

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

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**PAAAP**

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**2014-15  
Administration  
Handbook**



## Maine Department of Education

Consultant for Exceptional Children  
Alternate Assessment (PAAP) Coordinator & State  
Assessment Accommodations Coordinator

Sue Nay

(207) 624-6774

[nay.sue@maine.gov](mailto:nay.sue@maine.gov)

State Assessment Coordinator

Nancy Godfrey

(207) 624-6775

[nancy.godfrey@maine.gov](mailto:nancy.godfrey@maine.gov)

Director of Assessment & Accountability

Charlene Tucker

(207) 624-6827

[charlene.tucker@maine.gov](mailto:charlene.tucker@maine.gov)

Chief Academic Officer

Rachelle Tome

(207) 624-6705

[rachelle.tome@maine.gov](mailto:rachelle.tome@maine.gov)

Maine Education Data Management System  
(Infinite Campus/MEDMS)

MEDMS Help Desk

(207) 624-6896

[medms.helpdesk@maine.gov](mailto:medms.helpdesk@maine.gov)

## Measured Progress

Program Manager

Stephanie Creps

(800) 431-8901 ext. 2334

[creps.stephanie@measuredprogress.org](mailto:creps.stephanie@measuredprogress.org)

Program Assistant

Sarah Greene

(800) 431-8901 ext. 2641

[greene.sarah@measuredprogress.org](mailto:greenesarah@measuredprogress.org)

## 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>

Task Bank Technical Assistance

(866) 834-8880

[mptechhelp@measuredprogress.org](mailto:mptechhelp@measuredprogress.org)

## Important Dates for 2014–2015

**December 1, 2014** – Task Bank opens

**March 1, 2015** – Last day to add student to the  
Task Bank

**April 11, 2015**– Return Materials Kits mailed

**April 30, 2015** – Task Bank closes

**May 5, 2015** – UPS Pick-up

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 2014–2015 school year. The Administration Handbook, and all PAAP tools, can be found online at:

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

**The testing window is December 1 through April 30 each year.** This allows five months for instruction and assessment.

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## ALTERNATE GRADE LEVEL EXPECTATIONS

1. Science

## PROFILE TASK BANK USERS GUIDE

## OPERATIONAL PROCEDURES

## 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 (MDOE) 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)<sup>1</sup> 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 English language arts/literacy and mathematics, Maine's alternate is an assessment designed by the National Center and State Collaborative (NCSC). 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.

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<sup>1</sup> MeCAS consists of the MEA – ELA/Literacy & Mathematics, MEA - Science: MEA – (Alternate) ELA/Literacy & Mathematics, The MEA (Alternate) Science (PAAP), MEA – English Language Proficiency (**WIDA ACCESS for ELLs®**), MEA (Alternate) English Language Proficiency (**WIDA ACCESS for ELLs® alternate**), NAEP, TIMMS and PIRLS

## Determining the Appropriate Avenue for Participation in State Assessments

### Inclusion of All Students in State Assessment

One of the fundamental principles of the No Child Left Behind Act of 2001 (NCLB) 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 NCLB and the Individuals with Disabilities Education Improvement 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 in the 3<sup>rd</sup> year of High School, and are intended to hold schools accountable for the academic performance of students. Those assessments include:

- The MEA – English Language Arts / Literacy & Mathematics, which assesses English Language Arts (ELA), Literacy and mathematics at grades 3–8 and in the 3<sup>rd</sup> year of High School.
- The MEA – Science which assesses science at grades 5, 8, and in the 3<sup>rd</sup> Year of High School.
- MEA (Alternate) – Science (PAAP), which alternately assesses MEA- Science, for a small number of students with the most significant cognitive disabilities who are unable to take part in these “pencil and paper” science assessment.
- MEA (Alternate) – ELA/ Literacy & Mathematics (NCSC), which alternately assesses MEA – ELA/Literacy & Math 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.

If there is a question about *how* a student should participate in the state assessments, a team of educators should be convened to review the student’s current instructional program. How a student with disabilities will participate in the state assessment is determined by each student’s Individual Education Plan (IEP) team at least annually. Participation decisions can have important implications for school accountability and reporting.

The team must consider how the student accesses the Maine Content and Performance 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 questions, 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

If the 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 displays extremely limited cognitive abilities that may be combined with physical and/or behavioral limitations and who requires a highly specialized 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 impairment prevents them from attaining grade-level achievement standards. Their disability typically results in limited cognitive abilities combined with behavioral and/or physical limitations 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. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. 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 22)
- *Criteria to Determine Participation in PAAP* (see page 23)

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, or cultural or environmental factors.
- The Flow Chart for Determining Appropriate Avenue of Assessment and Criteria to Determine Participation in PAAP was 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 AGLs 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 situations reviewed by an IEP team prior to December 1, allowing sufficient time for appropriate administration of the alternate assessment, which is designed to be embedded in daily instruction throughout the year. 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 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. The science portion of the MEA assesses two AGLEs: D, the physical setting (D1–D4), and E, the living environment (E1–E5). AGLE D, the physical setting, contains indicators that encompass the subject matter conventionally referred to as physical, Earth, and space science, while E, the living environment, contains indicators related to life science.

Indicators from both the physical setting and the living environment are assessed each year in grades 5, 8, and 3<sup>rd</sup> year HS. The focus at the elementary level is on concepts that the student can directly observe, such as, the Sun, the Moon, rocks, plants, and animals. Force and motion provide concrete observations at the middle school level, the more abstract concepts of matter and energy 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 24 in this handbook and can also be found at <http://www.maine.gov/doe/paap/resources/index.html>.

### Format of the PAAP AGLEs

Only Maine's AGLEs for science are included in this document. ELA/Literacy and mathematics are being assessed by MEA (Alternate) ELA/Literacy & Math (NCSC).

A copy of the science AGLE document is included in this handbook and can also be found at: <http://www.maine.gov/doe/paap/resources/index.html>.

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 GLE 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.

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"> <li>matching objects based on one physical property.</li> </ul>	by doing the following: <ul style="list-style-type: none"> <li>identifying which object in a group has a specific physical property.</li> </ul>	doing the following: <ul style="list-style-type: none"> <li>sorting objects into groups using one or more physical properties.</li> </ul>	doing both of the following: <ul style="list-style-type: none"> <li>describing the physical properties of objects and materials</li> </ul> AND <ul style="list-style-type: none"> <li>using observable characteristics to describe changes in the physical properties of materials when mixed, heated, frozen, or cut.</li> </ul>
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"> <li>identifying chemical changes</li> </ul> AND <ul style="list-style-type: none"> <li>identifying physical changes.</li> </ul>	doing both of the following: <ul style="list-style-type: none"> <li>comparing the properties of original materials and their properties after undergoing chemical or physical change</li> </ul> AND <ul style="list-style-type: none"> <li>observing and drawing conclusions about how the weight of an object compares to the sum of the weights of its parts.</li> </ul>	doing both of the following: <ul style="list-style-type: none"> <li>explaining that all materials are made of small particles</li> </ul> AND <ul style="list-style-type: none"> <li>identifying examples of chemical and physical changes.</li> </ul>	doing both of the following: <ul style="list-style-type: none"> <li>explaining that adding heat causes the small particles in matter to move faster</li> </ul> AND <ul style="list-style-type: none"> <li>demonstrating understanding that the properties of a material may change but the total amount of material remains the same.</li> </ul>
10/1/11		38	Alternate Grade Level Expectations

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

The PAAP AGLEs for science reflect the format of Maine’s 2007 Learning Results under Maine’s Accountability Standards Chapter 131, to which the science AGLE/Indicators are aligned. At the top of each page is a header with Maine’s Accountability Chapter 131, AGLE/Indicator, and title. The student expectations for that AGLE are written in italics below the AGLE.

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 ([www.maine.gov/doe/paap/resources/index.html](http://www.maine.gov/doe/paap/resources/index.html)). 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. In order to establish consistency, teachers may not develop their own tasks.

All Tasks within the Task Bank are aligned with Maine's AGLEs/Indicators, LoCs 1–8. Students working above the 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:

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

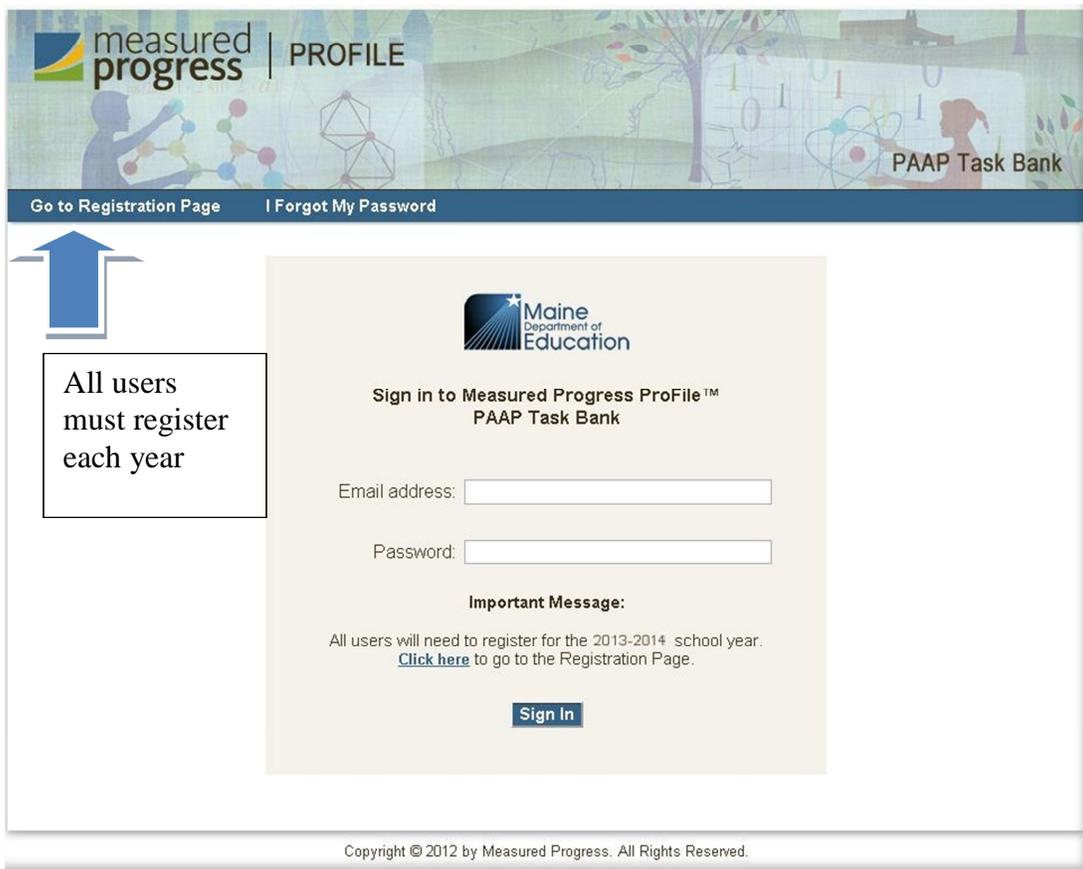


Figure 2: The Online Task Bank Portal

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 (SAU). 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 Maine Education Data Management System (MEDMS) 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 (MDOE). 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 assessment and instruction to occur.

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.

If a student enrolls at a school after November 9th, the MDOE must be contacted to ensure Task Bank access for that student’s teacher.

**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 MDOE. 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 the MDOE with the student’s MEDMS ID and a brief statement describing why the student should be removed from the account.

## Selection of Tasks

The process of the PAAP task selection should begin with a teacher or IEP team 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 24). For purposes of state assessment, the student's grade level is determined by the grade level entered in Infinite Campus State Edition (ICSE).

The required number of AGLE/Indicators, as well as the appropriate PAAP LoCs for each, 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 24), 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 25-28 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 the Task Summary pages, electronically by April 30, 2014 to collect the teachers' scores. 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, 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 Program Assistant at Measured Progress (1-800-431-8901).
- **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.
- **Calculator.** The use of a calculator is allowed.
- **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. In such instances, all student responses must be recorded by the teacher on the task work template.
- **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.”
- **Extended Time.** Tasks may be broken into sections to be completed on different days.
- **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 MDOE 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 those 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 MDOE 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 completing the task or retrieving the answer to a particular question without actually providing that answer to the student.

Levels of Assistance are determined on a three-point scale of 1–3, 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 (e.g., Teacher says, “When I put the water in the freezer, it gets cold, hard, and turns white.” Actual test question: What happens when you put water in the freezer? Student answers, “It freezes” or “It becomes ice.”)

### Level of Assistance Score of 2

- Use of Option 2 (provided at LoC 1 when appropriate) to use fewer of the 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” 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 3 to 2)
- 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 “You’re right!” or “You got that right.”)
- 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		
<b>Level of Assistance 1</b> <input type="checkbox"/> Circle the type of assistance from the list below.	<b>Level of Assistance 2</b> <input type="checkbox"/> Circle the type of assistance from the list below.	<b>Level of Assistance 3</b> <input type="checkbox"/> Circle the type of assistance from the list below.
<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Demonstrating a response similar to that desired</li> <li>• Other: _____ _____</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Option 2</li> <li>• Limiting student's response by removing one option</li> <li>• Asking clarifying questions</li> <li>• Prompting</li> <li>• Cueing</li> <li>• Other: _____ _____</li> </ul>	<ul style="list-style-type: none"> <li>• Independent</li> <li>• Encouragement</li> <li>• Use of augmentative/alternative communication</li> <li>• Repeating directions</li> <li>• Reacting to student</li> <li>• Re-reading passage</li> <li>• Reminding student to focus</li> <li>• Other: _____ _____</li> </ul>
<p><b>Note:</b> 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 short-term objectives written in the student’s IEP. It may be beneficial to review the LoCs above and below those written in the student’s IEP 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. The step-by-step process (including scoring/ESEA accountability implications) begins on page 18 of this Administration Handbook.

\*\*\*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 third 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) 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 MDOE. 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 MDOE 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 AGLs/Indicator scores for the three variables being assessed: 1) 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 are moved along in the LoCs will also move along in the 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:

Final Entry Score = 5 (Final Level of Complexity) + Final Entry Level of Accuracy + 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.

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

Figure 5: Final Level of Accuracy Points

Based on the number of total tasks within the Entry, the sum of the points received is then given a final Entry score by using the chart in Figure 6. For example, if each Entry has two tasks and 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	2	1	1	2	2	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 involves convening panels of Maine educators in a process that identifies the final score ranges used to report content area 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	Subst. Below Prof.	Partially Proficient	Proficient	Proficient w/ Distinction
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 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 are provided on the *School Analysis Reports*, which are available electronically.

**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 Proficiency 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.

Please note that for each SAU, the number of proficient or above scores on the alternate assessment that may be counted for NCLB accountability purposes cannot exceed 1% of all students in the grades assessed. However, some SAUs will be assessing more than 1% of their students with the PAAP. In order to count all

proficient or above students assessed with alternate standards for NCLB accountability purposes, SAUs will be notified by the MDOE of the steps needed to obtain a waiver of the 1% cap if the proficiency cap has been exceeded. A request for a waiver will need to:

- Demonstrate that the incidence of students with the most significant cognitive disabilities in the SAU exceeds 1% of all students in the combined grades assessed.
- Explain why the incidence of such students exceeds 1% of all students in the combined grades assessed.
- Document that the SAU is implementing the “Determining Participation in Alternate Assessment” section of this Administration Handbook (page 3).

