Numeracy Alternate Assessment Rubric (NAAR) – 1st Grade

One element of having high expectations for students with disabilities is having them participate in statewide assessments. The expectation is that every student with a disability participates in all statewide assessments. This expectation focuses on the Individualized Education Program (IEP) team's assessment participation decision of how the student will participate, not IF the individual will participate. A student with a disability can participate in statewide assessments in one of three ways:

- Regular assessment without accommodations
- Regular assessment with accommodations
- Alternate assessment, intended only for those students with the most significant cognitive disabilities, representing about 1.0% of the total student population

The Numeracy Alternate Assessment Rubric (NAAR) is the alternate assessment to the K-3 Numeracy Screener for students with significant cognitive disabilities. Only students that the IEP team has determined meets eligibility criteria for an alternate assessment should be assessed using the NAAR. The NAAR assesses students' numeracy skills as they relate to strands within early mathematics (number sense, counting and cardinality, operations and algebraic thinking, and geometry).

Procedures for Administering Alternate Assessments

The special educator or other test administrator should begin to complete the rubric by first reviewing the rubric strands (e.g., number identification, quantity discrimination, basic operations, and shape recognition) and determining the student's ability level. The test administrator should utilize daily curriculum materials to assess the student and assign NAAR scores from "Not Yet Emerging" (1 point), "Emerging" (2 points), "Approaching Target" (3 points), "At Target" (4 points), and "Skill Accuracy" (5 points).

It should be noted that the numeracy screener may include assessment tools that can be selected by the testing administrator as testing materials to determine "Skill Accuracy" for the student. However, the student qualifies for the NAAR and his/her numeracy abilities will be scored on the NAAR only, not the general numeracy screener.

Accommodations

There will be a great amount of variety in how indicators are assessed for each individual student. Consideration should be made for each student about whether assistive technology is required for a student to learn or demonstrate a skill. For example, a student could identify a quantity by selecting a message on a single-message output device, or the answer could be selected from a field of five options.

Based on the accommodations outlined in the student's current IEP, accommodations should be provided during the numeracy screener. The student should be screened with the same accommodations for all screeners throughout the year to ensure accurate score comparisons for Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY).

Using the Scores

Analyze the student's scores to determine what skills may need to be addressed. If new numeracy deficits are identified, review the student's IEP and/or evaluation to determine if additional interventions are needed, new IEP goals created, and/or additional accommodations are warranted. Based on the student's scores and needs identified, additional collaborations need to occur with all members of the IEP team, including the student's family, to ensure that additional supports are implemented across all school settings and within the home environment. If numeracy needs are already being addressed within the student's IEP, teachers may find it beneficial to utilize the scores obtained for progress monitoring purposes throughout the IEP year and to gauge student progress and present level of performance.

Student Name: _____ BOY Date: _____ MOY Date: _____ EOY Date: _____ Grade: 1st

1st Grade Numeracy Alternate Assessment Rubric

Grade 1 Louisiana Connectors (LC)	Not yet Emerging 1 point	Emerging 2 points	Approaching target 3 points	At Target 4 points	Skill Accuracy 5 points
LC.1.NBT.A.1b Rote count up to 100.	Student is not demonstrating skills at an emerging level.	Student communicates number names in random order.	Student can accurately count from 0-10 with no errors.	Student can accurately count from 0-31 with no errors.	Student can accurately count from 0-100 with no errors.
LC.2.NBT.A.2b Skip count by 10s.	Student is not demonstrating skills at an emerging level.	Student can skip count by 10s to 30.	Student can skip count by 10s to 50.	Student can skip count by 10s to 80.	Student can skip count by 10s to 100.
LC.1.CC.1b Identify numerals 0-31.	Student is not demonstrating skills at an emerging level.	Student can identify 7 numerals (1-31) when presented with numeral cards.	Student can identify 15 numerals (0-31) when presented with numeral cards.	Student can identify 23 numerals (0-31) when presented with numeral cards.	Student can identify numerals 0-31 when presented with numeral cards.
LC.1.CC.1j Identify the smaller or larger number given 2 numbers between 0-31.	Student is not demonstrating skills at an emerging level.	Student can identify that a set of 2 objects is more than 1 object.	Student can identify the smaller or larger number given 2 numbers between 0-5.	Student can identify the smaller or larger number given 2 numbers between 0-10.	Student can identify the smaller or larger number given 2 numbers between 0-31.
LC.1.NBT.B.3 Compare two digit numbers up to 31 using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number).	Student is not demonstrating skills at an emerging level.	Student can compare two digit numbers up to 10 using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number).	Student can compare two digit numbers up to 15 using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number).	.Student can compare two digit numbers up to 20 using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number).	Student can compare two digit numbers up to 31 using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number).
LC.1.OA.C.6 Add and subtract within 20 supported by the use of manipulatives.	Student is not demonstrating skills at an emerging level.	Student can add and subtract within 5 supported by the use of manipulatives.	Student can add and subtract within 10 supported by the use of manipulatives.	Student can add and subtract within 15 supported by the use of manipulatives.	Student can add and subtract within 20 supported by the use of manipulatives.
LC.1.OA.A.1a	Student is not demonstrating skills at	Student can use manipulatives or	Student can use manipulatives or	Student can use manipulatives or	Student can use manipulatives or

Use manipulatives or representations to write simple addition or subtraction equations within 20 based upon a word problem.	an emerging level.	representations to write simple addition or subtraction equations within 5 based upon a word problem.	representations to write simple addition or subtraction equations within 10 based upon a word problem.	representations to write simple addition or subtraction equations within 15 based upon a word problem.	representations to write simple addition or subtraction equations within 20 based upon a word problem.
LC.1.OA.A.2 Solve word problems that call for addition of two or three numbers whose sum is less than or equal to 20 by using objects and drawings.	Student is not demonstrating skills at an emerging level.	Solve one step addition and subtraction word problems, and add and subtract within 5 using objects, drawings, pictures.	Solve one step addition and subtraction word problems, and add and subtract within 10 using objects, drawings, pictures.	Solve one step addition and subtraction word problems, and add and subtract within 15 using objects, drawings, pictures.	Solve one step addition and subtraction word problems, and add and subtract within 20 using objects, drawings, pictures.
LC.1.G.A.1 Distinguish two-dimensional shapes based upon their defining attributes (i.e., size, corners, and points).	Student is not demonstrating skills at an emerging level.	Student can compare two shapes and determine which has the greater length and width.	Student can identify the corners and points of two-dimensional shapes.	Student can distinguish between two-dimensional shapes with corners and points, and those that do not have corners and points.	Student can distinguish between two-dimensional shapes based upon their defining attributes (i.e, size, corners, and points).

Student Name: _____ BOY Date: _____ MOY Date: _____ EOY Date: _____ Grade: 1st

1st Grade NAAR Scoring Sheet			
Grade 1 Louisiana Connectors (LC)	**Beginning of Year (BOY)**	**Middle of Year (MOY)**	**End of Year (EOY)**
LC.1.NBT.A.1b Rote count up to 100.	/5	/5	/5
LC.2.NBT.A.2b Skip count by 10s.	/5	/5	/5
LC.1.CC.1b Identify numerals 0-31.	/5	/5	/5
LC.1.CC.1j Identify the smaller or larger number given 2 numbers between 0-31.	/5	/5	/5
LC.1.NBT.B.3 Compare two digit numbers up to 31 using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number).	/5	/5	/5
LC.1.OA.C.6 Add and subtract within 20 supported by the use of manipulatives.	/5	/5	/5
LC.1.OA.A.1a Use manipulatives or representations to write simple addition or subtraction equations	/5	/5	/5

within 20 based upon a word problem.			
LC.1.OA.A.2 Solve word problems that call for addition of two or three numbers whose sum is less than or equal to 20 by using objects and drawings.	/5	/5	/5
LC.1.G.A.1 Distinguish two-dimensional shapes based upon their defining attributes (i.e., size, corners, and points).	/5	/5	/5
Total	/45	/45	/45
Date			