The Dynamic Learning Maps Aligned K-3 Early Literacy Alternate Assessment – Iowa

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Manual

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Introduction

Overview

This guide is written to support educators in completing the DLM Aligned K-3 Literacy Alternate Assessment. Completing the assessment requires educators to collect and score student work samples and other sources of evidence (e.g., photos, anecdotal notes, frequency counts, and other traditional data recording techniques). These sources of evidence are collected as part of instruction each day. Three times each year, the data is analyzed to determine which three pieces of data reflect the highest level of skill or understanding on each of the six scales. This guide is designed to help educators determine the scores for various sources of evidence.

Throughout this guide, examples are provided of evidence that might be associated with each score. Note that these are merely examples and do not reflect all of the possibilities. Students with different communication, motor, and sensory abilities will likely demonstrate the same score on each scaled in very different ways. Over time, we will continue to gather and share more examples of evidence associated with scores on each scale.

Introduction

Iowa Code section 279.68 and 281--Iowa Administrative Code 62 require that all students in kindergarten through third grade participate in universal screening in reading to determine their level of reading or reading readiness. This requirement includes students with the most significant cognitive disabilities who will or are likely to participate in alternate assessment based on alternate achievement standards in third grade. Because this group of students present a broad range of intensive and diverse needs, an alternate approach to assessment is required. For example, approximately 50% of students with the most significant cognitive disabilities cannot use speech well enough to read aloud, many others cannot hold pencils or use standard keyboards, and all experience a combination of cognitive and linguistic impairments that make it inappropriate for them to participate in standard assessments even with accommodations.

Unfortunately, there is no valid or reliable reading screener for students with significant cognitive disabilities. As such, the Iowa Department of Education issued Guidance on May 30, 2014 [Iowa Citation Code, 256B; Iowa Administrative Code citation – IAC 281-62.3 (6)] that allows a district to, "Permit a student with a disability who has been determined to require an alternate assessment aligned to alternate academic achievement standards in reading to take an alternate reading assessment[1] that includes progress monitoring."

The Dynamic Learning Maps™ Alternate Assessment System http://dynamiclearningmaps.org provides a means of monitoring progress for students with the most significant cognitive disabilities beginning in the fall of third grade. The Dynamic Learning Maps (DLM®) Aligned K-3 Literacy Assessment is intended to provide a developmentally appropriate, naturalistic approach to progress monitoring beginning in the fall of kindergarten and extending through the end of third grade. The DLM Aligned K-3 Literacy Alternate Assessment is designed to provide schools with the alternate assessment they need to include students with the most significant cognitive disabilities in their progress monitoring processes.

[1] *It is important to note that the alternate assessment addresses literacy, and not just reading.*

Both the DLM Alternate Assessment System and the DLM Aligned K-3 Literacy Alternate Assessment are built on the Iowa Core Essential Elements, which are specific statements of the content and skills expectations linked to the grade level standards of the Iowa Core in English Language Arts and detailing expectations for students with the most significant cognitive disabilities. There are Iowa Core Essential Elements linked almost all of the standards in the Iowa Core in English Language Arts (and mathematics), but not all Iowa Core Essential Elements are assessed in the DLM Aligned K-3 Literacy Alternate Assessment.

The blueprint for the DLM Aligned K-3 Literacy Alternate Assessment was developed based upon the blueprint for DLM Alternate Assessment System in grades 3-5. This approach will allow teachers of primary grade students with significant cognitive disabilities to monitor progress toward the skills and understandings that will be required for success in fourth grade and beyond. If students repeatedly exceed the grade level target expectations in kindergarten to third grade on the DLM Aligned K-3 Literacy Alternate Assessment, the IEP team has strong evidence that should be considered when determining eligibility for the alternate assessment beginning in third grade. Beyond the requirements for screening and progress monitoring, Iowa Code section 279.68 and 281--Iowa Administrative Code 62 require the provision of intensive instruction for students who are not meeting target expectations in kindergarten through third grade. The DLM Aligned K-3 Literacy Assessment will support this since scores on each scale provide important guidance regarding next steps for instruction. Furthermore, the professional development offered through the DLM consortium provides specific supports for teachers as they work to address students' instructional needs in reading.

A Structured Portfolio Approach

The DLM Aligned K-3 Literacy Alternate Assessment uses an approach to assessment called a structured portfolio. This is a strengths-based approach to assessment that focuses on what students can do rather than what they cannot do. Recommended by the National Association for the Education of Young Children (NAEYC, 2003), this approach is especially important for primary grade students with significant cognitive disabilities because it is a way to "capture real-life competencies in everyday settings and document even small improvements" (Bagnato, 2005, p.18). Like the DLM Alternate Assessment System for older students, the DLM Aligned K-3 Literacy Alternate Assessment is instructionally embedded. At the kindergarten to third grade level, this means that a variety of forms of data are collected during day-to-day instruction. This provides a more accurate picture of student's abilities (NAEYC, 2003) and allows teachers to focus on teaching while engaged with the students.

As a naturalistic assessment of emergent and early literacy development for students with significant cognitive disabilities, the DLM Aligned K-3 Literacy Alternate Assessment uses work samples, photos, anecdotal notes, frequency counts, and other traditional data recording techniques. These different forms of data are collected as part of instruction each day. Three times each year, the data is analyzed to determine which three pieces of data reflect the highest level of skill or understanding on each of the six scales. When the score is determined, the date is indicated in the appropriate place on the student score sheet and recorded using the online link provided by the Iowa Department of Education.

The DLM Aligned K-3 Literacy Alternate Assessment Blueprint

An assessment blueprint communicates the scope of skills and understandings that are assessed. The scope of skills and understandings in the DLM Aligned K-3 Literacy Alternate Assessment are defined by Iowa Core Essential Elements. As indicated previously, the blueprint for the DLM Aligned K-3 Literacy Assessment is based on the third to fifth grade blueprint for the DLM Alternate Assessment System. Students who are meeting grade level targets on the DLM Aligned K-3 Literacy Alternate Assessment are on their way to meeting targets in fourth through fifth grade while those who are not yet meeting targets require additional, intensive interventions to help them close the gap. The Iowa Core Essential Elements that are addressed in the DLM Aligned K-3 Literacy Alternate Assessment are detailed in Table 1 on the next page.

Table 1. Dynamic Learning Maps Aligned Literacy Alternate Assessment Blueprint

	Kindergarten	First Grade	Second Grade	Third Grade
	Reading Literature: Key Ideas and Details			
1	**EE.RL.K.1** With guidance and support, identify details in familiar stories.	**EE.RL.1.1** Identify details in familiar stories.	**EE.RL.2.1** Answer *who* and *where* questions to demonstrate understanding of details in a familiar text.	**EE.RL.3.1 A**nswer *who* and *what* questions to demonstrate understanding of details in a text.
2	**EE.RL.K.3** With guidance and support, identify characters and settings in a familiar story.	**EE.RL.1.3** Identify characters and settings in a familiar story.	**EE.RL.2.3** Identify the actions of the characters in a story.	**EE.RL.3.3**. Identify the feelings of characters in a story.
Reading Information Text: Key Ideas and Details				
3	**EE.RI.K1** With guidance and support, identify a detail in a familiar text.	**EE.RI.1.1** Identify details in familiar text.	**EE.RI.2.1** Answer *who* and *what* questions to demonstrate understanding of details in familiar text.	**EE.RI.3.1** Answer *who* and *what* questions to demonstrate understanding of details in a text.
4	**EE.RI.K.3** With guidance and support, identify individuals, events, or details in a familiar informational text.	**EE.RI. 1.3** Identify individuals, events, or details in a familiar informational text.	**EE.RI.2.3** Identify individuals, events, or details in an informational text.	**EE.RI.3.3** Order two events from a text as "first" and "next."
Reading Information Text: Integration of Knowledge and Ideas				
5	**EE.RI.K.8** With guidance and support, identify points the author makes in informational text.	**EE.RI.1.8** Identify points the author makes in a familiar informational text.	**EE.RI.2.8** Identify points the author makes in an informational text.	**EE.RI.3.8** Identify two related points the author makes in an informational text.
Reading Foundations: Phonics and Word Recognition				
6	**EE.RF.K3.a** With guidance and support recognize first letter or own name in print.	**EE.RF.1.3.a** Identify upper case letters of the alphabet**.**	**EE.RF.2.3.a** Identify the lower case letters of the alphabet.	**EE.RF.3.3.a** In context, demonstrate basic knowledge of letter-sound correspondences.
Writing: Text Types and Purposes				
7	**EE.W.K.2** With guidance and support select a familiar topic and use drawing, dictating, or writing to share information about the topic.	**EE.W.1.2** Select a familiar topic and use drawing, dictating, or writing to share information about it.	**EE.W.2.2** Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.	**EE.W.3.2** Write to share information supported by details. a. Select a topic and write about it including one fact or detail.
Language: Vocabulary Acquisition and Use				
8	**EE.L.K**.5c With guidance and support, use words to communicate in real-life situations.	**EE.L.1.5c** With guidance and support demonstrate understanding of words by identifying real-life connections between words and their use.	**EE.L.2.5.a** Identify real-life connects between words and their use (e.g., happy: "I am happy.").	**EE.L.3.5.a** Determine the literal meaning of words and phrases in context.

The Iowa Core Essential Elements are drawn from five of the six strands of English language arts in the Iowa Core. They are: Reading Literature, Reading Information Text, Reading Foundations, Writing, and Language. Speaking and Listening is the only strand not included because it is not directly assessed in grades 3-12 in the DLM Alternate Assessment System. While the K-3 blueprint spans the strands of English language arts, the specific Iowa Core Essential Elements all focus on reading-related outcomes consistent with the requirements of Iowa Code section 279.68 and 281--Iowa Administrative Code 62. For example, the Iowa Core Essential Elements in the strand of writing build toward the ability to select a topic and communicate about the topic in writing. The set of skills and understandings required by these Iowa Core Essential Elements are also critical to building skills in reading with comprehension, but are much easier to assess than reading comprehension in a meaningful way with students with significant cognitive disabilities who are emerging in their understandings of reading and writing.

The six scales, outcomes statements, and associated Iowa Core Essential Elements are:

Scale 1: Reading Literature & Information Text: Key Ideas and Details

K-3 Outcome: ***The student can identify details and answer who, what, and where questions about details in familiar texts.***

Essential Elements Addressed

Kindergarten:

EE.RL.K.1 With guidance and support, identify details in familiar stories.
EE.RI.K.1 With guidance and support, identify details in familiar text.
EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.

First Grade:

EE.RL.1.1 Identify details in familiar stories.
EE.RI.1.1 Identify details in familiar text.
EE.RI.1.3 Identify individuals, events, or details in a familiar informational text

Second Grade:

EE.RL.2.1 Answer *who* and *where* questions to demonstrate understanding of details in a familiar text.
EE.RI.2.1 Answer *who* and *what* questions to demonstrate understanding of details in a familiar text.
EE.RI.2.3 Identify individuals, events, or details in an informational text

Third Grade:

EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text
EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text
EE.RI.3.3 Order two events from a text as “first” and “next.”

Scale 2: Reading Literature: Key Ideas and Details

K-3 Outcome: ***The student can identify characters, settings, and actions in stories.***

Essential Elements Addressed

Kindergarten:
EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.
First Grade:
EE.RL.1.3 Identify characters and settings in a familiar story.
Second Grade:
EE.RL.2.3 Identify the actions of the characters in a story.
Third Grade:
EE.RL.3.3. Identify the feelings of characters in a story.

Scale 3: Reading Information Text: Integration of Knowledge and Ideas

K-3 Outcome: ***The student can identify the points the author makes in an informational text.***

Essential Elements Addressed

Kindergarten:
EE.RI.K.8 With guidance and support, identify points the author makes in an informational text.
First Grade:
EE.RI.1.8 Identify points the author makes in a familiar informational text.
Second Grade:
EE.RI.2.8 Identify points the author makes in an informational text.
Third Grade:
EE.RI.3.8 Identify two related points the author makes in an informational text.

Scale 4: Reading Foundations: Letter Identification

K-3 Outcome: ***The student can identify the upper and lower case letters of the alphabet.***

Essential Elements Addressed

Kindergarten:
EE.RF.K.3.a With guidance and support, recognize first letter of own name in print.
First Grade:
EE.RF.1.3.a Identify upper case letters of the alphabet.
Second Grade:
EE.RF.2.3.a Identify the lower case letters of the alphabet.
Third Grade:
EE.RF.3.3.a In context, demonstrate basic knowledge of letter-sound correspondences.

Scale 5: Writing: Text Types and Purposes

***K-3 Outcome:* The student can select a topic and use drawing, dictating, or writing to compose a message.**

Essential Elements Addressed

Kindergarten:

EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.

First Grade:

EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.

Second Grade:

EE.W.2.2 Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.

Third Grade:

EE.W.3.2 Write to share information supported by details.

a. Select a topic and write about it including one fact or detail.

Scale 6: Language: Vocabulary Acquisition and Use

***K-3 Outcome:* The student will use words, signs or symbols to communicate in real-life situations making connections between words and their use.**

Essential Elements Addressed

Kindergarten:

EE.L.K.5.c With guidance and support, use words to communicate in real-life situations.

First Grade:

EE.L.1.5.c With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.

Second Grade:

EE.L.2.5.a Identify real-life connections between words and their use (e.g., happy: "I am happy.").

Third Grade:

EE.L.3.5.a Determine the literal meaning of words and phrases in context.

The Structure of the DLM Aligned K-3 Literacy Alternate Assessment

The DLM Aligned K-3 Literacy Alternate Assessment is comprised of six scales that reflect the knowledge, skills, and understandings required by the assessment blueprint. Each scale captures development from early foundational skills through target skills at the kindergarten, first, second, and third grade level. Each of the scales has a single outcome statement associated with it that reflects the combined set of knowledge, skills, and expectations students should acquire across the three grade levels. Each of the 10 points on the scale has a description that links to the Learning Map in English Language Arts created by the DLM Alternate Assessment Consortium.

The DLM Aligned K-3 Literacy Alternate Assessment is intended to be a naturalistic assessment of emergent and early literacy development for students with significant cognitive disabilities. It should be used as an integrated part of everyday instruction with data collection focused on a variety of work samples, photos, anecdotal notes, frequency counts, and other traditional data collection techniques. The DLM Aligned K-3 Literacy Alternate Assessment is combined into a single assessment to address the fact that students with the most significant cognitive disabilities will progress at dramatically different rates. Specific grade level targets are identified for each of the four grade levels, but the assessment is designed to track progress across rather within grade levels.

Terms

In an effort to distinguish one score from another descriptions within each point include the terms shared reading, familiar and new texts, and with guidance and support. These terms are briefly described below.

Guidance and Support

In the Iowa Core Essential Elements in English Language Arts, students with significant cognitive disabilities are asked to demonstrate skills and understandings with Guidance and Support. As explained in Iowa Core Essential Elements English Language Arts for Students with Significant Cognitive Disabilities (page 6 and 7), guidance and support should be interpreted as teacher encouragement, general assistance, and informative feedback to support student learning. Some examples include:

- Getting the student started (e.g., tell me what to do first).
- Providing a hint in the right direction without revealing the answer (e.g., student wants to write dog but is unsure how, the teacher might say, “See if you can write the first letter in the word, /d/og”)
- Narrowing the field of choices as a student provides an inaccurate response.
- Using structured technologies such as task specific word banks.
- Providing the structured cues such as those found in prompting procedures (e.g., least-to-most prompts, simultaneous prompting, and graduated guidance).

