LOUISIANA DEPARTMENT OF EDUCATION

Office of Teaching and Learning

Interim Guidance for Math Numeracy Screeners

Background

During the 2024 legislative session, three laws were passed requiring a numeracy screener to identify students eligible for tutoring services.

- Act 649 expands the Steve Carter Education Program to mathematics.
- Act 771 requires high-dosage tutoring for students in grades K-five scoring below proficient.
- Act 650 was written to directly impact the numeracy skills and math performance of Louisiana students. Several resources and supports are now required for students in grades K-3. Act 650 requires
    - foundational numeracy skills instruction;
    - administration of a statewide numeracy screener;
    - development of an Individual Academic Support Plan for students below grade level;
    - provision of numeracy interventions for students below grade level;
    - reports to parents around students' numeracy performance and interventions provided; and
    - resources for parents to use at home to support numeracy skills.

As charged by the legislation, the LDOE is developing a statewide numeracy screener. The screener will be available in the fall of 2026. The 2025-2026 school year will serve as the learning year for the assessment. Please review the K-3 Numeracy Screener FAQ for details about the learning year administration. In the interim, systems are encouraged to use locally available tools for which educators are trained and familiar.

Available tools for Interim Numeracy Screeners

During the 2025-2026 school year, systems must use a system-level numeracy screener or curriculum-embedded assessments to determine eligibility for tutoring programs. Examples are linked below.

- Curriculum Embedded Assessment
    - Eureka Math Squared
    - Illustrative Mathematics
    - iReady Classroom Mathematics
    - ZEARN
- Open Source Numeracy Screener
    - Forefront Education
- Numeracy Screener available for purchase
    - mCLASS Math

Curriculum Embedded Assessments

Eureka Math Squared Equip

- Eureka Math Equip is an adaptive digital diagnostic tool designed to identify and address unfinished learning through foundational lesson support. Eureka Math Equip's pre-module assessments provide educators with a snapshot of the essential foundational knowledge (EFK) a student has that will be needed in upcoming lessons.
- Beginning-of-Year Guidance for grades 1-3: Administer the Module 1 pre-module assessment to identify students who are below grade level in numeracy skills. Students who need support on 50% of the EFKs for the module should be considered for high-dosage tutoring.
- Middle-of-Year Guidance for Kindergarten: Use the module Observational Assessment Recording Sheet to track student performance in the standards as indicated on page two of the tracker. Students consistently performing at the partially proficient level on more than 50% of the items should be considered for high-dosage tutoring. Eureka Math Equip is not available for Kindergarten.
- Middle-of-Year Guidance for grades 1-3: Administer the pre-module assessments for any module taught through early December to identify students who are below grade level in numeracy skills. Reflect on students' performance on the combined pre-module assessments. A student who incorrectly answers 50% of the EFKs for the module on all pre-module assessments combined should be considered for high-dosage tutoring.
- End-of-Year Guidance for grades K-2: Use the data from the end-of-course assessments to identify students who are not yet meeting proficiency in mathematics.
- End-of-Year Guidance for grade 3: Proficiency will be determined by LEAP 2025 scores.

Illustrative Mathematics

- Pre-unit practice problems address prerequisite concepts and skills for each unit. Teachers can use these problems to identify students who are below grade level in numeracy skills. Problems can be found in the “practice” section of the digital materials for teachers. The pre-unit problems are labeled as such, along with the previous grade level “practicing standards” for each item.
- Beginning-of-Year Guidance for grades 1-3: Use the Pre-Unit practice problems for Unit 1 of the current instructional grade level. Administer each item (*grade 1 - 3 items; grade 2 - 3 items; grade 3 - 5 items*) to all students. Any student who incorrectly answers two or more items should be considered for intensive interventions and high-dosage tutoring.
- Middle-of-Year Guidance for Kindergarten: Use the data from the first semester’s end-of-unit assessments to identify students who should be considered for intensive interventions and high-dosage tutoring. Any student consistently struggling with items aligned to the Counting and Cardinality (CC) domain should be considered in need of improving numeracy skills.
- Middle-of-Year Guidance for grades 1-3: Use a combination of the data from the first semester’s end-of-unit assessments along with any pre-unit practice problems aligned with the Operations and Algebraic (OA) and Numbers and Base-Ten Operations (NBT) domains to identify students who need to improve their numeracy skills.
- End-of-Year Guidance for grades K-2: Use the data from the end-of-course assessments to identify students who are not yet meeting proficiency in mathematics.
- End-of-Year Guidance for grade 3: Proficiency will be determined by LEAP 2025 scores.

