

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
<p>EE.RF.3.3 Use letter-sounds knowledge to read words.</p> <p>A) In context, demonstrate basic knowledge of letter-sound correspondences.</p> <p>B) With models and supports, decode single syllable words with common spelling patterns (consonant vowel consonant (CVC) or high frequency rimes).</p> <p>C) Not applicable</p> <p>D) Recognize 40 or more written words.</p>	<p><input type="checkbox"/> Not yet emerging</p>	<p><input type="checkbox"/> Student will demonstrate basic knowledge of letter sound correspondences</p>	<p><input type="checkbox"/> Student will demonstrate basic knowledge of letter sound correspondences</p> <p><input type="checkbox"/> With support, the student will decode single syllable CVC words or high frequency rimes</p>	<p><input type="checkbox"/> Student will demonstrate basic knowledge of letter sound correspondences</p> <p><input type="checkbox"/> With support, the student will decode single syllable CVC words or high frequency rimes</p> <p><input type="checkbox"/> Recognizes 40 or more written words</p>	<p><input type="checkbox"/> Student will demonstrate basic knowledge of letter sound correspondences</p> <p><input type="checkbox"/> With support, the student will decode single syllable CVC words or high frequency rimes</p> <p><input type="checkbox"/> Recognizes 40 or more written words</p> <p><input type="checkbox"/> Identify and know the meaning of the most common prefixes and derivational suffixes</p> <p><input type="checkbox"/> Decode words with common Latin suffixes</p> <p><input type="checkbox"/> Read grade-appropriate irregularly spelled words</p>

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
<p>EE.RF.3.4 Read words in text.</p> <p>A) Read familiar text comprised of known words.</p> <p>B) Not applicable</p> <p>C) Use context to determine missing words in familiar texts.</p>	<p><input type="checkbox"/> Not yet emerging</p>	<p><input type="checkbox"/> Student will point to or say a word to complete a repeated storyline</p>	<p><input type="checkbox"/> Student will point to or say a word to complete a repeated storyline</p> <p><input type="checkbox"/> Student will point to sight words to complete sentences</p> <p><input type="checkbox"/> Student will use context to determine missing words in familiar texts</p>	<p><input type="checkbox"/> Student will point to or say a word to complete a repeated storyline</p> <p><input type="checkbox"/> Student will point to sight words to complete sentences</p> <p>Student will use context to determine missing words in familiar texts.</p> <p><input type="checkbox"/> Student will read familiar text comprised of known words</p>	<p><input type="checkbox"/> Student will point to or say a word to complete a repeated storyline</p> <p><input type="checkbox"/> Student will point to sight words to complete sentences</p> <p><input type="checkbox"/> Student will use context to determine missing words in familiar texts.</p> <p><input type="checkbox"/> Student will read familiar text comprised of known words</p> <p><input type="checkbox"/> Read text with purpose and understanding</p> <p><input type="checkbox"/> Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>

BOY 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
<p>EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Can recognize when he or she encounters familiar 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Can recognize when he or she encounters familiar people, objects, places, and events. <input type="checkbox"/> Can answer questions posed by others asking who and what about the 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Can recognize when he or she encounters familiar people, objects, places, and events. <input type="checkbox"/> Can answer questions posed by others asking who and what about the 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Can recognize when he or she encounters familiar people, objects, places, and events. <input type="checkbox"/> Can answer questions posed by others asking who and what about the key details in a familiar narrative. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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
<p>ELA.EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.</p>	<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Can recognize when he or she encounters familiar people, objects, places, and events.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Can recognize when he or she encounters familiar people, objects, places, and events.</p> <p><input type="checkbox"/> Can identify the concrete details, such as individuals, events, or ideas in familiar</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Can recognize when he or she encounters familiar people, objects, places, and events.</p> <p><input type="checkbox"/> Can identify the concrete details, such as individuals, events, or ideas in familiar</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Can recognize when he or she encounters familiar people, objects, places, and events.</p> <p><input type="checkbox"/> Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.</p> <p><input type="checkbox"/> Can answer questions posed by others regarding the concrete details of an informational text.</p>

BOY Dates:

MOY Dates:

EOY Dates:

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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.	<input type="checkbox"/> 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:

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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 to 7 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: