Early Literacy Alternate Assessment 3rd 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.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.	☐ Not yet emerging	☐ Student will demonstrate basic knowledge of letter sound correspondences	☐ Student will demonstrate basic knowledge of letter sound correspondences ☐ With support, the student will decode single syllable CVC words or high frequency rimes	☐ Student will demonstrate basic knowledge of letter sound correspondences ☐ With support, the student will decode single syllable CVC words or high frequency rimes ☐ Recognizes 40 or more written words	☐ Student will demonstrate basic knowledge of letter sound correspondences ☐ With support, the student will decode single syllable CVC words or high frequency rimes ☐ Recognizes 40 or more written words ☐ Identify and know the meaning of the most common prefixes and derivational suffixes ☐ Decode words with common Latin suffixes ☐ Read grade-appropriate irregularly spelled words

BOY Dates: MOY Dates: EOY Dates:

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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.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.	☐ 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 use context to determine missing words in familiar texts	☐ Student will point to or say a word to complete a repeated storyline ☐ Student will point to sight words to complete sentences Student will use context to determine missing words in familiar texts. ☐ Student will read familiar text comprised of known words	☐ Student will point to or say a word to complete a repeated storyline ☐ Student will point to sight words to complete sentences ☐ Student will use context to determine missing words in familiar texts. ☐ Student will read familiar text comprised of known words ☐ Read text with purpose and understanding ☐ Use context to confirm or self-correct word recognition and understanding, rereading as necessary

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.3.1 Answer who and what questions to demonstrate understanding of details in a text.	☐ Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.	☐ Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. ☐ Can recognize when he or she encounters familiar	☐ Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. ☐ Can recognize when he or she encounters familiar people, objects, places, and events. ☐ Can answer questions posed by others asking who and what about the	☐ Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. ☐ Can recognize when he or she encounters familiar people, objects, places, and events. ☐ Can answer questions posed by others asking who and what about the	☐ Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. ☐ Can recognize when he or she encounters familiar people, objects, places, and events. ☐ Can answer questions posed by others asking who and what about the key details in a familiar narrative. ☐ Can produce responses to questions seeking information on specific characters and what each of them did in a

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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
		people, objects, places, and events.	key details in a familiar narrative.	key details in a familiar narrative. ☐ Can produce responses to questions seeking information on specific characters and what each of them did in a narrative by providing details on them.	narrative by providing details on them. ☐ Can answer questions posed by others asking who, what, where, when, why and how about the details in a narrative.

BOY Dates: MOY Dates: EOY Dates:

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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
ELA.EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.	☐ Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.	☐ Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. ☐ Can recognize when he or she encounters familiar people, objects, places, and events.	☐ Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. ☐ Can recognize when he or she encounters familiar people, objects, places, and events. ☐ Can identify the concrete details, such as individuals, events, or ideas in familiar	☐ Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. ☐ Can recognize when he or she encounters familiar people, objects, places, and events. ☐ Can identify the concrete details, such a individuals, events, or ideas in familiar	☐ Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. ☐ Can recognize when he or she encounters familiar people, objects, places, and events. ☐ Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. ☐ Can answer questions posed by others regarding the concrete details of an informational text.

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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
			informational texts.	informational texts.	☐ Identify words in the 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.

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

BOY Dates: MOY Dates: EOY Dates:

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Table 8. Scoring Guide End of Year (EOY)

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

BOY Dates: MOY Dates: EOY Dates:

Passed Accessibility 6/5/20