EARLY LITERACY ALTERNATE ASSESSMENT GRADE 3

ACADIENCE READING ALTERNATE ASSESSMENT

Utah State Board of Education

Early Literacy Alternate Assessment (ELAA) Rubric – 3rd Grade

The Early Literacy Alternate Assessment (ELAA) is the alternate assessment to Acadience Reading for students with Significant Cognitive Disabilities (SCD) in grades 1, 2 or 3.

The ELAA is a simple rubric that assesses students' early literacy skills as they relate to strands within English Language Arts (print concepts, phonological awareness, phonics and word recognition, fluency and comprehension). 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 literacy 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 ELAA 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 a detail in a story by selecting a message on a single message output device or they could select their answer from a field of five.

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

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

Table 1. Phonics and Word Recognition

Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
EE.RF.3.3 Use letter-sounds knowledge to read words. A) In context, demonstrate basic knowledge of letter-sound correspondences. B) With models and supports, decode single syllable words with common spelling patterns (consonant vowel consonant (CVC) or high frequency rimes). C) Not applicable D) Recognize 40 or more written words.	☐ Student is not demonstrating skills at an emergent level	☐ Student can demonstrate basic knowledge of letter sound correspondences	☐ With support, the student can decode single syllable CVC words	☐ Student can recognize 40 or more written words	☐ Student can identify and know the meaning of the most common prefixes and derivational suffixes ☐ Student can decode words with common Latin suffixes ☐ Student can read grade-appropriate irregularly spelled words

Table 2. Fluency

Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
EE.RF.3.4 Read words in text. A) Read familiar text comprised of known words. B) Not applicable C) Use context to determine missing words in familiar texts.	☐ Student is not demonstrating skills at an emergent level	☐ Student can point to or say a word to complete a repeated storyline	☐ Student can point to sight words to complete sentences ☐ Student can use context to determine missing words in familiar texts	☐ Student can point to or say a word to complete a repeated storyline ☐ Student can point to sight words to complete sentences ☐ Student will use context to determine missing words in familiar texts ☐ Student can read familiar text comprised of known words	☐ Student can read text with purpose and understanding ☐ Student can use context to confirm or self-correct word recognition and understanding, rereading as necessary

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

Table 3. Reading Literature

Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.	☐ Student pays attention to either an entire object, a characteristic of an object, or an action in which an object can perform after some verbal label has been attached to it	☐ Student can recognize when they encounter familiar people, objects, places, and events	☐ Student can answer questions posed by others asking who and what about the key details in a familiar **narrative**	☐ Student can produce responses to questions seeking information on specific characters and what each of them did in a **narrative** by providing details on them	☐ Student can answer questions posed by others asking who, what, where, when, why and how about the details in a **narrative**

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

Table 4. Reading (Informational)

Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
ELA.EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.	☐ Student pays attention to either an entire object, a characteristic of an object, or an action in which an object can perform after some verbal label has been attached to it	☐ Student can recognize when they encounter familiar people, objects, places, and events	☐ Student can identify the concrete details, such as individuals, events, or ideas in familiar **informational texts**	☐ Student can identify the concrete details, such as individuals, events, or ideas in un-familiar **informational texts**	☐ Student can answer questions posed by others regarding the concrete details of an **informational text** ☐ Identify words in an **informational** text to answer a question about explicit information

Essential Elements for Print Concepts and Phonological Awareness are not addressed at this level. Refer to EE.RF.1.2 if re-teaching might be needed.

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

Table 5. Scoring sheet

Strands	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Phonics and Word Recognition	/5	/5	/5
Fluency	/5	/5	/5
Reading (Literature)	/5	/5	/5
Reading Informational)	/5	/5	/5
Totals	/20	/20	/20
Date			

Table 6. Scoring Guide: Beginning of Year (BOY)

Initial Performance Points:

Initial Performance	Score
4 Points	Alternate No
5 to 10 Points	Alternate No
11 to 16 Points	Alternate Yes
17 to 20 Points	Alternate Yes

* If student is scoring 17-20 or in 3 of 4 categories at target or above, IEP team should consider if the student can access the regular Acadience Math Benchmark assessment.

Table 7. Scoring Guide Middle of Year (MOY)

Initial Performance Points:

Growth	Progress	Score
Student scored **0** points more than BOY	Well-Below Typical Progress	Alternate No
Student scored **1** point more than BOY	Below Typical Progress	Alternate No
Student scored **2 to 3** points more than BOY Or Has reached **Approaching Target** for 3/4 categories	Typical Progress	Alternate Yes
Student scored **4 or more** points than BOY Or Has reached **At Target** for 3/4 categories	Above Typical Progress	Alternate Yes

* If student is scoring 17-20 or in 3 of 4 categories at target or above, IEP team should consider if the student can access the regular Acadience Math Benchmark assessment.

Table 8. Scoring Guide End of Year (EOY)

Initial Performance Points:

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** points more than BOY Or Has reached **At Target** for 3/4 categories	Typical Progress	Alternate Yes
Student scored **5** points more than BOY Or Has reached **At Target** for all categories.	Above Typical Progress	Alternate Yes

* If student is scoring 17-20 or in 3 of 4 categories at target or above, IEP team should consider if the student can access the regular Acadience Math Benchmark assessment.