

**MAINE OPERATIONAL PROCEDURES  
FOR THE  
Personalized Alternate Assessment Portfolio (PAAP)  
2010-2011 ADMINISTRATION**

This document is intended for use in conjunction with “*PAAP Administration Handbook*.” These documents will be available prior to testing on the Maine Department of Education (MDOE) web page at <http://www.maine.gov/education/lsalt/paap/manual/index.html>

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## Table of Contents

|   |       |
|---|-------|
| Section 1 Enrollment .....  | p. 2  |
| 1.1 Public Schools  |       |
| 1.2 In-State Public Program in Resident SAU                               |       |
| 1.3 In-State Public Program in Non-Resident SAU                           |       |
| 1.4 In-State Private Special Purpose Schools                              |       |
| 1.5 Out-of-State Schools/Programs   |       |
| Section 2 Participation .....   | p. 4  |
| 2.1 Students Attending Public Schools                                     |       |
| 2.2 Students Attending a Public Program in Resident SAU                   |       |
| 2.3 Students Attending In-State Public Programs in Non-Resident SAU       |       |
| 2.4 Students Attending In-State Private Special Purpose Schools           |       |
| 2.5 Students Attending Out-of-State Schools/Programs                      |       |
| 2.6 Students who Reside Out-Of-State and enrolled in Maine Public Schools |       |
| 2.7 Students who have been Retained                                       |       |
| 2.8 Students who Move During the Testing Window (Non-PAAP Participants)   |       |
| 2.9 Students who Move During the Testing Window (PAAP Participants)       |       |
| 2.10 Recently Arrived English Language Learners (ELLs)                    |       |
| 2.11 Students Not Present During Testing                                  |       |
| 2.12 Students who are Habitually Truant                                   |       |
| 2.13 Suspended Students   |       |
| 2.14 Students Detained at the Youth Development Centers                   |       |
| 2.15 Students Committed to the Youth Development Centers                  |       |
| 2.16 Student Conditions Requiring Special Consideration                   |       |
| 2.17 Students in Ungraded, Multi-Age Programs                             |       |
| 2.18 Parent/Student Refusals  |       |
| 2.19 Home-Schooled Students   |       |
| Section 3 Administration .....  | p. 9  |
| 3.1 Student Registration (General Assessment)                             |       |
| 3.2 Student Registration (PAAP)   |       |
| 3.3 Students with Behavioral Issues                                       |       |
| 3.4 Students Experiencing Emergency Situations                            |       |
| 3.5 Blank/Non-Scorable Student Responses                                  |       |
| 3.6 Incomplete Student Responses  |       |
| 3.7 Out-of-Level Assessments  |       |
| 3.8 Extensions to the PAAP Testing Window                                 |       |
| 3.9 Late Return of Portfolios   |       |
| Glossary .....  | p. 11 |

## 1. ENROLLMENT ISSUES

All publicly funded special education students enrolled in Maine public schools or in a private school approved for tuition that enrolls at least 60% publically funded students are required to participate in state assessment. Those students, due to their significant cognitive disability, who can not participate in the general assessment even with accommodations, are required to participate in an alternate assessment (PAAP).

***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” refer 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 eligibility for PAAP, please refer to the document, *Guidelines for Participation in Maine’s Alternate Assessment (PAAP)*, found at: <http://www.maine.gov/education/lsalt/paap/materialstools/index.htm>.

The word “student” throughout this document refers to only those students that meet eligibility criteria for alternate assessment. Please reference the appropriate MeCAS assessment operational procedures document for those students to do not meet alternate assessment eligibility requirements.

PAAP reports are based on student enrollments in Infinite Campus. Schools are responsible for regularly updating individual student enrollment information in Infinite Campus to ensure that PAAP and Adequate Yearly Progress (AYP) reports reflect accurate information.

The official student data of record will be supplied by Infinite Campus State Edition (ICSE) for all 2010-2011 PAAP assessment reports and AYP accountability determinations. **It is essential that schools keep their ICSE data current.** To ensure accurate mailing of return materials, schools must update and verify student enrollment by **April 1, 2011** in ICSE.

