

Appendix N—SAMPLE REPORTS

Personalized Alternate Assessment Portfolio Student Report



Maine PAAP Results for Ruby Cook

Grade 11
Demonstration School 1

Dear Parents and Guardians,

As you review this report, you will learn how your child scored on the Personalized Alternate Assessment Portfolio (PAAP) and what the results mean. The PAAP consists of a yearlong collection of student work done during daily instruction and designed to provide evidence of progress on alternate achievement standards and is a required State assessment.

These results should be used together with your child's IEP goals and progress in their daily schoolwork to gain a complete picture of how well your child is learning concepts. If you have any questions about your child's progress, I encourage you to meet with your child's teacher(s) to discuss these results and identify ways that you can continue to partner with your school to support your child's education.

Sincerely,

Angela Faherty, Ph.D.
Acting Commissioner of Education

Personalized Alternate Assessment Portfolio (PAAP) General Information

What is the PAAP?

The PAAP is one part of Maine's Comprehensive Assessment System, which is required by state and federal law to measure state achievement standards. It is a collection of tasks chosen by your child's teacher and completed by your child in one or more subject(s) during the school year. The scores from these tasks are used as a measure of your child's performance toward meeting one set of the state achievement standards, called the Alternate Grade Level Expectations. These are the standards developed for students who require an alternate assessment and are reduced in depth and breadth from the state achievement standards used in general education.

Do all students take the PAAP?

All students in grades 3–8 and 2nd and 3rd year high school who attend publicly funded schools/programs, including students with disabilities and English language learners, are required to participate in an assessment. The standard versions of these tests are taken by most students, and some students receive accommodations to be able to participate. A relatively small number of students with significant cognitive disabilities who cannot take the standard test even with accommodations take the PAAP. The PAAP is given to students in the 2nd grade as well as the grades above because of the structure of the standard assessments.

How are my child's PAAP results used?

The results should be used by the school and IEP team to help:

- Make decisions about your child's daily instruction
- Identify challenging academic goals and plan instruction for the following year
- Measure your child's progress in achieving academic standards
- Establish whether the school and district are making progress in educating students with disabilities

How does participation in the PAAP help my child?

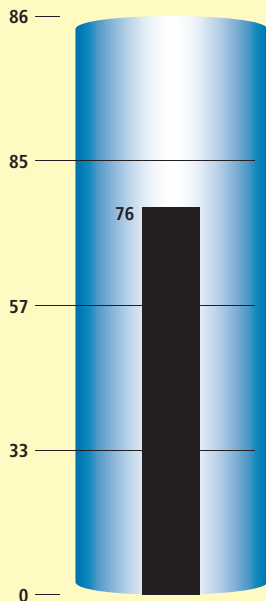
This alternate assessment allows students with significant cognitive disabilities to "show what they know" and to receive instruction at a level that is challenging and attainable.

- **The PAAP helps to determine how much a student is learning.**
A PAAP shows some of what a student has learned during the school year. Scores provide accurate and detailed feedback that can be used to identify challenging goals and instruction for the following school year.
- **The PAAP ensures that all children will be taught.**
The results of students who take the PAAP are part of a school's determination of making annual progress in teaching students. This means that these students are more likely to be considered when resource decisions are made.
- **Learning improves and expectations are raised.**
Evidence shows that students learn more than expected when they are engaged in instruction based on the state's learning standards.

For more information about the PAAP: www.maine.gov/education/lsalt/paap/index.html

Reading

Your child's score is **76**.
Your child's achievement level is **Proficient**.



Proficient with Distinction (85–86)

The student's performance demonstrates the skillful ability to identify and decode unfamiliar vocabulary and/or demonstrate understanding of word meaning. The work also demonstrates the consistent ability to read, comprehend, and interpret literary OR informational texts appropriate to the student's instructional level.

Proficient (57–84)

The student's performance demonstrates the ability to identify and decode unfamiliar vocabulary and/or demonstrate understanding of word meaning. The work also generally demonstrates the ability to read, comprehend, and interpret literary OR informational texts appropriate to the student's instructional level.

