



# EARLY MATH ALTERNATE ASSESSMENT KINDERGARTEN

ACADIENCE MATH ALTERNATE ASSESSMENT



**Utah State Board of Education**

## **Early Math Alternate Assessment (EMAA) Rubrics - Kindergarten**

The Early Math Alternate Assessment (EMAA) is the alternate assessment to Acadience Math for students with Significant Cognitive Disabilities (SCD) in grades K- 3.

The EMMA 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 K-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 EMMA 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 from a field of five options. Students can provide their answers verbally, non-verbally, or they could need to use physical manipulatives instead of just pointing.

Each indicator should be assessed in **the same way, using the same materials, and given the same supports for all three windows (BOY, MOY and EOY).**

### Compare Numbers (Acadience Magnitude Comparison)

Utah Core Standard K.CC.6 Use matching or counting strategies to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. *Include groups with up to ten objects.*

Essential Element M.EE.K.CC.6. Identify whether the number of objects in one group is more or less than (when the quantities are clearly different) or equal to the number of objects in another group.

Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level	<input type="checkbox"/> Identify the difference between a single object and a group of objects	<input type="checkbox"/> Identify the group of objects (1-5 objects) that is <b>equal to</b> (using quantities that are clearly different)	<input type="checkbox"/> Identify the group of objects (6-10 objects) that is <b>equal to</b> (using quantities that are clearly different)	<input type="checkbox"/> Identify the group of objects (1-5 objects) that is <b>greater than</b> (using quantities that are clearly different)

NOTES:

Student Name: \_\_\_\_\_ BOY Date: \_\_\_\_\_ MOY Date: \_\_\_\_\_ EOY Date: \_\_\_\_\_

### Know Number Names and the Count Sequence (Acadience Counting by Ones)

Utah Core Standard K.CC.1 Count to 100 by ones and by tens.

Essential Element M.EE.K.CC.1. Starting with one, count to 10 by ones.

<b>Not Yet Emerging 1 point</b>	<b>Emerging 2 points</b>	<b>Approaching Target 3 points</b>	<b>At Target 4 points</b>	<b>Advanced (Bridge to Utah Core Standard) 5 points</b>
<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level	<input type="checkbox"/> Count from 1-10 by ones with support from the teacher	<input type="checkbox"/> Count from 1-5 by ones independently	<input type="checkbox"/> Count from 1-10 by ones independently	<input type="checkbox"/> Identify the numbers between 1-5

\*Counting may be verbal or non-verbal, using the way they demonstrate this skill during instruction.

NOTES:

Student Name: \_\_\_\_\_ BOY Date: \_\_\_\_\_ MOY Date: \_\_\_\_\_ EOY Date: \_\_\_\_\_

## Count to Tell the Number of Objects (Acadience Counting in a sequence to numbers greater than the previous number)

Utah Core Standard K.CC.4c Understand that each successive number refers to a quantity that is one greater than the previous number.

**Essential Element M.EE.K.CC.4.** Demonstrate one-to-one correspondence, pairing each object with one and only one number and each number with one and only one object.

<b>Not Yet Emerging 1 point</b>	<b>Emerging 2 points</b>	<b>Approaching Target 3 points</b>	<b>At Target 4 points</b>	<b>Advanced (Bridge to Utah Core Standard) 5 points</b>
<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level	<input type="checkbox"/> Pair the number one with one object	<input type="checkbox"/> Pair a number with the corresponding objects (1-5 objects) with teacher help	<input type="checkbox"/> Pair a number with the corresponding objects (1-5 objects) independently	<input type="checkbox"/> Pair a number with the corresponding objects (1-10 objects) independently

**NOTES:**

Student Name: \_\_\_\_\_ BOY Date: \_\_\_\_\_ MOY Date: \_\_\_\_\_ EOY Date: \_\_\_\_\_

## Scoring Sheet

Strands	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Compare Numbers (Acadience Magnitude Comparison)	/5	/5	/5
Know Number Names and the Count Sequence (Acadience Counting by Ones)	/5	/5	/5
Count to Tell the Number of Objects (Acadience Counting in a sequence to numbers greater than the previous number)	/5	/5	/5
<b>Total Points</b>	/15	/15	/15
<b>Date</b>			

Student Name: \_\_\_\_\_ BOY Date: \_\_\_\_\_ MOY Date: \_\_\_\_\_ EOY Date: \_\_\_\_\_

**Scoring Guide Beginning of Year (BOY)**

Initial Performance	Score
3 - 5 Points	Alternate No
6 - 15 Points	Alternate Yes

★ If the student scores 12-15 or in 2 out 3 strands at target or above, the IEP team should consider if the student can access the regular Acadience Benchmark assessment.

**Scoring Guide Middle of Year (MOY)**

Initial Performance Points:

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

★ If the student is scoring 12-15 or in 2 out 3 strands at target or above, The IEP team should consider if the student can access the regular Acadience Math Benchmark assessment.

Student Name: \_\_\_\_\_ BOY Date: \_\_\_\_\_ MOY Date: \_\_\_\_\_ EOY Date: \_\_\_\_\_

### Scoring Guide End of Year (EOY)

Initial Performance Points:

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

★ If the student is scoring 12-15 or in 2 out 3 strands at target or above, The IEP team should consider if the student can access the regular Acadience Math Benchmark assessment.