EARLY LITERACY ALTERNATE ASSESSMENT GRADE 1

ACADIENCE READING ALTERNATE ASSESSMENT

Utah State Board of Education

Early Literacy Alternate Assessment (ELAA) Rubrics - 1st 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. Print Concepts

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.1.1 Demonstrate emerging understanding of the organization of print. A) Demonstrate understanding of the organization and basic features of print (e.g., left-to- right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word)	☐ Student is not demonstrating skills at an emergent level	☐ Will identify letters or words on a page ☐ Can distinguish between a picture versus print	☐ Identifies words as they are read left to right and/or top to bottom	☐ Identifies words as they are read, left to right and top to bottom with one-to-one correspondence	☐ Will identify the first word in a sentence ☐ Will identify capitalization ☐ Will identify ending punctuation

Table 2. Phonological Awareness

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.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A) Recognize rhyming words. B) With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word. C) Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word. D) With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words	☐ Student is not yet demonstrating skills at an emergent level	☐ Identifies words that are rhyming	☐ Given an orally presented segmented phoneme (such as C-A-T), student will indicate the corresponding picture or word ☐ Identify pictures that begin with given sounds	☐ Identifies words that begin with the same sound ☐ Substitutes individual sounds in simple, one-syllable words to make new words	☐ Distinguish long/short vowel sounds in single syllable words ☐ Orally produce single syllable words by blending sounds, consonant blends ☐ Isolate and pronounce initial/medial vowel and final sounds in spoken single syllable words ☐ Segment spoken single syllable words into their complete sequence of individual sounds

Table 3. 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.1.3 Demonstrate emerging letter and word identification skills. A) Identify upper case letters of the alphabet. B) With guidance and support, recognize familiar words that are used in every day routines.	☐ Unable to recognize familiar letters or words, (letter in his/her name, social stories. etc.)	☐ Recognizes letters in name and familiar words and signs (environmental print)	☐ Distinguishes between upper- and lower-case letters in familiar words	☐ Identifies familiar words that are used in everyday routines	☐ Knows the spelling-sound correspondences for common consonant diagraphs ☐ Decode regularly spelled one-syllable words

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

Table 4. 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.1.4 Begin to attend to words in print. A) Engage in sustained, independent study of books. B) Participate in shared reading of a variety of reading materials reflecting a variety of text.	☐ Student is not demonstrating skills at an emergent level	☐ Will point to and/or say the title of a familiar book during a shared reading experience ☐ Will open a book with correct orientation ☐ Will turn the pages in the book (with support, if needed such as a popsicle stick taped to the page)	☐ Will identify letters or words on a page ☐ Can distinguish between a picture versus print ☐ Identifies words as they are read left to right and/or top to bottom	☐ Will participate in reading a repeated story line within a book ☐ Attends to words in print, tracks left to right, with a variety of reading materials and text	☐ Read text with purpose and understanding ☐ Read text orally with accuracy, appropriate rate, and expression on successive readings

Table 5. 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.1.1 Identify details in familiar stories.	☐ Can determine similar or different based on physical characteristics	☐ Can demonstrate understanding of object words during familiar routines	☐ Can identify familiar people, objects, places and events	☐ Can identify concrete details in a familiar story (characters, objects)	☐ Can answer who and what questions about details in a familiar narrative

Table 6. 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
E.RI.1.1 Identify details in familiar text.	☐ Can determine similar or different based on physical characteristics	☐ Can demonstrate understanding of object names	☐ Can identify familiar people, objects, places and events	☐ Can identify a concrete detail in early informational texts	☐ Can answer simple questions about concrete details in an informational text

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

Table 7. Scoring sheet

Strands	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Print Concepts	/5	/5	/5
Phonological Awareness	/5	/5	/5
Phonics and Word Recognition	/5	/5	/5
Fluency	/5	/5	/5
Reading (Literature)	/5	/5	/5
Reading Informational)	/5	/5	/5
Total	/30	/30	/30
Date			

Table 8. Scoring Guide: Beginning of Year (BOY)

Initial Performance	Score
6 Points	Alternate No
7 to 12 Points	Alternate No
13 to 18 Points	Alternate Yes
19 to 24 Points	Alternate Yes
25 to 30 Points	Alternate Yes

★ If student is scoring 25-30 or in 5 out 6 strands at target or above, IEP team should consider if the student can access the regular Acadience Math Benchmark assessment.

Table 9. Scoring Guide Middle of Year (MOY)

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 to 5** points more than BOY Or has reached **Approaching Target** for 5/6 categories	Typical Progress	Alternate Yes
Student scored **6 to 7** or more points more than BOY Or has reached **At Target** for 5/6 categories	Above Typical Progress	Alternate Yes
Student scored **8** or more than BOY Or has reached **Advanced** for 5/6 categories	Well-Above Typical Progress	Alternate Yes

★ If student is scoring 25-30 or in 5 out 6 strands at target or above, IEP team should consider if the student can access the regular Acadience Math Benchmark assessment.

Table 10. Scoring Guide End of Year (EOY)

Initial Performance Points:

Growth	Progress	Score
Student scored **0 to 2** points more than BOY	Well-Below Typical Progress	Alternate No
Student scored **3 to 4** points more than BOY	Below Typical Progress	Alternate No
Student scored **5 to 6** points more than BOY Or Has reached **At Target** for 5/6 categories	Typical Progress	Alternate Yes
Student scored **7 to 8** points more than BOY Or Has reached **At Target** for all categories	Above Typical Progress	Alternate Yes
Student scored **9 or more** points than BOY Or Has reached **Advanced** for 5/6 categories	Well-Above Typical Progress	Alternate Yes

★ If student is scoring 25-30 or in 5 out 6 strands at target or above, IEP team should consider if the student can access the regular Acadience Math Benchmark assessment.