

Maine Alternate Achievement Level Descriptors for Reading Personalized Alternate Assessment Portfolio (PAAP) Grades 3-4

Purpose: Alternate achievement level descriptors define expectations for the quality of student responses on the Personalized Alternate Assessment Portfolio (PAAP). The descriptors are specific to identified PAAP Rubric Levels that are linked to Maine's *Grade Level Expectations* for grades 3 and 4.

State-level PAAP assessments measure the knowledge and skills of students by sampling identified Standards within a Content Area with the reduced depth and breadth appropriate for students with significant cognitive disabilities. Evidence includes responses to selected performance tasks that are integrated into an individual student's instructional program. Student scores for selected tasks are based on a combination of three variables: Level of Complexity, Level of Accuracy, and Level of Assistance.

Achievement Levels:

Exceeding the Standards	
<p>Student work demonstrates mastery of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ student initiated communication through signs, symbols, pictures, gestures, and/or oral language, ➤ relating of symbols to the objects/ideas they represent, and/or ➤ comprehension of information gained through listening or viewing. 	<p>Student work <u>may</u> demonstrate partial understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ the sharing of information, ➤ sequencing, ➤ differentiating what is real from what is not real, and/or ➤ responding appropriately to directions.
The student may require task specific assistance for some work done at this level.	The student may require task specific assistance for all work done at this level.
Mastery = 85% - 100%	

Meeting the Standards	
<p>Student work demonstrates a clear understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ student initiated communication through signs, symbols, pictures, gestures, and/or oral language, ➤ relating of symbols to the objects/ideas they represent, and/or ➤ comprehension of information gained through listening or viewing. 	<p>Student work <u>may</u> demonstrate minimal understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ sharing of information, ➤ sequencing, ➤ differentiating what is real from what is not real, and/or ➤ responding appropriately to directions.
The student may require task specific assistance for some work done at this level.	The student may require task specific assistance for all work done at this level.
Clear understanding = 61% - 84% accuracy	

Emerging Toward the Standards

Student work demonstrates **partial understanding** of skills and knowledge related to **some** of the following:

- communication through signs, symbols, pictures, gestures and/or oral language, either prompted or student initiated,
- relating of symbols to the objects/ideas they represent, and/or
- comprehension of information gained through listening or viewing.

The student may require task specific assistance for all work done at this level.

Partial understanding = 20% - 60% accuracy

Attempting Work Based on the Standards

Student work demonstrates **minimal understanding** of the **early developmental stages** related to **some** of the following skills:

- communication through signs, symbols, pictures, gestures, and/or oral language, either prompted or student initiated,
- the matching of objects, events, or ideas to symbols or pictures representing them, and/or
- responses appropriate to given visual or oral information.

The student may require task specific assistance for all work done at this level.

Minimal understanding = 1% - 19% accuracy

Maine Alternate Achievement Level Descriptors for Reading Personalized Alternate Assessment Portfolio (PAAP) Grades 5-6

Purpose: Alternate achievement level descriptors define expectations for the quality of student responses on the Personalized Alternate Assessment Portfolio (PAAP). The descriptors are specific to identified PAAP Rubric Levels that are linked to Maine's *Grade Level Expectations* for grades 5 and 6.

State-level PAAP assessments measure the knowledge and skills of students by sampling identified Standards within a Content Area with the reduced depth and breadth appropriate for students with significant cognitive disabilities. Evidence includes responses to selected performance tasks that are integrated into an individual student's instructional program. Student scores for selected tasks are based on a combination of three variables: Level of Complexity, Level of Accuracy, and Level of Assistance.

Achievement Levels:

Exceeding the Standards	
<p>Student work demonstrates mastery of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ student initiated communication through signs, symbols, pictures, gestures, and/or oral language, ➤ relating of symbols to the objects/ideas they represent, and/or ➤ comprehension of information gained through listening or viewing. 	<p>Student work <u>may</u> demonstrate clear understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ the sharing of information, ➤ sequencing, ➤ differentiating what is real from what is not real, and/or ➤ responding appropriately to directions.
<p>The student requires no task specific assistance to perform at this level.</p>	<p>The student may require no task specific assistance for work done at this level.</p>
<p>Mastery = 85% - 100% accuracy</p>	

