



EARLY LITERACY ALTERNATE ASSESSMENT KINDERGARTEN

ACADIENCE READING ALTERNATE ASSESSMENT



Utah State Board of Education

Early Literacy Alternate Assessment (ELAA) Rubric - Kindergarten

The Early Literacy Alternate Assessment (ELAA) is the alternate assessment to Acadience Reading for students with Significant Cognitive Disabilities (SCD) in grades K - 3.

The ELAA is a simple rubric that assesses students' early literacy skills as they relate to strands within English Language Arts strands that are aligned to the skills assessed with Acadience Reading (print concepts, phonological awareness, phonics and word recognition, fluency and comprehension). The rubric is meant to be completed for each student with a SCD (grades K-3) by their 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, they 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 strand, 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 students' reportable score is determined by progress compared to beginning of year or in scoring 'At Target' or 'Advanced' for a specified number of strands.

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 they could select their answer from a field of five options. Students can provide their answers verbally, non-verbally, or they could need to use physical manipulatives instead of just pointing.

Each indicator should be assessed in **the same way, using the same materials, and given the same supports for all three windows (BOY, MOY and EOY).**

Student Name: _____

BOY Date: _____

MOY Date: _____

EOY Date: _____

Phonological Awareness (Acadience First Sound Fluency and Phoneme Segmentation Fluency)

Utah Core Standard K.R.2: Demonstrate mastery of age-appropriate phonological awareness skills.

b. Identify the initial, medial, and final sound in 2–3 phoneme words.

Essential Element ELA.EE.RF.K.2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).

c. With guidance and support, identify single syllable spoken words with the same onset (beginning sound) as a familiar word.

Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level	<input type="checkbox"/> Identify pictures that correspond to a spoken single syllable word (dog)	<input type="checkbox"/> Identify 5 pictures that begin with the same sound	<input type="checkbox"/> Identify pictures that begin with different sounds (5 sounds)	<input type="checkbox"/> Identifies words that begin with the same sound (5 words)

Notes:

Phonics and Word Recognition (Acadience Nonsense Word Fluency)

Utah Core Standard K.R.3: Demonstrate mastery of age-appropriate phonics skills.

d. Demonstrate mastery of segmenting and blending sounds in VC and CVC words when reading.

Essential Element ELA.EE.RF.K.3 Demonstrate emerging awareness of print.

a. With guidance and support, recognize first letter of own name in print.

Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
<input type="checkbox"/> Student is not demonstrating skills at an emergent level	<input type="checkbox"/> Recognizes one letter in their name	<input type="checkbox"/> Identify their written name	<input type="checkbox"/> Recognize the first letter in their name <input type="checkbox"/> Identify a letter sound in their name	<input type="checkbox"/> Recognize multiple letters in their name <input type="checkbox"/> Identify the letter sounds in their name

NOTES:

Conventions of Standard English (Acadience Letter Naming Fluency)

Utah Core Standard K.R.3: Demonstrate mastery of age-appropriate phonics skills.

a. Demonstrate mastery of all consonant names and sounds using one-to-one letter-sound correspondence.

Essential Element ELA.EE.L.K.1: Demonstrate emerging understanding of letter and word use.

a. With guidance and support, distinguish between letters and other symbols or shapes.

Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
<input type="checkbox"/> Student is not demonstrating skills at an emergent level	<input type="checkbox"/> Distinguish between objects and pictures	<input type="checkbox"/> Distinguish between letters and pictures	<input type="checkbox"/> Distinguish letters from shapes and symbols	<input type="checkbox"/> Distinguish between letters and numbers

NOTES:

Student Name: _____

BOY Date: _____

MOY Date: _____

EOY Date: _____

Scoring sheet

Strands	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Phonological Awareness (Acadience First Sound Fluency and Phoneme Segmentation Fluency)	/5	/5	/5
Phonics and Word Recognition (Acadience Nonsense Word Fluency)	/5	/5	/5
Conventions of Standard English (Acadience Letter Naming Fluency)	/5	/5	/5
Total Points	/15	/15	/15
Date			

Student Name: _____

BOY Date: _____

MOY Date: _____

EOY Date: _____

Scoring Guide Beginning of Year (BOY)

Initial Performance	Score
3 - 5 Points	Alternate No
6 - 15 Points	Alternate Yes

★ If the student scores 12-15 or in 2 out 3 strands at target or above, the IEP team should consider if the student can access the regular Acadience Benchmark assessment.

Scoring Guide Middle of Year (MOY)

Initial Performance Points:

Growth	Progress	Score
Student scored 0 points more than BOY	Well-Below Typical Progress	Alternate No
Student scored 1 to 2 points more than BOY	Below Typical Progress	Alternate No
Student scored 3 to 4 points more than BOY	Typical Progress	Alternate Yes
Student has reached Approaching Target for 2/3 strands	Typical Progress	Alternate Yes
Student scored 5 points more than BOY	Above Typical Progress	Alternate Yes
has reached At Target for 2/3 strands	Above Typical Progress	Alternate Yes
Student scored 6 or more than BOY	Well-Above Typical Progress	Alternate Yes
Student has reached Advanced for 2/3 categories	Well-Above Typical Progress	Alternate Yes

★ If the student is scoring 12-15 or in 2 out 3 strands at target or above, The IEP team should consider if the student can access the regular Acadience Math Benchmark assessment.

Scoring Guide End of Year (EOY)

Initial Performance Points:

Growth	Progress	Score
Student scored 0 to 1 points more than BOY	Well-Below Typical Progress	Alternate No
Student scored 2 to 3 points more than BOY	Below Typical Progress	Alternate No
Student scored 4 to 5 points more than BOY	Typical Progress	Alternate Yes
Student has reached At Target for 2/3 strands	Typical Progress	Alternate Yes
Student scored 6 to 7 points more than BOY	Above Typical Progress	Alternate Yes
Student has reached At Target for all strands	Above Typical Progress	Alternate Yes
Student scored 8 or more points than BOY	Well-Above Typical Progress	Alternate Yes
Students has reached Advanced for 2/3 strands	Well-Above Typical Progress	Alternate Yes

★ If the student is scoring 12-15 or in 2 out 3 strands at target or above, The IEP team should consider if the student can access the regular Acadience Math Benchmark assessment.