Partially Proficient (33–56)

The student's performance demonstrates the inconsistent ability to identify and decode unfamiliar vocabulary and/or demonstrate understanding of word meaning. The work also demonstrates the incomplete or inconsistent ability to read, comprehend, and interpret literary OR informational texts appropriate to the student's instructional level.

Substantially Below Proficient (0–32)

The student's performance demonstrates the limited ability to identify and decode unfamiliar vocabulary and/or demonstrates incorrect understanding of word meaning. The work also demonstrates minimal or limited ability to read, comprehend, and interpret literary OR informational texts appropriate to the student's instructional level.

Scores on the PAAP fall into one of four achievement levels listed above. These levels describe the quality of a student's work compiled in the portfolio. If you would like more information about the achievement levels, go to: www.maine.gov/education/lsalt/paap/resources/index.htm

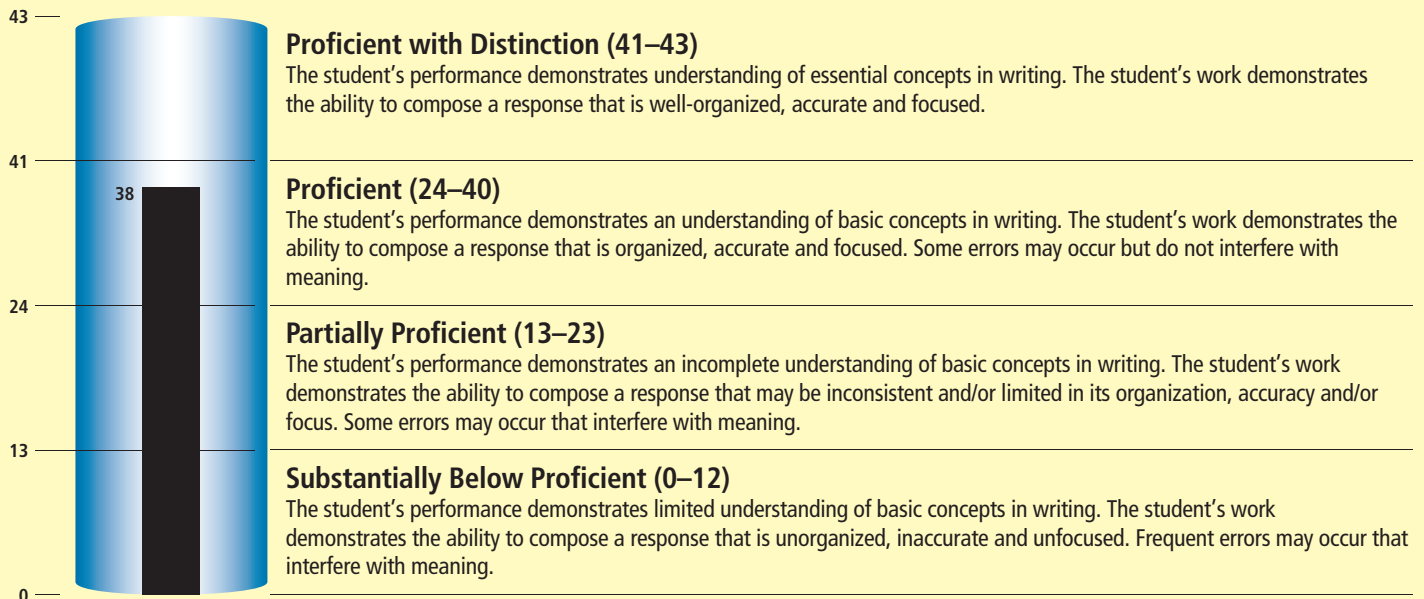
AGLE/ Indicator	Word Identification and Vocabulary Knowledge – A1	Informational Text – A3
Level of Accuracy	Student work related to this AGLE/Indicator was completed with an average score of 85-100%	Student work related to this AGLE/Indicator was completed with an average score of 85-100%
Level of Assistance*	Level of Assistance Score of 3 <ul style="list-style-type: none"> • 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 	Level of Assistance Score of 3 <ul style="list-style-type: none"> • 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
Level of Complexity**	Level of Complexity Score of 7 <ul style="list-style-type: none"> • identifying the meaning of unfamiliar vocabulary by using knowledge of word structure • using context clues to determine meaning • using a dictionary or glossary to determine the meaning of words • identifying synonyms • identifying antonyms • selecting words to use in content-specific context • determining the meaning of a multiple-meaning word that is appropriate for the text • distinguishing shades of meaning 	Level of Complexity Score of 7 <ul style="list-style-type: none"> • obtaining information from table of contents, glossary, index, transition words or phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations • answering questions related to explicitly stated information • paraphrasing or summarizing • connecting information within or across texts • synthesizing information from one or more texts • making inferences including cause/effect • determining author's purpose • drawing basic conclusions • forming judgments/opinions • distinguishing fact from opinion