Meeting the Standards	
<p>Student work demonstrates clear understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ student initiated communication through signs, symbols, pictures, gestures, and/or oral language, ➤ relating of symbols to the objects/ideas they represent, and/or ➤ comprehension of information gained through listening or viewing. 	<p>Student work <u>may</u> demonstrate partial understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ the sharing of information, ➤ sequencing, ➤ differentiating what is real from what is not real, and/or ➤ responding appropriately to directions.
<p>The student may require task specific assistance for some work done at this level.</p>	<p>The student may require task specific assistance for all work done at this level.</p>
<p>Clear understanding = 61% - 84% accuracy</p>	

Emerging Toward the Standards	
<p>Student work demonstrates partial understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ communication through signs, symbols, pictures, gestures and/or oral language, either prompted or student initiated, ➤ relating of symbols to the objects/ideas they represent, and/or ➤ comprehension of information gained through listening or viewing. 	<p>Student work <u>may</u> demonstrate minimal understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ the sharing of information, ➤ sequencing, ➤ differentiating what is real from what is not real, and/or ➤ responding appropriately to directions.
<p>The student may require task specific assistance for some work done at this level.</p>	<p>The student may require task specific assistance for all work done at this level.</p>
<p>Partial understanding = 20% - 60% accuracy</p>	

Attempting Work Based on the Standards	
<p>Student work demonstrates minimal understanding of the skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ communication through signs, symbols, pictures, gestures, and/or oral language either prompted or student initiated, ➤ the matching of objects, events, or ideas to symbols or pictures representing them, and/or ➤ responses appropriate to given visual or oral information. 	
<p>The student may require task specific assistance for all work done at this level.</p>	
<p>Minimal understanding = 1% - 19% accuracy</p>	

Maine Alternate Achievement Level Descriptors for Reading Personalized Alternate Assessment Portfolio (PAAP) Grades 7-8

Purpose: Alternate achievement level descriptors define expectations for the quality of student responses on the Personalized Alternate Assessment Portfolio (PAAP). The descriptors are specific to identified PAAP Rubric Levels that are linked to Maine's *Grade Level Expectations* for grades 7 and 8.

State-level PAAP assessments measure the knowledge and skills of students by sampling identified Standards within a Content Area with the reduced depth and breadth appropriate for students with significant cognitive disabilities. Evidence includes responses to selected performance tasks that are integrated into an individual student's instructional program. Student scores for selected tasks are based on a combination of three variables: Level of Complexity, Level of Accuracy, and Level of Assistance.

Achievement Levels:

Exceeding the Standards	
<p>Student work demonstrates mastery of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ the sharing of information, ➤ sequencing, ➤ differentiating what is real from what is not real, and/or ➤ responding appropriately to directions. 	<p>Student work <u>may</u> demonstrate partial understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ using or sharing information gained from pictures or the reading of key words, ➤ retelling events from stories, ➤ identifying things that could happen or things that could not happen, and/or ➤ identifying main ideas.
The student may require task specific assistance for some work done at this level.	The student may require task specific assistance for all work done at this level.
Mastery = 85% - 100%	

Meeting the Standards	
<p>Student work demonstrates clear understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ sharing of information, ➤ sequencing, ➤ differentiating what is real from what is not real, and/or ➤ responding appropriately to directions. 	<p>Student work <u>may</u> demonstrate minimal understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ using or sharing information gained from pictures or the reading of key words, ➤ retelling events from stories, ➤ identifying things that could happen or things that could not happen, and/or ➤ identifying main ideas.
The student may require task specific assistance for some work done at this level.	The student may require task specific assistance for all work done at this level.
Clear understanding = 61% - 84% accuracy	

Emerging Toward the Standards	
<p>Student work demonstrates clear understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ communication through student initiated signs, symbols, pictures, gestures and/or oral language, ➤ relating of symbols to the objects/ideas they represent, and/or ➤ comprehension of information gained through listening or viewing. 	<p>Student work <u>may</u> demonstrate partial understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ sharing of information, ➤ sequencing, ➤ differentiating what is real from what is not real, and/or ➤ responding appropriately to directions.
<p>The student may require task specific assistance for some work done at this level.</p>	<p>The student may require task specific assistance for all work done at this level.</p>
<p>Partial understanding = 20% - 60% accuracy</p>	

