

Kansas Alternate Early Literacy Screener KDG-3rd grade





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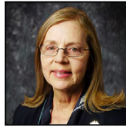
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Mission

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

Vision

Kansas leads the world in the success of each student.

Motto

Kansans Can



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Success defined

A successful Kansas high school graduate has the **academic preparation**, **cognitive preparation**, **technical skills**, **employability skills** and **civic engagement** to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

Outcomes

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

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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 D60 Dyslexia Screener - A05 – Other (Meets Rubric Requirements)

Current grade (in KIDS) must be 05 Kindergarten, 06 1st Grade, or 07 2nd Grade

Field D61 – 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)

Field D62 – Dyslexia Spring Performance Level – Use Score from Scoring Guide End of Year Table

1 – Below Benchmark (Score of 1, 2, or 3)

2 – At or above Benchmark (Score of 4 or 5)

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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
EE.RF.K.1 Demonstrate emerging understanding of the organization of print A. With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end EE.RF.K.4 Engage in purposeful shared reading of a familiar text	☐ Unable to demonstrate skills at an emergent level	☐ Will open a book with correct orientation ☐ Will point to and/or repeat the title of a familiar book during a shared reading experience	☐ Will open a book with correct orientation ☐ Will point to and/or repeat the title of a familiar book during a shared reading experience ☐ Will attend to words or pictures in the reading material throughout the reading activity	☐ Will open a book with correct orientation ☐ Will point to and/or repeat the title of a familiar book during a shared reading experience ☐ Will attend to words or pictures in the reading material throughout the reading activity ☐ 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) ☐ Will participate in reading a repeated word from the reading material	☐ 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) ☐ Will participate in reading a repeated word from the reading material ☐ Will identify some (10 or more) letters' names ☐ 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 Field D61 – 01)

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.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	☐ Unable to demonstrate skills at an emergent level	☐ Will identify pictures that correspond to a spoken single syllable word (dog)	☐ Will identify pictures that correspond to a spoken single syllable word (dog) ☐ Will recognize there is more than 1 word in the sentence when presented, written and orally, with a simple sentence (3 or more words)	☐ Will identify pictures that correspond to a spoken single syllable word (dog) ☐ Will recognize there is more than 1 word in the sentence when presented, written and orally, with a simple sentence (3 or more words) ☐ Will identify pictures that have the same beginning sound	☐ Will identify pictures that have the same beginning sound. ☐ Will orally produce single syllable words by blending sounds, consonant blends ☐ Will identify individual sounds in simple, one syllable word ☐ 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	☐ Unable to demonstrate skills at an emergent level	☐ Will distinguish between letters and pictures	☐ Will distinguish between letters and pictures ☐ Will identify their written name	☐ Will distinguish between letters and pictures ☐ Will identify their written name ☐ Will recognize the first letter in their name ☐ Will recognize signs in their environment	☐ Will recognize the first letter in their name ☐ Will recognize signs in their environment ☐ Will distinguish between some upper- and lower-case letters in familiar words ☐ Will identify familiar words that are used in every day routines ☐ 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	☐ Unable to demonstrate skills at an emergent level	☐ Will determine which pictures are similar and which pictures are different	☐ Will determine which pictures are similar and which pictures are different ☐ Will determine which words are similar and which words are different (3 letter words)	☐ Will determine which pictures are similar and which pictures are different ☐ Will determine which words are similar and which words are different (3 letter words) ☐ Will indicate that words are what is used to read a story ☐ Will indicate they don't know a new word when a story is read to them by answering yes or no	☐ Will indicate that words are what is used to read a story ☐ Will indicate they don't know a new word when a story is read to them by answering yes or no ☐ Will answer background questions about a new story with prompting ☐ 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)	☐ Student is not demonstrating skills at an emergent level	☐ Will identify letters or words on a page ☐ Can distinguish between a picture versus print	☐ Will identify letters or words on a page ☐ Can distinguish between a picture versus print ☐ Identifies words as they are read left to right and/or top to bottom	☐ Will identify letters or words on a page ☐ Can distinguish between a picture versus print ☐ Identifies words as they are read left to right and or top to bottom ☐ Identifies words by pointing as they are read, left to right and top to bottom with one to one correspondence	☐ Will identify letters or words on a page ☐ Can distinguish between a picture versus print ☐ Identifies words as they are read left to right and or top to bottom ☐ Identifies words as they are read, left to right and top to bottom with one to one correspondence ☐ Will identify the first word in a sentence ☐ Will identify capitalization ☐ 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	☐ Student is not yet demonstrating skills at an emergent level	☐ Identifies words that are rhyming	☐ Identifies words that are rhyming ☐ Given an orally presented segmented phoneme (such as C-A-T), student will indicate the corresponding picture or word ☐ Identify pictures that begin with given sounds	☐ Identifies words that are rhyming ☐ Given an orally presented segmented phoneme (such as C-A-T), student will indicate the corresponding picture or word ☐ Identifies words that begin with the same sound ☐ Substitutes individual sounds in simple, one-syllable words to make new words	☐ Distinguish long/short vowel sounds in single syllable words ☐ Orally produce single syllable words by blending sounds, consonant blends ☐ Isolate and pronounce initial sound, medial vowel sound, and final sound in spoken single syllable words (CVC) ☐ 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 Field D61 - 02)

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.	☐ Unable to recognize familiar letters or words, (letter in his/her name, social stories. etc.)	☐ Recognizes letters in name and familiar words environmental print	☐ Recognizes letters in name and familiar words and signs in their environment ☐ Distinguishes between upper- and lower-case letters in familiar words	☐ Recognizes letters in name and familiar words and signs in their environment ☐ Distinguishes between upper- and lower-case letters in familiar words ☐ Identifies familiar words that are used in every day routines	☐ Recognizes letters in name and familiar words and signs in their environment ☐ Distinguishes between upper- and lower-case letters in familiar words ☐ Identifies familiar words that are used in every day routines ☐ Know the spelling-sound correspondences for common consonant diagraphs ☐ 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.	☐ Student is not demonstrating skills at an emergent level	☐ Will point to and/or say the title of a familiar book during a shared reading experience ☐ Will open a book with correct orientation ☐ Will turn the pages in the book (with support, if needed such as a popsicle stick taped to the page).	☐ Will identify letters or words on a page ☐ Identifies words as they are read left to right and/or top to bottom	☐ Will point to and/or say the title of a familiar book during a shared reading experience ☐ Will open a book with correct orientation ☐ Will turn the pages in the book (with support, if needed such as a popsicle stick taped to the page). ☐ Will participate in reading a repeated story line within a book ☐ Attends to words in print, tracks left to right, with a variety of reading materials and text	☐ Will point to and/or say the title of a familiar book during a shared reading experience ☐ Will open a book with correct orientation ☐ Will turn the pages in the book (with support, if needed such as a Popsicle stick taped to the page). ☐ Will participate in reading a repeated story line within a book ☐ Attends to words in print, tracks left to right, with a variety of reading materials and text ☐ Read text with purpose and understanding ☐ 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.	☐ Can determine similar or different based on physical characteristics	☐ Can determine similar or different based on physical characteristics ☐ Can demonstrate understanding of words (object names) during familiar routines	☐ Can determine similar or different based on physical characteristics ☐ Can demonstrate understanding of object words during familiar routines ☐ Can identify familiar people, objects, places and events	☐ Can determine similar or different based on physical characteristics ☐ Can demonstrate understanding of object words during familiar routines ☐ Can identify familiar people, objects, places and events ☐ Can identify key details in a familiar story (characters, objects)	☐ Can determine similar or different based on physical characteristics ☐ Can demonstrate understanding of object words during familiar routines ☐ Can identify familiar people, objects, places and events ☐ Can identify key details in a familiar story (characters, objects) ☐ 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.	☐ Can determine similar or different based on physical characteristics	☐ Can determine similar or different based on physical characteristics ☐ Can demonstrate understanding of object names	☐ Can determine similar or different based on physical characteristics ☐ Can demonstrate understanding of object names ☐ Can identify familiar people, objects, places and events	☐ Can determine similar or different based on physical characteristics ☐ Can demonstrate understanding of object names ☐ Can identify familiar people, objects, places and events ☐ Can identify a key detail in beginning reader informational texts	☐ Can determine similar or different based on physical characteristics ☐ Can demonstrate understanding of object names ☐ Can identify familiar people, objects, places and events ☐ Can identify a key detail in early informational texts ☐ 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.	☐ Not yet emerging	☐ Student will identify the lower-case letters of the alphabet	☐ Student will identify the lower-case letters of the alphabet ☐ Student will identify letter-sound correspondences for single syllable words (cvc)	☐ Student will identify the lower-case letters of the alphabet ☐ Student will identify letter-sound correspondences for single syllable words ☐ Recognizes 10 or more written words	☐ Student will identify the lower-case letters of the alphabet ☐ Student will identify letter sound correspondences for single syllable words ☐ Recognizes 10 or more written words ☐ Distinguish long ((vce) and short vowels when reading regularly spelled one-syllable words ☐ Know spelling sound correspondence for additional common vowel teams ☐ 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 Field D61 - 03)

