Early Literacy Alternate Assessment 1st grade
Utah State Board of Education

Student Name:_____

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	☐ 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 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 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

BOY Dates: MOY Dates: EOY Dates:

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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	☐ 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 are rhyming ☐ Given an orally presented segmented phoneme (such as C-A-T), student will indicate the corresponding picture or word ☐ 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

BOY Dates: MOY Dates: EOY Dates:

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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)	☐ Recognizes letters in name and familiar words and signs in their environment ☐ Distinguishes between upper and lower case letters in familiar words	☐ Recognizes letters in name and familiar words and signs in their environment ☐ Distinguishes between upper and lower case letters in familiar words ☐ Identifies familiar words that are used in every day routines	☐ Recognizes letters in name and familiar words and signs in their environment ☐ Distinguishes between upper and lower case letters in familiar words ☐ Identifies familiar words that are used in every day routines ☐ Know the spelling-sound correspondences for common consonant diagraphs ☐ Decode regularly spelled one- syllable words

BOY Dates: MOY Dates: EOY Dates:

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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 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 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	☐ 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 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

BOY Dates: MOY Dates: EOY Dates:

Student Name:_____

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 determine similar or different based on physical characteristics ☐ Can demonstrate understanding of object words during familiar routines	☐ 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 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 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

BOY Dates: MOY Dates: EOY Dates:

Passed Accessibility 6/5/20

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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
EE.RI.1.1 Identify details in familiar text.	☐ Can determine similar or different based on physical characteristics	☐ Can determine similar or different based on physical characteristics ☐ Can demonstrate understanding of object names	☐ Can determine similar or different based on physical characteristics ☐ Can demonstrate understanding of object names ☐ Can identify familiar people, objects, places and events	☐ 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 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

BOY Dates: MOY Dates: EOY Dates:

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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
Totals	/30 Date:	/30 Date:	/30 Date:

BOY Dates: MOY Dates: EOY Dates:

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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	Alternate Yes

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 **Approaching Target** for 5/6 categories	Typical Progress	Alternate Yes
19 to 24 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
25 to 30 Points	Student scored 7 or more than BOY; or has reached **Advanced** for 5/6 categories	Well-Above Typical Progress	Alternate Yes

BOY Dates: MOY Dates: EOY Dates:

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Student Name:_____

Table 10. Scoring Guide End of Year (EOY)

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

BOY Dates: MOY Dates: EOY Dates: