

Maine Alternate Achievement Level Descriptors for Mathematics 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"> ➤ matching small collections to equivalent sets, ➤ matching simple 2-D shapes, ➤ comparing two items based on multiple attributes, ➤ identifying measurement tools, ➤ copying simple patterns, ➤ collecting data, and/or ➤ identifying the outcome of an event. 	<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"> ➤ identifying one-digit numbers, ➤ solving addition and subtraction problems involving one-digit numbers, ➤ using measurement tools, ➤ extending simple patterns, ➤ beginning to represent a mathematical situation, or ➤ arranging data.
<p>Student may require task specific assistance for some work done at this level.</p>	<p>Student may require task specific assistance for all 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"> ➤ matching small collections to equivalent sets, ➤ matching simple 2-D shapes, ➤ identifying measurement tools, ➤ comparing two items based on multiple attributes, ➤ copying simple patterns, ➤ collecting data, and/or ➤ identifying the outcome of an event. 	<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"> ➤ identifying one-digit numbers, ➤ solving addition and subtraction problems involving one-digit numbers, ➤ using measurement tools, ➤ extending simple patterns, ➤ beginning to represent a mathematical situation, or ➤ arranging data.
<p>Student may require task specific assistance for some work done at this level.</p>	<p>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

- Student work demonstrates **partial understanding** of skills and knowledge related to **some** of the following:
- matching small collections to equivalent sets,
- matching simple 2-D shapes,
- comparing two items based on multiple attributes,
- identifying measurement tools,
- copying simple patterns,
- collecting data, and/or
- identifying the outcome of an event.

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:

- matching small collections to equivalent sets,
- matching simple 2-D shapes,
- comparing two items based on multiple attributes,
- identifying measurement tools,
- copying simple patterns,
- collecting data, and/or
- identifying the outcome of an event.

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

Minimal understanding = 1% - 19% accuracy

Maine Alternate Achievement Level Descriptors for Mathematics 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"> ➤ identifying two-digit numbers, ➤ solving addition and subtraction problems involving one-digit numbers, ➤ identifying 2-D shapes, ➤ comparing two items based on multiple attributes, ➤ identifying and using measurement tools, ➤ copying and extending simple patterns, ➤ collecting data, and/or ➤ identifying the outcome of an event. 	<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"> ➤ identifying the value of coins, ➤ using measurement tools, ➤ describing simple patterns, ➤ representing a mathematical situation, or ➤ arranging data.
Student may require task specific assistance for some work done at this level.	Student may require task specific assistance for all work done at this level.
Mastery = 85% - 100% accuracy	

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"> ➤ identifying coins ➤ identifying one-digit numbers, ➤ solving addition and subtraction problems involving one-digit numbers, ➤ identifying simple 2-D shapes, ➤ comparing two items based on multiple attributes, ➤ identifying measurement tools, ➤ copying simple patterns, ➤ collecting data, and/or ➤ identifying the outcome of an event. 	<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 measurement tools, ➤ extending simple patterns, ➤ beginning to represent a mathematical situation, or ➤ arranging data.
Student may require task specific assistance for some work done at this level.	Student may require some 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"> ➤ matching small collections to equivalent sets, ➤ matching simple 2-D shapes, ➤ comparing two items based on multiple attributes, ➤ identifying measurement tools, ➤ copying simple patterns, ➤ collecting data, and/or ➤ identifying the outcome of an event. 	<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"> ➤ identifying simple 2-D shapes, ➤ identifying one-digit numbers, ➤ solving addition and subtraction problems involving one-digit numbers, ➤ using measurement tools, ➤ extending simple patterns, ➤ beginning to represent a mathematical situation, or ➤ arranging data.
<p>Student may require task specific assistance for some work done at this level.</p>	<p>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"> ➤ matching small collections to equivalent sets, ➤ matching simple 2-D shapes, ➤ comparing two items based on multiple attributes, ➤ identifying measurement tools, ➤ copying simple patterns, ➤ collecting data, and/or ➤ identifying the outcome of an event. 	
<p>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 Mathematics 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"> ➤ identifying two-digit numbers, ➤ solving addition and subtraction problems involving one-digit numbers, ➤ identifying the value of coins, ➤ identifying 2-D shapes, ➤ identifying and using measurement tools, ➤ copying, and extending simple patterns, ➤ representing a mathematical situation, ➤ collecting and arranging data, and/or ➤ identifying the outcome of an event. 	<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"> ➤ describing patterns, ➤ representing numerical relationships, or ➤ interpreting data.
Student may require task specific assistance for all work done at this level.	Student may require task specific assistance for all work done at this level.
Mastery = 85% - 100% accuracy	

