Numeracy Alternate Assessment Rubric (NAAR) – 3rd 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: 3rd

3rd Grade Numeracy Alternate Assessment Rubric

Grade 3 Louisiana Connectors (LC)	Not yet Emerging 1 point	Emerging 2 points	Approaching target 3 points	At Target 4 points	Skill Accuracy 5 points
LC.3.OA.D.9a Describe the rule for a numerical pattern (e.g., increase by 2, 5 or 10).	Student is not demonstrating skills at an emerging level.	Student can skip count by 2s to 20.	Student can skip count by 5s to 50.	Student can skip count by 10s to 100.	Student can describe the rule for a numerical pattern (e.g., increase by 2,5,or 10).
LC.3.NBT.A.2a Use the relationships between addition and subtraction to solve problems.	Student is not demonstrating skills at an emerging level.	Student can use diagrams and number lines to solve addition or subtraction problems within 25.	Student can use diagrams and number lines to solve addition or subtraction problems within 50.	Student can use diagrams and number lines to solve addition or subtraction problems within 100.	Student can use the relationships between addition and subtraction to solve problems.
LC.3.OA.C.7a Find the total number of objects when given the number of identical groups and the number of objects in each group, neither number larger than 5.	Student is not demonstrating skills at an emerging level.	Student can identify the set that has more.	Student can count 2 sets to find sums up to 20.	Find the total number of objects when given the number of identical groups and the number of objects in each group, neither number larger than 3.	Student can find the total number of objects when given the number of identical groups and the number of objects in each group, neither number larger than 5.
LC.3.NF.A.1a Identify the number of highlighted parts (numerator) of a given representation (rectangles and circles).	Student is not demonstrating skills at an emerging level.	Student can identify a circle and a rectangle.	Student can partition circles and rectangles into 2 equal parts.	Student can partition circles and rectangles into 4 equal parts.	Student can identify the number of highlighted parts (numerator) of a given representation (rectangles and circles).
LC.3.OA.A.3a Use objects to model multiplication and division situations involving up	Student is not demonstrating skills at an emerging level	Student can count up to 10 objects in a line, rectangle, or array.	Student can decompose a set of up to 20 objects into a group; count the	Student can find the total number inside an array with neither number in the columns	Student can use objects to model multiplication and division situations

to 5 groups with up to 5 objects in each group and interpret the results.			quantity in each group.	or rows larger than 5.	involving up to 5 groups with up to 5 objects in each group and interpret the results.
LC.3.OA.D.8a Use rounding to solve word problems.	Student is not demonstrating skills at an emerging level	Student can identify the value of the numbers in the tens and ones place within a given number up to 99.	Student can demonstrate if the digit to the right of the rounding place is 5 or more, round the rounding place up. If the digit to the right of the rounding place is less than 5, keep the rounding place the same.	Student can solve double digit addition and subtraction word problems.	Student can use rounding to solve word problems.
LC.3.NF.A.2c Order fractions on a number line.	Student is not demonstrating skills at an emerging level	Student can locate given whole numbers on a number line or ruler.	Student can locate given common unit fractions (i.e.,1/2 ,1/4 , 1/8) on a number line or ruler.	Student can locate fractions on a number line.	Student can order fractions on a number line.
LC.3.G.A.2 Partition rectangles into equal parts with equal area.	Student is not demonstrating skills at an emerging level	Student can identify a rectangle.	Student can identify basic properties of a rectangle including sides and angles.	Student can recognize that equal shares are the same size.	Student partition rectangles into equal parts with equal area.

Student Name: _____ BOY Date: _____ MOY Date: _____ EOY Date: _____ Grade: 3rd

3rd Grade NAAR Scoring Sheet			
Grade 3 Louisiana Connectors (LC)	**Beginning of Year (BOY)**	**Middle of Year (MOY)**	**End of Year (EOY)**
LC.3.OA.D.9a Describe the rule for a numerical pattern (e.g., increase by 2, 5 or 10).	/5	/5	/5
LC.3.NBT.A.2a Use the relationships between addition and subtraction to solve problems.	/5	/5	/5
LC.3.OA.C.7a Find the total number of objects when given the number of identical groups and the number of objects in each group, neither number larger than 5.	/5	/5	/5
LC.3.NF.A.1a Identify the number of highlighted parts (numerator) of a given representation (rectangles and circles).	/5	/5	/5
LC.3.OA.A.3a Use objects to model multiplication and division situations involving up to 5 groups with up to 5 objects in each group and interpret the results.	/5	/5	/5

LC.3.OA.D.8a Use rounding to solve word problems.	/5	/5	/5
LC.3.NF.A.2c Order fractions on a number line.	/5	/5	/5
LC.3.G.A.2 Partition rectangles into equal parts with equal area.	/5	/5	/5
Total	/40	/40	/40
Date			