

Student Name: \_\_\_\_\_

**Table 1. Print Concepts**

| <b>Essential Elements<br/>Reading Foundational<br/>Skills</b>   | <b>Not Yet Emerging<br/>1 point</b>  | <b>Emerging<br/>2 points</b>  | <b>Approaching<br/>Target<br/>3 points</b>   | <b>At Target<br/>4 points</b>  | <b>Advanced (Bridge to<br/>Utah Core Standard)<br/>5 points</b>   |
|---|--|---|--|--|---|
| <p><b>EE.RF.1.1</b> Demonstrate emerging understanding of the organization of print.<br/>                     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)</p> | <p><input type="checkbox"/> Student is not demonstrating skills at an emergent level</p> | <p><input type="checkbox"/> Will identify letters or words on a page<br/> <input type="checkbox"/> Can distinguish between a picture versus print</p> | <p><input type="checkbox"/> Will identify letters or words on a page<br/> <input type="checkbox"/> Can distinguish between a picture versus print<br/> <input type="checkbox"/> Identifies words as they are read left to right and/or top to bottom</p> | <p><input type="checkbox"/> Will identify letters or words on a page<br/> <input type="checkbox"/> Can distinguish between a picture versus print<br/> <input type="checkbox"/> Identifies words as they are read left to right and or top to bottom<br/> <input type="checkbox"/> Identifies words as they are read, left to right and top to bottom with one to one correspondence</p> | <p><input type="checkbox"/> Will identify letters or words on a page<br/> <input type="checkbox"/> Can distinguish between a picture versus print<br/> <input type="checkbox"/> Identifies words as they are read left to right and or top to bottom<br/> <input type="checkbox"/> Identifies words as they are read, left to right and top to bottom with one to one correspondence<br/> <input type="checkbox"/> Will identify the first word in a sentence<br/> <input type="checkbox"/> Will identify capitalization<br/> <input type="checkbox"/> Will identify ending punctuation</p> |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: \_\_\_\_\_

**Table 2. Phonological Awareness**

| Essential Elements<br>Reading Foundational<br>Skills   | Not Yet Emerging<br>1 point  | Emerging<br>2 points  | Approaching Target<br>3 points  | At Target<br>4 points  | Advanced (Bridge to<br>Utah Core Standard)<br>5 points  |
|--|--|---|---|--|---|
| <p><b>EE.RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A) Recognize rhyming words.</p> <p>B) With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word.</p> <p>C) Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.</p> <p>D) With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words</p> | <p><input type="checkbox"/> Student is not yet demonstrating skills at an emergent level</p> | <p><input type="checkbox"/> Identifies words that are rhyming</p> | <p><input type="checkbox"/> Identifies words that are rhyming</p> <p><input type="checkbox"/> Given an orally presented segmented phoneme (such as C-A-T), student will indicate the corresponding picture or word</p> <p><input type="checkbox"/> Identify pictures that begin with given sounds</p> | <p><input type="checkbox"/> Identifies words that are rhyming</p> <p><input type="checkbox"/> Given an orally presented segmented phoneme (such as C-A-T), student will indicate the corresponding picture or word</p> <p><input type="checkbox"/> Identifies words that begin with the same sound</p> <p><input type="checkbox"/> Substitutes individual sounds in simple, one-syllable words to make new words</p> | <p><input type="checkbox"/> Distinguish long/short vowel sounds in single syllable words</p> <p><input type="checkbox"/> Orally produce single syllable words by blending sounds, consonant blends</p> <p><input type="checkbox"/> Isolate and pronounce initial/medial vowel and final sounds in spoken single syllable words</p> <p><input type="checkbox"/> Segment spoken single syllable words into their complete sequence of individual sounds</p> |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: \_\_\_\_\_

**Table 3. Phonics and Word Recognition**

| Essential Elements<br>Reading Foundational<br>Skills   | Not Yet Emerging<br>1 point   | Emerging<br>2 points  | Approaching Target<br>3 points  | At Target<br>4 points   | Advanced (Bridge to Utah<br>Core Standard)<br>5 points  |
|--|---|---|---|---|---|
| <p><b>EE.RF.1.3</b><br/>                     Demonstrate emerging letter and word identification skills.<br/>                     A) Identify upper case letters of the alphabet.<br/>                     B) With guidance and support, recognize familiar words that are used in every day routines.</p> | <p><input type="checkbox"/> Unable to recognize familiar letters or words, (letter in his/her name, social stories. etc.)</p> | <p><input type="checkbox"/> Recognizes letters in name and familiar words and signs (environmental print)</p> | <p><input type="checkbox"/> Recognizes letters in name and familiar words and signs in their environment<br/> <input type="checkbox"/> Distinguishes between upper and lower case letters in familiar words</p> | <p><input type="checkbox"/> Recognizes letters in name and familiar words and signs in their environment<br/> <input type="checkbox"/> Distinguishes between upper and lower case letters in familiar words<br/> <input type="checkbox"/> Identifies familiar words that are used in every day routines</p> | <p><input type="checkbox"/> Recognizes letters in name and familiar words and signs in their environment<br/> <input type="checkbox"/> Distinguishes between upper and lower case letters in familiar words<br/> <input type="checkbox"/> Identifies familiar words that are used in every day routines<br/> <input type="checkbox"/> Know the spelling-sound correspondences for common consonant diagraphs<br/> <input type="checkbox"/> Decode regularly spelled one- syllable words</p> |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: \_\_\_\_\_

**Table 4. Fluency**

| Essential Elements<br>Reading<br>Foundational<br>Skills   | Not Yet<br>Emerging<br>1 point   | Emerging<br>2 points   | Approaching<br>Target<br>3 points  | At Target<br>4 points  | Advanced<br>(Bridge to Utah Core Standard)<br>5 points  |
|---|--|--|--|--|---|
| <p><b>EE.RF.1.4</b> Begin to attend to words in print.</p> <p>A) Engage in sustained, independent study of books.</p> <p>B) Participate in shared reading of a variety of reading materials reflecting a variety of text.</p> | <p><input type="checkbox"/> Student is not demonstrating skills at an emergent level</p> | <p><input type="checkbox"/> Will point to and/or say the title of a familiar book during a shared reading experience</p> <p><input type="checkbox"/> Will open a book with correct orientation</p> <p><input type="checkbox"/> Will turn the pages in the book (with support, if needed such as a popsicle stick taped to the page).</p> | <p><input type="checkbox"/> Will identify letters or words on a page</p> <p><input type="checkbox"/> Can distinguish between a picture versus print</p> <p><input type="checkbox"/> Identifies words as they are read left to right and/or top to bottom</p> | <p><input type="checkbox"/> Will point to and/or say the title of a familiar book during a shared reading experience</p> <p><input type="checkbox"/> Will open a book with correct orientation</p> <p><input type="checkbox"/> Will turn the pages in the book (with support, if needed such as a popsicle stick taped to the page).</p> <p><input type="checkbox"/> Will participate in reading a repeated story line within a book</p> <p><input type="checkbox"/> Attends to words in print, tracks left to right, with a variety of reading materials and text</p> | <p><input type="checkbox"/> Will point to and/or say the title of a familiar book during a shared reading experience</p> <p><input type="checkbox"/> Will open a book with correct orientation</p> <p><input type="checkbox"/> Will turn the pages in the book (with support, if needed such as a popsicle stick taped to the page).</p> <p><input type="checkbox"/> Will participate in reading a repeated story line within a book</p> <p><input type="checkbox"/> Attends to words in print, tracks left to right, with a variety of reading materials and text</p> <p><input type="checkbox"/> Read text with purpose and understanding</p> <p><input type="checkbox"/> Read text orally with accuracy, appropriate rate, and expression on successive readings</p> |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: \_\_\_\_\_

**Table 5. Reading (Literature)**

| Essential Elements Reading Foundational Skills         | Not Yet Emerging<br>1 point   | Emerging<br>2 points   | Approaching Target<br>3 points  | At Target<br>4 points   | Advanced<br>(Bridge to Utah Core Standard)<br>5 points  |
|--|---|--|---|---|---|
| <b>EE.RL.1.1</b> Identify details in familiar stories. | <input type="checkbox"/> Can determine similar or different based on physical characteristics | <input type="checkbox"/> Can determine similar or different based on physical characteristics<br><input type="checkbox"/> Can demonstrate understanding of object words during familiar routines | <input type="checkbox"/> Can determine similar or different based on physical characteristics<br><input type="checkbox"/> Can demonstrate understanding of object words during familiar routines<br><input type="checkbox"/> Can identify familiar people, objects, places and events | <input type="checkbox"/> Can determine similar or different based on physical characteristics<br><input type="checkbox"/> Can demonstrate understanding of object words during familiar routines<br><input type="checkbox"/> Can identify familiar people, objects, places and events<br><input type="checkbox"/> Can identify concrete details in a familiar story (characters, objects) | <input type="checkbox"/> Can determine similar or different based on physical characteristics<br><input type="checkbox"/> Can demonstrate understanding of object words during familiar routines<br><input type="checkbox"/> Can identify familiar people, objects, places and events<br><input type="checkbox"/> Can identify concrete details in a familiar story (characters, objects)<br><input type="checkbox"/> Can answer who and what questions about details in a familiar narrative |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: \_\_\_\_\_

