

# K-3 Numeracy Screener Diverse Learners Guidance

Office of Teaching and Learning  
Division of Diverse Learners

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The Department is working across offices to create and administer a K-3 Numeracy Screener that is consistent with the purpose and design of the K-3 Literacy Screener. This is in alignment with [Act 650 \(2024\)](#) and Bulletin 118 policy.

The K-3 Numeracy Screener will first be administered in 2025-2026 as a part of a Learning Year and operational in 2026-2027. The details for the Learning Year will continue to be shared and communicated to schools and systems throughout spring and summer 2025. All K-3 sites will administer the K-3 Numeracy Screener throughout the 2025-2026 school year.

## Question 1

***What accommodations are allowable for the numeracy screener?***

### Response

IEP teams are charged with selecting the appropriate accommodations based on the individualized needs of the student. eSER is not programmed to determine which accommodations might be appropriate for the student.

For the purpose of the numeracy screener, the accommodation of extended time is defined as double the time that is prescribed. For example, if one minute is allowed for the completion of a subtest then extended time allows for two minutes. The screener sections should be strictly timed. Extended time should only be considered for the following students:

- English learners as identified in EdLink 360 enrollment
- Students:
  - who are deaf or hard of hearing
  - with fluency-based speech disorders documented on IEPs
  - assessed with alternative rubrics (i.e. significant cognitive disabilities)
  - with limited verbal language skills, as documented on the IEP, that are not participating in an alternate assessment
  - who require braille

## Question 2

***Will the K-3 accommodations for numeracy be on the student's IEP?***

### Response

All accommodations should be noted on the student's IEP, including the mode of communication the student may utilize to respond. Text to speech accommodations should qualify based on the matrix.

## Question 3

***Can students use calculators or math manipulatives during the numeracy screener as an accommodation?***

### Response

No, calculators and math manipulatives are not permitted during the numeracy screener, including as an accommodation. Allowing these items would compromise the validity and intent of the assessment. We are committed to ensuring equitable access for all students, and accommodations that do not alter the construct being measured will continue to be provided.

## Question 4

***Will there be a paper option for students?***

### Response

There will not be a paper form option for students. Unless the student is participating in the Numeracy Alternate Assessment Rubric, the student should utilize the online platform to complete the screener.

## Question 5

***If a student is non-verbal and does not qualify for the Numeracy Alternate Assessment Rubric, how will that student access the numeracy screener?***

### Response

For students who are non-verbal or who have limited verbal skills but do not qualify for an alternate assessment, the students should have access to their mode of communication to respond appropriately to the numeracy screener. These students' communication strategies may include the use of pictures, communication boards, communication devices, sign language or gestures. Alternative/Augmentative Communication (AAC) may also be utilized, including unaided or aided modes of communication. Unaided modes of communication include nonspoken means of natural communication (including gestures and facial expressions) as well as manual signs. Aided modes of communication include those approaches that require some form of external support, such as a communication boards with symbols and/or text (e.g., objects, pictures, photographs, line drawings, visual-graphic symbols, printed words, traditional orthography) or computers, handheld devices, or tablet devices with symbols that generate speech through synthetically produced or recorded natural (digitized) means.

The student's limited verbal skills should be documented on the IEP, including the general student information (GSI) page and the student's communication plan. IEP teams should mark 'yes' to the IEP question of "Does the student lack or possess limited verbal skills?"

## Question 6

***Can English Learner students receive translated directions?***

### Response

The [English Learner Program Handbook](#) states that students classified as English Learners may receive accommodations during state testing if they are used routinely in the student's classroom instruction and assessment. Providing testing accommodations for ELs may increase the accuracy of results regarding mastery of content. The use of EL accommodations will be determined by the classroom teacher and EL teacher or other individuals providing language services. Directions given in the student's native language are a possible accommodation that may be considered.

## Question 7

***What is the purpose of the K-3 Numeracy Alternate Assessment?***

### Response

One element of setting high expectations for students with disabilities is having all students participate in statewide assessments. The Individualized Education Program (IEP) team should base assessment participation decisions on how, not if, the student will participate. The kindergarten, 1st grade, 2nd grade, and 3rd grade Numeracy Alternate Assessment Rubrics provide alternate methods for assessing numeracy skills for Louisiana students with significant cognitive disabilities and are aligned with [Louisiana Connectors](#).

## Question 8

***To be eligible to use the Numeracy Alternate Assessment Rubric, a student has to first be determined to be eligible for alternate assessment, correct?***

### Response

Students taking the Numeracy Alternate Assessment Rubric are students with significant cognitive disabilities. IEP teams should utilize the [K-2 Alternate Assessment Decision Making Tool](#) to determine if [K-2 alternate assessment criteria](#) have been met for kindergarten through second graders and for third graders the 3-11 alternate assessment criteria can be used by IEP teams to determine if an alternate assessment will be the screening tool administered to generate scores for the K-3 numeracy screenings.

## Question 9

***Are there any actual testing materials for the alternative assessment or guidance for what to use to score the rubric?***

### Response

Test administrators have the flexibility to utilize a variety of manipulatives for the Numeracy Alternate Assessment Rubric, based on the student's cognitive abilities and interests. Since these decisions are individualized for each student, there is not a set list of testing materials for the alternate assessments.

## Question 10

***What is the deadline to identify students for the alternative assessment for testing?***

### Response

All accommodations must be added on the IEP in eSER at least 30 days prior to the opening of the screening window.