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.	☐ Not yet emerging	☐ Student will point to or say a word to complete a repeated storyline	☐ Student will point to or say a word to complete a repeated storyline ☐ Student will point to sight words to complete sentences	☐ Student will point to or say a word to complete a repeated storyline ☐ Student will point to sight words to complete sentences. ☐ Student will read connected text in a 3 to 5-word familiar sentence with visual supports.	☐ Student will point to or say a word to complete a repeated storyline ☐ Student will point to sight words to complete sentences. ☐ Student will read connected text in a 3 to 5-word familiar sentence with visual supports. ☐ 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.	☐ Can pay attention to object characteristic due to language cues	☐ Can pay attention to object characteristic due to language cues ☐ Can identify familiar people, objects, places and events	☐ Can pay attention to object characteristic due to language Cues ☐ Can identify familiar people, objects, places and events ☐ Can name objects in pictures during a shared reading activity	☐ Can pay attention to object characteristic due to language cues ☐ Can identify familiar people, objects, places and events ☐ Can name objects in pictures during a shared reading activity ☐ Can answer who and what Questions about details in a familiar narrative (previously exposed to)	☐ Can pay attention to object characteristic due to language cues ☐ Can identify familiar people, objects, places and events ☐ Can name objects in pictures during a shared reading activity ☐ 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.	☐ Can pay attention to object characteristic due to language cues	☐ Can pay attention to object characteristic due to language cues ☐ Can identify familiar people, objects, places and events	☐ Can pay attention to object characteristic due to language cues ☐ Can identify familiar people, objects, places and events ☐ Can name objects in pictures during a shared reading activity	☐ Can pay attention to object characteristic due to language cues ☐ Can identify familiar people, objects, places and events ☐ Can name objects in pictures during a shared reading activity ☐ Can answer who and what questions about details in a familiar informational text	☐ Can pay attention to object characteristic due to language cues ☐ Can identify familiar people, objects, places and events ☐ Can name objects in pictures during a shared reading activity ☐ 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.	☐ Not yet emerging	☐ Student will demonstrate basic knowledge of letter sound correspondences	☐ Student will demonstrate basic knowledge of letter sound correspondences ☐ With support, the student will decode single syllable CVC words	☐ Student will demonstrate basic knowledge of letter sound correspondences ☐ With support, the student will decode single syllable CVC words or high frequency rimes ☐ Recognizes 40 or more written words	☐ Student will demonstrate basic knowledge of letter sound correspondences ☐ With support, the student will decode single syllable CVC words or high frequency rimes ☐ Recognizes 40 or more written words ☐ Identify and know the meaning of the most common prefixes and derivational suffixes ☐ Decode words with common suffixes ☐ Read grade-appropriate irregularly spelled words

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Table 2. 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.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.	☐ Not yet emerging	☐ Student will point to or say a word to complete a repeated storyline	☐ Student will point to or say a word to complete a repeated storyline ☐ Student will point to sight words to complete sentences ☐ Student will use context to determine missing words in familiar texts	☐ Student will point to or say a word to complete a repeated storyline ☐ Student will point to sight words to complete sentences ☐ Student will use context to determine missing words in familiar texts. ☐ Student will read familiar text comprised of known words	☐ Student will point to or say a word to complete a repeated storyline ☐ Student will point to sight words to complete sentences ☐ Student will use context to determine missing words in familiar texts. ☐ Student will read familiar text comprised of known words ☐ Read text with purpose and understanding ☐ 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.	☐ 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.	☐ 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. ☐ Can recognize when he or she encounters familiar people, objects, places, and events.	☐ 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. ☐ Can recognize when he or she encounters familiar people, objects, places, and events. ☐ Can answer questions posed by others asking who and what about the key details in a familiar narrative.	☐ 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. ☐ Can recognize when he or she encounters familiar people, objects, places, and events. ☐ Can answer questions posed by others asking who and what about the key details in a familiar narrative. ☐ Can produce responses to questions seeking information on specific characters and what each of them did in a narrative by providing details on them.	☐ 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. ☐ Can recognize when he or she encounters familiar people, objects, places, and events. ☐ Can answer questions posed by others asking who and what about the key details in a familiar narrative. ☐ Can produce responses to questions seeking information on specific characters and what each of them did in a narrative by providing details on them. ☐ 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.	☐ 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.	☐ 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. ☐ Can recognize when he or she encounters familiar people, objects, places, and events.	☐ 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. ☐ Can recognize when he or she encounters familiar people, objects, places, and events. ☐ Can identify the key details, such as individuals, events, or ideas in familiar informational texts.	☐ 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. ☐ Can recognize when he or she encounters familiar people, objects, places, and events. ☐ Can identify the key details, such as individuals, events, or ideas in familiar informational texts.	☐ 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. ☐ Can recognize when he or she encounters familiar people, objects, places, and events. ☐ Can identify the key details, such as individuals, events, or ideas in familiar informational texts. ☐ Can answer questions posed by others regarding the key details of an informational text. ☐ 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:

For more information, contact:

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