**Table 6. Reading (Informational)**

| Essential Elements<br>Reading Foundational<br>Skills | Not Yet Emerging<br>1 point   | Emerging<br>2 points  | Approaching Target<br>3 points   | At Target<br>4 points  | Advanced (Bridge to Utah<br>Core Standard)<br>5 points   |
|--|---|---|--|--|--|
| <b>EE.RI.1.1</b> Identify details in familiar text.  | <input type="checkbox"/> Can determine similar or different based on physical characteristics | <input type="checkbox"/> Can determine similar or different based on physical characteristics<br><input type="checkbox"/> Can demonstrate understanding of object names | <input type="checkbox"/> Can determine similar or different based on physical characteristics<br><input type="checkbox"/> Can demonstrate understanding of object names<br><input type="checkbox"/> Can identify familiar people, objects, places and events | <input type="checkbox"/> Can determine similar or different based on physical characteristics<br><input type="checkbox"/> Can demonstrate understanding of object names<br><input type="checkbox"/> Can identify familiar people, objects, places and events<br><input type="checkbox"/> Can identify a concrete detail in early informational texts | <input type="checkbox"/> Can determine similar or different based on physical characteristics<br><input type="checkbox"/> Can demonstrate understanding of object names<br><input type="checkbox"/> Can identify familiar people, objects, places and events<br><input type="checkbox"/> Can identify a concrete detail in early informational texts<br><input type="checkbox"/> Can answer simple questions about concrete details in an informational text |

BOY Dates:

MOY Dates:

EOY Dates:

Early Literacy Alternate Assessment 1<sup>st</sup> grade  
 Utah State Board of Education

Student Name: \_\_\_\_\_

**Table 7. Scoring sheet**

| <b>Strands</b>               | <b>Beginning of Year (BOY)</b> | <b>Middle of Year (MOY)</b> | <b>End of Year (EOY)</b> |
|------------------------------|--------------------------------|-----------------------------|--------------------------|
| 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                       |
| Totals                       | /30 Date:                      | /30 Date:                   | /30 Date:                |

BOY Dates:

MOY Dates:

EOY Dates:

Early Literacy Alternate Assessment 1<sup>st</sup> grade  
 Utah State Board of Education

Student Name: \_\_\_\_\_

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

| Initial Performance | Score         |
|---------------------|---------------|
| 6 Points            | Alternate No  |
| 7 to 11 Points      | Alternate No  |
| 12 to 18 Points     | Alternate Yes |
| 19 to 24 Points     | Alternate Yes |
| 25 to 30 Points     | Use DIBELS    |

**Table 9. Scoring Guide Middle of Year (MOY)**

| Initial Performance Points | Growth  | Progress                    | Score         |
|----------------------------|---|-----------------------------|---------------|
| 6 Points                   | Student scored 0 to 1 point more than BOY   | Well-Below Typical Progress | Alternate No  |
| 7 to 11 Points             | Student scored 2 to 3 points more than BOY  | Below Typical Progress      | Alternate No  |
| 12 to 18 Points            | Student scored 4 to 5 points more than BOY; or has reached <b>Approaching Target</b> for 5/6 categories | Typical Progress            | Alternate Yes |
| 19 to 24 Points            | Student scored 6 to 7 or more points more than BOY; or has reached <b>At Target</b> for 5/6 categories  | Above Typical Progress      | Alternate Yes |
| 25 to 30 Points            | Student scored 7 or more than BOY; or has reached <b>Advanced</b> for 5/6 categories                    | Well-Above Typical Progress | Alternate Yes |

BOY Dates:

MOY Dates:

EOY Dates:



Early Literacy Alternate Assessment 1<sup>st</sup> grade  
 Utah State Board of Education

Student Name: \_\_\_\_\_

**Table 10. Scoring Guide End of Year (EOY)**

| <b>Initial Performance Points</b> | <b>Growth</b>  | <b>Progress</b>             | <b>Score</b>  |
|-----------------------------------|--|-----------------------------|---------------|
| 6 Points                          | Student scored <b>0 to 2</b> points more than BOY  | Well-Below Typical Progress | Alternate No  |
| 7 to 11 Points                    | Student scored <b>3 to 4</b> points more than BOY  | Below Typical Progress      | Alternate No  |
| 12 to 18 Points                   | Student scored <b>5 to 6</b> points more than BOY; or has reached <b>At Target</b> for 5/6 categories. | Typical Progress            | Alternate Yes |
| 19 to 24 Points                   | Student scored <b>7 to 8</b> points more than BOY; or has reached At Target for <u>all</u> categories. | Above Typical Progress      | Alternate Yes |
| 25 to 30 Points                   | Student scored <b>9 or more</b> points more than BOY; or has reached Advanced for 5/6 categories.      | Well-Above Typical Progress | Alternate Yes |

BOY Dates:

MOY Dates:

EOY Dates: