering, and Technology on Society and the Natural World: People's needs and wants change over time, as do their demands for new and improved technologies.

Essential Concept

EC.3-5-ETS1-1**:** Define a simple problem that reflects a need or want and has specific criteria and/or constraints.

SEP: Define a simple design problem with solutions that meet specific criteria even though limited by specific constraints.

***DCI*:** Possible solutions to a problem are limited by available materials and resources (specific constraints). The success of the solutions to the problem are determined by the required features (specific criteria) of a successful solution. Successful design solutions can be evaluated based on criteria and constraints.

CCC: Reflects a need or want. Influence of science, engineering, and technology on society and the natural world. People's wants and needs change over time, as do demands for new technologies (solutions to problems). People's needs and wants change over time.

Figure 11: Access Points 3-5-ETS1-1

More	Intermediate	Less
Given a want or need, student will define a simple design problem, identify constraints on solutions, and	**Given a want or need, student will define a simple design problem and identify specific criteria for success**	**Given a want or need, student will identify a simple design problem.**

More	Intermediate	Less
use criteria to evaluate a successful solution.	**OR specific constraints on solutions.**	
Requirements: • Every performance task must have at least five unique items/questions. • The teacher will identify a want or need that is rooted in a real-world context. • For the want or need, the student must: o Define the problem; o Identify at least one criteria—a required feature of a successful solution; AND o Identify at least one constraint—a limitation of the design; AND o Evaluate the solution. • 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 teacher will identify wants or needs that are rooted in real-world contexts. • For at least one want or need, the set must include at least: • 1 item that asks the student to define a simple design problem; AND • 1 item that asks the student to identify specific criteria for success OR specific constraints on solutions. • 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 teacher will identify wants or needs that are rooted in real-world contexts. • Students must identify at least one design problem for each want or need. •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

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options
- Re-enactment or Computer simulations
- Simplify text/directions
- Simplified models
- Highlight models

- 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
- Speech recognition internet searches
- Responses may be cut out and/or laminated to present to student
- Scribe and/or Speech to Text
- Sign text

Additional Tools, Supports, and Accommodations for Multilingual Learners

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Additional Materials for Test Administration

See specific forms in INSIGHT Item and Form Management for materials needed

3-LS1-1 LIFE SCIENCE: FROM MOLECULES TO ORGANISMS-STRUCTURE AND PROCESSES

Next Generation Science Standard Performance Expectation

3-LS1-1: Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

SEP: Developing and Using Model Develop models to describe phenomena.

DCI: ***LS1.B: Growth and Development of Organisms*** Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.

CCC: ***Patterns***

Patterns of change can be used to make predictions.

Essential Concept

EC.3-LS1-1: Student will develop a model to describe the life cycle patterns for organisms (includes birth, growth, reproduction and death).

SEP: Develop and/or use a model to describe phenomena

DCI: Plants and animals have unique and diverse life cycles.

CCC: Patterns identified in life cycles can be used to make predictions.

Figure 12: Access Points 3-LS1-1

More	Intermediate	Less
Student will develop models to predict how a life event could impact the life cycle pattern for any organism.	**Student will develop models to describe the patterns in the life cycles of different organisms.**	**Student will use models to identify the life cycle pattern for an organism.**
Requirements: • Every performance task must have five unique items/questions. • Each task must include the development of at least one cycle model for a flowering plant AND for an animal. • For each model developed, the student must make at least one prediction about how a	**Requirements:** • Every performance task must have five unique items/questions. • The set of five items/questions must include the student developing at least one model for an animal life cycle AND a flowering plant life cycle. • At least one item must	**Requirements:** • Every performance task must have five unique items/questions. • Every item must use a different plant or animal. o At least one flowering plant life cycle model must be included. o At least one animal life cycle model must be included.

More	Intermediate	Less
life event could impact the life cycle pattern. o Life events are situations that can disrupt the life cycle of an organism. For example: if there are no births, deaths will continue and eventually there will be no more of that type of organism. • Each model must include the following life cycle stages: o Birth/germination o Growth o Reproduction • In a multiple-choice item, teacher must use the answer choices provided.	describe the relationship between the life cycles of two different organisms. o Descriptions can include: Differences Similarities Patterns • Each model used must include the following life cycle stages: o Birth/germination o Growth o Reproduction • In a multiple-choice item, teacher must use the answer choices provided.	• Within the set of five items/questions the student must identify: o Birth/germination o Growth o Reproduction • In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: • Plant life cycles limited to flowering plants • Do not include detail of human reproduction	**Restrictions:** • Plant life cycles limited to flowering plants • Do not include detail of human reproduction	**Restrictions:** • Plant life cycles limited to flowering plants. • Do not include detail of human reproduction.

Final Form Options

1) Use pre-built form

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options
- Re-enactment or Computer simulations
- Simplify text/directions;
- Simplified models
- Highlight models
- 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
- Speech recognition internet searches
- Responses may be cut out and/or laminated to present to student
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- Sign text

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Additional Materials for Test Administration

See specific forms in INSIGHT Item and Form Management for materials needed

5-PS1-1 PHYSICAL SCIENCE: MATTER AND ITS INTERACTIONS

Next Generation Science Standard Performance Expectation

5-PS1-1: Develop a model to describe that matter is made of particles too small to be seen.

SEP: Developing and Using Models Use models to describe phenomena.

DCI:PS1.A Structure and Properties of Matter: Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.

CCC: Scale, Proportion, and Quantity Natural objects exist from the very small to the immensely large.

Essential Concept

EC.5-PS1-1: Use a model to show that small particles make up larger objects.

SEP*:* Develop and use a model to describe phenomena.

DCI*:* Structures and properties of matter. All matter can be broken down into particles that are still matter but are too small to be seen.

CCC*:* Scale, proportion and quantity. Natural objects come in all different sizes, from the very small to the very large.

Figure 13: Access Points 5-PS1-1

More	Intermediate	Less
Student will develop and use a model to describe that all matter is made of particles too small to be seen.	**Given a model, student will describe that all objects (matter) are made of particles too small to be seen.**	**Given different models, student will identify the model that shows that matter is made of particles too small to be seen.**
Requirements: • Every performance task must have at least five unique items/questions. • Student must make their own model. • Student must use their model to: o describe how matter is made up of tiny particles, too small to be seen; AND	**Requirements:** • Every performance task must have at least five unique items/questions. • The set of five items/questions must include at least one model. • Student must use at least one model to: o describe how matter is made up of tiny particles, too small	**Requirements:** • Every performance task must have at least five unique items/questions. • Each item must ask the student to compare particles between two variations of an object. (e.g., an inflated basketball and a deflated basketball. • In a multiple-choice item,

More	Intermediate	Less
o describe an observable phenomena (e.g., air inflating a basketball, ice melting into water, etc.); AND o identify and describe at least one relationship between bulk matter and tiny particles that cannot be seen (e.g., mass and number of particles). • In a multiple-choice item, teacher must use the answer choices provided.	to be seen; AND o describe an observable phenomena (e.g., air inflating a basketball, ice melting into water, etc.); AND o identify and describe at least one relationship between bulk matter and tiny particles that cannot be seen (e.g., mass and number of particles) . • In a multiple-choice item, teacher must use the answer choices provided.	teacher must use the answer choices provided.
Restrictions: NONE	**Restrictions:** NONE	**Restrictions:** NONE

Final Form Options

1) Use pre-built form

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options;
- Re-enactment or Computer simulations
- Simplify text/directions
- Simplified models
- 2-Dimensional or 3-dimensional models
- 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
- Speech recognition internet searches
- Responses may be cut out and/or laminated to present to student
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Additional Materials for Test Administration

See specific forms in INSIGHT Item and Form Management for materials needed

3-PS2-3 SCIENCE: PHYSICAL SCIENCE- MOTION AND STABILITY: FORCES AND INTERACTIONS

Next Generation Science Standard Performance Expectation

3-PS2-3: Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

SEP: Asking Questions and Defining Problems Ask questions that can be investigated based on patterns such as cause and effect relationships.

DCI: PS2.B: Types of Interactions

Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.

CCC: Cause and Effect

Cause and effect relationships are routinely identified, tested, and used to explain change.

Essential Element

EC.3-PS2-3: Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects that do not touch.

SEP: Asking Questions and Defining Problems Ask questions that can be investigated based on patterns such as cause and effect relationships.

DCI: PS2.B: Types of Interactions Electric and magnetic forces between a pair of objects do not require that the objects be in contact.

CCC: Cause and Effect Cause and effect relationships are identified, tested, and used to explain change.

Figure 14: Access Points 3-PS2-3

More	Intermediate	Less
Student will ask a question to determine a cause AND an effect of electric or magnetic interactions between two objects that do not touch.	**Student will ask a question to determine a cause OR an effect relationship of electric or magnetic interactions between two objects that do not touch.**	**Student will identify a question about the cause of a magnetic interaction between two objects that do not touch.**
Requirements: • Every performance task must have at least five unique items/questions. • The set of five	**Requirements:** • Every performance task must have at least five unique items/questions. • The set of five	**Requirements:** • Every performance task must have at least five unique items/questions. • The set of five

More	Intermediate	Less
items/questions can include more than one scenario. • The set of five items must include the student asking at least: o One cause question; AND o One effect question. • Objects must not touch. • In a multiple-choice item, teacher must use the answer choices provided.	items/questions can include more than one scenario. • The set of five items must include the student asking at least: o One cause question; OR o One effect question. • Objects must not touch. • In a multiple-choice item, teacher must use the answer choices provided.	items/questions can include more than one scenario. • The set of five items must include the student identifying at least one cause question. • In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: • In a multiple-choice item a student may not be asked to identify the question from a list. • Electrical interactions are limited to static electricity.	**Restrictions:** • In a multiple-choice item a student may not be asked to identify the question from a list. • Electrical interactions are limited to static electricity.	**Restrictions:** NONE

Final Form Options

1) Use pre-built form

Allowable Adaptations/Accommodations

- Use graphics and/or physical models
- Enlarge text/graphics/answer options;
- Re-enactment or Computer simulations
- Simplify text/directions
- Simplified models
- 2-Dimensional or 3-dimensional models
- 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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- Sign text

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Additional Materials for Test Administration

See specific forms in INSIGHT Item and Form Management for materials needed

5-ESS1-2 EARTH AND SPACE SCIENCE: EARTH'S PLACE IN THE UNIVERSE

Next Generation Science Standard Performance Expectation

5-ESS1-2: Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

SEP: Analyzing and Interpreting Data Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships.

