

AUGUST 1, 2022

EARLY LITERACY ALTERNATE ASSESSMENT GRADE 2
ACADIENCE READING ALTERNATE ASSESSMENT



Utah State Board of Education

Early Literacy Alternate Assessment (ELAA) Rubric – 2nd Grade

The Early Literacy Alternate Assessment (ELAA) is the alternate assessment to Acadience Reading for students with Significant Cognitive Disabilities (SCD) in grades 1, 2 or 3.

The ELAA is a simple rubric that assesses students' early literacy skills as they relate to strands 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 a SCD (grades 1-3) 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.

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

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"/> Student is not demonstrating skills at an emergent level</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 recognizes 10 or more written words</p>	<p><input type="checkbox"/> Student can distinguish long and short vowels when reading regularly spelled one-syllable words</p> <p><input type="checkbox"/> Student knows spelling sound correspondence for additional common vowel teams</p> <p><input type="checkbox"/> Student recognizes and reads grade-appropriate irregularly spelled sight words (friend, was, the, you, etc...)</p>

Student Name: _____ BOY Date: _____ MOY Date: _____ EOY Date: _____

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
EE.RF.2.4 Attend to words in print. A) Read familiar text comprised of known words.	<input type="checkbox"/> Student is not demonstrating skills at an emergent level	<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"/> Student can read below-level text with purpose and understanding

Student Name: _____

BOY Date: _____

MOY Date: _____

EOY Date: _____

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
EE.RL.2.1 Answer who and where questions to demonstrate understanding of details in a familiar (literature) text.	<input type="checkbox"/> Student can pay attention to object characteristics due to language cues	<input type="checkbox"/> Student can identify familiar people, objects, places and events	<input type="checkbox"/> Student can name objects in pictures during a shared reading activity	<input type="checkbox"/> Student can answer who and what questions about details in a familiar narrative	<input type="checkbox"/> Student can answer who and what questions about details in a narrative (not familiar)

Student Name: _____

BOY Date: _____

MOY Date: _____

EOY Date: _____

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
EE.RI.2.1 Answer who and what questions to demonstrate understanding of details in a familiar (informational) text.	<input type="checkbox"/> Student can pay attention to object characteristic due to language cues	<input type="checkbox"/> Student can identify familiar people, objects, places and events	<input type="checkbox"/> Student can name objects in pictures during a shared reading activity	<input type="checkbox"/> Student can answer who and what questions about details in a familiar informational text	<input type="checkbox"/> Student can answer who and what questions about details in an un-familiar 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.

Student Name: _____ BOY Date: _____ MOY Date: _____ EOY Date: _____

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	/20	/20
Date			

Table 6. Scoring Guide: Beginning of Year (BOY)

Initial Performance	Score
5 Points	Alternate No
6 to 11 Points	Alternate No
12 to 16 Points	Alternate Yes
17 to 20 Points	Alternate Yes

* If student is scoring 17-20 or in 3 of 4 categories at target or above, IEP team should consider if the student can access the regular Acadience Math Benchmark assessment.

Table 7. 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 point more than BOY	Below Typical Progress	Alternate No
Student scored 2 to 3 points more than BOY Or Has reached Approaching Target for 3/4 categories	Typical Progress	Alternate Yes
Student scored 4 or more points than BOY Or Has reached At Target for 3/4 categories	Above Typical Progress	Alternate Yes

* If student is scoring 17-20 or in 3 of 4 categories at target or above, IEP team should consider if the student can access the regular Acadience Math Benchmark assessment.

Table 8. Scoring Guide End of Year (EOY)

Initial Performance Points:

Growth	Progress	Score
Student scored 0 to 1 point 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 points more than BOY Or Has reached At Target for 3/4 categories	Typical Progress	Alternate Yes
Student scored 5 points more than BOY Or Has reached At Target for all categories.	Above Typical Progress	Alternate Yes

* If student is scoring 17-20 or in 3 of 4 categories at target or above, IEP team should consider if the student can access the regular Acadience Math Benchmark assessment.