

**MEA (Alternate) Science
Personalized Alternate
Assessment Portfolio**

PAAP

**2018-19
Administration
Handbook**



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Important Dates for 2018–2019

December 1, 2018 – Task Bank opens

March 1, 2019 – Last day to add student to the
Task Bank

April 4, 2019– Return Materials Kits mailed

April 30, 2019 – Task Bank closes

May 2, 2019 – UPS Pick-up

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Web sites

Personalized Alternate Assessment
Portfolio (PAAP)

<http://www.maine.gov/doe/paap/resources/index.html>

Maine Unified Special Education
Regulation (MUSER)

<http://www.maine.gov/sos/cec/rules/05/071/071c101.doc>

Maine's Comprehensive Assessment
System (MeCAS)

<http://www.maine.gov/doe>

Measured Progress

<http://www.measuredprogress.org>

This Administration Handbook is intended to provide you with the most current materials and tools available for the development and implementation of Maine's Personalized Alternate Assessment Portfolio (PAAP) during the 2018–2019 school year. The Administration Handbook, and all PAAP tools, can be found online at:

https://www.maine.gov/doe/Testing_Accountability/MECAS/materials/paap.

The task bank is open December 1 through April 30 each year. This allows five months for instruction and assessment. Submission of test scores should not begin before March 1, 2019.

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Introduction

The Purpose of the Personalized Alternate Assessment Portfolio (PAAP)

In order to inform teaching and learning, provide accountability, and measure student progress towards achievement of Maine Department of Education (Maine DOE) Regulation 131: The Maine Federal, State, and Local Accountability Standards, Federal and State laws require that all students be included in state assessments. Maine's Comprehensive Assessment System (MeCAS)¹ is designed to determine what students know and are able to do, as articulated in the state standards. While the majority of students participating in state assessments do so through standardized assessment, the system must be flexible enough to ensure access for all students while maintaining technical soundness (validity and reliability). To these ends, three avenues of participation in the state-level assessment program are provided: 1) standard administration, 2) administration with accommodations of the standardized tests, and 3) alternate assessment.

Maine's alternate assessments provide information about the academic achievement and progress of students with significant cognitive disabilities who, because of their unique learning needs, cannot access other assessments even with a combination of accommodations. The results from these assessments not only meet federal reporting requirements; they also provide educators, parents, and the public information to inform teaching and learning.

For mathematics and English language arts/literacy, Maine's alternate is an assessment designed by the Multi-State Alternate Assessment (MSAA). For science, the alternate assessment is the PAAP.

What is the PAAP?

The content of the PAAP has been reduced in its depth and breadth but remains focused on Maine's Alternate Grade Level Expectations (AGLEs), which are an extension of the Maine Educational Assessment (MEA) Science Standards. The AGLEs provide the basis for measurement of student achievement of Maine's 2007 Learning Results for students whose academic performance levels cannot be measured in the traditional way. They also serve as common elements for planning, instruction, and scoring.

The portfolio format of the PAAP allows students to produce work throughout the year as the basis for assessment of their achievement, using approaches different than the typical, on-demand "pencil and paper" test. It precludes measurement based on a single point in time and provides the opportunity for integration of each individual student's academic instructional program.

¹ MeCAS consists of the MEA Mathematics and English Language Arts/Literacy (eMPower™ME grades 3 – 8 and SAT third year high school), MEA Science: MEA Alternate Mathematics and English Language Arts/Literacy (MSAA), The MEA Alternate Science (PAAP), MEA English Language Proficiency (WIDA ACCESS for ELLs), MEA (Alternate) English Language Proficiency (WIDA Alternate ACCESS for ELLs), NAEP, and International Assessments

Determining the Appropriate Avenue for Participation in State Assessments

Inclusion of All Students in State Assessment

One of the fundamental principles of Every Student Succeeds Act of 2015 (ESSA) is the inclusion of *all* students in a system of standards, assessment, and accountability. By excluding any student or group of students from state assessment, it suggests that high expectations apply only to some, but not all, students. Decisions must be made regarding *how* an individual student will participate in the assessment system, not *whether* the student will participate.

Determining *How* a Student Participates

The MeCAS is a statewide instructionally supportive assessment system which complies with the federal requirements of ESSA and the Individuals with Disabilities Education Act, as amended (IDEA). These Acts, along with state regulations, require that all students, including those with disabilities, participate in state-required assessments in grades 3–8, and 3rd year high school, and are intended to hold schools accountable for the academic performance of students. Those assessments include:

- The MEA Mathematics and English Language Arts/Literacy, which assesses Mathematics and English Language Arts/Literacy at grades 3–8 through eMPowerME, and 3rd year high school through the SAT.
- The MEA Science which assesses science at grades 5 and 8, and 3rd year high school.
- MEA Alternate Science (PAAP), which alternately assesses MEA Science, for a small number of students with the most significant cognitive disabilities in grades 5 and 8, and 3rd year high school who are unable to take part in these “pencil and paper” science assessment.
- MEA Alternate Mathematics and English Language Arts/Literacy (MSAA), which alternately assesses MEA ELA/Literacy & Math at grades 3–8, and 3rd year high school for a small number of students with the most significant cognitive disabilities who are unable to take part in this reading, writing, and mathematics assessment successfully.

Federal law mandates that alternately assessed students participate in all content areas in which their same age/grade peers participate.

How a student with disabilities will participate in the state assessment is determined by each student’s Individual Education Program (IEP) team. This team of educators should convene at least annually to review the student’s current instructional program. Participation decisions can have important implications for school accountability and reporting.

The team must consider how the student accesses the Maine’s Accountability Standards for instructional purposes. Consideration should be given to the types of supports and interventions that the student requires for educational success, and to the student’s participation in various types of assessments in the past. Teams will then be well positioned to weigh the existing options carefully, review the eligibility criteria/guidelines on page 24, and make the most appropriate assessment decision.

The following options exist for how a student may participate:

- Participate in the statewide assessment without accommodations
- Participate in the statewide assessment with approved state accommodations
- Participate in the statewide alternate assessment based on alternate achievement standards

Determining Participation in Alternate Assessment

When an Individual Education Program (IEP) team is considering an alternate assessment, it must remember that *only students with the most significant cognitive disabilities are eligible to be assessed with the alternate assessment*. A student with *significant cognitive disabilities* is defined as an individual who has documentation that indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Students that participate in alternate assessment require extensive direct individualized instruction and substantial supports to achieve academic gains in their educational program. A significant cognitive disability is not a separate category but rather intended to include the small number of students who are (1) within one or more of the existing categories of disability under IDEA and (2) whose significant cognitive disability prevents them from attaining grade-level achievement standards. Their disability typically results in limited cognitive abilities and requires highly specialized education and/or social, psychological, and medical services in order to maximize full potential for useful and meaningful participation in society and for self-fulfillment. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices. The team should guide their decision-making process by using the:

- *Flow Chart for Determining Appropriate Avenue of Assessment* (see page 21)
- *Documentation for Participation* (see page 22)
- *Participation Guidelines* (see page 24)

When considering a student for participation in the PAAP, IEP team members must actively engage in a planning process that demonstrates:

- Participation in the PAAP was not based solely on the student's category of disability, language differences, achievement level, school attendance, anticipated behavior, or cultural or environmental factors.
- The Flow Chart for Determining Appropriate Avenue of Assessment, Documentation for Participation and Participation Guidelines were utilized by the IEP team in determining the appropriateness of having the student participate in the alternate assessment.
- Communication to the student and his/her parent/guardian(s) of any district-imposed consequences of a student's participation in PAAP.
- Use of alternate achievement standards to measure student performance is documented.
- The request for alternate assessment for each student is consistent with academic instruction based on the AGLEs essential to the provision of a Free Appropriate Public Education (FAPE) as determined and documented by the IEP team.

All students being considered for alternate assessment should have their individual program reviewed by an IEP team prior to the opening of the Task Bank on December 1, allowing sufficient time for appropriate teaching of skills embedded in daily instruction and administration of the alternate assessment. The recommendation for a student to take an alternate assessment must be reflected in the student's IEP.

Alternate Grade Level Expectations (AGLEs)

Maine’s Alternate Achievement Standards, the AGLEs, are written on a continuum of eight Levels of Complexity (LoC) extended from Maine’s Accountability Standards Chapter 131. The LoCs for science are aligned to Maine’s 2007 Learning Results. All LoCs represent a learning continuum constructed by using grade-level content and reducing it in complexity to ensure access to curriculum and instruction for all students.

Maine’s AGLEs provide a common basis for the planning of standards-related instruction and assessment in a system that allows students to work on the required AGLEs/Indicators at Level of Complexity tasks best suited to their individual needs enabling them to show what they know while maintaining alignment to grade-level content.

The Grade Level Blueprint

The PAAP blueprint identifies the AGLE/Indicators that are aligned to the grade-level being assessed. In developing the blueprint for the PAAP, care was taken to make the progression of tasks parallel to the progression of the MEA – Science. Teachers are not allowed to assess a student on AGLE/Indicators that are considered off-grade level.

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 MEA Science. Science 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 and 8, and 3rd year high school. 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, and the more abstract concepts of matter and energy are 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 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 and ending in 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.

The required grade-level blueprint is on page 26 in this handbook and can also be found at https://www.maine.gov/doe/Testing_Accountability/MECAS/supports

Format of the PAAP AGLEs

A copy of the science AGLE document is included in this handbook and can also be found at: https://www.maine.gov/doe/Testing_Accountability/MECAS/supports

The PAAP AGLEs for science reflect the format of Maine’s 2007 Learning Results. Figure 1 illustrates a sample AGLE page for science. The header at the top of the page identifies this AGLE as “Maine’s Accountability Standards, Chapter 131,” the MEA AGLE to which this material is aligned (Maine’s Accountability Standards, Chapter 131 refers to Science, while The Physical Setting – Matter and Energy identifies the focus of the standard, Matter and Energy). Directly opposite this, on the right side of the field, the corresponding PAAP identifier is situated: Science AGLE/Indicator – D3. The student expectations for that AGLE are written in italics below the AGLE.

Maine's Accountability Standards, Chapter 131 The Physical Setting – Matter and Energy			Science AGLE/Indicator — D3
<i>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:</i>			
Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
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 both 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	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
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 both of the following: <ul style="list-style-type: none"> identifying chemical changes AND <ul style="list-style-type: none"> identifying physical changes. 	doing both 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 both 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 both 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.
10/1/11	38	Alternate Grade Level Expectations	

Figure 1: Science – D3 from the Alternate Grade Level Expectations

LoCs are ranged 1 through 8. Because all students must be involved in general curriculum to the greatest extent possible, 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. Following the delivery of planned instruction, assessment of the student’s related knowledge and/or skills should be completed using the PAAP tasks aligned to that LoC descriptor. The completed tasks, along with the required forms, will make up the student work that serves as the content of the PAAP.

After the AGLE/Indicators and LoC descriptors appropriate for inclusion in the student’s academic instructional program have been selected, view the aligned tasks found in the PAAP Task Bank:

https://www.maine.gov/doe/Testing_Accountability/MECAS/materials/paap

The tasks should match the academic goals established for the student during this assessment year. If no direct match is available, refer back to the PAAP AGLEs for a more appropriate LoC descriptor, as necessary.

The Task Bank

General Information

The PAAP Task Bank is a secure location where teachers must access the assessment items to be used within the students' PAAP.

All Tasks within the Task Bank are aligned with Maine's AGLEs/Indicators, LoCs 1–8. Students working above the LoCs within the PAAP should participate in the standard state assessment for their grade-level placement with appropriate accommodations.

Accessing the Task Bank

Access to the Task Bank is limited to educators and administrators directly involved in the planning and organization of the PAAP. Educators can access the Task Bank by going to:

https://www.maine.gov/doe/Testing_Accountability/MECAS/materials/paap and clicking on the Task Bank link.

The Task Bank links directly to the Measured Progress ProFile™ Web site. Upon entering, educators will see the sign-in page in Figure 2.



Figure 2: The Online Task Bank Portal

A detailed user's guide is located in PDF form on the bottom of the log in screen and available on the PAAP Web site.

Creating a Teacher Account

All users will need to create an account each year. Click on the "Go to Registration Page" tab located in the blue tool bar as shown in Figure 2. To register, a user will be asked to supply a username (current/working e-mail address) and password (at least 8 characters long). Once this is completed, the "My Account" page will appear. This is where the user's account can be linked to the school(s) within the school administrative unit (District). The user's students who will be participating in the PAAP will be added to his or her account.

In the event a user forgets his or her password (once an account has been created), he or she must click the “I Forgot My Password” tab in the blue tool bar, next to the “Go to Registration Page” tab. This allows the user to create a new password.

Student Registration

Adding a Student

In order to access tasks from the PAAP Task Bank, a student must be registered to a teacher’s account to take the assessment. The student’s nine-digit State Student Identification (SSID) number is necessary to add that student. Once a student has been added to the teacher’s account, the student information must be verified. Any discrepancies must be reported immediately to the Maine Department of Education (Maine DOE). Once a student is registered, only those tasks appropriate for that student’s grade level will be made available as options for downloading.