Shared Reading

In the DLM Aligned K-3 Literacy Alternate Assessment – Iowa (page 11) Shared Reading is defined as the interaction between an adult and a student or group of students while they read a book together. Shared reading maximizes interactions between the adult and student(s) on a page-by-page basis while reading. It involves the exploration and interaction around words and illustrations. It does NOT focus on wh- questions or specific content in the book. While it may initially be led by the adult the goal is for students to lead the interactions. Shared reading helps students:

- Who are not yet interested in reading books and/or have not yet developed intentional or symbolic means of communication
- Who are reading words in text, but need continued support to make connections and comprehend text
- Build vocabulary, background knowledge, knowledge of print/Braille, comprehension and the ability to communicate using speech or AAC, and other emergent literacy skills.

Familiar and New Texts

The DLM Aligned K-3 Literacy Alternate Assessment – Iowa (page 11) refers to familiar and new text. Familiar texts are texts that students have read with an adult in multiple shared reading interactions. For most students with significant disabilities this will take **at least 5 meaningful shared reading interactions.** The purpose of emphasizing familiar texts is to ensure students have a chance to demonstrate skills and understandings in familiar routines and contexts. New texts are those that students are reading for the first time. As students make progress toward the end-of-second grade DLM Essential Elements, they will be challenged to demonstrate knowledge, skills, and understandings in the new texts.

Tips and Resources

The DLM Aligned K-3 Literacy Alternate Assessment-Iowa is intended to be a naturalistic assessment of emergent and early literacy development for students with significant cognitive disabilities. Data are collected as part of instruction each day. Some tips and resources that will help teachers use this guide are listed below.

Tips:

- Become familiar with this scoring guide which is intended to provide support to teachers as they score the DLM Aligned K-3 Literacy Alternate Assessment
- Become familiar with The DLM Aligned K-3 Literacy Alternate Assessment- Iowa which provides greater detail on the assessment, administration, and requirements
- Scales 1, 2, & 3 require data be collected during shared or independent reading
- To score items on Scale 5, all students **must** have access to all 26 letters of the alphabet (e.g. pen, pencil, computer keyboard, onscreen keyboard, or alternate pencil)
- Scale 5 require data be collected during shared or independent writing: data scored as point 6, 7, or 8 need to be collected during independent writing
- The DLM Aligned K-3 Literacy Alternate Assessment is a Structured Portfolio. It is critical

to develop an efficient "system" to organize the data collected- Note: Each student's system will travel with the student from one grade level to the next
- Always date all data
- Analyze data regularly, this helps guide instruction and keeps you on track to gather evidence for each scale
- Write down what the child tells you about their work, this gives a better picture of what the child understands

Resources:

Complete the DLM Professional Development Modules http://secure.dynamiclearningmaps.org/unc/facilitated/index.html.

1. Click on the Self-Directed Learning Modules which has a drop down information at the bottom of that paragraph
2. Click on List of Self-Directed Learning Modules
3. All are excellent, but modules specific to this assessment are:
   Module 4: Principles of Instruction in ELA
   Module 8: Symbols
   Module 9: Shared Reading
   Module 11: Speaking and Listening
   Module 12: Writing: Text Types and Purposes (This is scale 5 on the DLM K-3 Literacy Assessment)
   Module 16: Writing with Alternate Pencil
   Module 17: DLM Core Vocabulary and Communication (Scale 6 on the DLM K-3 Literacy Assessment)
   Module 29: Emergent Writing
   Module 30: Predictable Chart Writing
   Module 32: Teaching Text Comprehension – Anchor – Read – Apply
   Module 33: Generating Purposes for Reading
   Module 35: Beginning Communicators

Many examples provided in the Guide to Scoring are from these modules. All of the Professional Development Modules provide excellent information including videos, samples of student's work, etc. They are worth your time to review. All of the modules linked to ELA instruction will not only help teachers gather evidence for this assessment but more importantly help students' skills and knowledge improve over time.

On the pages that follow are the directions on how to collect data on the six scales and the scales are described in detail with the K-3 outcome statements, the Iowa Core Essential Elements that are addressed, the ten points that represent steps toward the K-3 outcome statement, and guidance with examples for each scale and point on the DLM Aligned K-3 Literacy Alternate Assessment- Iowa. As noted earlier, these are merely examples and do not reflect all of the possibilities. Over time, we will continue to gather and share more examples of evidence associated with scores on each scale.

Collecting Data

Structured portfolios are collections of materials and information that are systematically created over a period of time, organized in a way that reflects a student's knowledge, skills, and understandings, and rated by teachers. For the DLM Aligned K-3 Literacy Alternate Assessment, teachers will collect and store data every day starting the first week of school. The data will be organized, analyzed and scored every three times each year as required by the Iowa Department of Education. The types of data that are used to determine a score on any scale on the DLM Aligned K-3 Literacy Alternate Assessment must be varied and reflect student performance across time and settings; however, they must always occur in the context of literacy-based interactions. This might include things like identifying letters on a sign out on the playground or expressing an interest in a favorite book as an assistant removes it from a bag to return to the library, but the ***contexts of the observations must all relate to literacy***. Note that Scales 1, 2, and 3 specifically require data that is collected during shared or independent reading.

There are numerous ways for teachers to organize the data as they collect it on a day-to-day basis. Teachers who are comfortable with and have access to technology can take digital pictures of notes, work samples, and other materials to store on the computer. Other teachers will have 3- ring binders or files where samples are stored until it is time to analyze and score them. Some teachers may use mailing labels to record observational notes (with student initials and date) so that they can write once and then stick the notes on a page in the student's notebook or file. Other teachers will type observational notes in word processors. There are literally endless ways to organize data that is collected for analysis in a structured portfolio. The most important thing is to have a system that makes it as efficient as possible to organize the data collected for each student and access it when it is time for analysis and scoring. Whatever system is used, it will travel with the student from one grade level to the next.

Sources of Data

There are many possible sources of data that can be collected and analyzed to produce a score on each of the scales on the DLM Aligned K-3 Literacy Alternate Assessment. Whatever the source of data, the date collected and scale it reflects should be recorded. Some possible sources of data are described below. All forms of evidence must include the date of the teaching and learning event, the context of the observation (e.g., shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event.

> **Anecdotal Notes**. Anecdotal notes can be used to record observations during instruction or to record information after instruction based on student work samples. When writing anecdotal notes it is critical to focus on the behaviors that were observed. Always be certain to write the student's name or initials, the context of the observation (shared book reading, writing, morning group), and the date of the observation. Many teachers manage anecdotal notes by writing the notes on mailing labels or other stickers. They keep stacks of them on clipboards around the room and then they can put the stickers into the student's portfolio at the end of the day without having to rewrite them. With the proliferation of tablets in schools, teachers are also finding that they can easily capture their observations by writing on the tablet and

then organizing the notes after school or when students are engaged in activities with others.

Work Samples. Work samples can include everything from a writing sample, to an art project, to a form that a student has completed. When keeping a work sample add the date, a note about why it is important, and any additional information needed to recollect how and when the sample was created. Also be sure to note who worked with the student and how much support was provided.

Photographs. Photographs are an efficient way to store and manage data. Photos can capture activities and instruction in progress. Photos can also be taken of work samples and other remnants from daily instruction that could serve as a data source. Take the time at the end of each day to carefully name and date each photo. It makes sense to establish a routine for naming the photos that includes the student's initials, the date, and the number of the scale that the photos supports. For example, a photo of Jane Smith on September 15, 2016 that is intended as data for scale 2 might be name JS.9_15_14.S2.jpg. This isn't a requirement, but whatever system is used, try to be consistent so that organizing and analyzing photos is not cumbersome when it is time to score.

Videos. Videos are often far more effective than any other source of data when it comes to capturing growth in students with significant cognitive disabilities. When you capture videos, be certain to capture the student behavior as well as the context surrounding the behavior. Use a naming scheme like the one described for pictures and consider stating the date each time a video is captured so that it is a part of the record even if the automatic time/date stamp on the camera fails.

Performance Data. There is a long history of performance data collection in special education. This is the type of right/wrong or frequency data that is typically used to determine performance on IEP objectives. This type of data can be a useful additional the variety of sources of data that are collected when completing the DLM Aligned K-3 Literacy Assessment.

Sources of data can vary greatly based on the student, the teacher, and the context where the DLM Aligned K-3 Literacy Alternate Assessment is being completed. One last thing to consider when collecting data is the use of Assistive Technologies (AT) and AAC. Be certain to record information regarding how the AT or AAC was set up for the student to use. For example, if the student identifies the character in a book by selecting a preprogrammed single message device, that is important information to record in the data. This is important because hitting a single message device to provide a programmed response is not the same thing as selecting the character from a group of 5 choices or saying the name of the character from memory. Be as detailed as possible in recording how the AT or AAC was programmed, supported, and used so that accurate judgments can be made when scoring the evidence. The goal is for students to demonstrate applied knowledge, skills, and understanding.

Analyzing and Scoring Data

Teachers will monitor progress weekly on the six scales. Three times per year, artifacts gathered for each student are organized, sorted, and analyzed to assign a score for each scale.

Scores must be supported by three different separate pieces of evidence from three separate teaching and learning events. If errorless learning techniques are used, the student cannot score above and Emerging. After determining the score for a scale, the date for the score should be recorded in the box under the appropriate score description on the student score sheet, and the score should be recorded in the online link provided by the Iowa Department of Education.

Scale Targets

The end-of-year targets align directly with the Essential Elements specified in the blueprint for the scales.

Scale Benchmarks

Communicate expectations for learning- Communicate a strong message to students, teachers, and parents about what knowledge and skills are important to learn, what knowledge is valued, and how learning will be measured.

Plan instruction- Support instructional planning by providing educators information needed to develop and adjust curriculum and instruction to meet individual student learning needs.

Monitor and evaluate learning- Consistently monitor and evaluate learning by providing information on how well current programs, curriculum, or other resources are helping students achieve learning goals.

Predict future performance- Predict whether student is on course to meet end-of-year targets, and support future decisions about participation in the DLM AYP Alternate Assessment

General guidance on intensive supports for each scale- If a student does not meet identified benchmarks, they require intensive supports aligned to the scale to ensure they meet target.

Scales With Instructional Descriptors

Scale 1: Reading Literatures & Informational Text: Key Ideas and Details

K-3 Outcome: The student can identify details, order two events, and answer who, what, and where questions about details in familiar texts.

Kindergarten Essential Elements Addressed ***EE.RL.K.1*** With guidance and support, identify details in familiar stories. ***EE.RI.K.1*** With guidance and support, identify details in familiar text. ***EE.RI.K.3*** With guidance and support, identify individuals, events, or details in a familiar informational text.
First Grade Essential Elements Addressed ***EE.RL.1.1*** Identify details in familiar stories. ***EE.RI.1.1*** Identify details in familiar text. ***EE.RI.1.3*** Identify individuals, events, or details in a familiar informational text.
Second Grade Essential Elements Addressed ***EE.RL.2.1*** Answer who and where questions to demonstrate understanding of details in a familiar text. ***EE.RI.2.1*** Answer who and what questions to demonstrate understanding of details in a familiar text. ***EE.RI.2.3*** Identify individuals, events, or details in an informational text.
Third Grade Essential Elements Addressed ***EE.RL.3.1*** Answer who and what questions to demonstrate understanding of details in a text ***EE.RI.3.1*** Answer who and what questions to demonstrate understanding of details in a text ***EE.RI.3.3*** Order two events from a text as “first” and “next.”

NOTE: Each of the behaviors described below must be demonstrated during shared or independent reading of literature and informational text.

Emerging	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Student is working toward skills in Level 1.	W/GS understands words associated with objects used during familiar book sharing routines.	W/GS understands the names of objects used in a shared reading of familiar texts.	W/GS Identifies familiar people, objects, places and events that appear in familiar texts.	W/GS names objects or pictures of objects used in shared reading of familiar texts.	W/GS identifies details in familiar texts given guidance and support.	Identifies detail in familiar texts.	Answers who, where and what questions about details in familiar texts.	W/GS, answers who, where, and what questions about details in new texts.	Answers who, where, and what questions about details in new texts.	Orders events in new text as “first” and “next.”
Kindergarten Target>>>>>>>>>>										
First Grade Target>>>>>>>>>>										
Second Grade Target>>>>>>>>>>										
Third Grade Target>>>>>>>>>>										

1. With guidance and support (W/GS), the student will (TSW) understand words associated with objects used during familiar book sharing routines. Students achieving this score are often just learning to attend and interact during shared book reading and may not have a symbolic means of communication. Objects help these students attend and provide a concrete way to help them make meaning from the book. Students who score 1 do not know the name of objects but do associate words with those objects when they have been used repeatedly in shared reading interactions of familiar texts with adults and peers. Through repetition and modeling, students learn to associate the words with the object during reading of familiar texts. Examples include:

- Anecdotal note: During shared reading today, TS looked expectantly at the "washing machine" box when I read the line, "wishy washy wishy washy, wash, wash wash" and moved the box in my hands. (note: moving the box is a form of guidance and support)
- Picture with note: *The picture shows a little girl with a mug.* The note says, "She grabbed the mug and put it to her mouth when I read the line, "Sipping once, sipping twice, sipping chicken soup with rice" and held the mug out for her. (note: holding the mug out in front of the student is a form of guidance and support)

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2. With guidance and support (W/GS), the student will (TSW) understand the names of objects used in a shared reading of familiar texts. Students scoring a 2 are beginning to attend more actively during shared reading interactions and are learning the names of objects after they are used repeatedly. The objects may continue to have more meaning than the book itself, but the familiar text serves as an important context in learning that the object represents something. Examples include:

- Anecdotal note: During shared reading today, TS looked right at the ball when I read, "Sam chased the big red ball" and then held up the ball saying, "Ball."
- Picture with note: *The picture shows a little girl with an egg in her hand.* She grabbed the egg and held it up after I presented the egg and a fork, labeled each and then said, "Show me egg." (note: labeling each is a form of guidance and support)

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3. With guidance and support (W/GS), the student will (TSW) identify familiar people, places, and events that appear in familiar texts. Students scoring a 3 are now interacting with the book itself. They are using illustrations, tactile information, or objects/symbols associated with familiar texts. Through modeling during repeated shared reading of familiar texts, the students can identify people, places or events by identifying it when someone else says the name. Examples include:

- Anecdotal note: TS pointed to the picture of the papa bear on the page when I said, "Show me Papa Bear."
- Data form: The form shows that the student correctly identified the places where Spot was hiding on 75% of opportunities during repeated reading of *Where's Spot.*
- Frequency count: There is a sticky note with 3 tic marks on it and a note that reads, "TS named the people in the pictures 3 times today!"

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4. With guidance and support (W/GS), the student will (TSW) name objects or pictures of objects used in shared reading of familiar texts. Students scoring a 4 have developed an expressive system of communication and can name objects or pictures of objects

related to a familiar text using speech, signs, or symbols. During shared reading of familiar texts, this means they "say" the name of things rather than just identifying them receptively. They have learned the names of the objects through repeated readings and modeling. Examples include:

- Video: Shows the teacher turning the page and pausing so that the student can label the things the mouse will want by eye-pointing to symbols on an eye-gaze frame. Note that the student labels the object in the pictures before the teacher does.
- Data Form: *The form has the target objects from the familiar text listed down the left column and shows that the student said the name of two of the objects during multiple shared reading interactions.*
- Anecdotal Note: Today TS signed fly, horse, and cow when I presented the objects for shared reading. He did it BEFORE I DID!!!

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5. With guidance and support (W/GS), the student will (TSW) identify details in familiar texts. Students scoring a 5 are actively engaging during shared reading and can identify various details they have learned through repeated readings of a familiar text. Students can identify using illustrations or tactile information in the book itself or using symbols or objects. Examples include:

- Anecdotal Note: On the page that shows the bears in their beds, TS pointed to the *little bed* when asked, "Show me Baby Bear's bed." (note: Doing this on the page with the baby bear in the bed is a form of guidance and support.)
- Frequency Count: There is a sticky note with 4 tic marks on it and a note that reads, "I read and pointed to parts of the picture. Then TS identified the house, granny, the cozy bed, and the dozing dog." (note: reading and pointing to pictures immediately before asking the student to identify is a form of guidance and support.

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6. The student will (TSW) identify details in familiar texts. *Please note, this is the same as 5 but no guidance and support can be provided***.** Students scoring a 6 are actively engaging during shared reading and can identify various details they have learned through repeated readings of a familiar text. Students can identify using illustrations or tactile information in the book itself or using symbols or objects. Examples include:

- Anecdotal Note: On the page that shows the three empty beds, TS pointed to the *little bed* when asked, "Show me Baby Bear's bed."
- Frequency Count: There is a sticky note with 4 tic marks on it and a note that reads, "Before I read the page, I asked TS to identify things in the picture. TS identified the house, granny, the cozy bed, and the dozing dog."

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7. The student will (TSW) answer who, where, and what questions about details in a familiar text. *Please note students must do this without any guidance and support.* Students scoring a 7 are actively engaging during shared reading and can answer who, where and what questions about details in familiar texts. Students can answer the questions using speech, sign, symbols/objects, or illustrations/tactile information in the book. For this item, there must be three examples for EACH question type. Examples include:

- Video: Video shows the group during shared reading and includes a recording of TS proving a spoken response to a who question.

Note that the student's speech is severely dysarthric but familiar listeners clearly understand the single word response TS provides.

- Anecdotal Note: TS answered the following questions by pointing to illustrations in the book: "Who laid the egg?" "What did the pig want?"
- Data Form: The form shows that TS responded correctly to 3 "who"; 1 "where" and 2 "what" questions during the final shared reading of a familiar text.
- Picture: There is a picture of the display on the student's AAC device showing the answer to who, where, and what questions. There is a note with the picture that includes the specific questions that were asked and the name of the familiar text.

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8. With guidance and support (W/GS), the student will (TSW) will answer who, where, and what questions about details in new texts. *Please note this item requires students to demonstrate the skill in a text that is being read for the first time instead of in a familiar text that has been read repeatedly.* Students scoring an 8 are actively engaged in shared reading even when the book is unfamiliar (new). They may not be interested in all books, but they are regularly interested and engaged in the shared reading experience. These students are answering 3 different types of questions given guidance and support that directs them to figure out the response to the questions. They can respond using speech, signs, symbols/objects, written responses that are read to them, or illustrations/tactile information in the book itself. For this item, there must be three examples for EACH question type. Examples include:

- Data Form: The form has the 3 question types listed down the side and the title of text on the top of each column. There are codes included that indicate they type of guidance and support that was provided (e.g., P = Teacher pointed to picture to provide support; RR = Teacher reread the important words or sentence; B = Teacher specifically cued student's background knowledge to provide support).
- Picture: There is a picture of the display on the student's AAC device showing the answer to who, where, and what questions. There is a note with the picture that includes the specific questions that were asked and the name of the familiar text. The note also says, "I showed TS how I might answer the question using her device before repeating the question for her to answer." The direct modeling is a form of guidance and support.
- Video: There is a video clip of the student engaged with a small group during shared reading. The video shows the student pointing to pictures in the book in response to the teacher's questions about who, where, and what questions. The video also shows the teacher pointing to the pictures while reading the book to emphasize that the pictures offer the answers to the questions (this direct modeling is a form of guidance and support).

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9. The student will (TSW) will answer who, where, and what questions about details in new texts. *Please note this item requires students to demonstrate the skill in a text that is being read for the first time instead of in a familiar text that has been read repeatedly.* Students scoring a 9 are actively engaged in shared reading even when the book is unfamiliar (new). They may not be interested in all books, but they are regularly interested and engaged in the shared reading experience. These students are answering 3 different types of questions without guidance and support. They can respond using speech, signs, symbols/objects, written responses that are read to them, or illustrations/tactile information in the book itself. For this item, there must be three examples for EACH question type. Examples include:

- Data Form: The form has the 3 question types listed down the side and the title of books on the top of each column. Tic marks appear next to each question type that is answered correctly during reading of each book. Note that data on this form is only collected the first time each book is read. Not all question types have tic marks with each of the books, but there are tic marks next to each of the types of questions across the collection of books.
- Picture: There is a picture of the display on the student's AAC device showing the answer to who, where, and what questions. There is a note with the picture that includes the specific questions that were asked.

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10. Orders events in new text as "first" and "next." *Please note this item requires students to demonstrate the skill in a text that is being read for the first time instead of in a familiar text that has been read repeatedly.* Students scoring a 10 are actively engaged in shared reading even when the book is unfamiliar (new). They may not be interested in all books, but they are regularly interested and engaged in the shared reading experience. When engaged in shared reading of texts with events that have a clear "first" and "next" order, they can identify the appropriate event in response to questions such as, *What happened first?* Or *What did he do first?* Or *What did he do next?* Students should be responding to questions or directives that use the words *first* and *next* without any guidance or support. Students can respond using speech, signs, symbols/objects, written responses that are read to them, or illustrations/tactile information in the book itself. Examples include:

- Teacher lesson plan: The teacher prepared lesson plans with the questions (e.g., *What did Bertie do first* and *What did he do next*) linked to specific pages in the book where she plans to stop and ask the questions after three different event sequences. She also has photocopied images from the book to create response boards with two events on each board. During the reading, the paraprofessional made notes in the lesson plan indicating that the student correctly identified *What Bertie did first* all three times and correctly indicated *What did he do next* one time.
- Anecdotal notes: The used sticky notes to mark the places in a book where she would ask *first* and *next* questions. Immediately after finishing the book she wrote notes about the student's response to each question writing exactly what the student said in response to each question.

Scale 2: Reading Literatures: Key Ideas and Details
K-3 Outcome: The student can identify characters, settings, and actions in stories

Kindergarten Essential Elements Addressed ***EE.RL.K.3*** With guidance and support, identify characters and settings in a familiar story.
First Grade Essential Elements Addressed ***EE.RL.1.3*** Identify characters and settings in a familiar story.
Second Grade Essential Elements Addressed ***EE.RL.2.3*** Identify the actions of the characters in a story.
Third Grade Essential Elements Addressed ***EE.RL.3.3*** Identify the feelings of characters in a story.

NOTE: Each of the behaviors described below must be demonstrated during shared or independent reading of literature.

Emerging	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Student is working toward skills in Level 1.	W/GS expresses interest during shared reading.	W/GS engages actively in shared reading of stories.	W/GS expresses recognition of familiar stories.	W/GS identifies the character and setting in familiar story.	Identifies the character and setting in familiar story.	Identifies the character and setting in new story.	Identifies the characters, settings, and major events in new stories.	Identifies the actions of characters in new story.	Identifies feelings of characters in a familiar story.	Identifies the feeling of characters in a new story.
Kindergarten Target>>>>>>>>>>										
First Grade Target>>>>>>>>>>										
Second Grade Target>>>>>>>>>>										
Third Grade Target>>>>>>>>>>										

1. With guidance and support (W/GS), the student will (TSW) express interest during shared reading. Students achieving this score are often just learning to attend and interact during shared reading and may not have a symbolic means of communication. Objects help these students attend and provide a concrete way to help them make meaning from the text, but students scoring a 1 are unlikely to attach meaning to the objects themselves. Students at this level may express interest through gestures, visual attention, purposeful attention to the sound of the adult reading, physically reaching for the book or objects used during shared reading. Examples include:

- Anecdotal note: During shared reading today, TS looked at the book, tensed up and made a sound that indicated he was excited to read the book. When I picked up the puppet representing Peter from the "Snowy Day" he brushed his hand at it and smiled. (Note; picking up the puppet while saying Peter is a form of guidance and support)
- Picture with note: The picture shows TS touching the frog. The note says, "TS touched the frog and looked at me when I held the frog and said Frog, while reading "Frog and Toad". (Note holding the frog in front of the student is a form of guidance and support)

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2. With guidance and support (W/GS), the student will (TSW) engage actively in shared reading of stories. Students scoring a 2 are beginning to engage more actively during shared reading interactions and demonstrate recognition of objects after they are used repeatedly across multiple readings of a familiar text. The objects continue to have more meaning than the book itself, but the familiar text serves as an important context in learning that the object represents something. Students scoring a 2 may demonstrate engagement by filling in a repeated line, pointing to pictures, responding to favorite pictures or parts, requesting that someone read to them, or otherwise interacting with an adult about the book during shared reading. Examples include:

- Anecdotal note: During shared reading today, TS looked purposefully at the mitten that was on the table when I read, "The fox entered the mitten…" After that he waved it around each time I read "the mitten" with great exaggeration and an expectant pause (Note: The exaggeration and expectant pause are forms of Guidance and Support).

- Anecdotal note: When I picked up the book to read, TS pointed to the cover and expressed excitement or anticipation to read the book. TS also looked at the basket of objects used during shared reading and at me with anticipation.

- Video clip: The video shows TS reaching out for the book, vocalizing, smiling, and laughing as the teacher reads the book, includes sound effects, and barks like a dog each time the dog appears in the book. (Note: Guidance and support here includes all of the sound effects the teacher uses to maintain the child's attention).

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3. With guidance and support (W/GS), the student will (TSW) express recognition of familiar stories. Students scoring a 3 can demonstrate recognition of a familiar text in several ways. The student might recognize the familiar text when the teacher picks it up to read. The student might get the book from a pile of books when asked to retrieve it. The student might demonstrate recognition by anticipating what is coming. Examples include:

- Anecdotal note: When I picked up the book *Fun Dog* to read, I showed the group the cover. TS pointed to the cover, slapped his leg (his sign for dog), and got excited.

- Anecdotal note: I told the students we were going to sit on the carpet and read *Fun Dog*. As I helped get students settled, TS went over to my desk, got the book and brought it to me.
- Picture with note: The picture shows TS looking at one of two books being presented by the teacher. The note says, 'TS looked right at the book *Fun Dog* when I help it up with another book and said "We're going to read *Fun Dog*. Show me *Fun Dog."*

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4. With guidance and support (W/GS), the student will (TSW) identify the character (s) and setting(s) in familiar stories. Students scoring a 4 recognize familiar objects and/or symbols. Students scoring a 4 are engaging actively during shared reading and use illustrations, tactile information, or objects/symbols associated with the familiar text to demonstrate that they can identify characters and the setting, but they do not need to understand or use the words setting or character. Through modeling during repeated shared reading of familiar texts, TS can identify the character and setting when someone else says the name. Examples include:

- Anecdotal Note: On the page with the mitten, TS pointed to the badger when asked, "Show me the Badger." (Note: Asking this on the page with the badger entering the mitten and no other animals in the scene is a form of guidance and support).
- Data form: The form shows that TS correctly indicated inside/outside (the setting) 5 times when asked, "Where is Peter?" while looking at the illustrations in the story, *The Snowy Day*. [Note: looking at the pictures and choosing from just two options is a form of guidance and support.]
- Frequency count: There is a sticky note with 2 tic marks on it and note that reads, "Objects used to represent characters in the story were displayed on the table in front of the student, after I labeled the objects, TS pointed to the object that matched the character on the page being read 2 times today." (Note: labeling each object is a form of guidance and support)

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5. The student will (TSW) identify the character and setting in familiar stories. *Please note students must do this without any guidance and support.* Students scoring a 5 are actively engaged during shared reading and can identify the character(s) and setting(s) in texts that are familiar as a result of repeated shared reading interactions. Students do not need to understand or use the words character or setting to receive a score of 5. Students can identify using speech, sign, symbols/objects, or illustrations/tactile information in the book itself. Examples include:

- Video: Video shows the group during shared reading and includes TS signing a response to the question, "Who is that?" While the teacher is pointing to the character's picture in the text. Note: the sign is approximated but familiar staff clearly understand the sign TS uses as the answer to the question.
- Data form: The form shows that TS responded correctly to 4 characters and 2 setting questions during the final shared reading of a familiar text.

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6. The student will (TSW) identify the character and setting in new stories. *Please note students must do this without guidance and support in a new book that is being read for the first time instead of a familiar text that has been read repeatedly.* Students scoring a 6 are actively engaged in shared reading even when the book is unfamiliar (new). They may not be interested in all books, but they are regularly interested and engaged in

the shared reading experience. This scale requires students to demonstrate the skill of identifying character(s) and setting (s) in an unfamiliar book, but it does not require the student to use or understand the words character or setting. The student can respond using speech, signs, symbols/objects, or illustrations/tactile information in the book itself. Examples include:

- Data form: The form has character and settings listed down the side and the title of books on the top of each column. Plus and minus marks appear next to each character or setting that is identified correctly during the reading of each book. Note that data on this form is only collected the first time each book is read. Data is scored across the collection of books, and a note on top of the data collection form reminds adults to ask, "Who is that?" and "Where is/are he/she/they?"
- Picture: There is a picture of the display on the student's AAC device showing the names of characters and places in the book. There is a note with the picture that says, "TS was asked, "Who is that?" and "Where is s/he?" 6 times during the first reading of this new book. The student responded correctly 5 of the 6 times.

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7. The student will (TSW) identify the characters, settings, and major events in the new stories. *Please note students must now identify characters, settings, and major events in new texts without guidance and support. This is similar to number 6 but has added the additional skill of identifying major events in the new book.* Students scoring a 7 can identify character(s), setting(s), and major events in an unfamiliar book. Students are actively engaged in shared reading and are beginning to identify that stories use patterns which include characters, setting, and one or major event. They can identify characters, settings, and major events using speech, signs, symbols/objects, AAC devices, or illustrations/tactile information in the book itself. The student does not have to use or understand the words character, setting, or event. Examples include:

- Anecdotal Note: While reading *Grandpa's Teeth* I stopped on a page with an illustration showing several of the characters in the story and asked TS to identify Grandpa, TS pointed to Grandpa. On another page I asked, "Where is Grandpa?" The student selected the message *I like to shop til I drop* from her communication device (grandpa was at a store).
- Frequency Count: There is a sticky note with 8 tic marks on it, 4 have slashes through them, 1 is circled. There is a note that says, TS identified the characters 4 times ("Who is that?"), the setting 3 times ("Where are they?"), and the major event 1 time ("What happened?").

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8. The student will (TSW) identify actions of characters in new stories. *Please note that students are identifying actions of specific characters during shared reading of new texts that have not been read before.* Students scoring an 8 are actively engaged in shared reading even when the book is unfamiliar. They can identify characters and major events in texts, and they are now able to identify which actions go with which characters. They can identify actions of characters using speech, signs, symbol/objects, AAC devices, or illustrations/tactile information in the book itself. Examples include:

- Video: Shows teacher reading a text and as she turns a page she asks the question, "What is the Gingerbread boy doing?" The student responds using sign for running.

- •Data form and picture: The form has the questions the teacher asks with a response for incorrect and correct responses. The picture shows the display on the student's AAC device showing answers to the questions the teachers asks.

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9. Identifies feelings of characters in a familiar story. *Please note that students are identifying feelings of specific characters during shared reading of familiar text.* Students scoring a 9 are actively engaged in shared reading even when the book is unfamiliar, but they are demonstrating this new skill in books that are familiar. They can identify characters and major events in texts, and they are now able to identify characters'

- Video: Shows the teacher reading a text about a character who is very sad until he gets his way and ends up being happy. As the teacher pauses during reading she asks, "how does he feel?" and the student gestures (wiping his eyes) and says, "sad, sad, sad" before the teacher then a repeated line that says, *he was sad, sad, sad*. At the end of the book, the teacher asks, *how does he feel now?* The student replies, "glad, glad, glad." The teacher shows the student a choice board with symbols for 6 feelings and asks, *glad means* _____ *?* and the student points to happy.
- Anecdotal note: The teacher prepared a communication display with six symbols reflecting basic feelings (i.e., happy, sad, scared, mad, frustrated, excited). She has laminated one copy for the students but has a photocopy she is using the keep track of student responses. The photocopy has + and signs listed vertically down square to indicate the number of times a feeling was identified correctly and incorrectly during the repeated readings of the familiar book. The data show that there are more – signs at the top of each list, but the final 2 or 3 signs in each list are +.
- Data form: The form has the name of texts on top as a header. The top row of the data collection form has the dates that the book was read. Down the left column are the feelings of the characters in the book. The data include tic marks to show the number of times each feeling was identified correctly during each reading.

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10. Identifies the feelings of characters in a new story. *Please note that students are identifying feelings of specific characters during shared reading of new texts that have not been read before.* Students scoring a 10 are actively engaged in shared reading even when the book is unfamiliar. They can identify characters and major events in texts, and they are now able to identify characters' feelings. They can identify feelings of characters using speech, signs, symbol/objects, AAC devices, written responses that are read to them, or illustrations/tactile information in the book itself. Examples include:

- Video: Shows the teacher reading a text and as she turns a page she asks the question, "How does David feel?" The student responds with the sign for sad.
- Anecdotal note: The teacher prepared a communication display with six symbols reflecting basic feelings (i.e., happy, sad, scared, mad, frustrated, excited). After teaching the lesson, she wrote notes on the board indicating which feelings the student pointed to in response to her questions
during the shared reading. The notes clearly indicate that the student correctly pointed to two different feelings but incorrectly identified the third during the shared reading.
- Data form: The form has the name of texts listed across the top numbers 1-5 listed down the side. In the boxes on the form, the teacher has written the feeling that the student identified correctly (no data regarding incorrect responses is included). The form shows that the student correctly identified several different feelings for characters in numerous books

Scale 3: Reading Informational Text: Integration of Knowledge and Ideas
K-3 Outcome: The student can identify the points the author makes in an informational text.

Kindergarten Essential Elements Addressed ***EE.RI.K.8*** With guidance and support, identify points the author makes in an informational text.
First Grade Essential Elements Addressed ***EE.RI.1.8*** Identify points the author makes in a familiar informational text.
Second Grade Essential Elements Addressed ***EE.RI.2.8*** Identify points the author makes in an informational text.
Third Grade Essential Elements Addressed ***EE.RI.3.8*** Identify two related points the author makes in an informational text.

NOTE: Each of the behaviors described below must be demonstrated during shared or independent reading of literature and informational text.

Emerging	1	2	3	4	5	6	7	8	9	10
Student is working toward skills in Level 1.	W/GS demonstrates understanding of familiar book sharing routines.	W/GS understands words that describe objects used during book sharing routines.	W/GS identifies new objects or pictures of objects that fit within known categories.	W/GS identifies the topic of familiar texts.	W/GS identifies points the author makes about the topic of familiar texts.	Identifies points the author makes about the topic of familiar texts.	Identifies points the author makes about the topic of new texts.	Identify the most important points the author makes about the topic of familiar texts.	Identify the most important points the author makes about the topic of new texts.	Identify two related points the author makes in a new text.
Kindergarten Target>>>>>>>>>>										
First Grade Target>>>>>>>>>>										
Second Grade Target>>>>>>>>>>										
Third Grade Target>>>>>>>>>>										

1. With guidance and support (W/GS), the student will (TSW) will demonstrate understanding of familiar book sharing routines. Students achieving a score of 1are often just learning to attend and interact during shared book reading routines and may not have a symbolic means of communication. Objects help these students attend and provide a concrete way to help them make meaning from the book, but students scoring a 1 are unlikely to attach meaning to the objects themselves. Students at this level may express understanding of familiar book sharing routines by reaching out to hold the book or turn the page, searching for objects that are typically used, activating a switch with a repeated line when the teacher pauses, or gesturing in ways that have been associated with repeated readings of a particular familiar information text. Shared reading with information texts must be a routine part of instruction for students to become familiar with the routine. Examples include:

- Anecdotal note: During shared reading today of a familiar text, TS looked expectantly at me and the book and smiled as I read the title and pointed to the picture of the butterfly on the cover of the book.
- Picture with a note: The picture shows TS helping to turn the page of the book. The page has page puffers so TS is able to participate.
- The note says, "I've been pausing expectantly and shifting my gaze to the bottom corner of the page when it is time to turn the page during shared reading. Today TS reached out to turn the page as soon as I finished reading it. I didn't even have to obviously look at the corner."

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2. With guidance and support (W/GS), the student will (TSW) understand words that describe objects used during shared reading. Students scoring a 2 are beginning to attend more actively during shared reading interactions and identify objects that are used repeatedly. The objects may continue to have more meaning than the book itself, but the familiar text serves as an important context in learning that the object represents something. Examples include:

- Anecdotal note: During shared reading today, TS looked and pointed at the butterfly puppet when I read, "butterfly" from the book. When I said "The butterfly was on the flower," TS put the butterfly on the flower. We've been repeating this routine while reading this book every day, and today TS got it!
- Picture with a note: The picture shows a boy with a butterfly puppet (laminated picture of a butterfly on a stick) in his hand. He grabbed the butterfly on the stick and held it after I presented the butterfly and an egg labeling and slightly moving each as I said, "We need the butterfly and the egg. You can be the butterfly. Show me the butterfly." (note: labeling each object is a form of guidance and support)

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3. With guidance and support (W/GS), the student will (TSW) identify new objects or pictures of that object that fit within known categories. Students scoring a 3 are now interacting with the book itself and notice objects that are similar or different based on physical characteristics. Students can identify new objects or pictures using illustrations, tactile information, or objects/symbols associated with familiar texts. Through modeling and repeated reading of familiar texts, the student understands the characteristics of objects in some categories and can identify new objects that fit the categories. Examples include:

- Anecdotal note: During shared reading today, we read the book once and I labeled and touched the butterfly on each page. Before the second reading, I presented TS with 3 pictures: a blue bird, a fly, and a butterfly that had the same shape as several in the book but was different colors. I asked TS, "Show me the butterfly" and TS pointed to the picture of the butterfly. {Note: Ensuring that the butterfly was the same shape and size as those in the book is a form of guidance and support]

- Picture with a note: The picture shows TS with two piles of objects in front of him. One pile has several different forks and spoons. The second pile has crayons, markers, pens, and pencils. The note says, "Before reading the *Forks and Spoons are Handy*, I asked TS to find all of the things we use to eat. TS found them all and put them in a pile."

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4. With guidance and support (W/GS), the student will (TSW) identify the topic of familiar texts. Students scoring a 4 are actively engaged during shared reading and can identify the topic of a text after repeated readings makes the text a familiar text for the student. Students scoring a 4 are able to use speech, signs, symbols, or illustrations or tactile information in the book itself to identify the topic. Examples include:

- Anecdotal note: Before shared reading today, I asked the students to think about the book we had been reading. I held it up for them to see. Then I asked, "What is this book about?" I showed the students three symbols: Eating, Playing, Sleeping, and asked them to think about them while we read. As I read, I pointed to "eating" each time I read "eat." At the end I asked, "What is this book about?" TS pointed to eating.
- Video: The video shows the group during shared reading. The teacher is holding up a book with the picture of a dog on it. The teacher says, "We've been reading this book together. What is this book about?" The video shows TS signing dog. (Note: Having the book with the picture of the dog on the cover present while asking the question is a form of guidance and support.)

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5. With guidance and support (W/GS), the student will (TSW) identify points the author makes about the topic of familiar texts. Students scoring a 5 are actively engaged during shared reading and can identify things the author wrote about the topic after several repeated readings of the text. Students can identify the points the author makes using speech, sign, symbols/objects, illustrations/tactile information in the book, or from options presented by the teacher in any format. Examples include:

- Frequency count: There is a sticky note with 3 tic marks on it and a note that reads, "We read, *The Life Cycle of the Butterfly.* (5th time). Before reading, read a list of 4 things about butterflies (with symbols). I said, "Think about the 4 things while we read. Stop me if you hear me read one in the book." Really emphasized the points when I read them in the book and paused after each. 1st time had to reread the page and asked, "What did the author just tell us?" Reread the list, "Did the author say {fact}?" TS indicated YES correctly for the 3 facts that appeared in the book. (Note: Emphasizing the points, pausing, and rereading the page are all forms of guidance and support)
- Anecdotal note: Shared reading of book about water. Gave student set of 6 pictures of things that need water. Stopped on each page that included info about things that need water and asked, "What needs water?" Reduced set to 3 pictures when TS couldn't get it. Pointed/labeled 3 pictures. Reread page. Asked, "What needs water?" TS identified right picture 4 of 5 times. (Note: Reducing the number of pictures and asking student to make choice on page where information is read are forms of guidance and support.)

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6. The student will (TSW) identify points the author makes about the topic of familiar texts. *Please note this is the same as number 5 but no guidance and support can be provided.* Students scoring a 6 are actively engaged during shared reading and can identify points the author makes about the topic after a text becomes familiar as a result of repeated readings. Students can identify the points the author makes using speech, sign, and symbols/objects, by pointing or gazing at illustrations/tactual representation in the book itself, or from options presented by the teacher in any format. Examples include:

- Anecdotal note: On the final read of a familiar text I asked TS to show me one thing in the book that the author said all living things need to survive. I placed the book in front of TS, he turned the page to the water and pointed to the water.
- Frequency count: There is a sticky note with 4 tic marks on it and a note that reads, "After shared reading today, I asked TS to identify the things the author told us about the butterfly. TS pointed to pictures in the book and said (approximations) egg, caterpillar, chrysalis, and butterfly.

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7. The student will (TSW) identify points the author makes about the topic of new texts. *Please note this item requires students to demonstrate the skill in a book that is being read for the first time instead of in a familiar text that has been read repeatedly.* Students scoring a 7 are actively engaged during shared reading even when the book is being read for the first time. They may not be interested in all books, but they are regularly interested and engaged in the shared reading experience. These students are able to identify points the author makes about the topic without guidance and support. They can respond using speech, signs, symbols/objects, AAC devices, by pointing or using eye gaze to the illustrations/tactile information in the book itself, or from options presented by the teacher in any format. Examples include:

- Picture: There is a picture of the display on the student's AAC device with the message window showing: Spoon, ice cream, cereal. There is a note with the picture that says, "After page 3, asked "Tell one thing the author said we could use to eat. After page 12, asked, "Tell me what the author said you can eat with a spoon."
- Data form: The form has the title of each book and date first read listed at the top of the column. Under each header there are pluses and minuses listed. There is a note on the top of the page that says, *Before first read, read the title, tell TS the topic, and say, "Listen to tell what the author says about {topic}."* +/- show that student correctly identified points 3 or more times across 5 books listed on the form.

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8. The student will (TSW) determine the most important points the author makes about the topic of familiar texts. *Please note this item is demonstrated using a familiar text that has been read repeatedly.* Students scoring an 8 are actively engaged during shared reading even when the book is unfamiliar, but they are demonstrating the ability to determine the most important points in familiar texts. Students are first able to identify points the author makes about the topic (score of 7) and then are able to decide which of those points is most important once the book is familiar to them. Both of these steps must happen without guidance and support. They can respond using speech, signs, symbols/objects, AAC device, by pointing or using eye gaze to the illustrations/tactile information in the book itself, or from options presented by the teacher in any format. Examples include:

- Data form: The form has the title of the book listed as a header. A date is written at the top of each column. The points the author makes in the book are listed down the left hand column. Under each date, the teacher has recorded + to indicate if the student successfully identified the point the author made and has circled the + if the student successfully identified it as the most important point.
- Video: Video shows the group during shared reading. Some students are interacting with objects that are related to the book. The student has a dynamic display device mounted on his wheelchair, and is using a single message device to say, "That sounds important." On 3 occasions TS appropriately uses the switch to identify important points. [Side note: TS also uses the dynamic display device to comment about the book.]

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9. Identify the most important points the author makes about the topic of a new text. *Please note this item requires students to determine the most important points the author makes about the topic in a text that is being read for the first time instead of in a familiar text that has been read repeatedly.* Students scoring a 9 are actively engaged during shared reading even when the book is unfamiliar. Students are first able to identify points the author makes about the topic (score of 7) and then are able to decide which of those points is most important in familiar texts (score of 8). Both of these steps must happen in an unfamiliar book without guidance and support. They can respond using speech, signs, symbols/objects, AAC device, by pointing or using eye gaze to the illustrations/tactile information in the book itself, or from options presented by the teacher in any format. Examples include:

- Data form: The form has the title of each book and date first read listed at the top of the column. Under each header there is a list of points with some circled. There is a note on the top of the page that says, *Before the first read, read the title, tell TS the topic, and say, "Listen to tell what the author says about {topic}. I'll write them down." After reading, read the list of points and say, "Which points are most important?"* The data shows that the student accurately identified the important points on 3 of 5 books listed on the form.
- Video: Video shows the group during shared reading. Some students are interacting with objects. TS has a dynamic display device mounted on his chair, and is using a single message device to say, "That sounds important." On 3 occasions TS appropriately uses the switch to identify important points. [Side note: TS also uses the dynamic display device to comment about the book.]

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10. Identify two related points the author makes in a new text. *Please note this item requires students to determine two related points the author makes in a text that is being read for the first time instead of in a familiar text that has been read repeatedly.* Students scoring a 10 are actively engaged during shared reading even when the book is unfamiliar. Students are able to identify points the author makes about the topic (score of 8) and then are able to decide which of those points is most important in new texts (9); in addition, they are now asked to determine points that relate to each other without guidance and support. They can respond using speech, signs, symbols/objects, AAC device, by pointing or using eye gaze to the illustrations/tactile information in the book itself, or from options presented by the teacher in any format. Examples include:

- Anecdotal note: After reading the book with a group, the teacher wrote a note describing the student's participation. The note reads, *I gave TS the choice board with 6 points from the text. I asked, "What does the book say is most important about the sun?" He pointed right to "energy for plants." Then I asked, "what two things does the sun do for people?" He pointed to warm then stopped. I repeated my question and he pointed to warm and light!!!!!!"*
- Response sheets: The teacher has gathered the response sheets from three different books she has read with the student. Each sheet has the question on top and three response options represented in symbols with words. The teacher presents the sheets one-at-a- time during shared reading and the student makes a mark through his choice. After reading the teacher added notes that indicate when the student was correct as well as some information about the student's attention and intentionality. For example, one note says, *TS was really interested. He studies the choices before making a mark*

Scale 4: Reading Foundations: Letter Identification
K-3 Outcome: The student can identify the upper and lower case letters of the alphabet.

Kindergarten Essential Elements Addressed ***EE.RF.K.3.a*** With guidance and support, recognize first letter of own name in print.
First Grade Essential Elements Addressed ***EE.RF.1.3.a*** Identify upper case letters of the alphabet.
Second Grade Essential Elements Addressed ***EE.RF.2.3.a*** Identify the lower case letters of the alphabet.
Third Grade Essential Elements Addressed ***EE.RF.3.3.a*** In context, demonstrate basic knowledge of letter-sounding correspondences.

