



MeCAS

Maine's Comprehensive
Assessment System

Personalized Alternate Assessment Portfolio

MeCAS Part III

2013–14 TECHNICAL REPORT



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CHAPTER 1 OVERVIEW

This section of the technical report provides an overview of Maine’s alternate assessment, the Personalized Alternate Assessment Portfolio (PAAP), which is administered to students with significant cognitive disabilities who cannot participate in the New England Common Assessment Program/Maine Educational Assessment Science/PSAT/Maine High School Assessment. Descriptions of the purpose of the PAAP, the processes utilized to develop and implement the PAAP program, and stakeholder involvement in those processes are included in this section. By comparing the intent of the PAAP with its process and design, the assessment’s validity can be evaluated. Stakeholder groups such as the PAAP Advisory Committee, item/task review committees, and content committees helped guide the development and implementation process. Teacher input in the development of the overall PAAP process is described, from the alternate grade level expectations (AGLE) design through blueprint/test design, content alignment, task development, task tryout/field testing, teacher trainings, test administration, scoring, and standard setting.

1.1 PURPOSE OF THIS REPORT

The purpose of the report is to document the technical aspects of the 2013–14 PAAP operational implementation. Reading and mathematics were assessed at grades 3–7 and 11; writing was assessed at grades 4, 7, and 11; and science was assessed at grades 5, 8, and 11.

Several technical aspects of the PAAP are described in an effort to contribute to evidence supporting the validity of PAAP score interpretations. Because the interpretations of the test scores are evaluated for validity, not the test itself, this report presents documentation to substantiate intended interpretations (AERA, APA, & NCME, 2014). Each chapter in this section contributes important information to the validity argument by addressing one or more of the following aspects of the PAAP: task development, alignment, administration, scoring, reliability, standard setting, achievement levels, and reporting.

Standards for Educational and Psychological Testing (AERA, 2014) provides a framework for describing sources of evidence that should be considered when constructing an argument for assessment validity. These sources include evidence in five general areas: test content, response processes, internal structure, relationship to other variables, and consequences of testing. Although each of these sources may speak to a different aspect of validity, they are not distinct types of validity. Instead, each contributes to a body of evidence about the comprehensive validity of score interpretations.

1.2 ORGANIZATION OF THIS REPORT

This report is organized based on the conceptual flow of the PAAP's year-long process, which includes blueprint design/development, task development, administration, scoring, reporting of scores, technical characteristics, and validity. The appendices contain supporting documentation.

CHAPTER 2 CURRENT YEAR UPDATES

In a continued effort to better align the PAAP with the state’s general education assessments, students in grade 2 were no longer required to participate in the assessment.

CHAPTER 3 THE STATE ASSESSMENT SYSTEM

In Maine, both the general large-scale assessment and the alternate assessment test students on reading and mathematics instruction content taught during grades 3–7, 10, and 11; on writing content taught during grades 4, 7, and 11; and on science content taught during grades 5, 8, and 11. All students participate in statewide assessment in one of three ways: general assessment, general assessment with accommodations, or alternate assessment, as outlined in the following sections.

3.1 INTRODUCTION

The PAAP, like the New England Common Assessment Program (NECAP)/Maine Educational Assessment Science/PSAT/Maine High School Assessment, is designed to provide a snapshot in time of an individual student’s performance. A broader picture will emerge as the student results on the PAAP are reviewed along with results on other formative and summative assessments.

PAAP tasks are provided in the PAAP Task Bank for each of the content standard levels of complexity (LoC) as described in the PAAP Alternate Grade Level Expectations (AGLEs) document. Tasks selected for use in an individual student’s PAAP should match the instructional level at which the student is working and be designated within the PAAP AGLEs/Indicators as appropriate for his or her grade level.

The AGLE/Indicators include LoC descriptors that have been reduced in complexity in order to ensure access to instruction and assessment for all students.

All tasks submitted in a PAAP are corrected (by item) resulting in an overall percentage score for the task. The evidence (student work) included in a 2013–14 PAAP for all content areas must have been generated during the PAAP test administration window: December 1, 2013–April 30, 2014.

3.2 ALTERNATE ASSESSMENT BASED ON ALTERNATE ACHIEVEMENT STANDARDS

Up to 1% of Maine students in grades tested may show academic proficiency through administration of an alternate assessment based on alternate achievement standards. The PAAP is designed for those students with such significant cognitive impairments that they are unable to participate in the general Maine’s Comprehensive Assessment System (MeCAS), even with the best instruction and appropriate accommodations.

As previously described, the PAAP is designed under the guiding philosophy that alternate achievement standards are built on measurable, targeted skills linked to the NECAP Grade Level Expectations in reading, mathematics, and writing, and Maine’s *2007 Learning Results* for science, but the alternate

achievement standards represent student performance at a lower level of breadth, depth, and complexity than found in the general assessment.

3.3 THE ALTERNATE ASSESSMENT SYSTEM

Given the legislative context within which the entire statewide assessment system sits, the PAAP is, as a part of the overall MeCAS, governed by the same laws and rules that govern general assessment. Federal legislation, including the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the No Child Left Behind Act (NCLB), requires that students with disabilities have access to the general curriculum, with appropriate accommodations where necessary, and that they be assessed on the same general curriculum standards as all other students. For the small number of students who cannot participate in the general large-scale assessment due to their severe cognitive disabilities, the law also allows—and Maine provides—a statewide alternate assessment based on the AGLEs. Alternate achievement standards are reduced in breadth, depth, and complexity while maintaining linkage to the same general curriculum standards taught to all children.

3.4 PURPOSES OF THE ALTERNATE ASSESSMENT SYSTEM

The PAAP is designed to provide instruction and a meaningful academic assessment experience, based on the AGLEs, for those Maine students with the most significant cognitive disabilities.

The portfolio approach captures student progress in academic content over the course of a five-month window, enabling teachers and others to see evidence of this progress within the context of the instructional program they are providing. The PAAP is also intended to provide feedback to teachers on student performance, which they can use to improve instruction.

As part of this purpose, the PAAP signals to Maine special education teachers the need to maintain high academic expectations for their students and high standards in the delivery of their instructional programs. Students receive greater learning opportunities throughout their academic careers because of tight test blueprints and teacher trainings that encourage educators to move PAAP students to higher levels of complexity.

While the major purpose of the PAAP is accountability to ensure that all Maine students are appropriately included in state and federal accountability systems, the PAAP also provides instructional improvement that reveals what students know and are able to do. This system aims to meet the highest technical standards possible while best serving the students participating in the assessment.

3.5 GENERAL FORMAT AND BACKGROUND

AGLE entries submitted in a PAAP must be composed of four components:

- an Entry Slip that serves as the organizer for all student work related to a single content standard
- the required number of Task Descriptions designed to help the user understand the expectations of an individual task, how the task was administered, the prior knowledge required to perform the task, and the alignment to the specific standard and performance indicator being measured
- the required quantity of student work to serve as evidence of student performance (see Appendix B)
- a Task Summary page summarizing the Level of Accuracy and Level of Assistance

Forms for the Entry Slips and Task Descriptions have been common since 2003. From 2002 to 2004, only teacher-developed tasks were used in PAAPs. Teacher training on the PAAP process included tools to ensure alignment to the rubrics, sufficiency of evidence, and clarity for scorers. During the 2003 and 2004 scoring sessions, scorers were asked to identify tasks they saw as “exemplar”—those tasks that, clearly aligned, provided evidence of a pattern of performance and could be reliably scored. Those exemplar tasks were then reviewed by a group of teachers brought together in the summer of 2004. Members of that group made suggestions for revisions as necessary and eliminated tasks that did not meet the criteria outlined for the review process. The tasks approved by that group served as the basis for the early development of tasks to be included in an online PAAP Task Bank. A small number of tasks, based on the exemplars and finalized in form by Maine Department of Education (MDOE) staff, were posted online for optional use in 2004. The number of Task Bank items was expanded in 2004–05 to allow teachers to create an entire 2005 PAAP, including reading, mathematics, and science, without using teacher-developed tasks. The use of teacher-developed tasks was still permitted, however. At each stage of this development evolution, final tasks were reviewed by members of the PAAP Work Collaborative or the PAAP Advisory Group (see Appendix A for the 2011–12 Advisory Group membership and the 2012–13 Reading Alignment Group).

The use of teacher-developed tasks was no longer permitted for the 2006–07 school year. Due to the teacher time involved and the variations in the skill levels among teachers for developing tasks, the MDOE contracted with Measured Progress to collaborate on the development of new tasks. The first set of tasks produced by Measured Progress was developed during 2004–05 for use in 2005–06. A second set of tasks was developed in 2005–06 for use in 2006–07. The purpose of this development was to populate an expanded version of the PAAP Task Bank for reading and mathematics.

Teachers completed a Specific Task Feedback Form to provide Measured Progress and the MDOE with guidance to inform further development and quality assurance of the tasks. Based on the feedback from teachers, all of the first-round PAAP tryout tasks were revised by Measured Progress and the MDOE. A second round of development was completed in the summer of 2006 that focused on reading, writing, and science tasks.

In 2007–08, the Task Bank became password protected and was provided solely for the use of Maine teachers developing PAAPs for their students. Because the PAAP is for students with the most significant cognitive disabilities within the Maine school population—the PAAP rubrics were revised to contain only rubric levels 1 and 2.

The 2009–10 assessment program began to move toward a required test blueprint by grade and content area. In developing the blueprint for the PAAP, care was taken to make the progression of tasks parallel to the progression of the general NECAP assessment in all content areas. Teachers were no longer allowed to freely select which AGLEs to assess. Because the Task Bank was not fully populated, teachers were asked to familiarize themselves with the test blueprints for all content areas, but to implement the test blueprint for reading only, as reading was the only content area fully populated in the Task Bank. Teachers were not penalized if they did not follow the test blueprint for reading during that assessment year.

Beginning in 2010–11 and continuing in 2013–14, the program has provided a fully populated Task Bank for all content areas and enforced the required grade-level test blueprint that had been provided to teachers in 2009–10. Teachers were no longer allowed to select AGLEs for assessment outside of the grade-level blueprint. Instead, the teachers had to administer the AGLE entry requirements for each content area as shown below and in Figure 3-1.

Figure 3-1. 2013–14 PAAP: Content Blueprint

PAAP Blueprint Required AGLE/Indicators by Content Area and Grade Level				
Grade Level	Reading	Writing	Math	Science
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

In reading, the understanding of literary and informational text and vocabulary development are all addressed consistently throughout the grades. This poses a challenge for the PAAP since the PAAP requirement is that two AGLEs, not three, be assessed each year.

Since vocabulary development increases incrementally and is basic to reading comprehension, the assessment of AGLE A1 (Vocabulary Development) occurs at grades 2–7 every year. Therefore, the assessment of AGLE A2 (Understanding, Analysis, and Interpretation of Literary Text) and A3 (Understanding, Analysis, and Interpretation of Informational Text) alternates from year to year.

In the general population, understanding of simple literary text often develops more rapidly in young children than understanding of informational text. This is largely due to the greater concept density found in most informational text. However, since comprehension of both literary and informational text is important and is given equal weight in NECAP, it is important to maintain as closely as possible equal weight to the two corresponding AGLEs in the PAAP. The PAAP alternates the assessment of these two AGLEs from year to year, beginning with assessment of comprehension of literary text in the earliest grade assessed. In grades 4, 6, and 11, assessment of the skills related to AGLE A2 is required in PAAP; in grades 3, 5, 7, and 11, assessment of the skills related to AGLE A3 is required.

In writing, AGLE B2 is the required focus for the PAAP assessment of writing at the elementary grades. This AGLE addresses simple narrative writing skills.

In middle school, where writing to convey information takes on a more prominent role, AGLE B3 (Expository and Informational Writing) is the required focus for PAAP assessment. A progression that culminates in report-writing at the highest levels of complexity is required.

At the high school level, the expectation is that the progression should extend through more sophisticated writing skills than in the elementary or middle grades. AGLE B1, which includes a broader range of skill requirements than either B2 or B3, includes assessment of the structures and conventions of English. It also requires students to produce compositions that demonstrate an understanding of ideas in text and to convey analytic judgments about those ideas. The expectation for demonstrating both depth and breadth of writing skills at this level is an appropriate capstone to the PAAP assessment.

In mathematics, the blueprint establishes AGLE A (Number and Operations) as an anchor and requires two additional AGLEs to be assessed during each year of assessment. By requiring that certain indicators be assessed at specific grade levels, the blueprint ensures that all students have the opportunity to develop the mathematics skills and concepts included in the AGLEs over the course of their education.

Every year, AGLE A is assessed. This AGLE was chosen as the anchor because it encompasses the most fundamental, foundational, and practical mathematics skills that students need to master. In general, the individual indicators are assessed at the grade level in which the skills and tasks are appropriate, interesting, and relevant to students. In the elementary grades, students focus on whole numbers and decimals. In the middle school years, fractions are included. In high school, students focus on problem-solving using numbers and operations.

In addition to the anchor, two other AGLEs are required to be assessed each year. The additional required AGLEs were chosen with the following factors in mind: (a) to expose students to the breadth of the mathematics skills and concepts provided in the AGLEs, (b) to reflect the content emphasis given to each

strand in the general assessment (NECAP), (c) to develop mathematics skills at times when they are most likely to be relevant and appropriate to students, (d) to give students time to further develop skills before assessing the same indicator again, and (e) to provide a foundation at the lower grades for more abstract and complex concepts at the higher grades. The content assessed in the alternate science assessment blueprint generally reflects the same areas assessed by the general education assessment instrument, which is currently the Maine Educational Assessment. The science portion of the MEA assesses two AGLEs: D, the physical setting (D1–D4), and E, the living environment (E1–E5). AGLE D, the physical setting, contains indicators that encompass the subject matter conventionally referred to as physical, earth, and space science, while E, the living environment, contains indicators related to life science.

Indicators from both the physical setting and the living environment are assessed each year in grades 5, 8, and 11. The focus at the elementary level is on concepts that the student can directly observe, such as the Sun, the Moon, rocks, plants, and animals. Force and motion provide concrete observations at the middle school level for the more abstract concepts of matter and energy that will be addressed in high school. Likewise, cells and heredity/reproduction provide foundations for the more abstract concepts of biodiversity and evolution taught in high school while the level of abstraction increases for the concepts of matter and energy. These are all high school concepts that are more abstract than the concepts covered in the elementary and middle school levels.

In the living environment, the progression from grade 5 to high school is from an understanding of individual organisms and populations to an understanding of how organisms change over time. In the physical setting, the progression is from an understanding of the macroscopic universe, solar system, and Earth to an understanding of forces and motion in the everyday environment, and progressing in high school to an understanding of matter and energy at the macroscopic and atomic levels. Each successive grade-level assessment connects to and builds on the science concepts introduced at a lower level.

As stated in the Chapter 1 Overview, the 2013–14 PAAP was the alternate to the 2013–14 NECAP/MEA Science/PSAT/MHSA.

CHAPTER 4 THE STUDENTS

In effective learning environments, instruction and assessment should always be linked. High-quality assessment practices provide information upon which to base ongoing development of instruction that is responsive to student needs. In alternate assessment, models of learning and subsequently the linkages between curriculum, instruction, and assessment are deeply impacted by the characteristics of the students themselves. Knowing who these students are and how they learn is critical to the design and development of effective instruction and assessment. In Maine, each PAAP is individualized so that each student's learning needs can be met with instruction that effectively promotes academic growth. The carefully designed common structure underlying the development of every PAAP provides a basis for comparison of performance patterns across students. The structure of the PAAP assessment illustrates both student performance and the student program. In effect, this assessment prioritizes observation of the dynamic links between models of student learning, curriculum, and instruction, and relates them to actual student outcomes. The design of the portfolio is based on the belief that those particular assessment events will allow students to demonstrate their understanding in a given domain, given a particular view of learning that takes into account important individual student differences.

4.1 PARTICIPATION DECISION PROCESS

Students eligible for the 2013–14 alternate assessment included students who had an identified significant or profound disability as defined under the Disabilities Education Improvement Act of 2004 (IDEA). These students need assessments that are individualized and flexible as well as integrated with daily instruction, resulting in student work that provides evidence of what these students are capable of doing. The PAAP was developed as the mode of participation in state assessments for these students.

During the 2013–14 school year, participation in the PAAP was required for those needing an alternate to the NECAP in grades 3–8, MEA science in grades 5 and 8, and the MHSA in grade 11. Students in a nongraded program were to be assigned a specific grade through Infinite Campus for the purposes of assessment.

In addition to the grades identified above, students in grade 10 also participated in the PAAP to ensure compliance with the IDEA requirement that all state assessments provide an alternate avenue of participation. Grade 10 general education students participate in the PSAT, which provides them an opportunity to practice for the more comprehensive SAT administered to third-year high school students. To be consistent with this model, grade 10 PAAP students completed the first task only for each reading and mathematics AGLE/Indicator of the PAAP as practice prior to the full PAAP assessment in grade 11.

In 2013–14, the MDOE continued to allow the use of partial PAAPs. This decision meant that IEP teams could make decisions about the appropriate avenue of participation for individual students by content

area. For example, a student may be assessed via a PAAP for reading only and take the general assessment with accommodations in mathematics. The knowledge and skills of each student must match PAAP achievement levels and Level of Complexity descriptors designated for his or her grade level in the AGLEs for the content area in which a PAAP is submitted.

All students considered for alternate assessment were reviewed individually by the IEP team prior to the time of assessment to determine the appropriate avenue of participation, allowing sufficient time for administration of the alternate assessment. This team was to include at least one of the student’s teachers, the school’s principal, the parent(s)/guardian(s), related service personnel, and the student, whenever possible. If it was not possible for the parent and student to attend the meeting, they were consulted regarding the committee’s recommendations. The materials suggested for use at the meeting included (1) the Process for Determining the Appropriate Avenue of Participation in the MEA/PSAT/MHSA (a copy of which is included in Appendix C), (2) the student profile, (3) the approved state assessment accommodations list for the NECAP or MEA science, (4) samples of the student’s work, and (5) NECAP and MEA science released items, or MHSA practice items, to which the samples of the student’s work could be compared. The recommendation for a student to take an alternate assessment must be documented in the student’s IEP.

4.2 SUMMARY OF PARTICIPATION RATES

Tables 4-1 through 4-4 show a summary of participation in the 2013–14 Maine PAAP by demographic category for each content area.

Table 4-1. 2013–14 PAAP: Summary of Participation by Demographic Category—Mathematics

<i>Description</i>	<i>Tested</i>	
	<i>Number</i>	<i>Percent</i>
All Students	1,184	100.00
Male	767	64.78
Female	417	35.22
Gender Not Reported	0	0.00
Hispanic or Latino	28	2.36
American Indian or Alaskan Native	14	1.18
Asian	10	0.84
Black or African American	59	4.98
Native Hawaiian or Pacific Islander	3	0.25
White (Non-Hispanic)	1,053	88.94
Two or More Races	17	1.44
No Primary Race/Ethnicity Reported	0	0.00
Currently Receiving LEP ¹ services	47	3.97
Former LEP ¹ Student—Monitoring Year 1	0	0.00
Former LEP ¹ Student—Monitoring Year 2	0	0.00
LEP ¹ : All Other Students	1,137	96.03
Students with an IEP ²	1,184	100.00
IEP ² : All Other Students	0	0.00

continued

<i>Description</i>	<i>Tested</i>	
	<i>Number</i>	<i>Percent</i>
Economically Disadvantaged Students	791	66.81
SES ³ : All Other Students	393	33.19
Migrant Students	0	0.00
Migrant: All Other Students	1,184	100.00
Students Receiving Title 1 Services	81	6.84
Title 1: All Other Students	1,103	93.16
Plan 504	1	0.08
Plan 504: All Other Students	1,183	99.92

¹ LEP = Limited English Proficient

² IEP = Individualized Education Plan

³ SES = Socio-Economic Status

Table 4-2. 2013–14 PAAP: Summary of Participation by Demographic Category—Reading

<i>Description</i>	<i>Tested</i>	
	<i>Number</i>	<i>Percent</i>
All Students	1,196	100.00
Male	781	65.30
Female	415	34.70
Gender Not Reported	0	0.00
Hispanic or Latino	28	2.34
American Indian or Alaskan Native	15	1.25
Asian	10	0.84
Black or African American	59	4.93
Native Hawaiian or Pacific Islander	3	0.25
White (Non-Hispanic)	1,064	88.96
Two or More Races	17	1.42
No Primary Race/Ethnicity Reported	0	0.00
Currently Receiving LEP ¹ services	47	3.93
Former LEP ¹ Student—Monitoring Year 1	0	0.00
Former LEP ¹ Student—Monitoring Year 2	0	0.00
LEP ¹ : All Other Students	1,149	96.07
Students with an IEP ²	1,196	100.00
IEP ² : All Other Students	0	0.00
Economically Disadvantaged Students	803	67.14
SES ³ : All Other Students	393	32.86
Migrant Students	0	0.00
Migrant: All Other Students	1,196	100.00
Students Receiving Title 1 Services	85	7.11
Title 1: All Other Students	1,111	92.89
Plan 504	1	0.08
Plan 504: All Other Students	1,195	99.92

¹ LEP = Limited English Proficient

² IEP = Individualized Education Plan

³ SES = Socio-Economic Status

**Table 4-3. 2013–14 PAAP: Summary of Participation
by Demographic Category—Science**

<i>Description</i>	<i>Tested</i>	
	<i>Number</i>	<i>Percent</i>
All Students	635	100.00
Male	417	65.67
Female	218	34.33
Gender Not Reported	0	0.00
Hispanic or Latino	14	2.20
American Indian or Alaskan Native	5	0.79
Asian	4	0.63
Black or African American	32	5.04
Native Hawaiian or Pacific Islander	1	0.16
White (Non-Hispanic)	574	90.39
Two or More Races	5	0.79
No Primary Race/Ethnicity Reported	0	0.00
Currently Receiving LEP ¹ services	25	3.94
Former LEP ¹ Student—Monitoring Year 1	0	0.00
Former LEP ¹ Student—Monitoring Year 2	0	0.00
LEP ¹ : All Other Students	610	96.06
Students with an IEP ²	635	100
IEP ² : All Other Students	0	0.00
Economically Disadvantaged Students	387	60.94
SES ³ : All Other Students	248	39.06
Migrant Students	0	0.00
Migrant: All Other Students	635	100.00
Students Receiving Title 1 Services	30	4.72
Title 1: All Other Students	605	95.28
Plan 504	1	0.16
Plan 504: All Other Students	634	99.84

¹ LEP = Limited English Proficient

² IEP = Individualized Education Plan

³ SES = Socio-Economic Status

**Table 4-4. 2013–14 PAAP: Summary of Participation
by Demographic Category—Writing**

<i>Description</i>	<i>Tested</i>	
	<i>Number</i>	<i>Percent</i>
All Students	616	100.00
Male	391	63.47
Female	225	36.53
Gender Not Reported	0	0.00
Hispanic or Latino	19	3.08
American Indian or Alaskan Native	9	1.46
Asian	6	0.97
Black or African American	30	4.87
Native Hawaiian or Pacific Islander	1	0.16

continued

<i>Description</i>	<i>Tested</i>	
	<i>Number</i>	<i>Percent</i>
White (Non-Hispanic)	545	88.47
Two or More Races	6	0.97
No Primary Race/Ethnicity Reported	0	0.00
Currently Receiving LEP ¹ services	32	5.19
Former LEP ¹ Student—Monitoring Year 1	0	0.00
Former LEP ¹ Student—Monitoring Year 2	0	0.00
LEP ¹ : All Other Students	584	94.81
Students with an IEP ²	616	100.00
IEP ² : All Other Students	0	0.00
Economically Disadvantaged Students	404	65.58
SES ³ : All Other Students	212	34.42
Migrant Students	0	0.00
Migrant: All Other Students	616	100.00
Students Receiving Title 1 Services	24	3.90
Title 1: All Other Students	592	96.10
Plan 504	0	0.00
Plan 504: All Other Students	616	100.00

¹ LEP = Limited English Proficient

² IEP = Individualized Education Plan

³ SES = Socio-Economic Status

CHAPTER 5 TEST CONTENT

Designed specifically for students with significant cognitive disabilities, the PAAP is a portfolio-based test that is aligned with Maine’s AGLEs. The content of this assessment has been reduced in depth and breadth but remains focused on the AGLEs, which have been linked down from NECAP GLEs (reading, writing, and mathematics) and the MEA (*2007 Learning Results*) science standards.

5.1 ALTERNATE GRADE LEVEL EXPECTATIONS (AGLEs)

The student work included in the PAAP is based on Maine’s AGLEs, which are designed for planning and implementing Maine’s alternate assessment. The PAAP measures progress toward the defined AGLEs by allowing students to produce evidence of their knowledge and skills at a specific point in time. It also assesses students at the same grade levels in the same content areas as the other Maine state assessments. The administration window for the PAAP runs for much of the academic year—from the first week of December through the last week of April. This extended administration window provides opportunities for instruction and assessment to be embedded in the student’s daily work throughout the school year and then be assessed using PAAP tasks from an online Task Bank.

5.1.1 Levels of Complexity (LoC)

Maine’s AGLEs provide a common basis for the planning and assessment of standards-based instruction and assessment in a system that allows students to work on the AGLE/Indicators, LoC descriptors, and tasks best suited to their individual needs. All tasks submitted in a student’s PAAP must be selected and downloaded from the secure, online Task Bank (www.mecas.org/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 AGLE/Indicators LoCs 1–8. Students working above the LoCs should participate in the standard Maine state assessment at their grade-level placement with appropriate accommodations.

5.1.2 Format of the AGLEs for the PAAP

Maine’s AGLEs are formatted by content area (reading, writing, mathematics, and science), AGLE/Indicators, and LoC descriptors. In 2009–10, the state transitioned from using 2008–09 PAAP rubrics, based solely on Maine’s *2007 Learning Results* for all content areas, to adopting the new AGLEs based on NECAP GLEs for reading, writing, and mathematics, and Maine’s *2007 Learning Results* for science only. Because of that transition, the Task Bank did not include a complete set of tasks linked to all of the AGLEs. Those AGLEs/Indicators for which tasks were not available for assessment in 2009–10 were watermarked

with “2009–10 Instruction Only” and were provided for instructional purposes and future planning. The tasks for these AGLEs were completed in December 2012, making the Task Bank fully operational for the 2012–13 school year. However, because of the implementation of the required grade-level test blueprint, not all LoCs within each AGLE are required for assessment purposes. Those LoCs that are not required for assessment purposes had the content taken out of the LoC in the AGLE document and were placed in a supplemental document called the Extended Learning AGLEs for teachers to access for instructional purposes.

Figure 5-1 is an example of the mathematics AGLE/Indicator A5.

Figure 5-1. 2013–14 PAAP: Sample Mathematics AGLE/Indicator—A5

NECAP GLEs M(N&O) — 3 & 4		Mathematics AGLE/Indicator — A5	
Numbers and Operations – Understanding of Mathematical Operations, Calculations, and Solving Problems			
<i>Student demonstrates conceptual understanding of mathematical operations and problem solving by:</i>			
Level of Complexity 1 (Grades 3–7, 2nd & 3rd Year HS)	Level of Complexity 2 (Grades 3–7, 2nd & 3rd Year HS)	Level of Complexity 3 (Grades 3–7, 2nd & 3rd Year HS)	Level of Complexity 4 (Grades 3–7, 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> <p>doing one or more of the following:</p> <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 this sample AGLE page in Figure 5-1 identifies this AGLE as NECAP GLEs M (N&O)—3 & 4, the NECAP GLEs to which this material is aligned. (GLE M refers to Mathematics, while N&O identifies the focus of the standards, Numbers and Operations.) Directly opposite this, on the right side of the field, the corresponding PAAP identifier is situated: Mathematics AGLE/Indicator —A5.

The student expectations for each AGLE—that is, what is being expected of the student in order to demonstrate proficiency as defined in NECAP’s GLEs for reading, writing, and mathematics—are presented in italics below the NECAP GLE. For example, using Figure 5-1 above, the expectations of the student are that he or she “demonstrates conceptual understanding of mathematical operations and problem solving . . .”

Exactly how the student demonstrates conceptual understanding of rational numbers is detailed in the LoC descriptor table immediately following the student expectations. For example, referencing Figure 5-1 on the previous page, the student demonstrates conceptual understanding of rational numbers 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.

The layout of the PAAP AGLEs for science is, for the most part, the same as the other content areas; however, science AGLE/Indicators are aligned to reflect the format and design of Maine’s 2007 *Learning Results* under Maine’s Accountability Standards, Chapter 131. At the top of each page, the reader will find a header with Maine’s Accountability Standards, Chapter 131; AGLE/Indicator; and title of each AGLE. The student expectations for that AGLE are written in italics below the AGLE.

Formatting the LoC descriptors for science is the same as it is for reading, writing, and mathematics: LoCs are ranged 1–8, and each LoC is accompanied by information identifying the grade levels for which participation at the LoC is appropriate.

5.2 ACCESS TO THE GENERAL CURRICULUM

In an effort to document the extent to which students are being exposed to the general curriculum, as required by the Disabilities Education Improvement Act of 2004 (IDEA), the achievement standards take into account student access to the general curriculum. The targeted skills taught are connected to the general curriculum standards but are presented in activities that reflect a reduced level of breadth, depth, or complexity. Examples of these targeted skills are found in the online Task Bank by AGLE/Indicator and LoC. Standards-based activities are those learning activities that have outcomes connected to achieving a curriculum framework standard. Activities are evaluated by linkage to grade-level activities. For example, if students in the general education classroom are learning about similar and congruent triangles, then the alternately assessed students might be working on activities involving identification of triangles or angles and sides, and comparing those that are the same or different. This activity would be linked to the mathematics standard. Evidence would show application across multiple activities illustrating this skill.

5.3 ASSESSMENT DESIGN

Maine’s AGLE document was designed to be a bridge to the general curriculum for all students with significant cognitive disabilities who are unable to participate in the general assessment. The IEP team determines if the student’s achievement level on daily work indicates that he or she can participate in Maine’s

Comprehensive Assessment System (MeCAS) assessment through standard administration or administration with accommodation. If the student cannot, the IEP team plans and implements the PAAP for any content area in which the student’s skills match the PAAP AGLE/Indicators for his or her grade level.

The 2013–14 PAAP Grade-Level Blueprint outlines the grades and content areas assessed through the PAAP. Figure 5-2 demonstrates this outline.

Figure 5-2. 2013–14 PAAP: Grade-Level Blueprint

Grade Level	Assessment for which PAAP is the alternate	Reading	Mathematics	Science	Writing
3	NECAP	✓	✓		
4	NECAP	✓	✓		✓
5	NECAP/ MEA Science	✓	✓	✓	
6	NECAP	✓	✓		
7	NECAP	✓	✓		✓
8	MEA Science			✓	
10	PSAT	✓	✓		
3 rd Year High School	MHSA/SAT	✓	✓	✓	✓

The PAAP requires four basic components to each AGLE Entry that is assessed: the AGLE Entry Slip, Task Description pages, student work template pages, and Task Summary pages. The number of AGLE Entries differs depending on the content area.

The visual guide in Figure 5-3 outlines the PAAP requirements as explained above for the 2013–14 PAAP.

Figure 5-3. 2013–14 PAAP: Visual Guide to PAAP Requirements

Visual Guide to PAAP Requirements

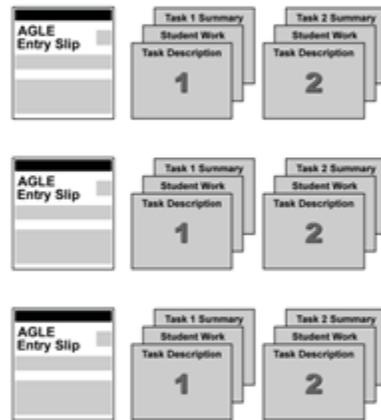
1. Reading – Two different AGLE Entries of three tasks each. This content area is being assessed in grades 3-7, 2nd and 3rd Year High School. For Reading, we have only AGLE A. Each AGLE Entry must be selected from a different Indicator (e.g. A1 and A2).



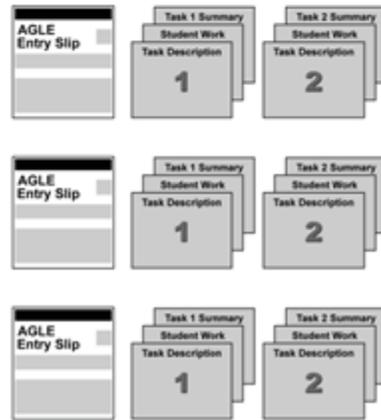
2. Writing – One AGLE Entry of three tasks. This Content Area is being assessed in Grades 4, 7, and 3rd year high school only.



3. Mathematics – Three different AGLE Entries of two tasks each. Teachers must select three different AGLEs/Indicators (e.g. A1, B2, & D1)



4. Science – Three different AGLE Entries of two tasks each. Science is assessed in grades 5, 8, and 3rd year high school only. Science contains only two AGLEs – D and E. Teachers must select *two* entries from one AGLE (D or E) and *one* entry from the other AGLE (e.g. D1, D2, & E4).



Maine moved to a mandatory PAAP Blueprint for 2013–14 that requires certain AGLE/Indicators to be assessed at specific grade levels to ensure that all students have the opportunity to develop an understanding of concepts included in each AGLE/Indicator at the same time as their general assessment peers. As the blueprint was developed, the design team focused on each content area to ensure that the

progression of tasks would parallel the progression in the general assessment. The final blueprint (Figure 5-4) was reviewed by personnel at the MDOE, content specialists at Measured Progress, Maine stakeholders, the PAAP Advisory Committee, and the Technical Advisory Committee.

Teachers were asked to familiarize themselves with the new PAAP Blueprint during 2009–10 and to begin implementation for assessment in 2011–12 for all content areas. The new PAAP Blueprint was fully operational for the 2012–13 PAAP administration as outlined in Figure 5-4.

Figure 5-4. 2013–14 PAAP: PAAP Blueprint

PAAP Blueprint Required AGLE/Indicators by Content Area				
Grade Level	Reading	Writing	Math	Science
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

Grade 10 PAAP students completed the first task only for each reading and mathematics AGLE/Indicator of the PAAP as practice for the grade 11 PAAP assessment. Refer to Figure 5-5 for the specific AGLE/ Indicators administered at grade 10.

Figure 5-5. 2013–14 PAAP: Grade 10 PAAP Blueprint

PAAP Grade 10 Blueprint Required AGLE/Indicators by Content Area			
Reading	Writing	Math	Science
A2, A3		A5, C2, D4	

5.4 ASSESSMENT DIMENSIONS

There are three dimensions on which the PAAP is scored:

- Level of Complexity (LoC)
- Level of Accuracy
- Level of Assistance

Once the AGLE/Indicator has been determined for the content areas in which the student will submit a PAAP, the teacher determines the LoC that is appropriate for inclusion in the student’s instructional program. The teacher’s role is to consider the student’s current level of performance and the possibilities for increasing that level through instruction. Teachers may choose a specific LoC and assess the student after instruction has been given. If the student completes that LoC independently and with a high percentage of accuracy, the teacher is trained to instruct and assess the student at the next higher LoC. The teacher would then submit the higher LoC to be scored. The same can be done if the teacher assesses at a higher LoC and the student performs below the teacher’s expectations (very low Level of Accuracy, zero is acceptable) and the student requires the maximum Level of Assistance. The teacher may then back down the instruction to a lower LoC, reassess, and submit the lower LoC to be scored.

The Level of Accuracy on the student work pages is corrected by the teacher item-by-item on the student work template page, and then the correct/incorrect scores are transferred to the Task Summary page. Each Level of Accuracy box contains the number of items within the task, “Correct/Incorrect” designation with predetermined point values, and the percent correct data key and box. Figure 5-6 is one example of the Level of Accuracy box on the Task Summary page.

Figure 5-6. 2013–14 PAAP: Level of Accuracy

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

Students who participate in the state assessments through the PAAP in any content area may need varying degrees of support to complete the required academic tasks. There are three types of support permissible when administering a PAAP:

1. Accommodations selected from the approved list 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
3. PAAP levels of assistance

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, setting, presentation, or response. An example of an accommodation would be the teacher reading a mathematics problem aloud to a student who has a reading disability. The teacher is not altering what is being measured; instead, the student is given the opportunity to demonstrate what he or she knows and can do by eliminating the roadblock his or her disability might otherwise present to the accurate measurement of mathematics knowledge and skills. Students participating in the PAAP may use any of the accommodations that have been approved for use in state assessments by the MDOE without having their use recorded on any PAAP form. A complete list of approved accommodations for MeCAS can be found as follows:

NECAP and Accommodations Resources

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

MEA Science and Maine High School Assessment (MHSA)

The Operational Procedures document can be found on the MHSA Web site: <http://www.maine.gov/education/mhsa/opprocedures.html>.

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. It is important to remember that the use of these support mechanisms does not affect the PAAP scoring formula: they do not change what is being measured in the task.

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, with each point affecting the overall score of a PAAP task. Note that as the teacher support decreases, the point score increases. These point values do not affect the student’s preliminary score for the task—the percent correct. Rather, the points awarded for Levels of Assistance make up one part of the final scoring matrix, along with Level of Accuracy and LoC. The following are the Levels of Assistance by score point.

- 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 response: “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 the 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
 - Asking clarifying questions to stimulate student thought without providing clues to specific answers (e.g., “Which happened first? Show me on your board.”)
- Level of Assistance Score of 3
 - Independent
 - Providing encouragement
 - Completing task by using augmentative/alternative means of communication
 - Repeating directions
 - Reacting to student
 - Rereading 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 (as shown in Figure 5-7). The teacher administering the task must first check the appropriate box indicating the Level of Assistance needed by the student (1–3). Once a box has been marked, details regarding how the assistance was given must be circled on the provided list.

Figure 5-7. 2013–14 PAAP: Level of Assistance

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 • Rereading passage • Reminding student to focus • Other: _____ _____

It is vital that information regarding the Level of Assistance be recorded on each Task Summary page by the teacher administering the task, as this information is essential to the scoring of the PAAP. If such information is not provided, the task may be judged as Unscorable.

Levels of Assistance not permissible are the use of “hand-over-hand” (where the teacher prompts the student by placing his or her hand over the student’s hand) or any alterations to the task. Altering a task jeopardizes the integrity of the task and its alignment to the AGLEs.

In 2013–14, the Task Summary pages were available to fill in online from the Task Bank. Teachers entered the information in the online forms, printed them, and then submitted the paper copy of the Task Summary forms with the appropriate Task Description page and student work in the student’s paper portfolio.

CHAPTER 6 TEST DEVELOPMENT

The PAAP is intended to provide students who have significant cognitive disabilities the opportunity to participate in a statewide assessment that is both meaningful and academically challenging. Given the wide diversity of this student population, great emphasis is placed on ensuring that the PAAP is appropriate and accessible to all students. The assessment design allows students to progress through eight Levels of Complexity (LoC). LoC 1, the lowest LoC, represents the lowest level of knowledge and entry level skills and therefore provides students with the most access while still maintaining an academic foundation aligned to grade-level content.

6.1 GENERAL PHILOSOPHY

The development for writing, mathematics, and science for the PAAP began with face-to-face meetings over the course of three days (September 1–3, 2009) at Measured Progress. Each meeting consisted of MDOE staff, Measured Progress Special Education Project Management staff, and Measured Progress Curriculum and Assessment staff. The purpose of the meetings was to collaborate on plans for the development of tasks to finish populating the PAAP Task Bank in writing, mathematics, and science. (Note: The Task Bank was fully populated for reading in 2009–10.)

The notes from the abovementioned planning meetings were frequently referenced by the Curriculum and Assessment test developers, Special Education Specialist, and MDOE staff as items were drafted and reviewed. In addition to the Measured Progress review process, staff from the MDOE and small groups of stakeholders evaluated all tasks through a task tryout process. This multistage development and review process provided ample opportunities to evaluate items for their alignment, accessibility, appropriateness, and adherence to the principles of universal design. In this way, accessibility emerged as a primary area of consideration throughout the item development process. This was critical in developing an assessment that allows for the widest range of student participation as educators seek to provide access to the general education curriculum and to foster high expectations for students with significant cognitive disabilities.

Tables 6-1 to 6-3 indicate the full development of mathematics, science, and writing tasks by LoC for the Maine PAAP Task Bank. This was completed in 2010–11.

Table 6-1. 2013–2014 PAAP: Task Development—Mathematics

<i>LoCs</i>	<i>AGLE¹/Indicator</i>	<i>Number of Tasks</i>	<i>Total Tasks</i>
1–8	C2, D4	2 tasks per LoC ²	32
1–6	A2, A4, B1, B4	2 tasks per LoC ²	48
1–4	A3, B2, D2	2 tasks per LoC ²	24
Overall Mathematics task revision total			104

¹ AGLE = Alternate Grade Level Expectation² LoC = Level of Complexity as described in the AGLEs**Table 6-2. 2013–2014 PAAP: Task Development—Science**

<i>LoCs</i>	<i>AGLE¹/Indicator</i>	<i>Number of Tasks</i>	<i>Total Tasks</i>
1–2	D2	2 tasks per LoC ²	4
1–8	D3, E1, E5	2 tasks per LoC ²	48
3–4	D2	2 tasks per LoC ²	4
5–6	D4	2 tasks per LoC ²	4
4	E2	2 tasks per LoC ²	2
6	E3	2 tasks per LoC ²	2
4 & 6	E4	2 tasks per LoC ²	4
Overall Science task revision total			68

¹ AGLE = Alternate Grade Level Expectation² LoC = Level of Complexity as described in the AGLEs**Table 6-3. 2013–2014 PAAP: Task Development—Writing**

<i>LoCs</i>	<i>AGLE¹/Indicator</i>	<i>Number of Tasks</i>	<i>Total Tasks</i>
1–8	B1	3 tasks per LoC ²	24

¹ AGLE = Alternate Grade Level Expectation² LoC = Level of Complexity as described in the AGLEs

6.2 ROLE OF COMMITTEES IN TEST DEVELOPMENT

The Advisory Committee comprised teachers, education administrators, representatives from higher education, and other agencies who advised the MDOE on defining the parameters of the alternate assessment. The committee was asked to review the issues related to the creation of the AGLEs, PAAP Blueprint, PAAP tasks, and the achievement-level descriptors for students who are unable to participate in statewide assessment even with accommodations. Members responded to written samples and recommendations from internal groups at Measured Progress and the MDOE regarding these areas to ensure accountability for students taking the PAAP. They also worked with the MDOE to determine the structures that serve as the basis for today’s PAAP.

CHAPTER 7 ALIGNMENT

7.1 LINKAGE TO NEW ENGLAND COMMON ASSESSMENT PROGRAM (NECAP) STANDARDS

Measured Progress conducted an internal alignment study prior to task development based on the past development of PAAP rubrics in Maine. The high school NECAP Grade Level Expectations (GLEs) were studied and aligned with Level of Complexity (LoC) 8. Using the LoC 8 expectations as a guideline and working backward through the LoCs, the NECAP GLEs were aligned grade-by-grade to indicate a developmental continuum of appropriate expectations for each LoC. At each LoC, care was taken to link skills and understanding to the general education standards in the NECAP GLEs. Throughout the alignment, and especially at the initial LoCs (1–3), care was taken to include as many of the original PAAP tasks as possible. The intent was to show how existing tasks aligned and to make the transition from Maine’s 2007 *Learning Results* to NECAP GLEs as seamless as possible for students and their teachers.

The process for developing standards for reading, writing, and mathematics was the same throughout all content areas. Some NECAP GLEs build upon one another and were collapsed into a single AGLE/Indicator for the PAAP.

NECAP makes clear which components of the GLEs are assessed in the state assessments; every attempt was made to focus the alternate assessment standards on the components included in NECAP state assessments. However, to provide a logical continuum of skills when backing down the standards, it was sometimes necessary to include components of these GLEs in the alternate assessment standards that are assessed only at the local level. For a more detailed description of the alignment process, timelines, outcomes, and rationale reference, see Appendix C.

7.2 DESCRIPTION OF LINKAGES TO DIFFERENT CONTENT AREAS ACROSS GRADES

The MDOE contracted two external alignment studies to be completed by Amy S. Burkam, Lothlorien Consulting, LLC: one in March 2010 and one in June 2012 (www.mecas.org/paap). The March 2010 study was conducted in two phases. The results for the first study are documented in the 2010–11 technical report. The 2012 study is discussed in the 2011–12 technical report.

CHAPTER 8 PAAP ADMINISTRATION TRAINING

In November 2013, the MDOE, in collaboration with program management at Measured Progress, trained teachers from across the state in the process of constructing a PAAP. Introductory PAAP trainings, titled “Introduction to PAAP,” were designed and presented to teachers and administrators who had not administered a PAAP previously. PAAP update webinar trainings were designed for those teachers who had administered a PAAP in previous years. Both trainings provided test administrators with the steps for administration of the PAAP process (see Section 8.1), a thorough review of the Alternate Grade Level Expectations (AGLEs) document, and other changes in procedures that had been made since the prior year. Beginning in June 2012, the teachers’ scores submitted electronically on the Task Summary page in the Task Bank were used as the first score. The second score was provided by Measured Progress’s trained scorers. This use of the Task Bank was integrated into the PAAP update presentations.

A total of four PAAP trainings occurred at four locations: Presque Isle, Bangor, Augusta, and Saco. Table 8-1 outlines the number of participants at each training session.

Table 8-1. 2013–14 PAAP: Workshop Attendance Count

<i>Workshop</i>	<i>Presque Isle</i>	<i>Bangor</i>	<i>Augusta</i>	<i>Saco</i>	<i>Total</i>
Introduction to PAAP	9	36	28	24	97

The update webinar was available on the MDOE Web site.

A webinar that was originally conducted in 2012 was made available in 2014. The webinar provided teachers with guidance on how to submit a PAAP for scoring. The purpose was to remind teachers of the process required to electronically submit the Task Summary pages (where teachers recorded the students’ scores) via the ProFile Task Bank before the administration window closed on April 30.

8.1 STEPS FOR ADMINISTRATIONS

A detailed handbook was developed by the MDOE in collaboration with Measured Progress as a training tool to instruct teachers on how to design and implement a PAAP. Copies of the *2013–14 PAAP Administration Handbook*, which includes the AGLEs, were given to each teacher who attended the training, two copies were shipped to each special education director across the state, and a copy was posted on the MDOE’s Web site (<http://www.maine.gov/doe/paap/>).

The administration process, clearly outlined in the *PAAP Administration Handbook*, was broken into steps that guided the teacher from the point of determining student eligibility to the actual submission of the

PAAP. The handbook provided detailed information to the reader on what evidence to collect and how to design a PAAP appropriate for an individual student.

The main *PAAP Administration Handbook* sections are as follows:

- Vital Information At-a-Glance
- Introduction
- Determining the Appropriate Avenue for Student Participation in State Assessments
- Alternate Grade Level Expectations (AGLEs)
- The Task Bank
- Types of Supports
- Administering a PAAP
- Scoring a PAAP
- Reporting
- Code of Conduct
- Supplemental Materials

Announcements of the upcoming trainings and registration information were posted on the PAAP Web site and e-mailed Special Education Directors. Workshop registration was submitted through Measured Progress's online registration application.

8.2 STEPS IN CONSTRUCTING THE PORTFOLIO

The steps and scoring ramifications for constructing the PAAP are outlined in the *2013–14 PAAP Administration Handbook* to assist teachers in planning, instructing, and assessing students taking a PAAP.

The steps are:

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 participation guidelines. The team should use the Flow Chart for Determining Appropriate Avenue of Assessment and the Criteria to Determine Participation in the PAAP.

Scoring Ramifications: Participation in the PAAP by a student who does not meet the defined guidelines will result in the student being counted as a nonparticipant in the New England Common Assessment Program (NECAP)/MEA Science/Maine High School Assessment (MHSA) for AYP purposes.

Step 2

Using the grade-level blueprint, choose the required number of AGLE/Indicators for each of the content areas in which the student will submit a PAAP. The AGLE/Indicators will be the target of instruction for the individual student. Related instruction and assessment should be integrated with the student's IEP.

Scoring Ramifications: If student work is submitted for fewer 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. Consider the student’s current level of performance and the possibilities for increasing that level through instruction as you read the PAAP LoC descriptors. The LoC should challenge the student and allow the opportunity for the student to demonstrate proficiency.

B. Registering a Student for PAAP

Step 4

Create a user account within the PAAP Task Bank. This can be done by using the registration button on the top of the Task Bank homepage. The Task Bank can be accessed by going to <http://www.maine.gov/doe/paap/administration/index.html> and clicking on the “Task Bank” button. More detailed instructions on creating your account can be found in the Task Bank Manual located on the homepage of the Task Bank.

Step 5

Add students to your list by entering the student ID (MEDMS #) and then verifying the student name and grade upon pressing the “OK” button.

Step 6

Verify that the student information is accurate. Then use the “Add to Student List” button to register the student.

If the student information is not accurate, contact the person responsible for entering and uploading MEDMS data to the state site from your school. (This may be your building secretary or other designee.) If the student record is not found in the Task Bank once the student is enrolled in Infinite Campus State Edition (ICSE) correctly, contact the MDOE to make changes in the Task Bank.

C. Implementing a PAAP

Step 7

Using tasks from the Task Bank, collect student work for the required AGLE/Indicators throughout the testing window. Students may have been assessed on 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 (e.g., writing: “student pointed” on the answer line is not sufficient; you must write “student pointed to the cup”).

Scoring Ramifications: Fewer 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 no student response listed, the task may be “Unscorable.”

Step 8

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 mathematics 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 9

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 in may result in an inability to score the work for the Task, or even the entire AGLE Entry.

Step 10

All student work must be corrected item-by-item on the Work Template. 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. Transfer the student’s correct/incorrect scores to the online Task Summary page.

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

Step 11

Using Levels of Assistance information, determine the Level of Assistance score that best represents the Level of Assistance earned. You are required to indicate how assistance was given by checking an entry 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 12

Electronically complete and submit all Task Summary pages. Information within the Level of Accuracy box and the Level of Assistance section must be populated. Refer to Levels of Assistance to determine the score.

Task Summary pages must be filled in electronically and submitted online (by April 30) using the Task Bank and be included in the portfolio. The electronic submission will result in the student’s first score of the portfolio, while the paper version will assist the second scorer.

Scoring Ramifications: Task Summary pages that are not filled in electronically and submitted online by April 30 using the Task Bank will result in the inability to score the work for the AGLE Entry.

D. Organizing a PAAP

Step 13

Assemble each AGLE Entry by attaching the required number of Task Descriptions with accompanying student work and Task Summary pages. Do not attach the following:

- More than the required number of Task Descriptions.
- More than the required amount of student work and Task Summary pages.
- 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.

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 14

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 3–7 and third-year high school), writing (grades 4, 7, and third-year high school only), mathematics (grades 3–7 and third-year high school), and science (grades 5, 8, and third-year high school only). Refer to the grade-level blueprint for more details.

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

Step 15

Print the Table of Contents (available through the Task Bank or on the PAAP Web site) and check 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 in.

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

E. Submitting a PAAP

Step 16

Prepare the PAAP for mailing according to the directions received from Measured Progress in the return materials shipment that will be sent in April. Measured Progress has arranged for a one-day UPS

pickup of all PAAPs during the first week of May from every school with 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 pickup date will not be scored, and students for whom late PAAPs have been submitted will be counted as nonparticipants 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.

CHAPTER 9 SCORING

One 2013–14 scoring session was held at Measured Progress in Dover, New Hampshire. Fifty-two professionally trained scorers and 10 table leaders participated in the scoring session. The Measured Progress scorers were interviewed, hired (based on MEA/PAAP established scorer criteria), and trained for PAAP scoring. The 62 participants scored a total of 1,668 PAAPs.

9.1 TABLE LEADER AND SCORER RECRUITMENT AND QUALIFICATIONS

Table leaders and scorers were handpicked by Measured Progress staff from a pool of experienced table leaders and scorers and were required to pass a qualifying set of sample portfolio entries. Scorers and table leaders were required to sign nondisclosure agreements and agree to maintain the security of PAAP materials at all times. The scorer code of conduct, which details the importance of confidentiality and bias-free scoring, was also reviewed with the scorers.

9.2 TABLE LEADER AND SCORER TRAINING

Measured Progress table leaders and scorers attended a four-hour training session at Measured Progress on June 6, 2014. During the first two hours, table leaders were trained specifically on their responsibilities as table leaders, which included the online scoring application, the flow of materials at their tables, and monitoring third reads. During the next four hours, readers joined the table leaders for an in-depth review of the materials.

The training included a PowerPoint presentation showing the steps required in the scoring process, from checking the student name to entering scores in the online application developed for PAAP scoring. Staff then conducted a hands-on training in the use of the online ProFile scoring application. A sample portfolio for Terry Flynn, a fictitious student, contained entries for all content areas (reading, writing, mathematics, and science) and was used to illustrate the scoring process. These sample entries, including potential scoring issues, were reviewed and discussed. Next, table leaders and scorers practiced using sample sets before taking online qualifying sets. All prospective table leaders and scorers qualified by earning the required scores on these sets. Prior to any scoring, table leader guidelines were reviewed to assure consistency in their understanding of the expectations. In addition, a table leader debrief occurred at the end of each scoring day to review procedures and address issues that came up during scoring.

Personnel from Measured Progress and the MDOE were available to answer questions that arose during both the training and the actual scoring sessions. This was essential as clarifications to any scoring irregularities/rules or Alternate Grade Level Expectations (AGLEs)/Indicators arose as well as some initial

assistance with the online scoring application. Scorers were provided with the 2013–14 AGLEs (see Appendix B), 2014 scoring instructions, 2013–14 task scoring rubric, and the 2014 scoring rules.

9.3 SCORING PROCESS

PAAP scoring was conducted using the online ProFile scoring application, which was developed for this contract. The ProFile application allowed teachers' scores and scoring staff scores to be submitted online. Teachers' scores were used for the first score of record, and the scoring staff provided the second score. Teachers were required to complete Task Summary pages electronically for their students through the ProFile Task Bank, while Measured Progress's scoring staff submitted their scores on a similar Task Summary page in the scoring application. Each PAAP was read and scored at least once by a Measured Progress scorer, with some of the PAAPs being scored a third time in a double-blind fashion. (See Section 11.4 for interrater consistency.) A PAAP was scored a third time if scorers 1 (teacher) and 2 (scoring staff) did not have exact agreement for Level of Complexity (LoC), Level of Accuracy, or Level of Assistance on any content standard entry. The third score was the final score of record for each dimension that was discrepant. The third reads were done by MDOE, Measured Progress program management personnel, and senior scoring staff.

The scoring process was explained in detail to both the table leaders and the scorers. The following steps were required of all table leaders and scorers.

Step 1. Prescreen the PAAP. Scorers were to ensure that

- the student was not known to the scorer, and
- the PAAP was organized correctly.

Step 2. Log into the scoring application using the assigned scorer number and password.

The scorer ID was attached to the PAAP, thereby identifying scorer 2.

Step 3. Verify that the student information on the portfolio matches that in the ProFile scoring application. Scorers were instructed to verify that the portfolio demographic information provided on the Verify Demographics screen (student MEDMS number, name, grade, and district and school names) matches the information on the portfolio. If they are the same, then the scorer continued to the next step. If there were any differences, the scorer alerted senior staff to resolve the issue.

Step 4. Verify that all the required components are present. Scorers used the ProFile Verify Entries screens to determine if the portfolio contained all the requisite pieces and if the grade requirements had been met. If an AGLE/Indicator was incorrect or any portfolio pieces were identified as missing, then the scorer would indicate the problem by assigning the associated comment code (refer to Step 6, Provide comment codes.) and finalize that entry.

Step 5. Score each content area entry. If an entry was determined to be scorable, the scorer then read the individual tasks that met the requirements for an entry and scored them in ProFile on three dimensions—LoC, Level of Accuracy, and Level of Assistance.

Step 6. Provide comment codes. Scorers also received instruction on how to complete comment codes, which provide teachers with valuable feedback on the entry scores. At least one comment code must be selected in ProFile for each entry (maximum of two). Based on the totality of the entry and the information provided on the comment code sheet, the second scorer selected one or two comment codes for the entry. Refer to Figure 9-1, 2013–14 PAAP: PAAP Comment Codes.

In the quality control area, ProFile provided a real-time list of unscored and discrepant portfolios that were then located and distributed appropriately for scoring. As an added measure, Measured Progress personnel tracked the portfolios to ensure that all had been scored and accounted for at the end of the scoring session.

Refer to Appendix D for additional documents that were used during scoring. The PAAP Scoring Instructions 2014 describes the scoring process in greater detail than noted above. The 2014 Task Scoring Rubric provides an overview of the scores related to each dimension—LoC, Level of Accuracy, and Level of Assistance.

Figure 9-1. 2013–14 PAAP: PAAP Comment Codes

Signed in as: (Scorer #1)

Enter Portfolio ID Verify Demographics Verify Entries **Score Entry** Finalize Entry Finalize Portfolio

Score LoC Score Task 1 Score Task 2 Score Task 3 Comments

Working on:
Scott, Liam (Grade 06)

A1 - Word Identification and Vocabulary Knowledge
Comments

Comment Code 1

- 1. All Components/criteria were met for the Entry.
- 2. Entry
 - a. An invalid AGLE/Indicator was submitted.
 - b. Items/tasks were altered.
 - c. Hand-over-Hand was used.
 - d. An Entry was missing.
 - e. An Entry was not from the required blueprint/off grade level.
- 3. Entry contains
 - a. less than the required number of tasks.
 - b. less than the required number of Task Summary pages.
 - c. no Entry Slip/Task Description page.
 - d. student work that was not corrected accurately.
 - e. some or all student work that was not complete.
- 4. Level of Complexity:
 - a. was not grade appropriate.
 - b. one or more tasks submitted was from a different Level of Complexity than the Entry Slip.
- 5. Specific information was not provided and/or inconsistent on the Task Summary page about
 - a. the Level of Accuracy.
 - b. the Level of Assistance.

Comment Code 2

- No second comment for this entry.
- 1. All Components/criteria were met for the Entry.
- 2. Entry
 - a. An invalid AGLE/Indicator was submitted.
 - b. Items/tasks were altered.
 - c. Hand-over-Hand was used.
 - d. An Entry was missing.
 - e. An Entry was not from the required blueprint/off grade level.
- 3. Entry contains
 - a. less than the required number of tasks.
 - b. less than the required number of Task Summary pages.
 - c. no Entry Slip/Task Description page.
 - d. student work that was not corrected accurately.
 - e. some or all student work that was not complete.
- 4. Level of Complexity:
 - a. was not grade appropriate.
 - b. one or more tasks submitted was from a different Level of Complexity than the Entry Slip.
- 5. Specific information was not provided and/or inconsistent on the Task Summary page about
 - a. the Level of Accuracy.
 - b. the Level of Assistance.

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9.4 FLOW OF MATERIALS

The scoring teams used the following instructions for the flow of materials in the day-to-day scoring of the PAAPs.

Scorers

- Request a PAAP from the table leader.

- Verify that the student information on the portfolio matches that in the ProFile scoring application.
- Verify that all required contents of the PAAP are inside the binder.
- Score according to 2014 Scoring Instructions sheet (Appendix D).
- Enter scores accurately in ProFile.
- Return scored PAAP to the table leader.
- Repeat this process with each PAAP.

Table Leaders

- Make sure that at least one box of unscored PAAP binders is available.
- Distribute unscored PAAPs to scorers.
- Perform a read-behind of each scorer's first PAAP and any scorer evaluated by a Table Leader as having difficulty with the process; review random PAAPs throughout the day to validate the scoring.
- Meet with the scorer immediately if any problems with scoring are noticed. If problems persist, notify personnel from the MDOE or Measured Progress.
- Place the PAAP in its original envelope.
- Place the envelope in the box from which it came.
- Score additional PAAPs as outlined in the scorer instructions above.

9.5 SECURITY

During scoring workdays, all PAAPs remained in sight of Measured Progress and MDOE personnel at all times. During the day, PAAPs were methodically delivered back and forth from the quality control room to the scoring room. At the end of each day, PAAPs were stored in a locked room.

Measured Progress's distribution personnel delivered the PAAPs directly to the Measured Progress scoring site. After all scoring was completed, the PAAPs were returned to the Measured Progress warehouse, where they were stored until September 5, 2014, when they were shipped back to their original schools with the Individual Student Reports.

9.6 SCORING RUBRIC

During PAAP scoring, the 2014 PAAP task scoring rubric is used to determine the official scores of record for LoC, Level of Accuracy, and Level of Assistance.

Level of Accuracy is scored on a Likert scale of 1–4 based on the overall task percent correct score (e.g., a task percent correct score of 67% would receive an overall Level of Accuracy score of 3). Figure 9-2

demonstrates how a score of 1, 2, 3, or 4 is obtained. When scorers marked each item as correct/incorrect, ProFile automatically calculated the Level of Accuracy scores (1–4) based on the table below.

Figure 9-2. 2013–14 PAAP: Task Score for Level of Accuracy

Task Score for Level of Accuracy			
1	2	3	4
<p>Student work was not corrected.</p> <p>Student work related to the Task was completed with a score of 0 – 19%.</p>	<p>Student work related to the Task was completed with a score of 20 – 60%.</p>	<p>Student work related to the Task was completed with a score of 61 – 84%.</p>	<p>Student work related to the Task was completed with a score of 85 – 100%.</p>

Level of Assistance is scored on a scale of Unscorable (receiving a score of 0) to 3, based on the approved accommodations outlined in Figure 9-3. The scorer entered the Level of Assistance and the type of support provided from the drop-down list below each Level of Assistance.

Figure 9-3. 2013–14 PAAP: Task Score for Level of Assistance

Task Score for Level of Assistance			
Unscorable	1	2	3
<ul style="list-style-type: none"> ➤ Hand-over-hand ➤ Altering items/tasks (task no longer connects to the AGLE) 	<ul style="list-style-type: none"> ➤ Modeling ➤ Demonstrating a response similar to the desired response 	<ul style="list-style-type: none"> ➤ 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 	<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

Figure 9-4. 2013–14 PAAP: Scoring Rubric



2014 PAAP TASK SCORING RUBRIC

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: <ul style="list-style-type: none"> ➤ Level of Complexity 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
<ul style="list-style-type: none"> ➤ Hand-over-hand ➤ Altering items/tasks (Task no longer connects to the AGLE) 	<ul style="list-style-type: none"> ➤ Modeling ➤ Demonstrating a response similar to the desired response ➤ Other 	<ul style="list-style-type: none"> ➤ 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 	<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 ➤ Other

9.7 SCORING QUALITY CONTROL

After each PAAP was scored, a table leader from Measured Progress removed the PAAP from its envelope to confirm that it corresponded with the student identified on the envelope. The PAAP was then inserted in its envelope and returned to the box.

Then the box of PAAPs was returned to the quality control room where it remained unless a PAAP was identified via the ProFile scoring application as needing a third score. At this time, the PAAP would have been provided to either a Measured Progress program manager or a member of the MDOE for a third read. When the person doing the third read entered the PAAP identification number in ProFile for a third score, the application displayed the scoring dimension(s) in disagreement on the screen. The score resulting from the third read became the score of record. At this point, the PAAP was considered complete and filed in its box.

9.8 CALCULATION OF REPORTED SCORES

After the scoring process was completed, students' scores on each entry were calculated based on a formula that combines their LoC, Level of Accuracy, and Level of Assistance scores for each of the tasks in that entry. The formula weights the LoC score more heavily than the other two dimension scores. The overall score of record is then the sum of the entry scores. Because of the use of the formula, there may be multiple ways that a student can attain a given total score. Complete details of how reported raw scores are calculated are provided in Appendix J.

CHAPTER 10 CLASSICAL ITEM ANALYSIS

As noted in Brown (1983), “A test is only as good as the items it contains.” A complete evaluation of a test’s quality must include an evaluation of each item. Both *Standards for Educational and Psychological Testing* (AERA, 2014) and *Code of Fair Testing Practices in Education* (Joint Committee on Testing Practices, 2004) include standards for identifying quality items. While the specific statistical criteria identified in these publications were developed primarily for general—not alternate—assessment, the principles and some of the techniques apply within the alternate assessment framework as well.

Both qualitative and quantitative analyses were conducted to ensure that Maine PAAP items met these standards. Qualitative analyses are described in earlier sections of this report; this section focuses on the quantitative evaluations. The statistical evaluations discussed are difficulty indices and discrimination (item-test correlations), structural relationships (correlations among the dimensions), and bias and fairness. The item analyses presented here are based on the statewide administration of the 2013–14 PAAP.

10.1 DIFFICULTY AND DISCRIMINATION

For the purpose of calculating item statistics, the two dimension scores on each task (Level of Accuracy and Level of Assistance) can be considered similar to those for traditional test items. Using this definition, all items were evaluated in terms of item difficulty according to standard classical test theory practices. *Difficulty* was defined as the average proportion of points achieved on an item and was measured by obtaining the average score on an item and dividing by the maximum score for the item. PAAP tasks are scored polytomously, such that a student can achieve a score of 1, 2, 3, or 4 for Level of Accuracy and a score of 1, 2, or 3 for Level of Assistance. By computing the difficulty index as the average proportion of points achieved, the items are placed on a scale that ranges from 0.0 to 1.0. Although the p -value is traditionally described as a measure of difficulty (as it is described here), it is properly interpreted as an easiness index, because larger values indicate easier items.

An index of 0.0 indicates that all students received no credit for the item, and an index of 1.0 indicates that all students received full credit for the item. Items that have either a very high or very low difficulty index are considered to be potentially problematic, because they are either so difficult that few students get them right or so easy that nearly all students get them right. In either case, such items should be reviewed for appropriateness for inclusion on the assessment. If an assessment were composed entirely of very easy or very hard items, all students would receive nearly the same scores, and the assessment would not be able to differentiate high-ability students from low-ability students.

It is worth mentioning that using a norm-referenced criterion such as p -values to evaluate test items is somewhat contradictory to the purpose of a criterion-referenced assessment like the PAAP. Criterion-referenced assessments are primarily intended to provide evidence on student progress relative to a standard

rather than to differentiate among students. Thus, the generally accepted criteria regarding classical item statistics are only cautiously applicable to the PAAP.

A desirable feature of an item is that the higher-ability students perform better on the item than do lower-ability students. The correlation between student performance on a single item and total test score is a commonly used measure of this characteristic of an item. Within classical test theory, this item-test correlation is referred to as the item's "discrimination," because it indicates the extent to which successful performance on an item discriminates between high and low scores on the test. The discrimination index used to evaluate PAAP items was the Pearson product-moment correlation. The theoretical range of this statistic is -1.0–1.0.

Discrimination indices can be thought of as measures of how closely an item assesses the same knowledge and skills assessed by other items contributing to the criterion total score. That is, the discrimination index can be thought of as a measure of construct consistency. In light of this interpretation, the selection of an appropriate criterion total score is crucial to the interpretation of the discrimination index. For the PAAP, the test total score was used as the criterion score.

A summary of the item difficulty and item discrimination statistics for each grade/content area combination is presented in Table 10-1. The mean difficulty values shown in the table indicate that, overall, students performed well on the items on the PAAP. In contrast to alternate assessments, the difficulty values for assessments designed for the general population tend to be in the 0.4–0.7 range for the majority of items. Because the nature of alternate assessments is different from that of general assessments, and because very few guidelines exist as to criteria for interpreting these values for alternate assessments, the values presented in Table 10-1 should not be interpreted to mean that the students performed better on the PAAP than the students who took general assessments did on those tests. An additional factor, as mentioned above, is that item statistics are calculated from students' Level of Accuracy and Level of Assistance scores. Students' overall scores, on the other hand, are based on the Level of Accuracy and Level of Assistance scores along with the LoC. A formula that combines the three dimensions, weighting LoC more heavily, is used to compute the students' score of record. Looking at the *p*-values in isolation would suggest that students' reported scores would all be very high; however, use of the formula results in reported scores that show greater spread across the range of obtainable scores than would be expected based on the *p*-values alone. See Appendix J for complete details on how the score of record is calculated; see Chapter 13 and Appendix N for more information about reported scores.

Also shown in Table 10-1 are the mean discrimination values. Because the majority of students received high scores on the tasks, the discrimination indices are somewhat lower than one might expect. This is an artifact of how discrimination is calculated: If all of the students get an item correct, there is little variability in the criterion scores that can be differentiated. As with the item difficulty values, because the nature and use of the PAAP are different from those of a general assessment, and because very few guidelines

exist as to criteria for interpreting these values for alternate assessments, the statistics presented in Table 10-1 should be interpreted with caution.

Table 10-1. 2013–14 PAAP: Summary of Item Difficulty and Discrimination Statistics by Subject and Grade

Subject	Grade	Number of Items	p-Value		Discrimination	
			Mean	Standard Deviation	Mean	Standard Deviation
Mathematics	3	48	0.82	0.09	0.46	0.21
	4	48	0.84	0.09	0.43	0.18
	5	48	0.86	0.10	0.38	0.17
	6	72	0.87	0.08	0.38	0.33
	7	72	0.86	0.09	0.24	0.23
	HS	96	0.86	0.07	0.25	0.26
Reading	3	48	0.84	0.09	0.45	0.21
	4	48	0.87	0.07	0.48	0.24
	5	48	0.84	0.10	0.45	0.27
	6	72	0.87	0.08	0.43	0.32
	7	72	0.87	0.09	0.28	0.24
	HS	96	0.84	0.08	0.36	0.24
Science	5	48	0.85	0.09	0.34	0.18
	8	72	0.85	0.10	0.36	0.25
	HS	96	0.87	0.07	0.24	0.32
Writing	4	24	0.86	0.06	0.69	0.11
	7	36	0.89	0.08	0.53	0.21
	HS	48	0.88	0.06	0.48	0.25

In addition to the item difficulty and discrimination summaries presented above, item-level classical statistics and item-level score distributions were also calculated. Item-level classical statistics are provided in Appendix E; item difficulty and discrimination values are presented for each item. Item-level score distributions (i.e., the percentage of students who received each score point) are provided in Appendix F for each item.

10.2 STRUCTURAL RELATIONSHIP

By design, the achievement-level classification of the PAAP is based on two of the three dimensions (accuracy and assistance). The third dimension (complexity) is used at the time of administering the assessment to determine the specific sets of tasks appropriate for the student. As with any assessment, it is important that these dimensions be carefully examined. This was achieved by exploring the relationships among student dimension scores with Pearson correlation coefficients. A very low correlation (near 0) would indicate that the dimensions are not related; a low negative correlation (approaching -1.00), that they are inversely related (i.e., that a student with a high score on one dimension had a low score on the other); and a high positive correlation (approaching 1.00), that the information provided by one dimension is similar to that provided by the other dimension.

The average correlations between Level of Accuracy and Level of Assistance by content area and grade are shown in Table 10-2.

Table 10-2. 2013–14 PAAP: Average Correlations Between Level of Accuracy and Level of Assistance by Content Area and Grade

Content Area	Grade	Number of Items	Average Correlation	Correlation Standard Deviation
Mathematics	3	24	0.45	0.26
	4	24	0.46	0.24
	5	23	0.35	0.22
	6	32	0.39	0.38
	7	36	0.06	0.20
	HS	48	0.17	0.31
Reading	3	24	0.34	0.28
	4	24	0.36	0.32
	5	24	0.31	0.32
	6	36	0.30	0.36
	7	33	0.02	0.21
	HS	42	0.24	0.32
Science	5	24	0.36	0.32
	8	36	0.27	0.31
	HS	44	0.09	0.36
Writing	4	12	0.38	0.22
	7	18	0.19	0.30
	HS	23	0.08	0.33

10.3 BIAS/FAIRNESS

Code of Fair Testing Practices in Education (Joint Committee on Testing Practices, 2004) explicitly states that subgroup differences in performance should be examined when sample sizes permit, and actions should be taken to make certain that differences in performance are due to construct-relevant rather than construct-irrelevant factors. *Standards for Educational and Psychological Testing* (AERA, 1999) includes similar guidelines.

When appropriate, the standardization differential item functioning (DIF) procedure (Dorans and Kulick, 1986) is used to identify items for which subgroups of interest perform differently, beyond the impact of differences in overall achievement. However, because of the small number of students who take the PAAP, and because those students take different combinations of tasks, it was not possible to conduct DIF analyses. This is because conducting DIF analyses using groups of fewer than 200 students would result in inflated type I error rates.

Although it is not possible to run quantitative analyses of item bias for PAAP, fairness is addressed through Measured Progress’s standard item development and review procedures, described in detail earlier in this report. These procedures, which are modeled on the recommendations laid out in *Standards for*

Educational and Psychological Testing, are designed to ensure that the test is free of any insensitive or offensive material. All tasks that are available to teachers in the standardized Task Bank have been through these comprehensive bias and sensitivity reviews.

Issues of fairness are also addressed in the PAAP scoring procedures. Chapter 9 of this report describes in detail the scoring rubrics used, selection and training of scorers, and scoring quality control procedures. These processes ensure that bias due to differences in how individual scorers award scores is minimized.

CHAPTER 11 CHARACTERIZING ERRORS ASSOCIATED WITH TEST SCORES

The main use of the PAAP scores is for school-, district-, and state-level accountability in the federal (No Child Left Behind Act) and state accountability systems. The students are classified as Substantially Below Proficient, Partially Proficient, Proficient, and Proficient with Distinction, and they are included in the state's adequate yearly progress calculation. In this case, the reliability of individual student scores, while not meaningless, becomes much less important. The scores have been collapsed for each student to a yes/no decision and then aggregated across students.

As with the classical item statistics presented in the previous chapter, the two dimension scores on each task (Level of Accuracy and Level of Assistance) were used as the item scores for purposes of calculating reliability estimates.

11.1 RELIABILITY

In the previous chapter, individual item characteristics of the 2013–14 Maine PAAP were presented. Although individual item performance is an important focus for evaluation, a complete evaluation of an assessment must also address the way in which items function together and complement one another. Any measurement includes some amount of measurement error. No academic assessment can measure student performance with perfect accuracy; some students will receive scores that underestimate their true ability, and other students will receive scores that overestimate their true ability. Items that function well together produce assessments that have less measurement error (i.e., the error is small on average). Such assessments are described as “reliable.”

There are a number of ways to estimate an assessment's reliability. One approach is to split all test items into two groups and then correlate students' scores on the two half-tests. This is known as a split-half estimate of reliability. If the two half-test scores correlate highly, the items on them are likely measuring very similar knowledge or skills. It suggests that measurement error will be minimal.

The split-half method requires psychometricians to select items that contribute to each half-test score. This decision may have an impact on the resulting correlation, since each different possible split of the test halves will result in a different correlation. Another problem with the split-half method of calculating reliability is that it underestimates reliability, because test length is cut in half. All else being equal, a shorter test is less reliable than a longer test. Cronbach (1951) provided a statistic, alpha (α), that avoids the shortcomings of the split-half method by comparing individual item variances to total test variance. Cronbach's α was used to assess the reliability of the 2013–14 Maine PAAP tests. The formula is as follows:

$$\alpha \equiv \frac{n}{n-1} \left[1 - \frac{\sum_{i=1}^n \sigma_{(Y_i)}^2}{\sigma_x^2} \right]$$

where
i indexes the item,
n is the number of items,
 $\sigma_{(Y_i)}^2$ represents individual item variance, and
 σ_x^2 represents the total test variance.

Table 11-1 presents raw score descriptive statistics (maximum possible score, average, and standard deviation), Cronbach’s α coefficient, and raw score standard error of measurement (SEM) for each content area and grade.

Table 11-1. 2013–14 PAAP: Raw Score Descriptive Statistics, Cronbach’s Alpha, and SEM by Subject and Grade

Subject	Grade	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
Mathematics	3	174	69	45.79	16.94	0.79	7.76
	4	216	69	46.63	18.21	0.81	7.94
	5	203	69	53.50	16.26	0.75	8.13
	6	190	99	67.41	23.19	0.84	9.28
	7	203	99	65.27	26.27	0.71	14.15
	HS	195	129	81.48	31.22	0.66	18.20
Reading	3	182	46	32.07	11.31	0.80	5.06
	4	221	46	34.70	11.48	0.75	5.74
	5	200	46	36.83	10.88	0.71	5.86
	6	194	66	44.61	16.45	0.63	10.01
	7	199	66	44.87	17.76	0.53	12.18
	HS	196	86	51.95	20.97	0.57	13.75
Science	5	200	69	47.34	14.50	0.72	7.67
	8	241	99	62.52	23.51	0.83	9.69
	HS	192	129	77.72	30.22	0.64	18.13
Writing	4	218	23	14.49	6.38	0.63	3.88
	7	204	33	21.12	8.21	0.41	6.31
	HS	193	43	25.82	9.91	0.09	9.45

An alpha coefficient toward the high end is taken to mean that the items are likely measuring very similar knowledge or skills (i.e., they complement one another and suggest a reliable assessment).

11.2 SUBGROUP RELIABILITY

The reliability coefficients discussed in the previous section were based on the overall population of students who took the 2013–14 PAAP. Subgroup Cronbach’s α ’s were calculated using the formula defined

above with only the members of the subgroup in question included in the computations. These statistics are reported in Appendix G. Note that statistics are only reported for subgroups with at least 10 students.

For several reasons, the results of this section should be interpreted with caution. First, inherent differences between grades and content areas preclude making valid inferences about the quality of a test based on statistical comparisons with other tests. Second, reliabilities are dependent not only on the measurement properties of a test but also on the statistical distribution of the studied subgroup. For example, it can be readily seen in Appendix G that subgroup sample sizes may vary considerably, which results in natural variation in reliability coefficients. Or α , which is a type of correlation coefficient, may be artificially depressed for subgroups with little variability (Draper and Smith, 1998). Third, there is no industry standard to interpret the strength of a reliability coefficient, and this is particularly true when the population of interest is a single subgroup.

11.3 DECISION ACCURACY AND CONSISTENCY

While related to reliability, the accuracy and consistency of classifying students into performance categories are even more important statistics in a standards-based reporting framework (Livingston and Lewis, 1995). Unlike generalizability coefficients, decision accuracy and consistency (DAC) can usually be computed with the data currently available for most alternate assessments. For every 2013–14 PAAP grade and content area, each student was classified into one of the following achievement levels: Substantially Below Proficient, Partially Proficient, Proficient, and Proficient with Distinction. However, because of the small testing population for the PAAP, it was not possible to calculate DAC based on classification into the four achievement levels; instead, the categories were collapsed into Proficient or Not Proficient. Because the Proficient cut is what is used for state and federal accountability purposes, results of DAC are most critical for these two categories. This section of the report explains the methodologies used to assess the reliability of classification decisions and presents the results.

Accuracy refers to the extent to which decisions based on test scores match decisions that would have been made if the scores did not contain any measurement error. Accuracy must be estimated, because errorless test scores do not exist. Consistency measures the extent to which classification decisions based on test scores match the decisions based on scores from a second, parallel form of the same test. Consistency can be evaluated directly from actual responses to test items if two complete and parallel forms of the test are given to the same group of students. In operational test programs, however, such a design is usually impractical. Instead, techniques have been developed to estimate both the accuracy and consistency of classification decisions based on a single administration of a test. The Livingston and Lewis (1995) technique was used for the 2013–14 PAAP because it is easily adaptable to all types of testing formats, including mixed-format tests.

The accuracy and consistency estimates reported in Appendix J make use of “true scores” in the classical test theory sense. A true score is the score that would be obtained if a test had no measurement error.

Of course, true scores cannot be observed and so must be estimated. In the Livingston and Lewis (1995) method, estimated true scores are used to categorize students into their “true” classifications.

For the 2013–14 PAAP, after various technical adjustments (described in Livingston and Lewis, 1995), a two-by-two contingency table of accuracy was created for each content area and grade, where cell $[i, j]$ represented the estimated proportion of students whose true score fell into classification i (where $i = 1$ or 2) and observed score into classification j (where $j = 1$ or 2). The sum of the diagonal entries (i.e., the proportion of students whose true and observed classifications matched) signified overall accuracy.

To calculate consistency, true scores were used to estimate the joint distribution of classifications on two independent, parallel test forms. Following statistical adjustments per Livingston and Lewis (1995), a new two-by-two contingency table was created for each content area and grade and populated by the proportion of students who would be categorized into each combination of classifications according to the two (hypothetical) parallel test forms. Cell $[i, j]$ of this table represented the estimated proportion of students whose observed score on the first form would fall into classification i (where $i = 1$ or 2) and whose observed score on the second form would fall into classification j (where $j = 1$ or 2). The sum of the diagonal entries (i.e., the proportion of students categorized by the two forms into exactly the same classification) signified overall consistency.

Another way to measure consistency is to use Cohen’s (1960) coefficient κ (kappa), which assesses the proportion of consistent classifications after removing the proportion of consistent classifications that would be expected by chance. It is calculated using the following formula:

$$\kappa = \frac{(\text{Observed agreement}) - (\text{Chance agreement})}{1 - (\text{Chance agreement})} = \frac{\sum_i C_{ii} - \sum_i C_{i.} C_{.i}}{1 - \sum_i C_{i.} C_{.i}}$$

where

C_i is the proportion of students whose observed achievement level would be Level i (where $i = 1$ or 2) on the first hypothetical parallel form of the test;

$C_{.i}$ is the proportion of students whose observed achievement level would be Level i (where $i = 1$ or 2) on the second hypothetical parallel form of the test;

C_{ii} is the proportion of students whose observed achievement level would be Level i (where $i = 1$ or 2) on both hypothetical parallel forms of the test.

Because κ is corrected for chance, its values are lower than are other consistency estimates.

The accuracy and consistency analyses described here are provided in Table I-1 of Appendix I. The table includes overall accuracy and consistency indices, including kappa. Accuracy and consistency values conditional on achievement level are also given. For these calculations, the denominator is the proportion of students associated with a given achievement level. For example, the conditional accuracy value is 0.77 for Not Proficient for mathematics grade 2. This figure indicates that among the students whose true scores placed them in this classification, 77% would be expected to be in this classification when categorized according to their observed scores. Similarly, a consistency value of 0.72 indicates that 72% of students with

observed scores in the Not Proficient category would be expected to score in this classification again if a second, parallel test form were used.

For some testing situations, the greatest concern may be decisions around level thresholds. For example, if a college gave credit to students who achieved an Advanced Placement test score of 4 or 5, but not to students with scores of 1, 2, or 3, one might be interested in the accuracy of the dichotomous decision of below-4 versus 4-or-above. For the 2013–14 PAAP, Table I-2 in Appendix I provides accuracy and consistency estimates for the proficient cutpoint as well as false positive and false negative decision rates. (A false positive is the proportion of students whose observed scores were above the cut and whose true scores were below the cut. A false negative is the proportion of students whose observed scores were below the cut and whose true scores were above the cut.) Note that because DAC analyses were calculated using only two categories (Proficient/Not Proficient), the accuracy and consistency values conditional on cutpoint are the same as the overall values.

The above indices are derived from Livingston and Lewis’s (1995) method of estimating the accuracy and consistency of classifications. It should be noted that Livingston and Lewis discuss two versions of the accuracy and consistency tables. A standard version performs calculations for forms parallel to the form taken. An “adjusted” version adjusts the results of one form to match the observed score distribution obtained in the data. Table I-1 in Appendix I uses the standard version for two reasons: 1) This “unadjusted” version can be considered a smoothing of the data, thereby decreasing the variability of the results; and 2) for results dealing with the consistency of two parallel forms, the unadjusted tables are symmetrical, indicating that the two parallel forms have the same statistical properties. This second reason is consistent with the notion of forms that are parallel; that is, it is more intuitive and interpretable for two parallel forms to have the same statistical distribution.

Note that, as with other methods of evaluating reliability, DAC statistics calculated based on small groups can be expected to be lower than those calculated based on larger groups. For this reason, the values presented in Appendix I should be interpreted with caution. In addition, it is important to remember that it is inappropriate to compare DAC statistics between grades and content areas.

11.4 INTERRATER CONSISTENCY

Chapter 9 of this report describes in detail the processes that were implemented to monitor the quality of the hand-scoring of student responses for polytomous items. One of these processes was double-blind scoring of all student responses. Results of the double-blind scoring were used during scoring to identify scorers who required retraining or other intervention and are presented here as evidence of the reliability of the PAAP. A summary of the interrater consistency results is presented in Table 11-2. Results in the table are collapsed across the tasks by subject, grade, and number of score categories (3 for Level of Assistance and 4 for Level of Accuracy). The table shows the number of included scores, the percent exact agreement, the

percent adjacent agreement, the correlation between the first two sets of scores, and the percent of responses that required a third score. This same information is provided at the item level in Appendix I

**Table 11-2. 2013–14 PAAP: Summary of Interrater Consistency Statistics
Collapsed Across Items by Subject and Grade**

Subject	Grade	Number of Items	Number of		Percent		Correlation	Percent of Third Scores	
			Score Categories	Included Scores	Exact	Adjacent			
Mathematics	3	24	3	987	98.68	0.61	0.92	1.62	
		24	4	987	91.59	5.27	0.85	8.61	
	4	24	3	1,235	98.30	1.13	0.93	1.70	
		24	4	1,235	95.63	3.56	0.96	4.53	
	5	24	3	1,179	98.22	1.02	0.87	1.78	
		24	4	1,179	95.76	3.65	0.94	4.33	
	6	36	3	1,083	96.21	0.46	0.55	3.79	
		36	4	1,083	94.55	2.77	0.84	5.45	
	7	36	3	1,184	96.37	1.01	0.68	3.63	
		36	4	1,184	96.62	2.70	0.96	3.38	
	HS	48	3	1,117	98.48	0.72	0.92	1.52	
		48	4	1,117	93.64	4.57	0.89	6.36	
	Reading	3	24	3	1,005	98.91	0.40	0.93	1.29
			24	4	1,005	95.82	3.88	0.95	4.48
4		24	3	1,267	98.11	1.42	0.87	2.13	
		24	4	1,267	96.13	3.55	0.94	4.26	
5		24	3	1,151	99.22	0.09	0.87	0.78	
		24	4	1,151	96.35	3.13	0.94	3.91	
6		36	3	1,114	96.23	0.72	0.54	3.77	
		36	4	1,114	96.23	3.59	0.96	3.77	
7		36	3	1,162	96.73	0.43	0.61	3.27	
		36	4	1,162	96.99	2.93	0.97	3.01	
HS		48	3	1,136	98.77	0.70	0.92	1.23	
		48	4	1,135	94.54	5.37	0.95	5.73	
Science		5	24	3	1,133	97.97	1.24	0.86	1.94
			24	4	1,133	94.35	4.15	0.88	5.65
	8	36	3	1,387	98.70	0.36	0.88	1.01	
		36	4	1,387	94.45	4.40	0.90	5.48	
	HS	48	3	1,122	98.31	0.80	0.90	1.69	
		48	4	1,122	93.32	6.24	0.91	6.95	
Writing	4	12	3	616	97.56	1.95	0.89	2.44	
		12	4	616	91.23	7.47	0.88	9.42	
	7	16	3	489	97.34	0.20	0.67	3.27	
		16	4	489	92.84	6.13	0.92	7.98	
	HS	24	3	572	99.13	0.70	0.96	0.87	
		24	4	572	91.61	7.87	0.90	8.39	

CHAPTER 12 COMPARABILITY (SCALING AND EQUATING)

12.1 COMPARABILITY OF SCORES ACROSS YEARS

In administering the PAAP, teachers select tasks from a standardized Task Bank, following the test blueprints. Use of the Task Bank and blueprints ensures that the assessment as it is administered is appropriate for the individual needs of the student being assessed and that the required Alternate Grade Level Expectations (AGLEs) are covered. The process enables teachers to customize the assessment for individual students while ensuring comparability across years through the use of the same blueprints, tasks, and scoring rubrics from year to year. Additionally, comparability is ensured through the scoring process: Scoring occurs at Measured Progress, using the same scoring rubrics each year in addition to Measured Progress's standard scoring quality control processes, as described in Chapter 9. Additional processes to ensure across-year comparability include calculation of reported scores and categorization into achievement levels, as described in the following.

12.1.1 Reported Scores

Students' entry scores are calculated based on a formula that combines their Level of Complexity (LoC), Level of Accuracy, and Level of Assistance scores for each of the tasks in a given entry. The formula weights the LoC score more heavily than the other two dimension scores. The overall score for a content area is then the sum of the entry scores. Because of the use of the formula, there may be multiple ways that a student can attain a given total score. Complete details of how reported raw scores are calculated are provided in Appendix K. Use of this formula ensures that the meaning of the reported raw scores will remain constant from year to year.

Graphs of the cumulative reported score distributions for 2014 are provided in Appendix K. As the curves move to the right, they represent an increase in performance.

12.1.2 Standard Setting

A complete standard setting was conducted for the PAAP on June 28–30, 2010. Using a rubric-based process that was supplemented with student work samples (bodies of work), standards were set for reading and mathematics (grades 2–7, 10, and 11), science (grades 5, 8, and 11), and writing (grades 4, 7, and 11). Although teachers are required to follow the test blueprint, they can choose which tasks to use from the centralized Task Bank. Therefore, different students take different combinations of tasks. For this reason, a rubric-based method of standard setting was appropriate for the PAAP. Details of the standard-setting

procedures can be found in the standard-setting report, which is posted on the MDOE Web site: <http://www.maine.gov/education/>. To ensure continuity of score reporting across years, the cuts that were established at the standard-setting meeting will continue to be used in future years, until it is necessary to reset standards. The raw score cutpoints for the PAAP as established via standard setting are presented in Table 12-1.

Table 12-1. 2013–14 PAAP: Cut Scores on the Theta Metric and Reporting Scale by Subject and Grade

<i>Subject</i>	<i>Grade</i>	<i>Theta</i>			<i>Raw Score</i>	
		<i>Cut 1</i>	<i>Cut 2</i>	<i>Cut 3</i>	<i>Minimum</i>	<i>Maximum</i>
Mathematics	3	22	39	62	0	69
	4	22	42	62	0	69
	5	27	52	67	0	69
	6	25	56	85	0	99
	7	25	56	92	0	99
	HS	33	82	122	0	129
Reading	3	12	25	43	0	46
	4	12	25	43	0	46
	5	14	24	42	0	46
	6	19	31	60	0	66
	7	18	38	64	0	66
	HS	33	57	85	0	86
Science	5	24	45	66	0	69
	8	33	58	93	0	99
	HS	50	87	127	0	129
Writing	4	10	15	22	0	23
	7	12	23	32	0	33
	HS	13	24	41	0	43

12.2 LINKAGES ACROSS GRADES

In developing the PAAP, a content-based approach for addressing continuity across grades was implemented. Specifically, issues of continuity were addressed in the following processes: 1) development, 2) administration, and 3) standard setting.

As described in Chapter 5, the AGLEs describe the content to be included in students’ instructional programs for each grade level. The AGLEs are based on the standards/grade-level expectations assessed by Maine’s general assessments (the New England Common Assessment Program for reading, writing, and mathematics, and the MEA for science) but have been reduced in depth and breadth. The AGLEs are designed to follow a continuum of skills that increase across grades. The tasks, in turn, have been designed to map onto the AGLEs by measuring grade-specific content and skills. These tasks, along with blueprints, which have also been designed to reflect the continuum reflected in the AGLEs, ensure that each portfolio builds upon the appropriate knowledge and skills, thereby reflecting the desired continuity across grades.

During administration, the blueprint serves as a guide to the teachers as to how to select tasks that are appropriate for a given student. As with other aspects of the development and administration of the PAAP, use of the blueprints and the LoCs ensures that the student is being assessed at a level that is appropriate for his or her grade level and individual needs and that the tasks to which a student is exposed follow a continuum from year to year. Thus, linkages across grades are built into the design of the portfolio.

Finally, the continuity of the PAAP across grades was further verified through the standard-setting procedures. The achievement-level descriptors used for standard setting were based on the student expectations as delineated in the AGLEs. Proficiency across grades, therefore, was expected to follow the continuum established by the AGLEs and, thus, to reflect a higher level of cognition as the grades increased. Following the standard-setting meeting, the resulting cutpoints were critically evaluated by experts at the MDOE to ensure that proficiency reflected the desired increase in cognition across grades. In addition, the percentages of students scoring at or above Proficient in each grade were examined for coherence from one grade to the next.

CHAPTER 13 SCORE REPORTING

13.1 PRIMARY REPORTS

Measured Progress created the following primary reports for the PAAP:

- Individual Student Reports
- School Analysis Reports
- School, SAU, and State Summary Reports

Individual Student Reports, School Analysis Reports, and Summary Reports were posted online via a secure Web site in August 2014. Individual Student Reports and student labels were printed and shipped to schools in September 2014, to be kept with student records. The MDOE hosted a report interpretation webinar in September 2014 to discuss interpretation of score reports. Each of these reports is described in the following sections. Sample reports are included in Appendix M.

In addition to the webinar, the MDOE created the *Report Interpretation Guide*, available at <http://www.maine.gov/education/lsalt/paap/scores/index.htm>, and a parent brochure, available at <http://www.maine.gov/education/lsalt/paap/parents/index.html>, to assist educators in sharing results with parents.

13.1.1 Individual Student Reports

An Individual Student Report was sent to each student's school to be given to parent(s)/guardians(s) no later than September 30, 2014. The report was also posted online via a secure Web site for school personnel. The front cover contained a letter from the Maine commissioner of education and an explanation of what the PAAP is, who should participate, how results should be used, and how students benefit from participating in the PAAP. Content area results included Level of Accuracy, Level of Assistance, and Level of Complexity (LoC) for the submitted Alternate Grade Level Expectations (AGLEs)/Indicators. For students other than those taking the grade 10 test, the results also included the student's overall content area achievement level, a chart showing where the student's scores placed him or her along an achievement-level continuum, and achievement-level score ranges. A student label with the student's achievement level in each content area was also provided to schools for placement in the student's file.

13.1.2 School Analysis Reports

School Analysis Reports were posted online via a secure Web site for school, SAU, and state personnel. The School Analysis Reports provided detailed information on the portfolio entries submitted for each student, including the AGLE/Indicator at which the student was assessed, LoC, Level of Accuracy, Level of Assistance, a total entry score, entry comment codes collected at scoring, and the overall content area score and achievement level for each content area assessed.

13.1.3 School, SAU, and State Summary Reports

School, SAU, and State Summary Reports were posted online via a secure Web site for school, SAU, and state personnel. These reports summarized data on all PAAP students at the school, SAU, and state levels, comparing performance at each grade level by content area, gender, ethnicity, limited English proficiency (LEP), identified disability, economic disadvantage, migrant status, Title 1, and 504 plan.

13.2 SCORE OF RECORD AND DECISION RULES

Score of record and decision rules were formulated by the MDOE and Measured Progress to detail rules for analysis and reporting for achievement reports. To ensure that reported results for the PAAP are accurate relative to collected data and other pertinent information, documents that delineate analysis and reporting rules were created. These documents were observed in the analyses of PAAP test data and in reporting the test results. Moreover, these rules are the main reference for quality assurance checks.

The score of record primarily describes the calculation of students' scores. The decision rules document primarily describes the inclusion/exclusion of students at the school, SAU, and state levels of aggregations. The decision rules also describe rules as they pertain to individual reports and the classification of students based on their school type or other information provided by the state through the student demographic file.

These documents can be found in Appendices J and N.

13.3 QUALITY ASSURANCE

Quality assurance measures are embedded throughout the entire process of analysis and reporting. The data processor, data analyst, and psychometrician assigned to work on the PAAP implement quality control checks of their respective computer programs and intermediate products. Moreover, when data are handed off to different functions within the Data Services and Static Reporting and Psychometrics and Research departments, the sending function verifies that the data are accurate before handoff. Additionally, when a function receives a dataset, the first step is to verify the data for accuracy.

Another type of quality assurance measure is parallel processing. Different exclusions that determine whether each student receives scaled scores or is included in different levels of aggregation are parallel processed. Using the decision rules document, two data analysts independently write a computer program that assigns students' exclusions. For each content area and grade combination, the exclusions assigned by each data analyst are compared across all students. Only when 100% agreement is achieved can the rest of the data analysis be completed.

Another level of quality assurance involves the procedures implemented by the quality assurance group to check the accuracy of reported data. Using a sample of schools and SAUs, the quality assurance group verifies that reported information is correct. The step is conducted in two parts: 1) Verify that the computed information was obtained correctly through appropriate application of different decision rules, and 2) verify that the correct data points populate each cell in the PAAP reports. The selection of sample schools and systems for this purpose is very specific and can affect the success of the quality control efforts. There are two sets of samples selected that may not be mutually exclusive. The first set includes those that satisfy the following criteria:

- one-school SAU
- two-school SAU
- multischool SAU

The second set of samples includes systems or schools that have unique reporting situations as indicated by the decision rules. This second set is necessary to ensure that each rule is applied correctly. The second set includes the following criteria:

- school for each school type
- school with excluded students as defined by decision rules

The quality assurance group uses a checklist to implement its procedures. After the checklist is completed, sample reports are circulated for psychometric checks and program management review.

CHAPTER 14 VALIDITY

The purpose of this report is to describe several technical aspects of the PAAP in an effort to contribute to the accumulation of validity evidence to support PAAP score interpretations. Because the combination of a test and its scores, not just the test itself, is evaluated for validity, this report presents documentation to substantiate intended interpretations (AERA, 2014). Each of the chapters in this report contributes important information to the validity argument by addressing one or more of the following aspects of the PAAP: test development, test administration, scoring, item analyses, reliability, achievement levels, and reporting.

The PAAP assessments are based on, and aligned to, Maine’s content standards and Alternate Grade Level Expectations (AGLEs) in reading, mathematics, science, and writing. The PAAP results are intended to provide inferences about student achievement on Maine’s reading, mathematics, science, and writing content standards and AGLEs; these achievement inferences are meant to be useful for program and instructional improvement and as a component of school accountability.

Standards for Educational and Psychological Testing (AERA, 2014) provides a framework for describing sources of evidence that should be considered when constructing a validity argument. These sources include evidence based on the following five general areas: test content, response processes, internal structure, relationship to other variables, and consequences of testing. Although each of these sources may speak to a different *aspect* of validity, they are not distinct *types* of validity. Instead, each contributes to a body of evidence about the comprehensive validity of score interpretations.

14.1 EVIDENCE BASED ON TEST DEVELOPMENT AND STRUCTURE

A measure of test content validity is how well the assessment tasks represent the curriculum and standards for each content area and grade level. This is informed by the task development process, including how the AGLEs and test blueprints align to the curriculum and standards. Viewed through this lens provided by the content standards, evidence based on test content was extensively described in Chapters 5–7. Item alignment with Maine’s content standards, AGLEs, and Levels of Complexity (LoC), as well as review processes for item bias, sensitivity, and content appropriateness, are components of validity evidence based on test content. As discussed earlier, all PAAP tasks are aligned by Maine educators to specific Maine content standards, AGLEs, and LoCs, and all undergo several rounds of review for content fidelity and appropriateness.

Evidence based on internal structure is presented in the discussions of item analyses and reliability in Chapters 10 and 11. Technical characteristics of the internal structure of the assessments are presented in terms of classical item statistics (item difficulty, item-test correlation), correlations between the dimensions

(Level of Accuracy and Level of Assistance), fairness/bias, and reliability, including alpha coefficients, interrater consistency, and decision accuracy and consistency.

14.2 OTHER EVIDENCE

The training and administration information in Chapter 8 describes the steps taken to train the teachers/test administrators on procedures for constructing and administering the PAAP. Tests are constructed and administered according to state-mandated standardized procedures, as described in the *2013–14 PAAP Administration Handbook*. These efforts to provide thorough training opportunities and materials help maximize consistency among teachers, which enhances the quality of test scores and, in turn, contributes to validity.

Evidence on scoring the PAAP is provided in Chapter 9. Procedures for training and monitoring hand-scoring of the PAAP maximize scoring consistency and thus contribute to validity.

Evidence on comparability of scores, both across years and across grades, is provided in Chapter 12. Information is provided on the calculation of students' reported scores as well as the establishment of performance standards that enabled reporting of achievement-level scores. In addition, information about consistency and meaningfulness of test score information across grade levels is provided. All of these processes maximize accuracy and clarity of score information that is provided to the public and, in this way, enhance validity.

Evidence on the consequences of testing is addressed in the reporting information provided in Chapter 13. This chapter speaks to efforts undertaken to provide the public with accurate and clear test score information. Achievement levels give reference points for mastery at each grade level, a useful and simple way to interpret scores. Several different standard reports were provided to stakeholders.

14.3 FUTURE DIRECTIONS

To further support the validity argument, additional studies to provide evidence regarding the relationship of PAAP results to other variables might include an analysis of the extent to which scores from the PAAP assessments converge with other measures of similar constructs and the extent to which they diverge from measures of different constructs. Relationships among measures of the same or similar constructs can sharpen the meaning of scores and appropriate interpretations by refining the definition of the construct.

The evidence presented in this manual supports inferences related to student achievement on the content represented on the AGLs for reading, mathematics, science, and writing for the purposes of program and instructional improvement, and as a component of school accountability.

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APPENDICES

Appendix A—STAKEHOLDER GROUPS

Table A-1. 2012–13 PAAP: Advisory Committee

<i>Name</i>	<i>Position</i>
Fossett, Sue	MDOE-Alternate Assessment Coordinator
Tome, Rachelle	MDOE- ESEA Title 1 Director
Breton, Jan	MDOE-Federal Programs Research and Evaluation
Tibbetts, Marcia	Measured Progress
Couture, Michelle	Measured Progress
Howard, Linda	Elementary Special Education, Milo, Maine
Watson, Jill	High School Special Education, Readfield, Maine
Granger, Sheree	Special Purpose Private School, Sweetser
Adams, Lynne	Asst. Director of Special Education, Augusta, Maine
Lemieux, Laurie	MADSEC Rep- Spec. Ed Director, Auburn
Sincerbeaux, George	Principal, Norway, Maine
Small, Jean	Catholic Charities
Howard, Deborah	Gov. Baxter School for the Deaf
Smith, Valerie	Center for Community Inclusion
Timberlake, Maria	Doctoral Student

Table A-2. 2012–13 PAAP: Reading Alignment Group

<i>Panelist</i>	<i>Institution</i>	<i>Position</i>
Granger, Sheree Lynn	Sweetser	Special Education Teacher
McGraw, Kathleen	Massabesic Middle School	Special Education Teacher
Moorehouse, Linda	Gray-New Gloucester High School	English Teacher
Watson, Jill	Maranacook Community High School	Special Education Teacher

	<i>Name</i>	<i>Institution</i>	<i>Title/Institution</i>
<i>Guest Speaker</i>	Lemieux, Laurie	Auburn School Department	Special Education Coordinator
<i>Facilitator</i>	Burkam, Amy	Lothlorien Consulting	Owner

The State of Maine funded this analysis through Research in Action, Inc. John Paul Beaudoin, CEO of Research in Action, Inc., provided oversight.

Dan Hupp, Director of Student Assessment, and Sue Fossett, Alternate Assessment and Accommodations Coordinator, from the Maine Department of Education were the main contacts for the Department and oversaw the coordination of the study.

APPENDIX B—2014 ALTERNATE GRADE LEVEL EXPECTATIONS

Alternate Grade Level Expectations for Maine's Personalized Alternate Assessment Portfolio



Based on Maine's Accountability Standards, Chapter 131

Reading, Writing, and Mathematics

New England Common Assessment Program (NECAP) Grade Level Expectations

Science

Maine's 2007 Learning Results

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A Guide to the Alternate Grade Level Expectations (AGLEs) for Maine’s Personalized Alternate Assessment Portfolio (PAAP)

Maine’s state-level assessments – the New England Common Assessment Program (NECAP), the Maine Educational Assessment (MEA), the PSAT, and the Maine High School Assessment (MHSA, comprised of the SAT and Science) – allow student participation through any of three avenues:

- Standard Administration, for those who can take the test as it is traditionally presented;
- Administration with Accommodations, for students who need changes in the way the test is presented, or the means by which their responses are communicated, to be on an equal footing with their peers who use standard administration. Such accommodations do not change what is being measured;
- Alternate Assessment, for those students who have significant or profound disabilities that prevent them from showing what they know or can do through the general assessment formats, even with accommodations.

If it appears that a student’s successful participation may require alternate assessment, a team must be convened to determine the avenue(s) that is appropriate for the student. In the case of students with an identified disability, the decision-making panel must be the same group responsible for determining the student’s Individual Education Program (the IEP Team).

Lists of approved accommodations for each of the assessments may be found in documents on the Maine Department of Education Web site. These accommodations may also be used for students who are participating in testing through the Personalized Alternate Assessment Portfolio (PAAP). The PAAP is intended for those students with an IEP who need a modified measure of performance – that is to say, students whose exceptionality is so significant that it does not allow access to the standard assessment, even with a combination of accommodations. The PAAP, like other Maine State Assessments, provides a snapshot in time of the individual student’s performance. A broader picture will emerge as the student results on the PAAP are viewed in conjunction with results on other assessments in and beyond the classroom. The results of the alternate assessment will serve as the basis for reporting under the *No Child Left Behind Act* for the student participants.

The student work included in a PAAP is based on Maine’s Alternate Grade Level Expectations (AGLEs) contained in this document, which are designed for planning and implementing the Maine’s alternate assessment and are developmentally backed down to a level considered appropriate for inclusion in the student’s instructional program.

Furthermore, the PAAP is a portfolio assessment, measuring progress toward the defined AGLEs by allowing students to produce evidence of their growth over the course of a school year. PAAP assesses students at the same grade levels in the same content areas as the other Maine State Assessments (see chart on page 7). The administration window for the PAAP runs for much of the academic year – from the first week of December through the last week of April. This extended administration window provides opportunities for instruction to be embedded in the student’s daily work throughout the school year, then assessed using PAAP tasks.

Levels of Complexity (LoC)

Maine’s Alternate Grade Level Expectations (AGLEs) were developed by “backing down” the academic content standards (see Maine’s Accountability Standards, Chapter 131) from high school through elementary school. This approach ensured linkage to the content standards across grades K–12. The LoCs for Reading, Writing, and Mathematics are linked to the NECAP *Grade-Level Expectations* (GLEs) and the LoCs for Science are linked to Maine’s *2007 Learning Results*.

Maine’s AGLEs provide a common basis for the planning and assessment of standards-based 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 PAAP Task Bank (www.mecas.org/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 Maine State Assessment for their grade-level placement with appropriate accommodations.

Format of the AGLEs for the PAAP

Maine’s AGLEs are formatted by Content Area (Reading, Writing, Mathematics, and Science), AGLE/Indicator, and LoC Descriptors. There are three Content Area sections, each one color-coded:

1. Reading & Writing (yellow);
2. Mathematics (blue); and
3. Science (green).

The header at the top of each page identifies the NECAP Grade Level Expectation (GLE) to which this material is aligned. Directly opposite this, on the right side of the field, the corresponding PAAP identifier is situated.

The *student expectations* for each AGLE – that is to say, what is being expected of the student in order to demonstrate proficiency as defined in NECAP’s GLEs (for reading, writing, and mathematics) – are presented in italics *below* the NECAP GLE.

Exactly *how* the student demonstrates knowledge is detailed in the LoC descriptor table immediately following the student expectations.

At the top of each Level of Complexity field, the appropriate grade levels for participation using that specific LoC descriptor are identified.

The layout of the PAAP AGLEs for Science is for the most part the same as other content areas. However, Science AGLEs/Indicators are aligned to reflect the format and design of Maine’s 2007 *Learning Results* under Maine’s Accountability Standards, Chapter 131. At the top of each page, the reader will find a header with Maine’s Accountability Standards, Chapter 131, AGLE/Indicator, and title of each AGLE. The student expectations for that AGLE are written in italics below the AGLE.

Formatting the Levels of Complexity descriptors for Science is the same as it is for Reading, Writing, and Mathematics.

Since *all* students must be involved in general curriculum, 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). Assessment of the student’s related knowledge and/or skills using downloaded PAAP tasks aligned to that LoC descriptor should be used following delivery of the planned instruction. The completed tasks, along with the required forms, will make up the student work that serves as the contents of the PAAP.

Maine’s Alternate Grade Level Expectations for the PAAP can be found online at <http://www.maine.gov/education/lsalt/paap/agles.html>.

Required AGLE Indicators

The blueprint for alternate assessment requires that certain indicators in Maine’s *Alternate Grade Level Expectations* (AGLEs) be assessed at specific grade levels in order to ensure that all students have the opportunity to develop an understanding of concepts included in each AGLE/Indicator. As the blueprint was developed, the design team focused on each content area to make the developmental progression of tasks parallel to the developmental progression of the general assessment. The final blueprint was reviewed by personnel at the Maine Department of Education, Content Specialists at Measured Progress, Maine Stakeholders, the PAAP Advisory Committee, and the Technical Advisory Committee.

The blueprint can be viewed on page 8 of this document., or online at www.maine.gov/education/lsalt/paap/materialstools/index.htm.

Rationale for Reading:

In developing the blueprint for the PAAP Reading assessment, the design team made sure the developmental progression of tasks parallel the developmental progression of the general NECAP assessment. In reading, the understanding of literary and informational text and vocabulary development are all addressed consistently throughout the grades. This poses a challenge for the PAAP, as the PAAP requires that two AGLE/Indicators, not three, be assessed each year. What follows is the rationale for the selection of AGLE/Indicators for all levels of the PAAP assessment.

Since vocabulary development increases incrementally and is fundamental to reading comprehension, the assessment of AGLE/Indicator A1 (Vocabulary Development) will occur at each grade level every year. This means that the assessment of AGLE/Indicators A2 (Understanding, Analysis, and Interpretation of Literary Text) and A3 (Understanding, Analysis, and Interpretation of Informational Text) would vary from year to year.

In the general population, understanding of simple literary text often develops more rapidly in young children than understanding of informational text. This is largely due to the greater concept density found in most informational text. However, since comprehension of both literary and informational text is important and is given equal weight in NECAP, it’s important to maintain as closely as possible equal weight to the two corresponding AGLE/Indicators in the PAAP. The PAAP will alternate the assessment of these two AGLE/Indicators from year to year, beginning with the assessment of comprehension of literary text in grade 2 for the 2010-11 academic (teaching) year. Thereafter, in grades 3, 5, and 7, and in the third year of high school, assessment of the skills related to AGLE/Indicator A3 will be required; in grades 4, 6, and 10, assessment of the skills related to AGLE/Indicator A2 will be required.

Rational for Writing

Writing is assessed in grades 4, 7, and the third year of high school. Writing is not used in any AYP determinations. In view of this, AGLE/Indicator B2 will be the required focus for the PAAP assessment of writing at the elementary grades. This AGLE/Indicator addresses simple narrative writing skills.

In middle school, where writing to convey information takes on a more prominent role, AGLE/Indicator B3 (expository and informational writing) will be the required focus for PAAP assessment. A developmental progression that culminates in report-writing at the highest levels of complexity will be required.

At the high school level, the expectation is that developmental progression should extend through more sophisticated writing skills than it does in the elementary or middle grades. AGLE/Indicator B1, which includes a broader

range of skill requirements than either B2 or B3, includes assessment of the structures and conventions of English. It also requires students to produce compositions that demonstrate an understanding of ideas in text and the ability to convey analytic judgments about those ideas. The expectation for demonstrating both depth and breadth of writing skills at this level seems appropriate as the capstone PAAP assessment.

Rationale for Mathematics

In developing the test blueprint for mathematics, both the PAAP AGLEs and the NECAP *Grade-Level Expectations* (GLEs) were extensively reviewed. The blueprint establishes AGLE/Indicator A – Numbers and Operations – as the anchor and requires two additional AGLE/Indicators to be assessed each year of assessment. By requiring that certain indicators be assessed at specific grade levels, the blueprint ensures that all students have the opportunity to develop the mathematics skills and concepts included in Maine’s AGLEs over the course of their education. The anchor and required AGLE/Indicators were proposed by mathematics staff at Measured Progress and presented to staff from the Maine Department of Education. Together, staff from Measured Progress and the Maine Department of Education agreed upon the blueprint.

The required AGLE/Indicators in the alternate mathematics assessment blueprint generally reflect the same areas focused on in the NECAP assessment in a given year; when the selected AGLE/Indicators do not reflect the weights given to GLEs on the NECAP exam, other factors were deemed more important, such as continuing strands into the high school years.

Every year, Numbers and Operations (AGLE/Indicator A) will be assessed. This AGLE/Indicator was chosen as the anchor because it encompasses the most fundamental, foundational, and practical mathematics skills students need to master. In general, the individual indicators are assessed at the grade level in which the skills and tasks are most likely to be developmentally appropriate, interesting, and relevant to students. In the elementary grades, students focus on whole numbers and decimals. In the middle school years, fractions are included. In the high school years, students focus on problem solving using numbers and operations; this indicator includes and builds on skills introduced in indicators A1–A4.

In addition to the anchor, two other AGLE/Indicators are required to be assessed each year. The additional required AGLE/Indicators were chosen using guiding principles that:

- expose students to the breadth of the mathematics skills and concepts provided in the AGLEs;
- reflect the weights given to each strand in the general assessment (NECAP);

- develop mathematics skills at times when they are most likely to be relevant and developmentally appropriate to students;
- give students time to further develop skills before assessing the same indicator again; and
- provide a foundation at the lower grades for more abstract and complex concepts at the higher grades.

Two AGLE/Indicators are not assessed: B5 (Coordinate Plane) and D3 (Counting Techniques). These AGLE/Indicators generally are assessed only at the high school level on the general assessment. Therefore, these AGLE/Indicators are not part of the PAAP because they do not include all eight Levels of Complexity and specifically provide no appropriate tasks for Levels of Complexity 1-4. Because these two AGLE/Indicators are not accessible to students being assessed at all levels, they have not been selected on the blueprint.

Rationale for Science:

In developing the test blueprint for science, several sources were considered:

- *Alternate Grade Level Expectations* for Maine’s Personalized Alternate Assessment Portfolio (PAAP) 2009–2010;
- Maine Educational Assessment (MEA) and New England Common Assessment Program (NECAP);
- Maine Department of Education Regulation 131; and
- *National Science Education Standards* by the Center for Science, Mathematics, and Engineering Education.

The content assessed in the alternate assessment blueprint for science generally reflects the same areas assessed by the general education assessment instrument, which is currently the MEA. The science portion of the MEA assesses two AGLE/Indicators: D (The Physical Setting), spanning Indicators 1-4, and E (The Living Environment), spanning Indicators 1-5.

AGLE/Indicator D contains indicators that encompass the subject matter conventionally referred to as physical, earth, and space science, while E contains indicators related to life science.

Both D and E are assessed each year in grades 5 and 8 and in the third year of high school. In general, indicators are assessed at the grade level in which the topics and tasks are most likely to be developmentally appropriate, interesting and relevant to students. The focus at the elementary level is on concepts that the student can directly observe, such as the sun, the moon, rocks, plants, and animals. Force and Motion provide concrete observations at the middle school level; the more abstract concepts of Matter and Energy will be addressed in high school. Likewise Cells, and Heredity and Reproduction,

provide foundations for the more abstract concepts of Biodiversity and Evolution taught in high school. At the third year of high school, the level of abstraction increases: Matter and Energy, Biodiversity, and Evolution. These are all high school concepts that are more abstract than the concepts covered in elementary and middle school.

In *The Living Environment*, the progression from grade 5 to the third year of high school is from individual organisms, to populations, to an understanding of how organisms change over time. In *The Physical Setting*, the progression is from the macroscopic universe, solar system, and Earth to forces and motion in the everyday environment, ending in the third year of high school with Matter and Energy at the macroscopic and atomic levels. Each successive grade level assessment connects to and builds on the science concepts introduced at a lower level (as well as with concepts in other subject areas, such as mathematics).

The goal is to increase the level of scientific literacy among all students by exposing each student to the full spectrum of the science concepts included in Maine's Alternate Assessment Grade Level Expectations.

The blueprint can be viewed on page 8 of this document., or online at www.maine.gov/education/lsalt/paap/materialstools/index.htm.

Definitions and/or Acronyms

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 an 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 and 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.

The PAAP Blueprint of Required AGLE Indicators

Grade Level	Reading	Writing	Mathematics	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



MAINEPAAP
Personalized Alternate Assessment Portfolio

Alternate Grade Level Expectations

Reading

Word Identification and Vocabulary Knowledge

Student applies word identification and decoding strategies, identifies the meaning of unfamiliar vocabulary, shows breadth of vocabulary knowledge, and/or demonstrates understanding of word meaning or relationships by:

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)
<p>doing the following:</p> <ul style="list-style-type: none"> identifying signs, symbols, gestures, objects, and/or pictures to show understanding of words. 	<p>doing the following:</p> <ul style="list-style-type: none"> showing phonemic awareness and/or sound/symbol relationships. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> using basic phonemic awareness skills (e.g., identifying beginning and/or ending sounds or rhyming words) and/or using word parts or basic phonics skills to decode words (e.g., CVC words) and/or reading aloud sight words of the highest frequency in the English language (e.g., the, and, is) <p>AND</p> <ul style="list-style-type: none"> using pictures and/or context clues to determine the meaning of words. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> using the full range of phonemic awareness skills (e.g., identifying medial sounds, orally segmenting sounds or parts in words), and/or using word parts or phonics to decode words (e.g., CCVC, CVCC, CCVCC word patterns, common long vowels patterns, inflectional endings), and/or reading aloud common English sight words (e.g., all, eat, good, out, that, with, yes) <p>AND</p> <ul style="list-style-type: none"> using context clues to determine the meaning of words.

Word Identification and Vocabulary Knowledge

Student applies word identification and decoding strategies, identifies the meaning of unfamiliar vocabulary, shows breadth of vocabulary knowledge, and/or demonstrates understanding of word meaning or relationships by:

<p>Level of Complexity 5 (Grades 6, 7, 2nd & 3rd Year HS)</p>	<p>Level of Complexity 6 (Grades 6, 7, 2nd & 3rd Year HS)</p>	<p>Level of Complexity 7 (2nd & 3rd Year HS)</p>	<p>Level of Complexity 8 (2nd & 3rd Year HS)</p>
<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • using phonemic awareness and/or • using word parts or phonics to decode words, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • using context clues to determine the meaning of words and/or • identifying unfamiliar vocabulary by using suffixes or base words, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • identifying synonyms, • identifying antonyms, and/or • categorizing words. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • applying word identification/decoding strategies and/or • using knowledge of sounds, syllable types, or word patterns such as prefixes or suffixes to decode words, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • identifying unfamiliar vocabulary by using affixes or base words, • using context clues to determine meaning, and/or • using a dictionary or glossary to determine the meaning of words, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • identifying synonyms, • identifying antonyms, • categorizing words, • selecting words to use in content-specific context, and/or • determining the meaning of a multiple-meaning word that is appropriate for the text. 	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> • identifying the meaning of unfamiliar vocabulary by using knowledge of word structure, • using context clues to determine meaning, and/or • using a dictionary or glossary to determine the meaning of words, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> • 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, and/or • distinguishing shades of meaning. 	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> • identifying the meaning of unfamiliar vocabulary by using knowledge of word structure, • using context clues to determine meaning, and/or • using a dictionary, glossary, or thesaurus to determine definitions or usage of words, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> • identifying synonyms, • identifying antonyms, • distinguishing shades of meaning, and/or • selecting or explaining the use of words in context.

**NECAP GLEs R4, R5, & R6
Literary Text**

Reading AGLE/Indicator— A2

Student demonstrates initial understanding, analysis, and interpretation of elements of literary text, citing evidence where appropriate, by:

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)
<p>doing the following:</p> <ul style="list-style-type: none"> identifying pictures of named events from among a group of two or more pictures depicting varied events. 	<p>doing the following:</p> <ul style="list-style-type: none"> putting key events from a simple story listened to or viewed in correct sequence. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> identifying settings or characters and/or retelling events in a story using words and pictures, <p>AND</p> <ul style="list-style-type: none"> answering questions about information from the text. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> identifying settings or characters and/or retelling a story using relevant details and putting events in proper sequence, <p>AND</p> <ul style="list-style-type: none"> answering questions about information from the text.

**NECAP GLEs R4, R5, & R6
Literary Text**

Reading AGLE/Indicator — A2

Student demonstrates initial understanding, analysis, and interpretation of elements of literary text, citing evidence where appropriate, by:

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)
<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • identifying or describing characters or setting, and/or • identifying or describing problem, solution, or events, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • making logical predictions, • identifying characteristics or personality traits of main characters, and/or • making basic inferences. <p><i>Text must be read by the student.</i></p>	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> • identifying or describing characters or setting, • identifying or describing problem, solution, events, or plot, and/or • paraphrasing or summarizing, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • making logical predictions, • describing main characters' characteristics or personality traits, • providing examples from text that reveal characters' personality traits, • making basic inferences, and/or • identifying author's basic message. <p><i>Text must be read by the student.</i></p>	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> • identifying or describing characters, setting, problem/ solution, events, or plot, • identifying changes in characters over time, and/or • paraphrasing or summarizing, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> • making logical predictions, • describing characters' characteristics or personality traits, • providing examples from text that reveal characters' personality traits, • making inferences, • identifying who is telling the story, and/or • identifying author's message or theme. <p><i>Text must be read by the student.</i></p>	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> • identifying or describing characters, setting, problem/ solution, events or plot, • identifying changes in characters over time, and/or • paraphrasing/summarizing, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> • making logical predictions, • describing characters' characteristics, personality traits, or interactions, • providing examples from text that reveal characters' personality traits, • describing changes in characters over time, • making inferences, • identifying the narrator, • identifying or describing the author's message or theme, and/or • demonstrating knowledge of literary elements and devices (imagery, exaggeration). <p><i>Text must be read by the student.</i></p>

**NECAP GLEs R7 & R8
Informational Text**

Reading AGLE/Indicator — A3

Student demonstrates initial understanding, analysis, and interpretation of elements of informational text, citing evidence as appropriate, by:

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)
<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • distinguishing front of a book from the back, • distinguishing top of a book from the bottom, and/or • using signs, symbols, pictures, words, or actions to communicate needs or wants. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • differentiating between print and pictures, • indicating the title on the cover or title page, • indicating where one begins to read on a page, • indicating where to find the author’s name, • using explicitly stated information from the text to answer questions, and/or • recognizing a central idea from text when presented with three pictures. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • obtaining information from a title page (title, author), • distinguishing between the beginning and end of a book, • differentiating between print and pictures, • using explicitly stated information from the text to answer questions, and/or • recognizing main/central idea when presented with pictures and sentences. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • obtaining information from a simple table of contents, • obtaining information from a simple glossary, • obtaining information from illustrations, and/or • using explicitly stated information from the text to answer questions, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • making basic inferences and/or • drawing basic conclusions when given possible choices.

**NECAP GLEs R7 & R8
Informational Text**

Reading AGLE/Indicator — A3

Student demonstrates initial understanding, analysis, and interpretation of elements of informational text, citing evidence as appropriate, by:

<p>Level of Complexity 5 (Grades 6, 7, 2nd & 3rd Year HS)</p>	<p>Level of Complexity 6 (Grades 6, 7, 2nd & 3rd Year HS)</p>	<p>Level of Complexity 7 (2nd & 3rd Year HS)</p>	<p>Level of Complexity 8 (2nd & 3rd Year HS)</p>
<p>doing two or more of the following:</p> <ul style="list-style-type: none"> • obtaining information from simple table of contents or glossary, • obtaining information from simple charts, graphs, diagrams, or illustrations, and/or • using explicitly stated information to answer questions, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • connecting information within a text, • recognizing generalizations, • making basic inferences or drawing basic conclusions, and/or • inferring cause or effect when signal words are present. 	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> • obtaining information from table of contents, glossary, transition words, bold or italicized text, or headings, • obtaining information from graphic organizers, charts, graphs, or illustrations, and/or • answering questions related to explicitly stated information, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> • connecting information within a text, • recognizing generalizations about a text, • making inferences, including cause/effect, • drawing basic conclusions, • forming judgments or opinions, and/or • distinguishing fact from opinion. 	<p>doing two or more of the following:</p> <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, and/or • paraphrasing or summarizing, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> • 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, and/or • distinguishing fact from opinion. 	<p>doing two or more of the following:</p> <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, • using information from the text to answer questions, and/or • summarizing or comparing/contrasting, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> • connecting information within or across texts, • synthesizing information from one or more texts, • drawing conclusions about text, • determining author’s purpose, • forming and supporting opinions/judgments and assertions, and/or • distinguishing fact from opinion, • making inferences about causes and effects.



MAINEPAAP
Personalized Alternate Assessment Portfolio

Alternate Grade Level Expectations

Writing

Developmental Characteristics of Writing

Grades K–2 Developmental Characteristics	Grades 3–5 Developmental Characteristics
<ul style="list-style-type: none"> • aware that speech can be written down • English organized from left to right • print language is close match to oral language child uses • uses invented spelling by writing the sounds heard in words, and often picks letters having those sounds in their names • attempts use of punctuation and capitalization • written thoughts may be random • combination of letters and words (semi-phonetic spellings with some sounds represented by letters) used as experiments in writing • has a sense of sentence • uses basic sentence structures • composition conveys basic ideas • uses logical sequence (beginning, middle, and end) • attempts use of punctuation and capitalization mechanics • uses some variety of complete sentence structures 	<ul style="list-style-type: none"> • develops a central idea or topic • begins to develop and later maintains a consistent focus • includes beginning, middle, and end • begins to organize writing by paragraph • relates multiple sentences to single topic • uses varied text forms to suit purpose • matches writing to purpose and audience • provides descriptive details • selects a topic for composition • establishes an organizing structure • composes coherent paragraphs with supporting details and a concluding sentence • conveys voice • edits for correct grammar, usage, and mechanics

Grades 6–8 and 11 Developmental Characteristics
<ul style="list-style-type: none"> • selects and refines a topic for composition • establishes an organizing structure that is appropriate for the purpose • maintains a consistent focus, point of view, or thesis • uses specific details and references to support the focus, point of view, or thesis • uses descriptive language to clarify, enhance, or develop ideas • includes relevant information in a logical order • uses varied sentence length and structure to enhance meaning • uses a variety of elaboration strategies and transitional devices • conveys voice appropriate to audience and purpose • uses precise and specific language • edits for correct grammar, usage, and mechanics • uses resources to support editing

Writing Conventions and Structures of Language; Response to Text

Student demonstrates command of the structures of sentences, paragraphs, and text, and demonstrates command of appropriate conventions; student demonstrates understanding of plot/ideas/concepts, and makes and supports analytical judgments about literary and informational text by:

Level of Complexity 1 (Grades 4, 7, and 3rd Year HS)	Level of Complexity 2 (Grades 4, 7, and 3rd Year HS)	Level of Complexity 3 (Grades 4, 7, and 3rd Year HS)	Level of Complexity 4 (Grades 4, 7, and 3rd Year HS)
<p>doing the following:</p> <ul style="list-style-type: none"> identifying given signs, symbols, and/or pictures that communicate a fact or thought (e.g., need, name of object, person). 	<p>doing the following:</p> <ul style="list-style-type: none"> using signs, symbols, or pictures to communicate understanding of ideas and/or concepts <p>AND</p> <ul style="list-style-type: none"> using phonemic awareness and letter-sound association to connect letters to sounds. 	<p>doing the following:</p> <ul style="list-style-type: none"> showing understanding of text using pictures (pictures may include labels, which might only include beginning sounds and/or end sounds) <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> using phonemic awareness and letter knowledge to represent initial or final consonant sounds and/or using prior knowledge or references to text to respond to a question using pictures (pictures may include labels, which might only include beginning sounds and/or end sounds). 	<p>doing the following:</p> <ul style="list-style-type: none"> writing recognizable phrases or short sentences to show understanding of text, including using phonemic awareness and letter knowledge to spell independently (phonetic and/or “invented” spelling acceptable) <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> using prior knowledge or references to text to respond to a question (evidence may take the form of pictures, words, sentences, or some combination) and/or using a beginning and an ending to organize ideas, given an organizing structure (e.g., graphic organizer, story map).

Writing Conventions and Structures of Language; Response to Text

Student demonstrates command of the structures of sentences, paragraphs, and text, and demonstrates command of appropriate conventions; student demonstrates understanding of plot/ideas/concepts, and makes and supports analytical judgments about literary and informational text by:

<p>Level of Complexity 5 (Grade 7 and 3rd Year HS)</p>	<p>Level of Complexity 6 (Grade 7 and 3rd Year HS)</p>	<p>Level of Complexity 7 (3rd Year HS)</p>	<p>Level of Complexity 8 (3rd Year HS)</p>
<p>writing short sentences that incorporate one or more of the following:</p> <ul style="list-style-type: none"> • using capital letters for names and/or at the beginning of sentences, • using correct end punctuation in simple sentences, • correctly spelling high frequency words, and/or • correctly spelling one-syllable words with these patterns: CVC, CVCe, CCVC, CVCC, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • selecting appropriate information to set context or background, • stating a focus (purpose) when responding to a given question, • using details or references to text to support a given focus (Note: support may include prior knowledge), and/or • using a beginning, middle, and concluding statement or sentence to organize ideas, given an organizing structure (e.g., graphic organizer, story map). 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • writing simple declarative, exclamatory, or interrogative sentences, • recognizing indentations for new paragraphs, • using capital letters at the beginning of names and sentences, • using periods, question marks, or exclamation points correctly in simple sentences, • correctly spelling high-frequency words, and/or • correctly spelling single syllable words with regular long and short vowels, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • selecting appropriate information to set context or background, • connecting what has been read (plot, ideas, or concepts) to prior knowledge, which might include other texts, • stating a focus (purpose) when responding to a given question, • making inferences about the content, events, characters, or setting, • using details or references to text to support focus (Note: support may include prior knowledge), and/or • organizing ideas, using basic transition words (e.g., first, next, then, finally), and having a concluding statement. 	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> • writing a variety of simple sentences, • writing a variety of compound sentences, • writing a paragraph with a main idea and two supporting details, • identifying grammatical errors when given examples, • applying basic capitalization rules for the beginning of sentences and in proper nouns or titles, • using commas in dates and in a series, • using end punctuation correctly in a variety of sentence structures, • correctly spelling high-frequency words, and/or • recognizing or applying English spelling rules: consonant doubling, changing y to i, dropping silent e, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> • selecting appropriate information to set context or background, • connecting what has been read (plot, ideas, or concepts) to prior knowledge, which might include other texts, • stating and maintaining a focus (purpose) when responding to a given question, • making inferences about content, events, characters, setting, or common themes, • using specific details and references to text to support focus, and/or • organizing ideas, using transition words or phrases, and writing a conclusion. 	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> • using a variety of sentence structures to enhance meaning, • adding phrases and clauses to sentences, • writing a paragraph with a main idea and three or more supporting details, identifying or correcting grammatical errors, including subject-verb agreement, • applying basic capitalization rules for the beginning of sentences and in proper nouns or titles, • using commas, apostrophes, or quotation marks to clarify meaning, • correctly spelling high-frequency words including homophones, and/or • recognizing or applying English spelling rules, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> • selecting appropriate information to set context or background, • connecting what has been read (plot, ideas, or concepts) to prior knowledge or other texts, by referring to relevant ideas, • stating and maintaining a focus (purpose) when responding to a given question, • making inferences about content, events, characters, setting, or common themes, • using specific details and references to text or citations to support focus, and/or • organizing ideas, using transition words or phrases, and writing a conclusion that provides closure.

**NECAP GLEs W4 & W5
Narrative**

Writing AGLE/Indicator — B2

Student organizes and relates a story line/plot/series of events and demonstrates use of narrative strategies by:

Level of Complexity 1 (Grades 4, 7, and 3rd Year HS)	Level of Complexity 2 (Grades 4, 7, and 3rd Year HS)	Level of Complexity 3 (Grades 4, 7, and 3rd Year HS)	Level of Complexity 4 (Grades 4, 7, and 3rd Year HS)
<p>doing the following:</p> <ul style="list-style-type: none"> identifying pictures or symbols to relate an experience, event, or idea. 	<p>doing the following:</p> <ul style="list-style-type: none"> composing responses related to an event, experience, or idea. 	<p>doing the following:</p> <ul style="list-style-type: none"> using pictures to create an understandable story line with a beginning and end when given a structure (pictures may include labels) <p>AND</p> <ul style="list-style-type: none"> using pictures to identify and/or create characters. 	<p>doing the following:</p> <ul style="list-style-type: none"> creating an understandable story line with a beginning and end when given a structure (may take form of words or pictures or some combination) <p>AND</p> <ul style="list-style-type: none"> creating character(s)—may take form of words or pictures or some combination.

**NECAP GLEs W4 & W5
Narrative**

Writing AGLE/Indicator — B2

Student organizes and relates a story line/plot/series of events and demonstrates use of narrative strategies by:

Level of Complexity 5 (Grade 7 and 3rd Year HS)	Level of Complexity 6 (Grade 7 and 3rd Year HS)	Level of Complexity 7 (3rd Year HS)	Level of Complexity 8 (3rd Year HS)
See Extended Learning AGLEs	See Extended Learning AGLEs	See Extended Learning AGLEs	See Extended Learning AGLEs

NECAP GLEs W6, W7, & W8
Expository and Informational Writing

Writing AGLE/Indicator — B3

Student conveys purpose and demonstrates ability to organize ideas or concepts and use a range of elaboration strategies in reports and informational writing by:

Level of Complexity 1 (Grades 4, 7, 3rd Year HS)	Level of Complexity 2 (Grades 4, 7, and 3rd Year HS)	Level of Complexity 3 (Grades 4, 7, and 3rd Year HS)	Level of Complexity 4 (Grades 4, 7, and 3rd Year HS)
<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • identifying signs, symbols, pictures, or words to convey simple needs related to specific tasks or procedures and/or • using pictures, signs, or symbols to communicate or identify information. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • composing and sharing related responses to convey simple needs and/or • matching objects, people, places, or events to related information. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • naming or labeling objects or pictures that have a common characteristic, • representing facts through pictures, and/or • using pictures to illustrate details or information related to topic (pictures may have labels). 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • sorting facts within a given category, • representing facts through pictures, words, sentences, or some combination, and/or • using pictures to create meaning, <p>AND</p> <ul style="list-style-type: none"> • including details or information relevant to topic (details or information may take the form of pictures with captions, words, sentences, or some combination).

NECAP GLEs W6, W7, & W8
Expository and Informational Writing

Writing AGLE/Indicator — B3

Student conveys purpose and demonstrates ability to organize ideas or concepts and use a range of elaboration strategies in reports and informational writing by:

Level of Complexity 5 (Grade 7 and 3rd Year HS)	Level of Complexity 6 (Grade 7 and 3rd Year HS)	Level of Complexity 7 (3rd Year HS)	Level of Complexity 8 (3rd Year HS)
<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • establishing a topic, • restating a given focus or controlling idea on a topic (purpose), • using a given organizational structure for grouping facts, and/or • selecting facts to set context or background, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • including details or information relevant to topic and/or focus, and/or • using sufficient details or pictures to illustrate facts. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • establishing a topic, • stating a focus or controlling idea on a topic, • using a template to group facts and ideas, • selecting appropriate facts to set context or background, • using basic transition words when appropriate (e.g., first, then, next, finally), and/or • providing a concluding statement, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • including details or information relevant to topic and/or focus, and/or • including sufficient details for appropriate depth of information: naming, describing, explaining, comparing, use of visual images. 	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>



MAINEPAAP
Personalized Alternate Assessment Portfolio

Alternate Grade Level Expectations

Mathematics

NECAP GLE M(N&O) — 1 Numbers and Operations – Whole Numbers

Mathematics AGLE/Indicator — A1

Student demonstrates conceptual understanding of rational numbers by:

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)
<p>doing the following:</p> <ul style="list-style-type: none"> indicating or labeling a collection of up to 3 items. 	<p>doing the following:</p> <ul style="list-style-type: none"> indicating or labeling a collection of up to 10 items. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> reading, writing, and counting numbers up to 99 and/or recognizing the place value (tens and ones) of numbers. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> reading, writing, and counting numbers up to 199, and/or recognizing the place value (ones, tens, and/or hundreds) of numbers, and/or skip counting by 2s, 5s, and 10s (may use a hundreds chart).
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)
<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

NECAP GLE M(N&O) — 1 Numbers and Operations – Fractions

Mathematics AGLE/Indicator — A2

Student demonstrates conceptual understanding of rational numbers by:

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)
<p>doing the following:</p> <ul style="list-style-type: none"> identifying that one-half is less than one whole. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying that two halves make a whole. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying that two halves, three thirds, and/or four fourths make a whole. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$.
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)
<p>doing the following:</p> <ul style="list-style-type: none"> identifying and/or illustrating $\frac{1}{2}$, $\frac{1}{3}$, and/or $\frac{1}{4}$ <p>AND</p> <ul style="list-style-type: none"> compare $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$; 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying, comparing, and ordering rational numbers (limited to fractions with denominators of 2, 3, 4, and/or 5). 	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

NECAP GLEs M(N&O) — 1 & 5
Numbers and Operations – Decimals (Including Money) and Percents

Mathematics AGLE/Indicator — A3

Student demonstrates conceptual understanding of rational numbers and monetary value by:

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)
<p>doing the following:</p> <ul style="list-style-type: none"> matching coins (penny, nickel, dime, or quarter) to coins of the same value. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying coins (penny, nickel, dime, or quarter). 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying coins (penny, nickel, dime, and quarter) and giving the value of coins (a penny and a quarter). 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying coins (penny, nickel, dime, and quarter) and giving the value of these coins <p>AND</p> <ul style="list-style-type: none"> distinguishing between decimal notations (e.g., 0.35) and other numbers (e.g., 35).
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)
<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

**NECAP GLE M(N&O) — 2
Numbers and Operations – Magnitude of Numbers**

Mathematics AGLE/Indicator — A4

Student demonstrates understanding of the relative magnitude of numbers by:

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)
<p>doing the following:</p> <ul style="list-style-type: none"> determining which group has more or less when given two groups of objects (real or pictured). 	<p>doing the following:</p> <ul style="list-style-type: none"> determining which group has the most or the least when given three groups of objects (real or pictured). 	<p>doing the following:</p> <ul style="list-style-type: none"> ordering and comparing whole numbers from 0–49. 	<p>doing the following:</p> <ul style="list-style-type: none"> ordering and comparing whole numbers from 0–99.
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)
<p>doing the following:</p> <ul style="list-style-type: none"> ordering and comparing whole numbers from 0–199. 	<p>doing the following:</p> <ul style="list-style-type: none"> ordering and comparing whole numbers from 0–999. 	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

Student demonstrates conceptual understanding of mathematical operations and problem solving by:

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)
<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 (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)
<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"> 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. 	<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.

Geometry and Measurement – Properties of 2- and 3-Dimensional Shapes and Apply Theorems

Student uses properties or attributes of angles, sides, and/or figures to:

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)
<p>doing the following:</p> <ul style="list-style-type: none"> selecting, from two choices, a shape (circle, triangle, and/or square) that matches a given model or picture. 	<p>doing the following:</p> <ul style="list-style-type: none"> matching two shapes (circle, triangle, and/or square) when given a variety of models or pictures. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying circles, triangles, and squares. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying and classifying two-dimensional shapes as circles, triangles, squares, or rectangles.
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)
<p>doing the following:</p> <ul style="list-style-type: none"> identifying circles, triangles, squares, rectangles, and parallelograms, <p>AND</p> <ul style="list-style-type: none"> classifying two-dimensional shapes. 	<p>do two or more of the following:</p> <ul style="list-style-type: none"> identifying the number of angles in a polygon, and/or identifying angles as more than, less than, or equal to 90 degrees, and/or identifying circles, triangles, squares, rectangles, parallelograms, and/or trapezoids. 	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

NECAP GLEs M(G&M) — 4 & 5
Geometry and Measurement – Congruency and Similarities

Mathematics AGLE/Indicator — B2

Student demonstrates conceptual understanding of congruency and similarity by:

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)
<p>doing the following:</p> <ul style="list-style-type: none"> matching figures with the same shape and the same size (e.g., matching two rectangles of the same size). 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying congruent figures when given three choices. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying congruent figures from slides (translations). 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying congruent figures <p>AND</p> <ul style="list-style-type: none"> identifying similar figures.
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)
<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

Geometry and Measurement – Perimeter, Area, Volume, and Circumference

Student demonstrates conceptual understanding of perimeter, area, volume, and circumference by:

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)
<p>doing the following:</p> <ul style="list-style-type: none"> comparing two items based on length. 	<p>doing the following:</p> <ul style="list-style-type: none"> comparing two items based on length, <p>AND</p> <ul style="list-style-type: none"> comparing two containers based on capacity. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> comparing two items based on length, comparing two items based on capacity, <p>AND</p> <ul style="list-style-type: none"> comparing 2 two-dimensional figures based on area (e.g., placing one object on top of another to determine which takes up more space). 	<p>doing the following:</p> <ul style="list-style-type: none"> measuring length using nonstandard units (e.g., paper clips) and standard units (limited to whole inches).
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)
<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

Geometry and Measurement – Measure and Converting Between Units

Student measures and uses units of measures appropriately and consistently and makes conversions within systems when solving problems, including:

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)
<p>doing the following:</p> <ul style="list-style-type: none"> comparing two items or events based on length or temperature (e.g., which item/event is longer/shorter or hotter/colder). 	<p>doing the following:</p> <ul style="list-style-type: none"> comparing two items based on weight (e.g., which item is heavier/lighter), <p>AND</p> <ul style="list-style-type: none"> comparing two items based on capacity (e.g., by identifying which item has or holds more/less). 	<p>doing the following:</p> <ul style="list-style-type: none"> estimating and measuring length, temperature, weight, time, or capacity. 	<p>doing the following:</p> <ul style="list-style-type: none"> estimating and measuring length, temperature, weight, time, and capacity.
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)
<p>doing one or more of the following:</p> <ul style="list-style-type: none"> measuring length (whole inches, feet, and/or centimeters), and/or telling time (hour to 15-minute intervals), and/or reading temperature (degrees Fahrenheit). 	<p>doing three or more of the following:</p> <ul style="list-style-type: none"> measuring length (half and/or whole inches, feet, and/or centimeters), and/or telling time (hour to 10-minute intervals), and/or reading temperature (degrees Fahrenheit), and/or computing equivalencies (12 inches = 1 foot and/or 24 hours = 1 day). 	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

**NECAP GLEs M(F&A) — 1 & 2
Functions and Algebra – Patterns**

Mathematics AGLE/Indicator — C1

Student demonstrates understanding of patterns and linear and nonlinear relationships by:

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)
<p>doing the following:</p> <ul style="list-style-type: none"> • copying simple repeating patterns. 	<p>doing the following:</p> <ul style="list-style-type: none"> • extending simple repeating patterns of objects to the next step. 	<p>doing the following:</p> <ul style="list-style-type: none"> • extending a variety of patterns represented in sequences to the next step. 	<p>doing the following:</p> <ul style="list-style-type: none"> • extending a variety of patterns represented in tables/charts or sequences to the next one or two steps.
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)
<p>doing the following:</p> <ul style="list-style-type: none"> • extending a variety of patterns represented in tables/charts or sequences to the next one, two, or three steps or finding a missing step (e.g., 2, 4, 6, _ , 10). 	<p>doing the following:</p> <ul style="list-style-type: none"> • extending a variety of patterns represented in models, tables/ charts, or sequences. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • identifying and extending to specific cases a variety of linear patterns represented in models, tables/charts, sequences, or problem situations, and/or • writing a rule in words and symbols for finding specific cases of a linear or nonlinear relationship. 	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> • identifying and/or describing a constant rate of change between successive elements in a pattern in a variety of situations (e.g., when looking at a graph, student identifies the rate of change as being constant), • identifying and extending to specific cases a variety of patterns (linear and nonlinear) represented in models, tables/ charts, sequences, or problem situations, and/or • writing a rule in words and symbols for finding specific cases of a linear or nonlinear relationship.

NECAP GLEs M(F&A) — 3 & 4
Functions and Algebra – Equality and Algebraic Expressions

Mathematics AGLE/Indicator — C2

Student demonstrates conceptual understanding of equality and algebraic expressions by:

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)
<p>doing the following:</p> <ul style="list-style-type: none"> matching quantities that are equal (e.g., matching a set of 3 blocks to another set of 3 blocks). 	<p>doing the following:</p> <ul style="list-style-type: none"> using concrete materials to represent a mathematical situation. 	<p>doing the following:</p> <ul style="list-style-type: none"> using concrete materials and numeric symbols to represent sums and differences. 	<p>doing the following:</p> <ul style="list-style-type: none"> finding the value that will make an open sentence true (limited to addition).
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)
<p>doing the following:</p> <ul style="list-style-type: none"> finding the value that will make an open sentence true (limited to addition and subtraction). 	<p>doing the following:</p> <ul style="list-style-type: none"> finding the value that will make an open sentence true (limited to addition, subtraction, and multiplication). 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> representing unknown quantities with letters to write linear algebraic expressions involving addition, subtraction, or multiplication or evaluating linear algebraic expressions using whole numbers, and/or simplifying numerical expressions. 	<ul style="list-style-type: none"> representing unknown quantities with letters to write linear algebraic expressions involving any two of the four operations or evaluating linear algebraic expressions using whole numbers <p>AND</p> <ul style="list-style-type: none"> showing equivalence between two expressions using models or different representations of expressions by solving one-step linear equations.

NECAP GLEs M(DSP) — 1 & 3 Data, Statistics, and Probability – Interpreting Data

Mathematics AGLE/Indicator — D1

Student demonstrates ability to work with data, interprets a given representation, and identifies or describes representations or elements of representations that best display a given set of data or situation by:

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)
<p>doing the following:</p> <ul style="list-style-type: none"> collecting data. 	<p>doing the following:</p> <ul style="list-style-type: none"> collecting and organizing data. 	<p>doing the following:</p> <ul style="list-style-type: none"> collecting, organizing, and interpreting data. 	<p>doing the following:</p> <ul style="list-style-type: none"> interpreting data in tables/charts.
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)
<p>doing the following:</p> <ul style="list-style-type: none"> constructing and interpreting data in tables/charts. 	<p>doing the following:</p> <ul style="list-style-type: none"> interpreting a given representation (table/chart, bar graph, or pictograph) and/or constructing a representation (table/chart, bar graph, or pictograph) of given data 	<p>doing the following:</p> <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 <p>AND</p> <ul style="list-style-type: none"> 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. 	<p>doing the following:</p> <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, <p>AND</p> <ul style="list-style-type: none"> describing representations or elements of representations that best display a given set of data or situation (e.g., when to use a bar graph vs. a line graph or the best intervals for the axes).

NECAP GLE M(DSP) — 2
Data, Statistics, and Probability – Analyzing Data

Mathematics AGLE/Indicator — D2

Student analyzes patterns, trends, or distributions in data in a variety of contexts, including:

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)
<p>doing the following:</p> <ul style="list-style-type: none"> using “more” or “less” when given a set of 3–6 objects (e.g., 6 marbles is more than 3 marbles). 	<p>doing the following:</p> <ul style="list-style-type: none"> using “more” or “less” when given a set of 5–10 objects (e.g., 6 marbles is less than 8 marbles). 	<p>doing the following:</p> <ul style="list-style-type: none"> using “more” or “less” to analyze data presented in charts and pictographs. 	<p>doing the following:</p> <ul style="list-style-type: none"> using “more” or “less” to analyze data and solve problems based on data presented in charts and graphs.
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)
<p>doing the following:</p> <ul style="list-style-type: none"> using “more,” “less,” or “equal” to analyze data or solve problems. 	<p>doing the following:</p> <ul style="list-style-type: none"> using “most frequent” (mode), “least frequent,” “largest/greatest,” or “smallest/fewest” to analyze data or solve problems. 	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

**NECAP GLE M(DSP) — 5
Data, Statistics, and Probability – Probability**

Mathematics AGLE/Indicator — D4

For a probability event in which the sample space may or may not contain equally likely outcomes, student determines the probability of an event by:

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)
<p>doing the following:</p> <ul style="list-style-type: none"> identifying appropriate outcomes after observing a simple event/trial. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying whether an outcome is “possible” or “impossible” after observing a simple event/trial with two possible outcomes. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying whether an outcome is “more likely” or “less likely” after observing a simple event/trial with two possible outcomes. 	<p>doing the following:</p> <ul style="list-style-type: none"> recording the outcomes of simple events/trials and identifying the “more likely” and “less likely” outcomes.
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)
<p>doing the following:</p> <ul style="list-style-type: none"> determining the likelihood of the occurrence of an event (with between five and ten outcomes) using “more likely,” “less likely,” and “equally likely.” 	<p>doing the following:</p> <ul style="list-style-type: none"> determining the likelihood of the occurrence of an event using “certain,” “likely,” “unlikely,” and “impossible.” 	<p>doing the following:</p> <ul style="list-style-type: none"> determining the experimental or theoretical probability of an event and expressing the result as part-to-whole (e.g., two out of five). 	<p>doing the following:</p> <ul style="list-style-type: none"> determining the experimental and theoretical probability of an event and expressing the result.



MAINEPAAP
Personalized Alternate Assessment Portfolio

Alternate Grade Level Expectations

Science

Based on Maine's *Accountability Standards, Chapter 131*

**Maine’s Accountability Standards, Chapter 131
The Physical Setting – Universe and Solar System**

Science AGLE/Indicator — D1

Student understands the universal nature of matter, energy, force, and motion, and identifies how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe by:

Level of Complexity 1 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 2 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 3 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 4 (Grades 5, 8, and 3rd Year HS)
describing or otherwise demonstrating under: tanding of the positions or apparent motions of different objects in our solar system and what these objects look like from Earth y...			
<p>doing the following:</p> <ul style="list-style-type: none"> identifying night and day. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> identifying pictures of night and day, <p>AND</p> <ul style="list-style-type: none"> identifying the Sun and Earth’s Moon. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying the position of the Sun at different times by drawing or otherwise describing the movement of the Sun across the sky. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> identifying the position of the Sun at different times by drawing or otherwise describing the movement of the Sun across the sky, <p>AND</p> <ul style="list-style-type: none"> drawing or identifying different phases of the Moon.
Level of Complexity 5 (Grade 8 and 3rd Year HS)	Level of Complexity 6 (Grade 8 and 3rd Year HS)	Level of Complexity 7 (3rd Year HS)	Level of Complexity 8 (3rd Year HS)
See Extended Learning AGLEs	See Extended Learning AGLEs	See Extended Learning AGLEs	See Extended Learning AGLEs

Maine's Accountability Standards, Chapter 131

The Physical Setting – Earth

Science AGLE/Indicator — D2

Student understands the universal nature of matter, energy, force, and motion, and identifies how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe by:

Level of Complexity 1 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 2 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 3 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 4 (Grades 5, 8, and 3rd Year HS)
describing the properties of Earth's surface materials, the processes that change them, and cycles that affect Earth by...			
<p>doing the following:</p> <ul style="list-style-type: none"> identifying sunny, rainy, snowy, and/or windy weather through observation. 	<p>doing the following:</p> <ul style="list-style-type: none"> matching pictures to the type of weather they depict. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying the different forms that water can take in the weather. 	<p>doing <u>one</u> of the following:</p> <ul style="list-style-type: none"> matching weather to the effects it can have on the surface of Earth (erosion or weathering), and/or identifying factors that can influence temperature in the environment (day/night cycle, cloud cover, and presence of a star).
Level of Complexity 5 (Grade 8 and 3rd Year HS)	Level of Complexity 6 (Grade 8 and 3rd Year HS)	Level of Complexity 7 (3rd Year HS)	Level of Complexity 8 (3rd Year HS)
See Extended Learning AGLEs	See Extended Learning AGLEs	See Extended Learning AGLEs	See Extended Learning AGLEs

Maine's Accountability Standards, Chapter 131

The Physical Setting – Matter and Energy

Science AGLE/Indicator — D3

Student understands the universal nature of matter, energy, force, and motion, and identifies how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe by:

Level of Complexity 1 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 2 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 3 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 4 (Grades 5, 8, and 3rd Year HS)
describing properties of objects and materials before and after they undergo a change or interaction by...			
doing the following: <ul style="list-style-type: none"> matching objects based on one physical property. 	by doing the following: <ul style="list-style-type: none"> identifying which object in a group has a specific physical property. 	doing the following: <ul style="list-style-type: none"> sorting objects into groups using one or more physical properties. 	doing <u>both</u> of the following: <ul style="list-style-type: none"> describing the physical properties of objects and materials AND <ul style="list-style-type: none"> using observable characteristics to describe changes in the physical properties of materials when mixed, heated, frozen, or cut.
Level of Complexity 5 (Grade 8 and 3rd Year HS)	Level of Complexity 6 (Grade 8 and 3rd Year HS)	Level of Complexity 7 (3rd Year HS)	Level of Complexity 8 (3rd Year HS)
describing physical and chemical properties of matter, interactions and changes in matter, and transfer of energy through matter by...		describing the structure, behavior, and interactions of matter at the atomic level and the relationship between matter and energy by...	
doing <u>both</u> of the following: <ul style="list-style-type: none"> identifying chemical changes AND <ul style="list-style-type: none"> identifying physical changes. 	doing <u>both</u> of the following: <ul style="list-style-type: none"> comparing the properties of original materials and their properties after undergoing chemical or physical change AND <ul style="list-style-type: none"> observing and drawing conclusions about how the weight of an object compares to the sum of the weights of its parts. 	doing <u>both</u> of the following: <ul style="list-style-type: none"> explaining that all materials are made of small particles AND <ul style="list-style-type: none"> identifying examples of chemical and physical changes. 	doing <u>both</u> of the following: <ul style="list-style-type: none"> explaining that adding heat causes the small particles in matter to move faster AND <ul style="list-style-type: none"> demonstrating understanding that the properties of a material may change but the total amount of material remains the same.

Maine’s Accountability Standards, Chapter 131

The Physical Setting – Force and Motion

Science AGLE/Indicator — D4

Student understands the universal nature of matter, energy, force, and motion, and identifies how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe by:

Level of Complexity 1 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 2 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 3 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 4 (Grades 5, 8, and 3rd Year HS)
summarizing how various forces affect the motion of objects by...			
<p>doing the following:</p> <ul style="list-style-type: none"> identifying or demonstrating one way (e.g., forward, backward, straight, zigzag, up, down, fast, slow) an object can move. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying or demonstrating two ways (e.g., forward, backward, straight, zigzag, up, down, fast, slow) an object can move. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> describing or demonstrating three ways (e.g., forward, backward, straight, zigzag, up, down, fast, slow) an object can move <p>AND</p> <ul style="list-style-type: none"> identifying that the way an object moves can be changed by pushing or pulling it. 	<p>doing the following:</p> <ul style="list-style-type: none"> demonstrating understanding of how given objects move.
Level of Complexity 5 (Grade 8 and 3rd Year HS)	Level of Complexity 6 (Grade 8 and 3rd Year HS)	Level of Complexity 7 (3rd Year HS)	Level of Complexity 8 (3rd Year HS)
describing the force of gravity, the motion of objects, the properties of waves, and the wavelike property of energy in light waves by...		See Extended Learning AGLEs	See Extended Learning AGLEs
<p>doing the following:</p> <ul style="list-style-type: none"> identifying or describing wave motions, earthquakes, vibrations, and/or water waves. 	<p>doing <u>one</u> or more of the following:</p> <ul style="list-style-type: none"> giving examples of how gravity pulls objects, giving examples of how magnets pull and push objects, and/or describing similarities in motion of sound vibration and earthquakes, and water waves. 		

Maine's Accountability Standards, Chapter 131

The Living Environment — Biodiversity

Science AGLE/Indicator — E1

Student understands that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Student understands the similarities and differences between humans and other organisms and the interconnections of these interdependent webs by:

Level of Complexity 1 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 2 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 3 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 4 (Grades 5, 8, and 3rd Year HS)
comparing living things based on their behaviors, external features, and environmental needs by...			
<p>doing the following:</p> <ul style="list-style-type: none"> identifying pictures or descriptions of given animals or plants. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying given organisms as plants or animals based on external features. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying organisms that are similar and different based on external features, behaviors, and/or needs. 	<p>doing <u>two</u> of the following:</p> <ul style="list-style-type: none"> describing how plants and/or animals look, and/or describing the things that plants and/or animals do, and/or describing ways in which the needs of a plant and/or animal are met by its environment.
Level of Complexity 5 (Grade 8 and 3rd Year HS)	Level of Complexity 6 (Grade 8 and 3rd Year HS)	Level of Complexity 7 (3rd Year HS)	Level of Complexity 8 (3rd Year HS)
differentiating among organisms based on biological characteristics and identifying patterns of similarity by...		describing and analyzing the evidence for relatedness among and within diverse populations of organisms and the importance of biodiversity by...	
<p>doing the following:</p> <ul style="list-style-type: none"> sorting living things based on external features or behaviors 	<p>doing <u>one</u> or more of the following:</p> <ul style="list-style-type: none"> identifying how external (or internal) features can influence how an animal or plant gets food and/or differentiating among living things that make their food, living things that eat their food, and those that do not clearly belong in one group or the other. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> describing environments that have many different types of organisms and those that have fewer types of organisms, <p>AND</p> <ul style="list-style-type: none"> identifying ways that organisms are related using physical evidence, such as presence or absence of a backbone. 	<p>doing the following:</p> <ul style="list-style-type: none"> predicting possible changes that could result if the numbers of different types of organisms were to be drastically reduced.

Maine's Accountability Standards, Chapter 131

The Living Environment — Ecosystems

Science AGLE/Indicator — E2

Student understands that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Student understands the similarities and differences between humans and other organisms and the interconnections of these interdependent webs by:

Level of Complexity 1 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 2 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 3 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 4 (Grades 5, 8, and 3rd Year HS)
describing ways organisms depend upon, interact within, and change the living and nonliving environment as well as ways the environment affects organisms by...			
<p>doing the following:</p> <ul style="list-style-type: none"> identifying pictures or descriptions of given animals or plants. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying animals or plants that live in given environments. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying plants, animals, and/or components of their environments in which given animals depend on for food and shelter. 	<p>doing the following:</p> <ul style="list-style-type: none"> comparing animals and plants that live in different environments to demonstrate understanding of how animals and plants depend on each other and the environments in which they live.
Level of Complexity 5 (Grade 8 and 3rd Year HS)	Level of Complexity 6 (Grade 8 and 3rd Year HS)	Level of Complexity 7 (3rd Year HS)	Level of Complexity 8 (3rd Year HS)
See Extended Learning AGLEs	See Extended Learning AGLEs	See Extended Learning AGLEs	See Extended Learning AGLEs

The Living Environment — Cells

Student understands that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Student understands the similarities and differences between humans and other organisms and the interconnections of these interdependent webs by:

Level of Complexity 1 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 2 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 3 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 4 (Grades 5, 8, and 3rd Year HS)
describing how living things are made up of one or more cells and the ways cells help organisms meet their basic needs by...			
doing the following: <ul style="list-style-type: none"> identifying given parts of the human body. 	doing the following: <ul style="list-style-type: none"> matching animals and/or plants to their parts. 	doing the following: <ul style="list-style-type: none"> identifying parts that allow living things to meet basic needs. 	doing the following: <ul style="list-style-type: none"> identifying structures and/or processes that help given organisms stay alive.
Level of Complexity 5 (Grade 8 and 3rd Year HS)	Level of Complexity 6 (Grade 8 and 3rd Year HS)	Level of Complexity 7 (3rd Year HS)	Level of Complexity 8 (3rd Year HS)
describing the hierarchy of organization and function in organisms, and the similarities and differences in structure, function, and needs among and within organisms by...		See Extended Learning AGLEs	See Extended Learning AGLEs
doing one of the following: <ul style="list-style-type: none"> identifying that some living things are made of one cell and some living things are made of many cells, and/or identifying that all living things (single-celled and multi-celled) must have ways to get food and get rid of wastes. 	doing <u>both</u> of the following: <ul style="list-style-type: none"> identifying that some living things are made of one cell and some living things are made of many cells AND <ul style="list-style-type: none"> identifying that all living things (single-celled and multi-celled) must have ways to get food and get rid of wastes. 		

Maine's Accountability Standards, Chapter 131

The Living Environment — Heredity and Reproduction

Science AGLE/Indicator — E4

Student understands that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Student understands the similarities and differences between humans and other organisms and the interconnections of these interdependent webs by:

Level of Complexity 1 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 2 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 3 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 4 (Grades 5, 8, and 3rd Year HS)
describing characteristics of organisms and the reason why organisms differ from or are similar to their parents by...			
<p>doing the following:</p> <ul style="list-style-type: none"> identifying parents and their offspring by matching pictures of a baby organism to an adult of the same organism. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying things about offspring that are like and not like their parents. 	<p>doing the following:</p> <ul style="list-style-type: none"> demonstrating understanding of life cycles by explaining, drawing, or otherwise communicating knowledge of stages in given life cycles. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> naming similarities between the adults and offspring of varied organisms <p>AND</p> <ul style="list-style-type: none"> identifying and describing, drawing, or otherwise communicating knowledge of stages in a life cycle.
Level of Complexity 5 (Grade 8 and 3rd Year HS)	Level of Complexity 6 (Grade 8 and 3rd Year HS)	Level of Complexity 7 (3rd Year HS)	Level of Complexity 8 (3rd Year HS)
describing the general characteristics and mechanisms of reproduction and heredity in organisms, including humans, and ways in which organisms are affected by their genetic traits by...		See Extended Learning AGLEs	See Extended Learning AGLEs
<p>doing the following:</p> <ul style="list-style-type: none"> identifying the characteristics of offspring and parents based on similarities and differences. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> identifying living things that reproduce by getting all their inherited information from one parent <p>AND</p> <ul style="list-style-type: none"> identifying living things that reproduce by getting all their inherited information from two parents. 		

Maine's Accountability Standards, Chapter 131

The Living Environment — Evolution

Science AGLE/Indicator — E5

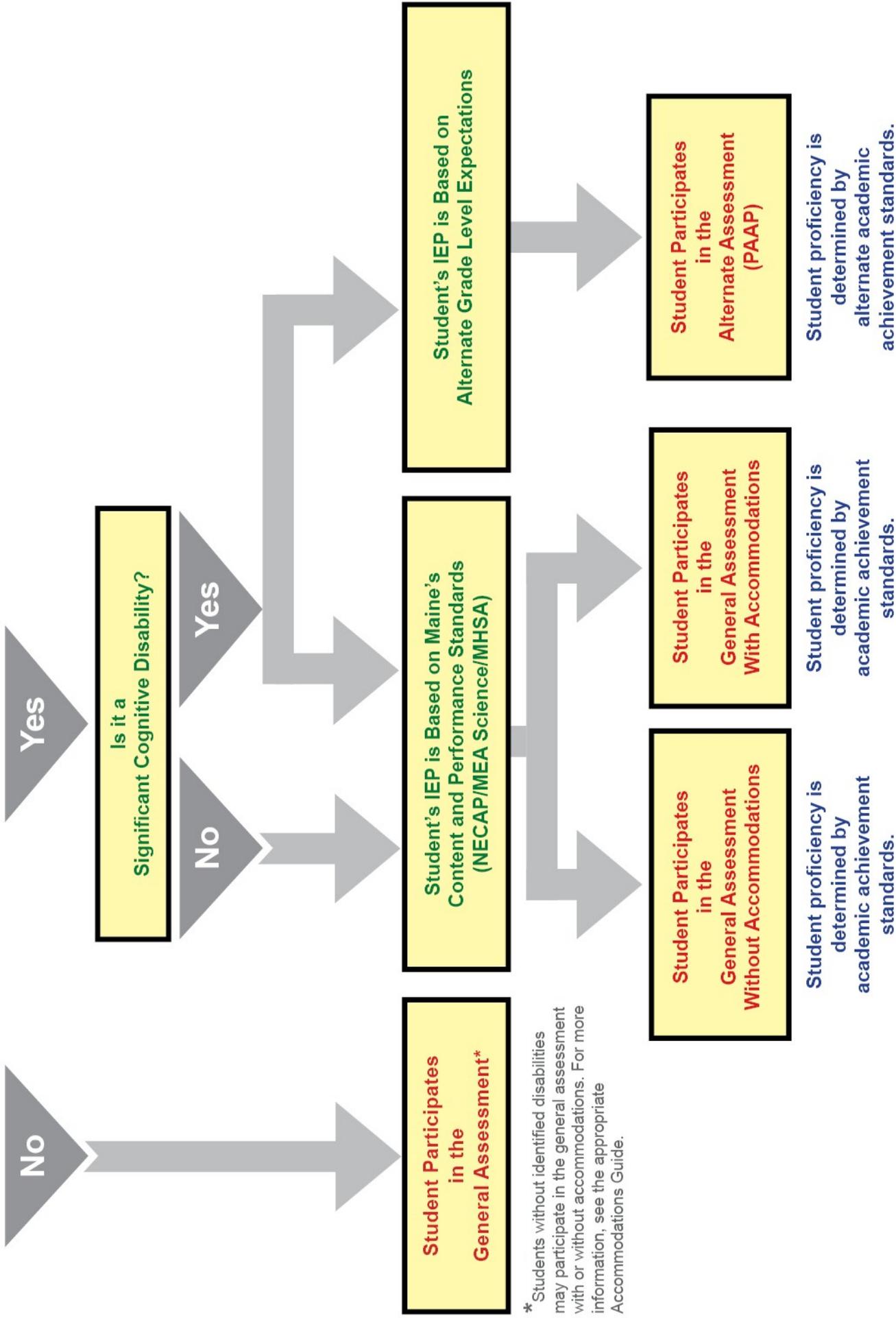
Student understands that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Student understands the similarities and differences between humans and other organisms and the interconnections of these interdependent webs by:

Level of Complexity 1 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 2 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 3 (Grades 5, 8, and 3rd Year HS)	Level of Complexity 4 (Grades 5, 8, and 3rd Year HS)
describing fossil evidence and present explanations that help us understand why there are differences among and between present and past organisms by...			
<p>doing the following:</p> <ul style="list-style-type: none"> identifying organisms from the local environment. 	<p>doing the following:</p> <ul style="list-style-type: none"> matching pictures of organisms to the environment in which they live. 	<p>doing both of the following:</p> <ul style="list-style-type: none"> identifying organisms that no longer live today <p>AND</p> <ul style="list-style-type: none"> describing features that organisms no longer living today share with organisms now alive and features that differ from those of organisms now alive. 	<p>doing both of the following:</p> <ul style="list-style-type: none"> describing features that allow or allowed present and past organisms to live in their environment <p>AND</p> <ul style="list-style-type: none"> identifying organisms that once lived on Earth but no longer exist.
Level of Complexity 5 (Grade 8 and 3rd Year HS)	Level of Complexity 6 (Grade 8 and 3rd Year HS)	Level of Complexity 7 (3rd Year HS)	Level of Complexity 8 (3rd Year HS)
describing the evidence that evolution occurs over many generations, allowing species to acquire many of their unique characteristics or adaptations, by...		describing the interactions between and among species, populations, and environments that lead to natural selection and evolution, by...	
<p>doing both of the following:</p> <ul style="list-style-type: none"> identifying examples of fossils <p>AND</p> <ul style="list-style-type: none"> demonstrating understanding of how fossils are formed. 	<p>doing the following:</p> <ul style="list-style-type: none"> explaining how fossils are used to help us understand the past. 	<p>doing the following:</p> <ul style="list-style-type: none"> presenting explanations that help us understand similarities and differences among and between past and present organisms. 	<p>doing both of the following:</p> <ul style="list-style-type: none"> explaining why some organisms survive to the next generation <p>AND</p> <ul style="list-style-type: none"> explaining why some organisms have traits that provide no apparent survival advantage.

APPENDIX C—PROCESS FOR DETERMINING THE APPROPRIATE AVENUE FOR PARTICIPATION

Flow Chart for Determining Appropriate Avenue of Assessment

Does the Student Have an Identified Disability?



Student Participates in the General Assessment*

* Students without identified disabilities may participate in the general assessment with or without accommodations. For more information, see the appropriate Accommodations Guide.

Student's IEP is Based on Content and Performance Standards (NECAP/MEA Science/MHSA)

Student Participates in the General Assessment Without Accommodations

Student proficiency is determined by academic achievement standards.

Student's IEP is Based on Alternate Grade Level Expectations

Student Participates in the General Assessment With Accommodations

Student proficiency is determined by academic achievement standards.

Student's IEP is Based on Alternate Grade Level Expectations

Student Participates in the Alternate Assessment (PAAP)

Student proficiency is determined by alternate academic achievement standards.

APPENDIX D—2014 SCORING INSTRUCTIONS

2014 PAAP

SCORING INSTRUCTIONS USING PROFILE

Step 1. Enter Portfolio ID

Step 1.a. Enter the 15-digit portfolio identification number (PID) found on the back of the portfolio envelope.

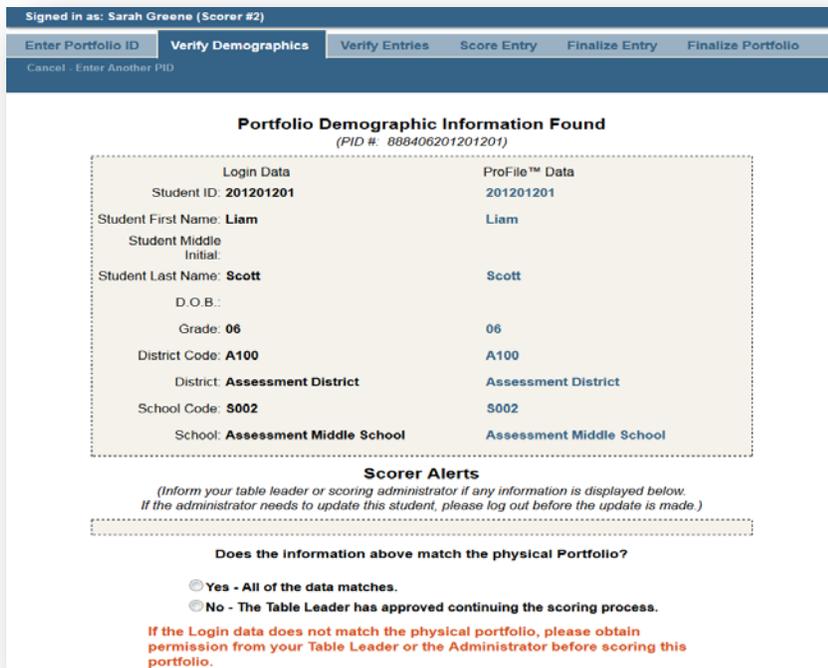
Step 1.b. Click **Continue**.



Step 2. Verify Demographics

Does the portfolio demographic information provided on the **Verify Demographics** screen match the login information on the portfolio? Compare the student ID number, name, grade, district name, and school name. Some portfolios may also be considered a **Partial PAAP** where only certain contents are assessed. If a portfolio is considered a Partial PAAP, a message will appear under the **Scorer Alerts** on this page. Make sure that the content displayed in that alert is the content being assessed in the portfolio.

- If **YES**, click **Yes** and then click on **Continue Scoring** in the dark blue banner.
- If **NO**, click **No** notify your Table Leader. Once the Table Leader has approved, click on **Continue Scoring** in the dark blue banner.



Login Data	ProFile™ Data
Student ID: 201201201	201201201
Student First Name: Liam	Liam
Student Middle Initial:	
Student Last Name: Scott	Scott
D.O.B.:	
Grade: 06	06
District Code: A100	A100
District: Assessment District	Assessment District
School Code: S002	S002
School: Assessment Middle School	Assessment Middle School

Scorer Alerts
(Inform your table leader or scoring administrator if any information is displayed below. If the administrator needs to update this student, please log out before the update is made.)

Does the information above match the physical Portfolio?

Yes - All of the data matches.

No - The Table Leader has approved continuing the scoring process.

If the Login data does not match the physical portfolio, please obtain permission from your Table Leader or the Administrator before scoring this portfolio.

NOTE: Navigate through ProFile by using the links within the application **ONLY**. Do **NOT** use the browsers back and forward buttons.

Step 3. Verify Entries

Step 3.a. Use the **Verify Entries** screen which lists the required entries and the Entry Slip to verify that the AGLE/Indicators on the screen match the circled AGLE/Indicator on the bottom of the Entry Slip.

In the example below, the AGLE/Indicators are “English Language Arts (Reading)” A1 and A2. Since A3 is not assessed at grade 6, it is not listed on the screen .

The screenshot shows the 'Verify Entries' screen for a student named Scott, Liam (Grade 06). The screen is divided into sections for English Language Arts (Reading) and Mathematics. Under English Language Arts (Reading), there are two entries: A1 - Word Identification and Vocabulary Knowledge (marked with a yellow diamond) and A2 - Literary Text (marked with a yellow diamond). Under Mathematics, there are three entries: A2 - Fractions (marked with a green checkmark), B1 - Properties of 2- and 3-Dimensional Shapes, and Apply Theorems (marked with a green checkmark), and C2 - Equality and Algebraic Expressions (marked with a green checkmark). A legend at the bottom indicates: Current Entry (blue arrow), To Do Entry (yellow diamond), Done Entry (green checkmark), and Omitted Entry (red X).

Reading		
A.	Word Identification and Vocabulary Knowledge	(A1)
	Literary Text	A2
	Informational Text	A3

Step 3.b. Select the first Entry by clicking on the yellow diamond. Then a blue arrow will appear to indicate you have selected this Entry. Click the blue arrow to begin scoring the entry.

The screenshot shows the 'Verify Entries' screen for the same student, Scott, Liam (Grade 06). The screen is identical to the previous screenshot, but now the first entry, A1 - Word Identification and Vocabulary Knowledge, is marked with a blue arrow, indicating it has been selected. The other entries remain unchanged.

Step 4. Score Entry

Step 4.a. Does the content area submitted in the portfolio match what is shown on the screen? If you are not sure, check with your table leader before continuing.

- If **YES**, click **Yes** for “Was the Entry Submitted?”, and continue scoring.
- If **NO**, click **No** for “Was the Entry Submitted?”, and click on **Comments** to assign comment code **2.e** and then **Finalize the Entry** (see page 8) before moving on to the next Entry.

The screenshot shows the 'Score Entry' interface. At the top, there are navigation tabs: 'Enter Portfolio ID', 'Verify Demographics', 'Verify Entries', 'Score Entry' (selected), 'Finalize Entry', and 'Finalize Portfolio'. Below the tabs, there are fields for 'Score LoC' and 'Comments', and a 'Working on:' section showing 'Scott, Liam (Grade 06)'. The main content area is titled 'Scoring' and includes 'English Language Arts - Reading' and 'A1 - Word Identification and Vocabulary Knowledge'. A question '1 Was the Entry Submitted?' is displayed with radio buttons for 'Yes' and 'No'. The 'Yes' button is selected. At the bottom, there is a copyright notice: 'Copyright © 2004-2013 by Measured Progress. All Rights Reserved.'

Step 4.b Level of Complexity (LoC)

The LoCs displayed on the screen are the only ones available for the student’s grade level. Verify that the LoC circled in the middle of the Entry Slip page matches one of the LoCs on the screen. The LoC is also located on the bottom right corner of each page’s footer within an Entry. In the examples below, the LoC is 4. Does the LoC circled on the Entry Slip match one of the LoCs on the screen?

- If **YES**, select the LoC indicated on the Entry Slip or within the pages of the Entry.
- If **NO**, then the Entry is unscorable and does not meet PAAP requirements. Do not enter anything for the LoC section and continue to **Step 4.c**.

The screenshot shows the 'Score Entry' interface with the 'Level of Complexity (LoC)' section highlighted. The navigation tabs and header information are the same as in the previous screenshot. The 'Level of Complexity (LoC)' section is a light blue box containing radio buttons for LoC 1 through LoC 6. LoC 4 is selected. Below this section is question '2 Does the Entry meet PAAP Requirements?' with radio buttons for 'Yes' and 'No'. The 'Yes' button is selected. At the bottom, there is a copyright notice: 'Copyright © 2004-2014 by Measured Progress. All Rights Reserved.'

The screenshot shows a box titled 'Level of Complexity aligned to the student work for this AGLE:'. It contains a grid of buttons for 'Level of Complexity 1' through 'Level of Complexity 8'. The button for 'Level of Complexity 4' is highlighted with a rounded rectangle.

Step 4.c. Does the Entry Meet PAAP Requirements? Verify that the LoC submitted is grade-appropriate. Only the grade-appropriate LoCs should appear on this screen. If you are not sure, check with your table leader before continuing.

- If **YES**, click **Yes** for “Does the Entry Meet PAAP Requirements?”
- If **NO**, click **No** for “Does the Entry Meet PAAP Requirements?”, and click **Comments** in the dark blue banner. Assign comment code **4.a** or **4.b** and click **Finalize the Entry**.

Step 5. Score the Entry/Score Task X

Step 5.a. Is the Task Scorable?

Verify that the Task is scorable. **Both criteria below must be met.**

- There is evidence of student work on the work template for each task.
- The Level of Assistance was completed on the Task Summary page.
 - If “Other” was completed by the teacher, flag your table leader to verify that the Level of Assistance was selected accurately. Some of these issues are noted below.

A Task is unscorable for any one of the following conditions:

- 3e - Student work was not completed on the work template.
 - 5b - The Level of Assistance was not completed.
 - 2c - Hand-over-hand was used.
 - 2b - An item or items were altered.
 - 3b - A Task or Task Summary page(s) is (are) missing.
 - 4a - The LoC is above the student’s grade level.
 - 4b - Two Entries for one AGLE/Indicator with different LoCs are submitted.
 - Score the Entry with the higher LoC.
 - The other Entry is not scorable.
- If **YES**, click **Yes** for “Is Task 1 Scorable?”, and continue scoring.
 - If **No**, click **No** for “Is Task 1 Scorable?”, and move to the next task by clicking on **Score Task X** in the dark blue banner.

Enter Portfolio ID Verify Demographics Verify Entries **Score Entry** Finalize Entry Finalize Portfolio

Score LoC **Score Task 1** Score Task 2 Score Task 3 Comments Working on:
Scott, Liam (Grade 06)

A1 - Word Identification and Vocabulary Knowledge
Task 1
Word Identification and Vocabulary

Is Task 1 Scorable? Yes No

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Step 5.b. Level of Accuracy

Use the *Level of Accuracy Grid* on the Task Summary page to identify the accuracy of the student work for each item. Refer to the “Responses Expected from Student” key on the Task Description page to score the Task.

- Click on **C** if the response is correct.
- Click on **X** if the response is incorrect.
- Verify that the “% Correct” increases when you click on **C**.

Note: If the percent correct reported by the teacher does not match your percent, do not change your score. Discrepancies will be handled by the third read process.

Signed in as: Sarah Greene (Scorer #2)

Enter Portfolio ID Verify Demographics Verify Entries **Score Entry** Finalize Entry Finalize Portfolio

Score LoC Score Task 1 Score Task 2 Score Task 3 Comments Working on: Scott, Liam (Grade 06)

A1 - Word Identification and Vocabulary Knowledge
Task 1
 Word Identification and Vocabulary

Is Task 1 Scorable? Yes No

Level of Accuracy			
Item	Correct/Incorrect	Item	Correct/Incorrect
1	<input checked="" type="radio"/> C <input type="radio"/> X (1 point)	4	<input type="radio"/> C <input type="radio"/> X (1 point)
2	<input type="radio"/> C <input checked="" type="radio"/> X (1 point)	5	<input type="radio"/> C <input type="radio"/> X (1 point)
3	<input checked="" type="radio"/> C <input type="radio"/> X (1 point)	6	<input type="radio"/> C <input type="radio"/> X (1 point)

Data Key: C = Correct X = Incorrect

% Correct = 33%

Level of Accuracy			
Item	Correct/Incorrect (Circle One)	Item	Correct/Incorrect (Circle One)
1	<input checked="" type="radio"/> C <input type="radio"/> X (1 point)	4	<input type="radio"/> C <input type="radio"/> X (1 point)
2	<input type="radio"/> C <input checked="" type="radio"/> X (1 point)	5	<input type="radio"/> C <input type="radio"/> X (1 point)
3	<input checked="" type="radio"/> C <input type="radio"/> X (1 point)	6	<input type="radio"/> C <input type="radio"/> 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 = 33%

Step 5.c. Level of Assistance

Refer to the Task Summary page in the PAAP to complete the *Level of Assistance Grid*. If Applicable, compare the teacher's score and details provided under "Other" by the teacher to ensure there are no discrepancies. If you have a question about the "Other," check with your Table Leader before continuing. Is the Level of Assistance provided correct?

- If **YES**, click the corresponding number 0, 1, 2, or 3 in the Level of Assistance section of the screen.
- If **NO**, flag your table leader to determine the correct Level of Assistance. After the revised Level of Assistance is determined, click this number in the Level of Assistance grid.

Signed in as: Sarah Greene (Scorer #2)

Enter Portfolio ID Verify Demographics Verify Entries **Score Entry** Finalize Entry Finalize Portfolio

Score LoC **Score Task 1** Score Task 2 Score Task 3 Comments Working on: Scott, Liam (Grade 06)

A1 - Word Identification and Vocabulary Knowledge
Task 1
 Word Identification and Vocabulary

Is Task 1 Scorable? Yes No

Level of Accuracy				
Item	Correct/Incorrect	Item	Correct/Incorrect	Data Key: C = Correct X = Incorrect
1	<input checked="" type="radio"/> C <input type="radio"/> X (1 point)	4	<input type="radio"/> C <input type="radio"/> X (1 point)	% Correct = <u>33%</u>
2	<input type="radio"/> C <input checked="" type="radio"/> X (1 point)	5	<input type="radio"/> C <input type="radio"/> X (1 point)	
3	<input checked="" type="radio"/> C <input type="radio"/> X (1 point)	6	<input type="radio"/> C <input type="radio"/> X (1 point)	

Determine the Level of Assistance in the box below.

Level of Assistance			
<input type="radio"/> Unscorable Select the type of assistance based on the list below	<input type="radio"/> LoA 1 Select the type of assistance based on the list below	<input checked="" type="radio"/> LoA 2 Select the type of assistance based on the list below	<input type="radio"/> LoA 3 Select the type of assistance based on the list below
<ul style="list-style-type: none"> Hand-over-hand Altering items/tasks beyond removing a choice (task no longer connects to the AGLE) 	<ul style="list-style-type: none"> Modeling Demonstrating a response similar to the desired response 	<ul style="list-style-type: none"> 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 	<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

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Level of Assistance		
Level of Assistance 1 <input type="checkbox"/> Circle the type of assistance from the list below.	Level of Assistance 2 <input checked="" type="checkbox"/> Circle the type of assistance from the list below.	Level of Assistance 3 <input type="checkbox"/> 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: _____

Step 5.d. Score the remaining Tasks for this Entry by clicking on **Score Task X** in the dark blue banner.

Step 5.e. Comment Codes

Comment codes are based on the totality of the Entry. They provide teachers valuable feedback on the Entry scores.

- Click on **Comments** in the dark blue banner.
- Select at least one comment code, but no more than two, as you score each Entry.

The screenshot shows a software interface for scoring an entry. At the top, a dark blue banner contains navigation tabs: 'Enter Portfolio ID', 'Verify Demographics', 'Verify Entries', 'Score Entry' (highlighted), 'Finalize Entry', and 'Finalize Portfolio'. Below this, a secondary banner shows 'Score LoC', 'Score Task 1', 'Score Task 2', 'Score Task 3', 'Comments' (highlighted), and 'Finalize Entry'. On the right side of the secondary banner, it says 'Working on: Scott, Liam (Grade 06)'. The main content area is titled 'A1 - Word Identification and Vocabulary Knowledge' and 'Comments'. It is divided into two columns: 'Comment Code 1' and 'Comment Code 2'. Each column contains a list of criteria with radio buttons for selection. In 'Comment Code 1', the first criterion is selected. In 'Comment Code 2', the first criterion is unselected and has a red warning message: 'No second comment for this entry.' At the bottom of the interface, there is a copyright notice: 'Copyright © 2004-2013 by Measured Progress. All Rights Reserved.'

Step 5.f. When you have scored all the Tasks and selected appropriate comment codes, **Finalize Entry** will appear in the dark blue banner. If it does not appear, double check that all the Tasks were completed appropriately and comment codes were entered.

- Click on **Finalize Entry** and review the data that you entered for this Entry.

- If you notice an error, click on [Return to Entry](#) to verify that the data is correct for each Task. Do **NOT** use the **browsers back button**.
- Once it is determined that all data is accurate, click [Accept and Finalize](#).

Enter Portfolio ID	Verify Demographics	Verify Entries	Score Entry	Finalize Entry	Finalize Portfolio
Return to Entry	Accept and Finalize				Working on: Scott, Liam (Grade 06)
Finalize Entry					
Portfolio ID: 888406200200200					
Student: Scott, Liam					
Entry: A1 - Word Identification and Vocabulary Knowledge					
Was the Entry Submitted?: Y					
LoC: 1					
Did the Entry Meet PAAP Requirements?: Y					
Was Task 1 Scorable?: Y					
Task 1: Word Identification and Vocabulary					
Accuracy: Score: 3 (83%)					
Assistance: 3					
Was Task 2 Scorable?: Y					
Task 2: Word Identification and Vocabulary					
Accuracy: Score: 4 (100%)					
Assistance: 3					
Was Task 3 Scorable?: Y					
Task 3: Word Identification and Vocabulary					
Accuracy: Score: 2 (33%)					
Assistance: 3					
Comment 1: All Components/criteria were met for the Entry.					
Comment 2: Comment not found.					

Note: Once you click [Accept and Finalize](#), you **CANNOT CHANGE OR REVIEW ANY DATA.**

Step 5.g. This Entry is now complete. Continue scoring the remaining Entries starting at **Step 3.a.** on page 2.

Step 6. Finalize the Portfolio

When you have scored all the Entries for the portfolio, ProFile will bring you to the [Finalize Portfolio](#) screen.

Enter Portfolio ID Verify Demographics Verify Entries Score Entry Finalize Entry **Finalize Portfolio**

Finalize Portfolio Working on:
Scott, Liam (Grade 06)

The entries listed below are required in the portfolio:

English Language Arts (Reading)

- ✓ A1 - Word Identification and Vocabulary Knowledge
- ✓ A2 - Literary Text

Mathematics

- ✓ A2 - Fractions
- ✓ B1 - Properties of 2- and 3-Dimensional Shapes, and Apply Theorems
- ✓ C2 - Equality and Algebraic Expressions

KEY: Current Entry To Do Entry Done Entry Omitted Entry

Verify that all Entries within the portfolio are completed in ProFile. If an Entry has not been completed, a yellow diamond will be displayed. Have all of the Entries been scored/reviewed?

- If **YES**, click [Finalize Portfolio](#) in the dark blue banner. You will then be prompted to enter the PID for the next portfolio to be scored.
- If **NO**, flag your Table Leader.

Step 7. Flow of Materials

Once the scoring of the PAAP is complete:

- Place the PAAP back in the Tyvek envelope.
- Verify that you have indicated your scorer number in the proper place on the scoring label on the envelope.
- Return the PAAP to your table leader.

Comment Codes

Comments

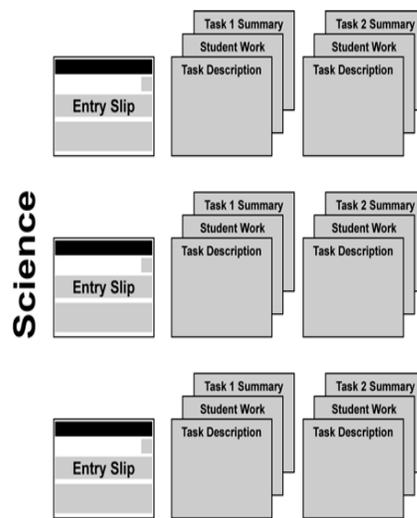
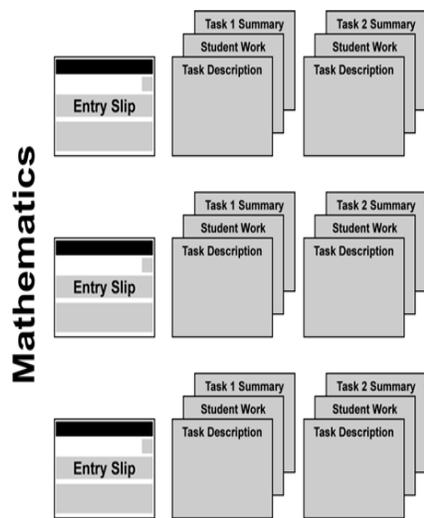
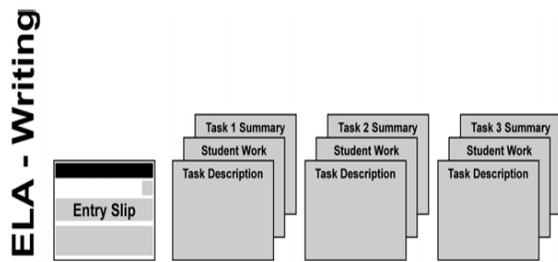
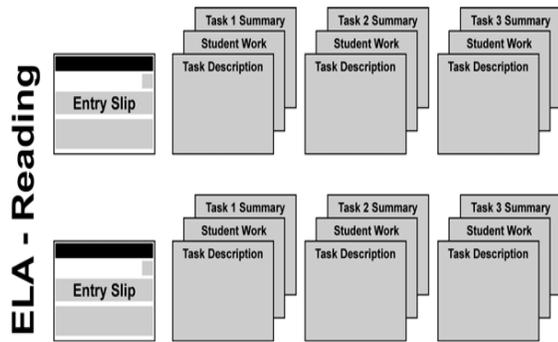
Comment Code 1

- 1. All Components/criteria were met for the Entry.**
- 2. Entry**
 - a. An invalid AGLE/Indicator was submitted.
 - b. Items/tasks were altered.
 - c. Hand-over-Hand was used.
 - d. An Entry was missing.
 - e. An Entry was not from the required blueprint/off grade level.
- 3. Entry contains**
 - a. less than the required number of tasks.
 - b. less than the required number of Task Summary pages.
 - c. no Entry Slip/Task Description page.
 - d. student work that was not corrected accurately.
 - e. some or all student work that was not complete.
- 4. Level of Complexity:**
 - a. was not grade appropriate.
 - b. one or more tasks submitted was from a different Level of Complexity than the Entry Slip.
- 5. Specific information was not provided and/or inconsistent on the Task Summary page about**
 - a. the Level of Accuracy.
 - b. the Level of Assistance.

