



Office of Special Services and Inclusive Education

Office Hours: Alternate Assessment Overview

January 25th, 2023

Jodi Bossio-Smith

State Director of Assessment

Interim Coordinator of Alternate and WIDA Assessments

Leora Byras

Education Specialist III, Federal Monitoring Team



Learning objectives

Participants will develop an understanding of:

- The 1% cap: why and what for? Federal legislation
- Participation Guidelines, Learner Characteristics & IEP Considerations
- The Assessment Design and Experience
- Contact information, Q&A



**Special Education
Required Forms
Procedural Manual**



Updated 8/1/2020

Maine Educational Assessments Calendar – 2022-2023

Alternate Assessments based on Alternate Academic Achievement Standards (AA-AAAS)

Assessment Name	Content Area	Dates	Participants
MCAA	Reading/ mathematics	3/13 – 4/28/23 (required)	Grades 3-8 3 rd Year of High School
MCAA Science	Science	3/13 – 4/28/23 (required)	Grades 3-8 3 rd Year of High School

Maine Educational Assessments Calendar – 2022-2023

General Assessments

Assessment Name	Content Area	Dates	Participants
NWEA	Reading/ mathematics	10/3 – 10/28/22 (required) 1/3 – 2/3/23 (optional)	Grades 3-8 2 nd Year of High School
Maine Through Year Assessment	Reading/ mathematics	5/1 – 5/26/23 (required)	Grades 3-8 2 nd Year of High School
Maine Science	Science	5/15 – 5/26/23 (required)	Grades 5, 8 and 3 rd Year of High School

Spring 2023 Timeline

Spring 2023 Timeline: Pre-Administrative Tasks for Alternate Assessments

Pre-Administration Tasks for Test Coordinators (TC) and Test Administrators (TA)			
Dates	TC Responsibilities:	TA Responsibilities:	Relevant Links
January – February 2023	<ul style="list-style-type: none"> • Complete Test Coordinator Survey • Review the Test Coordinator User Guide • Review the Test Administration Manual • Confirm all eligible students have the alternate flag “checked” in the Synergy • Identify Test Administrators for each student participant • Ensure each TA has a plan for utilizing sample items with eligible students, to become familiarized with the assessment, types of items, and any applicable accessibility features. 	<ul style="list-style-type: none"> • Review the Test Administrator User Guide • Review the Test Administration Manual • Administer sample items with eligible students to become familiarized with the assessment, types of items, and any applicable accessibility features. 	<p>Test Coordinator User Guide</p> <p>Test Administrator User Guide</p> <p>Test Administration Manual</p> <p>MSAA Sample Items</p>

Spring 2023 Timeline

February 21 st 2023	<ul style="list-style-type: none">• User accounts for TCs go live in the MSAA Platform.• Confirm that all eligible students are present in the platform.	<ul style="list-style-type: none">• For TA accounts which have been set up by DOE (a question on the TC Survey), these accounts will go live. For others, TCs will need to manually add TAs beginning on this date.	MSAA Platform
February 27 th 2023	<ul style="list-style-type: none">• Required online training modules in the MSAA Platform for TC go live. All TC are required to complete the training modules in the platform each year. There is no certification quiz for TC.	<ul style="list-style-type: none">• Required online training modules in the MSAA Platform for TA go live. All TA are required to complete the modules and receive a passing score on the post-quiz.	

Spring 2023 Timeline

February 27 th 2023 12-1:15pm	<ul style="list-style-type: none">OPTIONAL TC Training facilitated by Maine DOE. This is in addition to the online modules in the platform and is not required.		Register for the Maine DOE TC training
March 1 st 2023 2-3:30pm		OPTIONAL TA Training facilitated by Maine DOE. This is in addition to the required online modules in the platform. It is encouraged for new TA.	Register for the Maine DOE TA training here

Spring 2023 Timeline

<p>February 27 – March 13th 2023</p>	<ul style="list-style-type: none">• Confirm all TA have completed the Test Security Agreement, training modules and quiz in the platform.• Confirm all TA have reviewed the Directions for Test Administration (DTA), prepared any applicable supplemental resources, and are comfortable with the administration.• Confer with TA to develop a local assessment schedule for each eligible student. Build in time for makeups at the end of the window.• Ensure that if TA have printed off DTA or paper based materials, these are kept in a locked and secure location while not in use.	<ul style="list-style-type: none">• Complete the online training modules in the platform. Pass the quiz.• Review the Directions for Test Administration (DTA) prior to initiating each assessment session. Print off, prepare and organize all resource materials. Prepare any supplemental materials (such as tactile graphics) for any applicable items. Review the script and practice reading directions. Contact the District TC with any questions.	
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Federal Requirements & ESSA

Every Student Succeeds Act of 2015

“(D) ALTERNATE ASSESSMENTS FOR STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES.—

“(i) ALTERNATE ASSESSMENTS ALIGNED WITH ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS.—A State may provide for alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards described in paragraph (1)(E) for students with the most significant cognitive disabilities, if the State—

Federal Requirements & ESSA

“(I) consistent with clause (ii), ensures that, for each subject, the total number of students assessed in such subject using the alternate assessments does not exceed 1 percent of the total number of all students in the State who are assessed in such subject;

“(II) ensures that the parents of such students are clearly informed, as part of the process for developing the individualized education program (as defined in section 614(d)(1)(A) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)))—

“(aa) that their child’s academic achievement will be measured based on such alternate standards; and

Federal Requirements & ESSA

“(ii) SPECIAL RULES.—

“(I) RESPONSIBILITY UNDER IDEA.—Subject to the authority and requirements for the individualized education program team for a child with a disability under section 614(d)(1)(A)(i)(VI)(bb) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)(i)(VI)(bb)), such team, consistent with the guidelines established by the State and required under section 612(a)(16)(C) of such Act (20 U.S.C. 1412(c)(16)(C)) and clause (i)(II) of this subparagraph, shall determine when a child with a significant cognitive disability shall participate in an alternate assessment aligned with the alternate academic achievement standards.

Federal Requirements - IDEA

(2) For assessing the academic progress of students with disabilities under Title I of the ESEA, the alternate assessments and guidelines in paragraph (c)(1) of this section must provide for alternate assessments that—

- (i) Are aligned with the State's challenging academic content standards and challenging student academic achievement standards;
- (ii) If the State has adopted alternate academic achievement standards permitted in 34 CFR 200.1(d), measure the achievement of children with the most significant cognitive disabilities against those standards; and
- (iii) Except as provided in paragraph (c)(2)(ii) of this section, a State's alternate assessments, if any, must measure the achievement of children with disabilities against the State's grade-level academic achievement standards, consistent with 34 CFR 200.6(a)(2)(ii)(A).

Alternate Assessment Participation

The Assessment and Special Services Teams are collaborating on a review of alternate assessment participation of eligible students from Spring 2022 and contacting districts to offer technical assistance in 2023.

It is the expectation of the Department that all students eligible for alternate assessment will have the opportunity to participate!

Definition of Significant Cognitive Disability

A student with significant cognitive disability is a student that has been identified with one or more of the existing categories of disability under the IDEA, and displays an intellectual functioning much below the average student, that exists parallel to significant deficits in adaptive behavior. Students with a significant cognitive disability require extensive instruction with goals and objectives connected to Maine's alternate academic achievement standards. [AAAS]

Participation Decision Document

<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 <u>extensive</u> 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 <u>and</u> 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</p>

The Student has a Significant Cognitive Disability

Participation Criteria	Participation Criteria Descriptors	Sources of Evidence [check if used]
<p>1. The student has a significant cognitive disability</p> <p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></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>

Formal and informal informative tests – Achievement tests

Psychological reports – WIAT - WISK

Adaptive Behavior assessments - Vineland

1. Student's primary IDEA disability label:

- Intellectual disability, previously referred to as mental retardation
- Multiple disabilities
- Autism
- Speech or Language Impairment
- Hearing impairment
- Visual impairment, including blindness
- Traumatic brain injury
- Emotional disability
- Deaf-blindness
- Other health impairment
- Orthopedic impairment
- Specific learning disability
- Other

Learning is Linked to Rigorous Standards

2. The student is learning content linked to (derived from) the Common Core State Standards (CCSS).

YES NO

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.