Students who move during the PAAP testing window must be exited from the enrollment of the former school on the last date of attendance and enrolled in Infinite Campus by the new attending school immediately.

### 1.1 Public Schools

Each student attending a school in Maine who is publicly funded must be enrolled in ICSE with a “Primary Enrollment”.

- **Students who move** out of a school must be exited from the enrollment of the former school on the last date of attendance. This must occur regardless of whether or not a request for records has been received. Students who move into a school must be enrolled in ICSE by the new attending school immediately.
- **Expelled students** are no longer considered to be part of a school’s official enrollment. These students must be exited from ICSE, with expulsion as the exit type. Expelled students receiving special education services should be enrolled in ICSE as home-schooled students receiving special education services only.
- **Suspended students** are considered to be part of a school’s official enrollment.

- **Habitually truant students** are those students who have completed grade 6 and have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; or are at least 7 years of age and have not completed grade 6 and have the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year. These students remain enrolled at their school, and their truancy status on the Infinite Campus Truancy tab should be updated as the school follows the protocol for habitually truant students.  
For assessment and accountability purposes only, a habitually truant student is considered one for whom the superintendent has completed an “Official Parent Notification” according to MRSA 20-A 5051-A (2) (C), and delivered the notification in hand or by registered mail to the parent(s)/guardian of the truant student and the student is coded on the Infinite Campus Truancy tab as “1C”.
- **Students** who have been adjudicated and are **committed to a Youth Development Center** are enrolled in the educational program provided at that site. These students must be exited from the enrollment of the former school and enrolled in ICSE by the new school immediately.
- **Students detained by law enforcement** during the PAAP testing window are enrolled at the public school they normally attend. They will be considered for Special Considerations (See section 2.16, below).

### **1.2 In-State Public Program in Resident SAU**

Students who are attending a program in their resident School Administrative Unit (SAU) that is located in a school other than their resident school should be enrolled in their resident school.

### **1.3 In-State Public Program in Non-Resident SAU**

Students who are publicly tuitioned to an in-state public program (e.g., regional special education, alternative education, etc.) in another SAU should be enrolled in their resident school in their resident school administrative unit.

### **1.4 In-State Private Special Purpose School (approved by MDOE)**

Each student enrolled in a public school who is tuitioned by an SAU to an MDOE-approved in-state private special purpose school will have a primary enrollment with the resident SAU in ICSE and must have a partial enrollment in the private special purpose school.

### **1.5 Out-of-State Schools/Programs**

Students who were enrolled in a Maine public school, but are receiving their educational program outside the state of Maine during the PAAP testing window, should be exited from the Maine school and enrolled in “Non-Maine SAU” for the period they are gone. Resident school units should contact the MEDMS Help Desk to enroll the student in the “Non-Maine SAU” and to re-enroll the student in the Maine school when they return.

## 2.0 PARTICIPATION ISSUES

All students who are publicly funded, enrolled in Maine public schools, and eligible for participation in the alternate assessment, shall participate in grades 2, 3, 4, 5, 6, 7, 8, and 2<sup>nd</sup> and 3<sup>rd</sup> year high school, except for those who meet the criteria for Special Considerations (see section 2.16, below). This includes students designated as state wards, state agency clients, or homeless.

**NOTE: Federal law mandates that students participating in alternate assessment participate in all content areas in which their same age/grade peers participate. Therefore science and writing portions and the PSAT are required, although scores are not used for AYP determinations. All AYP implications refer to reading and mathematics.**

### 2.1 Students Attending Public Schools

Each publicly funded student, enrolled in a Maine public school shall participate in the PAAP except for those who meet the criteria for Special Considerations (see section 2.16 below).

**AYP Implications:** A student enrolled continuously in a Maine public school from 10/1/10 through the end of the teaching year is considered to be enrolled for a full academic teaching year. The test data for this student are counted for **participation** and for **performance** for AYP purposes.

A student not enrolled continuously from 10/1/09 through the end of the teaching year does not meet the Full Academic Year (FAY) definition. The test data for this student are counted for **participation**, but not for **performance**.

### 2.2 Students Attending a Public Program in Resident SAU

Each student attending a program in the resident SAU that is not located in the resident school shall participate in the PAAP. Return material will be provided to the resident school for return to the testing contractor during the scheduled UPS pick-up.

**AYP Implications:** The student's scores will be counted as part of AYP data for the resident school and resident SAU **participation** rates. If the student meets the requirement for Full Academic Year, the student's scores also count for **performance** in the resident school and SAU.

### 2.3 Students Attending In-State Public Programs in Non-Resident SAU

Students who are publicly tuitioned to an in-state program (e.g., regional special education, alternative education, etc.) in a non-resident SAU shall participate in the PAAP. Return material will be provided to the resident school for return to the testing contractor during the scheduled UPS pick-up

**AYP Implications:** If there is a resident school, the student's scores will be counted as part of AYP data for the resident school and resident SAU **participation** rates. If the student meets the requirement for Full Academic Year, the student's scores also count for **performance** in the resident school and SAU.

### 2.4 Students Attending In-State Private Special Purpose Schools (approved by MDOE)

Students who attend in-state private special purpose schools will participate in the PAAP in the school they are attending. Return materials for the PAAP are shipped directly to the private special purpose school. The student's results on the PAAP will be included with the results for the resident SAU.

**AYP Implications:** The student's scores are counted as part of the resident SAU AYP **participation** rate. If the student meets the requirement for Full Academic Year, the student's scores also count for **performance** in the resident SAU.

## **2.5 Students Attending Out-of-State Schools/Programs**

Students receiving their educational program outside the state of Maine during the testing window will not participate in the assessment.

**AYP Implications:** These students will not be counted as part of AYP data.

## **2.6 Students who Reside Out-of-State and are enrolled in Maine Public Schools**

Out-of-state residents who are tuitioned to a Maine public school and meet alternate assessment participation criteria **may** participate in the PAAP at no cost. Their scores will appear in school and SAU assessment reports.

**AYP Implications:** These students will not be counted as part of AYP data.

## **2.7 Students who have been Retained**

A student who has been retained at a grade level **will** participate again at that grade level.

**AYP Implications:** The retained student's scores will be counted for **participation and performance** in the current year.

## **2.8 Students who Move during the Testing Window (Non-PAAP Participants)**

This section is for those students not participating in PAAP. Please see the operational procedures for the corresponding Maine Comprehensive Assessment System (MeCAS) assessment for more information.

## **2.9 Students who Move during the Testing Window (PAAP Participants)**

It is the school's responsibility to immediately update ICSE when a student moves. The two schools should coordinate completion of testing for the student. A student's score is based on the items s/he has answered/submitted and may reflect an inaccurate score if the student moved during the testing window. Should this occur, it will be necessary for the school to appeal the participation and/or performance finding during the data review phase of the AYP process if the finding could impact a school's AYP status. Scores will be reported to the school where the student was enrolled when the test was submitted.

### **2.9.1 From an In-State Public School on or prior to March 1<sup>st</sup>**

When a student, participating in alternate assessment through the PAAP, moves from one Maine public school to another, **on or prior to** March 1, 2011, the PAAP work completed to date should be sent to the receiving school for final completion.

**AYP Implications:** The student's scores will count at the new attending school for **participation only** unless the schools are in the same SAU. In that case, student scores will count for both **participation and performance** at the SAU level.

### **2.9.2 From an In-State Public School after March 1<sup>st</sup>**

When a student, participating in alternate assessment through the PAAP, moves from one Maine public school to another **after** March 1, 2011, the PAAP work completed before the moving date shall be submitted on April 30, 2011 by the original school for scoring. The receiving school does not need to administer a new PAAP.

**AYP Implications:** The student's scores will count at the original school for **participation only** unless the schools are both in the same SAU. In that case, student scores will count for both **participation and performance** at the SAU level. There is no impact for the new attending school.

### **2.9.3 From an Out-of-State School on or prior to March 1<sup>st</sup>**

When a student, participating in alternate assessment through the PAAP, moves from an out-of-state school, **on or prior to** March 1, 2011, a PAAP should be completed.