DCI: ESS1.B: Earth and the Solar System The orbits of Earth around the sun and of the moon around the Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon and stars at different times of the day, month, and year.

CCC: Patterns Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena.

Essential Element

EC.5-ESS1-2: Using data, student will organize data to identify patterns caused by Earth's rotation on its axis and Earth's orbit around the sun.

SEP: Use graphical displays to identify patterns in data that show relationships.

DCI: Earth and the Solar System: The rotation of Earth on its axis and the orbit of Earth around the Sun cause observable patterns.

CCC: Patterns: identify patterns related to time, including simple rates of change and cycles, and use these patterns to make predictions. Patterns can be used to identify natural changes.

Figure 15: Access Points 5-ESS1-2

More	Intermediate	Less
Student will organize given data graphically to represent daily changes in shadows, day and night, or seasonal appearances of some stars; describe patterns in the data, AND identify the cause of the patterns as Earth's rotation on its axis or Earth's orbit around the sun.	**Student will organize given data on daily changes in the shadows, day and night, or seasonal appearance of stars, AND describe patterns in the data.**	**Student will identify a graph that represents given data on daily changes in shadows or day and night AND identify patterns in the data.**
Requirements: • Every performance task must have at least five unique items/questions.	**Requirements:** • Every performance task must have at least five unique items/questions.	**Requirements:** • Every performance task must have at least five unique items/questions.

More	Intermediate	Less
• Students must organize data AND create at least one graph. • Students must identify at least one pattern in data AND the cause of that pattern. Patterns may include: o Daily changes in the length and direction of shadows observed during the day; OR o Daily changes in day and night OR changes in the duration of daylight throughout the year, as determined by sunrise and sunset times; OR o Different positions of the sun, moon, and stars visible in the night sky at different times of day, month, and/or year. • In a multiple-choice item, teacher must use the answer choices provided.	• Students must organize data AND create at least one graph • Students must identify at least one pattern(s) in data. Patterns may include: o Daily changes in the length and direction of shadows observed during the day OR o Daily changes in day and night OR changes in the duration of daylight throughout the year, as determined by sunrise and sunset times OR o Different positions of the sun, moon, and stars visible in the night sky at different times of day, month, and/or year. • In a multiple-choice item, teacher must use the answer choices provided.	• At least one item must ask the student to identify the graph that represents given data on daily changes in shadows OR data on changes in day and night. • The set of five items must include one item that uses the pattern from the graph to answer a question. Patterns may include: o Daily changes in the length and direction of shadows observed during the day; OR o Daily changes in day and night (Or, changes in the duration of daylight throughout the year, as determined by sunrise and sunset times) • In a multiple-choice item, teacher must use the answer choices provided.
Restrictions: • Patterns cannot include the causes of the seasons or the phases of the moon. • Graphs types are limited to: o Bar graphs o Pictographs o Pie charts	**Restrictions:** • Patterns cannot include the causes of the seasons or the phases of the moon. • Graphs types are limited to: o Bar graphs o Pictographs o Pie charts	**Restrictions:** • Patterns cannot include the causes of the seasons or the phases of the moon. • Graphs types are limited to: o Bar graphs o Pictographs o Pie charts

Final Form Options

1) Use pre-built form

Allowable Adaptations/Accommodations

- Use graphics and/or physical models

- Enlarge text/graphics/answer options;
- Re-enactment or Computer simulations
- Simplify text/directions
- Simplified models
- 2-Dimensional or 3-dimensional models
- 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;
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Additional Tools, Supports, and Accommodations for Multilingual Learners

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Additional Materials for Test Administration

See specific forms in INSIGHT Item and Form Management for materials needed

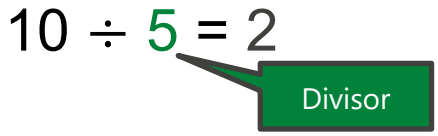
GLOSSARY OF TERMS

Criteria: A standard of judgement; a reference point against which other designs or solutions can be compared.

Constraint: A limitation of the design, e.g. materials, time, and/or cost.

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

Example:



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.

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

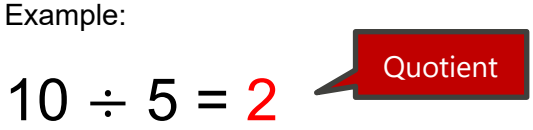
Examples: children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, myth, staged dialogue, nursery rhymes, and the subgenres of narrative poems.

Matter: The material that all objects and materials are made of; anything that has mass and takes up space.

Particle: A minute fragment or quantity of matter.

Quotient: The result obtained by dividing one quantity by another.

Example:



Story: Stories include children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth.

ESTD
1889

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

Washington Office of Superintendent of
PUBLIC INSTRUCTION

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