- Examples of curriculum, instructional objectives and materials including work samples
- Present levels of academic and functional performance, goals and objectives from the IEP
- Data from scientific research-based interventions
- Progress monitoring data

Artifacts here include;

Work samples

Progress monitoring data

Research-based interventions (RTI)

Present levels of academic and functional performance – goals - objectives

Intensive Direct Individualized Instruction

<p>3. The student requires <u>extensive direct individualized instruction</u> and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.</p> <p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	<p>The student (a) requires <u>extensive, repeated, individualized instruction and support</u> 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>
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Artifacts here include;

Work samples

Data

Checklists

Present levels of academic and functional performance – goals - objectives

Maine Alternate Participation Guidance

The IEP is to consider the following information to determine whether an alternate assessment is appropriate for an individual student:

- Description of the student's curriculum and instruction, including data on progress
- Classroom work samples and data
- Examples of performance on assessment tasks to compare with classroom work
- Results of district-wide alternate assessments
- Results of individualized reading assessments
- IEP information including:
 - Present levels of academic achievement and functional performance (PLAAFP), goals, and short-term objectives.
 - Considerations for students with individualized and substantial communication needs or modes (from multiple data sources)
 - Considerations for students who may be learning English as a second or other language (i.e., English language learners) that may interfere with an accurate assessment of his or her academic, social, or adaptive abilities.

IEP Considerations

6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS (MUSER IX.3.A.(1)(d) & (g))

In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(i)).

A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel		Location	Frequency	Duration Beginning/End Date
Extended time, Adult support, frequent breaks	<input checked="" type="checkbox"/> Classroom Instruction	General Education/Special Education	As needed	9/18/21-9/17/22
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			
	<input type="checkbox"/> Classroom Instruction			
	<input type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input type="checkbox"/> State Assessment			
	<input type="checkbox"/> Other			

B. Alternate Assessments

If the IEP Team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of child achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child (MUSER IX.3.A.(1)(f)(ii)(I) & (II)).

Yes, the child meets qualifications outlined in the Participation Decision Flowchart.

- If yes, include an explanation: **The IEP Team used the participation decision flowchart to determine that given the students need for extensively adapted materials and consistently high levels of support, the alternate assessment is the correct choice.**

No, the child does not meet the qualification and will be participating in regular education state and district-wide assessments.

Not applicable.



Section 6: Supplementary Aids, Services, Modifications and/or Supports

B. Alternate Assessments

If the IEP Team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of child achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child (MUSER IX.3.A.(1)(f)(ii)(I) & (II)).

Yes, the child meets qualifications outlined in the Participation Decision Flowchart.

If yes, include an explanation:

← Cannot be blank

No, the child does not meet the qualification and will be participating in regular education state and district-wide assessments.

Not applicable.

If the child requires the alternate assessment:

- Check “Yes”
- Provide an explanation
- Child’s academic goals require objectives
- This section is a MUST fill

B. Alternate Assessments

- The Participation Guideline document is used annually to determine if a student meets or does not meet the criteria for participating in alternative assessments.
- **If yes**, provide explanation of why the child cannot participate in the regular district-wide (*if appropriate*) or State-wide assessment and why the alternate assessment selected is appropriate.
- If the IEP Team completes the Participation Guidelines, and the child does not meet the qualifications, check **No**.
- If the IEP Team did not consider the Alternate Assessment as it was determined not appropriate for the child, or the child's grade dictates that no state/district-wide assessments will be completed that year, check **Not applicable**.
- The Maine's Alternate Assessment Participation Guidelines can be found in the Participation Guidance document, as Appendix A. Appendix B provides a Participation Checklist with suggested evidence that may be used to make the determination. This document also provides a Participation Flowchart as Appendix C that may be used in IEP determinations for participation in alternate assessments. The Participation Guidance document is located here: https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20Participation%20Guidance_Rev%2012-28-18_0.pdf

Section: 6B

If the IEP Team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of child achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

(MUSER IX.3.A.(1)(f)(ii)(I) & (II)).

Section: 6B

If the student is determined eligible for alternate assessment per the Participation Guideline document, all academic goals must have short-term objectives aligned to the Alternate Academic Achievement Standards (AA-AAAS).

MUSER IX.3.A(1)(a)(iii)

<https://www.maine.gov/doe/learning/specialed/assessment>

Alternate Assessments based on Alternate Academic Achievement Standards AA-AAAS

^ Preparing for Assessment

[Overview of the 1% and Alternate Assessment Training Video:](#)

In this training, the DOE 1% Team reviews federal legislation related to alternate assessment participation, provides the alternate assessment calendar for SY 22-23, and shares important information related to Maine's alternate assessments based on alternate academic achievement standards (AA-AAAS).

[Overview of the 1% and Alternate Assessment Training PDF](#)

[Alternate Academic Achievement Standards \(AAS\) Webinar](#) - This webinar provides an overview of Maine's AAS, how these are implemented in the design of alternate assessments for students with the most significant cognitive disabilities, alignment to Maine's grade level content standards, and the role of AAS in IEP goals and objectives.

[Alternate Academic Achievement Standards \(AAS\) PDF](#)

Core Content Connectors The CCCs are derived from the Common Core State Standards and aligned to the Maine Learning Results and are Maine's alternate academic achievement standards (AAAS) in ELA/literacy and mathematics. These

ability/MECAS/ela_math_materials/msaa# steps, reduced in breadth and complexity, for students

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Contact

Jodi Bossio-Smith
Director of Assessment &
Interim Alternate Assessment
& WIDA Assessment
Coordinator
207-530-1462
jodi.bossio-smith@maine.gov

Alternate Assessments based on Alternate Academic Achievement Standards AA-AAAS

∨ Preparing for Assessment

∧ Assessment Training

[2023 Test Administration Manual](#) - This manual outlines the process for administration of the MSAA and MSAA Science.

[2023 Test Administrator User Guide](#) – This guide contains practical information and visual supports to help test administrators navigate the MSAA and MSAA System.

[2023 Test Coordinator User Guide](#) – This guide contains practical information and visual supports to help test coordinators navigate the MSAA and MSAA System.



[Maine MSAA Training Presentation Slides \(March 2021\)](#)-This archived resource includes the slide deck from the 2021 MSAA & MSAA Science test administrator training.

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Contact

Jodi Bossio-Smith
Director of Assessment &
Interim Alternate Assessment
& WIDA Assessment
Coordinator
207-530-1462
jodi.bossio-smith@maine.gov

Section: 6B

Alternate academic achievement standards (AAAS) are derived from state grade level content standards, reduced in breadth and complexity for students with the most significant cognitive disabilities.

AAAS are not a replacement of grade level standards. Rather, these serve as smaller accessible steps to support these students in accessing grade level content.

Section 6B

What are the requirements around Alternate Academic Achievement Standards?

- Aligned to the state academic content standards at grade level
- Provide access points to the general curriculum
- Highest possible standards / assume competence!
- Inclusion in the IEP (more on this later)
- Ensure students are on track for postsecondary education or competitive workforce opportunities

Example:

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):

Lily is currently able to participate in conversations (including but not limited to: eye contact with the speaker, use of text to speech device), and express her own thoughts in 5 out of 10 opportunities per week.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c))

By date, given service, child's name will skill as measured by evidence.

Progress:

By November 10, 2023, given SDI in reading strategies, Lily will participate in conversations and express her own thoughts in 8 out of 10 opportunities per week as measured by teacher observation and data collection. CCSL.1.

Objective(s) required? Yes No

By date, given service, child's name will skill as measured by evidence.

By February 10, 2023, given SDI in reading strategies, Lily will participate in conversations and express her own thoughts in 6 out of 10 opportunities per week as measured by teacher observation and data collection. CCSL.1.

By May 10, 2023, given SDI in reading strategies, Lily will participate in conversations and express her own thoughts in 7 out of 10 opportunities per week as measured by teacher observation and data collection. CCSL.1.

1% and Federal Monitoring

	Item/Citation	Criteria	Total Level of Compliance	+	-	NA
ALT1 Section 6B	The Participation Guideline document is used annually to determine if a student meets or does not meet the criteria for participating in alternative assessments. MUSER IX.3.A(1)(a)(iii)	Yes=Section 6B is not blank. No= Section 6B is blank.	NA	0	0	0
ALT2 Section 6B & 5A	If the student is determined eligible for alternate assessment per the Participation Guideline document, all academic goals must have short-term objectives linked to alternate standards. MUSER IX.3.A(1)(a)(iii)	Yes= If section 6B is marked "Yes", all academic goals must have short-term objectives linked to alternate standards. No= Section 6B of the IEP is marked "Yes", but the student does not have academic objectives linked to alternate standards. NA- Section 6B is marked "No" or "NA"	NA	0	0	0

Alternate Assessments

Developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the grade level content.

Alternate Assessments

- Maine's alternate assessments are the MSAA in ELA/literacy and math and MSAA Science in science
- Highly accommodated form includes:
 - I. 1:1 setting
 - II. Test is read aloud to student
 - III. Repetition of any elements
 - IV. Item complexity at levels 1, 2, 3
 - V. Range of embedded accessibility features

Alternate Assessments

- Two sessions for each subject area
- ELA and mathematics are stage adaptive, routing a student to form 2A, 2B or 2C for second session
- Students can complete an entire session or several items in a sitting
- Use of regular instructional supports, such as manipulatives or token boards

The Assessment

Item 3

I

We are going to read part of the story again. Listen for who Tony was.

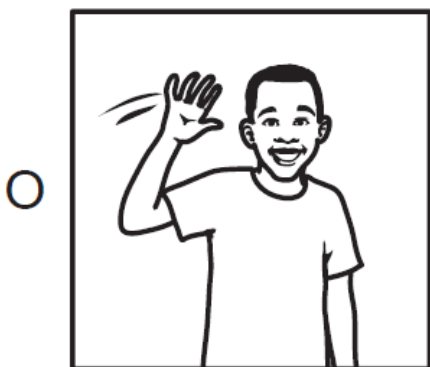


Rena's mom told her that she could see her friends when school began. Rena did want to see her friend Tony again. That was something she could be happy about.

Who was Tony?



a cook



a friend

Would you like to read this question again, yes or no?

Item 12

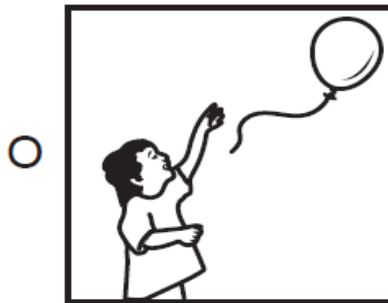
We are going to read some sentences from the passage again. Listen for clues that tell you what the word **drift** means.

“People send paper lanterns with candles into the sky. They wish for happiness. They wish for luck. They watch the lanterns **drift** in the sky.”

What does the word **drift** mean in this sentence?



fall asleep



float around

Any
Questions?

Contact Us

Jodi Bossio-Smith

Jodi.bossio-smith@maine.gov
207-530-1462

Leora Byras

Leora.byras@maine.gov
207-624-6618