

# GUIDE TO THE EARLY LITERACY ALTERNATE ASSESSMENT (ELAA)/ DIBELS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES (SCD)

The ELAA is an alternate to the DIBELS for students with SCD. The participation guidelines include:

- Student is in grade 1, 2, or 3; and
- Student has a SCD that significantly impacts intellectual functioning and adaptive behavior; and
- Student is learning content linked to the Utah Core Standards through the Essential Elements; and
- Student requires extensive, repeated, direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum; and
- Participation is determined by the IEP team.

Participation in the ELAA is not determined by:

- A disability category or label
- Poor attendance or extended absences
- Native language/social/cultural or economic difference
- Educational environment or instructional setting
- Low reading level/achievement level
- Anticipated student's disruptive behavior
- Impact of student scores on accountability system
- Anticipated emotional duress
- Need for accommodations (e.g., assistive technology/augmentative and alternative communication [AAC]) to participate in the assessment process

For students who have a sensory or significant speech impairment, where DIBELS may not be an accessible assessment, there are other alternate assessments available. For a list, please contact [Jennifer Throndsen](mailto:jennifer.throndsen@schools.utah.gov) (jennifer.throndsen@schools.utah.gov) or [Tracy Gooley](mailto:tracy.gooley@schools.utah.gov) (tracy.gooley@schools.utah.gov).

## **About the Assessment**

The ELAA for Students with SCD is a simple rubric that assesses students' early literacy skills as they relate to skill domains within English Language Arts (print concepts, phonological awareness, phonics and word recognition, fluency and comprehension). The rubric is meant to be completed for each student with SCD in grades 1-3 by the student's teacher, based on the student's performance on IEP goals and every day early literacy instruction within the classroom.

## **How to Score**

For a student to score at a performance level for beginning, middle, or end of year, the student must be able to do each skill listed (except in the 'Not Yet Emerging' level) to a level of mastery as determined by the teacher (80% correct or 80% independence is a general guideline for

mastery). As performance levels are determined for each skill domain, the points should then be transferred to the Score Sheet. After they are added up, the student’s reportable score will then be determined by the Scoring Guide. For beginning of year, the reportable score is dependent on points, whereas in middle and end of year, the student’s reportable score is determined by progress compared to beginning of year or in scoring ‘At Target’ or ‘Advanced’ for a specified number of domains. Examples of sources of data used to complete the ELAA include:

- Anecdotal notes
- Work samples
- Photographs
- Videos
- Performance data

There will be a great amount of variety in how each indicator is assessed for each individual student. Consideration should be made for each student about whether assistive technology is required for a student to learn or demonstrate a skill. For example, a student could identify a detail in a story by selecting a message on a single message output device or he or she could select his or her answer from a field of five. Each indicator should be assessed in the same way and given the same supports for all three windows.

## Reporting

Data are reported to the Utah State Board of Education. By October 31, February 28, and June 30, LEAs must report through the SIS system in the “Reading Grade Level” field:

- If a student is at grade level or not (AY or AN), as well as the student’s composite score
- If a student received interventions (Y or N)
- If a student does not have a composite score for any testing window, use special codes

Example student in the first grade:

### Essential Elements Scoring Sheet

Strands	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Print Concepts	2/5	2/5	2/5
Phonological Awareness	1/5	1/5	2/5
Phonics and Word Recognition	2/5	2/5	3/5
Fluency	1/5	2/5	3/5
Reading (Literature)	3/5	4/5	4/5
Reading Informational)	3/5	4/5	4/5
Totals	12/30 Date: 9/15/16	15/30 Date: 2/2/17	18/30 Date: 5/30/17

### Beginning of Year (BOY) Scores for Example Student

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

**Middle of Year (MOY) Scores for Sample Student**

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

**End of Year (EOY) Scores for Sample Student**

Initial Performance Points	Growth	Progress	Score
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 <b>ALL</b> 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