Comment Code 2

- No second comment for this entry.**
- 1. All Components/criteria were met for the Entry.**
- 2. Entry**
 - a. An invalid AGLE/Indicator was submitted.
 - b. Items/tasks were altered.
 - c. Hand-over-Hand was used.
 - d. An Entry was missing.
 - e. An Entry was not from the required blueprint/off grade level.
- 3. Entry contains**
 - a. less than the required number of tasks.
 - b. less than the required number of Task Summary pages.
 - c. no Entry Slip/Task Description page.
 - d. student work that was not corrected accurately.
 - e. some or all student work that was not complete.
- 4. Level of Complexity:**
 - a. was not grade appropriate.
 - b. one or more tasks submitted was from a different Level of Complexity than the Entry Slip.
- 5. Specific information was not provided and/or inconsistent on the Task Summary page about**
 - a. the Level of Accuracy.
 - b. the Level of Assistance.

Visual Guide to the PAAP



APPENDIX E—ITEM-LEVEL CLASSICAL STATISTICS

**Table E-1. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Mathematics Grade 3**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>	<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A111LAC	0.69	0.25	B331LAC	0.84	0.50
A111LAS	0.76	0.43	B331LAS	0.92	0.18
A112LAC	0.67	0.24	B332LAC	0.89	0.22
A112LAS	0.75	0.47	B332LAS	0.94	0.21
A121LAC	0.86	0.20	B341LAC	0.91	0.55
A121LAS	0.88	0.29	B341LAS	0.89	0.67
A122LAC	0.87	0.27	B342LAC	0.83	0.60
A122LAS	0.93	0.16	B342LAS	0.87	0.65
A131LAC	0.78	0.69	C111LAC	0.75	0.62
A131LAS	0.88	0.67	C111LAS	0.73	0.52
A132LAC	0.54	0.54	C112LAC	0.76	0.58
A132LAS	0.86	0.71	C112LAS	0.72	0.54
A141LAC	0.88	0.13	C121LAC	0.77	0.71
A141LAS	0.95	-0.01	C121LAS	0.91	0.72
A142LAC	0.69	0.21	C122LAC	0.74	0.58
A142LAS	0.94	0.55	C122LAS	0.89	0.67
B311LAC	0.70	0.31	C131LAC	0.86	0.41
B311LAS	0.79	0.48	C131LAS	0.94	0.24
B312LAC	0.66	0.39	C132LAC	0.92	0.54
B312LAS	0.79	0.52	C132LAS	0.96	0.19
B321LAC	0.79	0.68	C141LAC	0.83	0.59
B321LAS	0.84	0.73	C141LAS	0.85	0.73
B322LAC	0.71	0.64	C142LAC	0.68	0.24
B322LAS	0.82	0.73	C142LAS	0.84	0.26

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-2. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Mathematics Grade 4**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>	<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A411LAC	0.65	0.43	B211LAC	0.70	0.53
A411LAS	0.84	0.50	B211LAS	0.83	0.43
A412LAC	0.68	0.33	B212LAC	0.66	0.45
A412LAS	0.85	0.47	B212LAS	0.82	0.48
A421LAC	0.84	0.52	B221LAC	0.88	0.53
A421LAS	0.96	0.29	B221LAS	0.91	0.51
A422LAC	0.79	0.50	B222LAC	0.88	0.33
A422LAS	0.92	0.42	B222LAS	0.90	0.45
A431LAC	0.71	0.51	B231LAC	0.87	0.72
A431LAS	0.82	0.65	B231LAS	0.87	0.66
A432LAC	0.71	0.19	B232LAC	0.89	0.71
A432LAS	0.83	0.43	B232LAS	0.91	0.73
A441LAC	0.88	0.34	B241LAC	0.94	0.12
A441LAS	0.95	0.23	B241LAS	0.96	0.00
A442LAC	0.81	0.25	B242LAC	0.69	0.38
A442LAS	0.95	0.28	B242LAS	0.98	0.13

continued

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
D111LAC	0.75	0.56
D111LAS	0.65	0.53
D112LAC	0.75	0.53
D112LAS	0.65	0.49
D121LAC	0.95	0.15
D121LAS	0.88	0.22
D122LAC	0.89	0.37
D122LAS	0.87	0.20

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
D131LAC	0.91	0.74
D131LAS	0.82	0.66
D132LAC	0.87	0.73
D132LAS	0.79	0.68
D141LAC	0.82	0.48
D141LAS	0.92	0.23
D142LAC	0.78	0.25
D142LAS	0.92	0.29

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-3. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Mathematics Grade 5**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A311LAC	0.73	0.59
A311LAS	0.87	0.54
A312LAC	0.76	0.60
A312LAS	0.87	0.54
A321LAC	0.70	0.19
A321LAS	0.93	0.22
A322LAC	0.78	0.50
A322LAS	1.00	
A331LAC	0.85	0.23
A331LAS	0.92	0.29
A332LAC	0.81	0.20
A332LAS	0.95	0.39
A341LAC	0.90	0.52
A341LAS	0.96	0.58
A342LAC	0.90	0.52
A342LAS	0.96	0.58
B311LAC	0.68	0.32
B311LAS	0.75	0.54
B312LAC	0.61	0.29
B312LAS	0.67	0.41
B321LAC	0.85	0.31
B321LAS	0.96	-0.01
B322LAC	0.85	0.28
B322LAS	0.98	0.08

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
B331LAC	0.93	0.30
B331LAS	0.95	0.33
B332LAC	0.91	0.45
B332LAS	0.95	0.33
B341LAC	0.96	0.15
B341LAS	0.95	0.39
B342LAC	0.92	0.20
B342LAS	0.94	0.50
C111LAC	0.76	0.56
C111LAS	0.75	0.43
C112LAC	0.69	0.56
C112LAS	0.71	0.44
C121LAC	0.77	0.29
C121LAS	0.90	0.18
C122LAC	0.76	0.15
C122LAS	0.90	0.12
C131LAC	0.88	0.72
C131LAS	0.95	0.52
C132LAC	0.90	0.63
C132LAS	0.96	0.58
C141LAC	0.88	0.31
C141LAS	0.92	0.44
C142LAC	0.79	0.14
C142LAS	0.90	0.40

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-4. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Mathematics Grade 6**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A211LAC	0.73	0.67
A211LAS	0.84	0.79
A212LAC	0.74	0.71
A212LAS	0.84	0.79

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A221LAC	0.76	0.57
A221LAS	0.80	0.27
A222LAC	0.79	0.69
A222LAS	0.80	0.27

continued

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A231LAC	0.87	0.55
A231LAS	0.91	0.28
A232LAC	0.90	0.22
A232LAS	0.98	0.14
A241LAC	0.88	0.52
A241LAS	0.95	0.62
A242LAC	0.88	0.49
A242LAS	0.96	0.69
A251LAC	0.87	0.00
A251LAS	0.99	0.37
A252LAC	0.88	0.16
A252LAS	0.98	0.06
A261LAC	0.68	0.50
A261LAS	0.89	-0.47
A262LAC	0.74	0.44
A262LAS	0.91	-0.50
B111LAC	0.78	0.92
B111LAS	0.79	0.92
B112LAC	0.69	0.76
B112LAS	0.73	0.78
B121LAC		
B121LAS		
B122LAC		
B122LAS		
B131LAC	0.76	0.83
B131LAS	0.93	0.77
B132LAC	0.81	0.80
B132LAS	0.87	0.77
B141LAC	0.93	0.29
B141LAS	1.00	
B142LAC	0.93	0.15
B142LAS	0.99	0.34

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
B151LAC	0.97	0.21
B151LAS	0.97	0.19
B152LAC	0.87	0.25
B152LAS	0.95	0.10
B161LAC	0.84	0.42
B161LAS	0.98	0.47
B162LAC	0.86	0.33
B162LAS	0.97	0.27
C211LAC	0.74	0.56
C211LAS	0.79	0.60
C212LAC	0.74	0.56
C212LAS	0.83	0.73
C221LAC	0.92	0.08
C221LAS	1.00	
C222LAC	0.80	-0.12
C222LAS	0.97	-0.14
C231LAC	0.87	0.61
C231LAS	0.87	0.64
C232LAC	0.83	0.50
C232LAS	0.87	0.71
C241LAC	0.88	0.34
C241LAS	0.87	0.35
C242LAC	0.92	0.51
C242LAS	0.90	0.41
C251LAC	0.97	-0.05
C251LAS	0.97	0.09
C252LAC	0.93	0.23
C252LAS	0.93	0.15
C261LAC	0.87	-0.22
C261LAS	0.96	-0.32
C262LAC	0.77	0.20
C262LAS	0.85	0.26

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-5. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Mathematics Grade 7**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A411LAC	0.72	0.49
A411LAS	0.84	0.65
A412LAC	0.66	0.26
A412LAS	0.83	0.53
A421LAC	0.81	0.55
A421LAS	0.98	-0.05
A422LAC	0.73	0.03
A422LAS	0.96	-0.09
A431LAC	0.69	-0.20
A431LAS	0.92	0.21
A432LAC	0.76	0.10

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A432LAS	0.90	0.12
A441LAC	0.92	0.31
A441LAS	0.93	0.36
A442LAC	0.84	0.07
A442LAS	0.95	0.22
A451LAC	0.89	0.12
A451LAS	0.94	0.39
A452LAC	0.76	0.18
A452LAS	0.95	0.49
A461LAC	0.90	0.18
A461LAS	0.95	-0.17

continued

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A462LAC	0.88	0.33
A462LAS	0.96	-0.13
B411LAC	0.76	0.56
B411LAS	0.86	0.54
B412LAC	0.73	0.49
B412LAS	0.85	0.59
B421LAC	0.88	0.36
B421LAS	0.99	0.40
B422LAC	0.85	0.50
B422LAS	0.97	0.30
B431LAC	0.91	0.08
B431LAS	0.91	0.15
B432LAC	0.71	0.10
B432LAS	0.89	0.34
B441LAC	0.76	0.41
B441LAS	0.98	0.02
B442LAC	0.93	0.20
B442LAS	0.93	0.19
B451LAC	0.85	0.29
B451LAS	0.93	0.30
B452LAC	0.80	0.31
B452LAS	0.92	0.14
B461LAC	0.83	0.23
B461LAS	0.89	-0.04
B462LAC	0.71	0.32

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
B462LAS	0.85	-0.04
D211LAC	0.61	0.53
D211LAS	0.83	0.63
D212LAC	0.68	0.33
D212LAS	0.83	0.63
D221LAC	0.84	0.21
D221LAS	0.96	-0.30
D222LAC	0.84	0.40
D222LAS	0.96	-0.30
D231LAC	0.85	0.23
D231LAS	0.96	0.13
D232LAC	0.75	0.21
D232LAS	0.91	0.35
D241LAC	0.92	0.19
D241LAS	0.93	0.42
D242LAC	0.91	0.33
D242LAS	0.92	0.40
D251LAC	0.91	-0.02
D251LAS	0.93	-0.10
D252LAC	0.90	-0.09
D252LAS	0.92	0.08
D261LAC	0.84	0.53
D261LAS	0.92	-0.06
D262LAC	0.83	0.52
D262LAS	0.93	0.26

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-6. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Mathematics High School**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A511LAC	0.75	0.62
A511LAS	0.89	0.65
A512LAC	0.74	0.59
A512LAS	0.81	0.66
A521LAC	0.70	0.25
A521LAS	0.80	0.74
A522LAC	0.78	0.07
A522LAS	0.87	0.64
A531LAC	0.85	0.81
A531LAS	0.73	0.76
A532LAC	0.90	0.34
A532LAS	0.70	0.79
A541LAC	0.94	-0.16
A541LAS	0.81	0.04
A542LAC	0.92	-0.09
A542LAS	0.83	0.12
A551LAC	0.88	0.09

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A551LAS	0.95	0.04
A552LAC	0.91	0.12
A552LAS	0.90	0.20
A561LAC	0.90	-0.07
A561LAS	0.94	0.03
A562LAC	0.81	0.15
A562LAS	0.87	0.10
A571LAC	0.94	0.33
A571LAS	0.94	-0.25
A572LAC	0.76	0.26
A572LAS	0.87	-0.06
A581LAC	0.83	0.19
A581LAS	0.91	0.18
A582LAC	0.84	-0.07
A582LAS	0.90	0.12
C211LAC	0.78	0.39
C211LAS	0.88	0.38

continued

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
C212LAC	0.83	0.45
C212LAS	0.89	0.39
C221LAC	0.85	0.04
C221LAS	0.93	0.59
C222LAC	0.70	0.22
C222LAS	0.90	0.33
C231LAC	0.93	-0.38
C231LAS	0.76	0.18
C232LAC	0.91	-0.33
C232LAS	0.73	-0.05
C241LAC	0.95	-0.22
C241LAS	0.83	0.13
C242LAC	0.92	-0.14
C242LAS	0.85	0.02
C251LAC	0.98	0.06
C251LAS	0.92	0.16
C252LAC	0.93	0.05
C252LAS	0.91	0.18
C261LAC	0.93	0.10
C261LAS	0.92	0.11
C262LAC	0.86	0.20
C262LAS	0.92	0.05
C271LAC	0.96	0.33
C271LAS	0.93	-0.11
C272LAC	0.84	0.41
C272LAS	0.84	0.19
C281LAC	0.72	0.55
C281LAS	0.88	0.37
C282LAC	0.89	0.16
C282LAS	0.91	0.21
D411LAC	0.70	0.35

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
D411LAS	0.79	0.21
D412LAC	0.65	0.46
D412LAS	0.75	0.27
D421LAC	0.93	0.48
D421LAS	0.79	0.35
D422LAC	0.91	0.19
D422LAS	0.86	0.53
D431LAC	0.83	0.00
D431LAS	0.89	0.69
D432LAC	0.83	0.38
D432LAS	0.89	0.69
D441LAC	0.98	0.20
D441LAS	0.91	0.33
D442LAC	0.90	0.06
D442LAS	0.92	0.36
D451LAC	0.81	0.43
D451LAS	0.83	0.46
D452LAC	0.84	-0.06
D452LAS	0.85	0.31
D461LAC	0.78	-0.09
D461LAS	0.89	0.27
D462LAC	0.73	0.49
D462LAS	0.83	0.52
D471LAC	0.92	0.61
D471LAS	0.84	0.46
D472LAC	0.92	0.61
D472LAS	0.88	0.57
D481LAC	0.81	0.00
D481LAS	0.89	0.22
D482LAC	0.95	-0.02
D482LAS	0.92	0.39

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-7. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Reading Grade 3**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>	<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A111LAC	0.75	0.69	A311LAC	0.66	0.46
A111LAS	0.83	0.59	A311LAS	0.74	0.56
A112LAC	0.74	0.58	A312LAC	0.73	0.73
A112LAS	0.81	0.58	A312LAS	0.76	0.74
A113LAC	0.75	0.54	A313LAC	0.60	0.58
A113LAS	0.75	0.63	A313LAS	0.78	0.75
A121LAC	0.76	0.25	A321LAC	0.82	0.61
A121LAS	0.92	0.41	A321LAS	0.94	0.26
A122LAC	0.81	0.27	A322LAC	0.82	0.33
A122LAS	0.92	0.26	A322LAS	0.91	0.32
A123LAC	0.90	0.32	A323LAC	0.76	0.36
A123LAS	0.96	0.44	A323LAS	0.90	0.32
A131LAC	0.77	0.62	A331LAC	0.78	0.51
A131LAS	0.90	0.73	A331LAS	0.91	0.41
A132LAC	0.77	0.74	A332LAC	0.80	0.60
A132LAS	0.88	0.68	A332LAS	0.92	0.62
A133LAC	0.85	0.78	A333LAC	0.83	0.51
A133LAS	0.92	0.78	A333LAS	0.95	0.63
A141LAC	0.97	0.29	A341LAC	0.79	0.46
A141LAS	0.99	0.16	A341LAS	0.96	0.29
A142LAC	0.90	0.35	A342LAC	0.75	0.21
A142LAS	0.97	0.13	A342LAS	0.94	0.07
A143LAC	0.76	0.32	A343LAC	0.72	0.28
A143LAS	0.96	-0.04	A343LAS	0.93	0.01

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-8. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Reading Grade 4**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>	<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A111LAC	0.78	0.60	A133LAS	0.87	0.55
A111LAS	0.89	0.66	A141LAC	0.95	0.22
A112LAC	0.80	0.61	A141LAS	0.96	0.26
A112LAS	0.92	0.72	A142LAC	0.91	0.34
A113LAC	0.76	0.48	A142LAS	0.98	0.27
A113LAS	0.88	0.53	A143LAC	0.78	0.55
A121LAC	0.78	0.49	A143LAS	0.95	0.43
A121LAS	0.96	0.02	A211LAC	0.85	0.53
A122LAC	0.78	0.52	A211LAS	0.91	0.41
A122LAS	0.96	0.02	A212LAC	0.83	0.59
A123LAC	0.85	0.29	A212LAS	0.91	0.41
A123LAS	0.99	0.14	A213LAC	0.80	0.64
A131LAC	0.80	0.71	A213LAS	0.90	0.41
A131LAS	0.93	0.66	A221LAC	0.82	0.41
A132LAC	0.80	0.62	A221LAS	0.93	0.23
A132LAS	0.88	0.67	A222LAC	0.80	0.09
A133LAC	0.86	0.62	A222LAS	0.94	0.21

continued

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A223LAC	0.80	-0.10
A223LAS	0.93	-0.04
A231LAC	0.83	0.73
A231LAS	0.91	0.73
A232LAC	0.77	0.57
A232LAS	0.90	0.76
A233LAC	0.77	0.63

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A233LAS	0.88	0.67
A241LAC	0.87	0.65
A241LAS	0.96	0.79
A242LAC	0.89	0.79
A242LAS	0.96	0.80
A243LAC	0.75	0.62
A243LAS	0.94	0.69

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-9. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Reading Grade 5**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A111LAC	0.75	0.87
A111LAS	0.76	0.88
A112LAC	0.74	0.95
A112LAS	0.78	0.93
A113LAC	0.65	0.84
A113LAS	0.78	0.88
A121LAC	0.74	0.53
A121LAS	0.91	0.57
A122LAC	0.79	0.50
A122LAS	0.95	0.47
A123LAC	0.89	0.08
A123LAS	0.93	0.60
A131LAC	0.73	0.70
A131LAS	0.93	0.71
A132LAC	0.76	0.70
A132LAS	0.93	0.71
A133LAC	0.81	0.62
A133LAS	0.94	0.73
A141LAC	0.96	0.32
A141LAS	0.97	0.38
A142LAC	0.94	0.35
A142LAS	0.98	0.20
A143LAC	0.80	0.47
A143LAS	0.97	0.33

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A311LAC	0.71	0.43
A311LAS	0.77	0.43
A312LAC	0.64	0.17
A312LAS	0.74	0.22
A313LAC	0.63	0.22
A313LAS	0.73	0.14
A321LAC	0.80	0.05
A321LAS	0.95	-0.02
A322LAC	0.82	0.18
A322LAS	0.99	0.23
A323LAC	0.75	0.29
A323LAS	0.96	0.25
A331LAC	0.80	0.34
A331LAS	0.93	0.08
A332LAC	0.88	0.20
A332LAS	0.97	-0.01
A333LAC	0.84	0.36
A333LAS	0.95	0.02
A341LAC	0.82	0.63
A341LAS	0.93	0.46
A342LAC	0.80	0.65
A342LAS	0.94	0.62
A343LAC	0.78	0.67
A343LAS	0.95	0.68

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-10. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Reading Grade 6**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A111LAC	0.84	0.64
A111LAS	0.91	0.54
A112LAC	0.84	0.36
A112LAS	0.89	0.71
A113LAC	0.74	0.79

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A113LAS	0.86	0.74
A121LAC	0.73	0.70
A121LAS	0.95	0.69
A122LAC	0.75	0.45
A122LAS	0.95	0.69

continued

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A123LAC	0.83	0.60
A123LAS	0.95	0.69
A131LAC	0.84	0.13
A131LAS	0.98	0.49
A132LAC	0.83	-0.06
A132LAS	0.96	0.24
A133LAC	0.89	0.43
A133LAS	0.96	0.51
A141LAC	0.93	0.15
A141LAS	0.99	-0.22
A142LAC	0.89	0.40
A142LAS	0.99	-0.22
A143LAC	0.76	0.35
A143LAS	0.96	0.01
A151LAC	0.83	0.13
A151LAS	0.96	0.04
A152LAC	0.89	0.27
A152LAS	0.96	0.00
A153LAC	0.82	-0.04
A153LAS	0.92	-0.07
A161LAC	0.96	0.60
A161LAS	0.98	0.71
A162LAC	0.93	0.51
A162LAS	0.98	0.71
A163LAC	0.81	0.34
A163LAS	0.97	0.66
A211LAC	0.84	0.63
A211LAS	0.89	0.76
A212LAC	0.86	0.18
A212LAS	0.92	0.67
A213LAC	0.80	0.64

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A213LAS	0.89	0.76
A221LAC	0.74	0.48
A221LAS	0.86	0.23
A222LAC	0.77	0.53
A222LAS	0.83	0.29
A223LAC	0.67	0.38
A223LAS	0.81	0.30
A231LAC	0.75	0.07
A231LAS	0.94	0.05
A232LAC	0.79	0.02
A232LAS	0.92	0.17
A233LAC	0.78	0.09
A233LAS	0.93	0.18
A241LAC	0.85	0.29
A241LAS	0.98	0.04
A242LAC	0.89	0.27
A242LAS	0.99	0.05
A243LAC	0.83	0.37
A243LAS	0.96	0.03
A251LAC	0.81	0.80
A251LAS	0.85	0.84
A252LAC	0.77	0.79
A252LAS	0.85	0.82
A253LAC	0.83	0.82
A253LAS	0.85	0.83
A261LAC	0.73	0.78
A261LAS	0.94	0.99
A262LAC	0.81	0.78
A262LAS	0.93	0.96
A263LAC	0.77	0.78
A263LAS	0.91	0.90

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-11. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Reading Grade 7**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A111LAC	0.76	0.58
A111LAS	0.88	0.70
A112LAC	0.74	0.59
A112LAS	0.89	0.66
A113LAC	0.72	0.69
A113LAS	0.87	0.54
A121LAC	0.83	0.58
A121LAS	0.94	0.29
A122LAC	0.83	0.85
A122LAS	0.92	0.13
A123LAC	0.94	0.51
A123LAS	0.94	0.10

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A131LAC		
A131LAS		
A132LAC		
A132LAS		
A133LAC		
A133LAS		
A141LAC	0.93	0.33
A141LAS	0.97	-0.03
A142LAC	0.87	0.48
A142LAS	0.99	-0.09
A143LAC	0.74	0.58
A143LAS	0.99	-0.09

continued

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A151LAC	0.83	0.13
A151LAS	0.96	0.22
A152LAC	0.92	0.41
A152LAS	0.96	0.22
A153LAC	0.88	0.25
A153LAS	0.94	0.15
A161LAC	0.98	0.02
A161LAS	0.98	0.05
A162LAC	0.91	0.09
A162LAS	1.00	-0.08
A163LAC	0.78	0.40
A163LAS	0.98	0.05
A311LAC	0.69	0.32
A311LAS	0.86	0.44
A312LAC	0.76	0.59
A312LAS	0.89	0.22
A313LAC	0.63	0.47
A313LAS	0.87	0.24
A321LAC	0.72	0.37
A321LAS	0.90	0.33
A322LAC	0.72	0.58
A322LAS	0.94	0.60
A323LAC	0.71	0.28
A323LAS	0.94	0.60

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A331LAC	0.82	0.42
A331LAS	0.89	-0.01
A332LAC	0.89	0.16
A332LAS	0.95	0.13
A333LAC	0.86	0.26
A333LAS	0.95	0.03
A341LAC	0.77	0.21
A341LAS	0.96	0.00
A342LAC	0.75	0.09
A342LAS	0.97	-0.06
A343LAC	0.80	-0.06
A343LAS	0.95	0.07
A351LAC	0.77	0.26
A351LAS	0.94	-0.03
A352LAC	0.76	0.39
A352LAS	0.94	0.07
A353LAC	0.77	0.23
A353LAS	0.92	-0.07
A361LAC	0.77	0.57
A361LAS	0.92	0.16
A362LAC	0.84	0.56
A362LAS	0.94	0.29
A363LAC	0.88	0.60
A363LAS	0.91	0.13

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-12. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Reading High School**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A211LAC	0.83	0.62
A211LAS	0.91	0.60
A212LAC	0.85	0.60
A212LAS	0.93	0.63
A213LAC	0.78	0.47
A213LAS	0.93	0.63
A221LAC		
A221LAS		
A222LAC		
A222LAS		
A223LAC		
A223LAS		
A231LAC	0.83	0.26
A231LAS	0.84	0.47
A232LAC	0.77	0.67
A232LAS	0.86	0.55
A233LAC	0.76	0.24
A233LAS	0.81	0.64
A241LAC	0.82	0.44

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A241LAS	0.89	0.09
A242LAC	0.89	0.37
A242LAS	0.94	0.02
A243LAC	0.85	0.49
A243LAS	0.92	0.10
A251LAC	0.75	0.58
A251LAS	0.92	0.67
A252LAC	0.79	0.54
A252LAS	0.90	0.73
A253LAC	0.77	0.51
A253LAS	0.87	0.66
A261LAC	0.81	0.46
A261LAS	0.92	0.46
A262LAC	0.84	0.38
A262LAS	0.91	0.44
A263LAC	0.80	0.44
A263LAS	0.92	0.50
A271LAC	0.78	0.47
A271LAS	0.99	-0.02

continued

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A272LAC	0.77	0.62
A272LAS	0.92	0.37
A273LAC	0.76	0.45
A273LAS	0.95	0.33
A281LAC	0.70	0.32
A281LAS	0.91	0.00
A282LAC	0.64	-0.02
A282LAS	0.88	0.04
A283LAC	0.61	0.37
A283LAS	0.89	0.15
A311LAC	0.75	0.34
A311LAS	0.89	0.07
A312LAC	0.77	0.62
A312LAS	0.86	0.39
A313LAC	0.70	0.59
A313LAS	0.89	0.32
A321LAC		
A321LAS		
A322LAC		
A322LAS		
A323LAC		
A323LAS		
A331LAC	0.84	0.14
A331LAS	0.83	0.40
A332LAC	0.90	0.46
A332LAS	0.89	0.62
A333LAC	0.86	0.25
A333LAS	0.89	0.43
A341LAC	0.84	0.23

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
A341LAS	0.87	0.45
A342LAC	0.72	0.54
A342LAS	0.89	0.51
A343LAC	0.78	0.21
A343LAS	0.89	0.44
A351LAC	0.84	0.08
A351LAS	0.90	0.29
A352LAC	0.82	0.28
A352LAS	0.91	0.28
A353LAC	0.82	-0.04
A353LAS	0.88	0.13
A361LAC	0.74	-0.13
A361LAS	0.95	0.37
A362LAC	0.85	-0.11
A362LAS	0.92	0.34
A363LAC	0.70	-0.27
A363LAS	0.88	0.21
A371LAC	0.75	0.55
A371LAS	0.89	0.80
A372LAC	0.75	0.61
A372LAS	0.87	0.74
A373LAC	0.67	0.49
A373LAS	0.87	0.75
A381LAC	0.82	0.05
A381LAS	0.95	0.06
A382LAC	0.82	0.33
A382LAS	0.93	0.01
A383LAC	0.71	0.29
A383LAS	0.94	0.05

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-13. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Science Grade 5**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
D111LAC	0.69	0.54
D111LAS	0.77	0.34
D112LAC	0.71	0.61
D112LAS	0.79	0.62
D121LAC	0.87	0.18
D121LAS	0.88	0.24
D122LAC	0.96	0.15
D122LAS	0.96	0.31
D131LAC	0.93	0.15
D131LAS	0.90	0.14
D132LAC	0.87	0.23
D132LAS	0.88	0.19
D141LAC	0.84	0.24
D141LAS	0.93	0.01

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
D142LAC	0.90	-0.04
D142LAS	0.92	-0.05
D211LAC	0.58	0.41
D211LAS	0.67	0.51
D212LAC	0.58	0.60
D212LAS	0.71	0.68
D221LAC	0.87	0.32
D221LAS	0.93	0.36
D222LAC	0.91	0.50
D222LAS	0.96	0.27
D231LAC	0.85	0.46
D231LAS	0.95	0.38
D232LAC	0.87	0.46
D232LAS	0.94	0.41

continued

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
D241LAC	0.83	0.41
D241LAS	0.87	0.54
D242LAC	0.84	0.31
D242LAS	0.84	0.47
E211LAC	0.83	0.65
E211LAS	0.87	0.60
E212LAC	0.78	0.26
E212LAS	0.83	0.39
E221LAC	0.81	0.35
E221LAS	0.91	0.40

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
E222LAC	0.78	0.42
E222LAS	0.93	0.53
E231LAC	0.92	0.28
E231LAS	0.93	0.28
E232LAC	0.96	0.18
E232LAS	0.96	0.24
E241LAC	0.86	0.13
E241LAS	0.89	0.28
E242LAC	0.88	0.17
E242LAS	0.85	0.18

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-14. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Science Grade 8**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
D411LAC	0.59	0.62
D411LAS	0.67	0.72
D412LAC	0.52	0.68
D412LAS	0.59	0.74
D421LAC	0.90	0.23
D421LAS	0.92	0.49
D422LAC	0.86	0.02
D422LAS	0.90	0.48
D431LAC	0.86	-0.25
D431LAS	0.91	0.26
D432LAC	0.86	0.28
D432LAS	0.86	0.56
D441LAC	0.93	0.16
D441LAS	0.91	0.12
D442LAC	0.92	0.17
D442LAS	0.91	0.11
D451LAC	0.92	0.25
D451LAS	0.86	0.39
D452LAC	0.89	0.06
D452LAS	0.87	0.36
D461LAC	0.93	0.21
D461LAS	0.94	0.53
D462LAC	0.94	0.22
D462LAS	0.94	0.53
E311LAC	0.68	0.84
E311LAS	0.73	0.79
E312LAC	0.61	0.80
E312LAS	0.73	0.76
E321LAC	0.89	0.51
E321LAS	0.88	0.50
E322LAC	0.88	0.37
E322LAS	0.84	0.56
E331LAC	0.90	0.36

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
E331LAS	0.93	0.37
E332LAC	0.85	0.42
E332LAS	0.92	0.25
E341LAC	0.86	0.18
E341LAS	0.92	0.08
E342LAC	0.84	0.10
E342LAS	0.92	0.03
E351LAC	0.88	0.28
E351LAS	0.94	0.01
E352LAC	0.86	0.51
E352LAS	0.94	0.50
E361LAC	0.80	0.27
E361LAS	0.97	-0.03
E362LAC	0.81	0.40
E362LAS	0.98	0.06
E411LAC	0.76	0.60
E411LAS	0.77	0.56
E412LAC	0.78	0.72
E412LAS	0.76	0.70
E421LAC	0.84	0.52
E421LAS	0.93	-0.11
E422LAC	0.76	0.17
E422LAS	0.89	-0.08
E431LAC	0.88	0.57
E431LAS	0.94	0.37
E432LAC	0.81	0.40
E432LAS	0.94	0.38
E441LAC	0.83	0.72
E441LAS	0.86	0.59
E442LAC	0.84	0.64
E442LAS	0.83	0.61
E451LAC	0.88	0.28
E451LAS	0.92	0.20

continued

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
E452LAC	0.96	0.13
E452LAS	0.91	0.35
E461LAC	0.79	0.16

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
E461LAS	0.96	0.37
E462LAC	0.78	-0.04
E462LAS	0.93	0.11

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-15. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Science High School**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
D311LAC	0.81	0.83
D311LAS	0.85	0.84
D312LAC	0.86	0.77
D312LAS	0.88	0.90
D321LAC		
D321LAS		
D322LAC		
D322LAS		
D331LAC	0.63	0.45
D331LAS	0.67	0.71
D332LAC	0.73	0.62
D332LAS	0.67	0.70
D341LAC	0.93	0.09
D341LAS	0.83	0.48
D342LAC	0.96	0.08
D342LAS	0.85	0.62
D351LAC	0.85	0.32
D351LAS	0.92	0.59
D352LAC	0.94	0.26
D352LAS	0.85	0.52
D361LAC	0.88	0.22
D361LAS	0.86	-0.19
D362LAC	0.93	0.49
D362LAS	0.79	0.13
D371LAC	0.88	-0.16
D371LAS	0.97	0.05
D372LAC	0.81	-0.10
D372LAS	0.83	-0.21
D381LAC	0.88	-0.06
D381LAS	0.97	0.14
D382LAC	0.88	0.03
D382LAS	0.91	-0.08
E111LAC	0.79	0.66
E111LAS	0.94	0.61
E112LAC	0.82	0.44
E112LAS	0.94	0.61
E121LAC		
E121LAS		
E122LAC		
E122LAS		

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
E131LAC	0.92	0.12
E131LAS	0.85	0.07
E132LAC	0.88	0.09
E132LAS	0.83	0.13
E141LAC	0.74	0.36
E141LAS	0.78	0.57
E142LAC	0.85	0.51
E142LAS	0.79	0.55
E151LAC	0.95	0.09
E151LAS	0.94	0.11
E152LAC	0.97	0.12
E152LAS	0.93	0.06
E161LAC	0.86	0.32
E161LAS	0.89	-0.17
E162LAC	0.90	0.46
E162LAS	0.92	-0.28
E171LAC	0.89	-0.06
E171LAS	0.79	-0.20
E172LAC	0.91	-0.21
E172LAS	0.79	-0.30
E181LAC	0.94	-0.12
E181LAS	0.92	0.38
E182LAC	0.90	-0.11
E182LAS	0.91	0.33
E511LAC	0.79	0.59
E511LAS	0.94	0.61
E512LAC	0.85	0.33
E512LAS	0.94	0.61
E521LAC	0.98	0.41
E521LAS	0.93	-0.09
E522LAC	0.93	0.56
E522LAS	0.93	-0.09
E531LAC	0.88	0.35
E531LAS	0.88	0.36
E532LAC	0.91	0.05
E532LAS	0.83	0.32
E541LAC	0.88	0.17
E541LAS	0.86	0.23
E542LAC	0.89	0.33
E542LAS	0.83	0.20

continued

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
E551LAC	0.90	-0.09
E551LAS	0.95	0.19
E552LAC	0.89	0.29
E552LAS	0.85	0.10
E561LAC	0.80	0.34
E561LAS	0.81	0.44
E562LAC	0.73	0.26
E562LAS	0.85	0.35

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
E571LAC	0.89	-0.09
E571LAS	0.85	-0.38
E572LAC	0.84	0.03
E572LAS	0.88	-0.42
E581LAC	0.86	-0.23
E581LAS	0.90	0.66
E582LAC	0.88	-0.21
E582LAS	0.90	0.61

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-16. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Writing Grade 4**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
B211LAC	0.83	0.83
B211LAS	0.91	0.85
B212LAC	0.87	0.79
B212LAS	0.92	0.82
B213LAC	0.79	0.82
B213LAS	0.89	0.83
B221LAC	0.91	0.79
B221LAS	0.87	0.79
B222LAC	0.74	0.72
B222LAS	0.78	0.64
B223LAC	0.86	0.76
B223LAS	0.78	0.67

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
B231LAC	0.83	0.71
B231LAS	0.86	0.52
B232LAC	0.83	0.80
B232LAS	0.83	0.68
B233LAC	0.87	0.58
B233LAS	0.85	0.56
B241LAC	0.95	0.57
B241LAS	0.94	0.58
B242LAC	0.89	0.59
B242LAS	0.93	0.54
B243LAC	0.89	0.72
B243LAS	0.92	0.50

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-17. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Writing Grade 7**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
B311LAC	0.77	0.70
B311LAS	0.87	0.67
B312LAC	0.76	0.79
B312LAS	0.86	0.55
B313LAC	0.58	0.67
B313LAS	0.85	0.56
B321LAC	0.89	0.65
B321LAS	0.89	0.39
B322LAC	0.84	0.48
B322LAS	0.91	0.49
B323LAC	0.79	0.80
B323LAS	0.89	0.21
B331LAC	0.94	0.78
B331LAS	0.94	0.78
B332LAC	0.96	0.39
B332LAS	0.95	-0.05

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
B333LAC	0.92	0.65
B333LAS	0.92	0.23
B341LAC	0.96	0.46
B341LAS	0.95	0.63
B342LAC	0.99	0.51
B342LAS	0.97	0.78
B343LAC	0.89	0.74
B343LAS	0.94	0.52
B351LAC	0.88	0.53
B351LAS	0.93	0.33
B352LAC	0.86	0.60
B352LAS	0.96	0.39
B353LAC	0.80	0.69
B353LAS	0.97	0.38
B361LAC	0.86	0.38
B361LAS	0.96	0.26

continued

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
B362LAC	0.80	0.85
B362LAS	0.93	0.68

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
B363LAC	0.85	0.52
B363LAS	0.90	0.07

Note: Statistics are presented only for items that were taken by 10 or more students.

**Table E-18. 2013–14 PAAP: Item-Level Classical Test Theory Statistics—
Writing High School**

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
B111LAC	0.81	0.64
B111LAS	0.93	0.54
B112LAC	0.86	0.78
B112LAS	0.94	0.68
B113LAC	0.78	0.56
B113LAS	0.93	0.66
B121LAC	0.91	0.31
B121LAS	0.85	0.77
B122LAC	0.86	0.79
B122LAS	0.85	0.78
B123LAC	0.89	0.26
B123LAS	0.85	0.77
B131LAC	0.90	0.57
B131LAS	0.92	0.81
B132LAC	0.94	0.53
B132LAS	0.92	0.67
B133LAC	0.98	0.29
B133LAS	0.88	0.40
B141LAC	0.99	0.40
B141LAS	0.94	0.70
B142LAC	0.88	0.59
B142LAS	0.89	0.43
B143LAC	0.82	0.61
B143LAS	0.86	0.15

<i>Item Number</i>	<i>Difficulty</i>	<i>Discrimination</i>
B151LAC	0.90	0.40
B151LAS	0.94	0.38
B152LAC	0.86	0.63
B152LAS	0.88	0.18
B153LAC	0.89	0.48
B153LAS	0.91	0.14
B161LAC	0.84	0.47
B161LAS	0.89	0.68
B162LAC	0.86	0.42
B162LAS	0.89	0.42
B163LAC	0.81	0.61
B163LAS	0.89	0.40
B171LAC	0.81	0.35
B171LAS	1.00	
B172LAC	0.81	0.75
B172LAS	0.92	-0.45
B173LAC	0.72	0.69
B173LAS	0.94	-0.23
B181LAC	0.83	0.49
B181LAS	0.98	0.49
B182LAC	0.74	0.55
B182LAS	0.91	0.30
B183LAC	0.72	0.59
B183LAS	0.89	0.29

Note: Statistics are presented only for items that were taken by 10 or more students.

APPENDIX F—ITEM-LEVEL SCORE DISTRIBUTIONS

**Table F-1. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Mathematics Grade 3**

Item Number	Total Possible Points	Percent of Students at Score Point					Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4			0	1	2	3	4
A111LAC	4	4.00	12.00	20.00	32.00	32.00	B332LAC	4	2.13	0.00	0.00	34.04	63.83
A111LAS	3	4.00	20.00	20.00	56.00		B332LAS	3	2.13	2.13	6.38	89.36	
A112LAC	4	4.00	12.00	32.00	16.00	36.00	B341LAC	4	1.69	0.00	6.78	16.95	74.58
A112LAS	3	4.00	20.00	24.00	52.00		B341LAS	3	1.69	6.78	15.25	76.27	
A121LAC	4	2.04	0.00	8.16	30.61	59.18	B342LAC	4	1.69	5.08	11.86	23.73	57.63
A121LAS	3	2.04	2.04	24.49	71.43		B342LAS	3	1.69	11.86	10.17	76.27	
A122LAC	4	2.04	0.00	0.00	44.90	53.06	C111LAC	4	9.68	9.68	3.23	25.81	51.61
A122LAS	3	2.04	0.00	16.33	81.63		C111LAS	3	9.68	22.58	6.45	61.29	
A131LAC	4	4.76	4.76	11.90	30.95	47.62	C112LAC	4	9.68	9.68	6.45	16.13	58.06
A131LAS	3	4.76	7.14	7.14	80.95		C112LAS	3	9.68	19.35	16.13	54.84	
A132LAC	4	4.76	28.57	23.81	30.95	11.90	C121LAC	4	5.88	0.00	7.84	50.98	35.29
A132LAS	3	4.76	4.76	19.05	71.43		C121LAS	3	5.88	1.96	5.88	86.27	
A141LAC	4	0.00	0.00	3.45	39.66	56.90	C122LAC	4	7.84	3.92	13.73	33.33	41.18
A141LAS	3	0.00	1.72	12.07	86.21		C122LAS	3	7.84	1.96	5.88	84.31	
A142LAC	4	1.72	12.07	24.14	31.03	31.03	C131LAC	4	1.75	1.75	3.51	35.09	57.89
A142LAS	3	1.72	0.00	12.07	86.21		C131LAS	3	1.75	3.51	7.02	87.72	
B311LAC	4	2.94	5.88	17.65	55.88	17.65	C132LAC	4	0.00	0.00	3.51	26.32	70.18
B311LAS	3	2.94	14.71	23.53	58.82		C132LAS	3	0.00	3.51	5.26	91.23	
B312LAC	4	2.94	8.82	26.47	44.12	17.65	C141LAC	4	2.86	5.71	5.71	28.57	57.14
B312LAS	3	2.94	17.65	17.65	61.76		C141LAS	3	2.86	5.71	25.71	65.71	
B321LAC	4	8.82	0.00	5.88	35.29	50.00	C142LAC	4	0.00	28.57	11.43	20.00	40.00
B321LAS	3	8.82	5.88	8.82	76.47		C142LAS	3	0.00	14.29	20.00	65.71	
B322LAC	4	11.76	0.00	17.65	35.29	35.29							
B322LAS	3	11.76	2.94	11.76	73.53								
B331LAC	4	2.13	2.13	6.38	38.30	51.06							
B331LAS	3	2.13	4.26	8.51	85.11								

**Table F-2. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Mathematics Grade 4**

Item Number	Total Possible Points	Percent of Students at Score Point					Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4			0	1	2	3	4
A411LAC	4	4.17	6.25	33.33	37.50	18.75	B232LAC	4	5.26	0.00	7.89	7.89	78.95
A411LAS	3	4.17	6.25	22.92	66.67		B232LAS	3	5.26	2.63	5.26	86.84	
A412LAC	4	0.00	8.33	35.42	33.33	22.92	B241LAC	4	1.43	1.43	2.86	7.14	87.14
A412LAS	3	0.00	10.42	22.92	66.67		B241LAS	3	1.43	0.00	8.57	90.00	
A421LAC	4	0.00	3.57	10.71	32.14	53.57	B242LAC	4	0.00	1.43	31.43	57.14	10.00
A421LAS	3	0.00	3.57	3.57	92.86		B242LAS	3	0.00	0.00	5.71	94.29	
A422LAC	4	3.57	0.00	14.29	39.29	42.86	D111LAC	4	5.77	11.54	11.54	17.31	53.85
A422LAS	3	3.57	0.00	14.29	82.14		D111LAS	3	5.77	30.77	25.00	38.46	
A431LAC	4	5.45	7.27	25.45	21.82	40.00	D112LAC	4	7.69	11.54	11.54	13.46	55.77
A431LAS	3	5.45	5.45	25.45	63.64		D112LAS	3	7.69	28.85	23.08	40.38	
A432LAC	4	5.45	5.45	30.91	16.36	41.82	D121LAC	4	2.86	0.00	2.86	2.86	91.43
A432LAS	3	5.45	3.64	27.27	63.64		D121LAS	3	2.86	5.71	17.14	74.29	
A441LAC	4	1.18	3.53	10.59	10.59	74.12	D122LAC	4	5.71	0.00	5.71	8.57	80.00
A441LAS	3	1.18	2.35	7.06	89.41		D122LAS	3	5.71	2.86	17.14	74.29	
A442LAC	4	1.18	2.35	29.41	7.06	60.00	D131LAC	4	6.38	2.13	0.00	4.26	87.23
A442LAS	3	1.18	2.35	8.24	88.24		D131LAS	3	6.38	8.51	19.15	65.96	
B211LAC	4	0.00	6.98	34.88	30.23	27.91	D132LAC	4	6.38	2.13	0.00	19.15	72.34
B211LAS	3	0.00	16.28	18.60	65.12		D132LAS	3	6.38	6.38	29.79	57.45	
B212LAC	4	2.33	6.98	39.53	25.58	25.58	D141LAC	4	0.00	4.88	12.20	31.71	51.22
B212LAS	3	2.33	13.95	18.60	65.12		D141LAS	3	0.00	1.22	20.73	78.05	
B221LAC	4	0.00	1.54	7.69	27.69	63.08	D142LAC	4	0.00	1.22	18.29	47.56	32.93
B221LAS	3	0.00	9.23	9.23	81.54		D142LAS	3	0.00	1.22	20.73	78.05	
B222LAC	4	1.54	1.54	9.23	20.00	67.69							
B222LAS	3	1.54	7.69	9.23	81.54								
B231LAC	4	5.26	2.63	5.26	13.16	73.68							
B231LAS	3	5.26	2.63	18.42	73.68								

**Table F-3. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Mathematics Grade 5**

Item Number	Total Possible Points	Percent of Students at Score Point					Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4			0	1	2	3	4
A311LAC	4	0.00	10.71	14.29	46.43	28.57	B332LAC	4	0.00	0.00	2.44	31.71	65.85
A311LAS	3	0.00	14.29	10.71	75.00		B332LAS	3	0.00	2.44	9.76	87.80	
A312LAC	4	0.00	7.14	17.86	39.29	35.71	B341LAC	4	0.00	0.00	0.84	15.97	83.19
A312LAS	3	0.00	14.29	10.71	75.00		B341LAS	3	0.00	5.04	4.20	90.76	
A321LAC	4	5.26	0.00	21.05	57.89	15.79	B342LAC	4	0.00	1.68	8.40	11.76	78.15
A321LAS	3	5.26	0.00	5.26	89.47		B342LAS	3	0.00	4.20	10.08	85.71	
A322LAC	4	0.00	0.00	10.53	68.42	21.05	C111LAC	4	8.00	12.00	4.00	20.00	56.00
A322LAS	3	0.00	0.00	0.00	100.00		C111LAS	3	8.00	24.00	4.00	64.00	
A331LAC	4	1.59	0.00	6.35	42.86	49.21	C112LAC	4	12.00	12.00	8.00	24.00	44.00
A331LAS	3	1.59	3.17	12.70	82.54		C112LAS	3	12.00	24.00	4.00	60.00	
A332LAC	4	0.00	0.00	20.63	36.51	42.86	C121LAC	4	0.00	0.00	23.53	44.12	32.35
A332LAS	3	0.00	1.59	12.70	85.71		C121LAS	3	0.00	5.88	17.65	76.47	
A341LAC	4	1.08	2.15	2.15	23.66	70.97	C122LAC	4	2.94	2.94	14.71	44.12	35.29
A341LAS	3	1.08	0.00	8.60	90.32		C122LAS	3	2.94	0.00	20.59	76.47	
A342LAC	4	1.08	1.08	6.45	19.35	72.04	C131LAC	4	1.61	0.00	3.23	37.10	58.06
A342LAS	3	1.08	0.00	7.53	91.40		C131LAS	3	1.61	1.61	6.45	90.32	
B311LAC	4	8.00	0.00	28.00	40.00	24.00	C132LAC	4	1.61	0.00	8.06	17.74	72.58
B311LAS	3	8.00	16.00	20.00	56.00		C132LAS	3	1.61	1.61	3.23	93.55	
B312LAC	4	16.00	4.00	12.00	56.00	12.00	C141LAC	4	0.00	1.22	9.76	23.17	65.85
B312LAS	3	16.00	16.00	20.00	48.00		C141LAS	3	0.00	7.32	9.76	82.93	
B321LAC	4	0.00	0.00	0.00	61.11	38.89	C142LAC	4	0.00	12.20	18.29	10.98	58.54
B321LAS	3	0.00	0.00	11.11	88.89		C142LAS	3	0.00	7.32	15.85	76.83	
B322LAC	4	0.00	0.00	5.56	50.00	44.44							
B322LAS	3	0.00	0.00	5.56	94.44								
B331LAC	4	0.00	0.00	2.44	24.39	73.17							
B331LAS	3	0.00	2.44	9.76	87.80								

**Table F-4. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Mathematics Grade 6**

Item Number	Total Possible Points	Percent of Students at Score Point					Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4			0	1	2	3	4
A211LAC	4	9.52	0.00	23.81	23.81	42.86	B122LAS	3	14.29	0.00	0.00	85.71	
A211LAS	3	9.52	4.76	9.52	76.19		B131LAC	4	5.56	0.00	11.11	50.00	33.33
A212LAC	4	9.52	9.52	9.52	19.05	52.38	B131LAS	3	5.56	0.00	5.56	88.89	
A212LAS	3	9.52	4.76	9.52	76.19		B132LAC	4	5.56	5.56	11.11	16.67	61.11
A221LAC	4	5.56	11.11	16.67	5.56	61.11	B132LAS	3	5.56	5.56	11.11	77.78	
A221LAS	3	5.56	16.67	11.11	66.67		B141LAC	4	0.00	0.00	11.11	7.41	81.48
A222LAC	4	5.56	11.11	5.56	16.67	61.11	B141LAS	3	0.00	0.00	0.00	100.00	
A222LAS	3	5.56	16.67	11.11	66.67		B142LAC	4	0.00	0.00	11.11	7.41	81.48
A231LAC	4	0.00	7.41	11.11	7.41	74.07	B142LAS	3	0.00	0.00	3.70	96.30	
A231LAS	3	0.00	3.70	18.52	77.78		B151LAC	4	1.30	0.00	0.00	7.79	90.91
A232LAC	4	0.00	7.41	3.70	11.11	77.78	B151LAS	3	1.30	0.00	5.19	93.51	
A232LAS	3	0.00	0.00	7.41	92.59		B152LAC	4	2.60	5.19	2.60	20.78	68.83
A241LAC	4	1.72	0.00	5.17	32.76	60.34	B152LAS	3	2.60	0.00	7.79	89.61	
A241LAS	3	1.72	0.00	10.34	87.93		B161LAC	4	0.00	2.27	2.27	54.55	40.91
A242LAC	4	1.72	1.72	6.90	22.41	67.24	B161LAS	3	0.00	0.00	4.55	95.45	
A242LAS	3	1.72	1.72	3.45	93.10		B162LAC	4	0.00	0.00	2.27	50.00	47.73
A251LAC	4	0.00	0.00	0.00	53.19	46.81	B162LAS	3	0.00	0.00	9.09	90.91	
A251LAS	3	0.00	0.00	4.26	95.74		C211LAC	4	12.50	0.00	8.33	37.50	41.67
A252LAC	4	0.00	0.00	4.26	40.43	55.32	C211LAS	3	12.50	8.33	8.33	70.83	
A252LAS	3	0.00	0.00	6.38	93.62		C212LAC	4	8.33	4.17	20.83	16.67	50.00
A261LAC	4	0.00	10.53	36.84	21.05	31.58	C212LAS	3	8.33	8.33	8.33	75.00	
A261LAS	3	0.00	5.26	21.05	73.68		C221LAC	4	0.00	0.00	4.76	23.81	71.43
A262LAC	4	0.00	0.00	36.84	31.58	31.58	C221LAS	3	0.00	0.00	0.00	100.00	
A262LAS	3	0.00	0.00	26.32	73.68		C222LAC	4	0.00	0.00	23.81	33.33	42.86
B111LAC	4	12.50	0.00	6.25	25.00	56.25	C222LAS	3	0.00	0.00	9.52	90.48	
B111LAS	3	12.50	6.25	12.50	68.75		C231LAC	4	4.76	0.00	14.29	4.76	76.19
B112LAC	4	18.75	0.00	18.75	12.50	50.00	C231LAS	3	4.76	4.76	14.29	76.19	
B112LAS	3	18.75	6.25	12.50	62.50		C232LAC	4	4.76	0.00	19.05	9.52	66.67
B121LAC	4	0.00	0.00	14.29	0.00	85.71	C232LAS	3	4.76	4.76	14.29	76.19	
B121LAS	3	0.00	0.00	14.29	85.71		C241LAC	4	5.88	0.00	0.00	26.47	67.65
B122LAC	4	14.29	0.00	0.00	28.57	57.14	C241LAS	3	5.88	2.94	14.71	76.47	

continued

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
C242LAC	4	2.94	0.00	2.94	14.71	79.41
C242LAS	3	2.94	2.94	14.71	79.41	
C251LAC	4	0.00	0.00	1.56	7.81	90.63
C251LAS	3	0.00	0.00	7.81	92.19	
C252LAC	4	3.13	0.00	3.13	9.38	84.38

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
C252LAS	3	3.13	0.00	12.50	84.38	
C261LAC	4	0.00	0.00	7.69	38.46	53.85
C261LAS	3	0.00	0.00	11.54	88.46	
C262LAC	4	7.69	3.85	19.23	11.54	57.69
C262LAS	3	7.69	3.85	15.38	73.08	

**Table F-5. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Mathematics Grade 7**

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A411LAC	4	0.00	3.23	29.03	45.16	22.58
A411LAS	3	0.00	12.90	22.58	64.52	
A412LAC	4	0.00	3.23	41.94	41.94	12.90
A412LAS	3	0.00	12.90	25.81	61.29	
A421LAC	4	0.00	6.25	18.75	18.75	56.25
A421LAS	3	0.00	0.00	6.25	93.75	
A422LAC	4	0.00	12.50	12.50	43.75	31.25
A422LAS	3	0.00	6.25	0.00	93.75	
A431LAC	4	0.00	10.00	25.00	45.00	20.00
A431LAS	3	0.00	0.00	25.00	75.00	
A432LAC	4	0.00	5.00	25.00	30.00	40.00
A432LAS	3	0.00	0.00	30.00	70.00	
A441LAC	4	0.00	0.00	10.34	10.34	79.31
A441LAS	3	0.00	0.00	20.69	79.31	
A442LAC	4	0.00	3.45	24.14	6.90	65.52
A442LAS	3	0.00	0.00	13.79	86.21	
A451LAC	4	0.00	0.00	11.43	22.86	65.71
A451LAS	3	0.00	2.86	11.43	85.71	
A452LAC	4	0.00	5.71	28.57	20.00	45.71
A452LAS	3	0.00	2.86	8.57	88.57	
A461LAC	4	0.00	2.86	8.57	14.29	74.29

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A461LAS	3	0.00	2.86	10.00	87.14	
A462LAC	4	0.00	2.86	18.57	4.29	74.29
A462LAS	3	0.00	1.43	8.57	90.00	
B411LAC	4	0.00	3.03	18.18	51.52	27.27
B411LAS	3	0.00	9.09	24.24	66.67	
B412LAC	4	0.00	3.03	30.30	36.36	30.30
B412LAS	3	0.00	15.15	15.15	69.70	
B421LAC	4	0.00	0.00	3.85	42.31	53.85
B421LAS	3	0.00	0.00	3.85	96.15	
B422LAC	4	0.00	0.00	7.69	46.15	46.15
B422LAS	3	0.00	0.00	7.69	92.31	
B431LAC	4	0.00	0.00	4.88	24.39	70.73
B431LAS	3	0.00	4.88	17.07	78.05	
B432LAC	4	0.00	2.44	26.83	56.10	14.63
B432LAS	3	0.00	0.00	34.15	65.85	
B441LAC	4	0.00	5.26	5.26	68.42	21.05
B441LAS	3	0.00	0.00	5.26	94.74	
B442LAC	4	0.00	0.00	5.26	15.79	78.95
B442LAS	3	0.00	0.00	21.05	78.95	
B451LAC	4	0.00	2.50	7.50	37.50	52.50
B451LAS	3	0.00	0.00	20.00	80.00	

continued

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
B452LAC	4	0.00	2.50	20.00	32.50	45.00
B452LAS	3	0.00	2.50	20.00	77.50	
B461LAC	4	0.00	0.00	18.18	31.82	50.00
B461LAS	3	0.00	0.00	31.82	68.18	
B462LAC	4	0.00	11.36	22.73	36.36	29.55
B462LAS	3	0.00	4.55	36.36	59.09	
D211LAC	4	0.00	12.90	35.48	45.16	6.45
D211LAS	3	0.00	12.90	25.81	61.29	
D212LAC	4	0.00	3.23	32.26	54.84	9.68
D212LAS	3	0.00	12.90	25.81	61.29	
D221LAC	4	0.00	0.00	18.75	25.00	56.25
D221LAS	3	0.00	0.00	12.50	87.50	
D222LAC	4	0.00	0.00	12.50	37.50	50.00
D222LAS	3	0.00	0.00	12.50	87.50	
D231LAC	4	0.00	0.00	0.00	60.87	39.13

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
D231LAS	3	0.00	0.00	13.04	86.96	
D232LAC	4	0.00	4.35	21.74	43.48	30.43
D232LAS	3	0.00	4.35	17.39	78.26	
D241LAC	4	0.00	2.38	2.38	21.43	73.81
D241LAS	3	0.00	2.38	16.67	80.95	
D242LAC	4	0.00	2.38	9.52	9.52	78.57
D242LAS	3	0.00	4.76	14.29	80.95	
D251LAC	4	0.00	0.00	1.96	31.37	66.67
D251LAS	3	0.00	1.96	15.69	82.35	
D252LAC	4	0.00	0.00	3.92	33.33	62.75
D252LAS	3	0.00	0.00	23.53	76.47	
D261LAC	4	0.00	2.50	15.00	27.50	55.00
D261LAS	3	0.00	2.50	20.00	77.50	
D262LAC	4	0.00	10.00	10.00	20.00	60.00
D262LAS	3	0.00	0.00	22.50	77.50	

**Table F-6. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Mathematics High School**

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A511LAC	4	0.00	0.00	33.33	33.33	33.33
A511LAS	3	0.00	11.11	11.11	77.78	
A512LAC	4	5.56	5.56	11.11	44.44	33.33
A512LAS	3	5.56	11.11	16.67	66.67	
A521LAC	4	0.00	0.00	30.00	60.00	10.00
A521LAS	3	0.00	20.00	20.00	60.00	
A522LAC	4	0.00	0.00	20.00	50.00	30.00
A522LAS	3	0.00	10.00	20.00	70.00	
A531LAC	4	0.00	0.00	20.00	20.00	60.00
A531LAS	3	0.00	20.00	40.00	40.00	
A532LAC	4	0.00	0.00	10.00	20.00	70.00

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A532LAS	3	0.00	20.00	50.00	30.00	
A541LAC	4	0.00	0.00	4.17	16.67	79.17
A541LAS	3	0.00	16.67	25.00	58.33	
A542LAC	4	0.00	0.00	8.33	16.67	75.00
A542LAS	3	0.00	16.67	16.67	66.67	
A551LAC	4	0.00	0.00	12.24	22.45	65.31
A551LAS	3	0.00	0.00	16.33	83.67	
A552LAC	4	0.00	0.00	10.20	16.33	73.47
A552LAS	3	0.00	0.00	30.61	69.39	
A561LAC	4	0.00	0.00	11.54	15.38	73.08
A561LAS	3	0.00	3.85	11.54	84.62	

continued

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A562LAC	4	3.85	3.85	7.69	34.62	50.00
A562LAS	3	3.85	3.85	19.23	73.08	
A571LAC	4	0.00	0.00	0.00	25.00	75.00
A571LAS	3	0.00	0.00	17.86	82.14	
A572LAC	4	0.00	7.14	21.43	32.14	39.29
A572LAS	3	0.00	7.14	25.00	67.86	
A581LAC	4	0.00	0.00	16.67	33.33	50.00
A581LAS	3	0.00	10.00	6.67	83.33	
A582LAC	4	0.00	10.00	3.33	26.67	60.00
A582LAS	3	0.00	6.67	16.67	76.67	
C211LAC	4	0.00	0.00	21.05	47.37	31.58
C211LAS	3	0.00	5.26	26.32	68.42	
C212LAC	4	0.00	0.00	10.53	47.37	42.11
C212LAS	3	0.00	5.26	21.05	73.68	
C221LAC	4	0.00	0.00	0.00	60.00	40.00
C221LAS	3	0.00	0.00	20.00	80.00	
C222LAC	4	0.00	0.00	30.00	60.00	10.00
C222LAS	3	0.00	0.00	30.00	70.00	
C231LAC	4	0.00	0.00	0.00	27.27	72.73
C231LAS	3	0.00	9.09	54.55	36.36	
C232LAC	4	0.00	0.00	9.09	18.18	72.73
C232LAS	3	0.00	0.00	81.82	18.18	
C241LAC	4	0.00	0.00	4.55	9.09	86.36
C241LAS	3	0.00	18.18	13.64	68.18	
C242LAC	4	0.00	0.00	4.55	22.73	72.73
C242LAS	3	0.00	18.18	9.09	72.73	
C251LAC	4	0.00	0.00	0.00	9.52	90.48
C251LAS	3	0.00	7.14	9.52	83.33	
C252LAC	4	0.00	0.00	7.14	11.90	80.95
C252LAS	3	0.00	9.52	7.14	83.33	
C261LAC	4	0.00	0.00	0.00	29.41	70.59
C261LAS	3	0.00	5.88	11.76	82.35	
C262LAC	4	2.94	2.94	11.76	11.76	70.59

