

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

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

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.2.4 Attend to words in print. A) Read familiar text comprised of known words.</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 <input type="checkbox"/> Student will point to sight words to complete sentences</p>	<p><input type="checkbox"/> Student will point to or say a word to complete a repeated storyline <input type="checkbox"/> Student will point to sight words to complete sentences. <input type="checkbox"/> Student will read connected text in a 3-5 word familiar sentence with visual supports.</p>	<p><input type="checkbox"/> Student will point to or say a word to complete a repeated storyline <input type="checkbox"/> Student will point to sight words to complete sentences. <input type="checkbox"/> Student will read connected text in a 3-5 word familiar sentence with visual supports. <input type="checkbox"/> Read below-level text with purpose and understanding</p>

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

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.2.1 Answer who and where questions to demonstrate understanding of details in a familiar (literature) text.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Can pay attention to object characteristic due to language cues 	<ul style="list-style-type: none"> <input type="checkbox"/> Can pay attention to object characteristic due to language cues <input type="checkbox"/> Can identify familiar people, objects, places and events 	<ul style="list-style-type: none"> <input type="checkbox"/> Can pay attention to object characteristic due to language Cues <input type="checkbox"/> Can identify familiar people, objects, places and events <input type="checkbox"/> Can name objects in pictures during a shared reading activity 	<ul style="list-style-type: none"> <input type="checkbox"/> Can pay attention to object characteristic due to language cues <input type="checkbox"/> Can identify familiar people, objects, places and events <input type="checkbox"/> Can name objects in pictures during a shared reading activity <input type="checkbox"/> Can answer who and what Questions about details in a familiar narrative 	<ul style="list-style-type: none"> <input type="checkbox"/> Can pay attention to object characteristic due to language cues <input type="checkbox"/> Can identify familiar people, objects, places and events <input type="checkbox"/> Can name objects in pictures during a shared reading activity <input type="checkbox"/> Can answer who and what questions about details in a narrative (not familiar)

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

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>EE.RI.2.1 Answer who and what questions to demonstrate understanding of details in a familiar (informational) text.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Can pay attention to object characteristic due to language cues 	<ul style="list-style-type: none"> <input type="checkbox"/> Can pay attention to object characteristic due to language cues <input type="checkbox"/> Can identify familiar people, objects, places and events 	<ul style="list-style-type: none"> <input type="checkbox"/> Can pay attention to object characteristic due to language cues <input type="checkbox"/> Can identify familiar people, objects, places and events <input type="checkbox"/> Can name objects in pictures during a shared reading activity 	<ul style="list-style-type: none"> <input type="checkbox"/> Can pay attention to object characteristic due to language cues <input type="checkbox"/> Can identify familiar people, objects, places and events <input type="checkbox"/> Can name objects in pictures during a shared reading activity <input type="checkbox"/> Can answer who and what questions about details in a familiar informational text 	<ul style="list-style-type: none"> <input type="checkbox"/> Can pay attention to object characteristic due to language cues <input type="checkbox"/> Can identify familiar people, objects, places and events <input type="checkbox"/> Can name objects in pictures during a shared reading activity <input type="checkbox"/> 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:

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

Student Name: _____

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:

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

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 to 7 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:

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: