

## **Organizing a PAAP for Submission**

*As you view this presentation, you may want to refer to pages 22, 23, 31, and 33 of the PAAP Manual.*

The Personalized Alternate Assessment Portfolio (PAAP) is designed to be embedded in daily instruction throughout the assessment window, which commences at the beginning of the school year and ends in the spring. We encourage you to organize components of the PAAP on a continuous basis throughout that window of time.

In this presentation, we will be discussing the organization of a complete PAAP, both at the Task and Entry levels, and as a whole product. We will present helpful hints and suggestions to assist in the preparation of the portfolio, from managing the entries as they are finished, to preparing the complete PAAP for submission. We will also be offering important ways in which educators can become more involved in the PAAP process state-wide.

### **Organization at the Task and Entry Levels**

Once you have chosen a Content Standard/Performance Indicator from the PAAP Rubrics, along with the grade appropriate Level of Complexity (LoC) descriptor, related work for the PAAP begins. Of course, the next step is instruction. And it goes without saying that the teacher will know best how to prepare a student for the PAAP. One suggestion would be downloading and printing the associated PAAP Task Entry *first*, to assist in designing instruction for the assessment. Then, as instruction and administration of the PAAP tasks progresses, the completed PAAP Task Entries can be easily organized in a folder or binder.

When, in the judgment of the teacher, the student has gained sufficient knowledge to demonstrate understanding of the learning targets within the LoC descriptor, the first task should be administered. Some tasks can be completed in one sitting; others might be administered over a course of several days. Again, this is dependant, to some degree, on the teacher's judgment of what will work best for the student.

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

Once all sections of the related Task Entry are completed, the teacher should be sure to score the student work, and record the score on the work template and the Task Description. Then, when all of the tasks within the Entry are complete and scored, and no further instruction for that Content Standard/Performance Indicator is needed, the Entry is ready for inclusion in the PAAP as a whole.

An organizational hint: As the student works through the other task(s) related to the same Content Standard/Performance Indicator, the teacher may choose to place work as it is completed into the notebook that will be submitted at the end of the testing window. This will

allow for ongoing organization of PAAP materials, and prevent the hassle of leaving all of the required preparation until just before the PAAP is submitted.

### **Organization of the PAAP as a Whole**

*Refer to pages 22 through 26 of the 2008 – 2009 PAAP Manual*

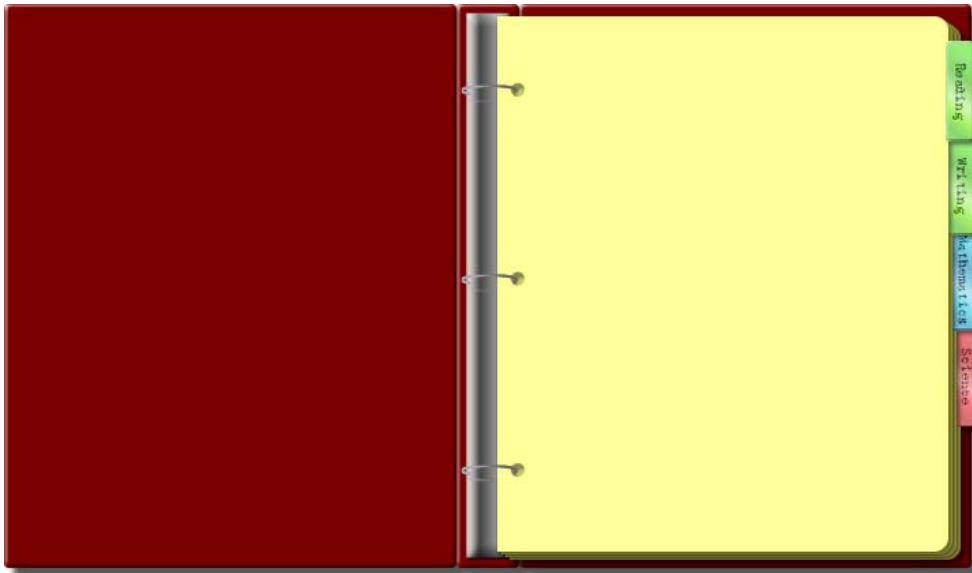
#### **Content Area**

When all of the required tasks have been administered, the Entries should be arranged by the Content Area they address in a loose-leaf notebook with a binding width of 1½ to 2 inches.

The Content Areas should be organized within the PAAP in this order:

First, **English Language Arts**, consisting of the **Reading** and then **Writing** Content Standard Entries, followed by **Mathematics**, and finally **Science**.

Another organizational hint: subject dividers can be a great help in keeping your student's PAAP organized. *These are not required*; however many educators have expressed the benefits of using dividers. Anyone who has been involved in scoring will tell you that subject dividers help make that job easier as well.



As entries are arranged in the PAAP by Content Area, remember to put the Content Standards within each Content Area in alphabetical order first, and then numerical. This can be a little confusing, so let's take a look at an example of a PAAP arranged in its proper order.

First, we have entries in the Reading Content Area. For Reading, we have only Content Standard A. However, the manual tells us that we must submit *two* Content Standard Entries from the Content Area, so each entry must be of a different Performance Indicator. In this case, we'll use Content Standard A, Performance Indicator 1, and content Standard A, Performance Indicator 3 – or A1 and A3 – to fulfill the requirements of the Content Area. In the completed PAAP, the entries for Reading are placed in numerical order by Performance Indicator.

**2009 PAAP Reading Entry Slip**

Student Name \_\_\_\_\_ Please provide information required in this section.  
 Grade \_\_\_\_\_ Content Standard **A**

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard.

Task Specific  Not Task Specific

The preponderance of student work for this Content Standard required assistance specific to the Task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

The preponderance of student work for this Content Standard required little or no assistance. Examples of student work that would fall into this category include work done independently, or that done with some encouragement from the teacher to stick with the task to completion.

Rubric Level aligned to the student work for this Content Standard:  
 Rubric Level 1 Rubric Level 2

Level of Complexity aligned to the student work for this Content Standard:  
 Level of Complexity 1 Level of Complexity 2 Level of Complexity 3 Level of Complexity 4

Reading		
A.	Interconnected Elements	A1
A.	Literary Texts	A2
A.	Informational Texts	A3

The Content Standard Entry is complete when:  
 The top section of this Entry Slip has been completely filled out.  
 Three Task Descriptions are completely filled out and accompany this Entry Slip.  
 Three pieces of student work accompany this Entry Slip.  
 Accompanying student work is accurately corrected.

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Next, we have Writing. This Content Area is being assessed in Grade 11 (or third year of high school) only. Only one Content Standard Entry is required for the Content Area, so, in this example, we'll submit Content Standard B, Performance Indicator 3 – B3.

**2009 PAAP Writing Entry Slip**

Student Name \_\_\_\_\_ Please provide information required in this section.  
 Grade \_\_\_\_\_ Content Standard **B**

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard.

Task Specific  Not Task Specific

The preponderance of student work for this Content Standard required assistance specific to the Task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

The preponderance of student work for this Content Standard required little or no assistance. Examples of student work that would fall into this category include work done independently, or that done with some encouragement from the teacher to stick with the task to completion.

Rubric Level aligned to the student work for this Content Standard:  
 Rubric Level 1 Rubric Level 2

Level of Complexity aligned to the student work for this Content Standard:  
 Level of Complexity 1 Level of Complexity 2 Level of Complexity 3 Level of Complexity 4

Writing		
	Narrative	B2
B.	Argument/Analysis Expository	B3
	Persuasive Expository	B4
	Practical Application	B5
D.	Language—Grammar and Usage	D1/2

The Content Standard Entry is complete when:  
 The top section of this Entry Slip has been completely filled out.  
 Three Task Descriptions are completely filled out and accompany this Entry Slip.  
 Three pieces of student work accompany this Entry Slip.  
 Accompanying student work is accurately corrected.

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The third Content Area in the organized PAAP is Mathematics. Three Content Standards are required for Mathematics, but because there are four from which to choose, each Content Standard must be different. In this case, we are including standards A4, C1, and D3, in that order alphabetically.

**2009 PAAP Mathematics Entry Slip**

Please provide information required in this section.

Student Name \_\_\_\_\_ Content Standard **A**

Grade \_\_\_\_\_

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard.

Task Specific  Not Task Specific

Rubric Level aligned to the student work for this Content Standard: Rubric Level 1  Rubric Level 2  Rubric Level 3

Level of Complexity aligned to the student work for this Content Standard:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Mathematics**

A Number	A1	A2	A3	<b>A4</b>	A5
B Data	B1	B2			
C Geometry	C1	C2	C3		
D Algebra	D1	D2	D3		

The Content Standard Entry is complete when:

- The top section of this Entry Slip has been completely filled out.
- Two Task Descriptions are completely filled out and accompany this Entry Slip.
- Two pieces of student work accompany this Entry Slip.
- Accompanying student work is accurately connected.

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The last Content Area to be included is Science, which is assessed in grades 5, 8, and 11 only. Three Content Standard Entries are required for Science, but the PAAP Rubrics identify only two Content Standards – D and E – which can understandably cause some confusion. In order to fulfill the requirements of the Content Area, two entries from one Content Standard should be included – each from a different Performance Indicator – along with one entry from the other Content Standard. To illustrate this, in our PAAP we’re including Content Standard D, Performance Indicator 3, Content Standard E, Performance Indicator 2, and Content Standard E, Performance Indicator 5: one from one, two from the other. Note that the entries are arranged alphabetically first – D, and then E – after which Content Standard E is ordered numerically: E2 followed by E5.