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
C262LAS	3	2.94	2.94	8.82	85.29	
C271LAC	4	0.00	0.00	2.70	10.81	86.49
C271LAS	3	0.00	2.70	16.22	81.08	
C272LAC	4	5.41	2.70	5.41	24.32	62.16
C272LAS	3	5.41	8.11	16.22	70.27	
C281LAC	4	0.00	10.53	21.05	36.84	31.58
C281LAS	3	0.00	10.53	15.79	73.68	
C282LAC	4	0.00	5.26	10.53	5.26	78.95
C282LAS	3	0.00	5.26	15.79	78.95	
D411LAC	4	8.33	0.00	25.00	37.50	29.17
D411LAS	3	8.33	8.33	20.83	62.50	
D412LAC	4	12.50	4.17	20.83	37.50	25.00
D412LAS	3	12.50	8.33	20.83	58.33	
D421LAC	4	0.00	0.00	0.00	28.57	71.43
D421LAS	3	0.00	14.29	35.71	50.00	
D422LAC	4	0.00	0.00	0.00	35.71	64.29
D422LAS	3	0.00	14.29	14.29	71.43	
D431LAC	4	0.00	0.00	0.00	66.67	33.33
D431LAS	3	0.00	0.00	33.33	66.67	
D432LAC	4	0.00	0.00	8.33	50.00	41.67
D432LAS	3	0.00	0.00	33.33	66.67	
D441LAC	4	0.00	0.00	0.00	6.25	93.75
D441LAS	3	0.00	9.38	9.38	81.25	
D442LAC	4	0.00	0.00	3.13	34.38	62.50
D442LAS	3	0.00	9.38	6.25	84.38	
D451LAC	4	2.78	2.78	13.89	30.56	50.00
D451LAS	3	2.78	0.00	41.67	55.56	
D452LAC	4	2.78	0.00	13.89	25.00	58.33
D452LAS	3	2.78	2.78	30.56	63.89	
D461LAC	4	0.00	0.00	16.67	56.67	26.67
D461LAS	3	0.00	10.00	13.33	76.67	
D462LAC	4	6.67	0.00	20.00	40.00	33.33
D462LAS	3	6.67	10.00	10.00	73.33	

continued

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
D471LAC	4	4.35	4.35	0.00	0.00	91.30
D471LAS	3	4.35	4.35	26.09	65.22	
D472LAC	4	4.35	4.35	0.00	0.00	91.30
D472LAS	3	4.35	4.35	13.04	78.26	

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
D481LAC	4	0.00	8.33	0.00	50.00	41.67
D481LAS	3	0.00	8.33	16.67	75.00	
D482LAC	4	0.00	0.00	4.17	12.50	83.33
D482LAS	3	0.00	0.00	25.00	75.00	

**Table F-7. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Reading Grade 3**

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A111LAC	4	0.00	4.76	19.05	47.62	28.57
A111LAS	3	0.00	14.29	23.81	61.90	
A112LAC	4	0.00	0.00	33.33	38.10	28.57
A112LAS	3	0.00	14.29	28.57	57.14	
A113LAC	4	4.76	0.00	28.57	23.81	42.86
A113LAS	3	4.76	19.05	23.81	52.38	
A121LAC	4	2.78	2.78	11.11	55.56	27.78
A121LAS	3	2.78	0.00	16.67	80.56	
A122LAC	4	0.00	2.78	22.22	25.00	50.00
A122LAS	3	0.00	5.56	13.89	80.56	
A123LAC	4	0.00	0.00	11.11	16.67	72.22
A123LAS	3	0.00	2.78	5.56	91.67	
A131LAC	4	6.38	0.00	12.77	40.43	40.43
A131LAS	3	6.38	2.13	6.38	85.11	
A132LAC	4	6.38	0.00	4.26	57.45	31.91
A132LAS	3	6.38	6.38	4.26	82.98	
A133LAC	4	6.38	0.00	4.26	25.53	63.83
A133LAS	3	6.38	0.00	4.26	89.36	
A141LAC	4	0.00	0.00	1.28	10.26	88.46
A141LAS	3	0.00	0.00	3.85	96.15	
A142LAC	4	0.00	1.28	8.97	17.95	71.79

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A142LAS	3	0.00	0.00	7.69	92.31	
A143LAC	4	0.00	0.00	23.08	51.28	25.64
A143LAS	3	0.00	1.28	8.97	89.74	
A311LAC	4	7.89	7.89	15.79	50.00	18.42
A311LAS	3	7.89	23.68	7.89	60.53	
A312LAC	4	5.26	2.63	18.42	42.11	31.58
A312LAS	3	5.26	18.42	18.42	57.89	
A313LAC	4	5.26	10.53	39.47	28.95	15.79
A313LAS	3	5.26	18.42	13.16	63.16	
A321LAC	4	0.00	2.94	14.71	32.35	50.00
A321LAS	3	0.00	5.88	5.88	88.24	
A322LAC	4	0.00	0.00	5.88	58.82	35.29
A322LAS	3	0.00	8.82	8.82	82.35	
A323LAC	4	0.00	2.94	29.41	29.41	38.24
A323LAS	3	0.00	5.88	17.65	76.47	
A331LAC	4	3.08	1.54	9.23	52.31	33.85
A331LAS	3	3.08	3.08	10.77	83.08	
A332LAC	4	4.62	0.00	9.23	43.08	43.08
A332LAS	3	4.62	0.00	9.23	86.15	
A333LAC	4	1.54	0.00	9.23	44.62	44.62
A333LAS	3	1.54	0.00	9.23	89.23	

continued

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A341LAC	4	0.00	0.00	8.89	64.44	26.67
A341LAS	3	0.00	0.00	13.33	86.67	
A342LAC	4	0.00	0.00	24.44	51.11	24.44

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A342LAS	3	0.00	2.22	13.33	84.44	
A343LAC	4	0.00	0.00	26.67	57.78	15.56
A343LAS	3	0.00	2.22	17.78	80.00	

**Table F-8. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Reading Grade 4**

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A111LAC	4	3.33	3.33	16.67	33.33	43.33
A111LAS	3	3.33	6.67	10.00	80.00	
A112LAC	4	0.00	0.00	13.33	53.33	33.33
A112LAS	3	0.00	3.33	16.67	80.00	
A113LAC	4	0.00	0.00	26.67	43.33	30.00
A113LAS	3	0.00	6.67	23.33	70.00	
A121LAC	4	0.00	4.35	13.04	47.83	34.78
A121LAS	3	0.00	0.00	13.04	86.96	
A122LAC	4	0.00	0.00	21.74	43.48	34.78
A122LAS	3	0.00	0.00	13.04	86.96	
A123LAC	4	0.00	4.35	8.70	30.43	56.52
A123LAS	3	0.00	0.00	4.35	95.65	
A131LAC	4	3.03	0.00	6.06	54.55	36.36
A131LAS	3	3.03	0.00	12.12	84.85	
A132LAC	4	3.03	3.03	9.09	42.42	42.42
A132LAS	3	3.03	3.03	21.21	72.73	
A133LAC	4	6.06	0.00	3.03	24.24	66.67
A133LAS	3	6.06	3.03	15.15	75.76	
A141LAC	4	0.74	0.74	0.74	14.81	82.96
A141LAS	3	0.74	1.48	5.93	91.85	
A142LAC	4	0.00	1.48	4.44	24.44	69.63
A142LAS	3	0.00	0.74	5.93	93.33	
A143LAC	4	0.74	1.48	12.59	56.30	28.89
A143LAS	3	0.74	0.74	11.11	87.41	

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A211LAC	4	0.00	2.38	14.29	23.81	59.52
A211LAS	3	0.00	4.76	16.67	78.57	
A212LAC	4	0.00	0.00	14.29	38.10	47.62
A212LAS	3	0.00	4.76	16.67	78.57	
A213LAC	4	2.38	4.76	11.90	33.33	47.62
A213LAS	3	2.38	4.76	14.29	78.57	
A221LAC	4	0.00	4.88	12.20	34.15	48.78
A221LAS	3	0.00	4.88	12.20	82.93	
A222LAC	4	0.00	0.00	19.51	39.02	41.46
A222LAS	3	0.00	2.44	12.20	85.37	
A223LAC	4	0.00	4.88	21.95	21.95	51.22
A223LAS	3	0.00	7.32	7.32	85.37	
A231LAC	4	2.13	0.00	6.38	46.81	44.68
A231LAS	3	2.13	0.00	19.15	78.72	
A232LAC	4	2.13	0.00	12.77	59.57	25.53
A232LAS	3	2.13	0.00	23.40	74.47	
A233LAC	4	2.13	0.00	14.89	55.32	27.66
A233LAS	3	2.13	4.26	21.28	72.34	
A241LAC	4	1.10	2.20	5.49	30.77	60.44
A241LAS	3	1.10	1.10	6.59	91.21	
A242LAC	4	1.10	1.10	3.30	30.77	63.74
A242LAS	3	1.10	1.10	7.69	90.11	
A243LAC	4	2.20	1.10	9.89	67.03	19.78
A243LAS	3	2.20	1.10	8.79	87.91	

**Table F-9. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Reading Grade 5**

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A111LAC	4	11.11	0.00	11.11	33.33	44.44
A111LAS	3	11.11	16.67	5.56	66.67	
A112LAC	4	11.11	0.00	16.67	27.78	44.44
A112LAS	3	11.11	11.11	11.11	66.67	
A113LAC	4	11.11	11.11	11.11	38.89	27.78
A113LAS	3	11.11	11.11	11.11	66.67	
A121LAC	4	0.00	5.26	15.79	57.89	21.05
A121LAS	3	0.00	5.26	15.79	78.95	
A122LAC	4	0.00	0.00	10.53	63.16	26.32
A122LAS	3	0.00	0.00	15.79	84.21	
A123LAC	4	0.00	0.00	5.26	31.58	63.16
A123LAS	3	0.00	0.00	21.05	78.95	
A131LAC	4	4.17	0.00	33.33	25.00	37.50
A131LAS	3	4.17	0.00	8.33	87.50	
A132LAC	4	4.17	0.00	12.50	54.17	29.17
A132LAS	3	4.17	0.00	8.33	87.50	
A133LAC	4	4.17	4.17	4.17	37.50	50.00
A133LAS	3	4.17	0.00	4.17	91.67	
A141LAC	4	0.72	0.00	1.44	9.35	88.49
A141LAS	3	0.72	1.44	5.04	92.81	
A142LAC	4	0.00	0.72	2.88	16.55	79.86
A142LAS	3	0.00	1.44	4.32	94.24	
A143LAC	4	0.00	2.88	15.11	42.45	39.57
A143LAS	3	0.00	1.44	6.47	92.09	
A311LAC	4	0.00	0.00	25.93	62.96	11.11
A311LAS	3	0.00	22.22	25.93	51.85	
A312LAC	4	7.41	7.41	14.81	62.96	7.41
A312LAS	3	7.41	18.52	18.52	55.56	
A313LAC	4	0.00	11.11	40.74	33.33	14.81
A313LAS	3	0.00	33.33	14.81	51.85	
A321LAC	4	0.00	7.41	3.70	51.85	37.04
A321LAS	3	0.00	3.70	7.41	88.89	
A322LAC	4	0.00	0.00	7.41	55.56	37.04
A322LAS	3	0.00	0.00	3.70	96.30	
A323LAC	4	0.00	3.70	11.11	66.67	18.52
A323LAS	3	0.00	3.70	3.70	92.59	
A331LAC	4	2.17	2.17	8.70	47.83	39.13
A331LAS	3	2.17	0.00	13.04	84.78	
A332LAC	4	0.00	0.00	4.35	41.30	54.35
A332LAS	3	0.00	0.00	8.70	91.30	
A333LAC	4	2.17	0.00	8.70	39.13	50.00
A333LAS	3	2.17	0.00	8.70	89.13	
A341LAC	4	1.00	2.00	6.00	52.00	39.00
A341LAS	3	1.00	2.00	15.00	82.00	
A342LAC	4	1.00	2.00	13.00	46.00	38.00
A342LAS	3	1.00	1.00	14.00	84.00	
A343LAC	4	1.00	0.00	13.00	60.00	26.00
A343LAS	3	1.00	1.00	10.00	88.00	

**Table F-10. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Reading Grade 6**

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A111LAC	4	0.00	0.00	15.79	31.58	52.63
A111LAS	3	0.00	5.26	15.79	78.95	
A112LAC	4	0.00	0.00	21.05	21.05	57.89
A112LAS	3	0.00	5.26	21.05	73.68	
A113LAC	4	5.26	10.53	15.79	21.05	47.37
A113LAS	3	5.26	5.26	15.79	73.68	
A121LAC	4	0.00	7.69	23.08	38.46	30.77
A121LAS	3	0.00	0.00	15.38	84.62	
A122LAC	4	0.00	15.38	7.69	38.46	38.46
A122LAS	3	0.00	0.00	15.38	84.62	
A123LAC	4	0.00	0.00	30.77	7.69	61.54
A123LAS	3	0.00	0.00	15.38	84.62	
A131LAC	4	0.00	0.00	6.25	50.00	43.75
A131LAS	3	0.00	0.00	6.25	93.75	
A132LAC	4	0.00	0.00	0.00	68.75	31.25
A132LAS	3	0.00	0.00	12.50	87.50	
A133LAC	4	0.00	0.00	6.25	31.25	62.50
A133LAS	3	0.00	0.00	12.50	87.50	
A141LAC	4	0.00	0.00	4.35	17.39	78.26
A141LAS	3	0.00	0.00	4.35	95.65	
A142LAC	4	0.00	0.00	0.00	43.48	56.52
A142LAS	3	0.00	0.00	4.35	95.65	
A143LAC	4	0.00	8.70	17.39	34.78	39.13
A143LAS	3	0.00	0.00	13.04	86.96	
A151LAC	4	0.00	0.00	4.92	57.38	37.70
A151LAS	3	0.00	0.00	13.11	86.89	
A152LAC	4	0.00	0.00	1.64	39.34	59.02
A152LAS	3	0.00	0.00	11.48	88.52	
A153LAC	4	3.28	0.00	9.84	37.70	49.18
A153LAS	3	3.28	0.00	13.11	83.61	
A161LAC	4	1.61	0.00	1.61	8.06	88.71

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A161LAS	3	1.61	0.00	1.61	96.77	
A162LAC	4	1.61	0.00	1.61	19.35	77.42
A162LAS	3	1.61	0.00	1.61	96.77	
A163LAC	4	1.61	1.61	4.84	56.45	35.48
A163LAS	3	1.61	0.00	3.23	95.16	
A211LAC	4	4.55	0.00	13.64	18.18	63.64
A211LAS	3	4.55	4.55	9.09	81.82	
A212LAC	4	0.00	0.00	9.09	36.36	54.55
A212LAS	3	0.00	4.55	13.64	81.82	
A213LAC	4	4.55	0.00	13.64	36.36	45.45
A213LAS	3	4.55	4.55	9.09	81.82	
A221LAC	4	0.00	8.70	21.74	34.78	34.78
A221LAS	3	0.00	8.70	26.09	65.22	
A222LAC	4	0.00	8.70	21.74	21.74	47.83
A222LAS	3	0.00	8.70	34.78	56.52	
A223LAC	4	4.35	8.70	21.74	43.48	21.74
A223LAS	3	4.35	8.70	26.09	60.87	
A231LAC	4	0.00	2.70	13.51	64.86	18.92
A231LAS	3	0.00	0.00	18.92	81.08	
A232LAC	4	0.00	0.00	16.22	51.35	32.43
A232LAS	3	0.00	0.00	24.32	75.68	
A233LAC	4	0.00	0.00	21.62	43.24	35.14
A233LAS	3	0.00	0.00	21.62	78.38	
A241LAC	4	0.00	2.56	5.13	43.59	48.72
A241LAS	3	0.00	0.00	5.13	94.87	
A242LAC	4	0.00	2.56	5.13	25.64	66.67
A242LAS	3	0.00	0.00	2.56	97.44	
A243LAC	4	0.00	2.56	2.56	53.85	41.03
A243LAS	3	0.00	0.00	12.82	87.18	
A251LAC	4	7.69	0.00	5.13	35.90	51.28
A251LAS	3	7.69	0.00	20.51	71.79	

continued

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A252LAC	4	7.69	0.00	5.13	51.28	35.90
A252LAS	3	7.69	0.00	20.51	71.79	
A253LAC	4	7.69	0.00	7.69	23.08	61.54
A253LAS	3	7.69	0.00	20.51	71.79	
A261LAC	4	6.06	0.00	21.21	39.39	33.33

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A261LAS	3	6.06	0.00	0.00	93.94	
A262LAC	4	6.06	0.00	15.15	21.21	57.58
A262LAS	3	6.06	0.00	3.03	90.91	
A263LAC	4	6.06	3.03	9.09	42.42	39.39
A263LAS	3	6.06	0.00	9.09	84.85	

**Table F-11. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Reading Grade 7**

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A111LAC	4	0.00	3.57	21.43	42.86	32.14
A111LAS	3	0.00	10.71	14.29	75.00	
A112LAC	4	0.00	7.14	17.86	46.43	28.57
A112LAS	3	0.00	7.14	17.86	75.00	
A113LAC	4	0.00	0.00	42.86	25.00	32.14
A113LAS	3	0.00	7.14	25.00	67.86	
A121LAC	4	0.00	0.00	0.00	66.67	33.33
A121LAS	3	0.00	0.00	16.67	83.33	
A122LAC	4	0.00	0.00	8.33	50.00	41.67
A122LAS	3	0.00	0.00	25.00	75.00	
A123LAC	4	0.00	0.00	0.00	25.00	75.00
A123LAS	3	0.00	0.00	16.67	83.33	
A131LAC	4	0.00	0.00	33.33	22.22	44.44
A131LAS	3	0.00	0.00	22.22	77.78	
A132LAC	4	0.00	11.11	11.11	77.78	0.00
A132LAS	3	0.00	0.00	22.22	77.78	
A133LAC	4	0.00	0.00	22.22	0.00	77.78
A133LAS	3	0.00	11.11	11.11	77.78	
A141LAC	4	0.00	0.00	0.00	26.92	73.08
A141LAS	3	0.00	0.00	7.69	92.31	
A142LAC	4	0.00	0.00	11.54	30.77	57.69

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A142LAS	3	0.00	0.00	3.85	96.15	
A143LAC	4	0.00	0.00	23.08	57.69	19.23
A143LAS	3	0.00	0.00	3.85	96.15	
A151LAC	4	0.00	2.56	2.56	56.41	38.46
A151LAS	3	0.00	0.00	12.82	87.18	
A152LAC	4	0.00	0.00	5.13	23.08	71.79
A152LAS	3	0.00	0.00	12.82	87.18	
A153LAC	4	2.56	0.00	5.13	25.64	66.67
A153LAS	3	2.56	0.00	10.26	87.18	
A161LAC	4	0.00	0.00	0.00	8.24	91.76
A161LAS	3	0.00	0.00	4.71	95.29	
A162LAC	4	0.00	0.00	3.53	29.41	67.06
A162LAS	3	0.00	0.00	1.18	98.82	
A163LAC	4	0.00	2.35	12.94	55.29	29.41
A163LAS	3	0.00	0.00	5.88	94.12	
A311LAC	4	0.00	7.89	15.79	68.42	7.89
A311LAS	3	0.00	15.79	10.53	73.68	
A312LAC	4	0.00	2.63	21.05	44.74	31.58
A312LAS	3	0.00	13.16	7.89	78.95	
A313LAC	4	2.63	5.26	44.74	34.21	13.16
A313LAS	3	2.63	10.53	10.53	76.32	

continued

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A321LAC	4	0.00	11.76	29.41	17.65	41.18
A321LAS	3	0.00	5.88	17.65	76.47	
A322LAC	4	0.00	5.88	11.76	70.59	11.76
A322LAS	3	0.00	0.00	17.65	82.35	
A323LAC	4	0.00	11.76	11.76	58.82	17.65
A323LAS	3	0.00	0.00	17.65	82.35	
A331LAC	4	0.00	5.26	10.53	34.21	50.00
A331LAS	3	0.00	2.63	26.32	71.05	
A332LAC	4	0.00	0.00	2.63	36.84	60.53
A332LAS	3	0.00	0.00	15.79	84.21	
A333LAC	4	0.00	0.00	2.63	50.00	47.37
A333LAS	3	0.00	0.00	15.79	84.21	
A341LAC	4	0.00	0.00	21.88	50.00	28.13
A341LAS	3	0.00	0.00	12.50	87.50	
A342LAC	4	0.00	3.13	25.00	40.63	31.25

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A342LAS	3	0.00	0.00	9.38	90.63	
A343LAC	4	0.00	0.00	15.63	46.88	37.50
A343LAS	3	0.00	0.00	15.63	84.38	
A351LAC	4	0.00	0.00	17.65	55.88	26.47
A351LAS	3	0.00	2.94	11.76	85.29	
A352LAC	4	0.00	2.94	20.59	44.12	32.35
A352LAS	3	0.00	2.94	11.76	85.29	
A353LAC	4	0.00	5.88	14.71	44.12	35.29
A353LAS	3	0.00	0.00	23.53	76.47	
A361LAC	4	0.00	5.00	7.50	62.50	25.00
A361LAS	3	0.00	0.00	25.00	75.00	
A362LAC	4	0.00	0.00	7.50	50.00	42.50
A362LAS	3	0.00	0.00	17.50	82.50	
A363LAC	4	0.00	0.00	10.00	27.50	62.50
A363LAS	3	0.00	2.50	22.50	75.00	

**Table F-12. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Reading High School**

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A211LAC	4	0.00	0.00	16.67	33.33	50.00
A211LAS	3	0.00	11.11	5.56	83.33	
A212LAC	4	0.00	0.00	11.11	38.89	50.00
A212LAS	3	0.00	11.11	0.00	88.89	
A213LAC	4	0.00	0.00	22.22	44.44	33.33
A213LAS	3	0.00	11.11	0.00	88.89	
A221LAC	4	0.00	0.00	22.22	55.56	22.22
A221LAS	3	0.00	22.22	55.56	22.22	
A222LAC	4	11.11	22.22	11.11	33.33	22.22
A222LAS	3	11.11	11.11	44.44	33.33	
A223LAC	4	11.11	11.11	22.22	33.33	22.22

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A223LAS	3	11.11	22.22	55.56	11.11	
A231LAC	4	0.00	0.00	14.29	38.10	47.62
A231LAS	3	0.00	4.76	38.10	57.14	
A232LAC	4	0.00	0.00	23.81	42.86	33.33
A232LAS	3	0.00	0.00	42.86	57.14	
A233LAC	4	0.00	0.00	23.81	47.62	28.57
A233LAS	3	0.00	9.52	38.10	52.38	
A241LAC	4	0.00	0.00	16.67	38.89	44.44
A241LAS	3	0.00	0.00	33.33	66.67	
A242LAC	4	0.00	0.00	2.78	38.89	58.33
A242LAS	3	0.00	0.00	19.44	80.56	

continued

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A243LAC	4	0.00	0.00	5.56	47.22	47.22
A243LAS	3	0.00	0.00	25.00	75.00	
A251LAC	4	3.57	0.00	14.29	57.14	25.00
A251LAS	3	3.57	0.00	14.29	82.14	
A252LAC	4	3.57	0.00	10.71	50.00	35.71
A252LAS	3	3.57	0.00	17.86	78.57	
A253LAC	4	3.57	0.00	17.86	42.86	35.71
A253LAS	3	3.57	0.00	28.57	67.86	
A261LAC	4	2.70	0.00	2.70	59.46	35.14
A261LAS	3	2.70	5.41	5.41	86.49	
A262LAC	4	2.70	0.00	8.11	35.14	54.05
A262LAS	3	2.70	5.41	8.11	83.78	
A263LAC	4	2.70	0.00	13.51	40.54	43.24
A263LAS	3	2.70	5.41	5.41	86.49	
A271LAC	4	0.00	4.00	20.00	36.00	40.00
A271LAS	3	0.00	0.00	4.00	96.00	
A272LAC	4	4.00	0.00	16.00	44.00	36.00
A272LAS	3	4.00	0.00	12.00	84.00	
A273LAC	4	4.00	0.00	12.00	56.00	28.00
A273LAS	3	4.00	0.00	4.00	92.00	
A281LAC	4	0.00	0.00	27.27	63.64	9.09
A281LAS	3	0.00	0.00	27.27	72.73	
A282LAC	4	4.55	4.55	27.27	59.09	4.55
A282LAS	3	4.55	0.00	22.73	72.73	
A283LAC	4	4.55	18.18	22.73	36.36	18.18
A283LAS	3	4.55	0.00	18.18	77.27	
A311LAC	4	0.00	4.17	16.67	54.17	25.00
A311LAS	3	0.00	12.50	8.33	79.17	
A312LAC	4	4.17	8.33	8.33	33.33	45.83
A312LAS	3	4.17	12.50	4.17	79.17	
A313LAC	4	4.17	8.33	20.83	37.50	29.17
A313LAS	3	4.17	4.17	12.50	79.17	
A321LAC	4	0.00	33.33	33.33	33.33	0.00

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A321LAS	3	0.00	0.00	66.67	33.33	
A322LAC	4	0.00	0.00	100.00	0.00	0.00
A322LAS	3	0.00	0.00	66.67	33.33	
A323LAC	4	0.00	0.00	33.33	66.67	0.00
A323LAS	3	0.00	0.00	66.67	33.33	
A331LAC	4	0.00	0.00	4.55	54.55	40.91
A331LAS	3	0.00	9.09	31.82	59.09	
A332LAC	4	0.00	0.00	4.55	31.82	63.64
A332LAS	3	0.00	4.55	22.73	72.73	
A333LAC	4	0.00	0.00	4.55	45.45	50.00
A333LAS	3	0.00	4.55	22.73	72.73	
A341LAC	4	2.56	0.00	5.13	43.59	48.72
A341LAS	3	2.56	2.56	25.64	69.23	
A342LAC	4	2.56	0.00	23.08	56.41	17.95
A342LAS	3	2.56	2.56	20.51	74.36	
A343LAC	4	0.00	0.00	10.26	69.23	20.51
A343LAS	3	0.00	2.56	28.21	69.23	
A351LAC	4	0.00	0.00	3.70	55.56	40.74
A351LAS	3	0.00	3.70	22.22	74.07	
A352LAC	4	0.00	0.00	11.11	48.15	40.74
A352LAS	3	0.00	7.41	11.11	81.48	
A353LAC	4	3.70	0.00	7.41	40.74	48.15
A353LAS	3	3.70	0.00	25.93	70.37	
A361LAC	4	0.00	3.13	25.00	43.75	28.13
A361LAS	3	0.00	6.25	3.13	90.63	
A362LAC	4	0.00	0.00	6.25	46.88	46.88
A362LAS	3	0.00	6.25	12.50	81.25	
A363LAC	4	3.13	0.00	37.50	31.25	28.13
A363LAS	3	3.13	9.38	9.38	78.13	
A371LAC	4	4.76	0.00	14.29	52.38	28.57
A371LAS	3	4.76	0.00	19.05	76.19	
A372LAC	4	9.52	0.00	4.76	52.38	33.33
A372LAS	3	9.52	0.00	9.52	80.95	

continued

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A373LAC	4	9.52	4.76	14.29	52.38	19.05
A373LAS	3	9.52	0.00	9.52	80.95	
A381LAC	4	0.00	3.57	14.29	32.14	50.00
A381LAS	3	0.00	0.00	14.29	85.71	

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
A382LAC	4	0.00	0.00	21.43	28.57	50.00
A382LAS	3	0.00	0.00	21.43	78.57	
A383LAC	4	0.00	10.71	17.86	50.00	21.43
A383LAS	3	0.00	0.00	17.86	82.14	

**Table F-13. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Science Grade 5**

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
D111LAC	4	0.00	11.54	26.92	34.62	26.92
D111LAS	3	0.00	26.92	15.38	57.69	
D112LAC	4	3.85	3.85	26.92	34.62	30.77
D112LAS	3	3.85	19.23	11.54	65.38	
D121LAC	4	8.64	2.47	1.23	7.41	80.25
D121LAS	3	8.64	2.47	4.94	83.95	
D122LAC	4	0.00	0.00	0.00	17.28	82.72
D122LAS	3	0.00	3.70	4.94	91.36	
D131LAC	4	0.00	0.00	5.00	17.50	77.50
D131LAS	3	0.00	7.50	15.00	77.50	
D132LAC	4	5.00	0.00	5.00	22.50	67.50
D132LAS	3	5.00	5.00	12.50	77.50	
D141LAC	4	0.00	3.77	18.87	13.21	64.15
D141LAS	3	0.00	1.89	16.98	81.13	
D142LAC	4	5.66	0.00	1.89	15.09	77.36
D142LAS	3	5.66	0.00	7.55	86.79	
D211LAC	4	14.29	14.29	4.76	57.14	9.52
D211LAS	3	14.29	19.05	19.05	47.62	
D212LAC	4	9.52	14.29	28.57	28.57	19.05
D212LAS	3	9.52	19.05	19.05	52.38	
D221LAC	4	0.00	2.63	2.63	39.47	55.26

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
D221LAS	3	0.00	5.26	10.53	84.21	
D222LAC	4	0.00	0.00	2.63	28.95	68.42
D222LAS	3	0.00	2.63	7.89	89.47	
D231LAC	4	1.05	0.00	5.26	44.21	49.47
D231LAS	3	1.05	1.05	10.53	87.37	
D232LAC	4	2.11	0.00	3.16	35.79	58.95
D232LAS	3	2.11	2.11	6.32	89.47	
D241LAC	4	2.22	2.22	15.56	20.00	60.00
D241LAS	3	2.22	2.22	28.89	66.67	
D242LAC	4	2.22	4.44	11.11	20.00	62.22
D242LAS	3	2.22	4.44	33.33	60.00	
E211LAC	4	3.33	3.33	3.33	40.00	50.00
E211LAS	3	3.33	6.67	16.67	73.33	
E212LAC	4	6.67	0.00	6.67	50.00	36.67
E212LAS	3	6.67	6.67	16.67	70.00	
E221LAC	4	5.00	0.00	2.50	50.00	42.50
E221LAS	3	5.00	2.50	7.50	85.00	
E222LAC	4	2.50	0.00	17.50	45.00	35.00
E222LAS	3	2.50	2.50	7.50	87.50	
E231LAC	4	1.16	1.16	2.33	19.77	75.58
E231LAS	3	1.16	1.16	13.95	83.72	

continued

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
E232LAC	4	0.00	1.16	1.16	11.63	86.05
E232LAS	3	0.00	1.16	10.47	88.37	
E241LAC	4	2.33	2.33	11.63	16.28	67.44

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
E241LAS	3	2.33	0.00	25.58	72.09	
E242LAC	4	4.65	0.00	4.65	18.60	72.09
E242LAS	3	4.65	0.00	30.23	65.12	

**Table F-14. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Science Grade 8**

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
D411LAC	4	13.04	26.09	13.04	8.70	39.13
D411LAS	3	13.04	26.09	8.70	52.17	
D412LAC	4	17.39	26.09	17.39	8.70	30.43
D412LAS	3	17.39	30.43	8.70	43.48	
D421LAC	4	0.00	8.33	4.17	8.33	79.17
D421LAS	3	0.00	8.33	8.33	83.33	
D422LAC	4	0.00	8.33	0.00	29.17	62.50
D422LAS	3	0.00	12.50	4.17	83.33	
D431LAC	4	0.00	2.33	9.30	30.23	58.14
D431LAS	3	0.00	4.65	16.28	79.07	
D432LAC	4	2.33	0.00	9.30	27.91	60.47
D432LAS	3	2.33	6.98	20.93	69.77	
D441LAC	4	0.00	0.00	5.33	17.33	77.33
D441LAS	3	0.00	4.00	20.00	76.00	
D442LAC	4	0.00	0.00	5.33	22.67	72.00
D442LAS	3	0.00	2.67	22.67	74.67	
D451LAC	4	0.00	0.00	2.22	26.67	71.11
D451LAS	3	0.00	4.44	33.33	62.22	
D452LAC	4	0.00	0.00	8.89	24.44	66.67
D452LAS	3	0.00	2.22	33.33	64.44	
D461LAC	4	0.00	0.00	0.00	26.67	73.33
D461LAS	3	0.00	3.33	10.00	86.67	
D462LAC	4	0.00	0.00	0.00	23.33	76.67

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
D462LAS	3	0.00	3.33	10.00	86.67	
E311LAC	4	15.00	15.00	0.00	25.00	45.00
E311LAS	3	15.00	15.00	5.00	65.00	
E312LAC	4	15.00	15.00	5.00	40.00	25.00
E312LAS	3	15.00	15.00	5.00	65.00	
E321LAC	4	2.50	5.00	2.50	15.00	75.00
E321LAS	3	2.50	7.50	15.00	75.00	
E322LAC	4	2.50	2.50	7.50	15.00	72.50
E322LAS	3	2.50	12.50	15.00	70.00	
E331LAC	4	0.00	2.56	2.56	25.64	69.23
E331LAS	3	0.00	0.00	20.51	79.49	
E332LAC	4	0.00	5.13	7.69	28.21	58.97
E332LAS	3	0.00	2.56	17.95	79.49	
E341LAC	4	0.00	0.00	9.09	36.36	54.55
E341LAS	3	0.00	1.82	20.00	78.18	
E342LAC	4	0.00	0.00	7.27	49.09	43.64
E342LAS	3	0.00	1.82	20.00	78.18	
E351LAC	4	0.00	1.75	7.02	29.82	61.40
E351LAS	3	0.00	1.75	14.04	84.21	
E352LAC	4	1.75	0.00	10.53	28.07	59.65
E352LAS	3	1.75	0.00	14.04	84.21	
E361LAC	4	0.00	0.00	20.00	40.00	40.00
E361LAS	3	0.00	0.00	10.00	90.00	

continued

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
E362LAC	4	0.00	6.67	10.00	36.67	46.67
E362LAS	3	0.00	0.00	6.67	93.33	
E411LAC	4	6.45	6.45	12.90	25.81	48.39
E411LAS	3	6.45	16.13	16.13	61.29	
E412LAC	4	6.45	6.45	6.45	29.03	51.61
E412LAS	3	6.45	19.35	12.90	61.29	
E421LAC	4	0.00	0.00	3.70	55.56	40.74
E421LAS	3	0.00	0.00	22.22	77.78	
E422LAC	4	0.00	0.00	22.22	51.85	25.93
E422LAS	3	0.00	0.00	33.33	66.67	
E431LAC	4	1.47	5.88	5.88	14.71	72.06
E431LAS	3	1.47	0.00	13.24	85.29	
E432LAC	4	1.47	4.41	20.59	14.71	58.82

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
E432LAS	3	1.47	0.00	13.24	85.29	
E441LAC	4	4.35	8.70	0.00	26.09	60.87
E441LAS	3	4.35	4.35	21.74	69.57	
E442LAC	4	4.35	4.35	4.35	26.09	60.87
E442LAS	3	4.35	8.70	21.74	65.22	
E451LAC	4	0.00	4.35	6.52	21.74	67.39
E451LAS	3	0.00	0.00	23.91	76.09	
E452LAC	4	0.00	0.00	0.00	15.22	84.78
E452LAS	3	0.00	0.00	26.09	73.91	
E461LAC	4	0.00	2.17	4.35	67.39	26.09
E461LAS	3	0.00	0.00	13.04	86.96	
E462LAC	4	2.17	0.00	2.17	73.91	21.74
E462LAS	3	2.17	0.00	15.22	82.61	

**Table F-15. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Science High School**

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
D311LAC	4	6.25	0.00	6.25	37.50	50.00
D311LAS	3	6.25	6.25	12.50	75.00	
D312LAC	4	6.25	0.00	0.00	31.25	62.50
D312LAS	3	6.25	6.25	6.25	81.25	
D321LAC	4	11.11	0.00	22.22	22.22	44.44
D321LAS	3	11.11	0.00	11.11	77.78	
D322LAC	4	11.11	0.00	11.11	44.44	33.33
D322LAS	3	11.11	0.00	11.11	77.78	
D331LAC	4	15.38	0.00	23.08	38.46	23.08
D331LAS	3	15.38	15.38	23.08	46.15	
D332LAC	4	23.08	0.00	0.00	15.38	61.54
D332LAS	3	23.08	7.69	15.38	53.85	
D341LAC	4	2.08	0.00	4.17	10.42	83.33

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
D341LAS	3	2.08	6.25	31.25	60.42	
D342LAC	4	0.00	0.00	2.08	12.50	85.42
D342LAS	3	0.00	6.25	31.25	62.50	
D351LAC	4	0.00	0.00	12.50	35.00	52.50
D351LAS	3	0.00	2.50	20.00	77.50	
D352LAC	4	0.00	5.00	5.00	0.00	90.00
D352LAS	3	0.00	2.50	40.00	57.50	
D361LAC	4	0.00	7.14	0.00	25.00	67.86
D361LAS	3	0.00	7.14	28.57	64.29	
D362LAC	4	0.00	3.57	3.57	10.71	82.14
D362LAS	3	0.00	14.29	35.71	50.00	
D371LAC	4	0.00	0.00	0.00	50.00	50.00
D371LAS	3	0.00	0.00	8.33	91.67	

continued

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
D372LAC	4	0.00	0.00	25.00	25.00	50.00
D372LAS	3	0.00	0.00	50.00	50.00	
D381LAC	4	0.00	0.00	7.69	34.62	57.69
D381LAS	3	0.00	0.00	7.69	92.31	
D382LAC	4	0.00	0.00	15.38	15.38	69.23
D382LAS	3	0.00	0.00	26.92	73.08	
E111LAC	4	0.00	5.88	17.65	29.41	47.06
E111LAS	3	0.00	5.88	5.88	88.24	
E112LAC	4	0.00	0.00	17.65	35.29	47.06
E112LAS	3	0.00	5.88	5.88	88.24	
E121LAC	4	0.00	0.00	0.00	50.00	50.00
E121LAS	3	0.00	0.00	25.00	75.00	
E122LAC	4	0.00	0.00	0.00	25.00	75.00
E122LAS	3	0.00	0.00	0.00	100.00	
E131LAC	4	3.57	0.00	0.00	17.86	78.57
E131LAS	3	3.57	7.14	21.43	67.86	
E132LAC	4	0.00	0.00	3.57	42.86	53.57
E132LAS	3	0.00	3.57	42.86	53.57	
E141LAC	4	2.86	11.43	17.14	25.71	42.86
E141LAS	3	2.86	2.86	51.43	42.86	
E142LAC	4	2.86	2.86	5.71	28.57	60.00
E142LAS	3	2.86	5.71	42.86	48.57	
E151LAC	4	0.00	0.00	0.00	20.83	79.17
E151LAS	3	0.00	0.00	16.67	83.33	
E152LAC	4	0.00	0.00	0.00	12.50	87.50
E152LAS	3	0.00	4.17	12.50	83.33	
E161LAC	4	0.00	2.27	2.27	43.18	52.27
E161LAS	3	0.00	6.82	18.18	75.00	
E162LAC	4	0.00	0.00	4.55	29.55	65.91
E162LAS	3	0.00	4.55	15.91	79.55	
E171LAC	4	0.00	0.00	7.14	28.57	64.29
E171LAS	3	0.00	14.29	35.71	50.00	
E172LAC	4	0.00	0.00	0.00	35.71	64.29

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
E172LAS	3	0.00	7.14	50.00	42.86	
E181LAC	4	0.00	0.00	0.00	23.08	76.92
E181LAS	3	0.00	0.00	23.08	76.92	
E182LAC	4	0.00	0.00	3.85	30.77	65.38
E182LAS	3	0.00	0.00	26.92	73.08	
E511LAC	4	0.00	0.00	17.65	47.06	35.29
E511LAS	3	0.00	5.88	5.88	88.24	
E512LAC	4	0.00	0.00	11.76	35.29	52.94
E512LAS	3	0.00	5.88	5.88	88.24	
E521LAC	4	0.00	0.00	0.00	10.00	90.00
E521LAS	3	0.00	0.00	20.00	80.00	
E522LAC	4	0.00	0.00	10.00	10.00	80.00
E522LAS	3	0.00	0.00	20.00	80.00	
E531LAC	4	0.00	0.00	6.82	36.36	56.82
E531LAS	3	0.00	4.55	27.27	68.18	
E532LAC	4	0.00	0.00	6.82	22.73	70.45
E532LAS	3	0.00	6.82	36.36	56.82	
E541LAC	4	0.00	2.63	7.89	23.68	65.79
E541LAS	3	0.00	0.00	42.11	57.89	
E542LAC	4	0.00	0.00	7.89	26.32	65.79
E542LAS	3	0.00	5.26	39.47	55.26	
E551LAC	4	0.00	0.00	4.00	32.00	64.00
E551LAS	3	0.00	4.00	8.00	88.00	
E552LAC	4	0.00	0.00	12.00	20.00	68.00
E552LAS	3	0.00	4.00	36.00	60.00	
E561LAC	4	0.00	6.25	6.25	50.00	37.50
E561LAS	3	0.00	6.25	43.75	50.00	
E562LAC	4	0.00	6.25	25.00	37.50	31.25
E562LAS	3	0.00	0.00	43.75	56.25	
E571LAC	4	0.00	0.00	0.00	45.45	54.55
E571LAS	3	0.00	18.18	9.09	72.73	
E572LAC	4	0.00	0.00	9.09	45.45	45.45
E572LAS	3	0.00	9.09	18.18	72.73	

continued

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
E581LAC	4	0.00	3.33	6.67	33.33	56.67
E581LAS	3	0.00	6.67	16.67	76.67	

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
E582LAC	4	0.00	0.00	6.67	36.67	56.67
E582LAS	3	0.00	6.67	16.67	76.67	

**Table F-16. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Writing Grade 4**

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
B211LAC	4	2.90	0.00	11.59	31.88	53.62
B211LAS	3	2.90	2.90	11.59	82.61	
B212LAC	4	1.45	0.00	8.70	27.54	62.32
B212LAS	3	1.45	2.90	14.49	81.16	
B213LAC	4	2.90	2.90	14.49	34.78	44.93
B213LAS	3	2.90	4.35	14.49	78.26	
B221LAC	4	2.27	0.00	6.82	11.36	79.55
B221LAS	3	2.27	2.27	27.27	68.18	
B222LAC	4	2.27	9.09	15.91	34.09	38.64
B222LAS	3	2.27	9.09	40.91	47.73	
B223LAC	4	4.55	2.27	6.82	18.18	68.18
B223LAS	3	4.55	4.55	43.18	47.73	
B231LAC	4	0.00	7.50	10.00	27.50	55.00

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
B231LAS	3	0.00	5.00	32.50	62.50	
B232LAC	4	2.50	7.50	5.00	27.50	57.50
B232LAS	3	2.50	2.50	37.50	57.50	
B233LAC	4	0.00	2.50	5.00	35.00	57.50
B233LAS	3	0.00	5.00	35.00	60.00	
B241LAC	4	0.00	1.54	1.54	13.85	83.08
B241LAS	3	0.00	1.54	15.38	83.08	
B242LAC	4	0.00	3.08	7.69	20.00	69.23
B242LAS	3	0.00	0.00	21.54	78.46	
B243LAC	4	0.00	1.54	7.69	23.08	67.69
B243LAS	3	0.00	0.00	23.08	76.92	

**Table F-17. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Writing Grade 7**

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
B311LAC	4	0.00	3.57	17.86	46.43	32.14
B311LAS	3	0.00	10.71	17.86	71.43	
B312LAC	4	0.00	3.57	28.57	28.57	39.29
B312LAS	3	0.00	14.29	14.29	71.43	

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
B313LAC	4	0.00	17.86	39.29	35.71	7.14
B313LAS	3	0.00	7.14	32.14	60.71	
B321LAC	4	0.00	0.00	10.53	21.05	68.42
B321LAS	3	0.00	5.26	21.05	73.68	

continued

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
B322LAC	4	0.00	0.00	10.53	42.11	47.37
B322LAS	3	0.00	5.26	15.79	78.95	
B323LAC	4	0.00	5.26	15.79	36.84	42.11
B323LAS	3	0.00	0.00	31.58	68.42	
B331LAC	4	5.71	0.00	0.00	0.00	94.29
B331LAS	3	5.71	0.00	0.00	94.29	
B332LAC	4	0.00	2.86	0.00	8.57	88.57
B332LAS	3	0.00	0.00	14.29	85.71	
B333LAC	4	0.00	2.86	8.57	5.71	82.86
B333LAS	3	0.00	2.86	17.14	80.00	
B341LAC	4	0.00	0.00	0.00	16.33	83.67
B341LAS	3	0.00	0.00	14.29	85.71	
B342LAC	4	0.00	0.00	0.00	2.04	97.96
B342LAS	3	0.00	0.00	10.20	89.80	

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
B343LAC	4	0.00	2.04	8.16	20.41	69.39
B343LAS	3	0.00	0.00	18.37	81.63	
B351LAC	4	0.00	0.00	7.32	31.71	60.98
B351LAS	3	0.00	0.00	19.51	80.49	
B352LAC	4	0.00	2.44	12.20	24.39	60.98
B352LAS	3	0.00	0.00	12.20	87.80	
B353LAC	4	0.00	4.88	24.39	17.07	53.66
B353LAS	3	0.00	0.00	9.76	90.24	
B361LAC	4	0.00	0.00	9.38	37.50	53.13
B361LAS	3	0.00	0.00	12.50	87.50	
B362LAC	4	3.13	3.13	12.50	34.38	46.88
B362LAS	3	3.13	0.00	12.50	84.38	
B363LAC	4	0.00	0.00	15.63	28.13	56.25
B363LAS	3	0.00	0.00	31.25	68.75	

**Table F-18. 2013–14 PAAP: Item-Level Score Distributions for Constructed Response Items—
Writing High School**

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
B111LAC	4	0.00	0.00	16.67	44.44	38.89
B111LAS	3	0.00	5.56	11.11	83.33	
B112LAC	4	0.00	0.00	11.11	33.33	55.56
B112LAS	3	0.00	5.56	5.56	88.89	
B113LAC	4	0.00	5.56	5.56	61.11	27.78
B113LAS	3	0.00	5.56	11.11	83.33	
B121LAC	4	0.00	0.00	9.09	18.18	72.73
B121LAS	3	0.00	9.09	27.27	63.64	
B122LAC	4	9.09	0.00	0.00	18.18	72.73
B122LAS	3	9.09	0.00	18.18	72.73	
B123LAC	4	0.00	0.00	0.00	45.45	54.55
B123LAS	3	0.00	18.18	9.09	72.73	

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
B131LAC	4	0.00	0.00	9.09	22.73	68.18
B131LAS	3	0.00	4.55	13.64	81.82	
B132LAC	4	0.00	0.00	4.55	13.64	81.82
B132LAS	3	0.00	4.55	13.64	81.82	
B133LAC	4	0.00	0.00	0.00	9.09	90.91
B133LAS	3	0.00	9.09	18.18	72.73	
B141LAC	4	0.00	0.00	0.00	2.86	97.14
B141LAS	3	0.00	2.86	11.43	85.71	
B142LAC	4	0.00	0.00	14.29	20.00	65.71
B142LAS	3	0.00	2.86	28.57	68.57	
B143LAC	4	0.00	0.00	20.00	31.43	48.57
B143LAS	3	0.00	0.00	42.86	57.14	

continued

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
B151LAC	4	0.00	0.00	5.88	29.41	64.71
B151LAS	3	0.00	0.00	17.65	82.35	
B152LAC	4	0.00	0.00	14.71	26.47	58.82
B152LAS	3	0.00	2.94	29.41	67.65	
B153LAC	4	0.00	0.00	8.82	26.47	64.71
B153LAS	3	0.00	2.94	20.59	76.47	
B161LAC	4	2.63	0.00	2.63	47.37	47.37
B161LAS	3	2.63	2.63	18.42	76.32	
B162LAC	4	0.00	0.00	13.16	31.58	55.26
B162LAS	3	0.00	7.89	18.42	73.68	
B163LAC	4	0.00	0.00	15.79	44.74	39.47
B163LAS	3	0.00	5.26	21.05	73.68	
B171LAC	4	0.00	0.00	6.25	62.50	31.25

Item Number	Total Possible Points	Percent of Students at Score Point				
		0	1	2	3	4
B171LAS	3	0.00	0.00	0.00	100.00	
B172LAC	4	0.00	0.00	6.25	62.50	31.25
B172LAS	3	0.00	0.00	25.00	75.00	
B173LAC	4	0.00	12.50	18.75	37.50	31.25
B173LAS	3	0.00	0.00	18.75	81.25	
B181LAC	4	0.00	0.00	5.26	57.89	36.84
B181LAS	3	0.00	0.00	5.26	94.74	
B182LAC	4	0.00	0.00	31.58	42.11	26.32
B182LAS	3	0.00	0.00	26.32	73.68	
B183LAC	4	0.00	0.00	31.58	47.37	21.05
B183LAS	3	0.00	0.00	31.58	68.42	

APPENDIX G—SUBGROUP RELIABILITY

**Table G-1. 2013–14 PAAP: Subgroup Reliabilities—
Mathematics**

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
3	All Students	174	69	45.79	16.94	0.79	7.76
	Male	124	69	46.17	17.29	0.79	7.92
	Female	50	69	44.84	16.18	0.78	7.59
	Gender Not Reported	0	69				
	Hispanic or Latino	2	69				
	American Indian or Alaskan Native	0	69				
	Asian	2	69				
	Black or African American	8	69				
	Native Hawaiian or Pacific Islander	2	69				
	White (non-Hispanic)	156	69	45.22	17.09	0.80	7.64
	Two or more races	4	69				
	No Primary Race/Ethnicity Reported	0	69				
	Currently receiving LEP services	6	69				
	Former LEP student – monitoring year 1	0	69				
	Former LEP student – monitoring year 2	0	69				
	LEP: All Other Students	168	69	45.60	17.10	0.79	7.84
	Students with an IEP	174	69	45.79	16.94	0.79	7.76
	IEP: All Other Students	0	69				
	Economically Disadvantaged Students	116	69	47.48	15.99	0.80	7.15
	SES: All Other Students	58	69	42.40	18.39	0.76	9.01
	Migrant Students	0	69				
	Migrant: All Other Students	174	69	45.79	16.94	0.79	7.76
	Students receiving Title 1 Services	19	69	51.74	15.24	0.82	6.47
	Title 1: All Other Students	155	69	45.06	17.04	0.78	7.99
	Plan 504	1	69				
	Plan 504: All Other Students	173	69	45.65	16.90	0.79	7.74
	All Students	216	69	46.63	18.21	0.81	7.94
Male	132	69	46.44	18.03	0.83	7.43	
Female	84	69	46.93	18.60	0.78	8.72	
Gender Not Reported	0	69					

continued

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
4	Hispanic or Latino	5	69				
	American Indian or Alaskan Native	3	69				
	Asian	3	69				
	Black or African American	11	69	36.09	19.82	0.85	7.68
	Native Hawaiian or Pacific Islander	0	69				
	White (non-Hispanic)	191	69	47.81	17.87	0.78	8.38
	Two or more races	3	69				
	No Primary Race/Ethnicity Reported	0	69				
	Currently receiving LEP services	11	69	35.09	20.93	0.85	8.11
	Former LEP student – monitoring year 1	0	69				
	Former LEP student – monitoring year 2	0	69				
	LEP: All Other Students	205	69	47.25	17.90	0.81	7.80
	Students with an IEP	216	69	46.63	18.21	0.81	7.94
	IEP: All Other Students	0	69				
	Economically Disadvantaged Students	152	69	46.79	18.91	0.84	7.56
	SES: All Other Students	64	69	46.25	16.57	0.67	9.52
	Migrant Students	0	69				
	Migrant: All Other Students	216	69	46.63	18.21	0.81	7.94
	Students receiving Title 1 Services	13	69	38.00	21.39	0.86	8.00
	Title 1: All Other Students	203	69	47.18	17.91	0.80	8.01
	Plan 504	0	69				
	Plan 504: All Other Students	216	69	46.63	18.21	0.81	7.94
	All Students	203	69	53.50	16.26	0.75	8.13
	Male	136	69	53.14	16.71	0.76	8.19
	Female	67	69	54.22	15.40	0.73	8.00
	Gender Not Reported	0	69				
5	Hispanic or Latino	4	69				
	American Indian or Alaskan Native	1	69				
	Asian	1	69				
	Black or African American	13	69	57.23	13.87	0.26	11.93
	Native Hawaiian or Pacific Islander	0	69				
	White (non-Hispanic)	181	69	53.44	16.16	0.76	7.92

continued

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
5	Two or more races	3	69				
	No Primary Race/Ethnicity Reported	0	69				
	Currently receiving LEP services	7	69				
	Former LEP student – monitoring year 1	0	69				
	Former LEP student – monitoring year 2	0	69				
	LEP: All Other Students	196	69	53.24	16.38	0.75	8.19
	Students with an IEP	203	69	53.50	16.26	0.75	8.13
	IEP: All Other Students	0	69				
	Economically Disadvantaged Students	135	69	54.18	16.04	0.79	7.35
	SES: All Other Students	68	69	52.15	16.71	0.66	9.74
	Migrant Students	0	69				
	Migrant: All Other Students	203	69	53.50	16.26	0.75	8.13
	Students receiving Title 1 Services	20	69	49.15	17.84	0.81	7.78
	Title 1: All Other Students	183	69	53.97	16.05	0.74	8.18
	Plan 504	0	69				
	Plan 504: All Other Students	203	69	53.50	16.26	0.75	8.13
	6	All Students	190	99	67.41	23.19	0.84
Male		117	99	68.80	23.28	0.85	9.02
Female		73	99	65.16	23.02	0.83	9.49
Gender Not Reported		0	99				
Hispanic or Latino		3	99				
American Indian or Alaskan Native		4	99				
Asian		1	99				
Black or African American		8	99				
Native Hawaiian or Pacific Islander		0	99				
White (non-Hispanic)		170	99	67.13	23.20	0.81	10.11
Two or more races		4	99				
No Primary Race/Ethnicity Reported		0	99				
Currently receiving LEP services		2	99				
Former LEP student – monitoring year 1		0	99				
Former LEP student – monitoring year 2		0	99				
LEP: All Other Students		188	99	67.33	23.30	0.84	9.32

continued

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
6	Students with an IEP	190	99	67.41	23.19	0.84	9.28
	IEP: All Other Students	0	99				
	Economically Disadvantaged Students	136	99	69.64	21.98	0.78	10.31
	SES: All Other Students	54	99	61.78	25.33	0.91	7.60
	Migrant Students	0	99				
	Migrant: All Other Students	190	99	67.41	23.19	0.84	9.28
	Students receiving Title 1 Services	20	99	73.05	18.30	0.52	12.68
	Title 1: All Other Students	170	99	66.74	23.65	0.85	9.16
	Plan 504	0	99				
	Plan 504: All Other Students	190	99	67.41	23.19	0.84	9.28
7	All Students	203	99	65.27	26.27	0.71	14.15
	Male	134	99	66.34	26.31	0.68	14.88
	Female	69	99	63.19	26.26	0.75	13.13
	Gender Not Reported	0	99				
	Hispanic or Latino	11	99	54.36	27.43	0.72	14.51
	American Indian or Alaskan Native	3	99				
	Asian	1	99				
	Black or African American	8	99				
	Native Hawaiian or Pacific Islander	1	99				
	White (non-Hispanic)	177	99	65.99	26.19	0.70	14.34
	Two or more races	2	99				
	No Primary Race/Ethnicity Reported	0	99				
	Currently receiving LEP services	10	99	59.20	27.81	0.76	13.62
	Former LEP student – monitoring year 1	0	99				
	Former LEP student – monitoring year 2	0	99				
	LEP: All Other Students	193	99	65.59	26.22	0.71	14.12
	Students with an IEP	203	99	65.27	26.27	0.71	14.15
	IEP: All Other Students	0	99				
	Economically Disadvantaged Students	145	99	67.98	25.10	0.65	14.85
	SES: All Other Students	58	99	58.50	28.08	0.79	12.87
Migrant Students	0	99					
Migrant: All Other Students	203	99	65.27	26.27	0.71	14.15	

continued

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
7	Students receiving Title 1 Services	9	99				
	Title 1: All Other Students	194	99	65.44	26.54	0.72	14.04
	Plan 504	0	99				
	Plan 504: All Other Students	203	99	65.27	26.27	0.71	14.15
HS	All Students	195	129	81.48	31.22	0.66	18.20
	Male	121	129	82.45	30.22	0.64	18.13
	Female	74	129	79.89	32.93	0.66	19.20
	Gender Not Reported	0	129				
	Hispanic or Latino	3	129				
	American Indian or Alaskan Native	3	129				
	Asian	2	129				
	Black or African American	11	129	82.09	34.45	0.28	29.23
	Native Hawaiian or Pacific Islander	0	129				
	White (non-Hispanic)	175	129	81.22	31.53	0.68	17.84
	Two or more races	1	129				
	No Primary Race/Ethnicity Reported	0	129				
	Currently receiving LEP services	11	129	90.27	32.66	0.64	19.60
	Former LEP student – monitoring year 1	0	129				
	Former LEP student – monitoring year 2	0	129				
	LEP: All Other Students	184	129	80.96	31.14	0.66	18.16
	Students with an IEP	195	129	81.48	31.22	0.66	18.20
	IEP: All Other Students	0	129				
	Economically Disadvantaged Students	105	129	86.15	29.12	0.70	15.95
	SES: All Other Students	90	129	76.03	32.82	0.61	20.50
Migrant Students	0	129					
Migrant: All Other Students	195	129	81.48	31.22	0.66	18.20	
Students receiving Title 1 Services	0	129					
Title 1: All Other Students	195	129	81.48	31.22	0.66	18.20	
Plan 504	0	129					
Plan 504: All Other Students	195	129	81.48	31.22	0.66	18.20	

**Table G-2. 2013–14 PAAP: Subgroup Reliabilities—
Reading**

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
3	All Students	182	46	32.07	11.31	0.80	5.06
	Male	132	46	31.88	11.43	0.80	5.11
	Female	50	46	32.58	11.09	0.82	4.71
	Gender Not Reported	0	46				
	Hispanic or Latino	3	46				
	American Indian or Alaskan Native	1	46				
	Asian	2	46				
	Black or African American	8	46				
	Native Hawaiian or Pacific Islander	2	46				
	White (non-Hispanic)	162	46	31.83	11.44	0.81	4.99
	Two or more races	4	46				
	No Primary Race/Ethnicity Reported	0	46				
	Currently receiving LEP services	6	46				
	Former LEP student – monitoring year 1	0	46				
	Former LEP student – monitoring year 2	0	46				
	LEP: All Other Students	176	46	32.04	11.33	0.80	5.07
	Students with an IEP	182	46	32.07	11.31	0.80	5.06
	IEP: All Other Students	0	46				
	Economically Disadvantaged Students	122	46	32.68	10.55	0.79	4.83
	SES: All Other Students	60	46	30.83	12.72	0.83	5.24
	Migrant Students	0	46				
	Migrant: All Other Students	182	46	32.07	11.31	0.80	5.06
	Students receiving Title 1 Services	20	46	34.05	9.90	0.83	4.08
	Title 1: All Other Students	162	46	31.83	11.47	0.80	5.13
	Plan 504	1	46				
	Plan 504: All Other Students	181	46	32.00	11.30	0.80	5.05
	4	All Students	221	46	34.70	11.48	0.75
Male		137	46	34.12	11.64	0.77	5.58
Female		84	46	35.65	11.21	0.69	6.24
Gender Not Reported		0	46				

continued

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
4	Hispanic or Latino	5	46				
	American Indian or Alaskan Native	3	46				
	Asian	3	46				
	Black or African American	11	46	25.36	11.75	0.84	4.70
	Native Hawaiian or Pacific Islander	0	46				
	White (non-Hispanic)	196	46	35.74	10.91	0.67	6.27
	Two or more races	3	46				
	No Primary Race/Ethnicity Reported	0	46				
	Currently receiving LEP services	11	46	22.82	11.76	0.86	4.40
	Former LEP student – monitoring year 1	0	46				
	Former LEP student – monitoring year 2	0	46				
	LEP: All Other Students	210	46	35.32	11.15	0.74	5.69
	Students with an IEP	221	46	34.70	11.48	0.75	5.74
	IEP: All Other Students	0	46				
	Economically Disadvantaged Students	156	46	35.03	11.78	0.78	5.53
	SES: All Other Students	65	46	33.92	10.77	0.63	6.55
	Migrant Students	0	46				
	Migrant: All Other Students	221	46	34.70	11.48	0.75	5.74
	Students receiving Title 1 Services	14	46	31.21	15.60	0.87	5.62
	Title 1: All Other Students	207	46	34.94	11.16	0.74	5.69
	Plan 504	0	46				
	Plan 504: All Other Students	221	46	34.70	11.48	0.75	5.74
	All Students	200	46	36.83	10.88	0.71	5.86
Male	134	46	36.58	11.03	0.69	6.14	
Female	66	46	37.32	10.63	0.73	5.52	
Gender Not Reported	0	46					
5	Hispanic or Latino	4	46				
	American Indian or Alaskan Native	1	46				
	Asian	1	46				
	Black or African American	13	46	36.62	8.10	0.46	5.95
	Native Hawaiian or Pacific Islander	0	46				
	White (non-Hispanic)	178	46	36.97	10.93	0.72	5.78

continued

Grade	Group	Number of Students	Raw Score			Alpha	SEM	
			Maximum	Mean	Standard Deviation			
5	Two or more races	3	46					
	No Primary Race/Ethnicity Reported	0	46					
	Currently receiving LEP services	7	46					
	Former LEP student – monitoring year 1	0	46					
	Former LEP student – monitoring year 2	0	46					
	LEP: All Other Students	193	46	36.81	11.02	0.71	5.93	
	Students with an IEP	200	46	36.83	10.88	0.71	5.86	
	IEP: All Other Students	0	46					
	Economically Disadvantaged Students	134	46	36.75	10.91	0.75	5.46	
	SES: All Other Students	66	46	36.98	10.90	0.51	7.63	
	Migrant Students	0	46					
	Migrant: All Other Students	200	46	36.83	10.88	0.71	5.86	
	Students receiving Title 1 Services	20	46	33.50	11.44	0.59	7.33	
	Title 1: All Other Students	180	46	37.19	10.78	0.73	5.60	
	Plan 504	0	46					
	Plan 504: All Other Students	200	46	36.83	10.88	0.71	5.86	
	6	All Students	194	66	44.61	16.45	0.63	10.01
		Male	121	66	45.63	15.99	0.56	10.61
Female		73	66	42.93	17.17	0.73	8.92	
Gender Not Reported		0	66					
Hispanic or Latino		2	66					
American Indian or Alaskan Native		4	66					
Asian		1	66					
Black or African American		8	66					
Native Hawaiian or Pacific Islander		0	66					
White (non-Hispanic)		175	66	44.62	16.44	0.62	10.13	
Two or more races		4	66					
No Primary Race/Ethnicity Reported		0	66					
Currently receiving LEP services		2	66					
Former LEP student – monitoring year 1		0	66					
Former LEP student – monitoring year 2		0	66					
LEP: All Other Students		192	66	44.64	16.53	0.63	10.05	

continued

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
6	Students with an IEP	194	66	44.61	16.45	0.63	10.01
	IEP: All Other Students	0	66				
	Economically Disadvantaged Students	140	66	45.38	16.07	0.47	11.70
	SES: All Other Students	54	66	42.63	17.40	0.80	7.78
	Migrant Students	0	66				
	Migrant: All Other Students	194	66	44.61	16.45	0.63	10.01
	Students receiving Title 1 Services	21	66	48.67	14.22	0.21	12.64
	Title 1: All Other Students	173	66	44.12	16.67	0.64	10.00
	Plan 504	0	66				
	Plan 504: All Other Students	194	66	44.61	16.45	0.63	10.01
	7	All Students	199	66	44.87	17.76	0.53
Male		132	66	44.58	18.26	0.45	13.54
Female		67	66	45.45	16.84	0.62	10.38
Gender Not Reported		0	66				
Hispanic or Latino		11	66	33.36	17.95	0.29	15.12
American Indian or Alaskan Native		3	66				
Asian		1	66				
Black or African American		8	66				
Native Hawaiian or Pacific Islander		1	66				
White (non-Hispanic)		173	66	45.73	17.51	0.48	12.63
Two or more races		2	66				
No Primary Race/Ethnicity Reported		0	66				
Currently receiving LEP services		10	66	33.80	17.47	0.39	13.64
Former LEP student – monitoring year 1		0	66				
Former LEP student – monitoring year 2		0	66				
LEP: All Other Students		189	66	45.46	17.62	0.54	11.95
Students with an IEP		199	66	44.87	17.76	0.53	12.18
IEP: All Other Students		0	66				
Economically Disadvantaged Students		143	66	46.98	16.52	0.34	13.42
SES: All Other Students		56	66	39.50	19.73	0.68	11.16
Migrant Students		0	66				
Migrant: All Other Students	199	66	44.87	17.76	0.53	12.18	

continued

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
7	Students receiving Title 1 Services	10	66	46.80	15.65	-0.25	17.50
	Title 1: All Other Students	189	66	44.77	17.89	0.55	12.00
	Plan 504	0	66				
	Plan 504: All Other Students	199	66	44.87	17.76	0.53	12.18
HS	All Students	196	86	51.95	20.97	0.57	13.75
	Male	122	86	52.33	20.46	0.64	12.28
	Female	74	86	51.32	21.92	0.46	16.11
	Gender Not Reported	0	86				
	Hispanic or Latino	3	86				
	American Indian or Alaskan Native	3	86				
	Asian	2	86				
	Black or African American	11	86	49.82	20.65	-0.37	24.17
	Native Hawaiian or Pacific Islander	0	86				
	White (non-Hispanic)	176	86	51.72	20.92	0.59	13.40
	Two or more races	1	86				
	No Primary Race/Ethnicity Reported	0	86				
	Currently receiving LEP services	11	86	56.55	19.30	0.54	13.09
	Former LEP student – monitoring year 1	0	86				
	Former LEP student – monitoring year 2	0	86				
	LEP: All Other Students	185	86	51.68	21.09	0.58	13.67
	Students with an IEP	196	86	51.95	20.97	0.57	13.75
	IEP: All Other Students	0	86				
	Economically Disadvantaged Students	106	86	54.92	19.72	0.56	13.08
	SES: All Other Students	90	86	48.44	21.96	0.59	14.06
Migrant Students	0	86					
Migrant: All Other Students	196	86	51.95	20.97	0.57	13.75	
Students receiving Title 1 Services	0	86					
Title 1: All Other Students	196	86	51.95	20.97	0.57	13.75	
Plan 504	0	86					
Plan 504: All Other Students	196	86	51.95	20.97	0.57	13.75	

