



MAINEPAAP

Personalized Alternate Assessment Portfolio

Administration Handbook



Maine Department of Education

Vital Information At-A-Glance

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Maine Department of Education

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Personalized Alternate Assessment Portfolio (PAAP)
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Maine's Comprehensive Assessment System (MeCAS)
www.maine.gov/education/lsalt/index.htm

Measured Progress
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Additional Training

We will be presenting informational webinars periodically throughout the year. Please join the PAAP Listserve for dates, times and topics. join online at <http://mailman.informe.org/mailman/listinfo/paap>.

If there are specific topics about which you'd like to learn more, please feel free to contact Susan Fossett: susan.fossett@maine.gov, or phone (207) 624-6774.

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Introduction

The Purpose of the PAAP

Maine's state-level assessment program is one component of a comprehensive assessment system designed to determine what students know and are able to do as articulated in Maine Department of Education (MDOE) Regulation 131: *The Maine Federal, State, and Local Accountability Standards* for accountability purposes. The purpose of the Personalized Alternate Assessment Portfolio (PAAP) is to provide information about the academic achievement and progress of students who, because of their unique learning needs, cannot access other assessments. The content of this assessment has been reduced in its depth and breadth but remains focused on Alternate Grade Level Expectations (AGLEs), which have been developmentally linked down from the NECAP Grade Level Expectations and MEA Science Standards. With the PAAP, a student's progress can be measured using approaches different than the typical, on-demand pencil-and-paper test. The results from this assessment not only meet federal reporting requirements, it also provides educators, parents, and the public information to inform teaching and learning.

This Administration Handbook is intended to provide you with the most current materials and tools available for the development of Maine's Personalized Alternate Assessment Portfolio (PAAP) during the school year. The PAAP process has been updated based on the implementation of a required blueprint, alignment studies, standard setting, and feedback from Maine educators. This Administration Handbook, and all PAAP tools, can be found online at www.maine.gov/education/lsalt/paap.

The testing window is December 1st through April 30th each year. This allows five months for instruction and assessment to occur.

What is the Personalized Alternate Assessment Portfolio (PAAP)?

In order to inform teaching and learning, provide accountability and measure student progress towards achievement of Maine Department of Education (MDOE) Regulation 131: *The Maine Federal, State, and Local Accountability Standards*, Federal and State laws require that all students be included in State and district components of Maine's Common Assessment System (MeCAS)¹. The system must be flexible enough to ensure access for all students while maintaining technical soundness (validity and reliability). To these ends, four avenues of participation are provided (Standard Administration, Administration with Accommodations, Alternate Assessment, or a combination of these). Maine's Alternate Assessment is the Personalized Alternate Assessment Portfolio (PAAP). The PAAP has been designed to allow participation

for the very few students with significant cognitive disabilities. These students need a modified measure of performance because their exceptionality does not allow meaningful participation in the standard assessment, even with a combination of accommodations.

The portfolio format of the PAAP allows students to produce work throughout the year as the basis for assessment of their achievement levels. It precludes measurement based on a single point in time and provides the opportunity for integration of each individual student's academic instructional program. Maine's Alternate Grade Level Expectations (AGLEs) for the Content Areas assessed by the NECAP, MEA Science, PSAT/NMSQT, and MHSa and consequently by the PAAP serve as common elements for planning, instruction, and scoring. The PAAP AGLEs provide the basis for measurement of student achievement of the NECAP GLEs and Maine's 2007 Learning Results for students whose academic performance levels cannot be measured in the traditional way.

Determining the Appropriate Avenue for Student Participation in State Assessments

Students who participate in the PAAP share the following characteristics: have a significant cognitive disability documented in their evaluation report, require instruction at multiple levels below age or grade-level, and are unlikely to provide valid score inferences of proficiency of the content areas using the general education assessments even with allowable accommodations. Participation in the PAAP is never based solely on the student's category of disability, language differences, achievement level, school attendance, or cultural or environmental factors.

The term "significant cognitive disability" is not a separate category of disability. It is a designation given to a small number of students with disabilities for purposes of determining the avenue of their participation in the statewide student assessment system. Not all students with significant cognitive disabilities are appropriately assessed by the alternate assessment. Currently, 1% of Maine students identified with the most significant cognitive disabilities participate in the alternate assessment. These students are working toward alternate grade level expectations which are reduced in depth, breadth and complexity consistent with United States Department of Education guidance.

It may be necessary for a district to assess more than 1%, ensuring that all students assessed with alternate standards meet PAAP guidelines. Please note that for each district only 1% of the students assessed with alternate standards may be counted as proficient for accountability purposes. Districts needing to assess more than 1% of their students with the PAAP must submit a waiver request to MDOE.

The PAAP is appropriate only for students with the most significant cognitive disabilities, whose curriculum is aligned with the alternate grade level expectations. "Students with significant disabilities" refers to students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education and/or social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices. For more information regarding definition and identification regarding significant disabilities, please reference the DSM-IV.

The IEP team determines whether a student with a severe cognitive disability is eligible to take the PAAP based on the following criteria:

- the student has severe cognitive disability, significant deficits in communication/language and significant deficits in adaptive behavior; **and**
- the student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across environments (home, school, community, and/or workplace); **and**
- the student requires education support systems, including, but not limited to, assistive technology, personal care services, health/medical services, or behavioral intervention.

To aid the IEP team in their determination of individual student participation in the Maine State assessment system, the team can guide their decision-making process by using the *Criteria to Determine Participation in the PAAP and the Flow Chart for Determining the Appropriate Avenue of Assessment* (sections IV & V respectively of *Guidelines for Participation in Maine's Alternate Assessment* - see pages 19 and 20 of this handbook).

When considering a student for participation in the PAAP, IEP team members must actively engage in a planning process that demonstrates:

1. The information contained in the *Guidelines for Participation in Maine's Alternate Assessment* and the *PAAP Administration Handbook* was utilized by the IEP team in determining the appropriateness of having the student participate in the alternate assessment;
2. There was communication to a student's parent/guardians of any State- or district-imposed consequences of a student's participation in PAAP;
3. Use of alternate achievement standards to measure student performance are documented; **and**,

4. The request for alternate assessment for each student is consistent with academic instruction based on the Alternate Grade level Expectations (AGLEs) essential to the provision of a Free Appropriate Public Education (FAPE) as determined and documented by the IEP team.

Students who may be considered for alternate assessment include those who have an identified significant or profound disability under IDEA and meet the identification criteria outlined earlier in this article. (See the full document entitled: *Guidelines for Participation in Maine's Alternate Assessment*.*)

All students being considered for alternate assessment must have their individual situations reviewed by an IEP team prior to December 1st, allowing sufficient time for appropriate administration of the alternate assessment, which is designed to be imbedded in daily instruction throughout the year. The recommendation for a student to take an alternate assessment must be reflected in the student's IEP. (Maine Unified Special Education Regulation, Chapter 101, May 8, 2010, online at: <http://www.maine.gov/education/speced/documents/071c101-2010final2010.doc>)

The materials suggested for use at the IEP meeting are:

- *Criteria to Determine Participation in the PAAP and the Flow Chart for Determining the Appropriate Avenue of Assessment* (sections IV & V respectively of *Guidelines for Participation in Maine's Alternate Assessment*);
- approved State Assessment accommodation lists for the NECAP, MEA Science, MHSA, PSAT/NMSQT and/or SAT;
- PAAP Content Area Achievement Level Descriptors (www.maine.gov/education/lsalt/paap/resources) for the student's grade;
- the Alternate Grade Level Expectations; **and**
- prior assessment results.

Additional materials to aid in the determining of a student's appropriate avenue of assessment are available on pages 19 and 20 in the Supplemental Materials section of this handbook:

- **Criteria to Determine Participation in the PAAP**
- **Flow Chart for Determining Appropriate Avenue of Assessment**

*The complete **Guidelines for Participation in Maine's Alternate Assessment** is available online at www.maine.gov/education/lsalt/paap/materialstools/.

¹MECAS consists of the New England Common Assessment Program (NECAP); Maine Educational Assessment for Science (MEA/Science); the Maine High School Assessment (MHSA); Assessing Comprehension and Communications in English State to State for English Language Learners (ACCESS for ELLs); and the Personalized Alternate Assessment Portfolio (PAAP).

Alternate Grade Level Expectations (AGLEs)

Maine’s Alternate Grade Level Expectations (AGLEs) for the PAAP are written on a continuum of eight Levels of Complexity (LoC) linked down from the Maine’s Accountability Standards Chapter 131. The LoCs for Reading, Writing, and Mathematics, are aligned to the NECAP Grade-Level Expectations (GLEs), and the LoCs for Science are aligned to Maine’s 2007 Learning Results. All content area LoCs represent a learning continuum constructed by using high school-level standards and developmentally backing them down to ensure access to curriculum and instruction for all students. Figure 01 below illustrates a sample AGLE page for Mathematics.

Maine’s AGLEs provide a common basis for the planning of standards-related instruction and assessment in a system that allows students to work on the AGLEs/Indicators, LoC Descriptors, and tasks best suited to their individual needs. Each LoC is designated as appropriate for specified student grade levels. All tasks submitted in a student’s PAAP must be selected and downloaded from the secure PAAP Task Bank (www.maine.gov/education/lsalt/paap/taskbank). In order to establish consistency, teachers may not develop their own tasks.

