Early Literacy Alternate Assessment 2nd grade
Utah State Board of Education

Student Name:_____

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.2.3 Demonstrate emerging use of letter-sound knowledge to read words. A) Identify the lower case letters of the alphabet. B) Identify letter sound correspondence for single consonants. C) Not applicable D) Not applicable E) Not applicable F) Recognize 10 or more written words.	☐ Not yet emerging	☐ Student will identify the lower case letters of the alphabet	☐ Student will identify the lower case letters of the alphabet ☐ Student will identify letter-sound correspondences for single syllable words	☐ Student will identify the lower case letters of the alphabet ☐ Student will identify letter-sound correspondences for single syllable words ☐ Recognizes 10 or more written words	☐ Student will identify the lower case letters of the alphabet ☐ Student will identify letter sound correspondences for single syllable words ☐ Recognizes 10 or more written words ☐ Distinguish long and short vowels when reading regularly spelled one-syllable words ☐ Know spelling sound correspondence for additional common vowel teams ☐ Recognize and read grade-appropriate irregularly spelled sight words (friend, was, the, you, etc…)

BOY Dates: MOY Dates: EOY Dates:

Passes Accessibility 6/5/20

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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.2.4 Attend to words in print. A) Read familiar text comprised of known words.	☐ Not yet emerging	☐ Student will point to or say a word to complete a repeated storyline	☐ Student will point to or say a word to complete a repeated storyline ☐ Student will point to sight words to complete sentences	☐ Student will point to or say a word to complete a repeated storyline ☐ Student will point to sight words to complete sentences. ☐ Student will read connected text in a 3-5 word familiar sentence with visual supports.	☐ Student will point to or say a word to complete a repeated storyline ☐ Student will point to sight words to complete sentences. ☐ Student will read connected text in a 3-5 word familiar sentence with visual supports. ☐ Read below-level text with purpose and understanding

BOY Dates: MOY Dates: EOY Dates:

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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.2.1 Answer who and where questions to demonstrate understanding of details in a familiar (literature) text.	☐ Can pay attention to object characteristic due to language cues	☐ Can pay attention to object characteristic due to language cues ☐ Can identify familiar people, objects, places and events	☐ Can pay attention to object characteristic due to language Cues ☐ Can identify familiar people, objects, places and events ☐ Can name objects in pictures during a shared reading activity	☐ Can pay attention to object characteristic due to language cues ☐ Can identify familiar people, objects, places and events ☐ Can name objects in pictures during a shared reading activity ☐ Can answer who and what Questions about details in a familiar narrative	☐ Can pay attention to object characteristic due to language cues ☐ Can identify familiar people, objects, places and events ☐ Can name objects in pictures during a shared reading activity ☐ Can answer who and what questions about details in a narrative (not familiar)

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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
EE.RI.2.1 Answer who and what questions to demonstrate understanding of details in a familiar (informational) text.	☐ Can pay attention to object characteristic due to language cues	☐ Can pay attention to object characteristic due to language cues ☐ Can identify familiar people, objects, places and events	☐ Can pay attention to object characteristic due to language cues ☐ Can identify familiar people, objects, places and events ☐ Can name objects in pictures during a shared reading activity	☐ Can pay attention to object characteristic due to language cues ☐ Can identify familiar people, objects, places and events ☐ Can name objects in pictures during a shared reading activity ☐ Can answer who and what questions about details in a familiar informational text	☐ Can pay attention to object characteristic due to language cues ☐ Can identify familiar people, objects, places and events ☐ Can name objects in pictures during a shared reading activity ☐ Can answer who and what questions about details in an informational text

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.

BOY Dates: MOY Dates: EOY Dates:

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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 Date:	/20 Date:	/20 Date:

BOY Dates: MOY Dates: EOY Dates:

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Student Name:_____

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

Initial Performance	Score
4 Points	Alternate No
5 to 7 Points	Alternate No
8 to 12 Points	Alternate Yes
13 to 16 Points	Alternate Yes

Table 7. Scoring Guide Middle of Year (MOY)

Initial Performance Points	Growth	Progress	Score
4 Points	Student scored 0 point more than BOY	Well-Below Typical Progress	Alternate No
5 to 7 Points	Student scored 1 point more than BOY	Below Typical Progress	Alternate No
8 to 12 Points	Student scored **2** points more than BOY; or has reached **Approaching Target** for 3/4 categories	Typical Progress	Alternate Yes
13 to 16 Points	Student scored 6 to7 or more points more than BOY; or has reached **At Target** for 5/6 categories	Above Typical Progress	Alternate Yes

BOY Dates: MOY Dates: EOY Dates:

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Student Name:_____

Table 8. Scoring Guide End of Year (EOY)

Initial Performance Points	Growth	Progress	Score
4 Points	Student scored **0 to 1** points more than BOY	Well-Below Typical Progress	Alternate No
5 to 7 Points	Student scored **2** points more than BOY	Below Typical Progress	Alternate No
8 to 12 Points	Student scored **3** points more than BOY; or has reached **At Target** for 3/4 categories	Typical Progress	Alternate Yes
13 to 16 Points	Student scored **4** points more than BOY; or has reached **At Target** for all categories.	Above Typical Progress	Alternate Yes

BOY Dates: MOY Dates: EOY Dates:

Passes Accessibility 6/5/20