Numeracy Alternate Assessment Rubric (NAAR) – Kindergarten

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: K

Kindergarten Numeracy Alternate Assessment Rubric

Kindergarten Louisiana Connectors (LC)	Not yet Emerging 1 point	Emerging 2 points	Approaching target 3 points	At Target 4 points	Skill Accuracy 5 points
LC.K.CC.A.1a 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.K.CC.A.3a Identify numerals 1-10.	Student is not demonstrating skills at an emerging level.	Student can identify 2 numerals (1-10) when presented with numeral cards.	Student can identify 5 numerals (1-10) when presented with numeral cards.	Student can identify 8 numerals (1-10) when presented with numeral cards.	Student can identify numerals 1-10 when presented with numeral cards.
LC.K.CC.B.5 Count up to 10 objects in a line, rectangle, or array.	Student is not demonstrating skills at an emerging level.	Student can count up to 2 objects in a line, rectangle, or array.	Student can count up to 5 objects in a line, rectangle, or array.	Student can count up to 8 objects in a line, rectangle, or array.	Student can count up to 10 objects in a line, rectangle, or array.
LC.K.OA.A.2a Solve one step addition and subtraction word problems, and add and subtract within 10 using objects, drawings, pictures.	Student is not demonstrating skills at an emerging level.	Student can solve one step addition word problems, and add within 2 using objects, drawings, pictures.	Student can solve one step addition word problems, and add within 5 using objects, drawings, pictures.	Student can solve one step addition word problems, and add within 8 using objects, drawings, pictures.	Student can solve one step addition word problems, and add within 10 using objects, drawings, pictures.
LC.K.CC.C.6 Identify the set that has more.	Student is not demonstrating skills at an emerging level.	Student can identify the difference between a single object and a set.	Student can identify that a set of 2 objects is more than 1 object.	Student can identify the set of objects (1-5) that have more.	Student can identify the set of objects (1-10) that have more.
LC.K.G.A.2a Recognize two- dimensional shapes (e.g., circle, square, triangle, rectangle) regardless of orientation or size.	Student is not demonstrating skills at an emerging level.	Student can identify properties of two-dimensional shapes .	Student can compare two objects to determine which is bigger and which is smaller.	Student can recognize two-dimensional shapes (e.g., circle, square, triangle, rectangle) in everyday objects.	Student can recognize two-dimensional shapes (e.g., circle, square, triangle, rectangle) regardless of orientation or size.

Student Name: _____ BOY Date: _____ MOY Date: _____ EOY Date: _____ Grade: K

Kindergarten NAAR Scoring Sheet			
Kindergarten Louisiana Connectors (LC)	**Beginning of Year (BOY)**	**Middle of Year (MOY)**	**End of Year (EOY)**
LC.K.CC.A.1a Rote count up to 100.	/5	/5	/5
LC.K.CC.A.3a Identify numerals 1-10.	/5	/5	/5
LC.K.CC.B.5 Count up to 10 objects in a line, rectangle, or array.	/5	/5	/5
LC.K.OA.A.2a Solve one step addition and subtraction word problems, and add and subtract within 10 using objects, drawings, pictures.	/5	/5	/5
LC.K.CC.C.6 Identify the set that has more.	/5	/5	/5
LC.K.G.A.2a Recognize two- dimensional shapes (e.g., circle, square, triangle, rectangle) regardless of orientation or size.	/5	/5	/5
Total	/30	/30	/30
Date			