## Reports

Measured Progress will compile and electronically post PAAP score reports for Maine schools during the month of August. Building administrators are required to review these scores. The paper copy of the Individual Student Report is returned with the MEA Science results in mid-September for distribution to parents by the end of September each year. A student label is also included for placement in the student’s cumulative record. In a separate mailing, student portfolios are also returned to schools to support instruction and assessment for the coming year.

**Reminder:** PAAP Tasks are secure materials and should not be sent home with the student. It 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 MDOE, in conjunction with Measured Progress, created the *Report Interpretation Guide*. This document describes and explains the information contained within the *Individual Student Report*, *School Analysis Report*, *School*, *SAU* and *State Reports*.

These reports contain information valuable to schools and SAUs 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: <http://www.maine.gov/doe/paap/results/index.html>.

## 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 is a culmination of instruction leading toward achievement of Maine's Accountability Standards Chapter 131.
- 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 18-21) and the Visual Guide to the PAAP (page 24).
- Ensure that any and all evidence and documentation is authentic, accurate, and truthful.

# **Supplemental Materials**

## Step-by-Step Guide to Administering a PAAP

Participation in the PAAP is required for students needing an alternate assessment for MEA - Science. Students in a non-graded program must be tested at their grade of enrollment in Infinite Campus/MEDMS. Schools must ensure that Infinite Campus/MEDMS data, including 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 guidelines on pages 2 and 3 of this Administration Handbook.

The team should use the following in the planning process:

- *Flow Chart for Determining Appropriate Avenue of Assessment* (see page 22)
- *Criteria to Determine Participation in the PAAP* (see page 23)
- **Scoring Ramifications:** Participation in the PAAP by a student who does not meet the defined guidelines will result in the student being counted as a non-participant in the MEA Science.

#### Step 2

Using the grade-level blueprint, 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. Related instruction and assessment should be integrated with the student's IEP.

- **Scoring Ramifications:** If student work is submitted for fewer than the required number of AGLE Entries, the raw score for the content area will be lower and may not accurately reflect the student's level of knowledge and skills. AGLE Entries submitted beyond the number required will not be scored.

**For a visual representation, see the Visual Guide to the PAAP on page 24.**

#### Step 3

For each AGLE/Indicator required, use the PAAP AGLEs to identify the LoC descriptors that are appropriate for inclusion in the student's instructional program. Consider the student's current level of performance and the possibilities for increasing that level through instruction as you read the PAAP LoC descriptors. The LoC should challenge the student and allow the opportunity for the student to demonstrate proficiency.

### B. Registering a Student for PAAP

#### Step 4

Create a user account within the PAAP Task Bank. This can be done by using the registration button on the top of the Task Bank homepage. The Task Bank can be accessed by going to <http://www.maine.gov/doe/paap/administration/index.html>.

and clicking on the Task Bank button. More detailed instructions on creating your account can be found in the Task Bank Manual located on the homepage of the Task Bank.

### Step 5

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

### Step 6

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

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

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

### Step 11

Using Levels of Assistance information on page 10 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.

- **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 10 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

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.

#### **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 Web site), and check that all white sections of the Entry Slips (Name and Grade), Student Work (Name and Date) and Task Summary page (Name, Date, Level of Accuracy and Level of Assistance) have been filled out.

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

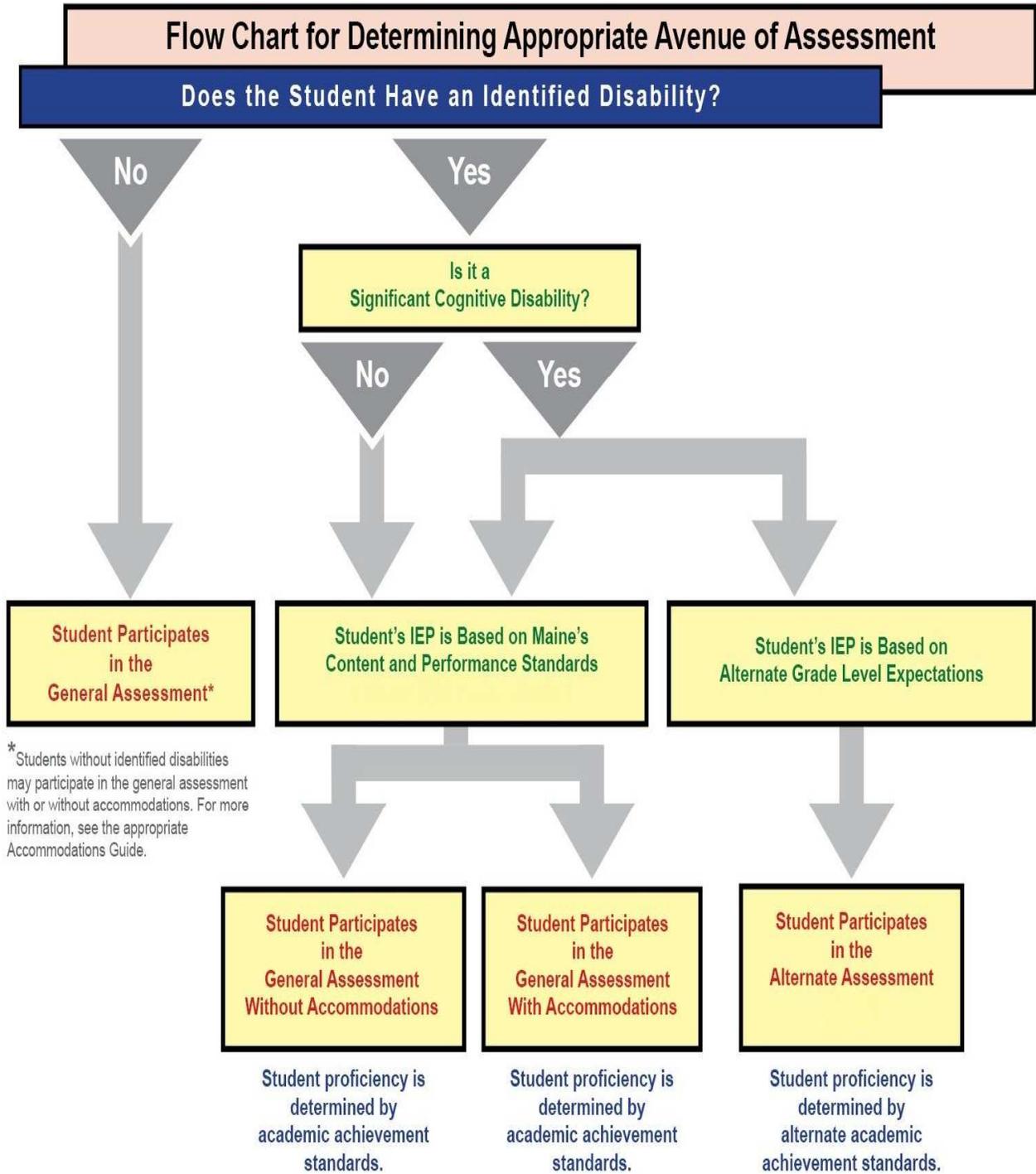
### **E. Submitting a PAAP**

#### **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.



**Criteria to Determine Participation in the PAAP**

<b>Criteria to Determine Participation in the PAAP</b>	<b>True</b>	<b>False*</b>
The student is enrolled in grade 5, 8 or in the 3 <sup>rd</sup> year of HS		
<b>AND</b>		
The student's access to the Maine Content and Performance Standards is provided by the grade-level linked, Alternate Grade Level Expectations for students with the most significant cognitive disabilities, which are reduced in depth and breadth at less complex intervals with extensively modified instruction.		
<b>AND</b>		
Decisions are made by each student's IEP team, not an administrative decision.		
<b>AND</b>		
The student demonstrates a significant cognitive disability which results in performance that is substantially below grade-level achievement expectations, even with the use of accommodations and modifications.		
<b>AND</b>		
The student's proficiency levels are appropriately measured against Alternate Academic Achievement Standards.		
<b>AND</b>		
The student's IEP goals and objectives are based upon the Alternate Grade Level Expectations and define an appropriate level of challenge given the student's present levels of performance, historical data, and rate of progress.		
<b>AND</b>		
Proficiency determined by Alternate Achievement Standards does not under challenge the student or limit the educational opportunity of the student.		
<b>AND</b>		
The student cannot participate in any portion of the NECAP/MEA Science/MHSA with or without accommodations based on his or her IEP.		
<b>AND</b>		
The request for alternate assessment for each student meets the provision of a Free Appropriate Public Education (FAPE) as determined and documented by the IEP team.		

**\* If any statement is false, the student is not eligible for the PAAP.**

**Criteria that DO NOT Determine Participation in PAAP**

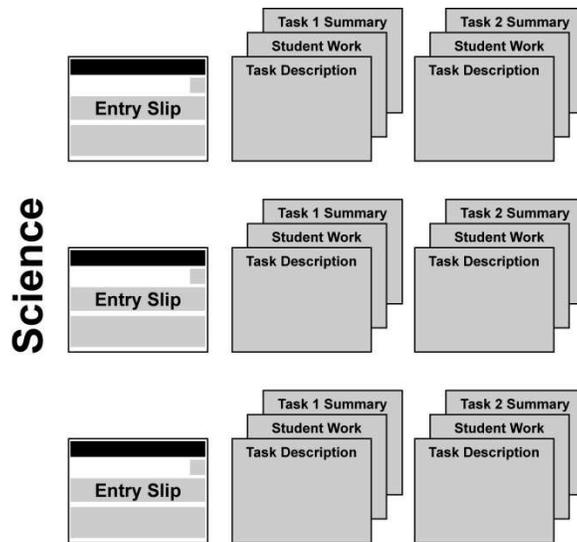
- Program setting
- Category of disability
- Percentage of time in the general education and special education settings
- Developmental level or mental age of the student

## PAAP Science Blueprint

### Required AGLE/Indicator by Grade Level

Grade	Science
3	
4	
5	D1, D2, E2
6	
7	
8	D4, E3, E4
3 <sup>rd</sup> Yr 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

based on *NECAP Grade Level Expectations*

*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>

<b>Mathematics</b>		
<b>A.</b>	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>B.</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
<b>C.</b>	Patterns	C1
	Equality and Algebraic Expressions	C2
<b>D.</b>	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 <u>1</u>	
Task Title: <u>Analyze Data</u>			
<p><b>Prior Knowledge and Skills Required</b>            Student should be able to</p> <ol style="list-style-type: none"> <li>1. understand the terms "more," "less," and "fewer,"</li> <li>2. read a tally chart and a pictograph, and</li> <li>3. use "more," "less," or "fewer" to analyze data or solve problems based on data presented in charts and graphs.</li> </ol> <p><b>Description of Task</b>            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><b>Directions for Task Administration</b></p> <ol style="list-style-type: none"> <li>1. Teacher places page 3 work template on work space.</li> </ol> <p><b>Note:</b> 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"> <li>2. Teacher/Student reads directions for Part 1 from page 3 work template.</li> <li>3. Teacher checks for understanding of the directions.</li> <li>4. Teacher/Student reads Item 1.</li> </ol> <p><b>Note:</b> For assessing students needing visual support, teacher reads the appropriate description card to student before reading item.</p> <ol style="list-style-type: none"> <li>5. Student uses his or her most appropriate mode of communication to answer question.</li> <li>6. Teacher/Student records student response on page 3 work template.</li> <li>7. Repeat steps 4–6 for Item 2 on page 3 work template.</li> <li>8. Teacher/Student reads directions for Part 2 from page 4 work template.</li> <li>9. Teacher checks for understanding of the directions.</li> <li>10. Teacher/Student reads Item 3.</li> </ol> <p><b>Note:</b> For assessing students needing visual support, teacher reads the appropriate description card to student before reading item.</p> <ol style="list-style-type: none"> <li>11. Student uses his or her most appropriate mode of communication to answer question.</li> <li>12. Teacher/Student records student response on page 4 work template.</li> <li>13. Repeat steps 10–12 for Item 4 on page 4 work template.</li> <li>14. Teacher corrects the responses, then completes the Task 1 Summary on page 5.</li> </ol> <p><b>Responses Expected from Student</b>            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"> <li>1. robin</li> <li>2. 9</li> <li>3. vanilla</li> <li>4. 6</li> </ol>			
2012-2013 PAAP Task Bank		Analyze Data Page 2 of 8	Level of Complexity 4 – D2 1 <sup>st</sup> 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 1 of 6 = 17% 4 of 6 = 67%	X = Incorrect 2 of 6 = 33% 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		
<b>Level of Assistance 1</b> <input type="checkbox"/> Circle the type of assistance from the list below.	<b>Level of Assistance 2</b> <input type="checkbox"/> Circle the type of assistance from the list below.	<b>Level of Assistance 3</b> <input type="checkbox"/> Circle the type of assistance from the list below.
<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Demonstrating a response similar to that desired</li> <li>• Other: _____</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Option 2</li> <li>• Limiting student's response by removing one option</li> <li>• Asking clarifying questions</li> <li>• Prompting</li> <li>• Cueing</li> <li>• Other: _____</li> </ul>	<ul style="list-style-type: none"> <li>• Independent</li> <li>• Encouragement</li> <li>• Use of augmentative/alternative communication</li> <li>• Repeating directions</li> <li>• Reacting to student</li> <li>• Re-reading passage</li> <li>• Reminding student to focus</li> <li>• Other: _____</li> </ul>