Attempting Work Based on the Standards	
<p>Student work demonstrates minimal understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ communication through signs, symbols, pictures, gestures, and/or oral language either prompted or student initiated, ➤ the matching of objects, events, or ideas to symbols or pictures representing them, and/or ➤ responses appropriate to given visual or oral information. 	<p>Student work <u>may</u> demonstrate minimal understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ communication through student initiated signs, symbols, pictures, gestures and/or oral language, ➤ relating of symbols to the objects/ideas they represent, and/or ➤ comprehension of information gained through listening or viewing.
<p>The student may require task specific assistance for all work done at this level.</p>	<p>The student may require task specific assistance for all work done at this level.</p>
<p>Minimal understanding = 1% - 19% accuracy</p>	

Maine Alternate Achievement Level Descriptors for Reading High School Personalized Alternate Assessment Portfolio (PAAP)

Purpose: Alternate achievement level descriptors define expectations for the quality of student responses on the Personalized Alternate Assessment Portfolio (PAAP). The descriptors are specific to identified PAAP Rubric Levels that are linked to Maine’s *Grade Level Expectations for High School*.

State-level PAAP assessments measure the knowledge and skills of students by sampling identified Standards within a Content Area with the reduced depth and breadth appropriate for students with significant cognitive disabilities. Evidence includes responses to selected performance tasks that are integrated into an individual student’s instructional program. Student scores for selected tasks are based on a combination of three variables: Level of Complexity, Level of Accuracy, and Level of Assistance.

Achievement Levels:

Exceeding the Standards	
<p>Student work demonstrates mastery of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ using or sharing information gained from pictures or the reading of key words, ➤ retelling events from stories, ➤ identifying things that could happen or things that could not happen, and/or ➤ identifying main ideas. 	<p>Student work <u>may</u> demonstrate partial understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ using or sharing information gained by reading, ➤ retelling a story including the beginning, middle, and end in correct sequence, ➤ distinguishing stories from facts, and/or ➤ identifying the main idea of expository information.
The student may require task specific assistance for some work done at this level.	The student may require task specific assistance for some work done at this level
Mastery = 85% - 100%	

Meeting the Standards	
<p>Student work demonstrates clear understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ using or sharing information gained from pictures or the reading of key words, ➤ retelling events from stories, ➤ identifying things that could happen or things that could not happen, and/or ➤ identifying main ideas. 	<p>Student work <u>may</u> demonstrate partial understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ using or sharing information gained by reading, ➤ retelling a story including the beginning, middle, and end in correct sequence, ➤ distinguishing stories from facts, and/or ➤ identifying the main idea of expository information.
The student may require task specific assistance for some work done at this level.	The student may require task specific assistance for all work done at this level.
Clear understanding = 61% - 84% accuracy	

Emerging Toward the Standards	
<p>Student work demonstrates partial understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ sharing of information, ➤ sequencing, ➤ differentiating what is real from what is not real, and/or ➤ responding appropriately to directions. 	<p>Student work <u>may</u> demonstrate minimal understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ using or sharing information gained from pictures or the reading of key words, ➤ retelling events from stories, ➤ identifying things that could happen or things that could not happen, and/or ➤ identifying main ideas.
<p>The student may require task specific assistance for some work done at this level.</p>	<p>The student may require task specific assistance for all work done at this level.</p>
<p>Partial understanding = 20% - 60% accuracy</p>	

Attempting Work Based on the Standards	
<p>Student work demonstrates partial understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ student initiated communication through signs, symbols, pictures, gestures, and/or oral language, ➤ the matching of objects, events, or ideas to symbols or pictures representing them, and/or ➤ responses appropriate to given visual or oral information. 	<p>Student work <u>may</u> demonstrate minimal understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ communication through student initiated signs, symbols, pictures, gestures and/or oral language, ➤ relating of symbols to the objects/ideas they represent, and/or ➤ comprehension of information gained through listening or viewing.
<p>The student may require task specific assistance for all work done at this level.</p>	<p>The student may require task specific assistance for all work done at this level.</p>
<p>Minimal understanding = 1% - 19% accuracy</p>	