**AYP Implications:** The student's scores will count for **participation only**.

### **2.9.4 From an Out-of-State School (PAAP) after March 1<sup>st</sup>**

A student needing a PAAP who moves into a Maine public school **after** March 1, 2011 from an out-of-state school will not be required to participate in the PAAP.

**AYP Implications:** No impact

## **2.10 Recently Arrived English Language Learners (ELLs)**

A recently arrived ELL, who is eligible for an alternate assessment, is a student who was enrolled in a school in the United States for the first time on or after October 1, 2009, as indicated in the appropriate field in ICSE "Date Entered US School" and has a significant cognitive disability. School attendance on or after this date is the criterion used to make the determination for a PAAP administration.

### **2.10.1 English Language Proficiency Testing**

All K-12 ELLs in Maine, including recently arrived ELLs, must be assessed for English language proficiency by participating in the WIDA ACCESS for ELLs® during the testing window of **December 1, 2010 to February 4, 2011**. Those students who arrive after the testing window has closed must be assessed with another English language proficiency assessment in order to count as participating in reading.

**AYP Implications:** Participation in WIDA ACCESS for ELLs® counts as **participation** in reading.

### **2.10.2 Required Testing - Mathematics**

All English language learners (ELLs), including those who have been enrolled for the first time in a US school during the past 12 months, are required to participate in the mathematics content area tests of a MeCAS assessment through standard administration or through administration with accommodations. ELL students eligible for an alternate assessment may participate through the PAAP. All test responses must be in English.

**AYP Implications:** The student's scores in the mathematics content area tests will count for **participation**, not **performance**.

### **2.10.3 Optional Testing**

ELLs who have been enrolled for the first time in a US school during the past 12 months and who have had their English language proficiency assessed may, but are not required to, participate in the reading content area test.

**AYP Implications:** If the reading content area test is taken voluntarily, the student's scores in reading will not count for AYP performance.

### **2.10.4 English Language Learners – Not Newly Arrived**

English language learners who have been enrolled in a US school longer than 12 months are required to take part in all content area tests of the appropriate MeCAS assessment including those ELL students eligible for an alternate assessment. Please see the "Accommodations Guide" for allowable accommodations.

**AYP Implications:** The student's scores count for AYP **participation and performance** provided the student met Full Academic Year requirements for performance.

### **2.11 Students Not Present During Testing**

Students not present for testing, will be considered to be non-participants, except for those students described in sections 1.1 (Public School ~ detained by law enforcement), 1.5 (students enrolled in an out-of-state school/program) and 2.16 (students with Special Considerations approved by MDOE).

**AYP Implications:** Students not present during the testing window count as **non-participants** (DNP-Did Not Participate) for AYP, except for the students described above.

### **2.12 Students who are Habitually Truant**

Habitually truant students who do not participate in the PAAP due to absences during the testing window will be considered non-participants in the PAAP. Any issues or questions related to habitually truant students should be addressed through the AYP appeals process. Please note: For AYP purposes, habitually truant students are those students for whom the “Official Parent Notification” criterion cited in section 1.1 has been met and coded on the ICSE truancy tab.

### **2.13 Suspended Students**

Suspended students are expected to participate in the PAAP.

**AYP Implications:** The student’s scores count for AYP **participation** and **performance** provided the student met Full Academic Year requirements for performance.

### **2.14 Students Committed to the Youth Development Centers**

Students who have been adjudicated and are committed to a Youth Development Center take part in the PAAP through the educational program provided at that site.

**AYP Implications:** Students are not included in AYP data.

### **2.15 Students Detained at the Youth Development Centers**

Students detained by law enforcement during the PAAP testing window are enrolled at the public school they normally attend. They will be considered for Special Considerations (See section 2.13, below).