**Table G-3. 2013–14 PAAP: Subgroup Reliabilities—
Science**

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
5	All Students	200	69	47.34	14.50	0.72	7.67
	Male	134	69	47.52	14.98	0.70	8.20
	Female	66	69	46.95	13.58	0.76	6.65
	Gender Not Reported	0	69				
	Hispanic or Latino	4	69				
	American Indian or Alaskan Native	1	69				
	Asian	1	69				
	Black or African American	13	69	49.85	12.44	-0.48	15.13
	Native Hawaiian or Pacific Islander	0	69				
	White (non-Hispanic)	178	69	47.45	14.56	0.75	7.28
	Two or more races	3	69				
	No Primary Race/Ethnicity Reported	0	69				
	Currently receiving LEP services	7	69				
	Former LEP student – monitoring year 1	0	69				
	Former LEP student – monitoring year 2	0	69				
	LEP: All Other Students	193	69	47.25	14.63	0.73	7.60
	Students with an IEP	200	69	47.34	14.50	0.72	7.67
	IEP: All Other Students	0	69				
	Economically Disadvantaged Students	134	69	47.75	14.13	0.76	6.92
	SES: All Other Students	66	69	46.48	15.32	0.64	9.19
	Migrant Students	0	69				
	Migrant: All Other Students	200	69	47.34	14.50	0.72	7.67
	Students receiving Title 1 Services	20	69	40.55	12.31	0.79	5.64
	Title 1: All Other Students	180	69	48.09	14.56	0.72	7.70
	Plan 504	0	69				
	Plan 504: All Other Students	200	69	47.34	14.50	0.72	7.67
8	All Students	241	99	62.52	23.51	0.83	9.69
	Male	162	99	60.58	22.63	0.77	10.85
	Female	79	99	66.51	24.88	0.89	8.25
	Gender Not Reported	0	99				

continued

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
8	Hispanic or Latino	7	99				
	American Indian or Alaskan Native	1	99				
	Asian	1	99				
	Black or African American	8	99				
	Native Hawaiian or Pacific Islander	1	99				
	White (non-Hispanic)	222	99	62.58	23.33	0.80	10.43
	Two or more races	1	99				
	No Primary Race/Ethnicity Reported	0	99				
	Currently receiving LEP services	7	99				
	Former LEP student – monitoring year 1	0	99				
	Former LEP student – monitoring year 2	0	99				
	LEP: All Other Students	234	99	62.47	23.64	0.83	9.75
	Students with an IEP	241	99	62.52	23.51	0.83	9.69
	IEP: All Other Students	0	99				
	Economically Disadvantaged Students	149	99	63.64	22.92	0.81	9.99
	SES: All Other Students	92	99	60.72	24.44	0.85	9.47
	Migrant Students	0	99				
	Migrant: All Other Students	241	99	62.52	23.51	0.83	9.69
	Students receiving Title 1 Services	10	99	64.10	9.55	0.58	6.19
	Title 1: All Other Students	231	99	62.45	23.93	0.84	9.57
	Plan 504	1	99				
	Plan 504: All Other Students	240	99	62.51	23.55	0.83	9.71
	All Students	192	129	77.72	30.22	0.64	18.13
	Male	119	129	77.52	29.65	0.65	17.54
	Female	73	129	78.05	31.34	0.61	19.57
	Gender Not Reported	0	129				
HS	Hispanic or Latino	3	129				
	American Indian or Alaskan Native	3	129				
	Asian	2	129				
	Black or African American	11	129	79.55	34.61	0.64	20.77
	Native Hawaiian or Pacific Islander	0	129				
	White (non-Hispanic)	172	129	77.10	30.23	0.64	18.14

continued

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
HS	Two or more races	1	129				
	No Primary Race/Ethnicity Reported	0	129				
	Currently receiving LEP services	11	129	87.18	35.97	0.71	19.37
	Former LEP student – monitoring year 1	0	129				
	Former LEP student – monitoring year 2	0	129				
	LEP: All Other Students	181	129	77.15	29.86	0.63	18.16
	Students with an IEP	192	129	77.72	30.22	0.64	18.13
	IEP: All Other Students	0	129				
	Economically Disadvantaged Students	103	129	82.34	30.07	0.62	18.54
	SES: All Other Students	89	129	72.38	29.67	0.66	17.30
	Migrant Students	0	129				
	Migrant: All Other Students	192	129	77.72	30.22	0.64	18.13
	Students receiving Title 1 Services	0	129				
	Title 1: All Other Students	192	129	77.72	30.22	0.64	18.13
	Plan 504	0	129				
	Plan 504: All Other Students	192	129	77.72	30.22	0.64	18.13

**Table G-4. 2013–14 PAAP: Subgroup Reliabilities—
Writing**

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
4	All Students	218	23	14.49	6.38	0.63	3.88
	Male	135	23	14.16	6.33	0.72	3.35
	Female	83	23	15.04	6.45	0.44	4.83
	Gender Not Reported	0	23				
	Hispanic or Latino	5	23				
	American Indian or Alaskan Native	3	23				
	Asian	3	23				
	Black or African American	11	23	10.64	5.92	0.91	1.78
	Native Hawaiian or Pacific Islander	0	23				
	White (non-Hispanic)	193	23	14.93	6.26	0.50	4.43
	Two or more races	3	23				
	No Primary Race/Ethnicity Reported	0	23				
	Currently receiving LEP services	11	23	10.73	6.60	0.87	2.38
	Former LEP student – monitoring year 1	0	23				
	Former LEP student – monitoring year 2	0	23				
	LEP: All Other Students	207	23	14.69	6.32	0.59	4.05
	Students with an IEP	218	23	14.49	6.38	0.63	3.88
	IEP: All Other Students	0	23				
	Economically Disadvantaged Students	155	23	14.59	6.46	0.68	3.65
	SES: All Other Students	63	23	14.24	6.21	0.37	4.93
	Migrant Students	0	23				
	Migrant: All Other Students	218	23	14.49	6.38	0.63	3.88
	Students receiving Title 1 Services	14	23	12.64	6.77	0.79	3.10
	Title 1: All Other Students	204	23	14.62	6.35	0.62	3.91
	Plan 504	0	23				
	Plan 504: All Other Students	218	23	14.49	6.38	0.63	3.88
7	All Students	204	33	21.12	8.21	0.41	6.31
	Male	136	33	21.54	8.19	0.34	6.65
	Female	68	33	20.28	8.26	0.49	5.90
	Gender Not Reported	0	33				

continued

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
7	Hispanic or Latino	11	33	18.18	7.57	0.44	5.66
	American Indian or Alaskan Native	3	33				
	Asian	1	33				
	Black or African American	8	33				
	Native Hawaiian or Pacific Islander	1	33				
	White (non-Hispanic)	178	33	21.30	8.23	0.36	6.58
	Two or more races	2	33				
	No Primary Race/Ethnicity Reported	0	33				
	Currently receiving LEP services	10	33	17.80	7.21	0.49	5.15
	Former LEP student – monitoring year 1	0	33				
	Former LEP student – monitoring year 2	0	33				
	LEP: All Other Students	194	33	21.29	8.24	0.40	6.38
	Students with an IEP	204	33	21.12	8.21	0.41	6.31
	IEP: All Other Students	0	33				
	Economically Disadvantaged Students	144	33	22.06	7.87	0.26	6.77
	SES: All Other Students	60	33	18.87	8.64	0.52	5.99
	Migrant Students	0	33				
	Migrant: All Other Students	204	33	21.12	8.21	0.41	6.31
	Students receiving Title 1 Services	10	33	21.10	7.69	-0.50	9.42
	Title 1: All Other Students	194	33	21.12	8.26	0.42	6.29
	Plan 504	0	33				
	Plan 504: All Other Students	204	33	21.12	8.21	0.41	6.31
	All Students	193	43	25.82	9.91	0.09	9.45
	Male	119	43	25.61	9.52	0.03	9.38
	Female	74	43	26.15	10.55	0.18	9.55
	Gender Not Reported	0	43				
HS	Hispanic or Latino	3	43				
	American Indian or Alaskan Native	3	43				
	Asian	2	43				
	Black or African American	11	43	25.82	11.63	0.00	11.63
	Native Hawaiian or Pacific Islander	0	43				
	White (non-Hispanic)	173	43	25.69	9.87	0.13	9.21

continued

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
HS	Two or more races	1	43				
	No Primary Race/Ethnicity Reported	0	43				
	Currently receiving LEP services	11	43	28.27	9.90	0.67	5.69
	Former LEP student – monitoring year 1	0	43				
	Former LEP student – monitoring year 2	0	43				
	LEP: All Other Students	182	43	25.67	9.91	0.05	9.66
	Students with an IEP	193	43	25.82	9.91	0.09	9.45
	IEP: All Other Students	0	43				
	Economically Disadvantaged Students	104	43	27.10	9.47	-0.05	9.70
	SES: All Other Students	89	43	24.33	10.24	0.21	9.10
	Migrant Students	0	43				
	Migrant: All Other Students	193	43	25.82	9.91	0.09	9.45
	Students receiving Title 1 Services	0	43				
	Title 1: All Other Students	193	43	25.82	9.91	0.09	9.45
	Plan 504	0	43				
	Plan 504: All Other Students	193	43	25.82	9.91	0.09	9.45

APPENDIX H—DECISION ACCURACY AND CONSISTENCY RESULTS

Table H-1. 2013–14 PAAP: Summary of Decision Accuracy (and Consistency) Results by Subject and Grade—Overall and Conditional on Performance Level

<i>Subject</i>	<i>Grade</i>	<i>Overall</i>	<i>Kappa</i>	<i>Conditional on Level</i>	
				<i>Not Proficient</i>	<i>Proficient</i>
Mathematics	3	0.90 (0.86)	0.72	0.81 (0.79)	0.64 (0.58)
	4	0.91 (0.87)	0.72	0.81 (0.77)	0.44 (0.49)
	5	0.90 (0.86)	0.70	0.80 (0.74)	0.81 (0.75)
	6	0.87 (0.81)	0.64	0.72 (0.69)	0.63 (0.52)
	7	0.82 (0.77)	0.61	0.74 (0.71)	0.66 (0.58)
	HS	0.90 (0.87)	0.68	0.75 (0.69)	0.68 (0.66)
Reading	3	0.89 (0.87)	0.55	0.55 (0.49)	0.66 (0.66)
	4	0.89 (0.85)	0.58	0.64 (0.54)	0.72 (0.60)
	5	0.82 (0.78)	0.54	0.60 (0.53)	0.53 (0.54)
	6	0.75 (0.70)	0.53	0.67 (0.65)	0.58 (0.48)
	7	0.84 (0.79)	0.62	0.74 (0.69)	0.74 (0.65)
	HS	0.88 (0.84)	0.70	0.81 (0.78)	0.82 (0.75)
Science	5	0.79 (0.74)	0.58	0.74 (0.73)	0.66 (0.54)
	8	0.79 (0.73)	0.56	0.66 (0.62)	0.52 (0.47)
	HS	0.63 (0.60)	0.41	0.54 (0.52)	0.44 (0.37)
Writing	4	0.69 (0.65)	0.40	0.46 (0.38)	0.62 (0.51)
	7	0.88 (0.84)	0.68	0.77 (0.72)	0.74 (0.69)
	HS	0.90 (0.86)	0.72	0.81 (0.79)	0.64 (0.58)

Table H-2. 2013–14 PAAP: Summary of Decision Accuracy (and Consistency) Results by Subject and Grade—Conditional on Cut Point

Subject	Grade	Not Proficient / Proficient		
		Accuracy (consistency)	False	
			Positive	Negative
Mathematics	3	0.90 (0.86)	0.07	0.03
	4	0.91 (0.87)	0.06	0.03
	5	0.90 (0.86)	0.06	0.04
	6	0.87 (0.81)	0.11	0.03
	7	0.82 (0.77)	0.12	0.06
	HS	0.90 (0.87)	0.06	0.04
Reading	3	0.89 (0.87)	0.08	0.03
	4	0.89 (0.85)	0.07	0.04
	5	0.82 (0.78)	0.11	0.06
	6	0.75 (0.70)	0.19	0.06
	7	0.84 (0.79)	0.10	0.06
	HS	0.88 (0.84)	0.07	0.05
Science	5	0.79 (0.74)	0.16	0.05
	8	0.79 (0.73)	0.15	0.06
	HS	0.63 (0.60)	0.30	0.07
Writing	4	0.69 (0.65)	0.20	0.11
	7	0.88 (0.84)	0.07	0.05
	HS	0.90 (0.86)	0.07	0.03

APPENDIX I—INTERRATER CONSISTENCY

**Table I-1. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Mathematics Grade 3**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A111LAC	4	24	100.00	0.00	1.00	0.00
A111LAS	3	24	100.00	0.00	1.00	0.00
A112LAC	4	24	100.00	0.00	1.00	0.00
A112LAS	3	24	95.83	4.17	0.97	4.17
A121LAC	4	47	100.00	0.00	1.00	0.00
A121LAS	3	47	100.00	0.00	1.00	0.00
A122LAC	4	46	93.48	6.52	0.88	6.52
A122LAS	3	46	100.00	0.00	1.00	2.17
A131LAC	4	39	89.74	7.69	0.89	12.82
A131LAS	3	39	94.87	2.56	0.80	5.13
A132LAC	4	39	66.67	17.95	0.72	33.33
A132LAS	3	39	100.00	0.00	1.00	0.00
A141LAC	4	57	94.74	5.26	0.91	5.26
A141LAS	3	57	100.00	0.00	1.00	0.00
A142LAC	4	57	61.40	22.81	0.62	38.60
A142LAS	3	57	98.25	1.75	0.93	1.75
B311LAC	4	33	87.88	9.09	0.82	12.12
B311LAS	3	33	100.00	0.00	1.00	0.00
B312LAC	4	33	90.91	3.03	0.76	9.09
B312LAS	3	33	96.97	0.00	0.82	3.03
B321LAC	4	30	93.33	6.67	0.93	6.67
B321LAS	3	30	100.00	0.00	1.00	0.00
B322LAC	4	29	93.10	6.90	0.94	10.34
B322LAS	3	29	96.55	3.45	0.95	3.45
B331LAC	4	45	95.56	2.22	0.79	4.44
B331LAS	3	45	97.78	0.00	0.72	2.22
B332LAC	4	45	93.33	2.22	0.49	6.67
B332LAS	3	45	97.78	0.00	0.63	4.44
B341LAC	4	58	98.28	1.72	0.98	1.72
B341LAS	3	58	100.00	0.00	1.00	0.00
B342LAC	4	58	96.55	3.45	0.98	3.45
B342LAS	3	58	98.28	0.00	0.92	1.72
C111LAC	4	26	88.46	7.69	0.77	11.54
C111LAS	3	26	96.15	3.85	0.98	3.85
C112LAC	4	26	96.15	0.00	0.83	3.85
C112LAS	3	26	96.15	3.85	0.97	3.85
C121LAC	4	48	93.75	4.17	0.87	6.25
C121LAS	3	48	100.00	0.00	1.00	0.00
C122LAC	4	47	89.36	6.38	0.87	10.64
C122LAS	3	47	100.00	0.00	1.00	2.13
C131LAC	4	55	100.00	0.00	1.00	0.00
C131LAS	3	55	100.00	0.00	1.00	0.00
C132LAC	4	55	94.55	3.64	0.72	5.45
C132LAS	3	55	98.18	0.00	0.72	1.82
C141LAC	4	33	93.94	3.03	0.78	6.06

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
C141LAS	3	33	100.00	0.00	1.00	0.00
C142LAC	4	33	93.94	0.00	0.88	6.06
C142LAS	3	33	96.97	0.00	0.80	3.03

**Table I-2. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Mathematics Grade 4**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A411LAC	4	47	91.49	8.51	0.94	8.51
A411LAS	3	47	97.87	2.13	0.98	0.00
A412LAC	4	48	97.92	2.08	0.99	2.08
A412LAS	3	48	97.92	0.00	0.92	4.17
A421LAC	4	27	88.89	7.41	0.85	11.11
A421LAS	3	27	96.30	3.70	0.91	3.70
A422LAC	4	26	88.46	7.69	0.78	11.54
A422LAS	3	26	92.31	7.69	0.82	7.69
A431LAC	4	52	94.23	3.85	0.95	5.77
A431LAS	3	52	98.08	0.00	0.89	1.92
A432LAC	4	52	98.08	0.00	0.96	1.92
A432LAS	3	52	98.08	1.92	0.98	1.92
A441LAC	4	82	96.34	3.66	0.97	4.88
A441LAS	3	82	100.00	0.00	1.00	1.22
A442LAC	4	82	90.24	4.88	0.87	10.98
A442LAS	3	82	100.00	0.00	1.00	1.22
B211LAC	4	40	97.50	2.50	0.98	2.50
B211LAS	3	40	100.00	0.00	1.00	0.00
B212LAC	4	39	97.44	0.00	0.94	2.56
B212LAS	3	39	100.00	0.00	1.00	0.00
B221LAC	4	62	95.16	4.84	0.95	4.84
B221LAS	3	62	98.39	1.61	0.98	1.61
B222LAC	4	61	93.44	4.92	0.89	6.56
B222LAS	3	61	95.08	4.92	0.94	4.92
B231LAC	4	34	94.12	5.88	0.95	5.88
B231LAS	3	34	97.06	2.94	0.94	2.94
B232LAC	4	34	100.00	0.00	1.00	0.00
B232LAS	3	34	97.06	0.00	0.60	2.94
B241LAC	4	69	98.55	1.45	0.98	1.45
B241LAS	3	69	98.55	0.00	0.60	1.45
B242LAC	4	70	91.43	8.57	0.91	8.57
B242LAS	3	70	98.57	0.00	0.53	1.43
D111LAC	4	49	100.00	0.00	1.00	0.00
D111LAS	3	49	97.96	2.04	0.99	0.00
D112LAC	4	48	93.75	6.25	0.97	6.25
D112LAS	3	48	97.92	2.08	0.99	0.00
D121LAC	4	32	100.00	0.00	1.00	0.00
D121LAS	3	32	100.00	0.00	1.00	0.00

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
D122LAC	4	31	100.00	0.00	1.00	0.00
D122LAS	3	31	96.77	3.23	0.94	3.23
D131LAC	4	43	97.67	2.33	0.96	2.33
D131LAS	3	43	97.67	2.33	0.97	2.33
D132LAC	4	43	93.02	6.98	0.90	6.98
D132LAS	3	43	100.00	0.00	1.00	0.00
D141LAC	4	82	98.78	1.22	0.99	1.22
D141LAS	3	82	100.00	0.00	1.00	0.00
D142LAC	4	82	97.56	2.44	0.98	2.44
D142LAS	3	82	97.56	0.00	0.67	2.44

**Table I-3. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Mathematics Grade 5**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A311LAC	4	28	100.00	0.00	1.00	0.00
A311LAS	3	28	100.00	0.00	1.00	0.00
A312LAC	4	28	96.43	3.57	0.98	3.57
A312LAS	3	28	100.00	0.00	1.00	0.00
A321LAC	4	17	100.00	0.00	1.00	0.00
A321LAS	3	17	94.12	0.00	0.26	0.00
A322LAC	4	18	100.00	0.00	1.00	0.00
A322LAS	3	18	100.00	0.00		0.00
A331LAC	4	62	90.32	9.68	0.88	9.68
A331LAS	3	62	95.16	3.23	0.75	4.84
A332LAC	4	62	96.77	3.23	0.97	3.23
A332LAS	3	62	98.39	0.00	0.79	3.23
A341LAC	4	92	92.39	5.43	0.79	7.61
A341LAS	3	92	98.91	1.09	0.94	1.09
A342LAC	4	92	93.48	4.35	0.83	7.61
A342LAS	3	92	96.74	0.00	0.41	3.26
B311LAC	4	21	90.48	9.52	0.90	9.52
B311LAS	3	21	95.24	4.76	0.96	4.76
B312LAC	4	20	85.00	15.00	0.88	15.00
B312LAS	3	20	95.00	5.00	0.96	5.00
B321LAC	4	16	100.00	0.00	1.00	0.00
B321LAS	3	16	100.00	0.00	1.00	0.00
B322LAC	4	16	100.00	0.00	1.00	0.00
B322LAS	3	16	100.00	0.00	1.00	0.00
B331LAC	4	41	97.56	2.44	0.95	2.44
B331LAS	3	41	95.12	2.44	0.60	4.88
B332LAC	4	41	100.00	0.00	1.00	0.00
B332LAS	3	41	97.56	2.44	0.93	2.44
B341LAC	4	119	98.32	1.68	0.95	1.68
B341LAS	3	119	99.16	0.84	0.98	0.84
B342LAC	4	118	95.76	2.54	0.90	4.24

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
B342LAS	3	118	97.46	1.69	0.84	2.54
C111LAC	4	22	95.45	4.55	0.98	4.55
C111LAS	3	22	100.00	0.00	1.00	0.00
C112LAC	4	21	100.00	0.00	1.00	0.00
C112LAS	3	21	100.00	0.00	1.00	0.00
C121LAC	4	34	85.29	11.76	0.80	14.71
C121LAS	3	34	100.00	0.00	1.00	0.00
C122LAC	4	33	90.91	9.09	0.93	9.09
C122LAS	3	33	96.97	3.03	0.91	3.03
C131LAC	4	60	96.67	3.33	0.95	3.33
C131LAS	3	60	100.00	0.00	1.00	0.00
C132LAC	4	60	100.00	0.00	1.00	0.00
C132LAS	3	60	100.00	0.00	1.00	0.00
C141LAC	4	79	98.73	1.27	0.99	1.27
C141LAS	3	79	100.00	0.00	1.00	0.00
C142LAC	4	79	96.20	3.80	0.99	3.80
C142LAS	3	79	97.47	1.27	0.82	2.53

**Table I-4. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Mathematics Grade 6**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A211LAC	4	19	100.00	0.00	1.00	0.00
A211LAS	3	19	100.00	0.00	1.00	0.00
A212LAC	4	19	100.00	0.00	1.00	0.00
A212LAS	3	19	100.00	0.00	1.00	0.00
A221LAC	4	17	70.59	11.76	0.63	29.41
A221LAS	3	17	100.00	0.00	1.00	0.00
A222LAC	4	17	70.59	5.88	0.29	29.41
A222LAS	3	17	100.00	0.00	1.00	0.00
A231LAC	4	26	88.46	0.00	0.47	11.54
A231LAS	3	26	92.31	3.85	0.59	7.69
A232LAC	4	26	92.31	0.00	0.44	7.69
A232LAS	3	26	96.15	0.00	0.38	3.85
A241LAC	4	57	98.25	1.75	0.98	1.75
A241LAS	3	57	98.25	0.00	0.59	1.75
A242LAC	4	57	98.25	1.75	0.98	1.75
A242LAS	3	57	98.25	0.00	0.61	1.75
A251LAC	4	47	93.62	6.38	0.88	6.38
A251LAS	3	47	91.49	0.00	0.17	8.51
A252LAC	4	47	95.74	4.26	0.94	4.26
A252LAS	3	47	91.49	0.00	0.21	8.51
A261LAC	4	19	84.21	10.53	0.87	15.79
A261LAS	3	19	100.00	0.00	1.00	0.00
A262LAC	4	19	73.68	15.79	0.70	26.32
A262LAS	3	19	100.00	0.00	1.00	0.00

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
B111LAC	4	14	100.00	0.00	1.00	0.00
B111LAS	3	14	100.00	0.00	1.00	0.00
B112LAC	4	13	92.31	0.00	0.78	7.69
B112LAS	3	13	100.00	0.00	1.00	0.00
B121LAC	4	7				
B121LAS	3	7				
B122LAC	4	6				
B122LAS	3	6				
B131LAC	4	17	94.12	5.88	0.94	5.88
B131LAS	3	17	94.12	0.00	0.26	5.88
B132LAC	4	17	94.12	5.88	0.97	5.88
B132LAS	3	17	88.24	0.00	0.38	11.76
B141LAC	4	25	88.00	0.00	0.30	12.00
B141LAS	3	25	96.00	0.00		4.00
B142LAC	4	25	80.00	4.00	0.16	20.00
B142LAS	3	25	96.00	0.00	0.28	4.00
B151LAC	4	74	98.65	1.35	0.91	1.35
B151LAS	3	74	95.95	0.00	0.32	4.05
B152LAC	4	74	90.54	1.35	0.75	8.11
B152LAS	3	74	95.95	0.00	0.37	4.05
B161LAC	4	44	100.00	0.00	1.00	0.00
B161LAS	3	44	100.00	0.00	1.00	0.00
B162LAC	4	44	100.00	0.00	1.00	0.00
B162LAS	3	44	100.00	0.00	1.00	0.00
C211LAC	4	20	95.00	5.00	0.95	5.00
C211LAS	3	20	95.00	0.00	0.52	5.00
C212LAC	4	21	90.48	9.52	0.92	9.52
C212LAS	3	21	100.00	0.00	1.00	0.00
C221LAC	4	21	95.24	4.76	0.93	4.76
C221LAS	3	21	95.24	0.00		4.76
C222LAC	4	20	95.00	5.00	0.96	5.00
C222LAS	3	20	95.00	0.00	0.36	5.00
C231LAC	4	20	100.00	0.00	1.00	0.00
C231LAS	3	20	95.00	0.00	0.58	5.00
C232LAC	4	20	100.00	0.00	1.00	0.00
C232LAS	3	20	95.00	0.00	0.58	5.00
C241LAC	4	30	100.00	0.00	1.00	0.00
C241LAS	3	30	96.67	3.33	0.93	3.33
C242LAC	4	31	100.00	0.00	1.00	0.00
C242LAS	3	31	96.77	3.23	0.93	3.23
C251LAC	4	61	96.72	3.28	0.89	3.28
C251LAS	3	61	93.44	0.00	0.28	6.56
C252LAC	4	59	96.61	3.39	0.92	3.39
C252LAS	3	59	89.83	3.39	0.30	10.17
C261LAC	4	26	96.15	3.85	0.95	7.69
C261LAS	3	26	100.00	0.00	1.00	0.00
C262LAC	4	24	100.00	0.00	1.00	0.00
C262LAS	3	24	100.00	0.00	1.00	0.00

**Table I-5. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Mathematics Grade 7**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A411LAC	4	30	96.67	3.33	0.98	3.33
A411LAS	3	30	100.00	0.00	1.00	0.00
A412LAC	4	30	100.00	0.00	1.00	0.00
A412LAS	3	30	96.67	3.33	0.96	3.33
A421LAC	4	14	100.00	0.00	1.00	0.00
A421LAS	3	14	100.00	0.00	1.00	0.00
A422LAC	4	14	92.86	7.14	0.97	7.14
A422LAS	3	14	92.86	0.00	0.51	7.14
A431LAC	4	20	95.00	0.00	0.88	5.00
A431LAS	3	20	100.00	0.00	1.00	0.00
A432LAC	4	20	100.00	0.00	1.00	0.00
A432LAS	3	20	95.00	0.00	0.49	5.00
A441LAC	4	29	100.00	0.00	1.00	0.00
A441LAS	3	29	96.55	0.00	0.54	3.45
A442LAC	4	29	96.55	0.00	0.93	3.45
A442LAS	3	29	100.00	0.00	1.00	0.00
A451LAC	4	34	100.00	0.00	1.00	0.00
A451LAS	3	34	97.06	0.00	0.64	2.94
A452LAC	4	34	91.18	2.94	0.87	8.82
A452LAS	3	34	97.06	0.00	0.62	2.94
A461LAC	4	68	98.53	1.47	0.99	1.47
A461LAS	3	68	94.12	1.47	0.45	5.88
A462LAC	4	68	92.65	2.94	0.88	7.35
A462LAS	3	68	95.59	0.00	0.37	4.41
B411LAC	4	33	90.91	9.09	0.92	9.09
B411LAS	3	33	96.97	3.03	0.97	3.03
B412LAC	4	33	93.94	6.06	0.96	6.06
B412LAS	3	33	96.97	3.03	0.97	3.03
B421LAC	4	25	88.00	12.00	0.84	12.00
B421LAS	3	25	100.00	0.00	1.00	0.00
B422LAC	4	25	96.00	4.00	0.95	4.00
B422LAS	3	25	100.00	0.00	1.00	0.00
B431LAC	4	41	100.00	0.00	1.00	0.00
B431LAS	3	41	97.56	2.44	0.96	2.44
B432LAC	4	41	97.56	2.44	0.98	2.44
B432LAS	3	41	100.00	0.00	1.00	0.00
B441LAC	4	19	89.47	10.53	0.90	10.53
B441LAS	3	19	100.00	0.00	1.00	0.00
B442LAC	4	19	100.00	0.00	1.00	0.00
B442LAS	3	19	100.00	0.00	1.00	0.00
B451LAC	4	40	95.00	5.00	0.96	5.00
B451LAS	3	40	90.00	2.50	0.32	10.00
B452LAC	4	40	95.00	5.00	0.96	5.00
B452LAS	3	40	90.00	2.50	0.41	10.00
B461LAC	4	40	100.00	0.00	1.00	0.00
B461LAS	3	40	90.00	2.50	0.34	10.00

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
B462LAC	4	41	100.00	0.00	1.00	0.00
B462LAS	3	41	97.56	0.00	0.73	2.44
D211LAC	4	30	96.67	3.33	0.98	3.33
D211LAS	3	30	100.00	0.00	1.00	0.00
D212LAC	4	30	93.33	6.67	0.94	6.67
D212LAS	3	30	100.00	0.00	1.00	0.00
D221LAC	4	16	100.00	0.00	1.00	0.00
D221LAS	3	16	100.00	0.00	1.00	0.00
D222LAC	4	16	93.75	6.25	0.94	6.25
D222LAS	3	16	100.00	0.00	1.00	0.00
D231LAC	4	22	100.00	0.00	1.00	0.00
D231LAS	3	22	95.45	4.55	0.84	4.55
D232LAC	4	22	100.00	0.00	1.00	0.00
D232LAS	3	22	100.00	0.00	1.00	0.00
D241LAC	4	42	95.24	4.76	0.94	4.76
D241LAS	3	42	97.62	0.00	0.69	2.38
D242LAC	4	42	97.62	2.38	0.98	2.38
D242LAS	3	42	97.62	0.00	0.73	2.38
D251LAC	4	51	98.04	1.96	0.96	1.96
D251LAS	3	51	92.16	1.96	0.45	7.84
D252LAC	4	51	98.04	0.00	0.87	1.96
D252LAS	3	51	90.20	3.92	0.38	9.80
D261LAC	4	38	94.74	5.26	0.97	5.26
D261LAS	3	38	97.37	0.00	0.68	2.63
D262LAC	4	37	100.00	0.00	1.00	0.00
D262LAS	3	37	97.30	0.00	0.86	2.70

**Table I-6. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Mathematics High School**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A511LAC	4	17	100.00	0.00	1.00	0.00
A511LAS	3	17	100.00	0.00	1.00	0.00
A512LAC	4	17	100.00	0.00	1.00	0.00
A512LAS	3	17	94.12	0.00	0.64	0.00
A521LAC	4	10	100.00	0.00	1.00	0.00
A521LAS	3	10	90.00	10.00	0.97	10.00
A522LAC	4	10	100.00	0.00	1.00	0.00
A522LAS	3	10	100.00	0.00	1.00	0.00
A531LAC	4	9				
A531LAS	3	9				
A532LAC	4	9				
A532LAS	3	9				
A541LAC	4	23	100.00	0.00	1.00	0.00
A541LAS	3	23	100.00	0.00	1.00	0.00
A542LAC	4	22	90.91	4.55	0.72	9.09

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A542LAS	3	22	100.00	0.00	1.00	0.00
A551LAC	4	48	79.17	12.50	0.68	20.83
A551LAS	3	48	100.00	0.00	1.00	0.00
A552LAC	4	48	75.00	6.25	0.44	25.00
A552LAS	3	48	100.00	0.00	1.00	0.00
A561LAC	4	26	84.62	7.69	0.63	15.38
A561LAS	3	26	100.00	0.00	1.00	3.85
A562LAC	4	25	92.00	8.00	0.94	8.00
A562LAS	3	25	96.00	4.00	0.95	4.00
A571LAC	4	28	96.43	3.57	0.91	3.57
A571LAS	3	28	100.00	0.00	1.00	0.00
A572LAC	4	27	96.30	3.70	0.98	3.70
A572LAS	3	27	96.30	0.00	0.80	3.70
A581LAC	4	29	100.00	0.00	1.00	0.00
A581LAS	3	29	100.00	0.00	1.00	0.00
A582LAC	4	29	96.55	3.45	0.98	3.45
A582LAS	3	29	100.00	0.00	1.00	0.00
C211LAC	4	18	100.00	0.00	1.00	0.00
C211LAS	3	18	100.00	0.00	1.00	0.00
C212LAC	4	18	100.00	0.00	1.00	0.00
C212LAS	3	18	100.00	0.00	1.00	0.00
C221LAC	4	9				
C221LAS	3	9				
C222LAC	4	9				
C222LAS	3	9				
C231LAC	4	11	81.82	18.18	0.52	18.18
C231LAS	3	11	100.00	0.00	1.00	0.00
C232LAC	4	11	90.91	9.09	0.92	9.09
C232LAS	3	11	100.00	0.00	1.00	0.00
C241LAC	4	22	100.00	0.00	1.00	0.00
C241LAS	3	22	100.00	0.00	1.00	0.00
C242LAC	4	21	95.24	4.76	0.93	4.76
C242LAS	3	21	100.00	0.00	1.00	0.00
C251LAC	4	42	100.00	0.00	1.00	0.00
C251LAS	3	42	97.62	2.38	0.96	2.38
C252LAC	4	42	95.24	4.76	0.92	4.76
C252LAS	3	42	97.62	2.38	0.97	2.38
C261LAC	4	34	97.06	2.94	0.93	2.94
C261LAS	3	34	100.00	0.00	1.00	0.00
C262LAC	4	32	96.88	3.13	0.98	3.13
C262LAS	3	32	100.00	0.00	1.00	0.00
C271LAC	4	36	100.00	0.00	1.00	0.00
C271LAS	3	36	94.44	0.00	0.68	5.56
C272LAC	4	33	93.94	6.06	0.95	6.06
C272LAS	3	33	96.97	3.03	0.96	3.03
C281LAC	4	18	94.44	5.56	0.97	5.56
C281LAS	3	18	100.00	0.00	1.00	0.00
C282LAC	4	18	83.33	11.11	0.70	16.67

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
C282LAS	3	18	94.44	5.56	0.91	5.56
D411LAC	4	21	90.48	9.52	0.95	9.52
D411LAS	3	21	100.00	0.00	1.00	0.00
D412LAC	4	19	89.47	10.53	0.94	10.53
D412LAS	3	19	100.00	0.00	1.00	0.00
D421LAC	4	13	100.00	0.00	1.00	0.00
D421LAS	3	13	100.00	0.00	1.00	0.00
D422LAC	4	13	100.00	0.00	1.00	0.00
D422LAS	3	13	100.00	0.00	1.00	0.00
D431LAC	4	12	91.67	8.33	0.84	8.33
D431LAS	3	12	100.00	0.00	1.00	0.00
D432LAC	4	12	91.67	0.00	0.79	8.33
D432LAS	3	12	83.33	0.00	0.11	16.67
D441LAC	4	30	96.67	3.33	0.69	3.33
D441LAS	3	30	100.00	0.00	1.00	0.00
D442LAC	4	29	79.31	20.69	0.69	20.69
D442LAS	3	29	100.00	0.00	1.00	0.00
D451LAC	4	35	97.14	2.86	0.98	2.86
D451LAS	3	35	100.00	0.00	1.00	0.00
D452LAC	4	35	97.14	2.86	0.97	2.86
D452LAS	3	35	94.29	2.86	0.73	5.71
D461LAC	4	30	96.67	3.33	0.96	3.33
D461LAS	3	30	100.00	0.00	1.00	0.00
D462LAC	4	28	96.43	3.57	0.97	3.57
D462LAS	3	28	96.43	3.57	0.98	3.57
D471LAC	4	21	90.48	4.76		9.52
D471LAS	3	21	100.00	0.00	1.00	0.00
D472LAC	4	22	100.00	0.00	1.00	0.00
D472LAS	3	22	100.00	0.00	1.00	0.00
D481LAC	4	23	86.96	8.70	0.64	13.04
D481LAS	3	23	95.65	0.00	0.68	4.35
D482LAC	4	23	95.65	4.35	0.84	4.35
D482LAS	3	23	100.00	0.00	1.00	0.00

**Table I-7. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Reading Grade 3**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A111LAC	4	21	95.24	4.76	0.97	4.76
A111LAS	3	21	95.24	0.00	0.84	4.76
A112LAC	4	21	100.00	0.00	1.00	0.00
A112LAS	3	21	95.24	0.00	0.84	4.76
A113LAC	4	19	94.74	5.26	0.97	5.26
A113LAS	3	19	94.74	0.00	0.88	5.26
A121LAC	4	33	93.94	6.06	0.95	6.06
A121LAS	3	33	100.00	0.00	1.00	0.00
A122LAC	4	34	100.00	0.00	1.00	0.00
A122LAS	3	34	100.00	0.00	1.00	0.00
A123LAC	4	34	97.06	2.94	0.97	2.94
A123LAS	3	34	100.00	0.00	1.00	0.00
A131LAC	4	42	92.86	7.14	0.92	7.14
A131LAS	3	42	100.00	0.00	1.00	0.00
A132LAC	4	42	95.24	4.76	0.92	4.76
A132LAS	3	42	100.00	0.00	1.00	2.38
A133LAC	4	41	95.12	4.88	0.93	7.32
A133LAS	3	41	100.00	0.00	1.00	0.00
A141LAC	4	76	97.37	2.63	0.91	2.63
A141LAS	3	76	98.68	0.00	0.48	1.32
A142LAC	4	76	97.37	1.32	0.94	2.63
A142LAS	3	76	98.68	1.32	0.91	1.32
A143LAC	4	74	95.95	4.05	0.96	4.05
A143LAS	3	74	98.65	1.35	0.95	1.35
A311LAC	4	34	91.18	8.82	0.94	8.82
A311LAS	3	34	100.00	0.00	1.00	0.00
A312LAC	4	34	97.06	0.00	0.92	2.94
A312LAS	3	34	97.06	2.94	0.98	2.94
A313LAC	4	34	94.12	2.94	0.83	5.88
A313LAS	3	34	97.06	0.00	0.92	2.94
A321LAC	4	31	87.10	12.90	0.92	12.90
A321LAS	3	31	100.00	0.00	1.00	0.00
A322LAC	4	32	96.88	3.13	0.96	3.13
A322LAS	3	32	100.00	0.00	1.00	0.00
A323LAC	4	32	100.00	0.00	1.00	0.00
A323LAS	3	32	100.00	0.00	1.00	0.00
A331LAC	4	58	96.55	3.45	0.97	5.17
A331LAS	3	58	98.28	0.00	0.82	1.72
A332LAC	4	58	93.10	6.90	0.93	6.90
A332LAS	3	58	100.00	0.00	1.00	0.00
A333LAC	4	59	96.61	3.39	0.96	5.08
A333LAS	3	59	98.31	1.69	0.90	3.39
A341LAC	4	40	95.00	5.00	0.93	5.00
A341LAS	3	40	97.50	0.00	0.73	2.50

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A342LAC	4	40	97.50	2.50	0.97	2.50
A342LAS	3	40	100.00	0.00	1.00	0.00
A343LAC	4	40	97.50	2.50	0.97	2.50
A343LAS	3	40	100.00	0.00	1.00	0.00

**Table I-8. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Reading Grade 4**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A111LAC	4	28	100.00	0.00	1.00	3.57
A111LAS	3	28	100.00	0.00	1.00	0.00
A112LAC	4	29	100.00	0.00	1.00	0.00
A112LAS	3	29	100.00	0.00	1.00	0.00
A113LAC	4	29	100.00	0.00	1.00	0.00
A113LAS	3	29	100.00	0.00	1.00	0.00
A121LAC	4	23	95.65	4.35	0.97	4.35
A121LAS	3	23	100.00	0.00	1.00	0.00
A122LAC	4	23	95.65	4.35	0.96	4.35
A122LAS	3	23	95.65	0.00	0.60	4.35
A123LAC	4	23	91.30	8.70	0.94	8.70
A123LAS	3	23	100.00	0.00	1.00	0.00
A131LAC	4	32	100.00	0.00	1.00	3.13
A131LAS	3	32	100.00	0.00	1.00	3.13
A132LAC	4	32	93.75	6.25	0.95	9.38
A132LAS	3	32	100.00	0.00	1.00	3.13
A133LAC	4	31	100.00	0.00	1.00	3.23
A133LAS	3	31	100.00	0.00	1.00	3.23
A141LAC	4	131	96.18	3.05	0.81	3.82
A141LAS	3	131	96.95	2.29	0.69	3.05
A142LAC	4	131	95.42	3.82	0.87	4.58
A142LAS	3	131	95.42	3.05	0.51	4.58
A143LAC	4	131	96.18	3.82	0.96	4.58
A143LAS	3	131	96.95	3.05	0.89	3.05
A211LAC	4	38	94.74	5.26	0.96	5.26
A211LAS	3	38	100.00	0.00	1.00	0.00
A212LAC	4	38	100.00	0.00	1.00	0.00
A212LAS	3	38	100.00	0.00	1.00	0.00
A213LAC	4	37	97.30	2.70	0.98	2.70
A213LAS	3	37	100.00	0.00	1.00	0.00
A221LAC	4	39	89.74	10.26	0.93	10.26
A221LAS	3	39	100.00	0.00	1.00	0.00
A222LAC	4	39	87.18	10.26	0.84	12.82
A222LAS	3	39	100.00	0.00	1.00	0.00
A223LAC	4	39	94.87	5.13	0.97	5.13
A223LAS	3	39	97.44	2.56	0.98	2.56
A231LAC	4	45	97.78	2.22	0.97	2.22

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A231LAS	3	45	100.00	0.00	1.00	0.00
A232LAC	4	45	95.56	4.44	0.94	4.44
A232LAS	3	45	97.78	0.00	0.66	2.22
A233LAC	4	45	100.00	0.00	1.00	0.00
A233LAS	3	45	97.78	2.22	0.96	2.22
A241LAC	4	87	95.40	4.60	0.95	4.60
A241LAS	3	87	97.70	2.30	0.88	2.30
A242LAC	4	87	97.70	1.15	0.87	2.30
A242LAS	3	87	96.55	2.30	0.63	3.45
A243LAC	4	85	95.29	4.71	0.94	4.71
A243LAS	3	85	98.82	1.18	0.95	1.18

**Table I-9. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Reading Grade 5**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A111LAC	4	15	100.00	0.00	1.00	0.00
A111LAS	3	15	100.00	0.00	1.00	0.00
A112LAC	4	15	93.33	6.67	0.97	6.67
A112LAS	3	15	100.00	0.00	1.00	0.00
A113LAC	4	15	100.00	0.00	1.00	0.00
A113LAS	3	15	100.00	0.00	1.00	0.00
A121LAC	4	17	100.00	0.00	1.00	0.00
A121LAS	3	17	100.00	0.00	1.00	0.00
A122LAC	4	17	100.00	0.00	1.00	0.00
A122LAS	3	17	100.00	0.00	1.00	0.00
A123LAC	4	17	94.12	5.88	0.93	5.88
A123LAS	3	17	100.00	0.00	1.00	0.00
A131LAC	4	23	100.00	0.00	1.00	0.00
A131LAS	3	23	95.65	0.00	0.37	4.35
A132LAC	4	23	100.00	0.00	1.00	0.00
A132LAS	3	23	100.00	0.00	1.00	0.00
A133LAC	4	23	100.00	0.00	1.00	0.00
A133LAS	3	23	100.00	0.00	1.00	0.00
A141LAC	4	135	96.30	2.96	0.80	4.44
A141LAS	3	135	100.00	0.00	1.00	0.00
A142LAC	4	135	97.78	2.22	0.95	2.96
A142LAS	3	135	100.00	0.00	1.00	0.00
A143LAC	4	136	95.59	2.94	0.90	5.15
A143LAS	3	136	97.79	0.00	0.57	2.21
A311LAC	4	26	92.31	7.69	0.91	7.69
A311LAS	3	26	100.00	0.00	1.00	0.00
A312LAC	4	24	95.83	0.00	0.86	4.17
A312LAS	3	24	95.83	0.00	0.87	4.17
A313LAC	4	26	92.31	7.69	0.96	7.69
A313LAS	3	26	100.00	0.00	1.00	0.00

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A321LAC	4	26	100.00	0.00	1.00	0.00
A321LAS	3	26	100.00	0.00	1.00	0.00
A322LAC	4	26	92.31	7.69	0.91	7.69
A322LAS	3	26	100.00	0.00	1.00	0.00
A323LAC	4	26	100.00	0.00	1.00	0.00
A323LAS	3	26	100.00	0.00	1.00	0.00
A331LAC	4	43	86.05	13.95	0.88	13.95
A331LAS	3	43	100.00	0.00	1.00	0.00
A332LAC	4	44	93.18	6.82	0.92	6.82
A332LAS	3	44	100.00	0.00	1.00	0.00
A333LAC	4	43	100.00	0.00	1.00	0.00
A333LAS	3	43	100.00	0.00	1.00	0.00
A341LAC	4	98	96.94	3.06	0.96	3.06
A341LAS	3	98	98.98	1.02	0.97	1.02
A342LAC	4	99	98.99	1.01	0.99	1.01
A342LAS	3	99	98.99	0.00	0.79	1.01
A343LAC	4	99	93.94	4.04	0.73	6.06
A343LAS	3	99	97.98	0.00	0.62	2.02

**Table I-10. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Reading Grade 6**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A111LAC	4	19	94.74	5.26	0.96	5.26
A111LAS	3	19	100.00	0.00	1.00	0.00
A112LAC	4	19	100.00	0.00	1.00	0.00
A112LAS	3	19	100.00	0.00	1.00	0.00
A113LAC	4	18	100.00	0.00	1.00	0.00
A113LAS	3	18	100.00	0.00	1.00	0.00
A121LAC	4	13	100.00	0.00	1.00	0.00
A121LAS	3	13	100.00	0.00	1.00	0.00
A122LAC	4	13	100.00	0.00	1.00	0.00
A122LAS	3	13	100.00	0.00	1.00	0.00
A123LAC	4	13	92.31	7.69	0.96	7.69
A123LAS	3	13	100.00	0.00	1.00	0.00
A131LAC	4	16	93.75	6.25	0.92	6.25
A131LAS	3	16	93.75	0.00	0.26	6.25
A132LAC	4	16	93.75	6.25	0.87	6.25
A132LAS	3	16	93.75	0.00	0.34	6.25
A133LAC	4	16	100.00	0.00	1.00	0.00
A133LAS	3	16	87.50	0.00	0.19	12.50
A141LAC	4	21	100.00	0.00	1.00	0.00
A141LAS	3	21	95.24	0.00	0.27	4.76
A142LAC	4	21	100.00	0.00	1.00	0.00
A142LAS	3	21	95.24	0.00	0.27	4.76
A143LAC	4	21	95.24	4.76	0.97	4.76

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A143LAS	3	21	95.24	0.00	0.42	4.76
A151LAC	4	59	100.00	0.00	1.00	0.00
A151LAS	3	59	96.61	1.69	0.59	3.39
A152LAC	4	59	98.31	1.69	0.97	1.69
A152LAS	3	59	96.61	1.69	0.54	3.39
A153LAC	4	57	98.25	1.75	0.98	1.75
A153LAS	3	57	98.25	0.00	0.64	1.75
A161LAC	4	61	98.36	0.00	0.81	1.64
A161LAS	3	61	95.08	0.00	0.16	4.92
A162LAC	4	60	100.00	0.00	1.00	0.00
A162LAS	3	60	93.33	1.67	-0.03	6.67
A163LAC	4	60	96.67	3.33	0.96	3.33
A163LAS	3	60	95.00	0.00	0.23	5.00
A211LAC	4	21	95.24	4.76	0.96	4.76
A211LAS	3	21	100.00	0.00	1.00	0.00
A212LAC	4	22	100.00	0.00	1.00	0.00
A212LAS	3	22	95.45	4.55	0.98	4.55
A213LAC	4	20	100.00	0.00	1.00	0.00
A213LAS	3	20	100.00	0.00	1.00	0.00
A221LAC	4	22	72.73	27.27	0.82	27.27
A221LAS	3	22	95.45	4.55	0.95	4.55
A222LAC	4	22	86.36	9.09	0.88	13.64
A222LAS	3	22	95.45	4.55	0.95	4.55
A223LAC	4	22	81.82	18.18	0.90	18.18
A223LAS	3	22	100.00	0.00	1.00	0.00
A231LAC	4	35	94.29	5.71	0.93	5.71
A231LAS	3	35	94.29	0.00	0.41	5.71
A232LAC	4	35	97.14	2.86	0.98	2.86
A232LAS	3	35	94.29	0.00	0.44	5.71
A233LAC	4	35	94.29	5.71	0.95	5.71
A233LAS	3	35	94.29	0.00	0.43	5.71
A241LAC	4	39	100.00	0.00	1.00	0.00
A241LAS	3	39	100.00	0.00	1.00	0.00
A242LAC	4	39	92.31	7.69	0.92	7.69
A242LAS	3	39	100.00	0.00	1.00	0.00
A243LAC	4	39	92.31	7.69	0.92	7.69
A243LAS	3	39	100.00	0.00	1.00	0.00
A251LAC	4	36	97.22	2.78	0.96	2.78
A251LAS	3	36	91.67	0.00	0.33	8.33
A252LAC	4	36	94.44	5.56	0.92	5.56
A252LAS	3	36	88.89	2.78	0.30	11.11
A253LAC	4	36	97.22	2.78	0.97	2.78
A253LAS	3	36	88.89	2.78	0.30	11.11
A261LAC	4	31	100.00	0.00	1.00	0.00
A261LAS	3	31	100.00	0.00		0.00
A262LAC	4	31	100.00	0.00	1.00	0.00
A262LAS	3	31	100.00	0.00	1.00	0.00
A263LAC	4	31	90.32	9.68	0.93	9.68

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A263LAS	3	31	100.00	0.00	1.00	0.00

**Table I-11. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Reading Grade 7**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A111LAC	4	26	100.00	0.00	1.00	0.00
A111LAS	3	26	100.00	0.00	1.00	0.00
A112LAC	4	26	96.15	3.85	0.98	3.85
A112LAS	3	26	96.15	3.85	0.95	3.85
A113LAC	4	26	100.00	0.00	1.00	0.00
A113LAS	3	26	96.15	0.00	0.83	3.85
A121LAC	4	12	91.67	8.33	0.89	8.33
A121LAS	3	12	100.00	0.00	1.00	0.00
A122LAC	4	12	91.67	8.33	0.90	8.33
A122LAS	3	12	91.67	8.33	0.77	8.33
A123LAC	4	12	100.00	0.00	1.00	0.00
A123LAS	3	12	100.00	0.00	1.00	0.00
A131LAC	4	9				
A131LAS	3	9				
A132LAC	4	9				
A132LAS	3	9				
A133LAC	4	9				
A133LAS	3	9				
A141LAC	4	25	100.00	0.00	1.00	0.00
A141LAS	3	25	96.00	0.00	0.42	4.00
A142LAC	4	25	96.00	4.00	0.96	4.00
A142LAS	3	25	96.00	0.00	0.42	4.00
A143LAC	4	25	92.00	8.00	0.93	8.00
A143LAS	3	25	100.00	0.00	1.00	0.00
A151LAC	4	39	97.44	2.56	0.97	2.56
A151LAS	3	39	97.44	0.00	0.54	2.56
A152LAC	4	39	97.44	2.56	0.96	2.56
A152LAS	3	39	97.44	0.00	0.54	2.56
A153LAC	4	38	97.37	2.63	0.96	2.63
A153LAS	3	38	97.37	0.00	0.50	2.63
A161LAC	4	83	97.59	2.41	0.86	2.41
A161LAS	3	83	96.39	0.00	0.32	3.61
A162LAC	4	83	97.59	2.41	0.96	2.41
A162LAS	3	83	96.39	0.00	0.17	3.61
A163LAC	4	83	95.18	3.61	0.86	4.82
A163LAS	3	83	95.18	0.00	0.30	4.82
A311LAC	4	37	100.00	0.00	1.00	0.00
A311LAS	3	37	100.00	0.00	1.00	0.00
A312LAC	4	37	97.30	2.70	0.98	2.70
A312LAS	3	37	97.30	0.00	0.87	2.70

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A313LAC	4	37	97.30	2.70	0.98	2.70
A313LAS	3	37	94.59	2.70	0.82	5.41
A321LAC	4	17	94.12	5.88	0.98	5.88
A321LAS	3	17	100.00	0.00	1.00	0.00
A322LAC	4	17	100.00	0.00	1.00	0.00
A322LAS	3	17	100.00	0.00	1.00	0.00
A323LAC	4	17	100.00	0.00	1.00	0.00
A323LAS	3	17	100.00	0.00	1.00	0.00
A331LAC	4	35	97.14	2.86	0.98	2.86
A331LAS	3	35	97.14	0.00	0.69	2.86
A332LAC	4	36	97.22	2.78	0.96	2.78
A332LAS	3	36	100.00	0.00	1.00	0.00
A333LAC	4	36	100.00	0.00	1.00	0.00
A333LAS	3	36	97.22	0.00	0.56	2.78
A341LAC	4	32	100.00	0.00	1.00	0.00
A341LAS	3	32	93.75	0.00	0.34	6.25
A342LAC	4	32	100.00	0.00	1.00	0.00
A342LAS	3	32	96.88	0.00	0.45	3.13
A343LAC	4	32	100.00	0.00	1.00	0.00
A343LAS	3	32	96.88	0.00	0.53	3.13
A351LAC	4	34	94.12	5.88	0.94	5.88
A351LAS	3	34	94.12	0.00	0.48	5.88
A352LAC	4	34	91.18	8.82	0.94	8.82
A352LAS	3	34	94.12	0.00	0.48	5.88
A353LAC	4	34	91.18	8.82	0.94	8.82
A353LAS	3	34	88.24	5.88	0.31	11.76
A361LAC	4	38	97.37	2.63	0.98	2.63
A361LAS	3	38	97.37	0.00	0.62	2.63
A362LAC	4	38	94.74	5.26	0.93	5.26
A362LAS	3	38	97.37	0.00	0.59	2.63
A363LAC	4	38	100.00	0.00	1.00	0.00
A363LAS	3	38	97.37	0.00	0.70	2.63

**Table I-12. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Reading High School**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A211LAC	4	15	86.67	13.33	0.96	13.33
A211LAS	3	16	100.00	0.00	1.00	0.00
A212LAC	4	16	87.50	12.50	0.88	12.50
A212LAS	3	16	100.00	0.00	1.00	0.00
A213LAC	4	16	93.75	6.25	0.94	6.25
A213LAS	3	16	93.75	0.00	0.63	6.25
A221LAC	4	9				
A221LAS	3	9				
A222LAC	4	8				

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A222LAS	3	8				
A223LAC	4	8				
A223LAS	3	8				
A231LAC	4	21	100.00	0.00	1.00	0.00
A231LAS	3	21	100.00	0.00	1.00	0.00
A232LAC	4	21	100.00	0.00	1.00	0.00
A232LAS	3	21	100.00	0.00	1.00	0.00
A233LAC	4	21	85.71	14.29	0.87	14.29
A233LAS	3	21	100.00	0.00	1.00	0.00
A241LAC	4	36	97.22	2.78	0.98	2.78
A241LAS	3	36	100.00	0.00	1.00	0.00
A242LAC	4	36	94.44	5.56	0.90	5.56
A242LAS	3	36	100.00	0.00	1.00	0.00
A243LAC	4	36	97.22	2.78	0.96	2.78
A243LAS	3	36	100.00	0.00	1.00	0.00
A251LAC	4	27	85.19	14.81	0.84	18.52
A251LAS	3	27	100.00	0.00	1.00	0.00
A252LAC	4	27	96.30	3.70	0.96	3.70
A252LAS	3	27	100.00	0.00	1.00	0.00
A253LAC	4	27	92.59	7.41	0.93	7.41
A253LAS	3	27	96.30	0.00	0.85	3.70
A261LAC	4	36	91.67	8.33	0.85	8.33
A261LAS	3	36	100.00	0.00	1.00	0.00
A262LAC	4	36	94.44	5.56	0.94	5.56
A262LAS	3	36	100.00	0.00	1.00	0.00
A263LAC	4	36	94.44	5.56	0.94	5.56
A263LAS	3	36	100.00	0.00	1.00	0.00
A271LAC	4	24	91.67	8.33	0.94	8.33
A271LAS	3	24	100.00	0.00	1.00	0.00
A272LAC	4	23	95.65	0.00	0.82	4.35
A272LAS	3	23	100.00	0.00	1.00	0.00
A273LAC	4	23	95.65	4.35	0.94	4.35
A273LAS	3	23	95.65	0.00	0.28	4.35
A281LAC	4	21	90.48	9.52	0.86	9.52
A281LAS	3	21	100.00	0.00	1.00	0.00
A282LAC	4	19	89.47	10.53	0.90	15.79
A282LAS	3	19	100.00	0.00	1.00	0.00
A283LAC	4	20	90.00	10.00	0.95	15.00
A283LAS	3	20	100.00	0.00	1.00	0.00
A311LAC	4	23	95.65	4.35	0.95	4.35
A311LAS	3	23	100.00	0.00	1.00	0.00
A312LAC	4	22	100.00	0.00	1.00	0.00
A312LAS	3	22	90.91	9.09	0.91	9.09
A313LAC	4	22	95.45	4.55	0.97	4.55
A313LAS	3	22	100.00	0.00	1.00	0.00
A321LAC	4	3				
A321LAS	3	3				
A322LAC	4	3				

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
A322LAS	3	3				
A323LAC	4	3				
A323LAS	3	3				
A331LAC	4	22	95.45	4.55	0.93	4.55
A331LAS	3	22	100.00	0.00	1.00	0.00
A332LAC	4	22	95.45	4.55	0.94	4.55
A332LAS	3	22	100.00	0.00	1.00	0.00
A333LAC	4	22	95.45	4.55	0.94	4.55
A333LAS	3	22	95.45	4.55	0.93	4.55
A341LAC	4	38	100.00	0.00	1.00	0.00
A341LAS	3	38	100.00	0.00	1.00	0.00
A342LAC	4	38	97.37	2.63	0.97	2.63
A342LAS	3	38	97.37	0.00	0.69	2.63
A343LAC	4	39	100.00	0.00	1.00	0.00
A343LAS	3	39	100.00	0.00	1.00	0.00
A351LAC	4	27	100.00	0.00	1.00	0.00
A351LAS	3	27	100.00	0.00	1.00	0.00
A352LAC	4	27	96.30	3.70	0.96	3.70
A352LAS	3	27	100.00	0.00	1.00	0.00
A353LAC	4	26	92.31	7.69	0.90	7.69
A353LAS	3	26	100.00	0.00	1.00	0.00
A361LAC	4	32	93.75	6.25	0.95	6.25
A361LAS	3	32	100.00	0.00	1.00	0.00
A362LAC	4	31	93.55	6.45	0.92	6.45
A362LAS	3	31	100.00	0.00	1.00	0.00
A363LAC	4	31	100.00	0.00	1.00	0.00
A363LAS	3	31	100.00	0.00	1.00	0.00
A371LAC	4	20	95.00	5.00	0.94	5.00
A371LAS	3	20	100.00	0.00	1.00	0.00
A372LAC	4	19	94.74	5.26	0.94	5.26
A372LAS	3	19	100.00	0.00	1.00	0.00
A373LAC	4	19	89.47	10.53	0.92	10.53
A373LAS	3	19	100.00	0.00	1.00	0.00
A381LAC	4	28	85.71	14.29	0.90	14.29
A381LAS	3	28	92.86	3.57	0.45	7.14
A382LAC	4	28	89.29	10.71	0.90	10.71

**Table I-13. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Science Grade 5**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
D111LAC	4	25	96.00	0.00	0.82	4.00
D111LAS	3	25	96.00	4.00	0.98	4.00
D112LAC	4	24	100.00	0.00	1.00	0.00
D112LAS	3	24	100.00	0.00	1.00	0.00
D121LAC	4	73	94.52	2.74	0.49	4.11
D121LAS	3	73	100.00	0.00	1.00	0.00
D122LAC	4	80	96.25	3.75	0.87	3.75
D122LAS	3	80	100.00	0.00	1.00	0.00
D131LAC	4	38	100.00	0.00	1.00	0.00
D131LAS	3	38	94.74	5.26	0.91	5.26
D132LAC	4	37	100.00	0.00	1.00	0.00
D132LAS	3	37	94.59	2.70	0.68	5.41
D141LAC	4	52	92.31	1.92	0.87	7.69
D141LAS	3	52	100.00	0.00	1.00	0.00
D142LAC	4	49	97.96	2.04	0.95	2.04
D142LAS	3	49	97.96	2.04	0.86	2.04
D211LAC	4	18	100.00	0.00	1.00	0.00
D211LAS	3	18	94.44	5.56	0.96	5.56
D212LAC	4	19	78.95	15.79	0.86	21.05
D212LAS	3	19	100.00	0.00	1.00	0.00
D221LAC	4	37	94.59	5.41	0.94	5.41
D221LAS	3	37	100.00	0.00	1.00	0.00
D222LAC	4	37	91.89	8.11	0.86	8.11
D222LAS	3	37	97.30	2.70	0.85	2.70
D231LAC	4	91	94.51	5.49	0.93	5.49
D231LAS	3	91	100.00	0.00	1.00	0.00
D232LAC	4	91	97.80	1.10	0.93	2.20
D232LAS	3	91	97.80	1.10	0.71	2.20
D241LAC	4	43	95.35	4.65	0.96	4.65
D241LAS	3	43	97.67	0.00	0.72	2.33
D242LAC	4	43	93.02	2.33	0.87	6.98
D242LAS	3	43	93.02	4.65	0.70	6.98
E211LAC	4	29	96.55	3.45	0.97	3.45
E211LAS	3	29	96.55	3.45	0.95	3.45
E212LAC	4	29	89.66	6.90	0.73	10.34
E212LAS	3	29	89.66	3.45	0.54	6.90
E221LAC	4	37	94.59	5.41	0.92	5.41
E221LAS	3	37	100.00	0.00	1.00	0.00
E222LAC	4	38	97.37	2.63	0.98	2.63
E222LAS	3	38	100.00	0.00	1.00	0.00
E231LAC	4	80	93.75	3.75	0.85	6.25
E231LAS	3	80	100.00	0.00	1.00	0.00
E232LAC	4	81	88.89	7.41	0.53	11.11
E232LAS	3	81	93.83	2.47	0.40	6.17

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
E241LAC	4	41	90.24	9.76	0.90	9.76
E241LAS	3	41	100.00	0.00	1.00	0.00
E242LAC	4	41	87.80	9.76	0.68	14.63
E242LAS	3	41	100.00	0.00	1.00	0.00

**Table I-14. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Science Grade 8**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
D411LAC	4	18	88.89	0.00	0.68	11.11
D411LAS	3	18	100.00	0.00	1.00	0.00
D412LAC	4	17	76.47	5.88	0.63	23.53
D412LAS	3	17	100.00	0.00	1.00	0.00
D421LAC	4	22	90.91	0.00	0.63	9.09
D421LAS	3	22	100.00	0.00	1.00	0.00
D422LAC	4	22	95.45	0.00	0.72	4.55
D422LAS	3	22	100.00	0.00	1.00	0.00
D431LAC	4	42	78.57	16.67	0.67	21.43
D431LAS	3	42	100.00	0.00	1.00	0.00
D432LAC	4	42	90.48	9.52	0.89	7.14
D432LAS	3	42	97.62	0.00	0.78	0.00
D441LAC	4	74	94.59	5.41	0.89	5.41
D441LAS	3	74	94.59	4.05	0.82	5.41
D442LAC	4	74	93.24	5.41	0.80	6.76
D442LAS	3	74	97.30	2.70	0.95	2.70
D451LAC	4	45	88.89	11.11	0.72	11.11
D451LAS	3	45	100.00	0.00	1.00	0.00
D452LAC	4	45	95.56	4.44	0.95	4.44
D452LAS	3	45	100.00	0.00	1.00	0.00
D461LAC	4	30	100.00	0.00	1.00	0.00
D461LAS	3	30	100.00	0.00	1.00	0.00
D462LAC	4	30	93.33	6.67	0.81	6.67
D462LAS	3	30	100.00	0.00	1.00	0.00
E311LAC	4	16	100.00	0.00	1.00	0.00
E311LAS	3	16	100.00	0.00	1.00	0.00
E312LAC	4	16	93.75	6.25	0.97	6.25
E312LAS	3	16	100.00	0.00	1.00	0.00
E321LAC	4	38	100.00	0.00	1.00	0.00
E321LAS	3	38	100.00	0.00	1.00	0.00
E322LAC	4	38	97.37	0.00	0.77	2.63
E322LAS	3	38	94.74	0.00	0.66	5.26
E331LAC	4	39	97.44	0.00	0.90	2.56
E331LAS	3	39	100.00	0.00	1.00	0.00
E332LAC	4	39	100.00	0.00	1.00	0.00
E332LAS	3	39	100.00	0.00	1.00	0.00
E341LAC	4	52	98.08	1.92	0.98	1.92

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
E341LAS	3	52	100.00	0.00	1.00	0.00
E342LAC	4	52	96.15	3.85	0.95	3.85
E342LAS	3	52	98.08	0.00	0.73	1.92
E351LAC	4	57	92.98	7.02	0.93	7.02
E351LAS	3	57	100.00	0.00	1.00	0.00
E352LAC	4	57	94.74	1.75	0.85	5.26
E352LAS	3	57	96.49	0.00	0.66	1.75
E361LAC	4	29	96.55	3.45	0.97	3.45
E361LAS	3	29	100.00	0.00	1.00	0.00
E362LAC	4	29	96.55	3.45	0.97	3.45
E362LAS	3	29	100.00	0.00	1.00	0.00
E411LAC	4	28	92.86	7.14	0.96	7.14
E411LAS	3	28	100.00	0.00	1.00	0.00
E412LAC	4	28	96.43	3.57	0.98	3.57
E412LAS	3	28	96.43	0.00	0.80	3.57
E421LAC	4	27	100.00	0.00	1.00	0.00
E421LAS	3	27	100.00	0.00	1.00	0.00
E422LAC	4	27	96.30	3.70	0.96	3.70
E422LAS	3	27	100.00	0.00	1.00	0.00
E431LAC	4	66	98.48	1.52	0.99	1.52
E431LAS	3	66	98.48	0.00	0.66	1.52
E432LAC	4	66	96.97	3.03	0.98	3.03
E432LAS	3	66	100.00	0.00	1.00	0.00
E441LAC	4	20	95.00	5.00	0.97	5.00
E441LAS	3	20	95.00	0.00	0.47	0.00
E442LAC	4	21	100.00	0.00	1.00	0.00
E442LAS	3	21	95.24	0.00	0.60	0.00
E451LAC	4	45	86.67	13.33	0.90	13.33
E451LAS	3	45	95.56	0.00	0.52	4.44
E452LAC	4	45	88.89	8.89	0.49	11.11
E452LAS	3	45	100.00	0.00	1.00	0.00
E461LAC	4	46	95.65	4.35	0.94	4.35
E461LAS	3	46	100.00	0.00	1.00	0.00
E462LAC	4	45	97.78	2.22	0.95	2.22
E462LAS	3	45	100.00	0.00	1.00	0.00

**Table I-15. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Science High School**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
D311LAC	4	14	100.00	0.00	1.00	0.00
D311LAS	3	14	92.86	7.14	0.91	7.14
D312LAC	4	14	100.00	0.00	1.00	0.00
D312LAS	3	14	92.86	7.14	0.90	7.14
D321LAC	4	8				
D321LAS	3	8				

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
D322LAC	4	8				
D322LAS	3	8				
D331LAC	4	9				
D331LAS	3	9				
D332LAC	4	10	100.00	0.00	1.00	0.00
D332LAS	3	10	90.00	0.00	0.48	10.00
D341LAC	4	47	93.62	6.38	0.85	6.38
D341LAS	3	47	100.00	0.00	1.00	0.00
D342LAC	4	48	95.83	4.17	0.88	4.17
D342LAS	3	48	100.00	0.00	1.00	0.00
D351LAC	4	40	95.00	5.00	0.96	5.00
D351LAS	3	40	100.00	0.00	1.00	0.00
D352LAC	4	40	97.50	2.50	0.98	2.50
D352LAS	3	40	100.00	0.00	1.00	0.00
D361LAC	4	28	100.00	0.00	1.00	0.00
D361LAS	3	28	100.00	0.00	1.00	0.00
D362LAC	4	28	92.86	7.14	0.93	7.14
D362LAS	3	28	100.00	0.00	1.00	0.00
D371LAC	4	12	100.00	0.00	1.00	0.00
D371LAS	3	12	100.00	0.00	1.00	0.00
D372LAC	4	12	75.00	25.00	0.86	33.33
D372LAS	3	12	100.00	0.00	1.00	0.00
D381LAC	4	25	100.00	0.00	1.00	0.00
D381LAS	3	25	100.00	0.00	1.00	0.00
D382LAC	4	25	96.00	4.00	0.97	4.00
D382LAS	3	25	100.00	0.00	1.00	0.00
E111LAC	4	16	87.50	12.50	0.92	12.50
E111LAS	3	16	100.00	0.00	1.00	0.00
E112LAC	4	16	93.75	6.25	0.94	6.25
E112LAS	3	16	100.00	0.00	1.00	0.00
E121LAC	4	4				
E121LAS	3	4				
E122LAC	4	4				
E122LAS	3	4				
E131LAC	4	27	100.00	0.00	1.00	0.00
E131LAS	3	27	92.59	0.00	0.68	7.41
E132LAC	4	28	100.00	0.00	1.00	0.00
E132LAS	3	28	96.43	0.00	0.65	3.57
E141LAC	4	34	79.41	14.71	0.84	20.59
E141LAS	3	34	100.00	0.00	1.00	0.00
E142LAC	4	34	85.29	14.71	0.77	14.71
E142LAS	3	34	94.12	5.88	0.92	5.88
E151LAC	4	24	100.00	0.00	1.00	0.00
E151LAS	3	24	100.00	0.00	1.00	0.00
E152LAC	4	24	95.83	4.17	0.85	4.17
E152LAS	3	24	100.00	0.00	1.00	0.00
E161LAC	4	43	93.02	6.98	0.92	6.98
E161LAS	3	43	100.00	0.00	1.00	0.00

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
E162LAC	4	43	97.67	2.33	0.97	2.33
E162LAS	3	43	100.00	0.00	1.00	0.00
E171LAC	4	13	100.00	0.00	1.00	0.00
E171LAS	3	13	100.00	0.00	1.00	0.00
E172LAC	4	13	100.00	0.00	1.00	0.00
E172LAS	3	13	92.31	7.69	0.93	7.69
E181LAC	4	26	100.00	0.00	1.00	0.00
E181LAS	3	26	100.00	0.00	1.00	0.00
E182LAC	4	26	96.15	3.85	0.94	3.85
E182LAS	3	26	100.00	0.00	1.00	0.00
E511LAC	4	16	100.00	0.00	1.00	0.00
E511LAS	3	16	100.00	0.00	1.00	0.00
E512LAC	4	16	93.75	6.25	0.94	6.25
E512LAS	3	16	100.00	0.00	1.00	0.00
E521LAC	4	10	100.00	0.00	1.00	0.00
E521LAS	3	10	100.00	0.00	1.00	0.00
E522LAC	4	10	100.00	0.00	1.00	0.00
E522LAS	3	10	100.00	0.00	1.00	0.00
E531LAC	4	44	97.73	2.27	0.97	2.27
E531LAS	3	44	100.00	0.00	1.00	0.00
E532LAC	4	44	84.09	13.64	0.56	18.18
E532LAS	3	44	100.00	0.00	1.00	0.00
E541LAC	4	38	81.58	15.79	0.73	18.42
E541LAS	3	38	100.00	0.00	1.00	0.00
E542LAC	4	38	89.47	10.53	0.89	13.16
E542LAS	3	38	92.11	2.63	0.72	7.89
E551LAC	4	25	88.00	12.00	0.81	12.00
E551LAS	3	25	100.00	0.00	1.00	0.00
E552LAC	4	25	92.00	4.00	0.84	8.00
E552LAS	3	25	96.00	4.00	0.94	4.00
E561LAC	4	16	87.50	12.50	0.91	12.50
E561LAS	3	16	93.75	0.00	0.53	6.25
E562LAC	4	16	87.50	12.50	0.94	12.50
E562LAS	3	16	93.75	6.25	0.88	6.25
E571LAC	4	11	63.64	36.36	0.48	36.36
E571LAS	3	11	90.91	9.09	0.94	9.09
E572LAC	4	11	72.73	27.27	0.85	27.27
E572LAS	3	11	90.91	0.00	0.83	9.09
E581LAC	4	29	93.10	6.90	0.95	6.90
E581LAS	3	29	100.00	0.00	1.00	0.00
E582LAC	4	30	93.33	6.67	0.92	6.67
E582LAS	3	30	96.67	0.00	0.71	3.33

**Table I-16. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Writing Grade 4**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
B211LAC	4	64	92.19	7.81	0.93	9.38
B211LAS	3	64	98.44	1.56	0.96	1.56
B212LAC	4	65	100.00	0.00	1.00	3.08
B212LAS	3	65	98.46	1.54	0.97	1.54
B213LAC	4	64	100.00	0.00	1.00	1.56
B213LAS	3	64	95.31	3.13	0.72	4.69
B221LAC	4	43	93.02	4.65	0.66	6.98
B221LAS	3	43	97.67	2.33	0.96	2.33
B222LAC	4	43	88.37	11.63	0.94	11.63
B222LAS	3	43	88.37	6.98	0.62	11.63
B223LAC	4	42	88.10	9.52	0.76	11.90
B223LAS	3	42	97.62	2.38	0.97	2.38
B231LAC	4	36	83.33	13.89	0.80	16.67
B231LAS	3	36	97.22	2.78	0.96	2.78
B232LAC	4	35	88.57	11.43	0.92	11.43
B232LAS	3	35	100.00	0.00	1.00	0.00
B233LAC	4	36	88.89	8.33	0.81	11.11
B233LAS	3	36	97.22	2.78	0.96	2.78
B241LAC	4	62	95.16	4.84	0.92	4.84
B241LAS	3	62	98.39	1.61	0.96	1.61
B242LAC	4	63	87.30	11.11	0.81	12.70
B242LAS	3	63	100.00	0.00	1.00	0.00
B243LAC	4	63	82.54	12.70	0.67	17.46
B243LAS	3	63	100.00	0.00	1.00	0.00

**Table I-17. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Writing Grade 7**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
B311LAC	4	27	96.30	3.70	0.97	3.70
B311LAS	3	27	100.00	0.00	1.00	0.00
B312LAC	4	25	96.00	4.00	0.98	4.00
B312LAS	3	25	100.00	0.00	1.00	0.00
B313LAC	4	27	96.30	3.70	0.97	3.70
B313LAS	3	27	96.30	3.70	0.95	3.70
B321LAC	4	19	100.00	0.00	1.00	0.00
B321LAS	3	19	94.74	0.00	0.62	5.26
B322LAC	4	19	94.74	5.26	0.94	5.26
B322LAS	3	19	94.74	0.00	0.58	5.26
B323LAC	4	19	89.47	5.26	0.83	10.53
B323LAS	3	19	100.00	0.00	1.00	0.00
B331LAC	4	33	96.97	0.00		6.06
B331LAS	3	33	100.00	0.00		3.03
B332LAC	4	35	94.29	5.71	0.92	8.57

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
B332LAS	3	35	97.14	0.00	0.70	5.71
B333LAC	4	35	88.57	11.43	0.89	14.29
B333LAS	3	35	100.00	0.00	1.00	2.86
B343LAC	4	47	97.87	2.13	0.98	4.26
B343LAS	3	47	93.62	0.00	0.38	6.38
B351LAC	4	39	94.87	5.13	0.93	5.13
B351LAS	3	39	94.87	0.00	0.44	5.13
B352LAC	4	39	87.18	12.82	0.91	12.82
B352LAS	3	39	94.87	0.00	0.39	5.13
B353LAC	4	39	87.18	10.26	0.89	12.82
B353LAS	3	39	94.87	0.00	0.36	5.13
B361LAC	4	29	86.21	10.34	0.80	13.79
B361LAS	3	29	100.00	0.00	1.00	0.00
B362LAC	4	28	85.71	10.71	0.81	14.29
B362LAS	3	28	100.00	0.00	1.00	0.00
B363LAC	4	29	96.55	3.45	0.97	3.45
B363LAS	3	29	100.00	0.00	1.00	0.00

**Table I-18. 2013–14 PAAP: Item-Level Interrater Consistency Statistics—
Writing High School**

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
B111LAC	4	17	100.00	0.00	1.00	0.00
B111LAS	3	17	100.00	0.00	1.00	0.00
B112LAC	4	17	94.12	5.88	0.94	5.88
B112LAS	3	17	100.00	0.00	1.00	0.00
B113LAC	4	17	88.24	11.76	0.89	11.76
B113LAS	3	17	100.00	0.00	1.00	0.00
B121LAC	4	11	100.00	0.00	1.00	0.00
B121LAS	3	11	100.00	0.00	1.00	0.00
B122LAC	4	10	100.00	0.00	1.00	0.00
B122LAS	3	10	100.00	0.00	1.00	0.00
B123LAC	4	11	100.00	0.00	1.00	0.00
B123LAS	3	11	100.00	0.00	1.00	0.00
B131LAC	4	22	100.00	0.00	1.00	0.00
B131LAS	3	22	100.00	0.00	1.00	0.00
B132LAC	4	22	100.00	0.00	1.00	0.00
B132LAS	3	22	100.00	0.00	1.00	0.00
B133LAC	4	22	86.36	13.64	0.50	13.64
B133LAS	3	22	100.00	0.00	1.00	0.00
B141LAC	4	35	100.00	0.00	1.00	0.00
B141LAS	3	35	100.00	0.00	1.00	0.00
B142LAC	4	35	94.29	5.71	0.95	5.71
B142LAS	3	35	94.29	2.86	0.66	5.71
B143LAC	4	35	91.43	8.57	0.93	8.57

continued

<i>Item</i>	<i>Number of</i>		<i>Percent</i>		<i>Correlation</i>	<i>Percent of Third Scores</i>
	<i>Score Categories</i>	<i>Responses Scored Twice</i>	<i>Exact</i>	<i>Adjacent</i>		
B143LAS	3	35	97.14	2.86	0.94	2.86
B151LAC	4	34	85.29	11.76	0.72	14.71
B151LAS	3	34	100.00	0.00	1.00	0.00
B152LAC	4	33	93.94	6.06	0.95	6.06
B152LAS	3	33	100.00	0.00	1.00	0.00
B153LAC	4	34	91.18	8.82	0.90	8.82
B153LAS	3	34	97.06	2.94	0.92	2.94
B161LAC	4	37	97.30	0.00	0.81	2.70
B161LAS	3	37	100.00	0.00	1.00	0.00
B162LAC	4	38	84.21	13.16	0.78	15.79
B162LAS	3	38	100.00	0.00	1.00	0.00
B163LAC	4	38	68.42	31.58	0.67	31.58
B163LAS	3	38	100.00	0.00	1.00	0.00
B171LAC	4	16	93.75	6.25	0.93	6.25
B171LAS	3	16	100.00	0.00		0.00
B172LAC	4	16	87.50	12.50	0.84	12.50
B172LAS	3	16	100.00	0.00	1.00	0.00
B173LAC	4	16	93.75	6.25	0.97	6.25
B173LAS	3	16	100.00	0.00	1.00	0.00
B181LAC	4	19	100.00	0.00	1.00	0.00
B181LAS	3	19	94.74	5.26	0.69	5.26
B182LAC	4	19	89.47	10.53	0.92	10.53
B182LAS	3	19	100.00	0.00	1.00	0.00
B183LAC	4	18	88.89	11.11	0.89	11.11
B183LAS	3	18	100.00	0.00	1.00	0.00

APPENDIX J—SCORE OF RECORD

Maine Alt (PAAP) 1314 Score of Record

I. PAAP Portfolio- Complete Content Areas

All entries must be submitted with AGLE/Performance Indicators consistent with those listed in *2013-14_PAAP_Blueprint.pdf*. Each entry must have a unique AGLE/Performance Indicator.

1. Reading: 2 entries submitted
Grades 03-07, 10 and 11(3rd year HS)
2. Writing: 1 entry submitted
Grades 04, 07 and 11(3rd year HS)
3. Math: 3 entries submitted
Grades 03-07, 10 and 11(3rd year HS)
4. Science: 3 entries submitted
Grades 05, 08, 11 (3rd year HS)

Grade 10 students are required to do the first task in each entry. Additional tasks are ignored.

If a content area does not exist at the student demographic file enrolled grade level or Third Year High School then do the following: if enrolled student grade from the student demographic file is 03-08 and not flagged as Third Year High School then ignore content areas submitted when they were not supposed to be administered. The grade used in reporting is the student demographic file enrolled grade.

II. Portfolio Data Points

Each portfolio will be scored at least twice. Some data points will require a third score. For each content area, the scored data points are listed below.

1. PAAP Submitted: Content Area PAAP Submitted (Y, N)
2. Entry data points:
 - a. Entry Submitted (Y, N, blank)

- b. AGLE (A, B, C, D, E, blank) (For non blank, see section I for valid values)
- c. Performance Indicators (1, 2, 3, 4, 5, blank) (For non blank, see section I for valid values)
- d. Level of Complexity (1-8, blank)
 - i) Table of Valid Values

<u>Grades</u>	<u>Level of Complexity</u>
3, 4 & 5	1, 2, 3, 4
6, 7 & 8	1, 2, 3, 4, 5, 6
10 & 11	1, 2, 3, 4, 5, 6, 7, 8

- e. Entry Meets PAAP Requirements (Y, N, blank)
3. Task data points (Number of tasks depends on content area)
 - a. Scorable (Y, N, blank)
 - b. Level of Accuracy (1-4, blank)
 - c. Level of Assistance (1-3, blank)
 4. Comment Codes (1, 2, 3, 4, 5, A, B, C, D, E, F)
 - a. Valid value are 1, 2a, 2b, 2c, 2d,2e, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 5a, 5b

III. Calculation of Final Score of Record for PAAP Submitted and Entry Data Points for Each Content Area

1. Calculate Final PAAP Submitted
 - a. If Scid_3 PAAP Submitted is not blank then Scid_3 PAAP Submitted is the Final PAAP Submitted. Else Scid_1 PAAP Submitted is the Final PAAP Submitted.
 - b. If Final PAAP Submitted = ‘N’ then all entry data points are set to blank.
 - c. If Final PAAP Submitted = ‘Y’ then calculate Final Entry data points and Comment Codes (as outlined below).
2. Calculate Final Entry Submitted, AGLE, Performance Indicator, Level of Complexity and Entry Meets PAAP Requirements
 - a. If Scid_3 Entry Submitted is not blank then Scid_3 Entry Submitted is the Final Entry Submitted. Else Scid_1 Entry Submitted is the Final Entry Submitted.
 - b. If Final Entry Submitted = ‘N’ then the AGLE, Performance Indicator, Level of Complexity, Entry Meets PAAP Requirements and all tasks data points are set to blank.

- c. If Final Entry Submitted = ‘Y’ then
 - i. If Scid_3 AGLE is not blank then Scid_3 AGLE is the Final AGLE. Else Scid_1 AGLE is the Final AGLE.
 - ii. If Scid_3 Performance Indicator is not blank then Scid_3 Performance Indicator is the Final Performance Indicator. Else Scid_1 Performance Indicator is the Final Performance Indicator.
 - iii. If Scid_3 Level of Complexity is not blank then Scid_3 Level of Complexity is the Final Level of Complexity. Else Scid_1 Level of Complexity is the Final Level of Complexity.
 - iv. If Scid_3 Entry Meets PAAP Requirements is not blank then Scid_3 Entry Meets PAAP Requirements is the Final Entry Meets PAAP Requirements. Else Scid_1 Entry Meets PAAP Requirements is the Final Entry Meets PAAP Requirements.
 - v. If Final Entry Meets PAAP Requirements = ‘N’ then all task data points are set to blank.
 - vi. If Final Entry Meets PAAP Requirements = ‘Y’ then for each task calculate Final Scorable.

- 3. Calculate Final Scorable, Level of Accuracy and Level of Assistance
 - a. If Scid_3 Scorable is not blank then Scid_3 Scorable is the Final Scorable. Else Scid_1 Scorable is the Final Scorable.
 - b. If Scorable = ‘N’ then the Level of Accuracy and Level of Assistance data points are set to ‘U’ (unscorable).
 - c. If Scorable = ‘Y’ then
 - i. If Scid_3 Level of Accuracy is not blank then Scid_3 Level of Accuracy is the Final Level of Accuracy. Else Scid_1 Level of Accuracy is the Final Level of Accuracy.
 - d. If Scid_3 Level of Assistance is not blank then Scid_3 Level of Assistance is the final Level of Assistance. Else Scid_1 Level of Assistance is the Final Level of Assistance.

- 4. Calculate Final Comment Code(s)
 - a. If Final PAAP Submitted = ‘Y’ then if Scid_3 Comment Code(s) is not blank then Scid_3 Comment Code(s) is/are the Final Comment code(s). Else Scid_1 Comment code(s) is/are the Final Comment Code.
 - b. If Final PAAP Submitted = ‘N’ then set the Final Comment Codes to blank.

- 5. For entries within a content area with at least one scorable task, if the unique rule for AGLE/performance indicator described in section “I. PAAP Portfolio – Complete Content Areas” is violated, then for the entry (entries) with the second (third) occurrence of the duplicate AGLE/performance indicator the final score of record must be Entry Submitted=Y, AGLE as calculated, Performance Indicator as calculated, Meets PAAP Requirements=N and all task data points must be blank.

V. Calculation of Final Overall Achievement Scores based on Final Score of Record for PAAP Submitted and Entry Data Points

- 1. If grade=10, then Overall All Content Area Score and Content Area Achievement level will be blank.

2. For each content area where Final Content Area PAAP Submitted = Y a student will be assigned an Achievement Based Overall Content Area Score and a Content Area Achievement Level.
3. For each content area where Final Content Area PAAP Submitted = N, scores will be reported as No PAAP Submitted.
4. For each entry where Final Entry Submitted = N or Final Entry Meets Requirements = N or all tasks are unscorable then Final Entry Score = 0 and Final Entry Level of Accuracy (Assistance) = 'U'.
5. Final Entry Score = (5 * 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.

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

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

6. Overall Content Area Score = Sum of the Final Entry Scores
7. Overall Content Area Achievement Level will be determined based on the ranges of Overall Content Area Score. The ranges will be determined in standard setting and will be set by grade.

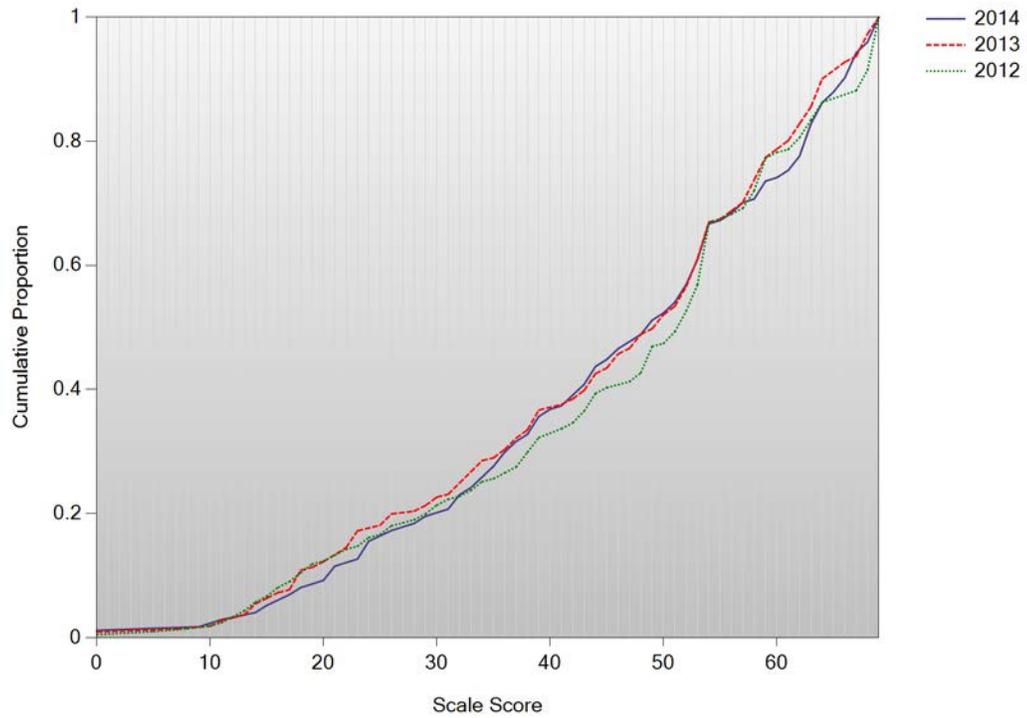
VII. Valid Overall Content Area Score, Overall Content Area Achievement Level

1. For students identified as submitting a portfolio for the content area
 - a. Overall Content Area Achievement Level: 1 (Substantially Below Proficient), 2 (Partially Proficient), 3 (Proficient), 4 (Proficient with distinction)
 - b. Overall Content Area Score = 0 to max possible points which varies based on grade and subject
2. For students identified as not submitting a portfolio for the content area or the content area does not exist at the grade level
 - a. No overall scores. Student reported as No PAAP Submitted as detailed in decision rules.

APPENDIX K—CUMULATIVE SCORE DISTRIBUTIONS

Figure K-1. 2013–14 PAAP: Cumulative Distributions
Top: Mathematics Grade 3 Bottom: Mathematics Grade 4

Cumulative Scale Score Distributions: Mathematics Grade 3



Cumulative Scale Score Distributions: Mathematics Grade 4

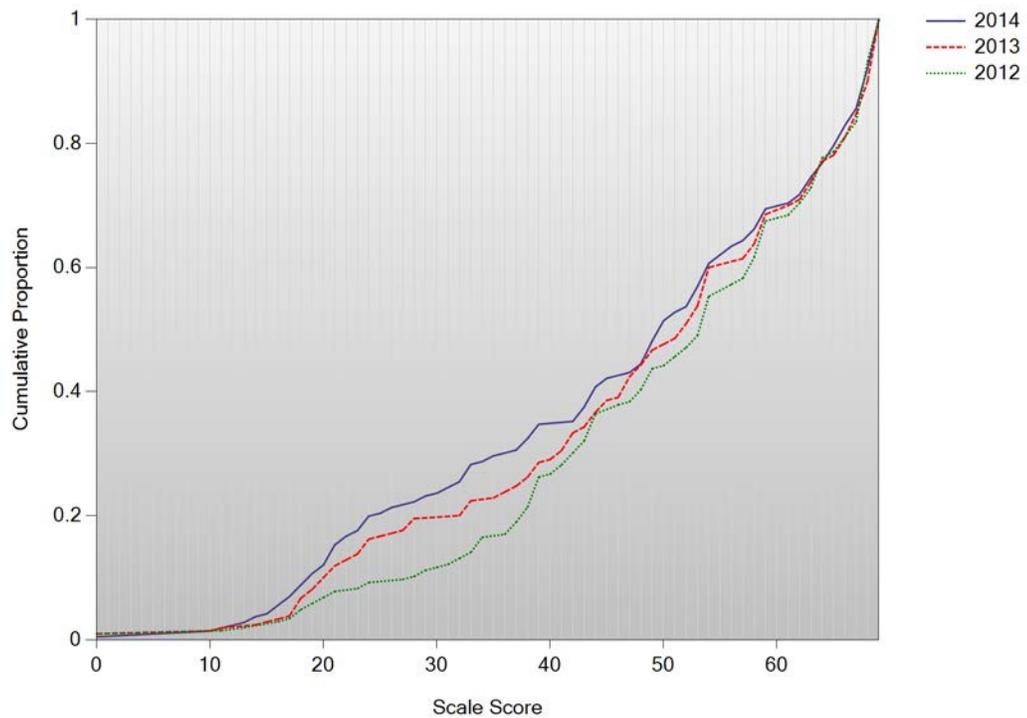
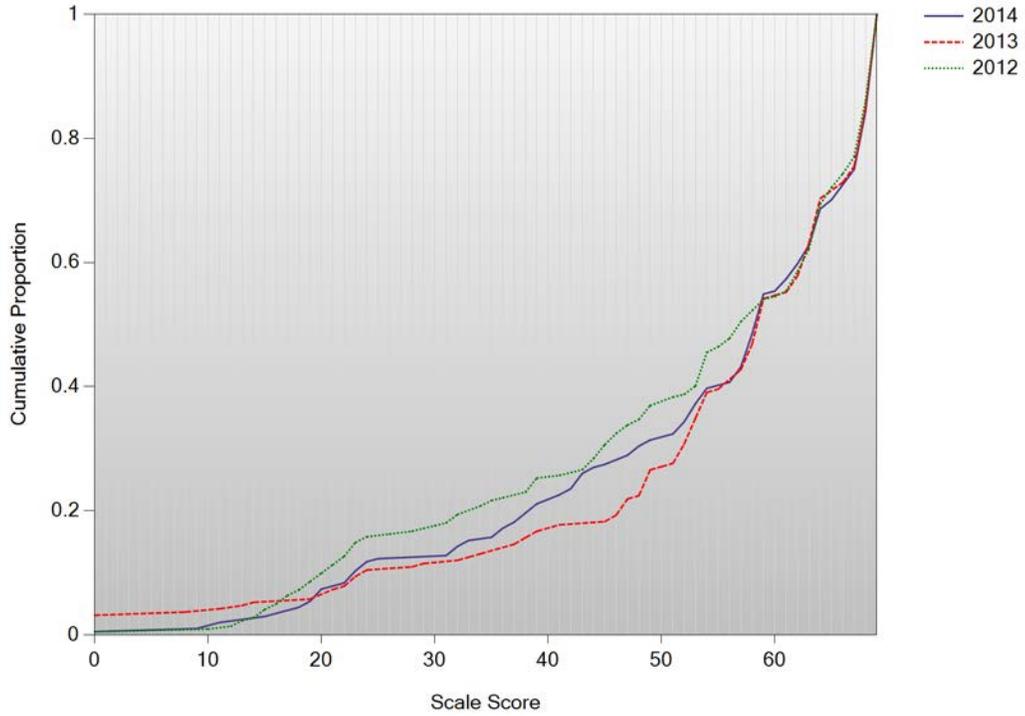


Figure K-2. 2013–14 PAAP: Cumulative Distributions
Top: Mathematics Grade 5 Bottom: Mathematics Grade 6

Cumulative Scale Score Distributions: Mathematics Grade 5



Cumulative Scale Score Distributions: Mathematics Grade 6

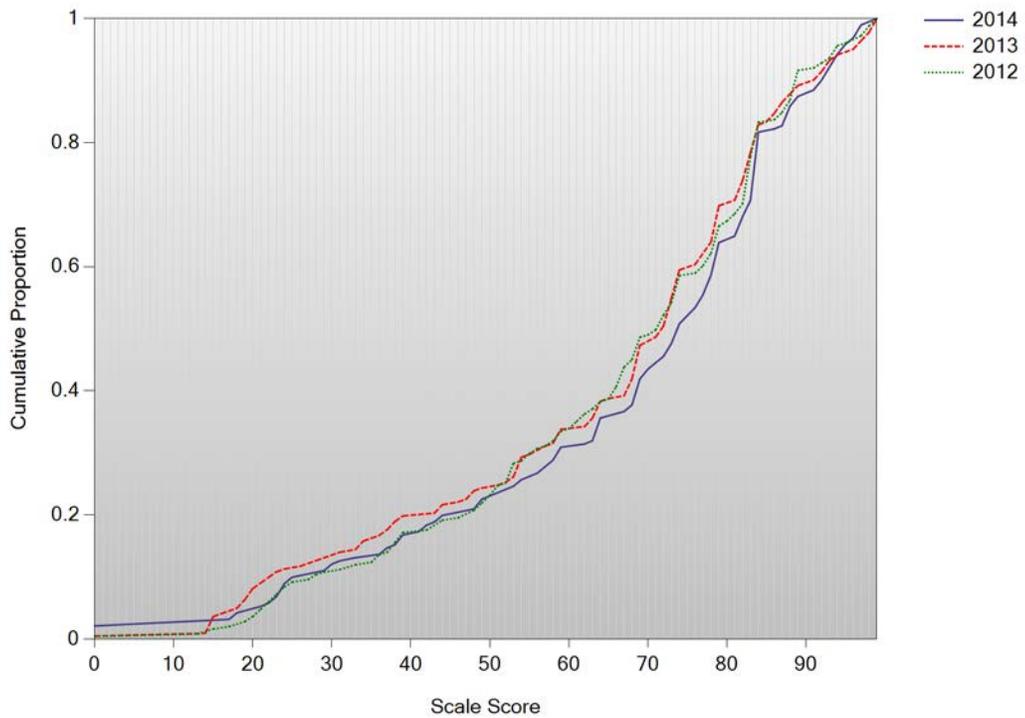
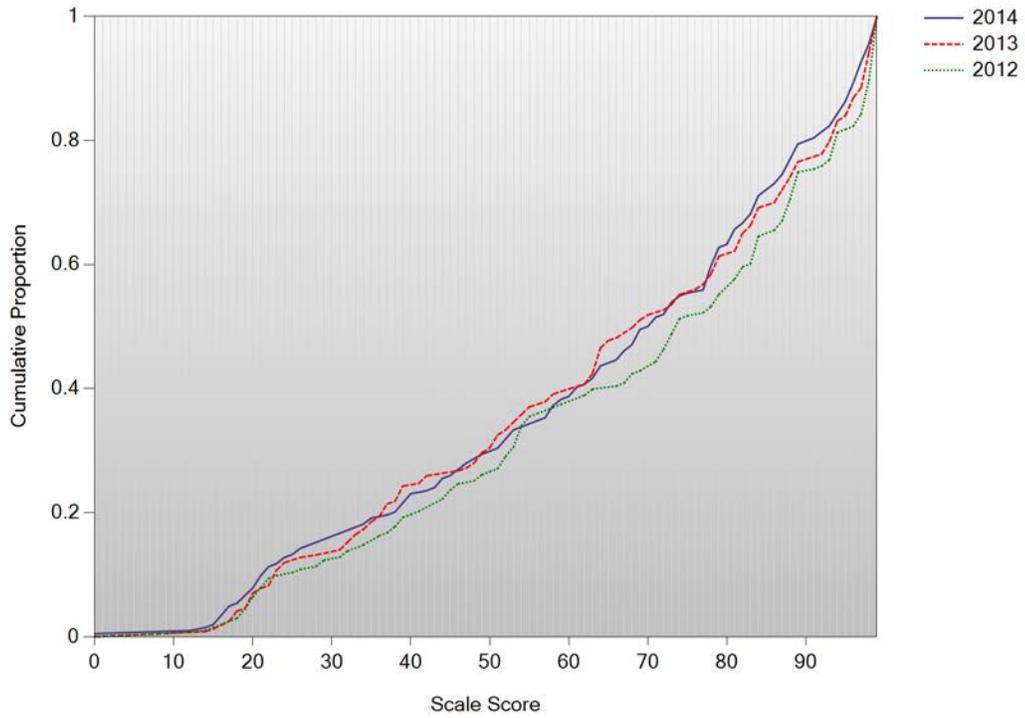


Figure K-3. 2013–14 PAAP: Cumulative Distributions
Top: Mathematics Grade 7 Bottom: Mathematics High School

Cumulative Scale Score Distributions: Mathematics Grade 7



Cumulative Scale Score Distributions: Mathematics Grade HS

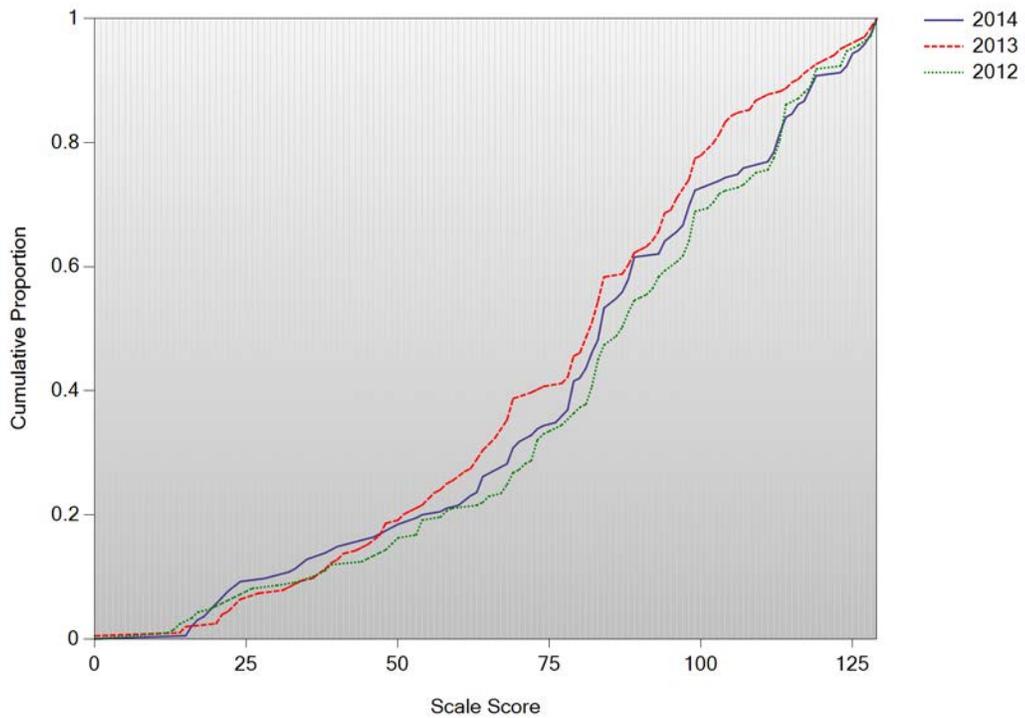
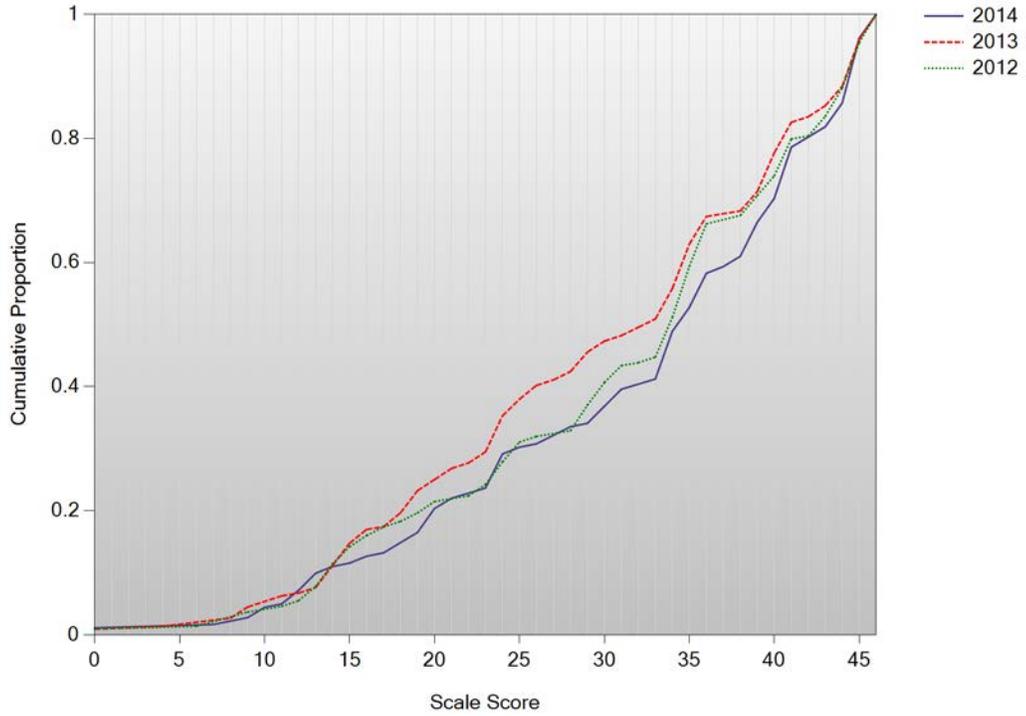


Figure K-4. 2013–14 PAAP: Cumulative Distributions
Top: Reading Grade 3 Bottom: Reading Grade 4

Cumulative Scale Score Distributions: Reading Grade 3



Cumulative Scale Score Distributions: Reading Grade 4

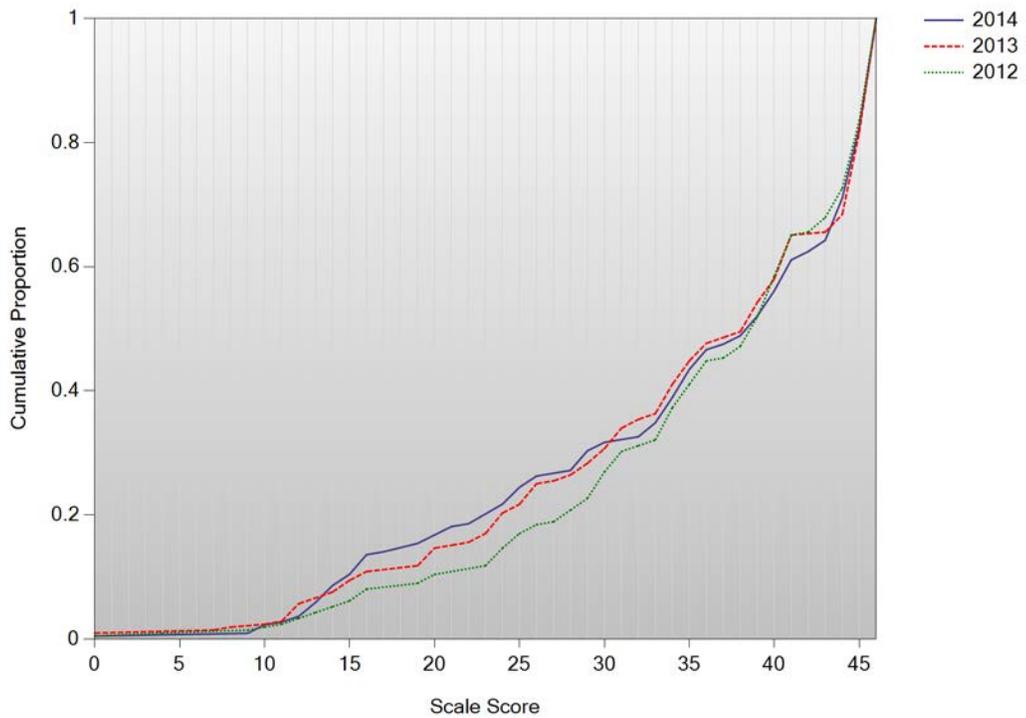
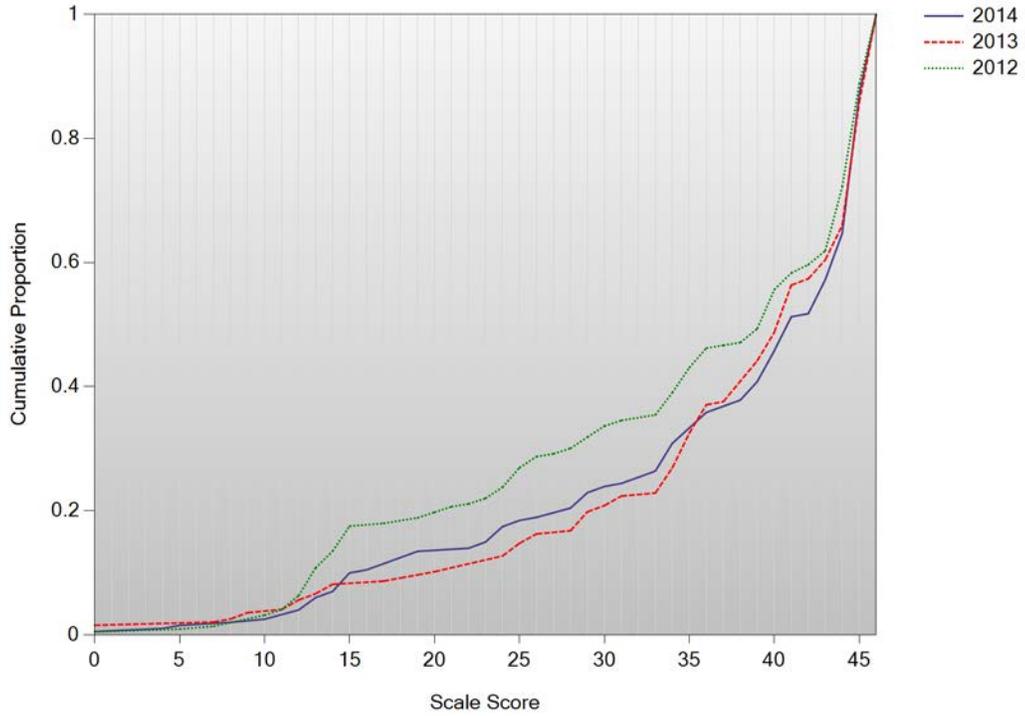


Figure K-5. 2013–14 PAAP: Cumulative Distributions
Top: Reading Grade 5 Bottom: Reading Grade 6

Cumulative Scale Score Distributions: Reading Grade 5



Cumulative Scale Score Distributions: Reading Grade 6

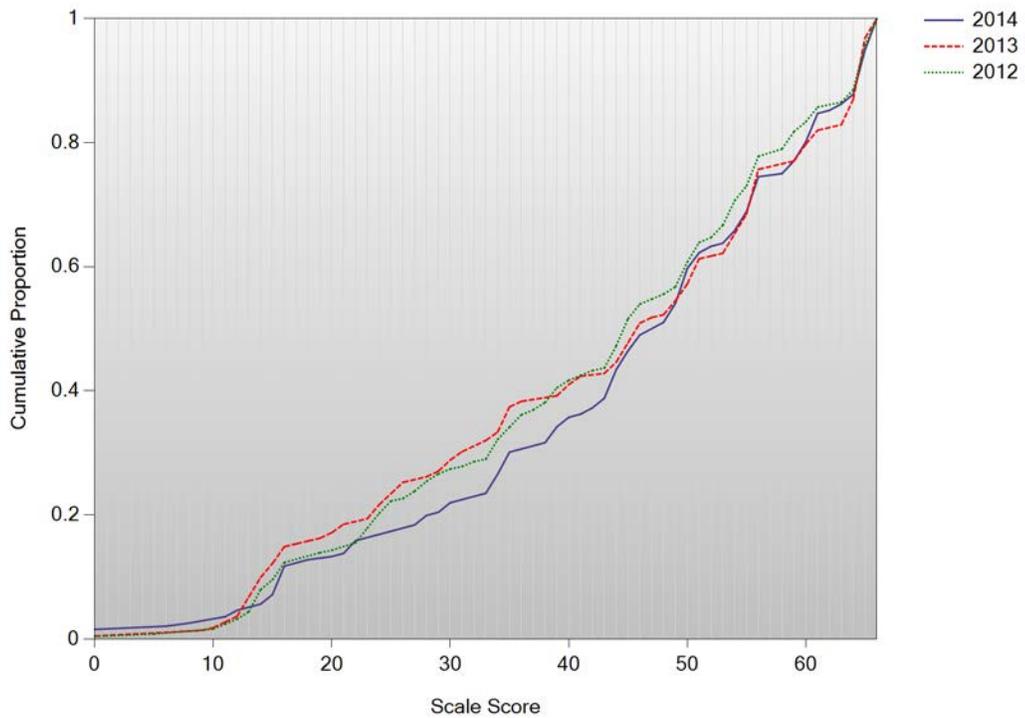
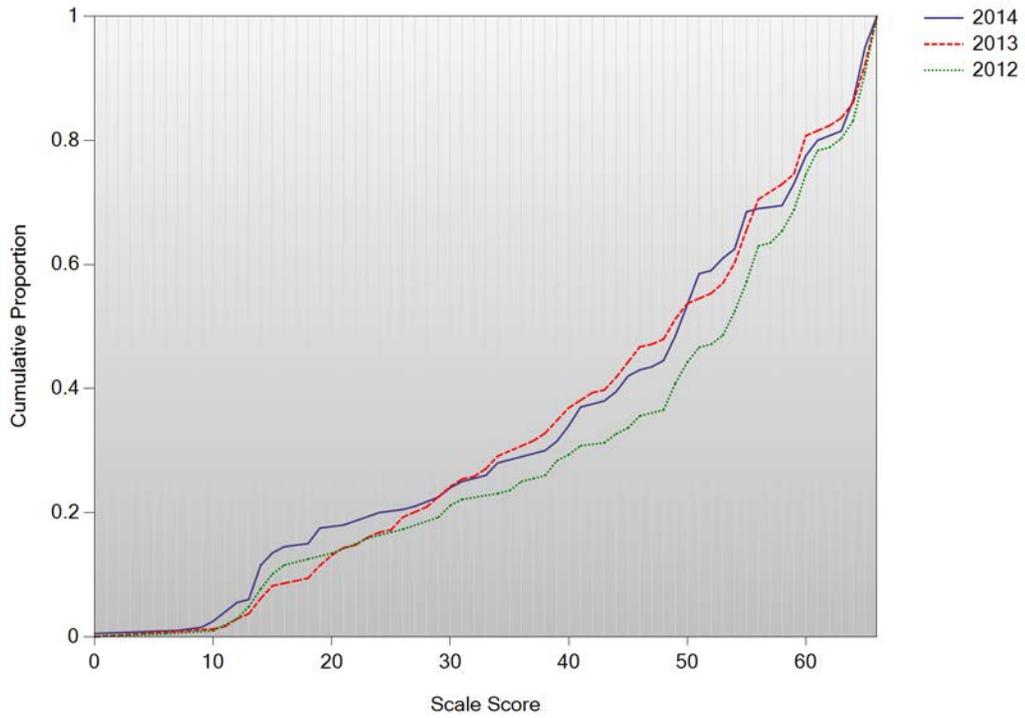


Figure K-6. 2013–14 PAAP: Cumulative Distributions
Top: Reading Grade 7 Bottom: Reading High School

Cumulative Scale Score Distributions: Reading Grade 7



Cumulative Scale Score Distributions: Reading Grade HS

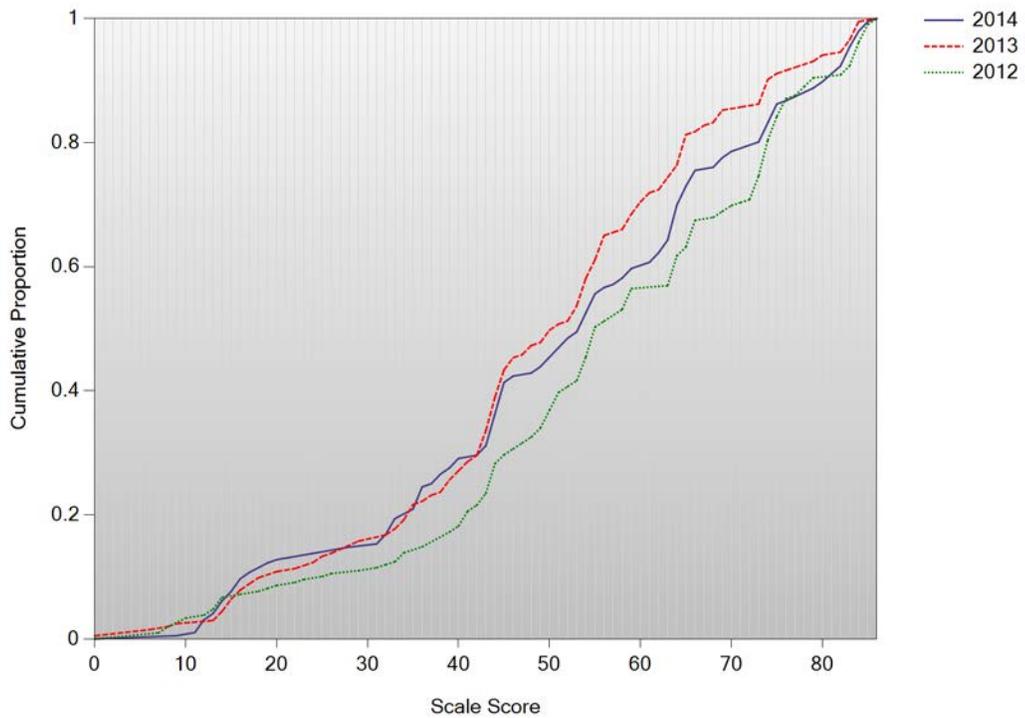
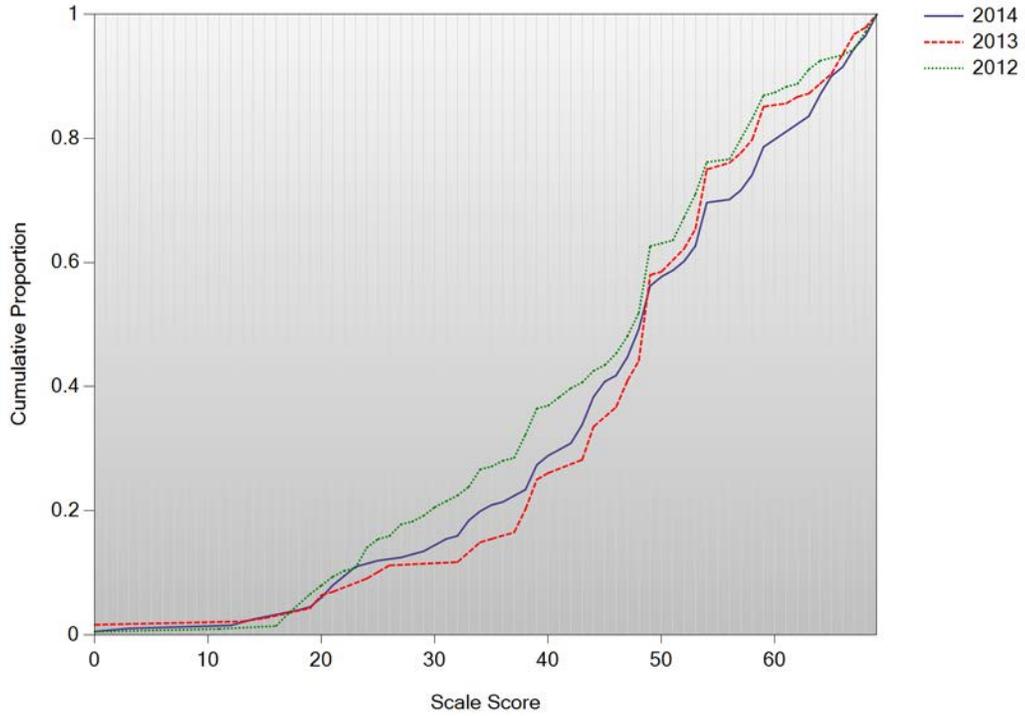


Figure K-7. 2013–14 PAAP: Cumulative Distributions
Top: Science Grade 5 Bottom: Science Grade 8

Cumulative Scale Score Distributions: Science Grade 5



Cumulative Scale Score Distributions: Science Grade 8

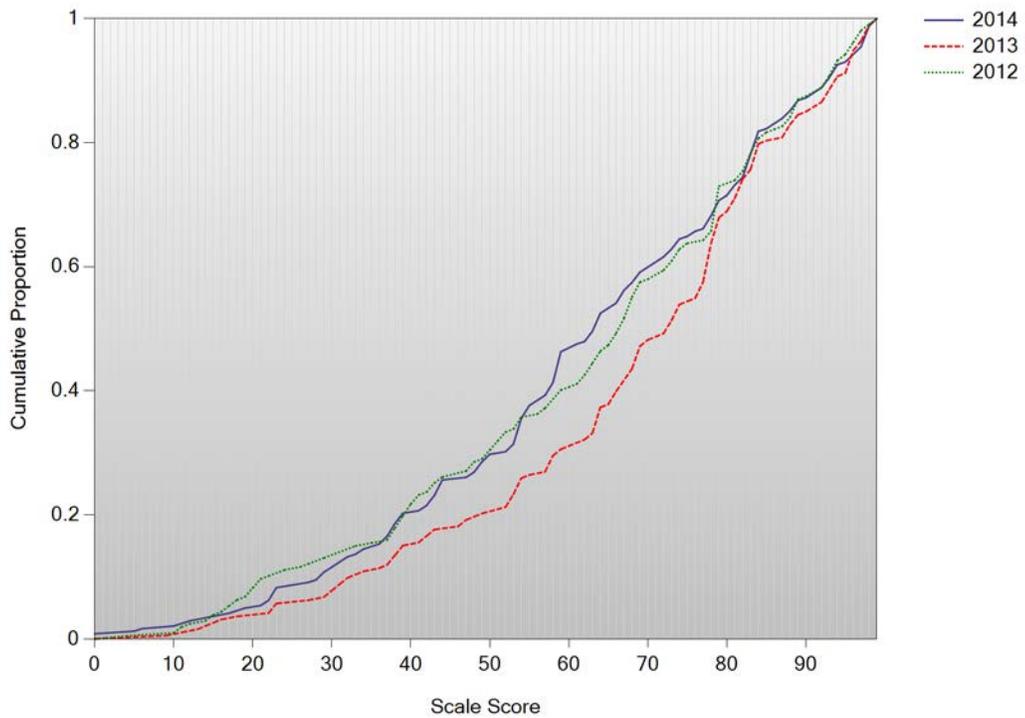
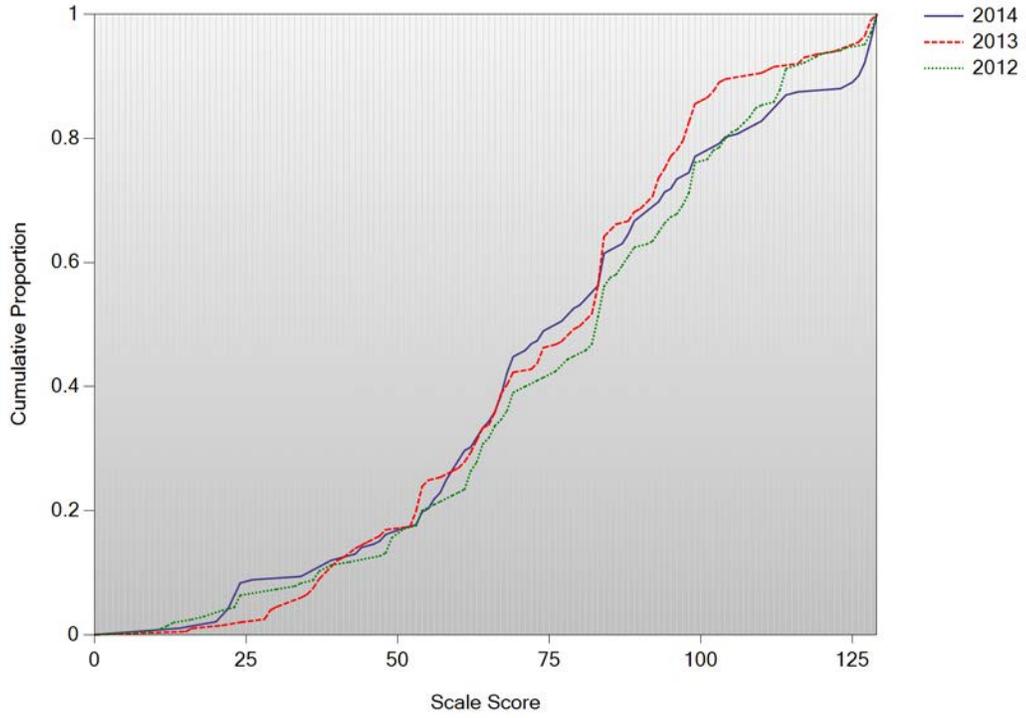