**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 <sup>st</sup> 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.



## 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><b>Reasons for Unscorables:</b></p> <ul style="list-style-type: none"> <li>✓ Level of Complexity does not match Entry Slip and is not consistent with other tasks.</li> <li>✓ Level of Complexity is not grade appropriate.</li> </ul>								

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 <b>Option 2</b> (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 Language 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 *No Child Left Behind Act* (now 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 academic “teaching” year.

**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 PAAP. (Maine Unified Special Education Regulations, Chapter 101, 2010).

**Infinite Campus State Edition (ICSE)** – Maine’s statewide student management system.

**Limited English Proficient (LEP)** – An LEP designation refers to students who are English learners (ELs) and is a category in ICSE, assessment, and accountability reports. Any student whose English Language Proficiency in ICSE is 03 (Limited English Proficiency) or 04 (Transitioned Back to LEP) would be considered LEP.

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

**Maine Educational Assessment (MEA) – MEA - ELA/Literacy & Math** – The assessment program in English Language Arts/literacy & mathematics that Maine uses as a measure of student achievement for No Child Left Behind accountability purposes designed by Smarter Balanced.

**Partial Enrollment** – A student who is tuitioned to a private special purpose school has a primary enrollment in ICSE 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 SAU to meet ESEA accountability goals, at least 95% of students in each reportable group must participate.

**Performance (for ESEA accountability purposes)** – The student’s score is determined by that student’s performance on the PAAP. For purposes of ESEA accountability, a school is rated on the percentage of

students who are proficient (scoring in the “proficient” or “proficient with distinction” range on the PAAP). For each group, the number of proficient students compared to the number of students participating is used to compute the percentage of proficient students. The percentage of proficient students is compared to the established target for that group to determine if the group has met ESEA accountability goals for performance.

**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 Maine’s current MEA (Alternate) – Science. 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, 2013 through April 30, 2014.

**National Center and State Collaborative (NCSC) – MEA (Alternate) – ELA/Literacy and Mathematics** Federal and State laws require that all students be included in Maine’s required State assessments. NCSC is the alternate to Maine’s required assessment designed specifically for students with significant cognitive disabilities. NCSC is a fully implemented academic assessment that provides the basis for achievement and accountability reporting.

**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 October 1, 2011 as indicated in the appropriate field in ICSE “Date Entered US School”.

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

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

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