All Tasks within the Task Bank are aligned with Maine’s AGLEs/Indicators, LoCs 1–8. Students working above the grade-appropriate LoC should participate in the standard State assessment for their grade-level placement with appropriate accommodations.

Format of the PAAP AGLEs

Maine’s AGLEs are formatted by content area (Reading & Writing, Mathematics and Science), AGLE/Indicators and LoC Descriptors. The Content Area sections are tabbed to aid in the use of the document.

1. Reading & Writing
2. Mathematics
3. Science

A copy of the AGLE document is included in this handbook and can also be found at <http://www.maine.gov/education/lsalt/paap/index.html> under the Standards button on the left side of the page. An example of the format of the PAAP AGLEs is shown below (Fig. 01).

Figure 01: Mathematics A5, from the Maine Alternate Grade Level Expectations (AGLEs)

| NECAP GLEs M(N&O) — 3 & 4 Numbers and Operations – Understanding of Mathematical Operations, Calculations, and Solving Problems | | Mathematics AGLE/Indicator — A5 | |
|---|--|--|--|
| <i>Student demonstrates conceptual understanding of mathematical operations and problem solving by:</i> | | | |
| Level of Complexity 1 (Grades 2–7, 2nd & 3rd Year HS) | Level of Complexity 2 (Grades 2–7, 2nd & 3rd Year HS) | Level of Complexity 3 (Grades 2–7, 2nd & 3rd Year HS) | Level of Complexity 4 (Grades 2–7, 2nd & 3rd Year HS) |
| doing the following: <ul style="list-style-type: none"> • matching a set of 2–4 objects with an equivalent set of 2–4 objects. | doing the following: <ul style="list-style-type: none"> • adding and subtracting whole numbers (sums up to 6 and the corresponding subtraction counterparts) using manipulatives. | doing the following: <ul style="list-style-type: none"> • adding and subtracting whole numbers (sums up to 10 and the corresponding subtraction counterparts) and showing or explaining strategies for such problems. | doing the following: <ul style="list-style-type: none"> • adding and subtracting whole numbers (sums up to 20 and the corresponding subtraction counterparts) and showing or explaining strategies for such problems. |
| Level of Complexity 5 (Grades 6, 7, 2nd & 3rd Year HS) | Level of Complexity 6 (Grades 6, 7, 2nd & 3rd Year HS) | Level of Complexity 7 (2nd & 3rd Year HS) | Level of Complexity 8 (2nd & 3rd Year HS) |
| doing one or more of the following: <ul style="list-style-type: none"> • adding and subtracting whole numbers (sums up to 99 and the corresponding subtraction counterparts) and showing or explaining strategies for such problems, and/or • describing or illustrating the inverse relationship between addition and subtraction and/or the relationship between repeated addition and multiplication. | doing the following: <ul style="list-style-type: none"> • adding and subtracting whole numbers (sums up to 199 and the corresponding subtraction counterparts) and showing or explaining strategies for such problems, <p>AND</p> doing one or more of the following: <ul style="list-style-type: none"> • multiplying (limited to one-digit numbers) and dividing (limited to one-digit divisors and two-digit dividends) whole numbers, and/or • describing or illustrating the inverse relationship between multiplication and division (without remainders) and/or the relationship between repeated subtraction and division. | doing one or more of the following: <ul style="list-style-type: none"> • multiplying (one digit by two digits and/or two digits by two digits) and dividing (limited to one-digit divisors) whole numbers and/or • solving problems involving fractions, decimals, percents, and/or ratios. | doing two or more of the following: <ul style="list-style-type: none"> • using each of the four operations on whole numbers (division up to two-digit divisors), and/or • solving problems involving fractions, decimals, percents, and/or ratios, and/or • solving problems involving proportional reasoning. |

The header at the top of the page identifies this AGLE as NECAP GLE M (N&O) – 3 & 4, the NECAP Grade Level Expectation (GLE) to which this material is aligned (GLE M refers to Mathematics, while N&O identifies the focus of the standard, Numbers and Operations). Directly opposite this, on the right side of the field, the corresponding PAAP identifier is situated: Mathematics AGLE/Indicator – A5.

In order to demonstrate proficiency as defined in NECAP's Grade-Level Expectations (for Reading, Writing, and Mathematics), the student expectations for each AGLE are presented in italics below the NECAP GLE. For Mathematics A5 the expectation of the student is that he or she *...demonstrates conceptual understanding of mathematical operations and problem solving by...*

Exactly *how* the student demonstrates conceptual understanding of mathematical operations and problem solving is detailed in the LoC descriptor table immediately following the student expectations. In the illustration referenced in this Handbook (Fig. 01), the student demonstrates conceptual understanding of mathematical operations and problem solving by:

- [Level of Complexity 1:] matching a set of 2-4 objects with an equivalent set of 2-4 objects;
- [Level of Complexity 2:] adding and subtracting whole numbers (sums up to 6 and the corresponding subtraction counterparts) using manipulatives;
- [Level of Complexity 3:] adding and subtracting whole numbers (sums up to 10 and the corresponding subtraction counterparts) and showing or explaining strategies for such problems.

...and so on, up to and including LoC 8.

At the top of each Level of Complexity field, the appropriate grade levels for participation using that specific LoC descriptor are identified. ***Students must be assessed in the appropriate grade range.***

Because Science is not assessed by NECAP in Maine, alignment to the NECAP GLEs was not necessary. For that reason, the layout of the PAAP AGLEs for Science is slightly different, reflecting the format of Maine's 2007 Learning Results under Maine's Accountability Standards Chapter 131, to which the Science AGLE/Indicators are aligned: At the top of each page, the reader will find a header with Maine's Accountability Chapter 131, AGLE/Indicator, and title. The student expectations for that AGLE are written in italics below the AGLE.

Formatting of the Levels of Complexity descriptors for Science is the same as it is for Reading, Writing, and Mathematics: LoCs are ranged 1 through 8, and each LoC is accompanied by information identifying the grade levels for which participation at that LoC is appropriate.

Since all students must be involved in general curriculum to the greatest extent possible, teachers are encouraged to plan instruction aligned to the PAAP LoC descriptor for each AGLE/Indicator selected as appropriate for inclusion in a student's instructional program (i.e., IEP). Following the delivery of planned instruction, assessment of the student's related knowledge and/or skills should be completed using PAAP tasks aligned to that LoC Descriptor. The completed tasks, along with the required forms, will make up the student work that serves as the content of the PAAP.

After the AGLE/Indicators and LoC descriptors appropriate for inclusion in the student's academic instructional program have been selected for each content area being assessed, view the aligned tasks found in the PAAP Task Bank (www.maine.gov/education/salt/paap/taskbank). The tasks should match the academic goals established for student during this assessment year. If no direct match is available, refer back to the PAAP AGLEs for a more appropriate LoC descriptor as necessary.

The Task Bank

General Information

The process of PAAP task selection should begin with a teacher or IEP Team review of the PAAP AGLEs for the Content Areas designated for State assessment at the grade level to which the student is assigned (see PAAP Blueprint pg. 18 or www.maine.gov/education/lsalt/paap/materialstools/index.htm). For purposes of state assessment, the student's grade level is determined by the grade level entered in the Maine Data Management System (Infinite Campus/MEDMS).