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"> ➤ identifying one-digit and/or two-digit numbers, ➤ solving addition and subtraction problems involving one-digit numbers, ➤ identifying the value of coins, ➤ identifying 2-D shapes, ➤ identifying and using measurement tools, ➤ copying, and extending simple patterns, ➤ representing a mathematical situation, ➤ collecting and arranging data, and/or ➤ identifying the outcome of an event. 	<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"> ➤ describing patterns, ➤ representing numerical relationships, or ➤ interpreting data.
Student may require task specific assistance for some work done at this level.	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"> ➤ matching small collections to equivalent sets, ➤ identifying one-digit numbers, ➤ matching simple 2-D shapes, ➤ comparing two items based on multiple attributes, ➤ identifying measurement tools, ➤ copying simple patterns, ➤ collecting data, and/or ➤ identifying the outcome of an event. 	<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"> ➤ solving addition and subtraction problems involving one-digit numbers, ➤ identifying 2-D shapes, ➤ using measurement tools, ➤ extending simple patterns, ➤ beginning to represent a mathematical situation, or ➤ arranging data.
<p>Student may require task specific assistance for some work done at this level.</p>	<p>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"> ➤ matching small collections to equivalent sets ➤ identifying one-digit numbers, ➤ matching simple 2-D shapes, ➤ comparing two items based on multiple attributes, ➤ identifying measurement tools, ➤ copying simple patterns, ➤ collecting data, and/or ➤ identifying the outcome of an event. 	<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"> ➤ solving addition and subtraction problems involving one-digit numbers, ➤ identifying 2-D shapes, ➤ using measurement tools, ➤ extending simple patterns, ➤ beginning to represent a mathematical situation, or ➤ arranging data.
<p>Student may require task specific assistance for all work done at this level.</p>	<p>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 Mathematics 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"> ➤ identifying two-digit numbers, ➤ solving multiple step addition and subtraction problems, ➤ describing the attributes of shapes, ➤ identifying and using measurement tools, ➤ copying, extending, and describing patterns, ➤ using numeric symbols to represent numerical relationships, ➤ collecting, arranging, and interpreting simple data, and/or ➤ identifying the likelihood of two possible outcomes. 	<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"> ➤ identifying numbers with three or more digits, ➤ understanding the meaning of decimals or ➤ formulating questions to solve problems involving data.
<p>Student may require task specific assistance for some work done at this level.</p>	<p>Student may require task specific assistance for some 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"> ➤ identifying two-digit numbers, ➤ solving addition and subtraction problems, ➤ identifying the value of coins, ➤ identifying 2-D shapes, ➤ identifying and using measurement tools, ➤ copying and extending simple patterns, ➤ using numeric symbols to represent numerical relationships, ➤ collecting, arranging , and interpreting data, and/or ➤ identifying the likelihood of two possible outcomes. 	<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"> ➤ describing patterns, ➤ identifying numbers with three or more digits, ➤ describing the attributes of some shapes, or ➤ formulating questions to solve problems involving data.
<p>Student may require task specific assistance for some work done at this level.</p>	<p>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"> ➤ identifying one-digit and/or two digit numbers, ➤ solving addition and subtraction problems involving one-digit numbers, ➤ identifying coins, ➤ matching and identifying simple 2-D shapes, ➤ identifying and using measurement tools, ➤ copying and extending simple patterns, ➤ representing a mathematical situation, ➤ collecting and arranging data, and/or ➤ identifying the outcome of an event. 	<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"> ➤ identifying two-digit numbers, ➤ identifying the value of coins, ➤ identifying the likelihood of two possible outcomes, ➤ describing patterns, ➤ using numeric symbols to represent numerical relationships, or ➤ interpreting data.
<p>Student may require task specific assistance for some work done at this level.</p>	<p>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"> ➤ matching small collections to equivalent sets, ➤ identifying one-digit numbers, ➤ matching simple 2-D shapes, ➤ comparing two items based on multiple attributes, ➤ identifying measurement tools, ➤ copying simple patterns, ➤ collecting data, and/or ➤ identifying the outcome of an event. 	<p>Student work may demonstrate minimal understanding of skills and knowledge related to some of the following:</p> <ul style="list-style-type: none"> ➤ solving addition and subtraction problems involving one-digit numbers, ➤ identifying 2-D shapes, ➤ using measurement tools, ➤ extending simple patterns, ➤ beginning to represent a mathematical situation, or ➤ arranging data.
<p>Student may require task specific assistance for all work done at this level.</p>	<p>Student may require task specific assistance for all work done at this level.</p>
<p>Minimal understanding = 1% - 19% accuracy</p>	