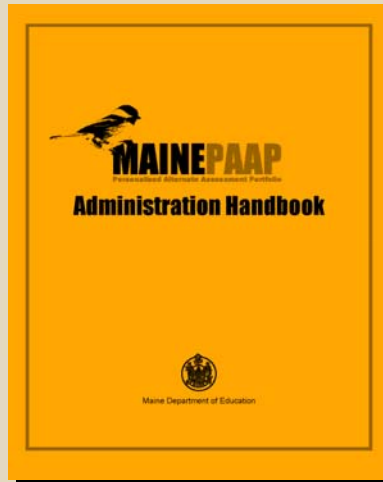


PAAP UPDATES

Presented by
Maine Department of Education

Materials

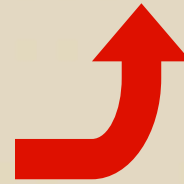


www.maine.gov/education/lsalt/paap/materialstools/index.htm#handbook

Following Along



The open book symbol indicates the page in the Administration Handbook where referenced information can be found.



Goals for Today

Participants will...

- Become familiar with changes in the 2011-2012 PAAP Administration Handbook
- See the changes to the PAAP Task Bank
- Learn about the changes to the scoring process
- Have the opportunity to ask questions

Contact Information

Maine Department of Education

Alternate Assessment (PAAP) and
Accommodations Coordinator

Susan Fossett
(207) 624-6774
susan.fossett@maine.gov

Adequate Yearly Progress (AYP)

Rachelle Tome
(207) 624-6705 or
rachelle.tome@maine.gov

Maine Education
Data Management System
(Infinite Campus/MEDMS)

MEDMS Help Desk
(207) 624-6896 or
medms.helpdesk@maine.gov

Measured Progress

1-800-431-8901

Program Manager
Marcia Tibbetts
ext. 2103 or
tibbetts.marcia@measuredprogress.org

Program Assistant
Michelle Couture
ext. 2252 or
couture.michelle@measuredprogress.org

Important Dates

- **December 1, 2011** - Task Bank opens
- **March 1, 2012** - Last day to add a student to the Task Bank
- **April 13, 2012** - Return materials kits mailed
- **April 30, 2012** - Task Bank closes
- **May 3, 2011** - UPS PAAP pick-up

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Purpose of the PAAP

To provide information about the academic achievement and progress of students who, because of their unique learning needs, cannot access other state required assessments.

Why Alternate Assessment?

- It's the law.
- It helps to determine how much a student is learning.
- Including all students ensures that all students will be taught.
- Learning improves and expectations are raised.

MeCAS

Maine's Federal Accountability Assessment System

Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
2	3	4	5	6	7	8	10	11
	NECAP Reading Mathematics	NECAP Reading Mathematics	NECAP Reading Writing Mathematics	NECAP Reading Mathematics	NECAP Reading Mathematics	NECAP Reading Writing Mathematics	PSAT Reading Mathematics	SAT Reading Writing Mathematics
			MEA Science			MEA Science		MEA Science
PAAP Reading Mathematics	PAAP Reading Mathematics	PAAP Reading Writing Mathematics	PAAP Reading Mathematics Science	PAAP Reading Mathematics	PAAP Reading Writing Mathematics	PAAP Science	PAAP Reading Mathematics	PAAP Reading Writing Mathematics Science

MHSA (Maine High School Assessment)

Determining *how* a student participates

The following options exist for how a student may participate:

- Participate in the statewide assessment without accommodations
- Participate in the statewide assessment with approved state accommodations
- Participate in the statewide alternate assessment

Grade 10

Federal law mandates that alternately assessed students participate in all content areas in which their same age/grade peers participate. The PSAT is required for students in grade 10, although scores are not used for AYP determinations.

Determining Participation in Alternate Assessment

3

- Significant Cognitive Disability
- Requires highly specialized instruction to acquire and generalize knowledge
- Educational support such as:
 - ⇒ Assistive technology devices,
 - ⇒ personal care services,
 - ⇒ health/medical services, or
 - ⇒ behavioral interventions.

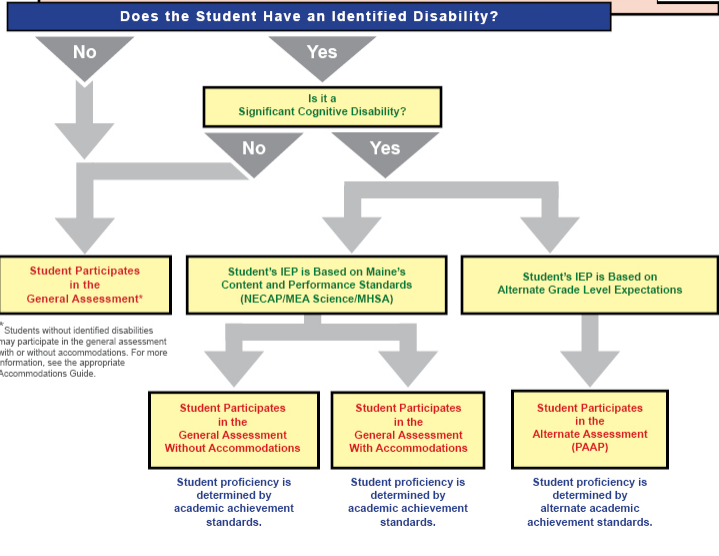
Determining Participation in Alternate Assessment

21-22

Guide decision-making process by using:

- Flow Chart for Determining Appropriate Avenue of Assessment (pg. 21)
- Criteria to Determine Participation in PAAP (pg. 22)

Flow Chart for Determining Appropriate Avenue of Assessment



PAAP Administration Handbook

Criteria to Determine Participation in the PAAP

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 any portion of 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.		