All students must be enrolled in the Task Bank no later than March 1 of each year. Any student not enrolled in the Task Bank at that time will not receive a return materials kit and will be counted as a “**non-participant**” for ESEA accountability purposes. Educators are highly encouraged to enroll students as close to December 1 as possible to ensure adequate opportunity for instruction and assessment to occur. **Testing, electronic scoring and submission may begin March 1st.**

The PAAP roster for the online Task Bank lists the students for whom a PAAP will be submitted. The teacher must check this roster to be sure it is accurate and current as return shipment materials will be provided for these students only.

Please notify the Maine DOE if a student has changed enrollment throughout the year so that teachers will have access to students in the Task Bank.

Important: The school where the student will be taking the assessment is responsible for enrolling the student in the Task Bank. **Sending schools** are responsible for verifying the assessment of students who attend out-of-district placements.

Removing a Student

Once a student has been registered to a teacher’s account, that student may only be removed by contacting the Maine DOE Alternate Assessment Coordinator, Sue Nay at Sue.Nay@Maine.Gov. If a student has been added to a teacher’s account and that student will not be taking the PAAP for any reason, an e-mail must be sent to Sue Nay with only the student’s SSID# as the identifier and a brief statement describing why the student should be removed from the account.

Selection of Tasks

The process of the PAAP task selection begins with a teacher’s review of the PAAP AGLEs designated for state assessment at the grade level to which the student is assigned (see required grade-level PAAP Blueprint on page 26). For purposes of state assessment, the student’s grade level is determined by the grade level entered in Synergy State Edition

The AGLE/Indicators, as well as the appropriate PAAP LoCs for each indicator, must be chosen for inclusion in the student’s academic instructional program. Once the AGLE/Indicators appropriate for inclusion in the student’s assessment portfolio have been determined (based on the required grade-level blueprint, page 26), aligned tasks found in the PAAP Task Bank should be reviewed and selected based on an appropriate and challenging level of complexity for the student.

Downloads from the Task Bank will include an Entry Slip, the required number of Task Descriptions, the appropriate number of work templates for student completion of the work within the task, and the required number of Task Summary pages. (See page 26-30 for samples.) All tasks have been designed to maximize access for all students.

Tasks within the Task Bank will be available to teachers December 1 through April 30 each year.

Teachers *must* complete and submit the Task Summary pages, electronically by April 30, 2019. The completed Task Summary pages also must be printed for inclusion in the portfolio.

Types of Support

Students who participate in state assessments through the PAAP may need varying degrees of support in order to complete the required academic tasks. In this section of the Handbook, the modes of support which are acceptable when administering a PAAP are identified.

Available Supports for Use with PAAP Tasks

There are three types of support permissible when administering a PAAP:

1. PAAP-approved accommodations
2. Flexibility in presentation
3. PAAP Levels of Assistance

PAAP-Approved Accommodations

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 an equitable opportunity to demonstrate their knowledge and skills.

Accommodations are changes to the standard Timing, Setting, Presentation, and/or Response. There may be instances in which the task materials themselves are difficult for a student to use because of his or her disability. In addition to the approved accommodation list for general state assessments found at https://maine.onlinehelp.measuredprogress.org/wp-content/uploads/sites/13/2018/01/2018_MEA_Accessibility_Guide_eMPowerME_Final.pdf, the following PAAP-specific accommodations may be utilized.

- **Enlargement of materials.** Graphics and text components of the tasks may be enlarged. Caution should be taken as all components should be enlarged to the same percentage/size. For enlarged materials, contact the PAAP Customer Care Center at Measured Progress (866-239-0844).
- **Alternative/Augmentative Communication.** Signs or symbols that are part of the student's daily communication system may be substituted for symbols or pictures provided in a task. In each case, the symbol or picture substituted must represent the object, word, or idea listed on the work template within the task. That is, if the symbol to be identified is for "big," the symbol substituted must also represent "big."

PAAP Approved Features

- **Use of Concrete Objects.** Whenever possible, a concrete object may be substituted for a pictured object. The concrete object must match the pictured object. For example, a real block may be substituted for a picture of a block. However, if you substitute, you must substitute all objects within the item with concrete objects.

- **Picture Cards or Description Cards.** The picture cards or description cards provided for a task may be used by the student instead of the work template. These cards are found at the end of each set of items. In such instances, all student responses must be recorded by the teacher on the task work template.
- **Extended Time.** Tasks may be broken into sections to be completed on different days within the testing window.
- **Visual Support for Graphics.** Teachers may name or describe the contents of a given picture as long as the name or description does not provide the answer required in the task.
- **Multiple Testing Opportunities.** If a student is unsuccessful on a given task following re-teaching of the related content, the task may be re-administered anytime during the testing window.

Students participating in the PAAP may also use any of the accommodations that have been approved for use in state assessments by the Maine DOE without having their use recorded on any PAAP form. A review of these accommodations should be done prior to completion of any PAAP tasks.

Only task accommodations that do not alter what is being measured will be allowed. If a task accommodation is needed for a student but is not listed above, or approved for use on another state assessment, contact the Alternate Assessment Coordinator for approval of its use.

Flexibility in Presentation

The Directions for Task Administration section within each PAAP Task Description may include additional supports not listed among the approved accommodations for the general assessment. 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.

The use of support mechanisms listed within the Directions for Task Administration section does not affect the PAAP scoring formula because it does not change what is being measured in the task.

Levels of Assistance

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 accessing 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, each affecting the overall score of a PAAP task. As the support the teacher provides decreases, the point score goes up. These point values do not affect the student’s preliminary score for the task, “the % Correct.” Rather, the points awarded for Levels of Assistance make up one part of the final scoring matrix, along with Levels of Accuracy and LoC.

Level of Assistance Score of 1

- Modeling - Demonstrating a response similar to that desired

Teacher says, “When I turn on the faucet water comes out. This water is liquid.

Actual test question: Look at the picture. Is the water shown in the picture solid or liquid?

Level of Assistance Score of 2

- Use of Option 2 (provided at LoC 1 when appropriate) to use fewer of the items multiple times in order to match student’s knowledge. *An item includes the question, the options, and the answers as presented.* In most tasks at LoC 1 only, an “Option 2” template is provided to allow students to repeat selected items within a task if they are unable to do all of those that are part of the task as presented. Teachers must use the items as they are presented, but may decrease the

required number. The results must be recorded on the Option 2 template provided with the task download for those tasks in which they are available.

