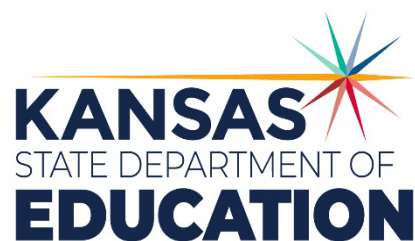


Kansas Alternate Early Literacy Screener KDG-3rd grade and 8th grade Comprehension





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- Civic engagement

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Jan. 25, 2025



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Kansas Alternate Early Literacy Screener KDG-3rd grade

Overview

The path to leading the world in the success of each student depends on the ability to read at grade level. When students enter kindergarten, teachers should be keenly aware of each child's oral language ability and ability to learn the written language of English. In accordance with the Kansas State Board of Education vote in November 2019, all schools must screen students for dyslexia or characteristics of dyslexia. For some students, the universal screeners are not an appropriate measure for determining their reading proficiency. As such, the Kansas Alternate Early Literacy Screener was developed as an alternate screener for students with a **most significant cognitive disabilities** (SWSCD).

The term "most significant cognitive disability" isn't a separate category of disability. It is a designation given to a small number of students with disabilities for purposes of participation in the statewide student assessment program. This subgroup of students referred to in the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) as having the "most significant cognitive disabilities" constitutes less than 1% of the student population. The students are: within one or more of the existing categories of disability under IDEA (e.g., Intellectual disability, autism, multiple disabilities), and whose cognitive impairments and adaptive behaviors may prevent them from attaining grade-level achievement standards even with extensive direct individualized instruction and substantial supports.

Learner Characteristics

- A most significant cognitive disability with co-existing deficits in both communication and adaptive behavior. Typically functioning 2 1/2 or more SD below the mean.
- A most significant cognitive disability impacts learning, memory, judgment and processing which impacts learning acquisition.
- Perform substantially below grade level expectations on the academic content standards for the age-appropriate grade they are enrolled, even with the use of accommodations and modifications.
- Require extensive, specially designed individualized instruction, and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum (at a reduced depth, breadth and complexity).
- Requires more time for:
 - a. Processing
 - b. Opportunities to generalize language.
 - c. Time to learn and process language.
 - d. Alternate ways to communicate including augmentative.
 - e. Alternative communication to supplement or replace speech or writing.

About the Screener

The Kansas Alternate Early Literacy Screener 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 a SWSCD (grades KDG-3) by their teacher, based on the student's performance on Individualized Education Program (IEP) goals and every day early literacy instruction within the classroom.

The following factors must be met for a student to be eligible to take the Kansas Alternate Early Literacy Screener:

- Student is in grades Kindergarten, 1st, 2nd, or 3rd grade; and
- Student has a most significant cognitive disability that significantly impacts intellectual functioning and adaptive behavior; and
- Student is learning content linked to the DLM 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
- Determined by the IEP team.

Participation in the alternate screener 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.

The screener is not, necessarily, a screener that is required to be administered directly to a student or a group of students. The rubric is meant to be completed for each SWSCD (grades KDG-3) by their teacher, based on the student's performance on IEP goals and every day early literacy instruction within the classroom.

Scoring

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 within a performance level, (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 (see screenshot below).

After they are added up, the student's overall score will then be determined by the Scoring Guide. **For EOYA Reporting, refer to the EOYA reporting section below.**

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 testing windows (Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY)).

EOYA Reporting – KIDS System

Field D61 Dyslexia Screener - 08 – KS Alternate Screener

Current grade (in KIDS) must be KG, 01, 02, 03, 08

Field D62 – Dyslexia Subtest - There is only one reported rubric for each grade (KDG, 1st, and 2nd). These have been identified on the rubric

01 – Phoneme Segmentation Fluency – Table 2: Reading Foundation Phonological Awareness (record EOY score for kindergarten)

02 – Nonsense Word Fluency – Table 3: Phonics and Word Recognition (record EOY score for 1st Grade)

03 – Oral Reading Fluency – Table 2: Fluency (record EOY score for 2nd Grade and 3rd Grade – rate and accuracy)

04 – Reading Comprehension – Grade 8

Field D63 – Dyslexia Spring Performance Level – Use Score from Scoring Guide End of Year Table

00 – Not assessed

01 – Below Benchmark (Score of 1, 2, or 3) – when subtest is 01, 02, or 04

02 – At or above Benchmark (Score of 4 or 5) – when subtest is 01, 02, or 04

11 - Below Benchmark (Score of 1, 2, or 3) – when subtest is 03

22 - At or above Benchmark (Score of 4 or 5) – when subtest is 03

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Kindergarten Alternate Early Literacy Screener

Student Name: _____

Table 1: Reading Foundation Print Concepts/Fluency

DLM Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA Standard) 5 points
<p>EE.RF.K.1 Demonstrate emerging understanding of the organization of print</p> <p>A. With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end</p> <p>EE.RF.K.4 Engage in purposeful shared reading of a familiar text</p>	<input type="checkbox"/> Unable to demonstrate skills at an emergent level	<input type="checkbox"/> Will open a book with correct orientation <input type="checkbox"/> Will point to and/or repeat the title of a familiar book during a shared reading experience	<input type="checkbox"/> Will open a book with correct orientation <input type="checkbox"/> Will point to and/or repeat the title of a familiar book during a shared reading experience <input type="checkbox"/> Will attend to words or pictures in the reading material throughout the reading activity	<input type="checkbox"/> Will open a book with correct orientation <input type="checkbox"/> Will point to and/or repeat the title of a familiar book during a shared reading experience <input type="checkbox"/> Will attend to words or pictures in the reading material throughout the reading activity <input type="checkbox"/> Will turn the pages in the book or swipe on an electronic book (with support, if needed, such as a popsicle stick taped to the page) <input type="checkbox"/> Will participate in reading a repeated word from the reading material	<input type="checkbox"/> Will turn the pages in the book or swipe on an electronic book (with support, if needed such as a popsicle stick taped to the page) <input type="checkbox"/> Will participate in reading a repeated word from the reading material <input type="checkbox"/> Will identify some (10 or more) letters' names <input type="checkbox"/> Will identify that words are read left to right and or top to bottom

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Table 2: Reading Foundation Phonological Awareness (Required for Dyslexia Screening – EYOA)

Below Benchmark				At or above Benchmark	
DLM Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA Standard) 5 points
EE.RF.K.2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes) A. With Guidance and support, recognize rhyming words B. With guidance and support, recognize the number of words in a spoken message C. With guidance and support, identify single- syllable spoken words with the same onset (beginning sound) as a familiar word	<input type="checkbox"/> Unable to demonstrate skills at an emergent level	<input type="checkbox"/> Will identify pictures that correspond to a spoken single syllable word (dog)	<input type="checkbox"/> Will identify pictures that correspond to a spoken single syllable word (dog) <input type="checkbox"/> Will recognize there is more than 1 word in the sentence when presented, written and orally, with a simple sentence (3 or more words)	<input type="checkbox"/> Will identify pictures that correspond to a spoken single syllable word (dog) <input type="checkbox"/> Will recognize there is more than 1 word in the sentence when presented, written and orally, with a simple sentence (3 or more words) <input type="checkbox"/> Will identify pictures that have the same beginning sound	<input type="checkbox"/> Will identify pictures that have the same beginning sound. <input type="checkbox"/> Will orally produce single syllable words by blending sounds, consonant blends <input type="checkbox"/> Will identify individual sounds in simple, one syllable word <input type="checkbox"/> Will substitute beginning sound to make new words

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Table 3: Reading Foundation Phonics & Word Recognition

DLM Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA Standard) 5 points
EE.RF.K.3 Demonstrate emerging awareness of print A. With guidance and support, recognize first letter of own name in print B. With guidance and support, recognize environmental print	<input type="checkbox"/> Unable to demonstrate skills at an emergent level	<input type="checkbox"/> Will distinguish between letters and pictures	<input type="checkbox"/> Will distinguish between letters and pictures <input type="checkbox"/> Will identify their written name	<input type="checkbox"/> Will distinguish between letters and pictures <input type="checkbox"/> Will identify their written name <input type="checkbox"/> Will recognize the first letter in their name <input type="checkbox"/> Will recognize signs in their environment	<input type="checkbox"/> Will recognize the first letter in their name <input type="checkbox"/> Will recognize signs in their environment <input type="checkbox"/> Will distinguish between some upper- and lower-case letters in familiar words <input type="checkbox"/> Will identify familiar words that are used in every day routines <input type="checkbox"/> Will identify some letter sounds

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Table 4: Reading Literature Craft and Structure