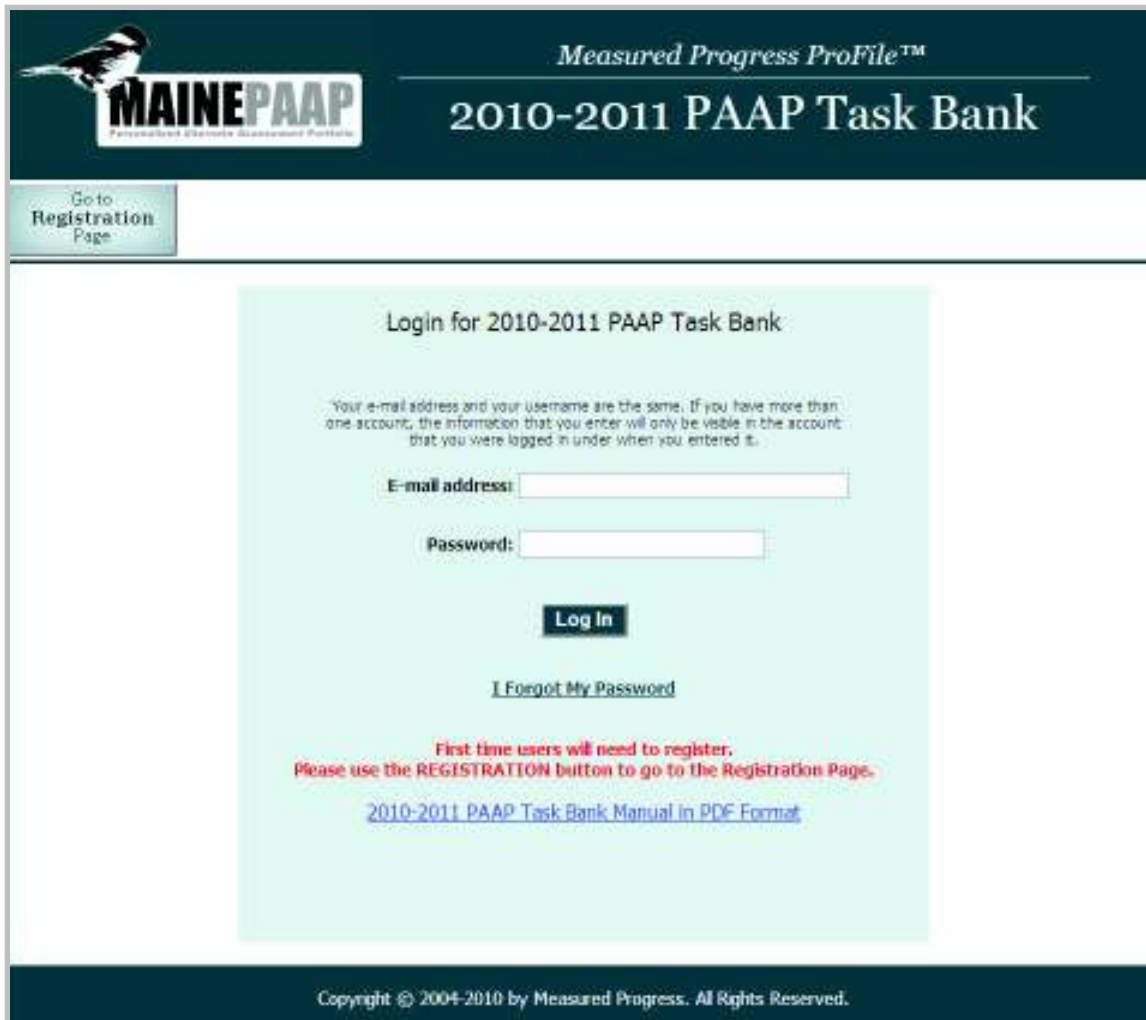
The required number of AGLE/Indicators (see pages 27-28, Visual Guide to PAAP Requirements, for details on requirements), as well as an appropriate PAAP LoCs for each, must be chosen for inclusion in the student's academic instructional program.

The grade levels for which each PAAP LoC descriptor is appropriate are identified in the column headers on each AGLE/Indicator page above each Level of Complexity descriptor. If the selected tasks related to the LoC are *above the student's designated grade level*, the tasks will be considered "Unscorable."

Once the AGLE/Indicators appropriate for inclusion in the student's assessment portfolio have been determined (based on the required blueprint page 21), aligned tasks found in the PAAP Task Bank (www.maine.gov/education/lsalt/paap/task-bank) (Fig. 02) should be reviewed and selected based on an appropriate Level of Complexity for the student.

Access to the Task Bank is limited to educators and administrators directly involved in the planning and organization of the PAAP. Teachers will log in to the task bank and create a username (e-mail address) and password. The first time the

Figure 02: Task Bank portal. Detailed information regarding access, navigation, and using the PAAP Task Bank are available online at www.maine.gov/education/lsalt/paap/materialstools/index.htm.



MAINEPAAP
Personalized State Assessment Portfolio

Measured Progress ProFile™

2010-2011 PAAP Task Bank

Go to Registration Page

Login for 2010-2011 PAAP Task Bank

Your e-mail address and your username are the same. If you have more than one account, the information that you enter will only be visible in the account that you were logged in under when you entered it.

E-mail address:

Password:

Log In

[I Forgot My Password](#)

First time users will need to register.
Please use the REGISTRATION button to go to the Registration Page.

[2010-2011 PAAP Task Bank Manual in PDF Format](#)

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teacher logs-in, they would be asked for an access code. This code can be obtained by getting the district and school code from your building administrator.

To prevent the inclusion of tasks that are not grade level appropriate within a PAAP, each PAAP Task Description includes an identification of the grade levels for which it is appropriate. Additionally, in order to download an AGLE Entry from the PAAP Task Bank, teachers will need to create a student roster by entering the student's medms number and verifying the student information. At that point, only those tasks appropriate for the student's grade level will be made available as options for downloading.

All tasks submitted in a student's PAAP must be selected and downloaded from the PAAP Task Bank.

Remember: Teachers may not develop or alter tasks.

Tasks for will be available to teachers beginning on December 1st each year.

Downloads from the Task Bank will include an Entry Slip, the required number of Task Descriptions, the appropriate number of work templates for student completion of the work within the task and the required number of Task Summary pages. All tasks have been designed to maximize access for all students.

Teachers will have the option to complete the Task Summary page electronically and print it out for inclusion in the portfolio. This page is not submitted online.

Registration will be handled through the Task Bank. Any student on the PAAP Roster on the online Task Bank will receive return shipment materials. Please make sure your list is accurate and up to date. Only those students that will be submitting a PAAP should appear on your roster.

If a student transfers to your school at any point during the PAAP assessment window, it is imperative that you contact Sue Fossett to ensure Task Bank access for that student.

Approved Task Adaptations

There may be instances in which the task materials themselves are difficult for a student to use because of his or her disability. For example, many of the tasks aligned to descriptors at the lower levels of complexity are dependent on the use of graphics in one form or another. Graphics create barriers for some students because of their particular disability. Therefore, some approved adaptations of the tasks are allowed. They are outlined below:

- In most tasks at LoC 1 only, an "Option 2" is provided to allow students to repeat selected item sets within a task if they are unable to do all of those that are part of the task as presented. Teachers must use the item sets

as they are presented, but may decrease the required number. The results must be recorded on the Option 2 template provided with the task download for those tasks in which they are available.

- Graphics and text components of the tasks may be enlarged. Caution should be taken when doing this as all components should be enlarged to the same percentage/size. For enlarged materials, contact Michelle Couture at Measured Progress (couture.michelle@measuredprogress.org, or 1-800-431-8901).
- Whenever possible, a concrete object may be substituted for a pictured object. The concrete object must match the pictured object. For example, a real block may be substituted for a picture of a block. However, if you substitute, you must substitute all objects within the item with concrete objects.
- The picture cards or description cards provided for a task may be used by the student instead of the work template. In such instances, all student responses must be recorded by the teacher on the task work template.
- Signs or symbols that are part of the student's daily communication system may be substituted for symbols or pictures provided in a task. In each case, the symbol or picture substituted must represent the object, word, or idea listed on the work template within the task. That is, if the symbol to be identified is for "big", the symbol substituted must also represent "big".
- Tasks may be broken into sections to be done on different days. In most cases this is indicated in a note on the Task Description within the Entry.
- Teachers may name or describe the contents of a given picture as long as the name or description does not provide the answer required in the task.
- If a student is unsuccessful on a given task, following re-teaching of the related content, the task may be re-administered anytime during the testing window.

Only those task adaptations that do not alter what is being measured will be allowed.

If you identify an adaptation that is needed for a student but is not listed above, contact Susan Fossett (susan.fossett@maine.gov or 207-624-6774) for approval of its use.

Upon approval, e-mail confirmation will be sent reiterating the approved adaptations. This e-mail must be included with the submitted PAAP by placing it directly behind the Table of Contents.

A sampling of the key components of an AGLE/Indicator Entry is available on pages 22-25. These samples identify areas of each page of the Entry the teacher (or assessment administrator) is required to populate.

PAAP Levels of Assistance

Students who participate in state assessments through the PAAP, in any content area, may need varying degrees of support in order to complete the required academic tasks.

In this section of the Handbook, we will identify the modes of support which are acceptable when administering a PAAP.

Types of Support Available for Use with PAAP Tasks

There are three types of support permissible when administering a PAAP:

1. **Accommodations** selected from approved lists of standard support mechanisms used for general state assessments,
2. **Flexibility** in the method of presentation and student response included within the PAAP directions for task administration, and
3. **PAAP Levels of Assistance.**

Accommodations

Accommodations do not alter what the test measures or the comparability of results. When used properly, appropriate test accommodations remove barriers to participation in the assessment and provide students with diverse learning needs and equitable opportunity to demonstrate their knowledge and skills.

Accommodations are changes to the standard Timing (T), Setting (S), Presentation (P), and/or Response (R). A complete list of approved accommodations can be found as follows:

New England Common Assessment Program (NECAP)

- Principal/Test Coordinator Manual and the Accommodations Guide, which are available at: <http://www.maine.gov/education/necap/admininfo.html>

Maine Educational Assessment (MEA) for Science

- Accommodations Guide for the MEA Science test can be found at: <http://www.maine.gov/education/mea/admininfo.htm>

Maine High School Assessment

- Operational Procedures document found on the MHSA website: <http://www.maine.gov/education/mhsa/policiesprocedure.htm>

Students participating in the PAAP may use any of the accommodations that have been approved for use in state assessments by the Maine Department of Education, without having their use recorded on any PAAP form. A review of these accommodations should be done prior to completion of any PAAP tasks.

Flexibility in Presentation

The *Directions for Task Administration* section within each PAAP Task Description includes additional supports not listed among the approved general assessment Accommodations. Because of the modified nature of the PAAP and the population for whom the PAAP is intended, some flexibility in the method of presentation is necessary and appropriate.

Remember: the use of support mechanisms listed within the *Directions for Task Administration* section does not affect the PAAP scoring formula. They do not change what is being measured in the task.

Levels of Assistance

If a student needs supports beyond those provided through approved accommodations or the flexibility that is part of every PAAP Task Description, the opportunity to use individualized Levels of Assistance is provided. Supports classified as Levels of Assistance are teacher-developed support mechanisms that, while not modifying the content being measured, assist a student in completing the task or retrieving the answer to a particular question, without actually providing that answer to the student.

Levels of Assistance are determined on a three-point scale of 1-3, each affecting the overall score of a PAAP task. As the support the teacher provides decreases, the point score goes up. These point values do not affect the student's preliminary score for the Task – the % Correct. Rather, the points awarded for Levels of Assistance make up one part of the final scoring matrix, along side Level of Accuracy and Level of Complexity.

Level of Assistance Score of 1:

- Modeling
- Demonstrating a response similar to that desired (e.g., Teacher says, "When I put the water in the freezer, it gets cold, hard, and turns white." Actual test question: What happens when you put water in the freezer? Student answers, "It freezes" or "It becomes ice.")

Level of Assistance Score of 2:

- Use of Option 2 (provided at LoC 1 when appropriate) to use fewer of the item sets multiple times in order to match student's knowledge.
- Limiting a student's response (except at LoC 1) by removing one response option (e.g., multiple choice items/problems and reducing the response options from 3 to 2).
- Use of clarifying questions to stimulate student thought without providing clues to specific answers (e.g., "Which happened first? Show me on your board.").
- Prompting (e.g. Teacher asking "What happens next?" or saying "Tell me more.")
- Cueing

Figure 03: Level of Assistance score field from the Task Summary Page of a PAAP task. Be sure to check the appropriate Level of Assistance based on the corresponding descriptions of how assistance for the task was provided.

2. Determine the Level of Assistance in the box below.

| Level of Assistance | | |
|---|---|--|
| Level of Assistance 1 <input type="checkbox"/> | Level of Assistance 2 <input type="checkbox"/> | Level of Assistance 3 <input type="checkbox"/> |
| Circle the type of assistance from the list below. | Circle the type of assistance from the list below. | Circle the type of assistance from the list below. |
| <ul style="list-style-type: none"> • Modeling • Demonstrating a response similar to that desired • Other: _____ _____ | <ul style="list-style-type: none"> • Use of Option 2 • Limiting student's response by removing one option • Asking clarifying questions • Prompting • Cueing • Other: _____ _____ | <ul style="list-style-type: none"> • Independent • Encouragement • Use of augmentative/alternative communication • Repeating directions • Reacting to student • Re-reading passage • Reminding student to focus • Other: _____ _____ |
| <p>Note: If Student Work, Level of Accuracy box, and Level of Assistance box are not completed and submitted together by Task, this Task will be UNSCORABLE. See PAAP Administration Handbook for further ways that Tasks become UNSCORABLE.</p> | | |

Don't Forget

Level of Assistance Score of 3:

- Independent
- Administering the task following the directions outlined on the Task Description page
- Providing encouragement
- Completing Task by using augmentative/alternative means of communication
- Repeating directions
- Reacting to student (e.g. teacher saying “You’re right!” or “You got that right.”)
- Re-reading a passage (except for required reading)
- Reminding a student to stay focused

A special field is provided on each Task Summary page where detailed information regarding the Level of Assistance for that particular task is recorded (Fig. 03). The teacher administering the task must check the appropriate box indicating the level of assistance needed by the student: 1 - 3. Once the applicable box has been marked, details regarding how the assistance was given must be circled from the list below or written in the space marked other. If additional space is needed, the description of the assistance may be written on the back of the page.

It is vital that information regarding the Level of Assistance be recorded on each Task Summary Page. This information is essential to the scoring of the PAAP. If such information is not provided, the Task may be scored as “unscorable”.

Administering a PAAP

Once an AGLE/Indicator from the Alternate Grade Level Expectations, along with a grade appropriate Level of Complexity (LoC) descriptor, has been selected, related work for the PAAP begins.

The first step in administering the PAAP is providing instruction. One suggestion to prepare for instruction would be to download and print the tasks associated with the short-term objectives written in the students IEP. It may be beneficial to review the LoCs above and below those written in the students IEP to help inform instruction. Materials used within each task can be used during instruction to help familiarize the student with the particular objects.

After instruction has occurred and the teacher feels that the student has gained sufficient knowledge to demonstrate understanding of the learning targets within the LoC descriptor, the first task is administered following the directions for task administration outlined on the Task Description. Some tasks can be completed in one sitting; others might be administered over a course of several days. This is dependent on the teacher's determination of what will work best for the student. There are some tasks (particularly in science) that require several days for administration.

Based on teacher analysis of the student's performance on the first task, further instruction can be provided. If the student does not achieve the level of success the teacher feels is attainable, the learning targets can be taught again, and the first task re-administered. This process may be repeated as many times as is necessary – for any and all of the tasks within an AGLE Entry – to reach the student's potential.

If appropriate, teachers may move the student to the next LoC if he or she demonstrates proficiency and may demonstrate further success at the next LoC. For example, in January, a 3rd grade student has completed tasks at LoC 1 independently and with 100% accuracy; the teacher should increase the learning by moving the student up to LoC 2 even if it requires a higher level of assistance or the student's level of accuracy is lower.

In order for students to increase achievement levels, we must continue to move them to higher LoCs. The LoC has the most weight in the scoring formula. More information about scoring is found in the Scoring the PAAP section.

Remember:

- LoCs 1 to 4 are open to all grades;
- LoCs 5 & 6 are open to grade 6 and above; and
- LoCs 7 & 8 are only open to 2nd and 3rd year high school.

If a student is able to complete tasks at the highest LoC within their grade level independently and with 100% accuracy, the teacher should look at whether taking the NECAP with approved accommodations is more appropriate for the student.

Student Registration for the PAAP will be managed through the Task Bank. Any student on the PAAP Roster on the online Task Bank will receive return shipment materials. Please make sure your list is accurate and up to date. Only those students that will be submitting a PAAP should appear on your roster.

Step-by-Step

Participation in the PAAP is required for students needing Alternate Assessment for NECAP, MEA Science, PSAT/NMSQT, and MHSA/SAT. Students in a non-graded program must be tested at their grade of enrollment in the Maine Education Data Management System (Infinite Campus/MEDMS). Schools must ensure that Infinite Campus/MEDMS data, including name, school, and grade level, aligns exactly with similar data provided on state assessments.

A. Planning a PAAP

Step 1

Meet with the student's IEP team to determine the appropriate avenue of participation by content area in the State Assessment using the guidelines on pages 3-4 of this Administration Handbook.

- **Scoring Ramifications:** Participation in the PAAP by a student who does not meet the defined guidelines may cause that student to be counted as a non-participant in the NECAP/MEA Science/MHSA for AYP purposes.

Step 2

Choose the required number of AGLE/Indicators for each of the content areas in which the student will submit a PAAP. (See Fig. 04 - Visual Guide to PAAP Requirements on page 13). The AGLE/Indicators will be the target of instruction for the individual student. Related instruction and assessment should be integrated with the student's Individualized Education Plan (IEP).

- **Scoring Ramifications:** If student work is submitted for less than the required number of AGLE Entries, the raw score for the content area will be lower and may not accurately reflect the student's level of knowledge and skills. AGLE Entries submitted beyond the number required will not be scored.

Step 3

For each AGLE/Indicator required, use the PAAP AGLEs to identify the LoC Descriptors that are appropriate for inclusion in the student's instructional program. Check the column headers to ensure that the descriptor you have chosen

is a match for the grade level of the student. Consider the student's current level of performance and the possibilities for increasing that level through instruction as you read the PAAP LoC Descriptors. Check the PAAP Task Bank to see how the student's progress would be measured.

- **Scoring Ramifications:** If an Entry is submitted for a Level of Complexity higher than those designated for a student's Infinite Campus/MEDMS grade level, the Entry will be "Unscorable". This will result in a lower raw score for the Content Area and could prevent the student from being proficient in the AGLEs for AYP purposes.

B. Implementing a PAAP

Step 4

Using tasks from the Task Bank collect student work for the required AGLE/Indicators throughout the testing window. Students may have completed a task multiple times during the testing window. Submit only the required number of completed tasks for an Entry.

When the teacher records the answer on the student work template, the teacher must indicate the student response. (i.e. writing: "student pointed" on the answer line is not sufficient. You must write "student pointed to the cup.")

- **Scoring Ramifications:** Less than the required number of Tasks submitted for an AGLE Entry will result in the task being "Unscorable." Extra student work submitted will not be scored and may result in scorer confusion and negatively affect the scoring process for the PAAP. If there is not student response listed, the task may be "Unscorable."

Step 5

Fill out a single Entry Slip for each AGLE Entry that you are assessing for the PAAP.

- Submit one AGLE Entry in Writing
- Submit two AGLE Entries in Reading
- Submit three AGLE Entries each for Math and Science.
- **Scoring Ramifications:** Student work submitted without an Entry Slip, may result in scorer confusion and negatively affect the scoring process for the PAAP.

Step 6

On the Work Template, make sure information has been filled in for all sections, including the Student Response column.

- **Scoring Ramifications:** Work Templates that are not completely filled out may result in an inability to score the work for the Task, or even the entire AGLE Entry.

Step 7

All student work must be corrected item-by-item on the Work Template. Transfer the student's correct/incorrect scores onto the Task Summary page. Use an "X" for an incorrect response and a "C" for a correct response.

If the student self-corrects (i.e. without any prompting, changes error) please clearly indicate this and score the student's final answer choice.

- **Scoring Ramifications:** Work that has not been corrected item-by-item will be considered "Unscorable."

Step 8

Using Levels of Assistance information on pages 9-10 determine the Level of Assistance score that best represents the Level of Assistance earned. You are required to indicate how assistance was given by circling from the populated list or by writing a brief description in the other section.

- **Scoring Ramifications:** The description is used to verify the score for this variable. Simply checking one of the boxes on the Task Summary page does not provide the scorer with sufficient information and will result in the task being "Unscorable."

Step 9

Review Task Summary pages to ensure all have been completely filled out. The white sections of Task Summary pages must be populated. This includes the Level of Accuracy box and the Level of Assistance section must have a box (1-3) checked and a description regarding how assistance was given circled or written in. Refer to Levels of Assistance on pages 9-10 to determine the score.

Task Summary page can be filled out electronically. However, these must be printed and included in the portfolio. These are not submitted electronically.

- **Scoring Ramifications:** Task Summary pages that are not completely filled out may result in an inability to score the work for the AGLE Entry.

C. Organizing a PAAP

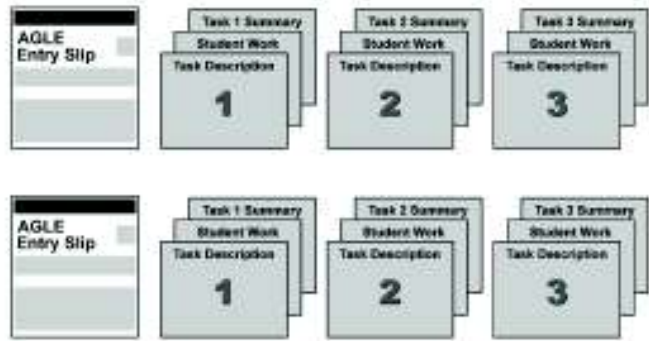
Step 10

Assemble each AGLE Entry by attaching the required number of Task Descriptions with accompanying student work. Do not attach more than the required number of Task Descriptions. Do not attach more than the required amount of student work. Do not attach passages, description cards and/or cutout graphics used for the tasks. If you would like to save these items, place them in a separate section at the end of the PAAP.

(Continued on page 14)

Figure 04: Visual Guide to PAAP Requirements. AGLE/Indicators for each grade are determined using the required blueprint (pg. 21)

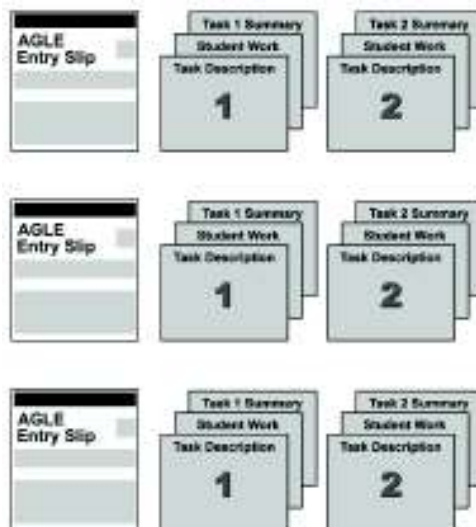
1. Reading – Two different AGLE Entries of three tasks each. This content area is being assessed in grades 2-7, 2nd and 3rd Year High School.



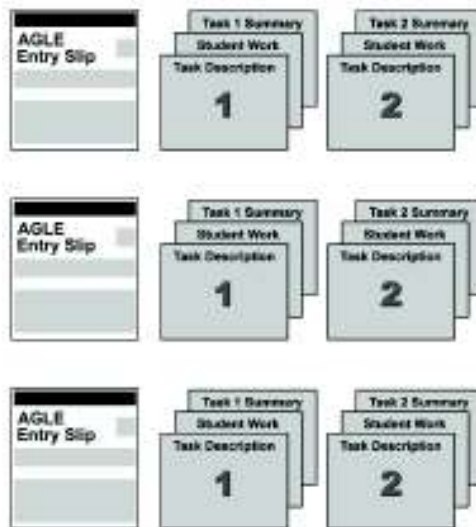
2. Writing – One AGLE Entry of three tasks. This Content Area is being assessed in Grades 4, 7 and 3rd year high school only.



3. Mathematics – Three different AGLE Entries of two tasks each. This content area is being assessed in grades 2-7, 2nd and 3rd Year High School.



4. Science – Three different AGLE Entries of two tasks each. Science is assessed in grades 5, 8, and 3rd year high school only.



(Step 10 continued from page 12)

- **Scoring Ramifications:** Student work submitted without an Entry Slip, and/or without the required number of Task Descriptions, may result in scorer confusion and negatively affect the scoring process for the PAAP. Student work submitted without the required number of Work Templates, and/or the required number of Task Summary pages, will result in the entry being “Unscorable.” Extra Task Descriptions and/or student work submitted will not be scored and may result in scorer confusion and negatively affect the scoring process for your student’s PAAP.

Step 11

Within each Content Area, arrange each AGLE Entry in alphabetical order by AGLE and then in numerical order by Indicator. Organize the entire PAAP by Content Area in the following order: Reading (grades 2-7 and 2nd & 3rd year high school), Writing (4, 7 and 3rd year high school only), Mathematics (grades 2-7 and 2nd & 3rd year high school), Science (5, 8, and 3rd year high school only). Refer to the grade level blueprint on page 21 for more details.

- **Scoring Ramifications:** Lack of organization may result in scorer confusion and negatively affect the scoring process.

Step 12

Print the Table of Contents (available through the Task Bank), and check to make sure that all white sections of the Entry Slips (Name and Grade), Student Work (Name and Date) and Task Summary page (Name, Date, Level of Accuracy, and Level of Assistance) have been filled out.

- **Scoring Ramifications:** Incomplete documentation and lack of organization can result in an inability to score the PAAP.

D. Submitting a PAAP

Step 13

Complete the Principal Validation Form (page 26), verifying that administration protocol outlined in the Administration Handbook was followed. Teachers should be the primary contributor to the portfolio, with appropriate support from educational technicians as needed. (Please refer to DOE Ch. 115 Certification, Authorization and Approval of Education Personnel for appropriate responsibilities of Educational Technicians. (<http://www.maine.gov/sos/cec/rules/05/chaps05.htm>))

- **Scoring Ramifications:** Portfolios submitted by only an educational technician contributing may result in an unscorable portfolio.

Step 14

Prepare the PAAP for mailing according to directions received from Measured Progress in the return materials shipment that will be sent in April. Measured Progress has arranged for UPS to pick up all PAAPs during the first week of May from every school that has PAAP students. UPS will deliver the PAAPs to Measured Progress. PAAPs will be returned to schools at the start of the new school year.

- **Scoring Ramifications:** Any PAAPs received later than one week from the pick-up date will not be scored and students for whom late PAAPs have been submitted will be counted as non-participants in the NECAP/MEA Science/MHSA for AYP purposes.

Important: *Sending Schools* are responsible for verifying that students who are tuitioned to private special purpose schools, or who are attending out-of-district programs are being assessed.

Scoring the PAAP

General Information

All scoring will take place at Measured Progress. Scorers are trained by personnel from Measured Progress in collaboration with personnel from the Maine Department of Education. They must pass a qualifying test prior to scoring. Expertise is provided within each small group of Scorers by Table Leaders, all of whom have participated in the PAAP scoring process in the previous year.

All PAAPs are scored by a minimum of two scorers based on three variables: Level of Complexity, Level of Accuracy, and Level of Assistance. Any variable on which there is not exact agreement will be reviewed by a third Scorer, an expert from the Maine Department of Education or Measured Progress. Scores are recorded on a PAAP Score Form that is machine scanned, after which a formula is applied that takes all three scoring variables into account.

Cut-Scores for the four PAAP achievement levels in all Content Areas were set during a standard setting process in June of 2010. Standard setting involves convening panels of Maine educators in a process that identifies the final score ranges (Fig. 05) used to report Content Area achievement results.

A student earns a raw score based on the combined scores for each AGLE/Indicator Entry for a content area. A proficiency level is then determined based on the cut scores outlined below.

Measured Progress will compile and electronically post PAAP Score Reports for Maine schools during the month of August. Building Administrators are required to review these scores. The paper copy of the Individual Student Report is returned with the MEA Science and MHSA results in mid-September for distribution to parents by the end of September each year. A student label is also included for placement in the student's cumulative record. The submitted PAAP will be returned to schools in a separate mailing during the same time.

Reminder: PAAP tasks are secure material and should not be sent home with the student. It should be used for planning of instruction and assessment. Please make sure the portfolio is passed along to the next year's teacher. Portfolios should be kept for at least two years and then may be destroyed.

Figure 05: Cut Scores.

| Grade | Subject | Subst. Below Prof. | Partially Proficient | Proficient | Proficient w/ Distinct |
|--------------------|-------------|--------------------|----------------------|------------|------------------------|
| 2 | Reading | 0-11 | 12-24 | 25-42 | 43-46 |
| | Mathematics | 0-21 | 22-34 | 35-61 | 62-69 |
| 3 | Reading | 0-11 | 12-24 | 25-42 | 43-46 |
| | Mathematics | 0-21 | 22-38 | 39-61 | 62-69 |
| 4 | Reading | 0-11 | 12-24 | 25-42 | 43-46 |
| | Writing | 0-9 | 10-14 | 15-21 | 22-23 |
| | Mathematics | 0-21 | 22-41 | 42-61 | 62-69 |
| 5 | Reading | 0-13 | 14-23 | 24-41 | 42-46 |
| | Mathematics | 0-23 | 27-51 | 52-66 | 67-69 |
| | Science | 0-23 | 24-44 | 45-65 | 66-69 |
| 6 | Reading | 0-18 | 19-30 | 31-59 | 60-66 |
| | Mathematics | 0-24 | 25-55 | 56-84 | 85-99 |
| 7 | Reading | 0-17 | 18-37 | 38-63 | 64-66 |
| | Writing | 0-11 | 12-22 | 23-31 | 32-33 |
| | Mathematics | 0-24 | 25-55 | 56-91 | 92-99 |
| 8 | Science | 0-32 | 33-57 | 58-92 | 93-99 |
| High School | | | | | |
| | Reading | 0-32 | 33-56 | 57-84 | 85-86 |
| | Writing | 0-12 | 13-23 | 24-40 | 41-43 |
| | Mathematics | 0-32 | 33-81 | 82-121 | 122-129 |
| | Science | 0-49 | 50-86 | 87-126 | 127-129 |

The Scoring Process

Scoring of PAAPs is a holistic process by which a specific AGLE/Indicator is assessed as a whole entry. Scorers are asked to look at the student's pattern of performance as established through student work and determine AGLEs/Indicator scores for the three variables being assessed: Level of Complexity, Level of Accuracy, and Level of Assistance. The student's raw score is based on these variables, with the Level of Complexity bearing the greatest weight in the score computation formula. Students who are moved along in the LoCs will also move along in the Achievement Levels. The PAAP Levels of Complexity and the Scoring Rubric (page 29) are the tools used to define a holistic continuum of achievement based on the three variables.

CODE OF CONDUCT

The goal of PAAP development is to enhance rather than diminish the students' efforts to present their best work and to support that effort through the inclusion of evidence that results from the merger of instruction and assessment.

Teachers Administering a PAAP Make a Commitment to...

- embed student work for the PAAP in daily instruction throughout the year.
- include student work that is accurate and provides recent evidence of that student's success.
- include student work that is a culmination of instruction leading toward achievement of Maine's Accountability Standards Chapter 131.
- include student work that reflects the student's opportunities to learn, develop, and demonstrate knowledge and skills.
- include only original work that has been completed during the current year's assessment window
- include student work that is produced with the use of accommodations and/or assistive devices (when necessary) that are a regular part of a student's daily instruction.
- provide valid evidence in which each item has been accurately corrected and can be reliably scored.
- submit portfolios that include the required components, properly filled out: i.e. Entry Slips, Task Descriptions, sufficient evidence/student work, and Task Summary pages that are bound and organized as outlined in this Handbook in Step by Step (p. 11-14) and the Visual Guide to PAAP Requirements (p. 13), and the Principal Validation Form (p. 26).
- ensure that any and all evidence and documentation is authentic, accurate, and truthful.

Supplemental Materials

Criteria to Determine Participation in the PAAP

True False

The student’s access to the Maine Content and Performance Standards is provided by the grade-level linked, Alternate Grade Level Expectations for students with the most significant cognitive disabilities, which are reduced in depth and breadth at less complex intervals with extensively modified instruction.

AND

Decisions are made by each student’s IEP team, not an administrative decision.

AND

The student demonstrates a significant cognitive disability which results in performance that is substantially below grade-level achievement expectations, even with the use of accommodations and modifications.

AND

The student’s proficiency levels are appropriately measured against Alternate Academic Achievement Standards.

AND

The student’s IEP goals and objectives are based upon the Alternate Grade Level Expectations and define an appropriate level of challenge given the student’s present levels of performance, historical data and rate of progress.

AND

Proficiency determined by Alternate Achievement Standards does not under-challenge the student or limit the educational opportunity of the student.

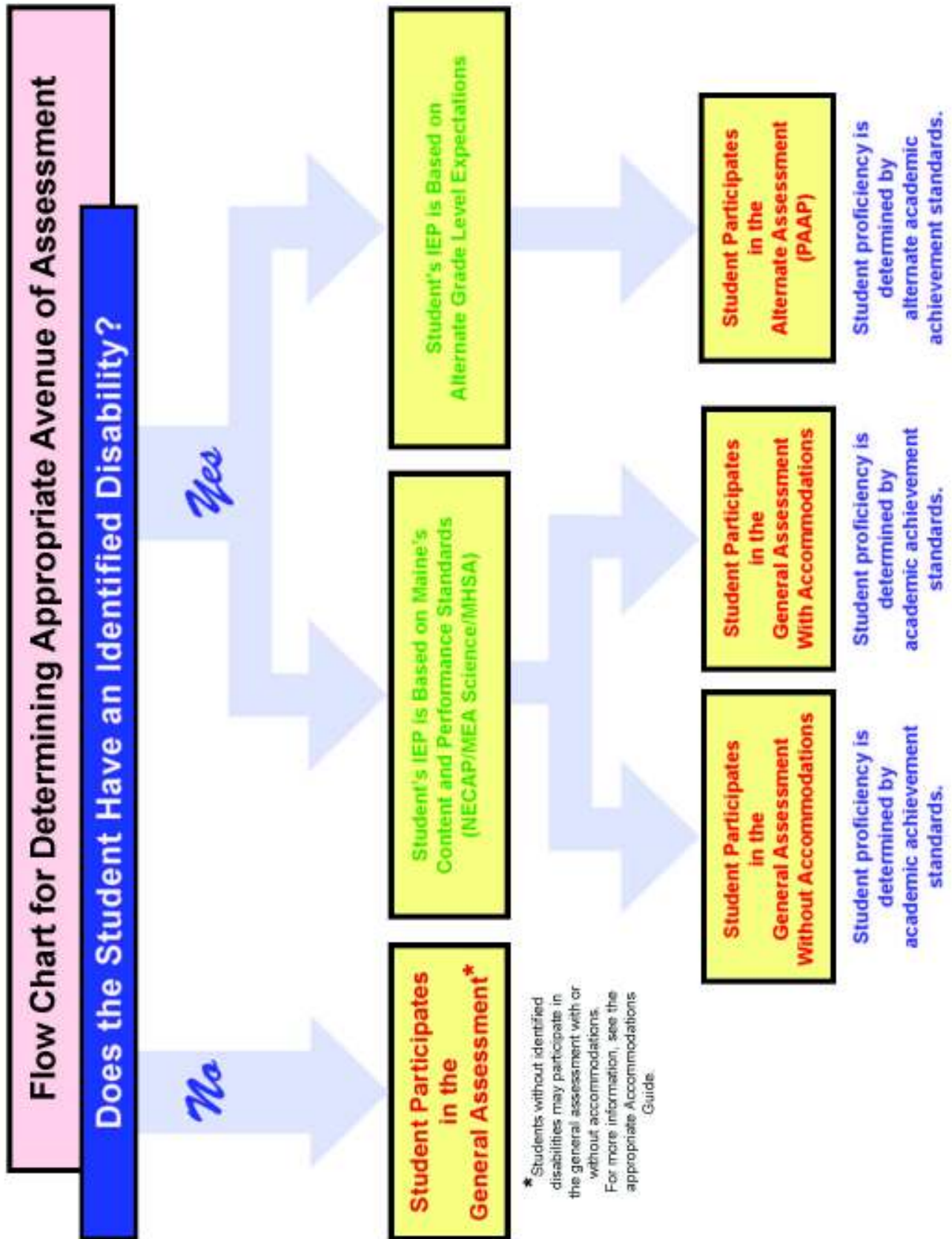
AND

The student cannot participate in the NECAP/MEA Science/MHSA with or without accommodations based on his or her IEP.

AND

The request for alternate assessment for each student meets the provision of a Free Appropriate Public Education (FAPE) as determined and documented by the IEP team.

NOTE: If any of the statements on this checklist are marked as “false”, the student is *not* eligible to take part in alternate assessment.



This material is available online at www.maine.gov/education/lsalt/paap/materialstools/index.htm

PAAP Blueprint

Required AGLE/Indicators by Content Area and Grade Level

| Grade Level | Reading | Writing | Math | Science |
|--|---------|---------|------------|------------|
| 2 | A1, A2 | | A1, B1, D2 | |
| 3 | A1, A3 | | A1, B3, C1 | |
| 4 | A1, A2 | B2 | A4, B2, D1 | |
| 5 | A1, A3 | | A3, B3, C1 | D1, D2, E2 |
| 6 | A1, A2 | | A2, B1, C2 | |
| 7 | A1, A3 | B3 | A4, B4, D2 | |
| 8 | | | | D4, E3, E4 |
| 2nd Year High School | A1, A2 | | A5, C2, D1 | |
| 3rd Year High School | A1, A3 | B1 | A5, C1, D4 | D3, E1, E5 |

This material is available online at www.maine.gov/education/lsalt/paap/materialstools/index.htm

PAAP Reading Entry Slip

based on *NECAP Grade Level Expectations*

Please provide information required in this section.

Student Name _____

AGLE

A

Grade _____

Level of Complexity aligned to the student work for this AGLE:

Level of Complexity 1

Level of Complexity 2

Level of Complexity 3

Level of Complexity 4

Level of Complexity 5

Level of Complexity 6

Level of Complexity 7

Level of Complexity 8

Reading

| | | |
|-----------|---|-----------|
| | Word Identification and Vocabulary Knowledge | A1 |
| A. | Literary Text | A2 |
| | Informational Text | A3 |

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Entry Slip:

- Student Name
- Grade

| PAAP Task Description | | | |
|---|------------------------------------|----------------------------|----------------------|
| Reading | Writing | Mathematics | Science |
| AGLE: <u>A</u> | Indicator: <u>1</u> | AGLE Page # <u>9</u> | |
| Level of Complexity: <u>1</u> | | Task 1 | |
| Task Title: <u>Word Identification and Vocabulary</u> | | | |
| <p>Prior Knowledge and Skills Required Student should be able to</p> <ol style="list-style-type: none"> use visual discrimination and recognize pictures of the familiar objects "cup," "truck," "table," "baby," "coat," and "duck." <p>Description of Task Student identifies pictures, symbols, and/or signs to demonstrate comprehension of communicated information. This task may be administered only to students in grades 2–7 and 2nd and 3rd year high school.</p> <p>Directions for Task Administration</p> <ol style="list-style-type: none"> Prior to task administration, teacher prints pictures from Extra Page 1 in color and cuts them out. Note: Teacher may substitute symbols, signs, pictures, or real objects that are familiar to the student for any cutout provided in the task. However, the substitutions must correspond in meaning to the items provided. Teacher places page 3 work template on work space. Teacher places the two pictures (symbols) for Item 1 in random order on the work space or gives signs for objects listed. Teacher directs the student to the pictures and communicates to the student "Look at the pictures (symbols, signs). Show me the cup." Student uses his or her most appropriate mode of communication to provide response. Teacher records student response on page 3 work template. Repeat steps 3–6 for Items 2–6 on page 3 work template, using the corresponding pictures, symbols, or signs. Teacher corrects the responses, then completes the Task 1 Summary on page 4. <p>Note: Option 2—Student should use all item sets provided in Task 1 whenever possible. However, fewer of the item sets may be used multiple times when necessary to match the level of student knowledge. The selected item sets and student responses must be recorded on the Option 2 chart on Extra Page 2. Option 2 allows for the use of a combination of selected sets that total six items (e.g., two sets each used on three different occasions). Teacher corrects the responses, then completes the Task 1 Summary on page 4.</p> <p>Responses Expected from Student Each item is worth 1 point. Student will provide the following responses:</p> <ol style="list-style-type: none"> A. cup C. truck F. table G. baby I. coat K. duck | | | |
| 2010-11 PAAP Task Bank | Word Identification and Vocabulary | Level of Complexity 1 – A1 | |
| | Page 2 of 10 | | 1 st Task |

Task Description:
 There are no fields to fill in on the Task Description page.

Student Name _____ Date _____

Word Identification and Vocabulary

| Date | Pictures, Symbols, Signs Presented to Student | Teacher Direction to Student | Student Response (Circle One) |
|------|---|------------------------------|----------------------------------|
| | A. cup B. ball | 1. Show me the cup. | A. cup B. ball |
| | C. truck D. banana | 2. Show me the truck. | C. truck D. banana |
| | E. rock F. table | 3. Show me the table. | E. rock F. table |
| | G. baby H. car | 4. Show me the baby. | G. baby H. car |
| | I. coat J. bag | 5. Show me the coat. | I. coat J. bag |
| | K. duck L. tire | 6. Show me the duck. | K. duck L. tire |

Work Template:

- Student Name / Date
- Responses - **All fields**
 1. Date of work
 2. Student Response

Updated for
2010-2011

Task 1 Summary

Student Name _____

Date _____

Word Identification and Vocabulary

1. Determine the Level of Accuracy in the box below based on the corrected student work and Data Key.

| Level of Accuracy | |
|-------------------|--------------------------------|
| Item | Correct/Incorrect (Circle One) |
| 1 | C X (1 point) |
| 2 | C X (1 point) |
| 3 | C X (1 point) |
| 4 | C X (1 point) |
| 5 | C X (1 point) |
| 6 | C X (1 point) |

Data Key: C = Correct X = Incorrect

| | | |
|--------------|--------------|---------------|
| 1 of 6 = 17% | 2 of 6 = 33% | 3 of 6 = 50% |
| 4 of 6 = 67% | 5 of 6 = 83% | 6 of 6 = 100% |

% Correct = _____

2. Determine the Level of Assistance in the box below.

| Level of Assistance | | |
|---|--|---|
| <p>Level of Assistance 1 <input type="checkbox"/></p> <p>Circle the type of assistance from the list below.</p> <ul style="list-style-type: none"> • Modeling • Demonstrating a response similar to that desired • Other: _____ | <p>Level of Assistance 2 <input type="checkbox"/></p> <p>Circle the type of assistance from the list below.</p> <ul style="list-style-type: none"> • Use of Option 2 • Limiting student's response by removing one option • Asking clarifying questions • Prompting • Cueing • Other: _____ | <p>Level of Assistance 3 <input type="checkbox"/></p> <p>Circle the type of assistance from the list below.</p> <ul style="list-style-type: none"> • Independent • Encouragement • Use of augmentative/alternative communication • Repeating directions • Reacting to student • Re-reading passage • Reminding student to focus • Other: _____ |

Note: if Student Work, Level of Accuracy box, and Level of Assistance box are not completed and submitted together by Task, this Task will be UNSCORABLE. See PAAP Administration Handbook for further ways that Tasks become UNSCORABLE.

Don't Forget...

Task 1 is complete when:

- Task 1 items have been completed by student using his or her most appropriate mode of communication.
- Accompanying student work for Task 1 is accurately corrected.
- This Task 1 Summary is completed.

Please go on.

2010-11 PAAP Task Bank

Word Identification and Vocabulary

Level of Complexity 1 – A1

Task 1 Summary

Page 4 of 10

1st Task

Task Summary:

- Student name and date
- Level of Accuracy - **All fields**
 1. Identify Correct/Incorrect for each Item
 2. Identify Percent Correct using Data Key
- Level of Assistance:
 1. Check Level of Assistance (1, 2, or 3, using Level of Assistance descriptions listed below checkbox)
 2. Circle applicable Level of Assistance description, or provide specific details

PAAP Principal Validation Form

Use this form to provide documentation of the individuals who have contributed and/or reviewed this Personalized Alternate Assessment Portfolio.

Student: _____

Grade: _____ MEDMS Number: _____

Content Areas Assessed (Check all that apply):

Reading

Writing

Mathematics

Science

Contributing Educators

List all teachers, educational technicians, and administrators involved in the administration of this PAAP.

Educator: _____

Position: _____

Contribution to this Portfolio: _____

Educator: _____

Position: _____

Contribution to this Portfolio: _____

Educator: _____

Position: _____

Contribution to this Portfolio: _____

By signing below, I verify that I have reviewed the Personalized Alternate Assessment Portfolio for the student named above and have found it to be an accurate reflection of the student's academic progress, compliant with rules and procedures set forth by the Maine Department of Education.

