Numeracy Alternate Assessment Rubric (NAAR) – 2nd 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: 2nd

2nd Grade Numeracy Alternate Assessment Rubric

Grade 2 Louisiana Connectors (LC)	Not yet Emerging 1 point	Emerging 2 points	Approaching target 3 points	At Target 4 points	Skill Accuracy 5 points
LC.2.NBT.A.2a Skip count by 5s.	Student is not demonstrating skills at an emerging level.	Student can skip count by 5s up to 15.	Student can skip count by 5s up to 20.	Student can skip count by 5s up to 25.	Student can skip count by 5s up to 30.
LC.2.NBT.A.3a Identify numerals 0-100.	Student is not demonstrating skills at an emerging level.	Student can identify 0-25 when presented with the name.	Student can identify 0-50 when presented with the name.	Student can identify 0-75 when presented with the name.	Student can identify 0-100 when presented with the name.
LC.2.OA.B.2 Add and subtract within 20 using manipulatives.	Student is not demonstrating skills at an emerging level.	Student can add and subtract within 5 using manipulatives.	Student can add and subtract within 10 using manipulatives.	Student can add and subtract within 15 using manipulatives.	Student can add and subtract within 20 using manipulatives.
LC.2.NBT.A.4a Compare (greater than, less than, equal to) two numbers up to 100.	Student is not demonstrating skills at an emerging level.	Student can compare (greater than, less than, equal to) two numbers up to 25.	Student can compare (greater than, less than, equal to) two numbers up to 50.	Student can compare (greater than, less than, equal to) two numbers up to 75.	Student can compare (greater than, less than, equal to) two numbers up to 100.
LC.2.OA.A.1a Represent addition of two sets when shown the + symbol.	Student is not demonstrating skills at an emerging level.	Student can represent one more in a set with objects, fingers, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Student can represent addition with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Student can use objects or pictures to respond appropriately to "add __" with a picture of a “+” sign.	Student can represent addition of two sets when shown the + symbol.
LC.2.NBT.A.1a Build representations of two digit numbers using tens and ones.	Student is not demonstrating skills at an emerging level.	Student can identify the value of the digits in the tens and ones place within a given number up to 10.	Student can identify the value of the digits in the tens and ones place within a given number up to 31.	Student can identify the value of the digits in the tens and ones place within a given number up to 99.	Student can build representations of two digit numbers using tens and ones.
LC.2.NBT.B.8a Mentally add or subtract 10 from a	Student is not demonstrating skills at an emerging level.	Student can mentally add or subtract 1 from a given set from the 1s	Student can mentally add or subtract 2 from a given set from the 2s	Student can mentally add or subtract 5 from a given set from the 5s	Student can mentally add or subtract 10 from a given set from

given set from the 10s family (e.g., what is 10 more than 50? What is 10 less than 70?).		family.	family.	family.	the 10s family.
LC.2.NBT.B.5a Model addition and subtraction with base 10 blocks within 20.	Student is not demonstrating skills at an emerging level.	Student can model addition and/or subtraction with single blocks within 5.	Student can model addition and subtraction with single blocks within 8.	Student can model addition and subtraction with single blocks within 10.	Student can model addition and subtraction with base 10 blocks within 20.
LC.2.OA.A.1a Represent addition of two sets when shown the + symbol.	Student is not demonstrating skills at an emerging level.	Solve one step addition word problems, and add and subtract within 5 using objects, drawings, pictures.	Solve one step addition word problems, and add and subtract within 10 using objects, drawings, pictures.	Solve one step addition word problems, and add and subtract within 20 using objects, drawings, pictures.	Student can represent addition of two sets when shown the + symbol.

Student Name: _____ BOY Date: _____ MOY Date: _____ EOY Date: _____ Grade: 2nd

2nd Grade NAAR Scoring Sheet			
Grade 2 Louisiana Connectors (LC)	**Beginning of Year (BOY)**	**Middle of Year (MOY)**	**End of Year (EOY)**
LC.2.NBT.A.2a Skip count by 5s	/5	/5	/5
LC.2.NBT.A.3a Identify numerals 0-100.	/5	/5	/5
LC.2.OA.B.2 Add and subtract within 20 using manipulatives.	/5	/5	/5
LC.2.NBT.A.4a Compare (greater than, less than, equal to) two numbers up to 100.	/5	/5	/5
LC.2.OA.A.1a Represent addition of two sets when shown the + symbol.	/5	/5	/5
LC.2.NBT.A.1a Build representations of two digit numbers using tens and ones.	/5	/5	/5
LC.2.NBT.B.8a Mentally add or subtract 10 from a given set from the 10s family (e.g., what is 10 more than 50? What is 10 less than 70?).	/5	/5	/5

LC.2.NBT.B.5a Model addition and subtraction with base 10 blocks within 20.	/5	/5	/5
LC.2.OA.A.1a Represent addition of two sets when shown the + symbol.	/5	/5	/5
Total	/45	/45	/45
Date			