**2009 PAAP Science Entry Slip**

Please provide information required in this section.

Student Name \_\_\_\_\_ Content Standard **D**

Grade \_\_\_\_\_

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard.

Task Specific  Not Task Specific

Rubric Level aligned to the student work for this Content Standard: Rubric Level 1  Rubric Level 2  Rubric Level 3

Level of Complexity aligned to the student work for this Content Standard:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Science**

Universe and Solar System	D1
Earth	D2
Matter and Energy	<b>D3</b>
Force and Motion	D4
Biodiversity	E1
Ecosystems	E2
Cells	E3
Heredity and Reproduction	E4
Evolution	E5

The Content Standard Entry is complete when:

- The top section of this Entry Slip has been completely filled out.
- Two Task Descriptions are completely filled out and accompany this Entry Slip.
- Two pieces of student work accompany this Entry Slip.
- Accompanying student work is accurately connected.

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## **Numbering Pages**

After the arrangement of all components of the PAAP has been completed, number the pages, beginning with the first Reading Entry Slip, marked as page 2 (page 1 will be the Table of Contents, which we will discuss shortly). The numbering should proceed in order, page by page, from the beginning to the end of the portfolio, just as if it were a book. Be sure to write your page numbers in the *bottom right hand corner* of each page; this consistency will help scorers keep the PAAP in order.

## **Table of Contents**

The final step in organizing a PAAP is the completion of the Table of Contents, which calls for identification of the Content Areas, Content Standards and Performance Indicators included the individual PAAP, and the page numbers on which each PAAP Entry begins. The Table of Contents is page 1 of every PAAP, and it should be marked as such, with its placement being at the very beginning of the portfolio. The Table of Contents can be found on page 31 of the 2008-2009 PAAP Manual.

The Table of Contents is also available online. Just visit our website, [www.mecas.org/paap](http://www.mecas.org/paap) and click on the link for Materials and Tools.

## **Helpful Hints Related to PAAP Organization**

Every teacher wants to submit a portfolio containing materials that will support the reliable scoring of their student's PAAPs. Here are a few suggestions that might help teachers as they pursue that goal:

- Include only the Entry Slips, Task Descriptions, and work templates that are part of each PAAP Task Entry. Do not submit passages, cut outs, or Extra pages.
- If you use "sleeves" within the PAAP, place only a single page within each sleeve. Scorers need to see the front and back of each page, so if multiple pages are placed in a single sleeve, there is the risk that the scorers will miss a page.
- Dividers that separate Content Areas and Content Standard/Performance Indicator Entries are helpful.
- **Do not** include student information in the PAAP (this includes the Student Profile). The portfolios are scored on the basis of the student work submitted as compared to the established PAAP Rubrics and Achievement Levels, not on the basis of their disability.
- Use the checklists provided on each Entry Slip, the PAAP Table of Contents, and within the PAAP Manual to ensure that the PAAPs submitted for your students are complete. An organization checklist is available on the PAAP website – [www.mecas.org/paap](http://www.mecas.org/paap), Materials & Tools.
- Measured Progress will begin sending return shipping materials to schools on March 12<sup>th</sup>.
- Be sure to follow all of the instructions included with these materials.
- Measured Progress has made special arrangements with UPS to pick up the PAAPs at schools on March 25<sup>th</sup>.

## Learn More by Getting Involved

We strongly recommend taking part in PAAP Scoring and Standard Setting. These are valuable opportunities to see the complete cycle of the PAAP process, meet and learn from other educators involved, and contribute your voice to the continuing development of the Personalized Alternate Assessment Portfolio. Past participants have said they found Scoring and Standard Setting to be truly beneficial experiences, well worth the time spent. By understanding the processes of Scoring and Standard Setting – and actively working with those processes – a broader grasp of (and appreciation for) the alternative assessment was gained by virtually all who took part.

To register for Scoring, go online to <http://iservices.measuredprogress.org>.

Registrations for Standard Setting are being accepted online at <http://iregister.measuredprogress.org>.

**For more information**, visit us online at [www.mecas.org/paap](http://www.mecas.org/paap), and click on the link for MANUAL. There you will find a number of useful and informative materials guaranteed to make the process of submitting your student's PAAP headache-free. Or contact Kim Schroeter at the Maine Dept. of Education – email [kimberly.schroeter@maine.gov](mailto:kimberly.schroeter@maine.gov), or phone 624-6774.

Thank you.