- 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 4 to 3.)
- Use of clarifying questions to stimulate student thought without providing clues to specific answers (e.g., “Which happened first? Show me on your board.”)
- Prompting (e.g., teacher asking “What happens next?” or saying, “Tell me more.”)
- Cueing

Level of Assistance Score of 3

- Independent
- Administering the task following the directions outlined on the Task Description page
- Providing encouragement
- Completing the task by using augmentative/alternative means of communication
- Repeating directions
- Reacting to student (e.g., teacher saying “Nice job.” “You are working hard.”)
- Re-reading a passage (except for required reading)
- Reminding a student to stay focused

2. Determine the **Level of Assistance** in the box below.

Level of Assistance		
Level of Assistance 1 <input type="checkbox"/> Circle the type of assistance from the list below.	Level of Assistance 2 <input 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: _____ _____
<p>Note: If Student Work, Level of Accuracy box, and Level of Assistance box are not completed and submitted together by Task, this Task will be UNSCORABLE. See PAAP Administration Handbook for further ways that Tasks become UNSCORABLE.</p>		

Don't Forget

Figure 4: Levels of Assistance as Referenced on a Task Summary Page

A special field is provided on each Task Summary page where detailed information regarding the Level of Assistance for that particular task is recorded (see Figure 4). The teacher administering the task must check the appropriate box indicating the level of assistance (1–3) needed by the student. Once the applicable box has been marked, details regarding how the assistance was given must be checked from the list below or indicated in the space marked “other.”

***It is vital that information regarding the Level of Assistance be recorded on each Task Summary Page. This information is essential to the scoring of the PAAP. **If such information is not provided, the Task will be “UNSCORABLE.”**

Administering a PAAP

Once an AGLE/Indicator paired with a LoC descriptor has been selected, related work for the PAAP begins. When selecting the appropriate LoC descriptor, the teacher must ensure that the LoC does not under challenge the student or limit the educational opportunity.

The first step in administering the PAAP is providing instruction. One suggestion to prepare for instruction would be to download and print the tasks associated with the grade level AGLE/Indicators. It is beneficial to review all LoCs in each AGLE/Indicator to help inform instruction. Materials used within each task can be used during instruction to help familiarize the student with the particular objects and pictures/symbols.

After instruction has occurred and the teacher feels that the student has gained sufficient knowledge to demonstrate understanding of the learning targets within the LoC descriptor, the first task is administered following the directions for task administration outlined on the Task Description page. Some tasks can be completed in one sitting; others might be administered over a course of several days. This is dependent on the teacher's determination of what will work best for the student. There are some tasks that require several days for administration.

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 an AGLE Entry – to reach the student's potential.

***When appropriate, teachers should move the student to the next LoC if he or she demonstrates a high level of accuracy and may demonstrate further success at the next LoC. For example, in January, a fifth-grade student has completed tasks at LoC 3 independently and with 100% accuracy; the teacher should increase the learning expectation by moving the student up to LoC 4, even if it requires a higher level of assistance or the student's level of accuracy is lower.

In order for students to increase achievement levels and have the opportunity to demonstrate proficiency, teachers should continue to move students to higher LoCs because the LoC has the most weight in the scoring formula. More information about scoring is found in the following section.

Scoring the PAAP

General Information

All PAAPs are scored twice based on three variables: 1) Level of Complexity (LoC), 2) Level of Accuracy, and 3) Level of Assistance. Scoring will be done electronically using the Task Summary page submitted in ProFile by the teacher as the first score. The second score will be completed by a scorer at Measured Progress. Scorers are trained by personnel from Measured Progress in collaboration with personnel from the Maine DOE. All scorers must pass a qualifying test prior to scoring. In addition, expertise is provided within each small group of scorers by table leaders.

Any variable on which there is not exact agreement will be reviewed by a third scorer, an expert from the Maine DOE or Measured Progress.

The Scoring Process

Scorers are asked to look at the student’s pattern of performance, as established through student work, and determine AGLEs/Indicator scores for the three variables being assessed: 1) Level of Complexity (LoC), 2) Level of Accuracy, and 3) Level of Assistance at the task level. The student’s raw score is based on these variables with the LoC bearing the greatest weight in the score computation formula. Students who move upwards in the LoCs will also increase their Achievement Levels. The PAAP LoC and the scoring rubric are the tools used to define a continuum of achievement based on the three variables.

Assigning Final Entry Scores

The final Entry score is calculated by applying the following formula, which takes all three scoring variables into account:

$$\text{Final Entry Score} = 5 (\text{Final Level of Complexity}) + \text{Final Entry Level of Accuracy} + \text{Final Entry Level of Assistance} - 4$$

To obtain the final Entry Level of Accuracy, 1–4 points are awarded for each percent level correct. See Figure 5.

Level of Accuracy Points				
	1	2	3	4
Percent Correct	0%–19%	20%–60%	61%–84%	85%–100%

Figure 5: Final Level of Accuracy Points

Based on the tasks within each Entry, the sum of the points received is then given a final Entry score by using the chart in Figure 6. For example, each Entry has two tasks and if the sum of the Level of Accuracy across all tasks is 7, then the final Entry Level of Accuracy score is 4.

Sum of Level of Accuracy Points	1	2	3	4	5	6	7	8
Number of Tasks	2	1	1	2	2	3	3	4

Figure 6: Final Entry Level of Accuracy Points

To obtain the final Entry Level of Assistance, 1–3 points are awarded for each task based on the level of assistance that was provided. The sum of both tasks within the Entry is compared with the chart in Figure 7.

Sum of Level of Assistance Points	1	2	3	4	5	6
Number of Tasks	1	1	2	2	3	3

Figure 7: Total Level of Assistance Points

Cut scores for the four PAAP science achievement levels were set during a Standard Setting process in June 2010. Standard Setting involved convening panels of Maine educators in a process that identifies the final score ranges used to report science achievement results.

A student earns a raw score based on the combined scores for each AGLE/Indicator Entry for a content area. An achievement level is then determined based on the cut scores outlined in Figure 8.

Grade	Subject	Well Below State Expectations	Below State Expectations	At State Expectation	Above State Expectations
5	Science	0-23	24-44	45-65	66-69
8	Science	0-32	33-57	58-92	93-99
High School	Science	0-49	50-86	87-126	127-129

Figure 8: PAAP Cut Scores

During the scoring process, each PAAP portfolio is given at least one comment from the list of comment codes below. The scorer selects the comment code that best describes the Entry submitted for each content area. The comment codes for each task are provided on the MAARS Confidential site. Comment codes can be found through the Student List/Show Subscores.

1. All components/criteria were met for the Entry.

2. Entry

- 2a. An invalid AGLE/Indicator was submitted.
- 2b. Items/tasks were altered.
- 2c. Hand-over-Hand was used.
- 2d. An Entry was missing.
- 2e. An Entry was not from the required blueprint/off-grade level.

3. Entry contains

- 3a. Less than the required number of tasks.
- 3b. Less than the required number of Task Summary pages.
- 3c. No Entry Slip/Task Description page.
- 3d. Student work that was not corrected accurately.
- 3e. Some or all student work that was not complete.

4. Level of Complexity

- 4a. The Level of Complexity was not grade appropriate.
- 4b. One or more tasks submitted was from a different Level of Complexity than the Entry slip.
- 4c. Task Summary was not submitted online.

5. Specific information was not provided on the Task Summary page about

- 5a. The Level of Accuracy
- 5b. The Level of Assistance

Reporting

PAAP Performance Reporting

Currently, about 1% of Maine students identified with the most significant cognitive disabilities are participating in the alternate assessment. These students are working toward AGLEs which are reduced in depth, breadth, and complexity, consistent with United States Department of Education guidance.

The 2015 ESSA regulations state that only 1% of all students in the grades assessed statewide may participate in alternate assessments. However, some Districts may be assessing more than 1% of their students with the PAAP. Districts will be notified by the Maine DOE to provide a justification that the 1% participation has been exceeded. A request for a justification will need to:

- Explain why the incidence of students with the most significant cognitive disabilities exceeds 1% of all students in the combined grades assessed.
- Document that the District is implementing the Participating Guidelines on page 24 and 25 of this Administration Handbook.

Reports

Maine DOE will compile and electronically post PAAP score reports for Maine in the Maine Assessment and Accountability Reporting System (MAARS). Building administrators are required to review these scores. Individual Student Reports should be distributed to parents each year. Student portfolios are returned to schools to support instruction and assessment for the coming year.

Reminder: PAAP Tasks are secure materials and must not be sent home with the student. They should be used for planning of instruction and assessment. Please make sure the portfolio is passed along to the next year's teacher. Federal and State regulations and local policy determine the length of time portfolios should be retained. Whichever is greatest must be followed.

To support local educators in the use of student data, the Maine DOE created the *Report Interpretation Guide*. This document describes and explains the information contained within the *Individual Student Report, School, District and State reporting*.

These reports contain information valuable to schools and Districts in their effort to better serve the academic needs and to evaluate and improve curriculum and instruction for individual students with significant cognitive disabilities. The *Report Interpretation Guide* can be found online at: https://www.maine.gov/doe/Testing_Accountability/MECAS/results.

Code of Conduct

The goal of PAAP development is to enhance rather than diminish the students' efforts to present their best work and to support that effort through the inclusion of evidence that results from the merger of instruction and assessment.

Teachers administering a PAAP make a commitment to:

- Embed student work for the PAAP in daily instruction throughout the year.
- Include student work that is accurate and provides recent evidence of that student's success.

- Include student work that reflects the student's opportunities to learn, develop, and demonstrate knowledge and skills.
- Challenge students and allow the opportunity for students to demonstrate proficiency.
- Include only original work that has been completed during the current year's assessment window.
- Include student work that is produced with the use of accommodations and/or assistive devices (when necessary) that are a regular part of a student's daily instruction.
- Provide valid evidence in which each item has been accurately corrected and can be reliably scored.
- Submit portfolios that include the required components, properly completed: i.e., Entry Slips, Task Descriptions, sufficient evidence/student work, and Task Summary pages that are bound and organized as outlined in this Handbook in Step-by-Step Guide to Administering a PAAP (pages 17-20) and the Visual Guide to the PAAP (page 26).
- Ensure that any and all evidence and documentation is authentic, accurate, and truthful.
- view the Test Security power point posted on the Maine DOE website:
https://www.maine.gov/doe/Testing_Accountability/MECAS/materials/paap

Supplemental Materials

Step-by-Step Guide to Administering a PAAP

Participation in the PAAP is required for students in grades 5 and 8, and 3rd year high school who are eligible for an alternate assessment for MEA Science. Students in a non-graded program must be tested at their grade of enrollment in Synergy State Edition. Schools must ensure that Synergy State Edition data, including State Student Identification Number (SSID), name, school, and grade level, aligns exactly with similar data provided on state assessments.

A. Planning a PAAP

Step 1

Meet with the student's IEP team to determine the appropriate avenue of participation in the state assessment using the Maine Participation Guidelines. The Participation Guidelines, a flow chart and a participation checklist are available on page 21 through 25 of this Administration Handbook to guide the IEP team to determine the most appropriate avenue of assessment and to determine participation in the PAAP.

The team should use the following in the planning process:

- *Flow Chart for Determining Appropriate Avenue of Assessment* (see page 21)
- *Documentation for Participation* (see page 22)
- *Participation Guidelines* (see page 24)

Step 2

Use the grade-level blueprint on page 26 to choose the required AGLE/Indicators that will be submitted in the student's PAAP. The AGLE/Indicators will be the target of instruction for the individual student.

- **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 what they know.

B. Registering a Student for PAAP

Step 4

Create a user account within the PAAP Task Bank by using the registration button on the top of the Task Bank homepage. The Task Bank is accessed by going to https://www.maine.gov/doe/Testing_Accountability/MECAS/materials/paap and clicking on the Task Bank button. More detailed instructions on creating your account can be found in the Task Bank User Guide at the back of this handbook.

Step 5

Add students to your list by entering the SSID# and then verify the student name and grade by 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 principal to inquire who can enter and upload SSID data to the state student enrollment site Synergy. If this information needs to be updated in the Task Bank or the student record is not found in the Task Bank, **contact the Alternate Assessment Coordinator at the Maine DOE to make changes to 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 be assessed on a task multiple times during the testing window. Only submit the required number of completed tasks for each Entry.

When the teacher records the answer on the student work template, the teacher must indicate the student response (i.e., 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 will be “Unscorable.”

Step 8

Fill out a single Entry Slip for each AGLE Entry that you are assessing for the PAAP.

- Submit three AGLE Entries, with two tasks for each AGLE.
- **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 out 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.

Step 11

Using Levels of Assistance information on page 9 determines the Level of Assistance score that best represents the Level of Assistance earned. You are required to indicate how assistance was given by checking from the populated list or by writing a brief description in the “Other” section. You must fill in both sections of the Level of Assistance.

- **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 on page 9 to determine the score.

Task Summary pages must be filled out electronically and submitted online (by April 30) using the Task Bank and 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 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

A PAAP Portfolio Assembly Checklist (Page 31) has been provided to aid in the organization of the PAAP.

- 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
- 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.

A visual representation of a completed portfolio is provided on page 26.

Step 14

Arrange each AGLE Entry in alphabetical order by AGLE, and then in numerical order by Indicator. 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 Website at <http://www.maine.gov/doe/paap/administration/index.html>), 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 out.

- **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 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 pick-up 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 pick-up date will not be scored and students for whom late PAAPs have been submitted will be counted as non-participants in the MEA Science.

Important: *Sending schools* are responsible for verifying that tuition students, who are attending private special purpose schools, or out-of-district programs, are being assessed.

When considering a student's eligibility, please use the following Participation Flow Chart, Checklist and Participation Guidelines on pages 21, 22, or 24.

Consider These:

Results of Individual Cognitive Ability Test, Adaptive Behavior Skills Assessment, individual administered achievement tests, and district-wide alternate assessments, and English language learner (ELL) language assessments, if applicable

Data from scientific research-based interventions, progress monitoring data, results of informal assessments, teacher collected data and checklists

Examples of curriculum, instructional objectives, and materials, work samples from school- or community-based instruction

Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan if applicable

1. Do the student records indicate a disability or multiple disabilities that most significantly impact intellectual functioning and adaptive behavior?*

*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.

Yes ↓

2. Would the student be appropriately challenged by goals and instruction linked to the enrolled grade-level state standards knowledge and skills?

Yes ↓

3a. Does the student require extensive, repeated, individualized instruction and support that are not of a

Yes ↓

3b. Does the student use substantially adapted materials with individualized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content?

Yes ↓

Student may participate in alternate assessments.

No

No

No

No

Student must participate in the general assessment. Student may be eligible to use accommodations.

**Maine Alternate Assessment
Participation Decision
Documentation**

To meet the criteria for the Maine’s Alternate Assessment, the student must meet all participation criteria descriptors.

Participation Criteria	Participation Criteria Descriptors	Sources of Evidence [check if used]
<p>1. The student has a significant cognitive disability</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<p><input type="checkbox"/> Results of Individual Cognitive Ability Test</p> <p><input type="checkbox"/> Results of Adaptive Behavior Skills Assessment</p> <p><input type="checkbox"/> Results of individual and group administered achievement tests</p> <p><input type="checkbox"/> Results of informal assessments</p> <p><input type="checkbox"/> Results of individual reading assessments</p> <p><input type="checkbox"/> Results of district-wide alternate assessments</p> <p><input type="checkbox"/> Results of language assessments including English language learner (ELL) language assessments if applicable</p>
<p>2. The student is learning content linked to (derived from) the Common Core State Standards (CCSS).</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS and address knowledge and skills that are appropriate and challenging for this student.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives and materials including work samples</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals and objectives from the IEP</p> <p><input type="checkbox"/> Data from scientific research-based interventions</p> <p><input type="checkbox"/> Progress monitoring data</p>
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction</p> <p><input type="checkbox"/> Teacher collected data and checklists</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students age 16 and older unless State policy or the IEP team determines a younger age is appropriate</p>

The student may participate in the Alternate Assessment] if all responses above are marked Yes.

Additional Considerations Not to Use in Reviewing Evidence	
1.	<i>A disability category or label</i>
2.	<i>Poor attendance or extended absences</i>
3.	<i>Native language/social/cultural or economic difference</i>
4.	<i>Expected poor performance on the general education assessment</i>
5.	<i>Academic and other services received</i>
6.	<i>Educational environment or instructional setting</i>
7.	<i>Percent of time receiving special education services</i>
8.	<i>English Language Learner (ELL) status</i>
9.	<i>Low reading level/achievement level</i>
10.	<i>Anticipated disruptive behavior</i>
11.	<i>Impact of test scores on accountability system</i>
12.	<i>Administrator decision</i>
13.	<i>Anticipated emotional duress</i>
14.	<i>Need for accommodations, e.g., assistive technology/AAC to participate in assessment process</i>
<input type="checkbox"/>	<i>Evidence shows that the decision for participating in an alternate assessment was not based on the above list.</i>

IEP Team Statement of Assurance: *Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that an Alternate Assessment is the most appropriate assessment for this student; that his/her academic instruction will be based on alternate state content standards; that the Additional Considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly.*

Each of us agrees that the student will participate in an alternate assessment appropriate to MEA assessments.

Name: _____ Position: _____ Date: _____

Parent(s)/Guardian: _____ Date: _____



MAINE'S ALTERNATE ASSESSMENT PARTICIPATION GUIDELINES

All students in grades 3-8, and 3rd year high school must participate in either a general or alternate mathematics and English Language Arts/Literacy assessment. Students in grades 5 and 8, and 3rd year high school must also be assessed in a general or alternate science assessment.

These criteria indicate that a student's significant cognitive disability is pervasive across all content areas and may participate in the alternate assessments.

Eligibility Criteria	Eligibility Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student is learning content standards linked to (derived from) the Updated Maine Learning Results	The student is learning content based on grade level alternate achievement standards that are linked to Maine's Learning Results.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student: * requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature. * uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes / No

The student is eligible to participate in Maine's Alternate Assessment if all responses above are marked Yes

In addition, evidence for the decision for participating in Maine's Alternate Assessment is **Not Based** on:

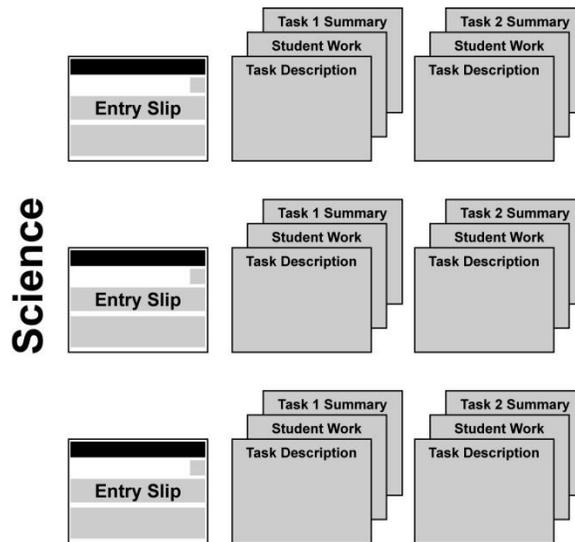
1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting

7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

PAAP Blueprint
 Required AGLE/Indicators by Content Area

Grade Level	Science
5	D1, D2, E2
8	D4, E3, E4
High School	D3, E1, E5

Visual Guide to the PAAP



Sample PAAP Entry (For test security reasons, a math example is being used)

PAAP Mathematics Entry Slip

linked to *Maine's Accountability Standards*, chapter 131

Please provide information required in this section.

Student Name _____

Grade _____

AGLE D

Level of Complexity aligned to the student work for this AGLE:

<i>Level of Complexity 1</i>	<i>Level of Complexity 2</i>	<i>Level of Complexity 3</i>	<i>Level of Complexity 4</i>
<i>Level of Complexity 5</i>	<i>Level of Complexity 6</i>	<i>Level of Complexity 7</i>	<i>Level of Complexity 8</i>

Mathematics		
A.	Whole Numbers	A1
	Fractions	A2
	Decimals (Including Money) and Percents	A3
	Magnitude of Numbers	A4
	Whole Numbers: Understanding of Mathematical Operations and Solving Problems	A5
B.	Properties of 2- and 3-Dimensional Shapes, and Apply Theorems	B1
	Congruency and Similarities	B2
	Perimeter, Area, Volume, and Circumference	B3
	Measure and Converting between Units	B4
	Coordinate Plane	B5
C.	Patterns	C1
	Equality and Algebraic Expressions	C2
D.	Interpreting Data	D1
	Analyzing Data	D2
	Counting Techniques	D3
	Probability	D4

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Entry Slip:

- Student name
- Grade

PAAP Task Description			
Reading	Writing	Mathematics	Science
AGLE: <u>D</u>		Indicator: <u>2</u>	
Level of Complexity: <u>4</u>		Task 1	
Task Title: <u>Analyze Data</u>			
<p>Prior Knowledge and Skills Required Student should be able to</p> <ol style="list-style-type: none"> 1. understand the terms "more," "less," and "fewer," 2. read a tally chart and a pictograph, and 3. use "more," "less," or "fewer" to analyze data or solve problems based on data presented in charts and graphs. <p>Description of Task Student analyzes data and solves problems by using data that involve the concepts of more, less, and fewer. This task may be administered only to students in grades 2 and 7.</p> <p>Directions for Task Administration</p> <ol style="list-style-type: none"> 1. Teacher places page 3 work template on work space. <p>Note: Description cards matching the tally chart and pictograph are provided on Extra Page 1 for use in assessing students needing visual support.</p> <ol style="list-style-type: none"> 2. Teacher/Student reads directions for Part 1 from page 3 work template. 3. Teacher checks for understanding of the directions. 4. Teacher/Student reads Item 1. <p>Note: For assessing students needing visual support, teacher reads the appropriate description card to student before reading item.</p> <ol style="list-style-type: none"> 5. Student uses his or her most appropriate mode of communication to answer question. 6. Teacher/Student records student response on page 3 work template. 7. Repeat steps 4–6 for Item 2 on page 3 work template. 8. Teacher/Student reads directions for Part 2 from page 4 work template. 9. Teacher checks for understanding of the directions. 10. Teacher/Student reads Item 3. <p>Note: For assessing students needing visual support, teacher reads the appropriate description card to student before reading item.</p> <ol style="list-style-type: none"> 11. Student uses his or her most appropriate mode of communication to answer question. 12. Teacher/Student records student response on page 4 work template. 13. Repeat steps 10–12 for Item 4 on page 4 work template. 14. Teacher corrects the responses, then completes the Task 1 Summary on page 5. <p>Responses Expected from Student Items 1 and 3 are worth 1 point each. Items 2 and 4 are worth 2 points each. Student will provide the following responses:</p> <ol style="list-style-type: none"> 1. robin 2. 9 3. vanilla 4. 6 			
PAAP Task Bank	Analyze Data	Level of Complexity 4 – D2	
	Page 2 of 8	1 st Task	

Task Description:

There are no fields to complete on the Task Description page.

Student Name _____ Date _____

Analyze Data

Part 1: Nathan's class counted birds at the park. They recorded their results in the tally chart below. Using the tally chart, answer the questions that follow.

Birds at the Park	
Robin	
Blue jay	

1. Which kind of bird was seen more often? _____

2. How many blue jays did the class see? _____

Work Template:

- Student name/date
- Responses – all fields
 - a. Date of work
 - b. Student response
 - c. Corrected student work

Task 1 Summary

Student Name _____ Date _____

Analyze Data

1. Determine the Level of Accuracy in the box below based on the corrected student work and Data Key.

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%
				4 of 6 = 67%	5 of 6 = 83%
				3 of 6 = 50%	6 of 6 = 100%
1	C X (1 point)	3	C X (1 point)	% Correct = _____	
2	C X (2 points)	4	C X (2 points)		

2. Determine the Level of Assistance in the box below.

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

Note: If Student Work, Level of Accuracy box, and Level of Assistance box are not completed and submitted together by Task, this Task will be UNSCORABLE. See PAAP Administration Handbook for further ways that Tasks become UNSCORABLE.

Don't Forget...

- Task 1 is complete when:
- Task 1 items have been completed by student using his or her most appropriate mode of communication.
 - Accompanying student work for Task 1 is accurately corrected.
 - This Task 1 Summary is completed.

Please go on.

PAAP Task Bank	Analyze Data	Level of Complexity 4 – D2
Task 1 Summary	Page 5 of 8	1 st Task

Task Summary information must be submitted through the online Task Bank by April 30

Task Summary:

- Student name and date
- Level of Accuracy – All fields
 - a. Identify correct/incorrect for each item.
 - b. Identify percent correct using Data Key.
- Level of Assistance:
 - a. Check Level of Assistance (1, 2, or 3 using Level of Assistance descriptions listed below checkbox).
 - b. Check applicable Level of Assistance description or provide specific details.

2018-2019 PAAP Portfolio Assembly Checklist

*** This document is for reference only: DO NOT INCLUDE THIS IN STUDENT PORTFOLIO***

All pages of the PAAP are securely bound in the smallest binder needed. All binders must have fasteners to hold the pages together. **Do not staple the pages together.**

Grade 5 Only

- Entry 1 AGLE/Indicator **D1**
- Entry 2 AGLE/Indicator **D2**
- Entry 3 AGLE/Indicator **E2**

Grade 8 Only

- Entry 1 AGLE/Indicator **D4**
- Entry 2 AGLE/Indicator **E3**
- Entry 3 AGLE/Indicator **E4**

3rd Yr High School Only

- Entry 1 AGLE/Indicator **D3**
- Entry 2 AGLE/Indicator **E1**
- Entry 3 AGLE/Indicator **E5**

Table of Contents

<u>Entry 1</u>		<u>Entry 2</u>		<u>Entry 3</u>		Portfolio Requirements (AGLE's in alphabetical and numerical order)
Task 1	Task 2	Task 1	Task 2	Task 1	Task 2	
<input type="checkbox"/>	Entry Slip					
<input type="checkbox"/>	Student Name					
<input type="checkbox"/>	Student Grade					
<input type="checkbox"/>	Task Description Page					
<input type="checkbox"/>	Student Work					
<input type="checkbox"/>	"C" = correct, "X" = incorrect					
<input type="checkbox"/>	Task Summary Page					
<input type="checkbox"/>	<u>Level of Accuracy</u> "C" = correct, "X" = incorrect and % complete					
<input type="checkbox"/>	<u>Level of Assistance</u>					
<input type="checkbox"/>	Check Level of Assistance					
<input type="checkbox"/>	Circle type of Assistance					

*Please note that if any pages are incomplete or missing, the result may end up in the entry being unscorable.