DLM Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA Standard) 5 points
EE.RL. K.4 With guidance and support, indicate when an unknown word is used in a text	<input type="checkbox"/> Unable to demonstrate skills at an emergent level	<input type="checkbox"/> Will determine which pictures are similar and which pictures are different	<input type="checkbox"/> Will determine which pictures are similar and which pictures are different <input type="checkbox"/> Will determine which words are similar and which words are different (3 letter words)	<input type="checkbox"/> Will determine which pictures are similar and which pictures are different <input type="checkbox"/> Will determine which words are similar and which words are different (3 letter words) <input type="checkbox"/> Will indicate that words are what is used to read a story <input type="checkbox"/> Will indicate they don't know a new word when a story is read to them by answering yes or no	<input type="checkbox"/> Will indicate that words are what is used to read a story <input type="checkbox"/> Will indicate they don't know a new word when a story is read to them by answering yes or no <input type="checkbox"/> Will answer background questions about a new story with prompting <input type="checkbox"/> Will describe the pictures from a story

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Table 5: Score Sheet

Strands	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Reading Foundation Print Concepts/ Fluency	/5	/5	/5
Reading Foundation Phonological Awareness	/5	/5	/5
Reading Foundation Phonics & Word Recognition	/5	/5	/5
Reading Literature Craft and Structure	/5	/5	/5
	/20	/20	/20

Table 6. Scoring Guide:

Score	Performance Level
4-15 Points	Below Benchmark
16 to 20 Points	At or above benchmark

BOY Dates:

MOY Dates:

EOY Dates:

1st Grade Alternate Early Literacy Screener

Student Name: _____

Table 1. Print Concepts

DLM Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA 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)	<input type="checkbox"/> Student is not demonstrating skills at an emergent level	<input type="checkbox"/> Will identify letters or words on a page <input type="checkbox"/> Can distinguish between a picture versus print	<input type="checkbox"/> Will identify letters or words on a page <input type="checkbox"/> Can distinguish between a picture versus print <input type="checkbox"/> Identifies words as they are read left to right and/or top to bottom	<input type="checkbox"/> Will identify letters or words on a page <input type="checkbox"/> Can distinguish between a picture versus print <input type="checkbox"/> Identifies words as they are read left to right and or top to bottom <input type="checkbox"/> Identifies words by pointing as they are read, left to right and top to bottom with one to one correspondence	<input type="checkbox"/> Will identify letters or words on a page <input type="checkbox"/> Can distinguish between a picture versus print <input type="checkbox"/> Identifies words as they are read left to right and or top to bottom <input type="checkbox"/> Identifies words as they are read, left to right and top to bottom with one to one correspondence <input type="checkbox"/> Will identify the first word in a sentence <input type="checkbox"/> Will identify capitalization <input type="checkbox"/> Will identify ending punctuation

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Table 2. Phonological Awareness

DLM Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA 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	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level	<input type="checkbox"/> Identifies words that are rhyming	<input type="checkbox"/> Identifies words that are rhyming <input type="checkbox"/> Given an orally presented segmented phoneme (such as C-A-T), student will indicate the corresponding picture or word <input type="checkbox"/> Identify pictures that begin with given sounds	<input type="checkbox"/> Identifies words that are rhyming <input type="checkbox"/> Given an orally presented segmented phoneme (such as C-A-T), student will indicate the corresponding picture or word <input type="checkbox"/> Identifies words that begin with the same sound <input type="checkbox"/> Substitutes individual sounds in simple, one-syllable words to make new words	<input type="checkbox"/> Distinguish long/short vowel sounds in single syllable words <input type="checkbox"/> Orally produce single syllable words by blending sounds, consonant blends <input type="checkbox"/> Isolate and pronounce initial sound, medial vowel sound, and final sound in spoken single syllable words (CVC) <input type="checkbox"/> Segment spoken single syllable words into their complete sequence of individual sounds

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____**Table 3. Phonics and Word Recognition (Required for Dyslexia Screening and EYOA)**

DLM Essential Elements Reading Foundational Skills	Below Benchmark			At or above Benchmark	
	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA 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.	<input type="checkbox"/> Unable to recognize familiar letters or words, (letter in his/her name, social stories. etc.)	<input type="checkbox"/> Recognizes letters in name and familiar words environmental print	<input type="checkbox"/> Recognizes letters in name and familiar words and signs in their environment <input type="checkbox"/> Distinguishes between upper- and lower-case letters in familiar words	<input type="checkbox"/> Recognizes letters in name and familiar words and signs in their environment <input type="checkbox"/> Distinguishes between upper- and lower-case letters in familiar words <input type="checkbox"/> Identifies familiar words that are used in every day routines	<input type="checkbox"/> Recognizes letters in name and familiar words and signs in their environment <input type="checkbox"/> Distinguishes between upper- and lower-case letters in familiar words <input type="checkbox"/> Identifies familiar words that are used in every day routines <input type="checkbox"/> Know the spelling-sound correspondences for common consonant diagraphs <input type="checkbox"/> Decode regularly spelled one- syllable words (CVC)

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Table 4. Fluency

DLM Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA 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.	<input type="checkbox"/> Student is not demonstrating skills at an emergent level	<input type="checkbox"/> Will point to and/or say the title of a familiar book during a shared reading experience <input type="checkbox"/> Will open a book with correct orientation <input type="checkbox"/> Will turn the pages in the book (with support, if needed such as a popsicle stick taped to the page).	<input type="checkbox"/> Will identify letters or words on a page <input type="checkbox"/> Identifies words as they are read left to right and/or top to bottom	<input type="checkbox"/> Will point to and/or say the title of a familiar book during a shared reading experience <input type="checkbox"/> Will open a book with correct orientation <input type="checkbox"/> Will turn the pages in the book (with support, if needed such as a popsicle stick taped to the page). <input type="checkbox"/> Will participate in reading a repeated story line within a book <input type="checkbox"/> Attends to words in print, tracks left to right, with a variety of reading materials and text	<input type="checkbox"/> Will point to and/or say the title of a familiar book during a shared reading experience <input type="checkbox"/> Will open a book with correct orientation <input type="checkbox"/> Will turn the pages in the book (with support, if needed such as a Popsicle stick taped to the page). <input type="checkbox"/> Will participate in reading a repeated story line within a book <input type="checkbox"/> Attends to words in print, tracks left to right, with a variety of reading materials and text <input type="checkbox"/> Read text with purpose and understanding <input type="checkbox"/> Read text orally with accuracy, appropriate rate, and expression on successive readings

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Table 5. Reading (Literature)

DLM Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA Standard) 5 points
EE.RL.1.1 Identify details in familiar stories.	<input type="checkbox"/> Can determine similar or different based on physical characteristics	<input type="checkbox"/> Can determine similar or different based on physical characteristics <input type="checkbox"/> Can demonstrate understanding of words (object names) during familiar routines	<input type="checkbox"/> Can determine similar or different based on physical characteristics <input type="checkbox"/> Can demonstrate understanding of object words during familiar routines <input type="checkbox"/> Can identify familiar people, objects, places and events	<input type="checkbox"/> Can determine similar or different based on physical characteristics <input type="checkbox"/> Can demonstrate understanding of object words during familiar routines <input type="checkbox"/> Can identify familiar people, objects, places and events <input type="checkbox"/> Can identify key details in a familiar story (characters, objects)	<input type="checkbox"/> Can determine similar or different based on physical characteristics <input type="checkbox"/> Can demonstrate understanding of object words during familiar routines <input type="checkbox"/> Can identify familiar people, objects, places and events <input type="checkbox"/> Can identify key details in a familiar story (characters, objects) <input type="checkbox"/> Can answer who and what questions about details in a familiar narrative

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Table 6. Reading (Informational)

DLM Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA Standard) 5 points
EE.RI.1.1 Identify details in familiar text.	<input type="checkbox"/> Can determine similar or different based on physical characteristics	<input type="checkbox"/> Can determine similar or different based on physical characteristics <input type="checkbox"/> Can demonstrate understanding of object names	<input type="checkbox"/> Can determine similar or different based on physical characteristics <input type="checkbox"/> Can demonstrate understanding of object names <input type="checkbox"/> Can identify familiar people, objects, places and events	<input type="checkbox"/> Can determine similar or different based on physical characteristics <input type="checkbox"/> Can demonstrate understanding of object names <input type="checkbox"/> Can identify familiar people, objects, places and events <input type="checkbox"/> Can identify a key detail in beginning reader informational texts	<input type="checkbox"/> Can determine similar or different based on physical characteristics <input type="checkbox"/> Can demonstrate understanding of object names <input type="checkbox"/> Can identify familiar people, objects, places and events <input type="checkbox"/> Can identify a key detail in early informational texts <input type="checkbox"/> Can answer simple questions about key details in an informational text

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

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	/30	/30

Table 8. Scoring Guide:

Score	Performance Level
6-24 Points	Below Benchmark
25-30 Points	At or above benchmark

BOY Dates:

MOY Dates:

EOY Dates:

2nd Grade Alternate Early Literacy Screener*Student Name:* _____

Table 9. Phonics and Word Recognition

DLM Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA Standard) 5 points
EE.RF.2.3 Demonstrate emerging use of letter-sound knowledge to read words. A) Identify the lower-case letters of the alphabet. B) Identify letter sound correspondence for single consonants. C) Not applicable D) Not applicable E) Not applicable F) Recognize 10 or more written words.	<input type="checkbox"/> Not yet emerging	<input type="checkbox"/> Student will identify the lower-case letters of the alphabet	<input type="checkbox"/> Student will identify the lower-case letters of the alphabet <input type="checkbox"/> Student will identify letter-sound correspondences for single syllable words (cvc)	<input type="checkbox"/> Student will identify the lower-case letters of the alphabet <input type="checkbox"/> Student will identify letter-sound correspondences for single syllable words <input type="checkbox"/> Recognizes 10 or more written words	<input type="checkbox"/> Student will identify the lower-case letters of the alphabet <input type="checkbox"/> Student will identify letter sound correspondences for single syllable words <input type="checkbox"/> Recognizes 10 or more written words <input type="checkbox"/> Distinguish long ((vce) and short vowels when reading regularly spelled one-syllable words <input type="checkbox"/> Know spelling sound correspondence for additional common vowel teams <input type="checkbox"/> Recognize and read grade-appropriate irregularly spelled sight words (friend, was, the, you, etc.)

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Table 10. Fluency (Required for Dyslexia Screening and EYOA – mark for rate and fluency)

DLM Essential Elements Reading Foundational Skills	Below Benchmark			At or Above Benchmark	
	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA Standard) 5 points
EE.RF.2.4 Attend to words in print. A) Read familiar text comprised of known words.	<input type="checkbox"/> Not yet emerging	<input type="checkbox"/> Student will point to or say a word to complete a repeated storyline	<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 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 to 5-word familiar sentence with visual supports.	<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 to 5-word familiar sentence with visual supports. <input type="checkbox"/> Read below-level connected text with purpose and understanding

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Table 11. Reading (Literature)

DLM Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA 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"/> Can pay attention to object characteristic due to language cues	<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 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 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 (previously exposed to)	<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 12. Reading (Informational)

DLM Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA 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"/> Can pay attention to object characteristic due to language cues	<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 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 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	<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:

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	/20	/20

Table 6. Scoring Guide:

Score	Performance Level
4-15 Points	Below Benchmark
16 to 20 Points	At or above benchmark

BOY Dates:

MOY Dates:

EOY Dates:

3rd Grade Alternate Early Literacy Screener

Student Name: _____

Table 1. Phonics and Word Recognition

DLM Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA Standard) 5 points
EE.RF.3.3 Use letter-sounds knowledge to read words. A) In context, demonstrate basic knowledge of letter-sound correspondences. B) With models and supports, decode single syllable words with common spelling patterns (consonant vowel consonant (CVC) or high frequency rimes). C) Not applicable D) Recognize 40 or more written words.	<input type="checkbox"/> Not yet emerging	<input type="checkbox"/> Student will demonstrate basic knowledge of letter sound correspondences	<input type="checkbox"/> Student will demonstrate basic knowledge of letter sound correspondences <input type="checkbox"/> With support, the student will decode single syllable CVC words	<input type="checkbox"/> Student will demonstrate basic knowledge of letter sound correspondences <input type="checkbox"/> With support, the student will decode single syllable CVC words or high frequency rimes <input type="checkbox"/> Recognizes 40 or more written words	<input type="checkbox"/> Student will demonstrate basic knowledge of letter sound correspondences <input type="checkbox"/> With support, the student will decode single syllable CVC words or high frequency rimes <input type="checkbox"/> Recognizes 40 or more written words <input type="checkbox"/> Identify and know the meaning of the most common prefixes and derivational suffixes <input type="checkbox"/> Decode words with common suffixes <input type="checkbox"/> Read grade-appropriate irregularly spelled words

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Table 2. Fluency (Required for Dyslexia Screening and EYOA – mark for rate and fluency)