* If any statement is false, the student is not eligible for PAAP.

Criteria that DO NOT Determine Participation in PAAP

- Program setting
- Category of disability
- Percentage of time in the general education and special education settings
- Developmental level or mental age of the student

Additional Tools for Use at the IEP Meeting

- Approved State Accommodations
- NECAP GLEs
- Common Core State Standards (CCSS)
- Alternate Grade Level Expectations
- Prior assessment data

Alternate Grade Level Expectations (AGLEs)

- Continuum of eight levels of complexity
- Aligned to NECAP Grade Level Expectations (reading, writing and mathematics) and Maine's 2007 *Learning Results* (science)
- Common basis for planning
- Formatted by content area
- Available on the PAAP Website

www.maine.gov/education/lsalt/paap/materialstools/index.htm#AGLEs

Looking at the Eight LoCs

NECAP GLEs M(N&O) — 3 & 4 Mathematics AGLE/Indicator — A5
 Numbers and Operations – Understanding of Mathematical Operations, Calculations, and Solving Problems
 Student demonstrates conceptual understanding of mathematical operations and problem solving by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> matching a set of 2–4 objects with an equivalent set of 2–4 objects. 	<p>doing the following:</p> <ul style="list-style-type: none"> adding and subtracting whole numbers (sums up to 6 and the corresponding subtraction counterparts) using manipulatives. 	<p>doing the following:</p> <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. 	<p>doing the following:</p> <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	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>doing one or more of the following:</p> <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 	<p>doing the following:</p> <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> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> describing or illustrating the inverse relationship between multiplication and division (without remainders) and/or the relationship between repeated subtraction and division. 	<p>doing one or more of the following:</p> <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. 	<p>doing two or more of the following:</p> <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.

10/1/11

25

Alternate Grade Level Expectations

The Task Bank

www.maine.gov/education/lsalt/paap/taskbank

Administration window:

December 1, 2011 - April 30, 2012.

measured progress | PROFILE™ PAAP Task Bank 2011-12

Go to Registration Page | I Forgot My Password

**First-time login:
setup personal
account access.**

MAINE PAAP
Personalized Alternate Assessment Portfolio
Sign in to PAAP TASK BANK

Email address:

Password:

Important Message:
Only new users will need to register for the 2011-2012 school year.
[Click here](#) to go to the Registration Page.

[Sign In](#)

[WAAS 2012 Web Manual \(PDF\)](#)

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The Task Bank

7

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

Access Code =

4 digit district code + 4 digit school code

Teaching working in multiple schools within an SAU will be allowed to enter multiple school codes to allow only one account

The school where the student completes the assessment will enroll the student into the Task Bank

All students must be enrolled in the Task Bank no later than March 1st each year.

A Request for Partial PAAP must be submitted to the Department prior to December 1st each year for each student who has been identified to take a partial PAAP.

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

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

1. PAAP Approved Accommodations
2. Flexibility in Presentation
3. PAAP Levels of Assistance

Approved Accommodations

8-9

- Enlargement of Materials
- Use of Concrete Objects
- Picture Card or Description Cards
- Alternative/Augmentative Communication
- Extended Time
- Visual Support for Graphics
- Multiple Testing Opportunities

Flexibility in Presentation

9

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.

PAAP Levels of Assistance

9-10

Every portfolio is given a score based on the Level of Assistance given to the student.

When Accommodations are needed beyond those in the Task Description, additional assistance may be provided as outlined in the Levels of Assistance.

PAAP Levels of Assistance

9-10

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

Level of Assistance		
Level of Assistance 1 Circle the type of assistance from the list below	Level of Assistance 2 Circle the type of assistance from the list below	Level of Assistance 3 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: _____

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

PAAP Levels of Assistance

9-10

Level of Assistance Score of 1:

- Modeling
- Demonstrating a response similar to that desired.

PAAP Levels of Assistance

9-10

Level of Assistance Score of 2:

- Using **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.
- Use of clarifying questions to stimulate student thought without providing clues to specific answers.
- Prompting
- Cueing

PAAP Levels of Assistance

9-10

Level of Assistance Score of 3:

- Independent
- Administering Task following Task Description page directions
- Providing Encouragement
- Completing Task by using augmentative/alternative means of communication.
- Repeating directions
- Reacting to student (Great job!, That's right!)
- Re-reading a reading passage (except for required reading).
- Reminding a student to stay focused.

Administering a PAAP

11

After instruction around the learning targets has occurred, follow the process to assess the student's learning.

In order for students to increase achievement levels, continue to move them to higher LoCs. The LoC has the *most* weight in the scoring formula.

Required Blueprint

21

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
High School	A2, A3	B1	A5, C2, D4	D3, E1, E5

Step-by-Step

17-20

A: Planning a PAAP

Step One: IEP Team Meets

Step Two: Use blueprint to determine which AGLE/Indicators are required for student

Step Three: Use the AGLEs to identify the LoC descriptors

B: Registering a Student for PAAP

Step Four: Create a user account within the Task Bank

Step Five: Add students to your roster

Step Six: Verify accuracy of student information

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.

C: Implementing a PAAP

Step Seven: Using tasks from the Task Bank collect student work

Step Eight: Complete the Entry Slip

Step Nine: Complete the Work Template

Step Ten: Correct Student Work

Step Eleven: Determine Levels of Assistance

Step Twelve: Electronically Complete Task Summary pages

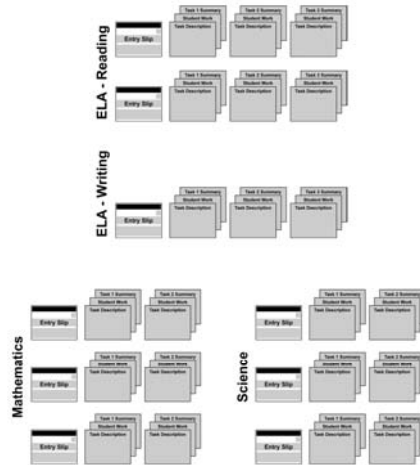
Step D: Organizing a PAAP

Step Thirteen: Assemble each AGLE Entry by attaching the required number of Task Descriptions with accompanying student work.

Step Fourteen: Arrange each AGLE Entry within a content area in alphabetical order

Step Fifteen: Print Table of Contents from Task Bank

Visual Guide to the PAAP



E: Submitting a PAAP

Step Sixteen: Complete the Principal Validation Form and provide it to the principal

Step Seventeen: Prepare the PAAP for mailing according to directions received from Measured Progress in the return materials shipment that will be sent in April.

Principal Validation

PAAP Principal Validation Form

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

29

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: _____

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: _____

pa42010

Scoring the PAAP

12-13

- 1st Score: Completed by Teacher
- 2nd Score: Completed by trained scorer at Measured Progress.
- The Scoring Rubric can be found on page 30 of the Administration Handbook
- Cut scores can be found on page 13 of the Administration Handbook.

Scoring Rubric



30

Task Score for Level of Complexity								
Unscorable	1	2	3	4	5	6	7	8
The PAAP Task did not meet all requirements.								
Reasons for Unscorables:								
✓ 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
Hand-over-hand Altering items/tasks beyond removing a choice (task no longer connects to the AGLE)	Modeling Demonstrating a response similar to the desired response Other	Use of Option 2 (LoC 1 only) to use fewer of the item sets multiple times to match student knowledge Limiting a student's response (outside of LoC 1 at Option 2) by removing one response option Use of clarifying questions to stimulate student thought to the specific task without providing clues to specific answers Other	Independent Providing encouragement Completing tasks by using augmentative/alternate means of communication Repeating directions Reacting to a student Rereading a passage Reminding a student to stay focused Other

08192011

Score Computation

Final Entry Score = (5 X Final Level of Complexity) + Final Entry Level of Accuracy + Final Entry Level of Assistance – 4, where the following tables are used to calculate the Final Entry Scores for Level of Accuracy and Level of Assistance based on the number of tasks and total points across all tasks. For example, if an entry has 2 tasks (e.g. math) and the sum of the Level of Accuracy points across all tasks is 7 then the Final Entry Level of Accuracy score is 4. An unscorable task ('U') is assigned a score of 0 for calculation purposes.

Total Level of Accuracy Points	1	2	3	4	5	6	7	8	9	10	11	12
Number	2	1	1	2	2	3	3	4	4			
of Tasks	3	1	1	1	1	2	2	3	3	4	4	

Total Level of Assistance Points	1	2	3	4	5	6	7	8	9
Number	2	1	1	2	2	3	3		
of Tasks	3	1	1	1	2	2	3	3	

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

Reporting

Report Interpretation Guide and Report Interpretation Webinar located on the PAAP Website

www.maine.gov/education/lsalt/paap/materialstools

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* those efforts through the inclusion of evidence that results from the merger of instruction and assessment.

Teachers administering a PAAP make a commitment!

Questions?



Did we meet our goals?

Did you...

- Become familiar with changes in the 2011-2012 PAAP Administration Handbook?
- See the changes to the PAAP Task Bank?
- Learn about the changes to the scoring process?
- Have the opportunity to ask questions?

Tell Us What You Think

- Feedback
susan.fossett@maine.gov
www.maine.gov/education/lsalt/paap
- Join the PAAP ListServe!
<http://mailman.informe.org/mailman/listinfo/paap>

[Click here to provide feedback on today's presentation](#)

Thank You!