Emerging	1	2	3	4	5	6	7	8	9	10
Student is working toward skills in Level 1.	W/GS expresses interest during print or braille-based interactions.	W/GS differentiates between text and illustrations or braille and tactile representations.	W/GS understands that words are comprised of letters.	W/GS identifies first letter of own name.	Identifies 16 or more upper or lower case letters.	Identifies all of the upper case letters.	Identifies 16 or more lower case letters.	Identifies all of the lower case letters.	Identifies 10 or more letter-sound relationships.	In context, demonstrate basic knowledge of letter-sound relationships.
Kindergarten Target>>>>>>>>>>										
First Grade Target>>>>>>>>>>										
Second Grade Target>>>>>>>>>>										
Third Grade Target>>>>>>>>>>										

1. With guidance and support (W/GS), the student will (TSW) express interest during print or braille-based interactions. Students scoring a 1are often just learning to attend and interact during exploration of print or braille-based interactions and typically do not have a symbolic means of communication. Objects (magnetic letters, alphabet puzzles, alphabet stamps, alphabet cookie cutters, etc.) help these students attend and provide a concrete way to help them explore print or braille-based interactions. Students who score 1 do not recognize print or braille-based letters, and cannot distinguish between letters and other types of symbols, but they are starting to explore them or otherwise express interest in them during shared reading, writing, and alphabet-focused interactions. Most students scoring a 1 will not seek out print or braille materials on their own, but will express interest when others present them. Students scoring a 1 may express interest by physically interacting with materials, visually attending to the materials, smiling, laughing, or gesturing. Through repetition and modeling in a wide variety of activities, students develop an interest in print or braille over time. Examples include:

- Anecdotal note: While in the puzzle center today, TS chose the alphabet puzzle and examined each letter carefully, turning it over thoughtfully and trying to fit it into the puzzle form.
- Anecdotal note: I brought an alphabet book about food to the housekeeping corner where TS was seated in his tumbleform in the middle of the action. He got visibly excited and reached out for the book. I sat with TS and started talking about the pictures and letters on each page. TS hopped on my hand to point at the letters with me. (Note: Providing hand-under-hand support [hop on] is a form of guidance and support.)
- Video: Video shows a young girl randomly placing magnetic letters on a board while babbling.

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2. With guidance and support (W/GS), the student will (TSW) differentiate between text and illustrations, braille and tactile representations. Students scoring a 2 are beginning to demonstrate an understanding that the text in a book (print or braille) is different from the illustrations (or tactile graphics/representations). The students are beginning to point out letters they see in the classroom, around the school, on charts, and in books. They still do not know the names of the letters but recognize letters are different than illustrations or tactile representations and represent something. Examples include:

- Work Sample: The child's work is a bunch of scribbles drawn with markers. A note on the back says, "TS drew this picture. I asked him to write his name and pointed at the bottom. He used the letter stamps I offered to stamp letters below the picture. As he shared his picture with me, he pointed to the letters and babbled sounds! (Note: offering the letter stamps is a form of guidance and support)
- Anecdotal note: During self-selected reading today, I pointed to the words in the title while I read them. Then TS did it! Not 1:1, but close and clear left-to-right. (Note: modeling for TS is a form of guidance and support)
- Picture: TS is standing in front of the white board touching the words on the screen. A note with the picture says, *I asked TS to read the book for us. He touched the words on the page one-at-a-time to read to make the computer say them.*

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3. With guidance and support (W/GS), the student (TS) understands that words are comprised of letters. Students scoring a 3 are now understanding that letters are used to write words and words have letters in them. Students scoring a 3 will make letter-like marks or select letters on a keyboard or alternate pencil when asked to write. They may point to a "word" or a "letter" when asked. Examples include:

- Anecdotal note: During shared reading of a poem written on chart paper, TS used a pointer to point to the words while the group read the poem. Not 1:1, but close. After, asked TS to point to letters so everyone could name them. I repeated "just one letter" more than once and

pointed out the letters and spaces. TS individual letters in several words. (Note: repeating "just one letter" and pointing out letters and spaces are forms of support)

- Picture: The picture shows a little girl holding a magnetic board with random letters placed in series of 2-5 letters with a space and then another series of letters covering the board. The note says, "TS placed more than one letter in a row, left a space and place another series of magnetic letters randomly chosen to indicate another word. TS continued this until she had filled the board and brought it to me with such pride!"
- Work Sample: A piece of chart paper from predictable chart writing with the line "I like __." In the margins it says, "I asked the students to help me write the words. TS called out letter names each time I asked for help. TS did not say the correct letters, but knew I needed to write letters to write the words."

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4. With guidance and support (W/GS), the student will (TSW) identify first letter of own name. Students scoring a 4 are beginning to recognize print or braille in their environment. They may be able to identify many letters, but is most likely to know the first letter of their own name. They are unlikely to be able to read words, but they may recognize their own name or the names of classmates that are used often. Examples include:

- Anecdotal note: TS saw the first letter of his name on a sign today. He pointed to the letter and to himself indicating that was his name! (Note: The teacher brought the sign to the student's attention but the student made the connection to his name, however bringing the sign to the student's attention is a form of guidance and support)
- Video: The video shows the group during shared reading, the teacher is reading and points out that the word Mom starts with the letter M just like Megan's name. Immediately after the teacher's comment the word airplane is in the text, the teacher pauses and asks, "This word begins with the letter A, the teacher pauses and says, "Mmmm, I wonder if anyone has the letter A in their name?" Andy raises his hand and says, "Me!."
- Picture: The photo shows a piece of paper with multiple stamps of the letter B. The note on the back of the picture says, "Beth had the entire box of alphabet stamps in front of her and picked out the letters B and stamped it all over the paper.
- Work Sample: The piece of paper shows all of the letters the student selected during writing time using an alphabet flip chart. The letter K appears 7 times and the other letters all appear a single time. The note on the back says, *Kayla was writing today and asked me to write the letter K seven times. After the 3rd time I said, "Kayla, you love that letter K. Kayla starts with K" and Kayla smiled and laughed as she directed me to write it 4 more times.* [Note: Saying, "Kayla, you love that letter K" is a form of guidance and support.]

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5. The student will (TSW) identify 16 or more upper or lower case letters. *Please note students must do this without any guidance and support.* Students scoring a 5 are recognizing letters and can identify 16 or more upper or lower case letters. TS may identify letters in their name, other student's names, labels or signs in the environment. TS may identify letters when someone else says the name or students can identify by using speech, sign, symbols/objects, AAC device, pointing to letters or braille. It is important to note that matching letters will not count as a score of 5. For example, showing students a printed letter and then having the student name the letter by finding the match on their AAC device would not count. Instead, you'd have to give the student an array of letters and ask the student to "find the letter ..." Examples include:

- Anecdotal note: During shared reading, TS pointed to the letters A, t, M, O, and s when asked, "Show me the letter A, t, M, O, and s. The letters were on different pages with more than one letter on each page.
- Video: Video shows a little boy choosing letters from an alphabet flip chart to spell his name. It shows him using eye gaze to select the letters of his name DANIEL.
- Data Form: The letters of the alphabet are written down the first column. Dates are listed across the top with + signs next to letters that the student identified each day. In addition to the + there is a code indicating where the letter appeared. The codes include: **B**ook**,** **A**lphabet tiles/magnets/cards**,** **K**eyboard, **S**ign. It shows that the student identified a total of 17 upper or lower case letters across several days.

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6. The student will (TSW) identify all of the upper case letters. *Please note students must do this without any guidance and support.* Students scoring a 6 can identify all of the upper case letters. Students may identify letters when someone else says the name by pointing to the letter, touching the braille, or using eye gaze. Students may identify by using speech, sign, symbols/objects, or AAC device. It is important to note that matching letters will not count as a score of 7. For example, showing students a printed letter and then having the student name the letter by finding the match on their AAC device would not count. Instead, you'd have to give the student an array of letters and ask the student to "find the letter ..." Examples include:

- Picture: This is a picture of the display on the student's AAC device showing all the upper case letters of the alphabet in random order. There is a note with the picture indicating which letters the student identified correctly when asked to "Show me *letter*."
- Data form: The form has the upper case letters listed down the left column with several columns across where the teacher can put the date. Dates are listed across the top with + signs next to letters that the student identified each day. In addition to the + there is a code indicating where the letter appeared. The codes include: **B**ook**,** **A**lphabet tiles/magnets/cards**,** **K**eyboard, **S**ign, **AAC** device. It shows that the student identified all of the upper case letters at least once across several days.

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7. The student will (TSW) identify 16 or more lower case letters. *Please note students must do this without any guidance and support.* Students scoring a 7 can identify 16 or lower letters. Students may identify letters when someone else says the name by pointing to the letter, touching the braille, or using eye gaze. Students may identify by using speech, sign, symbols/objects, or AAC device. It is important to note that matching letters will not count as a score of 7. For example, showing students a printed letter and then having the student name the letter by finding the match on their AAC device would not count. Instead, you'd have to give the student an array of letters and ask the student to "find the letter ..." Examples include:

- Picture: This is a picture of the display on the student's AAC device showing all the lower case letters of the alphabet in random order. There is a note with the picture indicating which letters the student identified correctly when asked to "Show me *letter*." The note specifies that the student's AAC device displayed the lower case letters during this activity.
- Data form: The form has the lower case letters listed down the left column with several columns across where the teacher can put the date. Dates are listed across the top with + signs next to letters that the student identified each day. In addition to the + there is a code indicating

where the letter appeared. The codes include: **B**ook**, A**lphabet tiles/magnets/cards**, K**eyboard, **S**ign, **AAC** device. It shows that the student identified 16 of the lower case letters at least once across several days.

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8. The student will (TSW) identify all of the lower case letters. *Please note students must do this without any guidance and support.* Students scoring an 8 can already identify all of the upper case letters and can now identify all of the lower case letters. This can be accomplished using the same methods as in numbers 6 and 7 above. Examples include:

- Picture: This is a picture of the display on the student's AAC device showing all the upper case letters of the alphabet in random order. There is a note with the picture indicating which letters the student identified correctly when asked to "Show me *letter*."
- Data form: The form has the upper case letters listed down the left column with several columns across where the teacher can put the date. Dates are listed across the top with + signs next to letters that the student identified each day. In addition to the + there is a code indicating where the letter appeared. The codes include: **B**ook**, A**lphabet tiles/magnets/cards**, K**eyboard, **S**ign, **AAC** device. It shows that the student identified all of the upper case letters at least once across several days.
- Work Sample: The print sample has TS's name on top and 26 lower case letters in alphabetical order. The note on the back says, *TS sat at the computer and clicked each letter on the QWERTY keyboard. TS sang the alphabet song as she selected each letter in order.*
- Work Sample: The print sample has all of the upper case letters of the alphabet in random order. The note on the back says, *I showed TS a card with the lower case letter. The student typed the corresponding upper case letter on the computer keyboard showing that he knew the lower case letter and its corresponding upper case letter.*

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9. Identifies 10 or more letter-sound relationships. *Please note that students with significant hearing loss may not be able to connect letters with sounds through an auditory-only route, but there is strong evidence for systems like Visual Phonics and Cued Speech as ways that provide alternate means of learning these important relationships.* Students scoring 9 are able to identify the upper and lower case letters of the alphabet and are now associated sounds with those letters. Teachers look for this letter-sound knowledge across activities. For example:

- Data form: The form has the letters listed down the left column and dates across the top of each column. Tic marks indicate the times that the student has correctly identified the sound to go with letters the teacher presented.
- Work Sample: The sample is a computer printout with letters and a note from the teacher that reads, *I said a letter sound and he typed the letter. He got 15 correct.*

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10. In context, demonstrate basic knowledge of letter-sound relationships. *Please note that students with significant hearing loss may not be able to demonstrate knowledge of letter-sound relationships but they can associate letters with keywords that will help them apply the knowledge in context.* Students scoring a 10 are regularly applying knowledge of letter-sound relationships in the context of reading and writing activities. In 9, the knowledge was demonstrated in activities designed to target letter-sound knowledge. To score a 10, students are showing that they can apply the knowledge in activities that are not focused on letter-sound relationships but use them.

- Anecdotal note: The note was written by a paraprofessional while the teacher did a predictable chart writing lesson. The note says, "*Every time Mrs. S asked, "what letter do I need for Like" and then stretched out the L, l-ike TS said L at the top of his lungs! Then Mrs S asked, "What*

letter says juh like Jess's name?" and TS said J. He is getting it!!!!!

- Photograph: The photo shows the Velcro board the teacher made. There are three columns. The letters T S M are at the top. The student has sorted pictures into the columns and is posing for the picture because all of the pictures are correctly sorted based on the initial letter sound. [Note: this is scored as 10 not 9 because it requires the student to hear the initial sound in the whole word represented by the picture not the sound on its own.]
- Writing samples: The samples have pictures the student has selected as topics for writing (e.g., a red pick-up truck, a Nascar race car). The writing shows a clear representation of the letter sounds. For example, the red pick-up truck has the letters R TK and the Nascar picture has NSK. The student is showing his ability to apply letter-sound knowledge in his own writing.

Scale 5: Writing: Text Types and Purposes

K-3 Outcome: The student can select a topic and use drawing, dictating, or writing to compose a message.

Kindergarten Essential Elements Addressed ***EE.W.K.2*** With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.
First Grade Essential Elements Addressed ***EE.W.1.2*** Select a familiar topic and use drawing, dictating, or writing to share information about it.
Second Grade Essential Elements Addressed ***EE.W.2.2*** Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
Third Grade Essential Elements Addressed ***EE.W.3.2*** Write to share information supported by details. ***EE.W.3.2.a*** Select a topic and write about it including one fact or detail.

Emerging	1	2	3	4	5	6	7	8	9	10
Student is working toward skills in Level 1.	W/ GS choose between two objects when selecting a topic for writing.	W/GS draws or selects photo, picture, or tactual representations of familiar people, places, things, or events to write about.	W/GS draws or selects meaningful images or tactual representations as topics for writing.	W/GS communicates information using drawing, pictures, or tactual representations.	W/GS selects a familiar topic and communicates information about it using drawing, pictures, tactual representations, or writing.	Selects a familiar topic and communicates information about it using drawing, pictures, tactual representations, or writing.	W/GS selects varied topics, uses speech or other communication system to tell about the topic and then writes one fact about the topic using drawing, dictating, or letters.	Selects varied topics, uses speech or other communication system to tell about the topic and then writes one fact about the topic using drawing, dictating, or letters.	W/GS selects varied topics, uses speech or other communication system to tell about the topic, and uses letters to write words about the topic including one fact or detail.	Selects varied topics, uses speech or other communication system to tell about the topic and uses letters to write words about the topic including one fact or detail.
Kindergarten Target>>>>>>>>>>										
First Grade Target>>>>>>>>>>										
Second Grade Target>>>>>>>>>>										
Third Grade Target>>>>>>>>>>										

1. With guidance and support (W/GS), the student will (TSW) choose between two objects when selecting a topic for writing. To work on the items on this scale, all students must have access to all 26 letters of the alphabet for writing (this may include a pen or pencil, computer keyboard, onscreen keyboard, alternate keyboard, or alternate pencil). Students are not required to write with the letters to receive a score of 1, but they must be given an opportunity to write with letters each time this scale is addressed in instruction. This skill may be demonstrated during independent or shared writing interactions. Students scoring a 1 are often just beginning to express interest in print- or braille-based interactions. They are unlikely to know how to use a pencil, computer, or alternate pencil, and will typically be unwilling or unable to engage in writing independently. Learning to select an object as a topic for writing should happen as part of supported, sharing writing interaction. Objects that are meaningful to the student and have been used in other instructional activities will help these students attend and eventually help ensure they have something to write about the object beyond a label. Examples include:

- Picture with a note: The picture shows a boy with a ball and a truck set out in front of him. The boy is reaching for the truck. The note says, *I asked TS, "What do you want to write about?" He reached for the truck and banged out some letters on the keyboard when I asked him to write.*
- Work Sample: The work sample shows a single M. The note says, *Used two objects from shared reading. Asked TS, "What should we write about?" TS looked at the dog puppet. Then TS used the color-coded eye gaze to select the letter M (looked at top-middle then top- middle)*.

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2. With guidance and support (W/GS), the student will (TSW) draw or select photo, picture or tactual representation of familiar people, places, things or events to write about. To work on the items on this scale, all students must have access to all 26 letters of the alphabet for writing (this may include a pen or pencil, computer keyboard, onscreen keyboard, alternate keyboard, or alternate pencil). Students are not required to write with the letters to receive a score of 2, but they must be given an opportunity to write with letters each time this scale is addressed in instruction. This skill may be demonstrated during independent or shared writing interactions. Students scoring a 2 are beginning to understand that writing is different than drawing and that the print (braille) in a book are different from the illustrations (tactile information). Through repeated writing opportunities, shared and self-selected reading, word work, modeling and feedback, TS is beginning to actively select a topic from a photo, picture or tactual representation of familiar people, places, things, or events. Choosing familiar pictures, photos, or tactual representation, making marks or using their specific writing method is becoming routine and familiar. Examples include:

- Picture with a note: The picture shows Carly holding up her writing which has a picture taped to it and scribbles going across the page and from the top of the page to the bottom. The note says, *Carly chose a picture from the school picture album. The picture showed Carly and a friend playing in the house center. I asked if she wanted to tape the picture to her paper, she said yes. There was a basket of crayons, markers, and pencils on the table along with paper. After Carly taped her picture to the paper, she picked up a marker and made random scribble marks moving across the page and top to bottom.*
- Work Sample: The work sample shows a picture of TS with her mom taped to the top and a string of letters (written by the teacher) under it. The note says, *TS chose a picture of her Mom from a choice of two pictures using eye-gaze. Then she used two-switch scanning with "tell me the next letter" and "write that one" and the alphabet flip chart to select the letters to write.*

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3. With guidance and support (W/GS), the student will (TSW) draw or select meaningful images or tactual representations as topics for writing. To work on the items on this scale, all students must have access to all 26 letters of the alphabet for writing (this may include a pen or

pencil, computer keyboard, onscreen keyboard, alternate keyboard, or alternate pencil). Students are not required to write with the letters to receive a score of 3, but they must be given an opportunity to write with letters each time this scale is addressed in instruction. This skill may be demonstrated during independent or shared writing interactions. Students scoring a 3 should be interacting purposefully with writing materials and making choices that are more meaningful. Students understand that writing involves letters even if they cannot yet identify or write letters. Due to repeated opportunities to write and routine language arts activities, they are more deliberate as they choose topics from illustrations, tactile information, or objects/symbols associated with events that are meaningful for them. Examples include:

- Picture with a note: The picture shows a boy looking at picture of him and his dog. There is also a big red ball in the photo. The note says, TS chose this picture from three his mother sent to school. TS chose crayons and drew a circle with stick legs. When I asked him to write about his picture he made more marks on the paper.
- Anecdotal note: During big paper writing today, the teacher set out several photos taken during center time of students playing together or with objects. TS chose one showing him playing with a drum. TS then chose a marker to draw circle like shapes, he also wrote scribbles under the picture there were two scribbles that resembled letters. The scribbles went across the page and from the top to the bottom of the page.
- Work Sample: The piece of card stock has a tactile graphic on it that came from an adapted book used during shared reading. Under the tactile graphic is a strip of braille with the letters g g f a a a. The note on the back says, *For writing today, TS selected a tactile graphic from the book we've been reading in shared reading. He then worked with me hand-under-hand to select letters from the braille flip chart and then produce them with the braille labeler.*

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4. With guidance and support (W/GS), the student will (TSW) communicate information using drawing, pictures or tactual representations. To work on the items on this scale, all students must have access to all 26 letters of the alphabet for writing (this may include a pen or pencil, computer keyboard, onscreen keyboard, alternate keyboard, or alternate pencil). Students are not required to write with the letters to receive a score of 4, but they must be given an opportunity to write with letters each time this scale is addressed in instruction. This skill may be demonstrated during independent or shared writing interactions. Students scoring a 4 are making choices of topics and understand writing communicates something about that topic. They can make marks, scribbles, and an occasional random letter, but they do not yet understand the relationship between letters and sounds. Examples include:

- Video: The video shows a boy looking at photos in an album sent in from home. It shows the boy getting very excited and pointing when he gets to a picture of his Dad holding a Lego building that was red, blue, and white. The teacher says, "Do you want to write about that?" The boy shows even more excitement, flapping his hands and squealing. The teacher says, "OK! You can write about that one." The teacher then provides a selection of writing tools and paper. The boy makes some straight lines and circles on the paper using red and blue crayons. When the teacher says, "what are you writing?" the boy points to the Legos in the picture, vocalizes and smiles at the teacher. The teacher says, "I see you used red and blue and wrote about the Legos in the picture." TS smiles. The teacher says, "I can write about that picture too, *I like Legos*." TS smiled. (Note: The teacher provided guidance and support by opening the notebook, turning pages, and commenting with the student)

- Anecdotal note: During big paper writing today, the teacher set out several illustrations used during shared reading of *The Three Little Pigs*. TS chose the illustration of the straw house. Then used a yellow crayon to write. Not sure, but it looked like the straw house was blowing. TS gestured and made blowing sounds too! The teacher said, "It looks like the house is blowing away. I can write that, *blow away*." TS gestured to the illustration and made blowing sounds. (Note: providing feedback and modeling writing is a form of support and guidance).

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5. With guidance and support (W/GS), the student will (TSW) select a familiar topic and communicate information about it using drawing, pictures, tactual representations or writing. To work on the items on this scale, all students must have access to all 26 letters of the alphabet for writing (this may include a pen or pencil, computer keyboard, onscreen keyboard, alternate keyboard, or alternate pencil). Students are not required to write with the letters to receive a score of 5, but they must be given an opportunity to write with letters each time this scale is addressed in instruction. This skill may be demonstrated during independent or shared writing interactions. Students scoring a 5 can chose a topic, but typically choose the same familiar topics over and over again. Examples include:

- Work Sample: The sample is a page of writing below a picture of TS playing with a train. The note says, *TS was having difficulty getting started today. I brought over the class photo album, and we began looking at pictures of students playing. He stopped me at the picture of him playing with the train. I suggested we tape the picture to his paper. Then I suggested he use the feelings page in his communication notebook to tell me how he felt about trains. He said, "Happy happy happy like." I wrote his words under the picture as he selected them. Then I asked him to go to his alphabet page. He did and selected "aa" then closed it.* (Note: bringing over the photo album, looking at pictures, suggesting taping the photo on his writing paper, and guiding him to the feelings page are all forms of guidance and support)

- Anecdotal note: During writing today, I showed TS two books we've been reading during shared reading and asked, "what book do you want to write about?" TS looked at *Chicka Chicka Boom Boom* and said, "boom, boom." I told him to show me what part he wanted to write about. He turned to a page (seemed pretty random) and then typed the letters that he saw on that page – pointing to letters in the book and then on the keyboard. (Note: Providing a choice of only 2 and allowing him to copy from the book are forms of guidance and support).

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6. The student will (TSW) select a familiar topic and communicate information about it using drawing, pictures, tactual representations or writing. To work on the items on this scale, all students must have access to all 26 letters of the alphabet for writing (this may include a pen or pencil, computer keyboard, onscreen keyboard, alternate keyboard, or alternate pencil). Students are not required to write with the letters to receive a score of 6, but they must be given an opportunity to write with letters each time this scale is addressed in instruction. Students may demonstrate this skill during independent or shared writing interactions, but they must select a topic and communicate about it without guidance and support. Examples include:

- Work Sample: The sample is a page of writing and drawing below a picture of TS on the swing. The note says, *When I told the class it was time to write, TS looked over at the shelf where we keep the class photo album. I asked him if he wanted the photos and he indicated "Yes." I brought him the photo album and told him to stop me when I got to the picture he wanted. I opened the book and he stopped me*

right away. I used PAS [partner assisted scanning], and he selected the picture of him on the swing. I took it out of the album like we always do and taped it to his paper. Then TS used a pencil to make the swoops on the paper under the picture. Then he used his device to say "want go more go go go." I wrote his words on the paper. (Note: that TS independently requested the photo album and the picture and then used drawing and dictating to communicate information about it.)

- Anecdotal note: During writing today, TS got the book *Chicka Chicka Boom Boom* from the front of the room where we had been using it during shared reading. He copied Chicka onto the page in his writing notebook and then wrote a long string of letters left-to-right across the page. I watched closely and he wasn't copying! I asked him what he was writing and he said, "A told B and B told C." It didn't match what he was writing, but that is the first line of the book! (Note: He self-selected the familiar book as a topic. He did copy the title, but he wrote the remaining letters without copying and told his teacher what they said. These are indications of the independence that is required to score 6.)

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7. With guidance and support (W/GS), the student will (TSW) select various topics, use speech or another form of communication to tell about the topic, and then writes one fact about the topic using drawing, dictating, or letters. To work on the items on this scale, all students must have access to all 26 letters of the alphabet for writing (this may include a pen or pencil, computer keyboard, onscreen keyboard, alternate keyboard, or alternate pencil). Students are not required to write with the letters to receive a score of 7, but they must be given an opportunity to write with letters each time this scale is addressed in instruction. Students achieving a score of 7 demonstrate the skills with guidance and support during independent writing (i.e., the student is in charge and directing the teacher if help is required); however, students are allowed guidance and support as they are learning to write one fact about the topic. For example:

- Writing Sample. The piece of paper has the topic written in the teachers printing across the top of the page. Then there are picture symbols glued onto the page that the student selected that tell about the topic. Under it there are random marks that the student wrote. There is a note from the teacher that reads, "*TS told me the topic, picked the symbols from our book of symbols and glued them on. Then I asked him to write about it. He wrote the marks on the page with a marker. I don't know if he was trying to write letters, but he made the marks when I asked him to write about the topic*"
- Video: The video shows the student working 1:1 with a peer. The peer says, "Let's find a picture to write about." Then the peer starts turning the pages in the current events newspaper that arrived last week. When the peer turns to the page with the pictures of the whales on the beach, the student looks up to indicate "yes, that one!" The peer replies, "Whales? They were pretty cool." Then the peer asks, "*What picture?*" and points to each picture saying "This one?" until the student looks up again. The peer is clearly excited with the selection and says, "Okay, write about the killer whale. Can you write Killer? Is that in your talker? " The student navigates in his talker to the current events page and selects "Killer Whale." The peer, still excited, says, "Okay. I'll write that here." The peer writes KILLER WHALE across the piece of paper and asks, "what else?" The student indicates no. So, the peer picks up the print alphabet flip chart, says "Okay, let's write," and starts pointing to each letter and saying, "Should I write a <letter name>?" The student uses her switch to say, "Write that one for me" when the peer says a desired letter. [Note: This is scored as 7 because the student receives guidance and support from the peer in several ways. First, the peer selected the current event newspaper and guided the student by saying "Let's find a picture to write about." In this way, the peer specifically directed the student to "find a

picture." The peer also guides the student to find Killer Whale in her talker. Finally, the peer provides support by saying "Should I write <letter name>? By asking "should I write" she is supporting the student in telling her what to do instead of just saying the letter and expecting the student to know that her job is to indicate when that letter should be written.]

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8. The student will (TSW) will select various topics, use speech or another form of communication to tell about the topic, and then writes one fact about the topic using drawing, dictating, or letters. *Please note students must do this without guidance and support.* To work on the items on this scale, all students must have access to all 26 letters of the alphabet for writing (this may include a pen or pencil, computer keyboard, onscreen keyboard, alternate keyboard, or alternate pencil). Students are not required to write with the letters to receive a score of 8, but they must be given an opportunity to write with letters each time this scale is addressed in instruction. Students achieving a score of 8 demonstrate the skills without guidance and support during independent writing (i.e., the student is in charge and directing the teacher if help is required). This item reflects multiple skills demonstrated in sequence. First the student must select a topic. Next the student must communicate about that topic using some form of speech or symbolic communication (e.g., ASL, picture symbols, AAC device). Finally, the student must use drawing, dictating or letters to write about the topic. Please note that there is no expectation that the letters represent specific sounds or words. For example:

- Work Sample: There are stickers all over the paper with 1 or 2 letters printed under each. The note on the back says, *When I told TS it was time to write he got excited, looked over at his cubby, and vocalized. I went to the cubby and got his bag. We went through it together, and he screamed when I pulled out the stickers. I used PAS (partner assisted scanning) to get him to tell me which stickers to choose, and then put them on the paper where he pointed. After he chose all of the stickers, he used his device to tell me 'doctor' because he got them at the doctor's office. Then he used the keyboard on his device to select a random string of letters with no spaces and no apparent connection to words that might be written about the topic.*
- Anecdotal note: During writing today TS used his switch to scroll through his pictures in the powerpoint file. He picked the picture of his dog. I asked TS, "What are you going to write about the dog?" He used his device to say, "I dog Sparky." I said, "tell me more about Sparky." He replied, "brown." I talked with him about his brown dog Sparky and then set him up with his alphabet scanning page to write. When I came back 10 minutes later he had written a long string of letters with the repeating pattern ABABABA

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9. With guidance and support (W/GS), the student will (TSW) select various topics, use speech or another form of communication to tell about the topic, and then write one fact about the topic using letters to spell words. To work on the items on this scale, all students must have access to all 26 letters of the alphabet for writing (this may include a pen or pencil, computer keyboard, onscreen keyboard, alternate keyboard, or alternate pencil). Students must use letters to write in order to receive a score of 9. Students should demonstrate the skills in this item during independent writing not shared writing (i.e., the student is in charge and directing the teacher if help is required); however, students are allowed *guidance and support as they are learning to use letters to spell words during writing.* This item reflects multiple skills demonstrated in sequence. Students scoring a 9 have already demonstrated the first two in previous items. They are: (1) the student selects a topic (different topics on different days = varied); and (2) the student communicates about that topic using some form of speech or symbolic communication (e.g., ASL, picture symbols, AAC device). The new element in achieving a score of 9 is that the student must use letters to write to try to write words related to the topic given guidance and support. For example:

- Work Sample: There are stickers all over the paper with 1 or 2 letters printed under each. The note on the back says, *When I told TS it was time to write he got excited, looked over at his cubby, and vocalized. I went to the cubby and got his bag. We went through it together, and he screamed when I pulled out the stickers. I used PAS (partner assisted scanning) to get him to tell me which stickers to choose, and then put them on the paper where he pointed. After he chose all of the stickers, he used his device to tell me 'doctor' because he got them at the doctor's office. Then I asked him to tell me the names of some of the characters in the stickers (they were from his favorite cartoon). He told me some names. Then I asked him to write. When he got to the alphabet page in his device I asked him to, "write the names of some of the guys." He looked confused so I told him. Try writing Harvey, Listen /h/. What letter makes the sound /h/. He got the H. Then I tried Fee and Foo. He seemed to like that they both started with the same letter.* [Note: The teacher offered guidance and support by suggesting that the student write the names of characters and saying the letter sounds from the beginning of the names for the student to write.]
- Anecdotal note: During writing today TS used the mouse to scroll through his pictures in the powerpoint file. He picked the picture of his dog. I asked TS, "What are you going to write about the dog?" He told me, "Sparky. He's my dog." I said, "tell me more about Sparky." He replied, "Sparky's brown. He barks. He ate my Legos. " I talked with him about his brown dog Sparky and then I asked him to write about Sparky. After he appeared to randomly select some letters, I asked him if he could spell Sparky's name. He indicated "no" and I said, "Try it. What letter do you need for the sound ssss. He selected the s. I kept going and he got the P and the K. [Note: The teacher offered guidance and support by telling the student "tell me more about Sparky" and for suggesting that the student write Sparky's name. Further guidance and support was provided when the teacher said the letter sounds for each letter for the student to try to write.

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10. The student will (TSW) select various topics, use speech or another form of communication to tell about the topic, and then write one fact about the topic using letters to spell words. To work on the items on this scale, all students must have access to all 26 letters of the alphabet for writing (this may include a pen or pencil, computer keyboard, onscreen keyboard, alternate keyboard, or alternate pencil). Students must use letters to write in order to receive a score of 10. Students should demonstrate the skills in this item during independent writing not shared writing (i.e., the student is in charge and directing the teacher if help is required), and they must demonstrate the skills independently. Students scoring a 9 have already demonstrated the first two in previous items. They are: (1) the student selects a topic (different topics on different days = varied); and (2) the student communicates about that topic using some form of speech or symbolic communication (e.g., ASL, picture symbols, AAC device). The new element in achieving a score of 10 is that the student must use letters to write to try to write words related to the topic without guidance or support. For example:

- Anecdotal note: During writing today TS used his switch to scroll through his pictures in the PowerPoint file. He picked the picture of his dog. I said, "What are you going to write about the dog?" He used his device to say, "I dog Sparky. Brown dog." I then set him up with his alphabet scanning array to write. When I came back 10 minutes later he had written, SY B DG. I asked him, "Did you write Sparky brown dog?" TS laughed in delight.
- Work Sample: There are stickers all over the paper with 1 or 2 letters printed under each. The note on the back says, *When I told TS it was time to write he got excited, looked over at his cubby, and vocalized. I went to the cubby and got his bag. We went through it together,*

and he screamed when I pulled out the stickers. I used PAS (partner assisted scanning) to get him to tell me which stickers to choose, and then put them on the paper where he pointed. After he chose all of the stickers, he used his device to tell me 'doctor' because he got them at the doctor's office. Then he used the keyboard on his device to select one letter to go with each sticker. When I asked what he was writing he said 'name.' I could then see that he was selecting the letter that went with the sound of the first letter in the name of most of the characters on the stickers.

- Work Sample: The sample shows a picture of a tree with red and green marks on it. Under the picture the student has written the letters, "a can be rd ap can eb g". The note says, *TS chose to write about the upcoming trip to the apple orchard. He told me he wanted to write about the "field trip." I asked him to tell me about it and he said, "Bus. Get apples." I told I couldn't wait to see what he wrote and left him alone. When I came back he told me he wrote, "Apples can be red. Apples can be green." He REMEMBERED the sentence frame from our predictable chart about apples and used it on his own!*]

Scale 6: Language: Vocabulary Acquisition and Use

K-3 Outcome: The student will use words, signs, or symbols to communicate in real life situations making connections between words and their use.

Kindergarten Essential Elements Addressed ***EE.L.K.5.c*** With guidance and support, use words to communicate in real-life situations.
First Grade Essential Elements Addressed ***EE.L.1.5.c*** With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.
Second Grade Essential Elements Addressed ***EE.L.2.5.a*** Identify real-life connections between words and their use (e.g., happy: "I am happy").
Third Grade Essential Elements Addressed ***EE.L.3.5.a*** Determine the literal meaning of words and phrases in context.

Emerging	1	2	3	4	5	6	7	8	9	10
Student is working toward skills in Level 1.	Demonstrates intentional efforts to communicate with others using gestures or other non-symbolic means.	W/GS uses signs, symbols, or words to communicate for one purpose.	W/GS uses signs, symbols, or words to communicate for two or more purposes.	W/GS combines signs, symbols, or words to communicate for two or more purposes.	W/GS combines signs, symbols, or words to communicate with familiar adults for multiple purposes.	W/GS initiates the use of signs, symbols, or words in meaningful ways during interactions.	Initiates the use of signs, symbols, or words in meaningful ways during interactions.	Completes sentences or phrases by providing a missing word in the context of shared reading or writing interactions.	W/GS determines the literal meaning of words or phrases in the context of shared reading or writing interactions.	Determines the literal meaning of words or phrases in the context of shared reading or writing interactions.
Kindergarten Target>>>>>>>>>>										
First Grade Target>>>>>>>>>>										
Second Grade Target>>>>>>>>>>										
Third Grade Target>>>>>>>>>>										

1. The student will (TSW) demonstrate intentional efforts to communicate with others using gestures or other non-symbolic means. Students achieving a score of 1 are just beginning to develop intentional communication. They use crying, laughing, pointing, and gestures to intentionally communicate wants, needs, and/or feelings to others. Communication partners play an important role in interpreting the communication efforts of students who are just beginning to develop intentional communication, and unfamiliar communication partners often find it difficult if not impossible to understand the intended message. Examples include:

- Video: The video shows TS taking the hand of an adult and leading them to a desired object that is just out of reach.
- Anecdotal note: During morning meeting, TS reached for the puppet I was holding and pulled his clenched his fingers over an over like he was grabbing. It was clear to me that he was asking to hold the puppet.
- Anecdotal note: I was helping TS clap along during music time. When I stopped, TS pulled my hands together. He wanted me to keep clapping with him!!

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2. With guidance and support (W/GS), the student will (TSW) use signs, symbols, or words to communicate for one purpose. Students achieving a score of 2 are often just learning to communicate symbolically. These students are intentional in their efforts to communicate. They have learned they can accomplish something if they cry, smile, laugh, turn away, reach, grimace, touch, move, hit, guide, push, pull, yell, bite, hum, rock, etc... Early communication functions can be an expression of wants/needs, sharing information, social closeness (e.g. indicating they like someone), or social etiquette (e.g. greeting…). The adults in the environment attribute meaning to their communication meaning to all communication efforts and provide a positive environment, responsive environment for these efforts to become symbolic. Examples include:

- Video: The video shows TS working one-on-one with the teacher. The teacher holds up one symbol that shows headphones, moves it slightly and says "Listen to music." She holds the picture still until TS looks at the picture. The teacher repeats the process with the computer symbol saying "Watch videos on the computer." After TS looks at the 2nd symbol the teacher says, "What do you want?" She then waits silently for 8 seconds until TS looks at the picture of the computer.
- Anecdotal note: During writing time today, TS was offered a choice between two photographs to write about today. TS used eye gaze and clearly chose the picture of her cat, "Princess"! I said, "You want to write about Princess!" TS moved her body back and forth and grinned.
- Data Form: TS is working on choice making throughout the day. The form has a list of choices down the first column (e.g., reading partner, book, snack, marker color). Each column has the date at the top and +/- to indicate when TS makes a clear choice. The form shows that the student clearly indicates a choice one or more times each day.

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3. With guidance and support (W/GS), the student will (TSW) use signs, symbols, or words to communicate for two or more purposes. Students scoring 3 use single words, signs, or symbols for a restricted range of communication purposes but there must be three pieces of evidence demonstrating communicating for each of the 2 purposes. They may demonstrate some symbolic communication (speech, picture symbols, sign language, photographs or pictures, representational objects/tactual symbols) but cannot depend on symbolic communication to express their full range of communication needs. Their communication is intentional and is occurring for more than one purpose throughout the day. Examples include:

- Anecdotal note: During center time today, TS was offered a choice of which center he wanted to play in today. The teacher held up the center choice board with photos of each center that have Velcro so students can pick one and take to the center. TS took the block center card,

looked at the teacher, smiled, took the card to the center and put it up. First time without hand under hand assistance! He clearly communicated his choice.

- Picture: Two students hugging one another and smiling. The note says, *As the students came into class this morning, TS ran over to another student and hugged her saying a verbal approximation of her name. Her friend responded with a smile and returned the hug. The student had been ill and had missed a few days of school this was her first day back. TS clearly communicated her name as a form of greeting. It was clear that she missed her!*
- Picture: The photo shows an 8-location communication device with the following symbols: *again, go, like, want, don't, different, look, make*. The note says, *During shared reading TS laughed when I made a silly sound. I told him, "You like that?" and modeled the use of the "like" symbol. As I looked away to start reading, TS pushed "like." Then I asked, "Should I do it again?" and pushed again. He chose "like" again.* (Note: Modeling is a form of guidance and support).

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4. With guidance and support (W/GS), the student will (TSW) combine two signs, symbols, or words to communicate for two or more purposes. Students scoring a 4 are combining 2 or more words, signs, or symbols to communicate for two or more purposes. There must be three pieces of evidence demonstrating that the student combined 2 or more words, signs, or symbols to communicate for each of the 2 purposes. They are developing an expressive system of communication that can be expanded over time. They are moving forward with symbols, signs or speech combining them to communicate more effectively. Examples include:

- Video: The video is taken during vocabulary instruction, it shows the teacher modeling use of a communication board with a wall size pocket chart containing picture symbols and/or words. Today's new word is *can*. The teacher defines the word and models using it in a sentence. She puts the symbols for *I can jump*, on the Velcro sentence strip mounted above the large board. Some students are vocalizing all students are engaged. The teacher models how she can jump and gives kids a chance to show how they could jump. As the lesson continues, she ask TS to come to the board and make a sentence. She cups her arm around his back to help focus him. Once he is attending, he chooses *I* and places it on the strip, then he adds *run* to make *I run.* The teacher points to each word saying, I run, and tells TS to run. He then immediately runs toward the back of the room laughing. The other students laugh and the teacher wisely turns the sentence into *you can run* and all of the students take off running. (Note: The teacher modeling, guiding the student to attend, and reinforcing the meaning of the word by getting everyone involved are forms of guidance and support).
- Picture with a note: There is a picture of the display board on the student's AAC device showing a 9 location grid with vocabulary from the DLM core vocabulary words. The note says, as the students finished reading with a partner, I asked TS about the book she read with her partner. TS looked at her AAC device and chose, "like it." I said, "I am happy you liked it." and asked her partner if she liked the book. The partner responded with speech, "I liked it too" and actually used the AAC device to say, "I like it."

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5. With guidance and support (W/GS), the student will (TSW) combine signs, symbols, or words to communicate for three or more purposes. Students scoring a 5 have full use of symbolic communication for a range of purposes. There must be three pieces of evidence demonstrating that the student combined 2 or more words, signs, or symbols to request, comment **and** direct others. They need continued support to develop and expand their communication. Teachers should repeat what the student says and expand upon it by adding just one or two more words. Examples include:

- Anecdotal note: During math today, TS was using counters to add numbers. He needed more counters to solve his equation. He began to

squirm and look frustrated, I signed, "What do you want?" He stopped and attended to my question. He then signed with deliberation, "want more." And pointed toward the counters. I was elated and signed back, "You want more counters." (Note: The teacher modeling a question in sign reminded TS to use his system even though he didn't have all the words he needed and then the teacher answered and added the new word. This is a form of guidance and support.)

- Anecdotal note: During predictable chart writing, TS used his voice to read "I like" and then echoed the words that each student added to the sentence. He read his sentence *I like chips* loud and clear each time I asked him what his sentence said.
- Video: The video shows small vignettes of TS throughout the day using her AAC device to communicate in response to direct requests from the teacher. One vignette is during morning meeting and shows TS sharing what she did last night by combining TV + Mom (watched *TV* with her mom) after the teacher models a response on the device saying, I watched TV (selecting TV on device) with my friend (selected TV on device). Another vignette is during math time and TS combines WANT+MORE (want more manipulatives) after the teacher asks, *do you want more?* and selects WANT + MORE on his device.

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6. With guidance and support (W/GS), the student (TS) initiates the use of signs, symbols, or words in meaningful ways during interactions. Students scoring a 6 have more vocabulary to draw upon and are beginning to initiate communication in meaningful ways when supported by adults. The adults use familiar routines and activities to provide guidance and support that allows students to initiate more successfully. Adults also provide explicit models of the kinds of things students might say in different contexts as a form of guidance and support. There must be three pieces of evidence demonstrating that the student initiated the use of words, signs, or symbols to communicate meaningfully during interactions with others, but others can support these efforts. Examples include:

- Data form: The form has dates listed down the left column. Across each row, the messages the students communicated are recorded. There is evidence that the student initiated in meaningful ways during 3 or more interactions.
- Anecdotal note: The book we are reading in shared reading has the repeated line, "Who likes <fruit>?" The page following each shows animals eating each kind of fruit (Who likes bananas? Monkeys do! Who likes apples? Horses do!). As I read, I said, "Who likes <fruit>?" and before turning the page I signed and said, "Me! I like <fruit>." When I read the page, "Who likes bananas?" TS signed me and laughed before I had a chance to do my part!!!!!

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7. The student (TS) initiates the use of signs, symbols, or words in meaningful ways during interactions. Students scoring a 7 have more vocabulary to draw upon and are beginning to initiate communication in meaningful ways without support from others. This skill is the same as the skill in 6; however, here the student initiates without guidance or support. The student is familiar with the style and routines of familiar adults and activities, and this familiarity helps the student more easily use his/her mode of communication. There must be three pieces of evidence demonstrating that the student initiated the use of words, signs, or symbols to communicate meaningfully during interactions with others. Examples include:

- Data form: The form has dates listed down the left column. Across each row, the messages the students communicated are recorded. There is evidence that the student initiated in meaningful ways during 3 or more interactions.
- Anecdotal note: During shared reading today, TS signed *more* and *me* (indicating my turn) without prompting or support.
- Anecdotal note: During lunch there was lots of laughter and interactions among the students. The adult feeding TS got distracted and several

minutes passed before she gave the student a bite of his lunch. The student used his switches to scan on his device and used it to say, *want, want, want, want, want* until he got the adult's attention.

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8. The student (TS) completes sentences or phrases by providing a missing word in the context of shared reading or writing. Students scoring 8 are expanding their vocabulary and can complete sentences meaningfully by selecting appropriate words, signs, or symbols. Students cannot score 8 by activating a single message voice output device or selecting a word to complete a sentence from an activity specific word bank or communication board. They must be using speech, signs, or a comprehension symbol-based system. There are 3 or more pieces of evidence demonstrating that the student is completing sentences or phrases in multiple contexts. Examples include:

- Anecdotal note: During morning meeting, I was talking about the weather and said, *Today it is* and TS used her communication device to say *cold*. I was expecting the students to use the weather symbols we always use, but *cold* was a completely accurate response for this morning. It was cold and sunny.
- Frequency count: The name of the books are listed down the left column and dates appear across the top. Under each date, there are tic marks indicating the number of times that TS filled in a word when the teacher left out a word while reading a line in the book. The data shows that the number of successes increases with each reading of each book. On the first read, TS never has more than one tic mark; however, by the fifth reading there are often an average of 3.5 tic marks per book.

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9. With guidance and support (W/GS), the student will (TSW) determine the literal meaning of words or phrases in the context of shared reading or writing interactions. Students scoring 9 are learning to figure out the meaning of unfamiliar words when they are used in context. Teachers support this by selecting books for reading that introduce and support new vocabulary through redundant use (e.g., These two sentences might appear together: *The peach was gigantic. It was the biggest peach we had ever seen.* The word gigantic is likely unfamiliar but the very next sentence tells us that gigantic means the really big.), or pictures and/or tactual support (e.g., a new word appears on the page and the illustration shows what the word means). Teachers also support this by incorporating new vocabulary in shared writing interactions. There are 3 or more pieces of evidence that the student is determining the meaning with guidance and support. For example:

- Data Sheet: The teacher created a data form with dates across the top row and spaces to write in the activity-type down the left column. For each activity, the teacher writes the word if a student is able to determine the meaning of the word from the context. The top of the form has a note that makes it clear that all of the words were determined with guidance and support. The teacher includes a code to record when she **repeated** the unfamiliar word with the target word in the text; when she offered **two choices** of the possible meaning of the target word; and when she **gave clues** to support the student. The form shows that the student determined the meaning of *furious, enormous,* and *pleased* with some form of guidance and support.

- Anecdotal notes: The teacher has taped 6 sticky notes to the front and back of a piece of paper in the file. Each of the notes has the date and student's initials. The teacher has written the word and the context in which it appeared on each. She has added notes about the type of guidance and support she provided.

10. The student will (TSW) determine the literal meaning of words or phrases in the context of shared reading or writing interactions.
Students scoring 10 are able to figure out the meaning of unfamiliar words when they are used in context. There are 3 or more pieces of evidence that the student is determining the meaning without guidance and support. For example:

- Data Sheet: The teacher created a data form with dates across the top row and spaces to write in the activity-type down the left column. For each activity, the teacher writes the word if a student is able to determine the meaning of the word from the context. The form shows that the student determined the meaning of *furious, enormous,* and *pleased* without any guidance or support.
- Anecdotal notes: The teacher has taped 6 sticky notes to the front and back of a piece of paper in the file. Each of the notes has the date and student's initials. The teacher has written the word and the context in which it appeared on each. She wrote IND to indicate that the meaning of these words was determined independently.

Student Evidence

For each reporting period, evidence score sheets must be completed for each scale that documents the 3 pieces of student evidence. The evidence score sheets provide documentation to support scores submitted into the system.

Scale 1: Reading Literatures & Informational Text: Key Ideas and Details

K-3 Outcome: The student can identify details, order two events, and answer who, what, and where questions about details in familiar texts.

Kindergarten Essential Elements Addressed ***EE.RL.K.1*** With guidance and support, identify details in familiar stories. ***EE.RI.K.1*** With guidance and support, identify details in familiar text. ***EE.RI.K.3*** With guidance and support, identify individuals, events, or details in a familiar informational text.	**Kindergarten Benchmark Rules** Winter score of 4 or lower, initiate intensive supports
First Grade Essential Elements Addressed ***EE.RL.1.1*** Identify details in familiar stories. ***EE.RI.1.1*** Identify details in familiar text. ***EE.RI.1.3*** Identify individuals, events, or details in a familiar informational text.	**First Grade Benchmark Rules** Fall score of 3 or lower, initiate intensive supports Winter score of 5 or lower, initiate intensive supports
Second Grade Essential Elements Addressed ***EE.RL.2.1*** Answer who and where questions to demonstrate understanding of details in a familiar text. ***EE.RI.2.1*** Answer who and what questions to demonstrate understanding of details in a familiar text. ***EE.RI.2.3*** Identify individuals, events, or details in an informational text.	**Second Grade Benchmark Rules** Fall score of 4 or lower, initiate intensive supports Winter score of 6 or lower, initiate intensive supports
Third Grade Essential Elements Addressed ***EE.RL.3.1*** Answer who and what questions to demonstrate understanding of details in a text ***EE.RI.3.1*** Answer who and what questions to demonstrate understanding of details in a text ***EE.RI.3.3*** Order two events from a text as "first" and "next."	**Third Grade Benchmark Rules** Fall score of 6 or lower, initiate intensive supports Winter score of 9 or lower, initiate intensive supports

NOTE: Each of the behaviors described below must be demonstrated during shared or independent reading of literature and informational text.

	Emerging	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	Student is working toward skills in Level 1.	W/GS understands words associated with objects used during familiar book sharing routines.	W/GS understands the names of objects used in a shared reading of familiar texts.	W/GS Identifies familiar people, objects, places and events that appear in familiar texts.	W/GS names objects or pictures of objects used in shared reading of familiar texts.	W/GS identifies details in familiar texts given guidance and support.	Identifies detail in familiar texts.	Answers who, where and what questions about details in familiar texts.	W/GS, answers who, where, and what questions about details in new texts.	Answers who, where, and what questions about details in new texts.	Orders events in new text as "first" and "next."
Fall Date											
Winter Date											
Spring Date											
Kindergarten Target>>>>>>>>>>											
First Grade Target>>>>>>>>>>											
Second Grade Target>>>>>>>>>>											
Third Grade Target>>>>>>>>>>											

Name: _____ **Grade:** _____

Scale 1 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Each piece of evidence must be documented with an evidence cover sheet. There must be 3 pieces of evidence used to determine a performance score for each reporting period. Please see pages 14-15 for further explanation.

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 1 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 1 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence contains the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 1 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 1 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 1 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 1 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 1 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 1 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Scale 2: Reading Literatures: Key Ideas and Details
K-3 Outcome: The student can identify characters, settings, and actions in stories

Kindergarten Essential Elements Addressed ***EE.RL.K.3*** With guidance and support, identify characters and settings in a familiar story.	**Kindergarten Benchmark Rules** Winter score of 4 or lower, initiate intensive supports
First Grade Essential Elements Addressed ***EE.RL.1.3*** Identify characters and settings in a familiar story.	**First Grade Benchmark Rules** Fall score of 3 or lower, initiate intensive supports Winter score of 5 or lower, initiate intensive supports
Second Grade Essential Elements Addressed ***EE.RL.2.3*** Identify the actions of the characters in a story.	**Second Grade Benchmark Rules** Fall score of 4 or lower, initiate intensive supports Winter score of 6 or lower, initiate intensive supports
Third Grade Essential Elements Addressed ***EE.RL.3.3*** Identify the feelings of characters in a story.	**Third Grade Benchmark Rules** Fall score of 6 or lower, initiate intensive supports Winter score of 9 or lower, initiate intensive supports

NOTE: Each of the behaviors described below must be demonstrated during shared or independent reading of literature.

	Emerging	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	Student is working toward skills in Level 1.	W/GS expresses interest during shared reading.	W/GS engages actively in shared reading of stories.	W/GS expresses recognition of familiar stories.	W/GS identifies the character and setting in familiar story with guidance and support.	Identifies the character and setting in familiar story.	Identifies the character and setting in new story.	Identifies the characters, settings, and major events in new stories.	Identifies the actions of characters in new story.	Identifies feelings of characters in a familiar story.	Identifies the feeling of characters in a new story.
Fall Date											
Winter Date											
Spring Date											

Kindergarten Target>>>>>>>>>>
First Grade Target>>>>>>>>>>
Second Grade Target>>>>>>>>>>
Third Grade Target>>>>>>>>>>

Name: _____ **Grade:** _____

Scale 2 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 2 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 2 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 2 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 2 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 2 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 2 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 2 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 2 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Scale 3: Reading Informational Text: Integration of Knowledge and Ideas
K-3 Outcome: The student can identify the points the author makes in an informational text.

Kindergarten Essential Elements Addressed ***EE.RI.K.8*** With guidance and support, identify points the author makes in an informational text.	**Kindergarten Benchmark Rules** Winter score of 4 or lower, initiate intensive supports
First Grade Essential Elements Addressed ***EE.RI.1.8*** Identify points the author makes in a familiar informational text.	**First Grade Benchmark Rules** Fall score of 3 or lower, initiate intensive supports Winter score of 5 or lower, initiate intensive supports
Second Grade Essential Elements Addressed ***EE.RI.2.8*** Identify points the author makes in an informational text.	**Second Grade Benchmark Rules** Fall score of 4 or lower, initiate intensive supports Winter score of 6 or lower, initiate intensive supports
Third Grade Essential Elements Addressed ***EE.RI.3.8*** Identify two related points the author makes in an informational text.	**Third Grade Benchmark Rules** Fall score of 6 or lower, initiate intensive supports Winter score of 9 or lower, initiate intensive supports

NOTE: Each of the behaviors described below must be demonstrated during shared or independent reading of literature and informational text.

	Emerging	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	Student is working toward skills in Level 1.	W/GS demonstrates understanding of familiar book sharing routines.	W/GS understands words that describe objects used during book sharing routines.	W/GS identifies new objects or pictures of objects that fit within known categories.	W/GS identifies the topic of familiar texts.	W/GS identifies points the author makes about the topic of familiar texts given guidance and support.	Identifies points the author makes about the topic of familiar texts.	Identifies points the author makes about the topic of new texts.	Identify the most important points the author makes about the topic of familiar texts.	Identify the most important points the author makes about the topic of new texts.	Identify two related points the author makes in a new text.
Fall Date											
Winter Date											
Spring Date											
Kindergarten Target>>>>>>>>>>											
First Grade Target>>>>>>>>>>											
Second Grade Target>>>>>>>>>>											
Third Grade Target>>>>>>>>>>											

Name: _____ **Grade:** _____

Scale 3 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 3 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

Indicate type of data used as evidence: Ensure each piece of evidence is documented with the following: the date of the teaching and learning event, the context of the observation (e.g. shared book reading, writing, and morning group), and a description of student behaviors observed during teaching and learning event. For more information on each type of data refer to page 5 of this scoring guide.

- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 3 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

Note: Three different scoring sheets must be completed for each assessment window. Each scoring sheet must be supported by one separate piece of evidence from three separate teaching and learning events

Student Performance Score: (Circle) E 1 2 3 4 5 6 7 8 9 10

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Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
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Name: _____ **Grade:** _____

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Name: _____ **Grade:** _____

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Text Type:	Familiar	Unfamiliar (New)
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Text Type:	Literature	Informational
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Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Scale 4: Reading Foundations: Letter Identification
K-3 Outcome: The student can identify the upper and lower case letters of the alphabet.

Kindergarten Essential Elements Addressed ***EE.RF.K.3.a*** With guidance and support, recognize first letter of own name in print.	**Kindergarten Benchmark Rules** Winter score of 4 or lower, initiate intensive supports
First Grade Essential Elements Addressed ***EE.RF.1.3.a*** Identify upper case letters of the alphabet.	**First Grade Benchmark Rules** Fall score of 3 or lower, initiate intensive supports Winter score of 5 or lower, initiate intensive supports
Second Grade Essential Elements Addressed ***EE.RF.2.3.a*** Identify the lower case letters of the alphabet.	**Second Grade Benchmark Rules** Fall score of 4 or lower, initiate intensive supports Winter score of 6 or lower, initiate intensive supports
Third Grade Essential Elements Addressed ***EE.RF.3.3.a*** In context, demonstrate basic knowledge of letter-sounding correspondences.	**Third Grade Benchmark Rules** Fall score of 6 or lower, initiate intensive supports Winter score of 9 or lower, initiate intensive supports

	Emerging	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	Student is working toward skills in Level 1.	W/GS expresses interest during print or braille-based interactions.	W/GS differentiates between text and illustrations or braille and tactile representations.	W/GS understands that words are comprised of letters.	W/GS identifies first letter of own name.	Identifies 16 or more upper or lower case letters.	Identifies all of the upper case letters.	Identifies 16 or more lower case letters.	Identifies all of the lower case letters.	Identifies 10 or more letter-sound relationships.	In context, demonstrate basic knowledge of letter-sound relationships.
Fall Date											
Winter Date											
Spring Date											
Kindergarten Target>>>>>>>>>>											
First Grade Target>>>>>>>>>>											
Second Grade Target>>>>>>>>>>											
Third Grade Target>>>>>>>>>>											

Name: _____ **Grade:** _____

Scale 4 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

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- ☐ Anecdotal Note
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- ☐ Video
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Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
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Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Scale 5: Writing: Text Types and Purposes

K-3 Outcome: The student can select a topic and use drawing, dictating, or writing to compose a message.

Kindergarten Essential Elements Addressed ***EE.W.K.2*** With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.	**Kindergarten Benchmark Rules** Winter score of 4 or lower, initiate intensive supports
First Grade Essential Elements Addressed ***EE.W.1.2*** Select a familiar topic and use drawing, dictating, or writing to share information about it.	**First Grade Benchmark Rules** Fall score of 3 or lower, initiate intensive supports Winter score of 5 or lower, initiate intensive supports
Second Grade Essential Elements Addressed ***EE.W.2.2*** Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.	**Second Grade Benchmark Rules** Fall score of 4 or lower, initiate intensive supports Winter score of 6 or lower, initiate intensive supports
Third Grade Essential Elements Addressed ***EE.W.3.2*** Write to share information supported by details. ***EE.W.3.2.a*** Select a topic and write about it including one fact or detail.	**Third Grade Benchmark Rules** Fall score of 6 or lower, initiate intensive supports Winter score of 9 or lower, initiate intensive supports

	Emerging	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	Student is working toward skills in Level 1.	W/ GS choose between two objects when selecting a topic for writing.	W/GS draws or selects photo, picture, or tactual representations of familiar people, places, things, or events to write about.	W/GS draws or selects meaningful images or tactual representations as topics for writing.	W/GS communicates information using drawing, pictures, or tactual representations.	W/GS selects a familiar topic and communicates information about it using drawing, pictures, tactual representations, or writing.	Selects a familiar topic and communicates information about it using drawing, pictures, tactual representations, or writing.	W/GS selects varied topics, uses speech or other communication system to tell about the topic and then writes one fact about the topic using drawing, dictating, or letters.	Selects varied topics, uses speech or other communication system to tell about the topic and then writes one fact about the topic using drawing, dictating, or letters.	W/GS selects varied topics, uses speech or other communication system to tell about the topic, and uses letters to write words about the topic including one fact or detail.	Selects varied topics, uses speech or other communication system to tell about the topic and uses letters to write words about the topic including one fact or detail.
Fall Date											
Winter Date											
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Kindergarten Target>>>>>>>>>>>											
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Name: _____ **Grade:** _____

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Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
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Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

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- ☐ Anecdotal Note
- ☐ Work Sample
- ☐ Photograph
- ☐ Video
- ☐ Performance Data

Required Information (Circle):

Text Type:	Familiar	Unfamiliar (New)
Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Name: _____ **Grade:** _____

Scale 5 Assessment Window (circle): **Fall** **Winter** **Spring** **Evidence (circle):** **1** **2** **3**

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Required Information (Circle):

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Text Type:	Literature	Informational
Level of Support:	Independent	Guidance/Support

Notes and description of how AT or AAC was set up for student use:

Scale 6: Language: Vocabulary Acquisition and Use

K-3 Outcome: The student will use words, signs, or symbols to communicate in real life situations making connections between words and their use.

Kindergarten Essential Elements Addressed ***EE.L.K.5.c*** With guidance and support, use words to communicate in real-life situations.	**Kindergarten Benchmark Rules** Winter score of 4 or lower, initiate intensive supports
First Grade Essential Elements Addressed ***EE.L.1.5.c*** With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.	**First Grade Benchmark Rules** Fall score of 3 or lower, initiate intensive supports Winter score of 5 or lower, initiate intensive supports
Second Grade Essential Elements Addressed ***EE.L.2.5.a*** Identify real-life connections between words and their use (e.g., happy: "I am happy").	**Second Grade Benchmark Rules** Fall score of 4 or lower, initiate intensive supports Winter score of 6 or lower, initiate intensive supports
Third Grade Essential Elements Addressed ***EE.L.3.5.a*** Determine the literal meaning of words and phrases in context.	**Third Grade Benchmark Rules** Fall score of 6 or lower, initiate intensive supports Winter score of 9 or lower, initiate intensive supports

	Emerging	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	Student is working toward skills in Level 1.	Demonstrates intentional efforts to communicate with others using gestures or other non-symbolic means.	W/GS uses signs, symbols, or words to communicate for one purpose.	W/GS uses signs, symbols, or words to communicate for two or more purposes.	W/GS combines signs, symbols, or words to communicate for two or more purposes.	W/GS combines signs, symbols, or words to communicate with familiar adults for multiple purposes.	W/GS initiates the use of signs, symbols, or words in meaningful ways during interactions .	Initiates the use of signs, symbols, or words in meaningful ways during interactions.	Completes sentences or phrases by providing a missing word in the context of shared reading or writing interactions.	W/GS determines the literal meaning of words or phrases in the context of shared reading or writing interactions.	Determines the literal meaning of words or phrases in the context of shared reading or writing interactions.
Fall Date											
Winter Date											
Spring Date											

Kindergarten Target>>>>>>>>>>

First Grade Target>>>>>>>>>>

Second Grade Target>>>>>>>>>>

Third Grade Target>>>>>>>>>>

Name: _____ **Grade:** _____

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