

The Use of Acadience Math K–6 for Diverse Learners: Are Acadience Math Measures Appropriate for All Students?

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Acadience Math K–6 benchmark and progress monitoring assessments are appropriate for all students for whom a goal is learning to complete mathematics problems in English *with a few exceptions*: a) students who are deaf; b) students who have fluency-based speech disabilities, (e.g., stuttering, oral apraxia); c) students who are learning to complete mathematics problems in a language other than English; d) students with severe disabilities.

Students who are deaf. Acadience Math was developed based on the research examining the process of math learning for hearing students. For children who are deaf, directions may be translated using sign language (or other alternative the student understands and uses); however the benchmarks would not apply.

Students who have fluency or oral motor speech disabilities. Speech fluency is compromised in students who stutter or have oral motor speech disabilities, such as oral apraxia. Given that the nature of such disabilities is slow and/or dysfluent speech, (Paul, 2001) the use of fluency-based measures dependent upon oral speech (e.g., all Acadience Math Early Numeracy measures) for these students would not be appropriate.

Students who are learning math in a language other than English. Acadience Math was designed to provide information about the progress of students in acquiring mathematics skills in English. For children who are learning these skills in languages other than English, it would be most meaningful and appropriate to assess their acquisition of those math skills in the language in which they are being instructed. For English language learners who are learning mathematics in English, Acadience Math is appropriate for assessing and monitoring progress in acquisition of mathematics skills.

Students with severe disabilities for whom mathematics is not on the IEP. There are a small number of students for whom learning to complete early numeracy tasks, as well as math computation or concepts and applications problems may not be an appropriate goal. For these students, it would be most meaningful and appropriate to use curriculum-based assessment strategies to monitor progress toward individual goals and objectives.

The use of Acadience Math is appropriate for all other students, including those in special education for whom completing early numeracy, math computation or concepts and applications problems is an IEP goal. For students receiving special education, it may be necessary to adjust goals and timelines and use out-of-grade level materials for progress monitoring.