iReady Classroom Mathematics

- Beginning-of-Year Guidance for grades 1-3: Administer the *iReady Diagnostic* to all students. For more information on how to assign the Diagnostic, please see the *iReady Central* Teacher and Leader FAQ page. The assessment can provide benchmarks that differentiate students across three categories (see below). Educators should evaluate the domains in which a student scored below grade level to inform instructional steps focusing on major grade-level standards, specifically the Operations and Algebraic Thinking and Number and Operations — Base Ten domains.
- Middle-of-Year Guidance for grades K-3: Administer the *iReady Diagnostic* to all students. For more information on how to assign the Diagnostic, please see the *iReady Central* Teacher and Leader FAQ page. The assessment can provide benchmarks that differentiate students across three categories (see below). Educators should evaluate the domains in which a student scored below grade level to inform instructional steps focusing on major grade-level standards, specifically the Operations and Algebraic Thinking and Number and Operations - Base Ten domains.
- End-of-Year Guidance for grades K-2: Administer the *iReady Diagnostic* to all students. For more information on how to assign the Diagnostic, please see the *iReady Central* Teacher and Leader FAQ page. The assessment can provide benchmarks that differentiate students across three categories (see below).
- End-of-Year Guidance for grade 3: Proficiency will be determined by LEAP 2025 scores.

No Observed Risk Student demonstrates no observed risk, is not eligible for high-dosage tutoring.	**Some Risk** Student demonstrates some risk of difficulties in math and may benefit from additional instructional support, such as high-dosage tutoring.	**At Risk** Student is considered well-below grade-level expectations for math and is eligible for high-dosage tutoring.
At or above the 25th percentile on the *iReady Diagnostic*	Between the 16th-24th percentile on the *iReady Diagnostic*	At or below the 15th percentile on the *iReady Diagnostic*

ZEARN

- Beginning-of-Year Guidance for grades 1-3: Please access the Foundational Guidance document for Module 1 of the grade level. Review the student's completion of the listed foundational lessons. If the student has not completed those lessons, assign those lessons by bookmarking them for the student's Math Library. Allow 2-4 weeks to assess progress with the foundational lessons. If the student struggles with these lessons or has multiple Tower Alerts for the foundational lessons, the student should be considered for intensive interventions or high-dosage tutoring. If the student has completed those foundational lessons, consider moving forward with grade-level work without intensive interventions or high-dosage tutoring at this time. As grade-level instruction progresses, the student's need for support can be re-evaluated.
- Middle-of-Year Guidance for grades K-3: Use the data from the first semester's end-of-unit assessments to identify students who should be considered for intensive interventions and high-dosage tutoring. Any student consistently struggling with items or ZEARN digital lessons aligned to the Operations and Algebraic Thinking and/or Numbers and Operations - Base Ten Operations domains should be considered for intensive interventions or high-dosage tutoring.
- End-of-Year Guidance for grades K-2: Use the data from the second semester's end-of-unit assessments to identify students who are not yet meeting proficiency in mathematics.
- End-of-Year Guidance for grade 3: Proficiency will be determined by LEAP 2025 scores.

Open Source Numeracy Screener

Forefront Education

Forefront Education provides a series of interview-based universal screeners at no cost to systems. These assessments measure key number sense skills, concepts, and developmental milestones while identifying individual students who may need additional support.

To access Forefront's Universal Screeners for Number Sense, register at Forefront Education. Registration provides access to:

- the full suite of Universal Screeners for Number Sense for grades K-6,
- instructions for administering each assessment,
- scoring guidance, and
- additional information on each component of the assessment.

The data system embedded within Forefront Education is available at an extra cost. In lieu of the data system, educators can track individual student performance.

Consider the following when using the Forefront Education Universal Screeners for Number Sense when recommending students for the Steve Carter Education Program and/or Accelerate High Dosage Tutoring.

- Fall screener guidance for grades K-3:
  - Administer the Fall screener in its entirety using the times specified for each section
  - Use the scoring scales in each section to determine if students are well below basic, below basic, basic, or proficient
  - Track student progress throughout the year to make tutoring suggestions and plan appropriate interventions
- Middle-of-Year guidance for grades K-3:
  - Review scores on the beginning of the year screener.
  - Administer the Mid-Year screener in its entirety using the times specified for each section
  - Use the scoring scales in each section to determine if students are well below basic, below basic, basic, or proficient
  - Continue to track student progress throughout the year to make tutoring suggestions and plan appropriate interventions
- End-of-Year guidance for grades K-3:
  - Administer the End-of-Year screener in its entirety using times specified for each section
  - Use the scoring scales in each section to determine if students are well below basic, below basic, basic, or proficient
  - Students who are scoring proficient should be reported as such.

If...	Then...
A student scores **well below basic**	Recommend the student for Steve Carter and Accelerate High Dosage Tutoring.
A student scores **below basic**	
A student scores **basic**	Continue to monitor the student's progress but no recommendation is needed at this time.
A student scores **proficient**	No recommendation is needed at this time

Please keep in mind that score ranges are different for each assessment at each grade level.

Numeracy Screener available for purchase

mCLASS Math

mCLASS Math is an asset-based assessment and analytics system providing insights about students' math skills and understanding in grades K-8. The screener is administered digitally, whole-class, three times a year (BOY, MOY, EOY) for growth measure. It allows teachers to see student work in real-time throughout assessments. mCLASS Math evaluates the essential concepts and skills that predict student success in mathematics, informs student performance against grade-level expectations, and helps identify students in need of Tier 2 and 3 instruction.

- Beginning-of-Year guidance for grades K-3: Administer the mCLASS Math Assessment to all students. Educators can evaluate benchmark performance levels and the diagnostic student thinking analysis in the domains in which a student scored below or well below benchmark to target instructional areas. mCLASS provides recommendations and resources for small group and individual student practice to support educators with instructional planning.
- Middle-of-Year guidance for grades K-3: Administer the mCLASS Math Assessment to all students. Educators can evaluate benchmark performance levels and the diagnostic student thinking analysis in the domains in which a student scored below or well below benchmark to target instructional areas. mCLASS provides recommendations and resources for small group and individual student practice to support educators with instructional planning.
- End-of-Year Guidance for grades K-3: Administer the mCLASS Math Assessment to all students. Educators can evaluate benchmark performance levels and the diagnostic student thinking analysis in the domains in which a student scored below or well below benchmark to target instructional areas. mCLASS provides recommendations and resources for small group and individual student practice to support educators with instructional planning.

mCLASS Math Performance Levels

- **Above Benchmark** - Scores in the Above Benchmark range indicate negligible risk for math difficulty and are on track for meeting grade-level proficiency goals. Students in this score range likely need core instruction alone to stay on track and may be ready for instruction on more advanced skills.
- **Benchmark** - Scores in the Benchmark range indicate minimal risk for math difficulty and are on track for meeting grade-level proficiency goals. Students in this score range likely need core instruction alone to stay on track.
- **Below Benchmark** - Scores in the Below Benchmark range indicate some risk for math difficulty and likely need strategic instructional support to meet grade-level proficiency goals.
- **Well Below Benchmark** - Scores in the Well Below Benchmark range indicate at risk for math difficulties and likely need intensive instructional support to meet grade-level proficiency goals.

Learn more at amplify.com/mclass-math.