**AYP Implications:** No impact if Special Considerations are granted.

### **2.16 Student Conditions Requiring Special Considerations**

If the student can receive instruction, the student can participate in PAAP. However, in rare instances, students are unable to participate in either instruction or assessment. In these cases, a request for state approval of non-participation must be made. The state-approved reasons for allowing non-participation are called Special Considerations and fall within four broad areas:

- **Medical Emergency/Serious Illness:** Students experiencing a documented significant and fully incapacitating medical emergency or serious illness, such as: a terminal illness, a serious car accident, hospitalization, or placement in hospice care.
- **Severe Emotional Distress:** Students experiencing a documented significant and fully incapacitating emotional trauma that extends across the entire test window and prevents the student from participating in instruction offered either at school or at home. Students may be hospitalized in a mental health facility.
- **Death in the Immediate Family:** Students experiencing the loss of a close family member.
- **Detention by Law Enforcement Pending Adjudication:** see Section 2.14

Special Consideration requests must be submitted by the last day of testing. These requests must be based on a decision made by an educational team that includes the student's teachers, special education staff as appropriate, school counselor, principal, parent or legal guardian, and, if possible, the student. This team will collect/review information and document the decision. The principal will then obtain the parent's consent (Form 2) and complete the Request for Special Consideration (Form 1).

Special Considerations submission dates fall into 3 categories:

- For K-8 students identified to take the Alternate Assessment, for teaching year 2010-11 submit either during the testing window (December 1 – April 30) or during the Fall 2011 NECAP Testing window. Approved requests from either window will be applied to the 2011 NECAP results.
- For students in grade 5 & 8 identified to take the Alternate Assessment, requests should be submitted during the MEA Science window.
- For high school students identified to take the Alternate Assessment, requests should be submitted during the MHSA window.

Requests will be reviewed by the Special Considerations Review Panel at MDOE, who will request additional information when needed. Forms 1 and 2 are located at the end of this document and at: <http://www.maine.gov/education/necap/admininfo.html>. It is the school's responsibility to keep documentation on these students.

**AYP Implications:** No impact. Data regarding students approved by MDOE for Special Considerations will be removed from enrollment data for purposes of PAAP and AYP reporting.

### **2.17 Students in Ungraded, Multi-Age Programs**

Students in ungraded, multi-age programs will participate at the ICSE grade levels assigned to the students by the school.

**AYP Implications:** The student's scores count for AYP **participation** and **performance** in the year they are tested for that grade level provided the student met Full Academic Year requirements for performance.

### **2.18 Parent/Student Refusals**

Federal and Maine laws require that all students be tested.

**AYP Implications:** If a student does not take the designated state assessment (NECAP/MEA Science/MHSA/PAAP), the student will be counted as **not participating**. It is the school's responsibility to document efforts to inform parents in these cases.

### **2.19 Home-Schooled Students**

Home-schooled students, including those enrolled in ICSE and taking some coursework in the public school, may take the test on an optional basis at the local school, if the local school agrees. These students are not considered to be part of the school's official enrollment for purposes of PAAP testing and Adequate Yearly Progress. Parent letters containing scores of home-schooled students are returned to the local school for distribution but are not included in the scores for the school.

**AYP Implications:** No impact. Home-schooled student scores are not included in AYP data.

### 3.0 ADMINISTRATION ISSUES

The PAAP must be administered in accordance with the rules contained in the PAAP Administration Handbook.

#### 3.1 Student Registration (General Assessment)

This section is for those students not participating in PAAP. Please see the operational procedures appropriate MeCAS assessment for more information.

#### 3.2 Student Registration

Student registration will occur through the online Task Bank this year. Any student appearing on the PAAP Roster on the online Task Bank will receive return shipment materials. When students have partial enrollments in ICSE, both resident and attending schools will need to collaborate to make sure the student is being assessed. Resident schools are responsible for ensuring students, including those in regional or private special purpose programs, are assessed.

**AYP Implications:** Any student who has not been registered on the online Task Bank prior to April 1<sup>st</sup> will not receive return shipment materials, which may result in the student's portfolio not being submitted and scored. Students for whom a portfolio is not submitted or scored will be considered as a "non-participant" (DNP)

#### 3.3 Students with Behavioral Issues

Students who must be removed from PAAP testing for inappropriate behavior may be allowed to resume testing at a later time.

**AYP Implications:** Students are counted for **participation** and **performance**. Performance scores will be based on the work completed or allowed.

#### 3.4 Students Experiencing Emergency Situations

If a student experiences an emergency situation during testing that prevents participation in the PAAP, the principal should request a Special Consideration (See section 2.16, above).