Figure K-8. 2013–14 PAAP: Cumulative Distributions
Top: Science High School Bottom: Writing Grade 4

Cumulative Scale Score Distributions: Science Grade HS



Cumulative Scale Score Distributions: Writing Grade 4

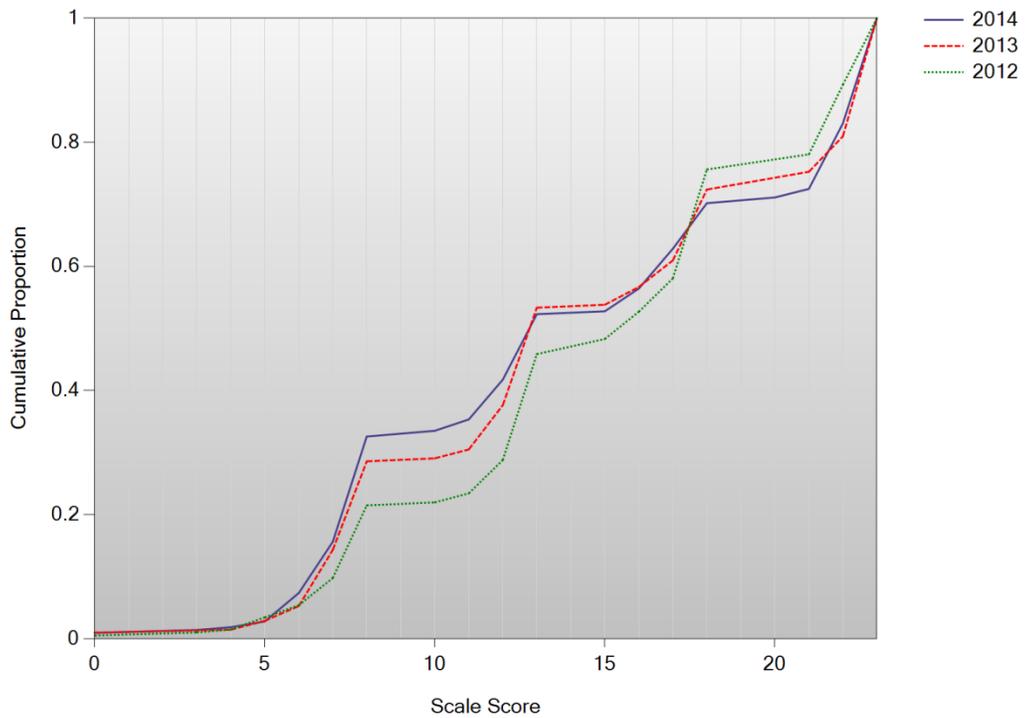
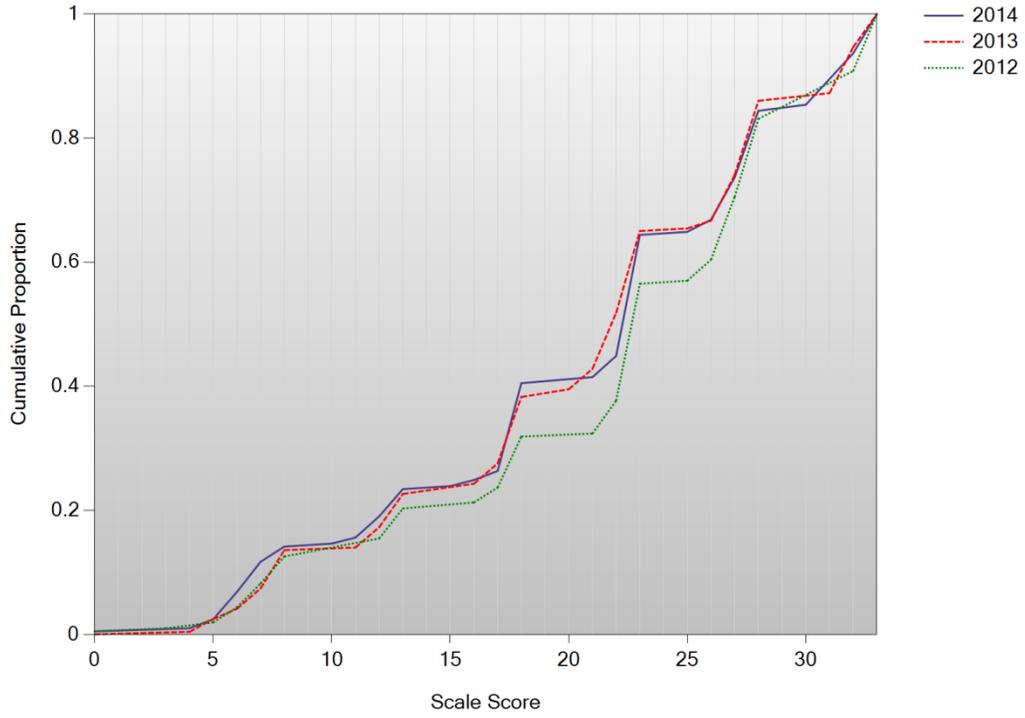
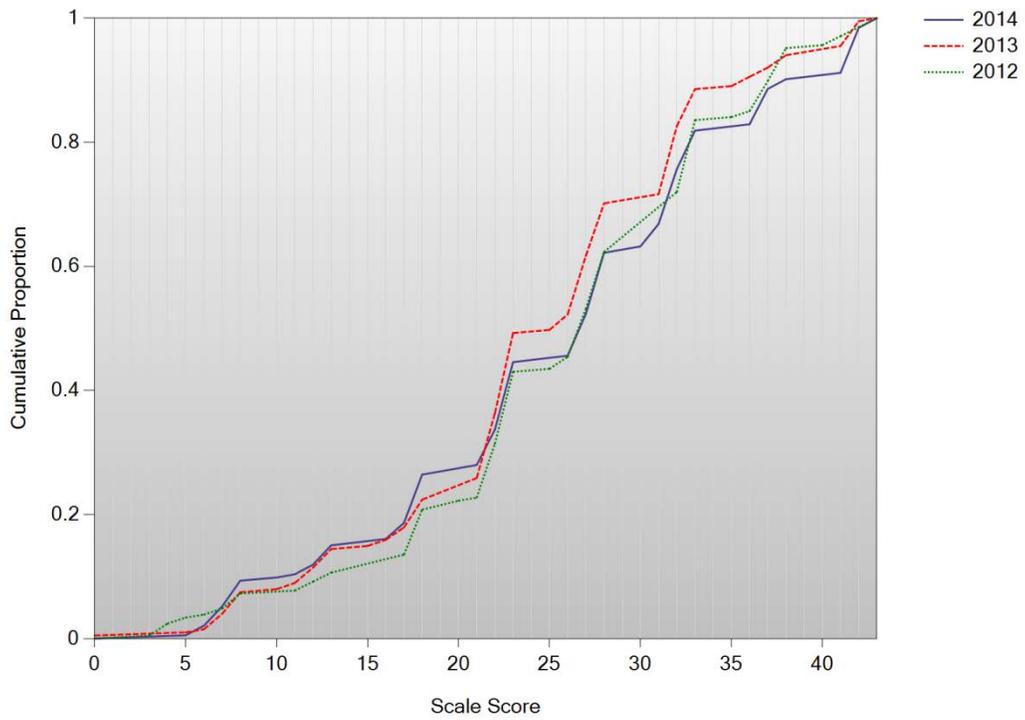


Figure K-9. 2013–14 PAAP: Cumulative Distributions
Top: Writing Grade 7 **Bottom: Writing High School**

Cumulative Scale Score Distributions: Writing Grade 7



Cumulative Scale Score Distributions: Writing Grade HS



APPENDIX L—ACHIEVEMENT-LEVEL DISTRIBUTIONS

**Table L-1. 2013–14 PAAP: Achievement-Level Distributions
by Subject and Grade**

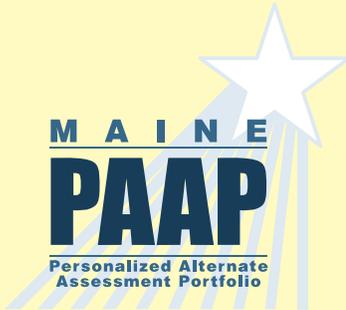
Subject	Grade	Achievement Level	Percent at Level		
			2013–14	2012–13	2011–12
Mathematics	3	4	24.71	19.91	21.33
		3	42.53	46.61	48.82
		2	21.26	21.27	16.59
		1	11.49	12.22	13.27
	4	4	29.63	30.00	31.55
		3	35.65	39.52	40.29
		2	19.44	18.57	20.39
		1	15.28	11.90	7.77
	5	4	27.45	27.08	25.68
		3	40.20	45.31	36.04
		2	20.10	17.19	22.07
		1	12.25	10.42	16.22
	6	4	18.32	17.12	16.73
		3	55.50	53.15	53.39
		2	17.28	18.47	21.51
		1	8.90	11.26	8.37
	7	4	19.61	22.63	24.63
		3	46.08	40.33	39.90
		2	21.57	25.10	25.62
		1	12.75	11.93	9.85
HS	4	9.23	6.86	8.13	
	3	47.18	44.61	54.07	
	2	32.82	40.20	29.19	
	1	10.77	8.33	8.61	
Reading	3	4	19.78	16.52	19.63
		3	51.10	48.21	52.51
		2	24.18	29.02	23.29
		1	4.95	6.25	4.57
	4	4	37.56	34.91	34.43
		3	40.72	44.81	50.94
		2	19.00	17.45	12.26
		1	2.71	2.83	2.36
	5	4	48.76	43.65	41.70
		3	36.32	46.19	36.32
		2	8.96	3.55	11.21
		1	5.97	6.60	10.76
	6	4	22.96	22.97	18.25
		3	55.10	48.20	54.37
		2	9.18	13.06	15.08
		1	12.76	15.77	12.30
	7	4	18.50	16.39	19.71
		3	52.00	52.05	54.81
		2	15.00	22.54	13.94
		1	14.50	9.02	11.54

continued

Subject	Grade	Achievement Level	Percent at Level		
			2013–14	2012–13	2011–12
Reading	HS	4	2.04	0.49	3.83
		3	41.33	34.48	44.98
		2	39.80	48.28	39.23
		1	16.84	16.75	11.96
Science	5	4	9.95	9.57	7.48
		3	51.74	56.91	50.00
		2	27.36	26.60	31.78
		1	10.95	6.91	10.75
	8	4	11.16	13.47	11.11
		3	49.59	59.59	51.69
		2	26.03	17.10	24.15
		1	13.22	9.84	13.04
HS	4	9.90	4.48	5.37	
	3	28.13	29.35	36.59	
	2	45.83	49.25	42.44	
	1	16.15	16.92	15.61	
Writing	4	4	27.52	24.76	21.95
		3	20.18	21.90	32.20
		2	19.72	24.76	24.39
		1	32.57	28.57	21.46
	7	4	14.63	12.76	16.91
		3	40.49	35.39	45.41
		2	29.27	37.86	25.12
		1	15.61	13.99	12.56
	HS	4	9.84	5.97	4.35
		3	45.60	44.78	52.66
		2	32.64	37.81	33.82
		1	11.92	11.44	9.18

APPENDIX M—SAMPLE REPORTS

Personalized Alternate Assessment Portfolio Student Report



2014 Maine PAAP Results for Derek Barnhouse

Grade 3
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,

A handwritten signature in black ink, appearing to read 'James E. Rier, Jr.'.

James E. Rier, Jr.
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, 10 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.

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?

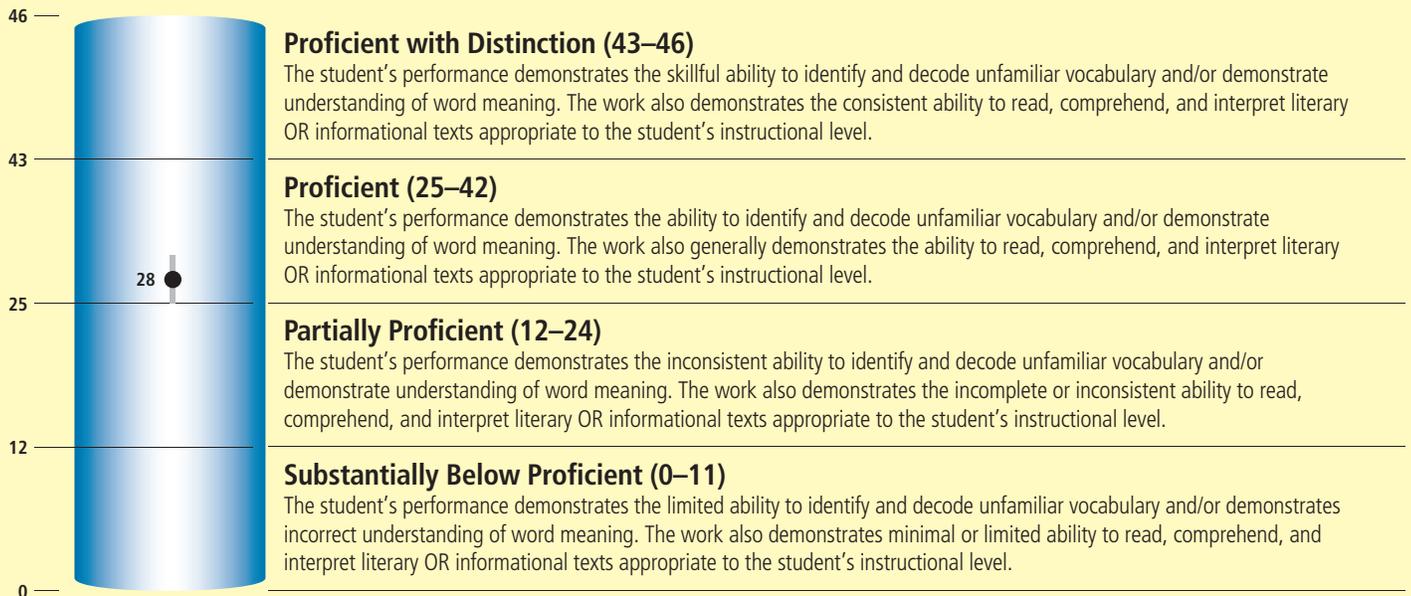
This alternate assessment allows students with significant cognitive disabilities to "show what they know" and to receive instruction at a level that is challenging and attainable.

- **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 **28**.
Your child's achievement level is **Proficient**.



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/salt/paap/resources/index.htm
The gray bar represents the probable range of scores (25–31) your child could earn if he or she took the test multiple times.

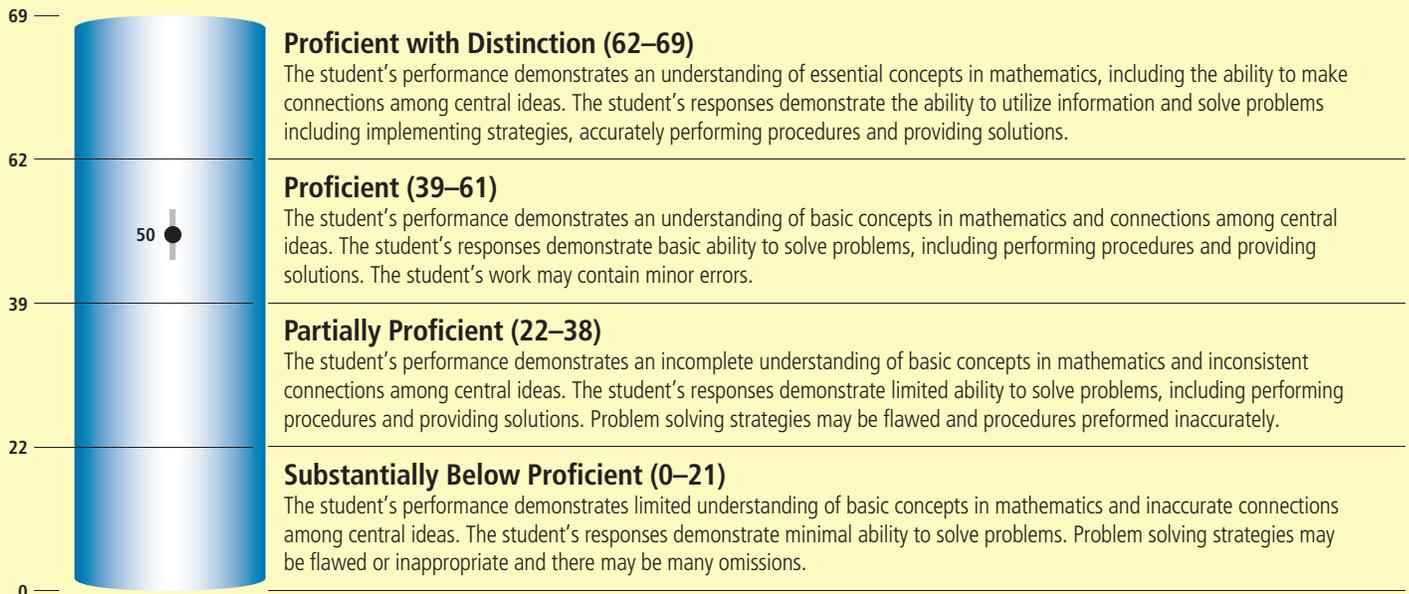
AGLE/ Indicator	Word Identification and Vocabulary Knowledge – A1	Informational Text – A3
Level of Accuracy	Student work related to this AGLE/Indicator was completed with an average score of 85-100%	Student work related to this AGLE/Indicator was completed with an average score of 61-84%
Level of Assistance*	Level of Assistance Score of 2 <ul style="list-style-type: none"> • Use of option 2 to use fewer of the item sets multiple times to match student knowledge • Limiting a student's response by removing one response option • Use of clarifying questions to stimulate student thought to the specific task without providing clues to specific answers 	Level of Assistance Score of 2 <ul style="list-style-type: none"> • Use of option 2 to use fewer of the item sets multiple times to match student knowledge • Limiting a student's response by removing one response option • Use of clarifying questions to stimulate student thought to the specific task without providing clues to specific answers
Level of Complexity**	Level of Complexity Score of 3 <ul style="list-style-type: none"> • using phonemic awareness • using word parts or phonics to decode words • using context clues to determine the meaning of words 	Level of Complexity Score of 2 <ul style="list-style-type: none"> • differentiating between print and pictures • indicating the title on the cover or title page • indicating where one begins to read on a page • indicating where to find the author's name • using explicitly stated information from the text to answer questions • recognizing a central idea from text when presented with three pictures

*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.

Mathematics

Your child's score is **50**.
Your child's achievement level is **Proficient**.



Proficient with Distinction (62–69)

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 (39–61)

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 (22–38)

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 (0–21)

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.

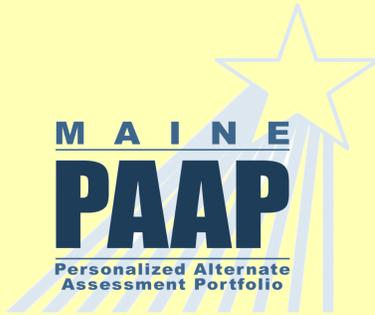
Scores on the PAAP fall into one of four achievement levels listed above. These levels describe the quality of a student's work compiled in the portfolio. If you would like more information about the achievement levels, go to: www.maine.gov/education/lsalt/paap/resources/index.htm
The gray bar represents the probable range of scores (46–54) your child could earn if he or she took the test multiple times.

AGLE/ Indicator	Numbers and Operations – A1	Geometry and Measurement – B3	Functions and Algebra – C1
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 2 <ul style="list-style-type: none"> Use of option 2 to use fewer of the item sets multiple times to match student knowledge Limiting a student's response by removing one response option Use of clarifying questions to stimulate student thought to the specific task without providing clues to specific answers 	Level of Assistance Score of 2 <ul style="list-style-type: none"> Use of option 2 to use fewer of the item sets multiple times to match student knowledge Limiting a student's response by removing one response option Use of clarifying questions to stimulate student thought to the specific task without providing clues to specific answers 	Level of Assistance Score of 1 <ul style="list-style-type: none"> Modeling Demonstrating a response similar to the desired response
Level of Complexity**	Level of Complexity Score of 2 <ul style="list-style-type: none"> indicating or labeling a collection of up to 10 items 	Level of Complexity Score of 4 <ul style="list-style-type: none"> measuring length using nonstandard units (e.g., paper clips) and standard units (limited to whole inches) 	Level of Complexity Score of 3 <ul style="list-style-type: none"> extending a variety of patterns represented in sequences to the next step

*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.

Personalized Alternate Assessment Portfolio Student Report



2014 Maine PAAP Results for

Nora Mendez

**Grade 10
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,

A handwritten signature in black ink, appearing to read 'James E. Rier, Jr.'.

James E. Rier, Jr.
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 assess student learning of state academic achievement standards. Students with the most significant cognitive disabilities are provided this alternate measure based on alternate academic achievement standards called Alternate Grade Level Expectations (AGLEs). The PAAP assesses the same content areas as their same age/grade peers.

Do all students take the PAAP?

Grade 10 general education students participate in the PSAT, which provides them an opportunity to practice for the more comprehensive SAT administered to third-year high school students. To be consistent with this model, grade 10 PAAP students complete a portion of the PAAP as practice prior to the full PAAP in the 11th grade. This report includes your child's student-specific results and skills, but no achievement levels, since only a portion of the PAAP was given.

How are my child's PAAP results used?

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

- Make decisions about daily instruction.
- Identify challenging academic goals and plan instruction for the following year.
- Establish whether the school and SAU are making progress in educating your child.
- Gather baseline data for progress in achieving the AGLEs.

How does participation in the PAAP help my child?

The 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 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.** Instruction is a key component of the PAAP. The design of the PAAP ensures that students are being taught the same content as their same age/grade peers.
- **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: <http://www.maine.gov/education/lsalt/paap/index.html>

Reading

AGLE/ Indicator	Literary Text – A2	Informational Text – A3
Level of Accuracy	Student work related to this AGLE/Indicator was completed with an average score of 61-84%	Student work related to this AGLE/Indicator was completed with an average score of 20-60%
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 5 <ul style="list-style-type: none"> • identifying or describing characters or setting • identifying or describing problem, solution, or events • making logical predictions • identifying characteristics or personality traits of main characters • making basic inferences 	Level of Complexity Score of 4 <ul style="list-style-type: none"> • obtaining information from a simple table of contents • obtaining information from a simple glossary • obtaining information from illustrations • using explicitly stated information from the text to answer questions • making basic inferences • drawing basic conclusions when given possible choices

Mathematics

AGLE/ Indicator	Numbers and Operations – A5	Functions and Algebra – C2	Data, Statistics, and Probability – D4
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 20-60%
Level of Assistance *	Level of Assistance Score of 1 <ul style="list-style-type: none"> • Modeling • Demonstrating a response similar to the desired response 	Level of Assistance Score of 2 <ul style="list-style-type: none"> • Use of option 2 to use fewer of the item sets multiple times to match student knowledge • Limiting a student's response by removing one response option • Use of clarifying questions to stimulate student thought to the specific task without providing clues to specific answers 	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 4 <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 Score of 4 <ul style="list-style-type: none"> • finding the value that will make an open sentence true (limited to addition) 	Level of Complexity Score of 5 <ul style="list-style-type: none"> • determining the likelihood of the occurrence of an event (with between five and ten results) using "more likely," "less likely," and "equally likely"

* 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.

PAAP • Personalized Alternate Assessment Portfolio • 2014 School Analysis Report



Grade: 08
School: Demonstration School 1
SAU: Demonstration District A

Student Name	MEDMS ID	Science																		Content Area Overall Results	
		AGLE/Indicator Entry 1						AGLE/Indicator Entry 2						AGLE/Indicator Entry 3							
		AGLE/Indicator	Level of Complexity	Level of Accuracy	Level of Assistance	Entry Score	Comment Codes	AGLE/Indicator	Level of Complexity	Level of Accuracy	Level of Assistance	Entry Score	Comment Codes	AGLE/Indicator	Level of Complexity	Level of Accuracy	Level of Assistance	Entry Score	Comment Codes	Total Score	Achievement Level
Cottolacharite, Kiara	D08100012	D4	4	4	3	23	1	E3	5	4	3	28	1	E4	5	4	3	28	1	79	3
Galette, Junior A	D08100001	D4	4	4	3	23	1	E3	4	3	3	22	1	E4	5	3	3	27	3d	72	3
Garcia, Alexandria L	D08100013	D4	4	4	3	23	3c	E3	3	4	3	18	3c	E4	3	4	3	18	3c	59	3
Potvin, Jasmine	D08100016	D4	4	4	3	23	1	E3	5	2	2	25	5b	E4	4	U	U	0	5b	48	2
Pratt, Kyle P	D08100015	D4	4	3	3	22	1	E3	4	2	3	21	1	E4	4	4	3	23	1	66	3
Welch, Shayna M	D08100021	D4	2	4	3	13	1	E3	2	4	3	13	1	E4	1	4	3	8	1	34	2
White, Jacob S	D08100018	D4	1	4	3	8	1	E3	2	4	3	13	1	E4	1	4	3	8	1	29	1

* Incomplete portfolio: Score is based on less than the required number of AGLE/Indicator entries.

† Only students identified with significant cognitive disabilities may be reported as proficient based on alternate assessment standards for accountability purposes.



Maine Personalized Alternate Assessment Portfolio 2014

School Analysis Report Legend

Achievement Level

- 1 = Substantially Below Proficient
- 2 = Partially Proficient
- 3 = Proficient
- 4 = Proficient With Distinction

Level of Accuracy

- 1 = Student work related to the Task was completed with a score of 0 - 19%
- 2 = Student work related to the Task was completed with a score of 20 - 60%
- 3 = Student work related to the Task was completed with a score of 61 - 84%
- 4 = Student work related to the Task was completed with a score of 85 - 100%
- = If the entry did not meet requirements
- U = If all tasks were unscorable

Level of Assistance

Level of Assistance Score of 1:

- Modeling
- Demonstrating a response similar to that desired

Level of Assistance Score of 2:

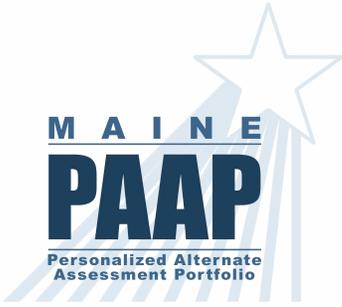
- Use of Option 2
- Limiting a student's response by removing one response option
- Use of clarifying questions to stimulate student thought without providing clues to specific answers
- Prompting
- Cueing

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
- Re-reading a passage
- Reminding a student to stay focused
- = If the entry did not meet requirements
- U = If all tasks were unscorable

Comment Code #	Comment
1.	All components/criteria were met for the Entry.
2.	<ul style="list-style-type: none"> a. An invalid AGLE/Indicator was submitted for the Entry. b. Items/tasks were altered for the Entry. c. Hand-over-Hand was used for the Entry. d. An Entry was missing. e. An Entry was not from the required blueprint/off grade level.
3.	<ul style="list-style-type: none"> a. Entry contains less than the required number of tasks. b. Entry contains less than the required number of Task Summary pages. c. No Entry Slip or Task Description Page was used. d. Entry contains student work that was not corrected accurately. e. Entry contains some or all student work that was not complete.
4.	<ul style="list-style-type: none"> a. Level of Complexity was not grade appropriate. b. Level of Complexity included one or more tasks from a different Level of Complexity than the Entry Slip.
5.	<ul style="list-style-type: none"> a. Specific information was not provided and/or inconsistent on the Task Summary page about the Level of Accuracy. b. Specific information was not provided and/or inconsistent on the Task Summary page about the Level of Assistance.

PAAP • Personalized Alternate Assessment Portfolio • 2014 School Analysis Report



Grade: Third Year High School
 School: Demonstration School 1
 SAU: Demonstration District A

Student Name	Grade	MEDMS ID	Reading													Content Area Overall Results						
			AGLE/Indicator Entry 1						AGLE/Indicator Entry 2						AGLE/Indicator Entry 3							
			AGLE/Indicator	Level of Complexity	Level of Accuracy	Level of Assistance	Entry Score	Comment Codes	AGLE/Indicator	Level of Complexity	Level of Accuracy	Level of Assistance	Entry Score	Comment Codes	AGLE/Indicator	Level of Complexity	Level of Accuracy	Level of Assistance	Entry Score	Comment Codes	Total Score	Achievement Level
Condell, Alex	11	D11100001	A2	7	3	3	37	3d	A3	6	3	3	32	3d							69	3
Cook, Michelle	11	D11100007	A2	2	2	2	10	1	A3	1	3	3	7	1							17	1
Horvath, Makayla R	11	D11100002	A2	6	3	3	32	1	A3	6	3	3	32	1							64	3
Hull, Travis R	11	D11100006	A2	7	2	3	36	3d	A3	5	3	3	27	1							63	3
Lyons, Lacey	11	D11100015	A2	8	2	3	41	3d	A3	8	2	3	41	3d							82	3
Main, Alec	11	D11100004	A2	2	2	2	10	1	A3	2	2	2	10	1							20	1

* Incomplete portfolio: Score is based on less than the required number of AGLE/Indicator entries.

† Only students identified with significant cognitive disabilities may be reported as proficient based on alternate assessment standards for accountability purposes.



Maine Personalized Alternate Assessment Portfolio 2014

School Analysis Report Legend

Achievement Level

- 1 = Substantially Below Proficient
- 2 = Partially Proficient
- 3 = Proficient
- 4 = Proficient With Distinction

Level of Accuracy

- 1 = Student work related to the Task was completed with a score of 0 - 19%
- 2 = Student work related to the Task was completed with a score of 20 - 60%
- 3 = Student work related to the Task was completed with a score of 61 - 84%
- 4 = Student work related to the Task was completed with a score of 85 - 100%
- = If the entry did not meet requirements
- U = If all tasks were unscorable

Level of Assistance

Level of Assistance Score of 1:

- Modeling
- Demonstrating a response similar to that desired

Level of Assistance Score of 2:

- Use of Option 2
- Limiting a student's response by removing one response option
- Use of clarifying questions to stimulate student thought without providing clues to specific answers
- Prompting
- Cueing

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
- Re-reading a passage
- Reminding a student to stay focused
- = If the entry did not meet requirements
- U = If all tasks were unscorable

Comment Code #	Comment
1.	All components/criteria were met for the Entry.
2.	<ul style="list-style-type: none"> a. An invalid AGLE/Indicator was submitted for the Entry. b. Items/tasks were altered for the Entry. c. Hand-over-Hand was used for the Entry. d. An Entry was missing. e. An Entry was not from the required blueprint/off grade level.
3.	<ul style="list-style-type: none"> a. Entry contains less than the required number of tasks. b. Entry contains less than the required number of Task Summary pages. c. No Entry Slip or Task Description Page was used. d. Entry contains student work that was not corrected accurately. e. Entry contains some or all student work that was not complete.
4.	<ul style="list-style-type: none"> a. Level of Complexity was not grade appropriate. b. Level of Complexity included one or more tasks from a different Level of Complexity than the Entry Slip.
5.	<ul style="list-style-type: none"> a. Specific information was not provided and/or inconsistent on the Task Summary page about the Level of Accuracy. b. Specific information was not provided and/or inconsistent on the Task Summary page about the Level of Assistance.

PAAP • Personalized Alternate Assessment Portfolio • 2014 School Analysis Report



Grade: Third Year High School
School: Demonstration School 1
SAU: Demonstration District A

Student Name	Grade	MEDMS ID	Mathematics																		Content Area Overall Results	
			AGLE/Indicator Entry 1						AGLE/Indicator Entry 2						AGLE/Indicator Entry 3						Total Score	Achievement Level
			AGLE/Indicator	Level of Complexity	Level of Accuracy	Level of Assistance	Entry Score	Comment Codes	AGLE/Indicator	Level of Complexity	Level of Accuracy	Level of Assistance	Entry Score	Comment Codes	AGLE/Indicator	Level of Complexity	Level of Accuracy	Level of Assistance	Entry Score	Comment Codes		
Condell, Alex	11	D11100001	A5	7	4	3	38	1	C2	6	4	3	33	1	D4	5	3	3	27	1	98	3
Cook, Michelle	11	D11100007	A5	2	2	3	11	1	C2	2	3	3	12	1	D4	4	4	3	23	1	46	2
Horvath, Makayla R	11	D11100002	A5	5	4	3	28	1	C2	6	3	3	32	1	D4	5	1	2	24	5b	84	3
Hull, Travis R	11	D11100006	A5	5	3	3	27	1	C2	5	4	1	26	1	D4	5	3	3	27	1	80	2
Lyons, Lacey	11	D11100015	A5	8	4	3	43	1	C2	8	3	3	42	1	D4	8	4	3	43	1	128	4
Main, Alec	11	D11100004	A5	2	3	2	11	1	C2	2	3	2	11	1	D4	2	3	2	11	1	33	2

* Incomplete portfolio: Score is based on less than the required number of AGLE/Indicator entries.

† Only students identified with significant cognitive disabilities may be reported as proficient based on alternate assessment standards for accountability purposes.



Maine Personalized Alternate Assessment Portfolio 2014

School Analysis Report Legend

Achievement Level

- 1 = Substantially Below Proficient
- 2 = Partially Proficient
- 3 = Proficient
- 4 = Proficient With Distinction

Level of Accuracy

- 1 = Student work related to the Task was completed with a score of 0 - 19%
- 2 = Student work related to the Task was completed with a score of 20 - 60%
- 3 = Student work related to the Task was completed with a score of 61 - 84%
- 4 = Student work related to the Task was completed with a score of 85 - 100%
- = If the entry did not meet requirements
- U = If all tasks were unscorable

Level of Assistance

Level of Assistance Score of 1:

- Modeling
- Demonstrating a response similar to that desired

Level of Assistance Score of 2:

- Use of Option 2
- Limiting a student's response by removing one response option
- Use of clarifying questions to stimulate student thought without providing clues to specific answers
- Prompting
- Cueing

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
- Re-reading a passage
- Reminding a student to stay focused
- = If the entry did not meet requirements
- U = If all tasks were unscorable

Comment Code #	Comment
1.	All components/criteria were met for the Entry.
2.	<ul style="list-style-type: none"> a. An invalid AGLE/Indicator was submitted for the Entry. b. Items/tasks were altered for the Entry. c. Hand-over-Hand was used for the Entry. d. An Entry was missing. e. An Entry was not from the required blueprint/off grade level.
3.	<ul style="list-style-type: none"> a. Entry contains less than the required number of tasks. b. Entry contains less than the required number of Task Summary pages. c. No Entry Slip or Task Description Page was used. d. Entry contains student work that was not corrected accurately. e. Entry contains some or all student work that was not complete.
4.	<ul style="list-style-type: none"> a. Level of Complexity was not grade appropriate. b. Level of Complexity included one or more tasks from a different Level of Complexity than the Entry Slip.
5.	<ul style="list-style-type: none"> a. Specific information was not provided and/or inconsistent on the Task Summary page about the Level of Accuracy. b. Specific information was not provided and/or inconsistent on the Task Summary page about the Level of Assistance.

PAAP • Personalized Alternate Assessment Portfolio • 2014 School Analysis Report



Grade: Third Year High School
School: Demonstration School 1
SAU: Demonstration District A

Student Name	Grade	MEDMS ID	Writing																		Content Area Overall Results	
			AGLE/Indicator Entry 1						AGLE/Indicator Entry 2						AGLE/Indicator Entry 3							
			AGLE/Indicator	Level of Complexity	Level of Accuracy	Level of Assistance	Entry Score	Comment Codes	AGLE/Indicator	Level of Complexity	Level of Accuracy	Level of Assistance	Entry Score	Comment Codes	AGLE/Indicator	Level of Complexity	Level of Accuracy	Level of Assistance	Entry Score	Comment Codes	Total Score	Achievement Level
Condell, Alex	11	D11100001	B1	7	3	3	37	1												37	3	
Cook, Michelle	11	D11100007	B1	3	3	3	17	3d												17	2	
Horvath, Makayla R	11	D11100002	B1	5	3	3	27	1												27	3	
Hull, Travis R	11	D11100006	B1	5	3	3	27	1												27	3	
Lyons, Lacey	11	D11100015	B1	8	3	3	42	1												42	4	
Main, Alec	11	D11100004	B1	3	3	2	16	1												16	2	

* Incomplete portfolio: Score is based on less than the required number of AGLE/Indicator entries.

† Only students identified with significant cognitive disabilities may be reported as proficient based on alternate assessment standards for accountability purposes.



Maine Personalized Alternate Assessment Portfolio 2014

School Analysis Report Legend

Achievement Level

- 1 = Substantially Below Proficient
- 2 = Partially Proficient
- 3 = Proficient
- 4 = Proficient With Distinction

Level of Accuracy

- 1 = Student work related to the Task was completed with a score of 0 - 19%
- 2 = Student work related to the Task was completed with a score of 20 - 60%
- 3 = Student work related to the Task was completed with a score of 61 - 84%
- 4 = Student work related to the Task was completed with a score of 85 - 100%
- = If the entry did not meet requirements
- U = If all tasks were unscorable

Level of Assistance

Level of Assistance Score of 1:

- Modeling
- Demonstrating a response similar to that desired

Level of Assistance Score of 2:

- Use of Option 2
- Limiting a student's response by removing one response option
- Use of clarifying questions to stimulate student thought without providing clues to specific answers
- Prompting
- Cueing

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
- Re-reading a passage
- Reminding a student to stay focused
- = If the entry did not meet requirements
- U = If all tasks were unscorable

Comment Code #	Comment
1.	All components/criteria were met for the Entry.
2.	<ul style="list-style-type: none"> a. An invalid AGLE/Indicator was submitted for the Entry. b. Items/tasks were altered for the Entry. c. Hand-over-Hand was used for the Entry. d. An Entry was missing. e. An Entry was not from the required blueprint/off grade level.
3.	<ul style="list-style-type: none"> a. Entry contains less than the required number of tasks. b. Entry contains less than the required number of Task Summary pages. c. No Entry Slip or Task Description Page was used. d. Entry contains student work that was not corrected accurately. e. Entry contains some or all student work that was not complete.
4.	<ul style="list-style-type: none"> a. Level of Complexity was not grade appropriate. b. Level of Complexity included one or more tasks from a different Level of Complexity than the Entry Slip.
5.	<ul style="list-style-type: none"> a. Specific information was not provided and/or inconsistent on the Task Summary page about the Level of Accuracy. b. Specific information was not provided and/or inconsistent on the Task Summary page about the Level of Assistance.

PAAP • Personalized Alternate Assessment Portfolio • 2014 School Analysis Report



Grade: Third Year High School
 School: Demonstration School 1
 SAU: Demonstration District A

Student Name	Grade	MEDMS ID	Science																		Content Area Overall Results	
			AGLE/Indicator Entry 1						AGLE/Indicator Entry 2						AGLE/Indicator Entry 3						Total Score	Achievement Level
			AGLE/Indicator	Level of Complexity	Level of Accuracy	Level of Assistance	Entry Score	Comment Codes	AGLE/Indicator	Level of Complexity	Level of Accuracy	Level of Assistance	Entry Score	Comment Codes	AGLE/Indicator	Level of Complexity	Level of Accuracy	Level of Assistance	Entry Score	Comment Codes		
Condell, Alex	11	D11100001	D3	5	4	2	27	1	E1	5	4	3	28	1	E5	5	3	2	26	1	81	2
Cook, Michelle	11	D11100007	D3	2	3	3	12	1	E1	2	3	3	12	1	E5	2	3	2	11	1	35	1
Horvath, Makayla R	11	D11100002	D3	6	4	2	32	1	E1	7	4	2	37	1	E5	6	3	2	31	3d	100	3
Hull, Travis R	11	D11100006	D3	5	4	3	28	1	E1	5	4	2	27	1	E5	5	4	2	27	1	82	2
Lyons, Lacey	11	D11100015	D3	8	3	3	42	1	E1	8	3	3	42	1	E5	8	4	3	43	1	127	4
Main, Alec	11	D11100004	D3	2	U	U	0	5b	E1	4	3	2	21	1	E5	4	2	2	20	1	41	1

* Incomplete portfolio: Score is based on less than the required number of AGLE/Indicator entries.

† Only students identified with significant cognitive disabilities may be reported as proficient based on alternate assessment standards for accountability purposes.



Maine Personalized Alternate Assessment Portfolio 2014

School Analysis Report Legend

Achievement Level

- 1 = Substantially Below Proficient
- 2 = Partially Proficient
- 3 = Proficient
- 4 = Proficient With Distinction

Level of Accuracy

- 1 = Student work related to the Task was completed with a score of 0 - 19%
- 2 = Student work related to the Task was completed with a score of 20 - 60%
- 3 = Student work related to the Task was completed with a score of 61 - 84%
- 4 = Student work related to the Task was completed with a score of 85 - 100%
- = If the entry did not meet requirements
- U = If all tasks were unscorable

Level of Assistance

Level of Assistance Score of 1:

- Modeling
- Demonstrating a response similar to that desired

Level of Assistance Score of 2:

- Use of Option 2
- Limiting a student's response by removing one response option
- Use of clarifying questions to stimulate student thought without providing clues to specific answers
- Prompting
- Cueing

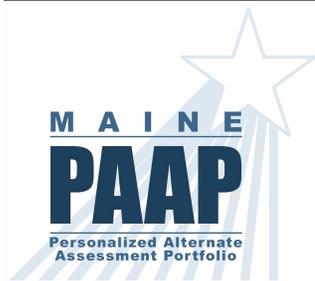
Level of Assistance Score of 3:

- 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
- Re-reading a passage
- Reminding a student to stay focused
- = If the entry did not meet requirements
- U = If all tasks were unscorable

Comment Code #	Comment
1.	All components/criteria were met for the Entry.
2.	<ul style="list-style-type: none"> a. An invalid AGLE/Indicator was submitted for the Entry. b. Items/tasks were altered for the Entry. c. Hand-over-Hand was used for the Entry. d. An Entry was missing. e. An Entry was not from the required blueprint/off grade level.
3.	<ul style="list-style-type: none"> a. Entry contains less than the required number of tasks. b. Entry contains less than the required number of Task Summary pages. c. No Entry Slip or Task Description Page was used. d. Entry contains student work that was not corrected accurately. e. Entry contains some or all student work that was not complete.
4.	<ul style="list-style-type: none"> a. Level of Complexity was not grade appropriate. b. Level of Complexity included one or more tasks from a different Level of Complexity than the Entry Slip.
5.	<ul style="list-style-type: none"> a. Specific information was not provided and/or inconsistent on the Task Summary page about the Level of Accuracy. b. Specific information was not provided and/or inconsistent on the Task Summary page about the Level of Assistance.

SAU Report: Demonstration District A

Grade: 03



Reporting Categories	Reading								
	Tested	Level 1		Level 2		Level 3		Level 4	
	n	n	%	n	%	n	%	n	%
All Students	20	1	5	8	40	6	30	5	25
Gender									
Male	15	1	7	6	40	5	33	3	20
Female	5	-	-	-	-	-	-	-	-
Not Reported	0	-	-	-	-	-	-	-	-
Race/Ethnicity									
Hispanic or Latino	1	-	-	-	-	-	-	-	-
Not Hispanic or Latino									
American Indian or Alaskan Native	1	-	-	-	-	-	-	-	-
Asian	1	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-
Native Hawaiian or Pacific Islander	2	-	-	-	-	-	-	-	-
White	13	1	8	6	46	4	31	2	15
Two or more races	1	-	-	-	-	-	-	-	-
No Race/Ethnicity Reported	0	-	-	-	-	-	-	-	-
LEP Status									
Current LEP student	1	-	-	-	-	-	-	-	-
Former LEP student: monitoring year 1	0	-	-	-	-	-	-	-	-
Former LEP student: monitoring year 2	0	-	-	-	-	-	-	-	-
All Other Students	19	1	5	7	37	6	32	5	26
IEP									
Students with an IEP	20	1	5	8	40	6	30	5	25
All Other Students	0	-	-	-	-	-	-	-	-
SES									
Economically Disadvantaged Students	9	-	-	-	-	-	-	-	-
All Other Students	11	0	0	5	45	3	27	3	27
Migrant									
Migrant Students	0	-	-	-	-	-	-	-	-
All Other Students	20	1	5	8	40	6	30	5	25
Title I									
Students Receiving Title I Services	1	-	-	-	-	-	-	-	-
All Other Students	19	1	5	8	42	6	32	4	21
504 Plan									
Students with a 504 Plan	1	-	-	-	-	-	-	-	-
All Other Students	19	1	5	8	42	6	32	4	21

Reporting Categories	Mathematics								
	Tested	Level 1		Level 2		Level 3		Level 4	
	n	n	%	n	%	n	%	n	%
All Students	18	4	22	5	28	6	33	3	17
Gender									
Male	13	3	23	3	23	6	46	1	8
Female	5	-	-	-	-	-	-	-	-
Not Reported	0	-	-	-	-	-	-	-	-
Race/Ethnicity									
Hispanic or Latino	1	-	-	-	-	-	-	-	-
Not Hispanic or Latino									
American Indian or Alaskan Native	0	-	-	-	-	-	-	-	-
Asian	1	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-
Native Hawaiian or Pacific Islander	2	-	-	-	-	-	-	-	-
White	12	4	33	4	33	3	25	1	8
Two or more races	1	-	-	-	-	-	-	-	-
No Race/Ethnicity Reported	0	-	-	-	-	-	-	-	-
LEP Status									
Current LEP student	1	-	-	-	-	-	-	-	-
Former LEP student: monitoring year 1	0	-	-	-	-	-	-	-	-
Former LEP student: monitoring year 2	0	-	-	-	-	-	-	-	-
All Other Students	17	4	24	5	29	5	29	3	18
IEP									
Students with an IEP	18	4	22	5	28	6	33	3	17
All Other Students	0	-	-	-	-	-	-	-	-
SES									
Economically Disadvantaged Students	8	-	-	-	-	-	-	-	-
All Other Students	10	3	30	3	30	2	20	2	20
Migrant									
Migrant Students	0	-	-	-	-	-	-	-	-
All Other Students	18	4	22	5	28	6	33	3	17
Title I									
Students Receiving Title I Services	1	-	-	-	-	-	-	-	-
All Other Students	17	4	24	5	29	6	35	2	12
504 Plan									
Students with a 504 Plan	1	-	-	-	-	-	-	-	-
All Other Students	17	4	24	5	29	6	35	2	12

Level 1 = Substantially Below Proficient; Level 2 = Partially Proficient; Level 3 = Proficient; Level 4 = Proficient with Distinction
 - Number of portfolios submitted is less than 10.

APPENDIX N—ANALYSIS AND REPORTING DECISION RULES

**Analysis and Reporting Decision Rules
Maine Alternate Assessment (PAAP)
Spring 13-14 Administration**

This document details rules for analysis and reporting. The final student level data set used for analysis and reporting is described in the “Data Processing Specifications.” This document is considered a draft until the Maine State Department of Education (DOE) signs off. If there are rules that need to be added or modified after said sign-off, DOE sign off will be obtained for each rule. Details of these additions and modifications will be in the Addendum section.

I. General Information

A. *Tests administered:*

Subject	Grades	Test Type
Reading	03-07, 10, 11 (Third Year HS)	Portfolio
Mathematics	03-07, 10, 11 (Third Year HS)	Portfolio
Writing	04, 07, 11 (Third Year HS)	Portfolio
Science	05, 08, 11 (Third Year HS)	Portfolio

B. *Reports Produced:*

1. Individual Student Report (ISR)
 - Parent Copy (Print)
 - School Copy (Web)
2. Student PAAP Results Label
3. School Analysis report (Roster) by content area
4. Summary Report
 - School
 - SAU
 - State

C. *Files Produced:*

1. School Level Data (Summary)
2. State Student Overall Data
3. State Student Entry Scores
4. State Level of Complexity Data
5. LCI Data
6. Districts Percent Data

D. *School Type:*

SchType	Source: ICORE SubTypeID	Description
'PUB'	1	Public
'PSP'	19	Public Special Purpose
'PSE'	15	Public Special Ed
'BIG'	6	Private with 60% or more Publicly Funded (Big 11)
'PSN'	23	Private Special Purpose
'CHA'	11	Public Charter

School Type impact on Data Analysis and Reporting		
Level	Impact on Analysis	Impact on Reporting
Student	n/a	Report students based on discode and schcode provided in student demographic file.
School	Do not exclude any students based on school type using testing school code for aggregations	Generate a report for each school with at least one student enrolled using the tested school aggregate denominator. SAU data will be blank for BIG and PSN schools. Always print tested year state data.
SAU	For BIG and PSN schools, aggregate using the sending SAU. If BIG or PSN student does not have a sending SAU, do not include in aggregations.	Generate a report for each SAU with at least one student enrolled using the tested SAU aggregate denominator. Always report tested year state data.
State	Include all students.	Always report testing year state data.

E. *Stustatus:*

StuStatus	Description
1	Home Schooled
2	Privately Funded
3	Exchange Student
4	Excluded State
0	Publicly Funded

StuStatus impact on Data Analysis and Reporting		
Level	Impact on Analysis	Impact on Reporting
Student	n/a	School and SAU data will be blank for students with a StuStatus value of 1. Always print tested year state data. For StuStatus values of 1 School name is 'Home Schooled' and SAU name is the name of the student's reported SAU.
School	Exclude all students with a StuStatus value of 1, 2 or 3.	n/a
SAU	Exclude all students with a StuStatus value of 1, 2 or 3.	n/a
State	Exclude all students with a StuStatus value of 1, 2, 3, 4.	n/a.

F. *Other Information*

1. Public School districts are districts containing at least one school with a school subtypeid of 1, 11, 15, or 19.
2. Home Schooled Students(Stustatus = '1')
 - Home schooled students only appear on Parent Letter reports.
3. Grade 10 students do not receive achievement levels and content area raw scores.
4. The Maine DOE provides a list of students who are approved to take a partial PAAP. The Maine DOE provides the content areas which make up the partial PAAP. The Maine DOE will resolve discrepancies between the provided list and the submitted content area. Data Processing will provide the list of discrepancies.
5. Student Demographic File Linking
 - If a student is linked to the Student Demographic File then all demographic data of record are pulled from the Student Demographic File.
 - All alternately assessed students link to the Student Demographic File.
6. Non-Maine Residents (Stustatus = '4')
 - Students are included in school and SAU aggregations, but not state aggregations.
 - Students will receive an ISR and will be listed on the school analysis report.
7. Third Year HS
 - The Student Demographic File Grade is the student's grade used in reporting. Students identified as Third Year HS (Active

= '2') will be treated as Third Year HS regardless of grade. Student Demographic File grade and Third Year HS flag identifies required PAAP content areas. Any content areas submitted that are not required will be ignored in reporting. (Note: Data processing will be producing a list of discrepancies for Third Year HS and Grade 10 students)

- Students who are not Third Year HS and Student Demographic file grade is 09, 10, 11, or 12 receive a student report, are not listed on the roster, and are excluded from aggregations. "Grade 10 non-Third Year HS" decision rules apply to these students.
 - Third Year High School are stored internally as Grade = '11'.
8. The DOE provides MP with a Partial PAAP file indicating which subjects students are approved to test when students are only supposed to test one or more subject, but not all grade level required subjects. Data processing will provide discrepancy reports to validate partial PAAP list against tested subjects.
- The Partial PAAP file indicates, at the student level, the new set of required subjects for partial PAAP students and current decision rules apply.
 - For example:
PAAP Reading and Math are required based on the student's grade; however, a student is approved for Reading and not approved for Math based on the partial PAAP file.
 - 1) Student does not submit PAAP Reading (may or may not have submitted PAAP Math):
Student is considered as "Did not attempt PAAP," because Reading is the only PAAP subject required for the student and is therefore, excluded from PAAP reporting.

That student is expected to test Math in NECAP or MHSA; student may or may not test Reading in MHSA/NECAP - because Alt is "did not attempt" Reading MHSA/NECAP test results would be reported if taken.
 - 2) Student submits Reading and Math:
Student is considered "Attempted a Required content area" because he/she submitted Reading; however, Math scores are excluded from reporting since it is not required for this student. Student is expected to take NECAP/MHSA in Math.

II. Student Participation / Exclusions

A. Test Attempt Rules

1. Attempt PAAP: Did Participate in PAAP
 - A student attempted PAAP if at least one required content area portfolio was submitted as defined in [MaineAlt1314ScoreofRecord.pdf](#).
2. Did not attempt PAAP: Did Not Participate in PAAP
 - Students who did not submit any required content area portfolios are not included in PAAP reporting
3. Attempted a required content area
 - Refer to [MaineAlt1314ScoreofRecord.pdf](#)

B. Not Tested Reasons by content area

1. NP: No Portfolio Submitted
 - The required content area portfolio was not submitted, but at least one required content area was submitted.

C. Student Participation Status by content area

1. Tested
 - Incomplete Portfolio: a required entry was submitted, but at least one required entry was not submitted
 - Complete Portfolio: all required entries were submitted
2. Not Tested
 - Student attempted the PAAP, but this content area was not submitted
 - Each not tested content area will be identified as no PAAP submitted.
 - For students submitting a partial PAAP: Content area(s) submitted which are not included in the student's partial PAAP list will be identified as no PAAP submitted.

D. Student Participation Summary by Content Area

Participation Status	Part. Flag	Raw Score	Ach. Level	Parent Letter Report
Tested: Alternate Assessment	C	✓	✓	✓
Not Tested: No PAAP Submitted	F			

III. Calculations

A. Raw scores

Refer to [MaineAlt1314ScoreofRecord.pdf](#)

B. Scaling by content area

Achievement levels are assigned using a look-up table based on the student's raw score and grade.

IV. Report Specific Rules

A. Individual Student Report

1. All students receive a content area specific student report for each content area if:
 - They tested the content area and
 - The content area is assessed at the student's grade level.
2. Print the student's Student Demographic File school information (DisCode, SchCode)
3. Print the student's Student Demographic File Grade (StuGrade)
4. Do not print (display) the raw score range text (bar) for students receiving either the highest or the lowest possible score.
5. If an entry was not submitted print "AGLE/Indicator was not submitted" as the AGLE/Indicator. Level of Accuracy, Assistance and Complexity will be left blank.
6. If an entry did not meet the requirements OR all tasks were unscorable, print "Entry submitted did not meet PAAP requirements." for Level of Accuracy (Assistance).
7. For students identified as testing incomplete for a content area print '†' next to the Achievement level.
8. Grade 10 students do not receive the achievement level and raw (total) score display.
9. Web pdfs are produced by grade and school; MP naming convention: [MaineAltYYYYStudentSchoolGG_\[8-digit school code\].pdf](#), where GG = 03-08, 10, or 11 (Third Year High School).

B. Student PAAP Results Label

1. All students, except home schooled and grade 10 students, who are identified as attempting PAAP receive a results label.
2. For content areas that were assessed at the student's grade level, but a PAAP was not submitted, print 'No PAAP Submitted' for the achievement level and print '-' for Score.

- C. School Analysis Report (Roster) by content area and grade
1. Students are listed on their Student Demographic File school roster
 2. "Third Year HS" students will be listed on the same grade level roster. For Grade in header print "Third Year High School". The "Grade" column after student name indicates the individual Student Demographic file grade (StuGrade).
 3. Grade 10 (non-Third Year HS) students are excluded.
 4. Students who are identified as not tested no PAAP submitted for the content area or did not submit a portfolio, are not listed on the content area roster.
 5. Students identified as testing incomplete place an '*' next to the achievement level
 6. For students not identified with significant cognitive disabilities (SpecialEd (IEP) does not equal '1'), place a cross next to the achievement level (Reading and Mathematics only)
 7. For entries that did not meet requirements, print:
 - The AGLE/Indicator, Level of Complexity, Comments code(s),
 - '-' (en-dash) for Level of Accuracy and Level of Assistance and
 - '0' for Entry Score
 8. For entries where all tasks are unscorable print:
 - The AGLE/Indicator, Level of Complexity, Comments code(s),
 - 'U' for Level of Accuracy and Level of Assistance and
 - '0' for Entry Score
 9. For entries not submitted: AGLE/Indicator, Level of Complexity, Level of Accuracy and Level of Assistance and Entry Score will be left blank. Comments code(s) will be printed.
 10. Web pdfs are produced by grade and school; MP naming convention: MaineAltYYYYRosterStudentGG_[8-digit school code].pdf. where GG = 03-08, or 11 (Third Year High School).
- D. Summary Report
1. Students who are identified as not tested no PAAP submitted for the content area or did not submit a portfolio, are excluded from all calculations for the content area.
 2. All "Third Year HS" students will be aggregated together. Print Grade as "Third Year High School".
 3. Grade 10 (non-Third Year HS) are excluded.

4. If the total number of students is less than 10 in a category then print '-' for achievement level data.
5. Web pdfs are produced by grade and school, district, and state, MP naming convention: MaineAltYYYYSummaryReportGG_[code].pdf where GG = 03-08 or 11 (Third Year High School), and Code = 8-digit school code, 4-digit discode, or "ME".

V. Data File Rules

A. School Level Data File (Summary)

1. A state level CSV file will contain all PAAP performance information aggregated to a school level for the 4 achievement levels.
2. The data reported in this file are the number of students tested, the number and percent of students performing at each achievement level.
3. The file will only include 'PUB', 'CHA', 'PSP', 'BIG' and 'PSE' schools
4. Schools that have less than 10 included students will only include data for the number of students tested.

B. State Student Overall Data

1. A state level CSV file will contain student demographic data and performance information.
2. Only students from 'PUB', 'CHA', 'PSP', and 'PSE' schools are included, or if they have a sending SAU.
3. Non-Maine (StuStatus = 4) and Home school (StuStatus = 1) students are excluded
4. There are two files per grade; one with names and one without.

C. District Student Overall Data

1. A district level CSV file will contain student demographic data and performance information for each public school district, delivered via the web release.
2. Students from 'BIG' and 'PSN' schools are included in their sending SAU's data file, if they have a sending SAU.
3. Home school (StuStatus = 1) students are excluded.

D. School Student Overall Data

1. A school level CSV file will contain student demographic data and performance information for each school, delivered via the Web release.
2. Home school (StuStatus = 1) students are excluded.

- E. State Student Entry Scores
 - 1. A state level CSV file will contain student entry level scores.
 - 2. Only students from 'PUB', 'CHA', 'PSP', and 'PSE' schools are included, or if they have a sending SAU.
 - 3. Non-Maine (StuStatus = 4) and Home school (StuStatus = 1) students are excluded.

- F. State Level of Complexity Data
 - 1. An Excel file will contain the number of entries submitted at each level of complexity aggregated by grade and content area.
 - 2. Only Students who submitted a content area PAAP are included.

- G. LCI Data
 - 1. LCI Student Data
 - A CSV will contain student demographic and LCI questionnaire responses
 - 2. LCI Not Submitted Data
 - 3. LCI FreqDis Data
 - A CSV will contain, for each LCI question, the number and percent of each response endorsed at the school, district and state level. Aggregation rules as described in section I are applied
 - 4. LCI Percent Data
 - A CSV will contain the number and percent of students who did and did not submit LCI questionnaire at the district level.

- H. District Percents Data
 - 1. A state level CSV file containing district counts and percentages.
 - 2. Calculations:
 - NTtested: Number of Students Receiving a Performance Level in a Maine Assessment; includes students in MHSA, NECAP, and PAAP.
 - N: Number of students receiving a PAAP performance level; includes students in PAAP only.
 - P: Percent of Maine Assessment students (NTtested) receiving a PAAP performance level.
 - P34: Percent of Maine Assessment students (NTtested) receiving a PAAP performance level of proficient or above.
 - 3. Students from 'BIG' and 'PSN' schools are included in their sending SAU's data file, if they have a sending SAU.

4. Home School (StuStatus = 1), Privately Funded (StuStatus = 2), and Exchange Student (StuStatus = 3) students are excluded.
5. Grade 10 (Non-Third Year HS) Students are excluded.

VI. Data File Table
(YYYY indicates year)

File	Delivery	Layout	Naming Convention
School Level Data File (Summary)	State	MaineAlt YYYYSchoolSummaryLayout.xls	MaineAlt YYYYSchoolSummaryData.csv
State Student Overall Data	State	MaineAlt YYYYStateStudentScoredDataLayout.xls (Worksheet: "Overall")	MaineAlt YYYYStateStudentScoredData.csv MaineAlt YYYYStateStudentScoredDataNoNames.csv
District Student Overall Data	Web	MaineAlt YYYYStudentResultsLayout.xls	MaineAlt YYYYDistrictSlice_[SAU Code].CSV
School Student Overall Data	Web	MaineAlt YYYYStudentResultsLayout.xls	MaineAlt YYYYSchoolSlice_[School code].CSV
State Student Entry Scores	State	MaineAlt YYYYStateStudentScoredDataLayout.xls (Worksheet: "EntryScores")	MaineAlt YYYYStateStudentEntryScoresData.csv
State Level of Complexity Data	State	MaineAlt YYYYLOCLayout.xls	MaineAlt YYYYLOCdist.xls
LCI Data	State	MaineAlt YYYYLCILayout.xls	MaineAlt YYYYFreqDist.csv MaineAlt YYYYNotSubmitted.csv MaineAlt YYYYStudentData.csv MaineAlt YYYYPercent.csv MaineAlt YYYYLCILayout.xls
District Percents Data	State	MaineAlt YYYYDistrictPercentsLayout.xls	MaineAlt YYYYDistrictPercents.csv

VII. Shipping Information – Printed Reports

A. School Products(ReportFor=1)

1. Parent reports will be individually packed by school.

Report Description	Grade	Report Type	Content Code	Subject	Quantity
Parent Report – School Copy	00	01	00	Math, Reading, Science, & Writing	Variable
Student Results Labels – School copy	00	07	00	Math, Reading, Science, & Writing	Variable

Addenda

6/20/2014:

- Documenting existing rule:
 - For the Summary Report and Disaggregated Report, if there are students in a subcategory, but the percentage rounds to 0 as the nearest whole number it is reported as '<1', not 0.