

# Guide to the Early Math Alternate Assessment

## Acadience Math Alternate Assessment for Students with Significant Cognitive Disabilities

The Early Math Alternate Assessment (EMAA) is the alternate assessment to Acadience Math for students with Significant Cognitive Disabilities.

Participation guidelines are:

- Student is in grade 1, 2 or 3; and
- Student has a significant cognitive disability that significantly impacts intellectual functioning and adaptive behavior; and
- Student is learning content linked to the Utah Core Standards through the support of the alternate achievement standards, the Essential Elements; and
- Student requires extensive, repeated, direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age-appropriate curriculum, and
- Determined by the IEP team.

Participation in the EMAA is not determined by:

- A disability category or label.
- Poor attendance or extended absences.
- Native language/social/cultural or economic difference.
- Educational environment or instructional setting.
- Low reading level/achievement level.
- Anticipated student's disruptive behavior.
- Impact of student scores on accountability system.
- Anticipated emotional duress.
- Need for accommodations (e.g., assistive technology/augmentative and alternative communication (AAC)) to participate in the assessment process

For students who have a sensory or significant speech impairment, where Acadience Math may not be an accessible assessment, please contact Tracy Gooley for alternative options ([tracy.gooley@schools.utah.gov](mailto:tracy.gooley@schools.utah.gov))

## About the Assessment

The EMAA, for Students with significant cognitive disabilities (SCD), is a simple rubric that assesses students' early numeracy skills as they relate to skills within Mathematics strands that are aligned to the skills assessed with Acadience Math (operations and algebraic thinking, number and operations in base ten, measurement and data and geometry). The rubric is meant to be completed for each student with a SCD (grades 1-3) by their teacher, based on the student's performance on IEP goals and every day early math instruction within the classroom.

## How to Score

For a student to score at a performance level for beginning, middle or end of year, they must be able to do each skill listed (except in the 'Not Yet Emerging' level) to a level of mastery as determined by the teacher (80% correct, or 80% independence is a general guideline for mastery). As performance levels are determined for each strand, the points should then be transferred to the Score Sheet. After they are added up, the student's reportable score will then be determined by the Scoring Guide. For beginning of year, the reportable score is dependent on points, whereas in middle and end of year, the students' reportable score is determined by progress compared to beginning of year or in scoring 'At Target' or 'Advanced' for a specified number of strands.

Examples of sources of data used to complete the EMAA include:

- Anecdotal notes
- Work samples
- Photographs
- Videos
- Performance data

There will be a great amount of variety in how each indicator is 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 groups of objects by selecting a message on a single message output device or they could select their answer by pointing. Each indicator should be assessed in the same way and given the same supports for all three windows (BOY, MOY and EOY).

### Example student Score Sheet: for First Grade

Strands	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Operations and Algebraic Thinking - Representing Addition	1/5	2/5	3/5
Operations and Algebraic Thinking - Representing Subtraction	2/5	2/5	2/5
Number and Operations in Base Ten - Counting	1/5	2/5	3/5
Number and Operations in Base Ten - Counting and Cardinality	2/5	2/5	2/5
Number and Operations in Base Ten - Quantity Discrimination	2/5	3/5	3/5
Total Points	8 /25 Date:	11 /25 Date:	13 /25 Date:

## Beginning of Year (BOY) Scores for example student

Initial Performance	Score
5 points	Alternate No
6 to 10	Alternate No
11 to 15	Alternate Yes
16 to 20	Alternate Yes
21 to 25	Alternate Yes

Middle of Year (MOY) Scores for example student

Initial Performance Points: 8

Growth	Progress	Score
Student scored 0 point more than BOY	Well-Below Typical Progress	Alternate No
Student scored 1 to 2 points more than BOY	Below Typical Progress	Alternate No
Student scored 3 to 4 points more than BOY or Reached Approaching Target for 4/5 strands	Typical Progress	Alternate Yes
Student scored 5 points more than BOY or Reached At Target for 4/5 strands	Above Typical Progress	Alternate Yes
Student scored 6 points or more than BOY or Reached Advanced for 4/5 strands	Well-Above Typical Progress	Alternate Yes

★ If student is scoring 21-25 or in 4 out 5 strands at target or above, IEP team should consider if the student can access the regular Acadience Math Benchmark assessment.

## End of Year (EOY) Scores for example student

Initial Performance Points: 8

Growth	Progress	Score
Student scored 0 to 1 point more than BOY	Well-Below Typical Progress	Alternate No
Student scored 2 to 3 points more than BOY	Below Typical Progress	Alternate No
Student scored 4 to 5 points more than BOY or Reached At Target for 4/5 strands.	Typical Progress	Alternate Yes
Student scored 6 to 7 points more than BOY or Reached At Target for all strands.	Above Typical Progress	Alternate Yes
Student scored 8 or more points more than BOY or Reached Advanced for 4/5 strands.	Well-Above Typical Progress	Alternate Yes

★ If student is scoring 21-25 or in 4 out 5 strands at target or above, IEP team should consider if the student can access the regular Acadience Math Benchmark assessment.

## Reporting

Data are reported to the Utah State Board of Education

- By October 30, last day of February, and June 30, LEAs must report through the Student Information System (SIS system) in the “Early Numeracy Status” field for the test session:
  - If a student met benchmark or not (AY or AN).
    - If a student does not have a benchmark status for any testing window, use special codes.
    - See Early Numeracy Status – Beg. of Year in the [UTREx Specifications](#) for a list of special codes.
- LEAs must also report through the Student Information System (SIS system) in the “Early Numeracy Intervention” field:
  - If a student received any mathematics remediation interventions (Y or N).
- See Early Numeracy Intervention in the [UTREx Specifications](#) for more information.