*Level of Assistance: The amount of assistance that the teacher provided to your child that was beyond what was part of the task but did not change what was being assessed.

**Level of Complexity: Tasks are created so that students may complete them according to where they are in their learning.

Writing

Your child's score is **38**.
Your child's achievement level is **Proficient**.



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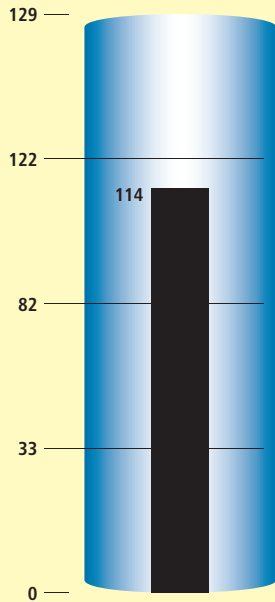
AGLE/ Indicator	Narrative – B2
Level of Accuracy	Student work related to this AGLE/Indicator was completed with an average score of 85-100%
Level of Assistance*	Level of Assistance Score of 3 <ul style="list-style-type: none"> • Independent • Providing encouragement • Completing tasks by using augmentative/alternate means of communication • Repeating directions • Reacting to a student • Rereading a passage • Reminding a student to stay focused
Level of Complexity**	Level of Complexity Score of 7 <ul style="list-style-type: none"> • creating a clear, understandable story line with a beginning, middle, and end and/or • establishing a problem and solution • using relevant and descriptive details • creating or identifying characters

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**Level of Complexity: Tasks are created so that students may complete them according to where they are in their learning.

Mathematics

Your child's score is **114**.
Your child's achievement level is **Proficient**.



Proficient with Distinction (122–129)

The student's performance demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to utilize information and solve problems including implementing strategies, accurately performing procedures and providing solutions.

Proficient (82–121)

The student's performance demonstrates an understanding of basic concepts in mathematics and connections among central ideas. The student's responses demonstrate basic ability to solve problems, including performing procedures and providing solutions. The student's work may contain minor errors.

Partially Proficient (33–81)

The student's performance demonstrates an incomplete understanding of basic concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate limited ability to solve problems, including performing procedures and providing solutions. Problem solving strategies may be flawed and procedures performed inaccurately.

Substantially Below Proficient (0–32)

The student's performance demonstrates limited understanding of basic concepts in mathematics and inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Problem solving strategies may be flawed or inappropriate and there may be many omissions.