DLM Essential Elements Reading Foundational Skills	Below Benchmark			At or Above Benchmark	
	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA Standard) 5 points
EE.RF.3.4 Read words in text. A) Read familiar text comprised of known words. B) Not applicable C) Use context to determine missing words in familiar texts.	<input type="checkbox"/> Not yet emerging	<input type="checkbox"/> Student will point to or say a word to complete a repeated storyline	<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 use context to determine missing words in familiar texts	<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 use context to determine missing words in familiar texts. <input type="checkbox"/> Student will read familiar text comprised of known words	<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 use context to determine missing words in familiar texts. <input type="checkbox"/> Student will read familiar text comprised of known words <input type="checkbox"/> Read text with purpose and understanding <input type="checkbox"/> Use context to confirm or self-correct word recognition, rereading as necessary

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Table 3. Reading Literature

DLM Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA Standard) 5 points
EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.	<input type="checkbox"/> Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.	<input type="checkbox"/> Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <input type="checkbox"/> Can recognize when he or she encounters familiar people, objects, places, and events.	<input type="checkbox"/> Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <input type="checkbox"/> Can recognize when he or she encounters familiar people, objects, places, and events. <input type="checkbox"/> Can answer questions posed by others asking who and what about the key details in a familiar narrative.	<input type="checkbox"/> Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <input type="checkbox"/> Can recognize when he or she encounters familiar people, objects, places, and events. <input type="checkbox"/> Can answer questions posed by others asking who and what about the key details in a familiar narrative. <input type="checkbox"/> Can produce responses to questions seeking information on specific characters and what each of them did in a narrative by providing details on them.	<input type="checkbox"/> Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <input type="checkbox"/> Can recognize when he or she encounters familiar people, objects, places, and events. <input type="checkbox"/> Can answer questions posed by others asking who and what about the key details in a familiar narrative. <input type="checkbox"/> Can produce responses to questions seeking information on specific characters and what each of them did in a narrative by providing details on them. <input type="checkbox"/> Can answer questions posed by others asking who, what, where, when, why and how about the details in a narrative.

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Table 4. Reading (Informational)

DLM Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA Standard) 5 points
ELA.EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.	<input type="checkbox"/> Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.	<input type="checkbox"/> Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <input type="checkbox"/> Can recognize when he or she encounters familiar people, objects, places, and events.	<input type="checkbox"/> Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <input type="checkbox"/> Can recognize when he or she encounters familiar people, objects, places, and events. <input type="checkbox"/> Can identify the key details, such as individuals, events, or ideas in familiar informational texts.	<input type="checkbox"/> Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <input type="checkbox"/> Can recognize when he or she encounters familiar people, objects, places, and events. <input type="checkbox"/> Can identify the key details, such as individuals, events, or ideas in familiar and unfamiliar informational texts.	<input type="checkbox"/> Pays attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <input type="checkbox"/> Can recognize when he or she encounters familiar people, objects, places, and events. <input type="checkbox"/> Can identify the key details, such as individuals, events, or ideas in familiar informational texts. <input type="checkbox"/> Can answer questions posed by others regarding the key details of an informational text. <input type="checkbox"/> Identify words in the text to answer a question about explicit information.

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:

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	/20	/20

Table 6. Scoring Guide:

Score	Performance Level
4-15 Points	Below Benchmark
16 to 20 Points	At or above benchmark

BOY Dates:

MOY Dates:

EOY Dates:

8th Grade Comprehension Requirement

- Report the spring results from **EE.RI.8.5**
 - 00 - Not assessed
 - 01- Mastery not demonstrated = below benchmark
 - 02 Mastered =at or above benchmark

The results from the writing testlets are reported on the student's end-of-year Individual Student Score Report.

Instruction in Progress

Testlet Assigned

Testing In Progress

Complete

Recommended Linkage Level

Mastery Demonstrated

Mastery Not Demonstrated

Results Not Available

All students are assessed in this EE for C1.1.

Complete

Claim: ELA.C1 Students can comprehend text in increasingly complex ways.
 Conceptual Area: ELA.C1.1 Determine Critical Elements of Text

Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
ELA.EE.RI.8.5 Locate the topic sentence and supporting details in a paragraph.	Understand category membership <div> Complete: Mastered 03/08 </div>	Identify explicit details in an informational text	Identify key details supporting the main ideas	Identify the topic sentence and supporting details	Identify the main idea and supporting details

For more information, contact:

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