Principal's Name (Please Print): _____

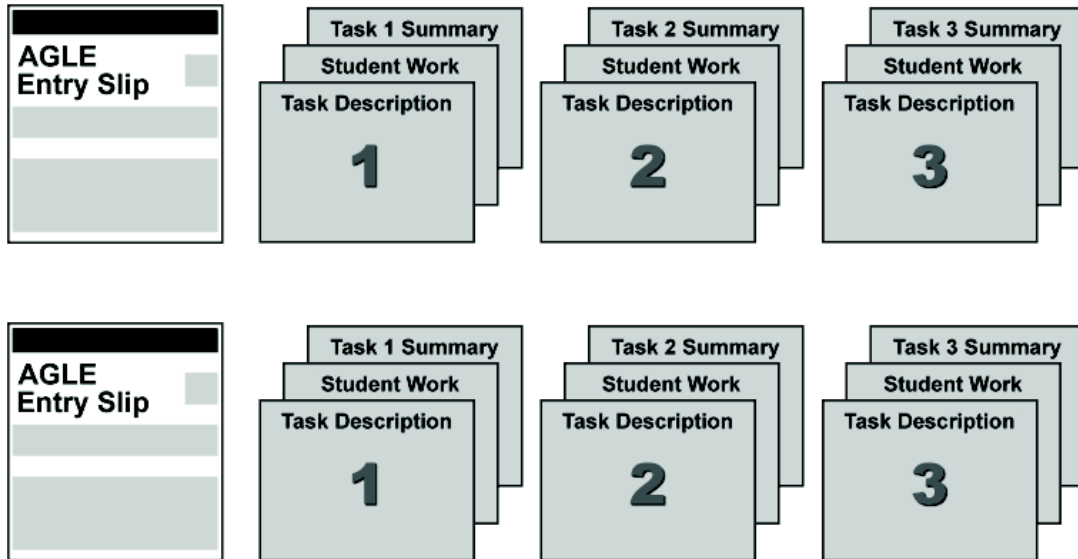
Principal's Signature: _____ Date: _____

School: _____ District: _____

This form is also available online at www.maine.gov/education/lsalt/paap/materialstools/index.htm

Visual Guide to PAAP Requirements

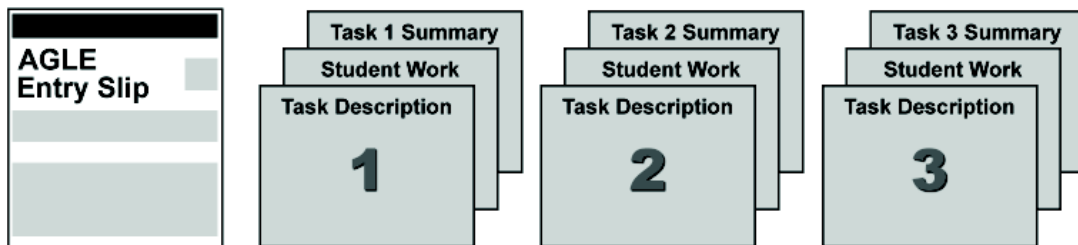
AGLE/Indicators for each grade are determined using the required blueprint (pg. XX)



Reading

Two different AGLE Entries of three tasks each.

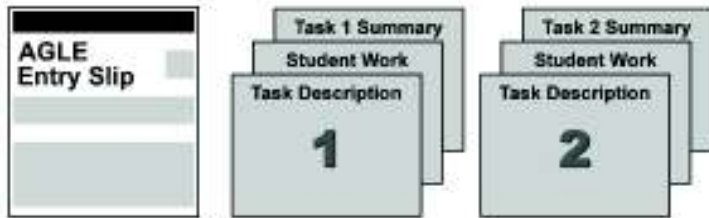
This content area is being assessed in grades 2-7, 2nd and 3rd Year High School.



Writing

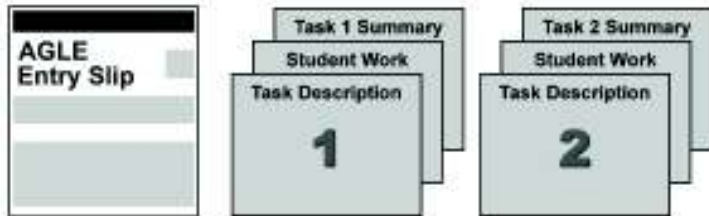
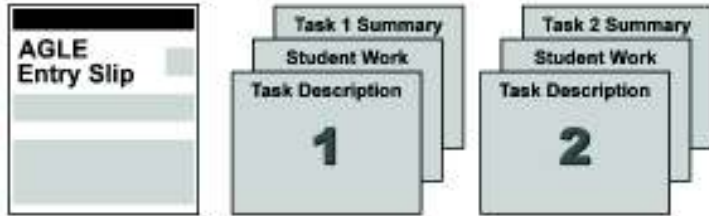
One AGLE Entry of three tasks.

This Content Area is being assessed in Grades 4, 7 and 3rd year high school only.



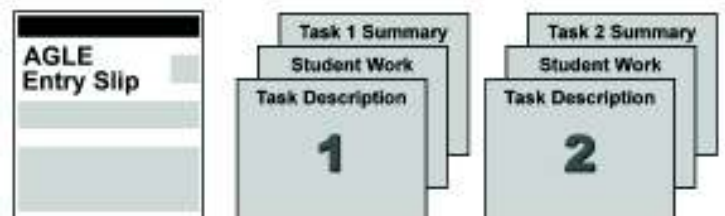
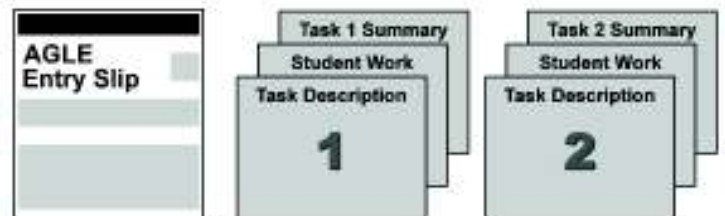
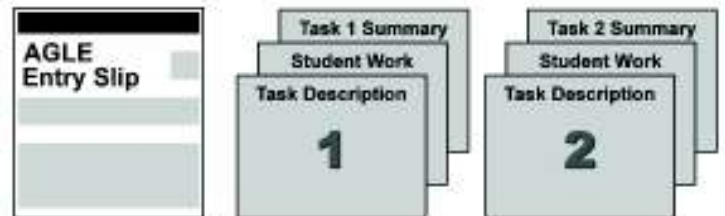
Mathematics

Three different AGLE Entries of two tasks each.
This content area is being assessed in grades 2-7, 2nd and 3rd Year High School.



Science

Three different AGLE Entries of two tasks each.
Science is assessed in grades 5, 8, and 3rd year high school only.





2010-11 PAAP TASK SCORING RUBRIC

| Task Score for Level of Complexity | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Unscorable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <p>The PAAP Task did not meet all requirements.</p> <p>Reasons for Unscorables:</p> <ul style="list-style-type: none"> ✓ Level of Complexity does not match Entry Slip and is not consistent with other tasks. ✓ Level of Complexity is not grade appropriate. | | | | | | | | |

| Task Score for Level of Accuracy | | | |
|---|--|--|---|
| 1 | 2 | 3 | 4 |
| Student work related to the Task was completed with a score of 0 - 19%. | Student work related to the Task was completed with a score of 20 - 60%. | Student work related to the Task was completed with a score of 61 - 84%. | Student work related to the Task was completed with a score of 85 - 100%. |

| Task Score for Level of Assistance | | | |
|--|---|---|---|
| Unscorable | 1 | 2 | 3 |
| <p>Hand-over-hand</p> <p>Altering items/tasks beyond removing a choice (task no longer connects to the AGLE)</p> | <p>Modeling</p> <p>Demonstrating a response similar to the desired response</p> | <p>Use of Option 2 (LoC 1 only) to use fewer of the item sets multiple times to match student knowledge</p> <p>Limiting a student's response (outside of LoC 1 at Option 2) by removing one response option</p> <p>Use of clarifying questions to stimulate student thought to the specific task without providing clues to specific answers</p> | <p>Independent</p> <p>Providing encouragement</p> <p>Completing tasks by using augmentative/alternate means of communication</p> <p>Repeating directions</p> <p>Reacting to a student</p> <p>Rereading a passage</p> <p>Reminding a student to stay focused</p> |

Common Terms

Alternate Grade Level Expectations (AGLEs)

Maine's Personalized Alternate Assessment Portfolio Alternate Grade Level Expectations in Reading, Writing, Mathematics, and Science are designed to encourage the highest achievement of every student by defining the knowledge, concepts, and skills that students should acquire at each LoC.

AGLEs are developmentally backed down to ensure access to curriculum and instruction for students with severe cognitive disabilities. Within the content area sections of the AGLE document, each AGLE is assigned a letter for organizational purposes (e.g., Reading Standard A).

Grade Level Expectations (GLEs)

What all students should know and be able to do at the end of a given grade level.

Indicator

For Maine's Personalized Alternate Assessment Portfolio, an Indicator is the number assigned within a AGLE (e.g., A1) for organizational purposes.

Levels of Complexity (LoC)

Continuum of complexity descriptors, of which there are eight within each standard.

Maine's Accountability Standards, Chapter 131

Identifies the knowledge and skills essential to prepare Maine students for work, for higher education, for citizenship, and for personal fulfillment. This document defines only the core elements of education that should apply to all students without regard to their specific career and academic plans.

Maine Educational Assessment (MEA)

Science assessment required of students in grades 5 & 8.

Maine High School Assessment (MHSA)

Assessment required of students in their third year of high school.

New England Common Assessment Program (NECAP)

Assessment program required for students in grades 2 through 7.

Personalized Alternate Assessment Portfolio (PAAP)

Maine's Alternate Assessment Program for students with significant cognitive disabilities who cannot participate in the general assessment in Maine even with accommodations.

Maine's 2007 Learning Results

The Maine Department of Education Regulation 132, *Learning Results: Parameters for Essential Instruction*, describes the progression of learning and establishes parameters for essential teaching and learning in grades Pre-Kindergarten through Diploma across eight content areas.