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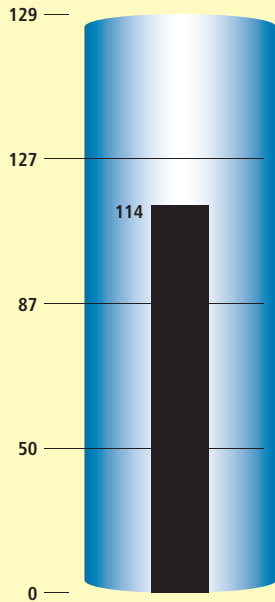
AGLE/ Indicator	Numbers and Operations – A1	Geometry and Measurement – B3	Data, Statistics, and Probability – D1
Level of Accuracy	Student work related to this AGLE/Indicator was completed with an average score of 85-100%	Student work related to this AGLE/Indicator was completed with an average score of 85-100%	Student work related to this AGLE/Indicator was completed with an average score of 85-100%
Level of Assistance*	Level of Assistance Score of 3 <ul style="list-style-type: none"> • 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 	Level of Assistance Score of 3 <ul style="list-style-type: none"> • 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 	Level of Assistance Score of 3 <ul style="list-style-type: none"> • 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
Level of Complexity**	Level of Complexity Score of 7 <ul style="list-style-type: none"> • reading and writing numbers up to 999,999 • using models, explanations, and/or other representations to show equivalency • composing and decomposing numbers up to 9,999 (e.g., $5367 = 5000 + 300 + 60 + 7$ or $5367 = 5000 + 200 + 167$). 	Level of Complexity Score of 7 <ul style="list-style-type: none"> • finding the area of rectangles in standard units and the area of irregular figures on grids 	Level of Complexity Score of 7 <ul style="list-style-type: none"> • answering questions related to data presented in a table/chart, frequency chart, bar graph, circle graph, or line graph • analyzing data presented in a table/chart, frequency chart, bar graph, circle graph, or line graph to formulate or justify conclusions, make predictions, or solve problems

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**Level of Complexity: Tasks are created so that students may complete them according to where they are in their learning.

Science

Your child's score is **114**.
Your child's achievement level is **Proficient**.



Proficient with Distinction (127–129)

The student's work demonstrates an understanding of essential concepts in science, including the ability to make connections among central ideas. The student's response demonstrates the ability to utilize information and solve problems and explain central concepts with clarity and accuracy.

Proficient (87–126)

The student's work demonstrates a general understanding of essential concepts in science and connections among central ideas. The student's response demonstrates the ability to utilize information and solve problems and explain central concepts. Student work may contain minor errors.

Partially Proficient (50–86)

The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's response demonstrates some ability to utilize information and solve problem. The quality of the responses is inconsistent. Explanation of concepts may be incomplete or unclear.

Substantially Below Proficient (0–49)

The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies.

Scores on the PAAP fall into one of four achievement levels listed above. These levels describe the quality of a student's work compiled in the portfolio. If you would like more information about the achievement levels, go to: www.maine.gov/education/lsalt/paap/resources/index.htm

AGLE/ Indicator	The Physical Setting – D4	The Living Environment – E1	The Living Environment – E2
Level of Accuracy	Student work related to this AGLE/Indicator was completed with an average score of 85-100%	Student work related to this AGLE/Indicator was completed with an average score of 85-100%	Student work related to this AGLE/Indicator was completed with an average score of 85-100%
Level of Assistance*	Level of Assistance Score of 3 <ul style="list-style-type: none"> • 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 	Level of Assistance Score of 3 <ul style="list-style-type: none"> • 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 	Level of Assistance Score of 3 <ul style="list-style-type: none"> • 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
Level of Complexity**	Level of Complexity Score of 7 showing understanding that the laws of force and motion are the same across the universe by doing the following: <ul style="list-style-type: none"> • predicting the effect of a given force on the motion of objects and/or • describing how waves can have different magnitudes, lengths, and frequencies. 	Level of Complexity Score of 7 describing and analyzing the evidence for relatedness among and within diverse populations of organisms and the importance of biodiversity by doing the following: <ul style="list-style-type: none"> • describing environments that have many different types of organisms and those that have fewer types of organisms. 	Level of Complexity Score of 7 describing and analyzing the interactions, cycles, and factors that affect short-term and long-term ecosystem stability and change by doing the following: <ul style="list-style-type: none"> • explaining ways in which organisms depend upon and interact within their environment and/or • explaining ways in which organisms depend upon, interact within, and change the living and nonliving environment.

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