**AYP Implications:** Students approved for an emergency Special Consideration are not counted for **participation** or **performance** on the content areas not completed on the test.

#### 3.5 Blank/Non-Scorable Student Responses

If there is a blank student work template or there are no scorable items (e.g., unrelated drawings, expletives, but not answers), the student will not receive a score.

**AYP Implications:** The student is counted as a **non-participant** (DNP-Did Not Participate).

#### 3.6 Incomplete Student Responses

If testing is incomplete, the student earns a score based on the items he or she has answered/submitted

**AYP Implications:** The student's score is counted for both **participation** and **performance**.

#### 3.7 Out-of-Level Assessments

Students may not be assessed with material developed for a different grade level. The grade level of record is the grade level in ICSE. If a student takes the PAAP at a higher Level of Complexity than designated appropriate, that student will be considered a non-participant, and no scores will be computed.

***AYP Implications:*** The student is counted as a **non-participant** (DNP-Did Not Participate).

### **3.8 Extensions to the PAAP Testing Window**

Since the PAAP window is 5 months, no extensions will be given.

***AYP Implications:*** The student is counted as a **non-participant** (DNP-Did Not Participate).

### **3.9 Late Return of Portfolios**

Any PAAP received later than one week from the UPS pick-up date will not be scored.

***AYP Implications:*** The student is counted as a **non-participant** (DNP-Did Not Participate).

## GLOSSARY

**Adequate Yearly Progress (AYP)** - Adequate yearly progress is a federal measure of school performance required by the *No Child Left Behind* Act. A school makes adequate yearly progress if the students in the tested grade(s) and all required subgroups meet the participation targets of 95%, meet or exceed the performance targets established for mathematics and reading in the grade(s) to which the test is administered, and meet attendance goals (K-8).

**Attending School** – The school which a student attends daily.

**Partial Enrollment** – A student who is tuitioned to a private special purpose school has a primary enrollment in ICSE at his/her resident school and a partial enrollment at the private special purpose school.

**Full Academic Year (FAY)** - A student is counted for AYP performance in a school if the student has been present for a full academic year. In Maine, a full academic year is defined as being continuously enrolled in a school from October 1 through the end of the academic “teaching” year.

**Maine Comprehensive Assessment System (MeCAS)**- MeCAS 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 Communication in English State to State for English Language Learners (ACCESS for ELLs®); and the Personalized Alternate Assessment Portfolio (PAAP).

**Individual Educational Program** – A program designed by a team of individuals, including parents, responsible for determining a student’s eligibility for special education and related services, including the student’s avenue of participation in the NECAP. (Maine Unified Special Education Regulations, Chapter 101, 2010)

**New England Common Assessment Program (NECAP)** – The testing program in reading, mathematics and writing that Maine uses as a measure of student achievement for No Child Left Behind accountability purposes.

**Participation (for AYP purposes)** - A student is determined to have participated in a content area test of the NECAP if that student has submitted scorable work for that content test. The participation rate in a content area test is the ratio of the number of students who participate in the test to the number of students enrolled in the test population for the whole group and by subgroup. For a school or SAU to make AYP, at least 95% of students in each reportable group must participate.

**Performance (for AYP purposes)** - The student’s score is determined by that student’s performance on the NECAP. For purposes of AYP, a school is rated on the percentage of students who are proficient (scoring in the “proficient” or “proficient with distinction” range on the NECAP). For each group, the number of proficient students compared to the number of students participating is used to compute the percentage of proficient students. The percentage of proficient students is compared to the established target for that group to determine if the group has made AYP for performance.

**Personalized Alternate Assessment Portfolio (PAAP)** – Federal and State laws require that all students be included in the New England Common Assessment Program. To that end, four avenues of participation are provided (Standard Administration, Administration with Accommodations, Alternate Assessment, or a combination of these). Maine’s Alternate Assessment is the PAAP. The PAAP is designed for students needing a modified NECAP sure of performance in a content area because their exceptionality is so significant that it does not allow access to the standard assessment even with a combination of accommodations. The administration window for the PAAP is from December 1, 2009 through April 30, 2010.

**Resident School or Resident SAU:** The school or school administrative unit where the student’s parent/guardian resides.

**SAU (for AYP purposes)** – A school administrative unit “SAU” may be a school administrative district, municipal district, a community school district, or a regional school unit for the purposes of this document. .

**Sending SAU** – For the purposes of this document, a sending SAU is one that has fiscal responsibility and pays tuition for students to attend schools in another SAU.

**PAAP Testing Window** - The administration window for the PAAP is from December 1, 2010 through April 30, 2011.

**WIDA ACCESS for ELLs®** - The testing window for the WIDA ACCESS for ELLs® is December 1, 2010 to February 4, 2011.

**MAINE DEPARTMENT OF EDUCATION – FORM 1: REQUEST FOR SPECIAL CONSIDERATION**

**STUDENT INFORMATION FORM**

|                      |  |
|----------------------|--|
| <b>Request Date:</b> |  |
|----------------------|--|

|                        |  |                   |            |
|------------------------|--|-------------------|------------|
| <b>Student Name</b>    |  | <b>State ID #</b> |            |
| <b>Grade</b>           |  | <b>School</b>     | <b>SAU</b> |
| <b>Principal Name</b>  |  | <b>Phone/ext.</b> |            |
| <b>Principal Email</b> |  |                   |            |

| <b>Reason for Request for Special Consideration (circle one)</b> |                         |                               |                              |
|--|-------------------------|-------------------------------|------------------------------|
| Medical Emergency/ Serious Illness                               | Severe Emotional Trauma | Death in the Immediate Family | Detention by Law Enforcement |

| <b>Student is unable to participate in the following: (circle one)</b> |  |
|--|--|
| <b>Grades 3-8 Assessments</b>  | <b>High School Assessments</b>           |
| NECAP: All Subjects <b>OR</b><br>Reading Mathematics Writing           | MHSA: Science                            |
| MEA: Science   | May/June SAT (Submit after the June SAT) |
| <b>Alternate Assessments (PAAP) for All Grades</b>                     |  |
| All subjects <b>OR</b> Reading Mathematics Writing* Science**          |  |

\*PAAP Writing: Grades 4, 7, 3<sup>rd</sup> Year High School only / \*\*PAAP Science: Grades 5, 8, 3<sup>rd</sup> Year High School only

The criteria below include the minimum conditions that must be met by the principal prior to submission of this request for non-participation in statewide assessment for a student.

| <b>Assurances by principal:</b>  | <b>Yes</b> | <b>No</b> | <b>If no, then add comment(s):</b> |
|--|------------|-----------|------------------------------------|
| <b>1.</b> Did a <b>team convene</b> to discuss this request?   |            |           |                                    |
| <b>2.</b> Does the <b>student agree</b> with this request?   |            |           |                                    |
| <b>3.</b> Has a <b>parent/guardian signed</b> the consent form and agreed to share relevant information with the MDOE Special Considerations Review Team as needed? (Form 2) |            |           |                                    |
| <b>4.</b> I certify that this student <b>cannot participate in INSTRUCTION</b> , even with accommodations, during the test window.   |            |           |                                    |
| <b>5.</b> I certify that this student <b>cannot participate in ASSESSMENT</b> , even with accommodations, during the test window.  |            |           |                                    |

I certify that the information contained within this notification is complete and accurate.

\_\_\_\_\_ /\_\_\_\_\_/\_\_\_\_\_  
Principal's Signature Date

**Fax completed form to MDOE at (207) 624-6821**

**FORM 2: PARENT CONSENT SIGNATURE FORM**

(Do not submit to Maine DOE; retain with student record)

I have consulted with the school district, and agree with this request to exempt my child from statewide assessment. I understand that this means I will have no statewide assessment data for my child for the year of instruction being assessed.

**Student's name:**

*By signing this request,*

I **do**  / **do not**  (check one) give the district **permission to seek an exemption** for my child from statewide assessment for medical or other extraordinary reasons.

I **do**  / **do not**  (check one) give **permission for the district to discuss the request** if necessary with a member of the Special Considerations Review Panel.

\_\_\_\_\_  
Parent Name (Please Print)

\_\_\_\_\_  
Parent Signature

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date