TASK SCORING RUBRIC

Task Score for Level of Complexity								
Unscorable	1	2	3	4	5	6	7	8
<p>The PAAP Task did not meet all requirements.</p> <p>Reasons for Unscorables:</p> <ul style="list-style-type: none"> ✓ Level of Complexity does not match Entry Slip and 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
<p>Hand-over-hand</p> <p>Altering items/tasks beyond removing a choice (task no longer connects to the AGLE)</p>	<p>Modeling</p> <p>Demonstrating a response similar to the desired response</p> <p>Other</p>	<p>Use of Option 2 (LoC 1 only) to use fewer of the item sets multiple times to match student knowledge</p> <p>Limiting a student's response (outside of LoC 1 at Option 2) by removing one response option</p> <p>Use of clarifying questions to stimulate student thought to the specific task without providing clues to specific answers</p> <p>Other</p>	<p>Independent</p> <p>Providing encouragement</p> <p>Completing tasks by using augmentative/alternate means of communication</p> <p>Repeating directions</p> <p>Reacting to a student</p> <p>Rereading a passage</p> <p>Reminding a student to stay focused</p> <p>Other</p>

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GLOSSARY

Attending School – The school which a student attends daily.

English Learner (EL) – This designation refers to a **subset of students** whose English proficiency in *any* of the language modalities (reading, writing, listening, or speaking) is significantly below that of their peers. A student is classified as an “English Learner” based on the student’s English language proficiency as measured by WIDA ACCESS for ELLs®.

ESEA Accountability – Previously referred to as Adequate Yearly Progress or AYP, is a federal measure of school performance required by the Elementary and Secondary Education Act. A school meets the accountability goals if the students in the tested grade(s) and all required subgroups meet the participation targets of 95%, meet or exceed the performance targets established for mathematics and reading in the grade(s) to which the test is administered, and meet attendance goals (K-8).

Full Academic Year (FAY) – A student is counted for accountability performance in a school if the student has been present for a full academic year. For PAAP, a full academic year is defined as being continuously enrolled in a school from October 1 through the end of the testing window.

Individual Educational Program – A program designed by a team of individuals, including parents, responsible for determining a student’s eligibility for special education and related services, including the student’s avenue of participation in the science assessment. (Maine Unified Special Education Regulations, Chapter 101, 2010).

Synergy State Edition– Maine’s statewide student identification system.

Limited English Proficient (LEP) – An LEP designation refers to students who are English learners (ELs).

Maine Comprehensive Assessment System (MeCAS) – MeCAS consists of the; MEA Science, the MEA Mathematics and English Language Arts/Literacy and the alternate to both, the MEA (Alternate) Science (PAAP) and MEA (Alternate) Mathematics and English Language Arts/Literacy (MSAA), MEA English Language Proficiency, and MEA (Alternate) English Language Proficiency.

Maine Educational Assessments (MEA) – MEA assessments are used to assess English Language Arts/Literacy in grades 3 – 8 and third year high school, and science in grades 5, 8, and third year high school each year.

Partial Enrollment – A student who is tuitioned to a private special purpose school has a primary enrollment in Synergy State Edition at his/her resident school and a partial enrollment at the private special-purpose school.

Participation (for ESEA Accountability purposes) – A student is determined to have participated in a content area test of the PAAP if that student has submitted scorable work for that content test. The participation rate in a content area test is the ratio of the number of students who participate in the test to the number of students enrolled in the test population for the whole group and by subgroup. For a school or District to meet ESEA accountability goals, at least 95% of students in each reportable group must participate.

Participation (for ESSA participation purposes) – All students that are administered the PAAP will count as participants for ESSA. Students that do not have a portfolio submitted will count as a non-participant.

Personalized Alternate Assessment Portfolio (PAAP) – Federal and State laws require that all students be included in Maine’s required State assessments. The Personalized Alternate Assessment Portfolio (PAAP) is the alternate to Maine’s required science assessment, designed specifically for students with significant cognitive disabilities. The PAAP is a fully implemented academic assessment that provides the basis for achievement reporting. The administration window for the PAAP is from December 1, 2018 through April 30, 2019.

Multi-State Alternate Assessment (MSAA) – MEA (Alternate) Mathematics and English Language Arts/ Literacy Federal and State laws require that all students be included in Maine’s required State assessments. MSAA is the alternate to Maine’s required assessment designed specifically for students with significant cognitive disabilities. MSAA is a fully implemented academic assessment that provides the basis for achievement and accountability reporting. The testing window will be open 8 weeks each spring.

Recently Arrived EL Student – A recently arrived EL student is one who was enrolled in a school in the United States for the first time on or after March 1, 2018 as indicated in the appropriate field in Synergy State Edition “Date Entered US School”.

Resident School or Resident District– The school or school administrative unit where the student’s parent/guardian resides.

District (for ESEA accountability purposes) – A school administrative unit “District” may be a school administrative district, municipal district, a community school district, or a regional school unit for the purposes of this document.

Sending District – For the purposes of this document, a sending District is one that has fiscal responsibility and pays tuition for students to attend schools in another District.

2018-19 MEA Alternate Science
Test Security and Data Privacy Agreement



Test Security Agreement

As a Maine Test Administrator of the Personalized Alternate Assessment Portfolio (PAAP) assessment, I agree to follow and abide by the testing integrity and appropriate practices including; handling of test material in a secure manner, providing a secure testing environment, avoiding Inappropriate test practices such as altering a task or using hand over hand assistance, submitting original authentic student material, and use only accommodations and assistive technology that is part of a student’s daily instruction, and accurately score student work and the level of assistance used during testing.

I understand that failure to comply with the administration and security requirements described in the *Test Administration Handbook* may result in one or more of the following penalties:

- delay in reporting of student, school, or District results,
- invalidation of student, school, or District results, and/or
- investigation by the Department of Education for possible certification action.

Student Data Privacy Agreement

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. No information may be disclosed during or following the test administration about individual students, including: student demographics, student test settings, student test responses, and incidents that occur during testing, except to the School Coordinator as needed. As a Test Administrator for the MEA for Mathematics & ELA/Literacy, I agree to protect the confidentiality of student information in compliance with the Family Educational Rights and Privacy Act (FERPA) and to only access student information that is related to the scope of my work. Failure to comply could result in a DOE investigation and possible certification action.

I understand and voluntarily accept and agree to the conditions outlined above in the Test Security Agreement and the Student Data Privacy Agreement.

Name (print or type): _____

Signature: _____

Date: _____

Operational Procedures Manual

Please refer to the MEA Operational Procedures Manual on the Department's Maine Comprehensive Assessment System (MeCAS) webpage:

https://www.maine.gov/doe/Testing_Accountability/MECAS/materials

This manual is available for assistance with participation, enrollment, and administration issues.