

Literacy Alternate Assessment Rubric (LAAR) - Kindergarten

One element of having high expectations for students with disabilities is having them participate in statewide assessments. The expectation is that every student with a disability participates in all statewide assessments. This expectation focuses on the Individualized Education Program (IEP) team's assessment participation decision of HOW the student will participate, not IF the individual will participate. A student with a disability can participate in statewide assessments in one of three ways:

- Regular assessment without accommodations
- Regular assessment with accommodations
- Alternate assessment, intended only for those students with the most significant cognitive disabilities, representing about 1.0% of the total student population

This Literacy Alternate Assessment Rubric (LAAR) is the alternate assessment to the [K-3 Literacy Screener](#), DIBELS® 8th Edition, for students with significant cognitive disabilities in kindergarten. Only students for whom the IEP team has used the [K-2 Alternate Assessment Decision Making Tool](#) to determine that [K-2 alternate assessment criteria](#) have been met should be scored on the literacy screener using the LAAR.

The LAAR is a rubric that assesses students' literacy skills as they relate to strands within English Language Arts (print concepts, phonological awareness, phonics and word recognition, fluency, and comprehension).

Procedures for Administering Alternate Assessments

The special educator or related service provider (if appropriate) should begin to complete the rubric by first reviewing the rubric strands (letter naming fluency, phonemic segmentation fluency, nonsense word fluency, and word reading fluency) and determining the student's ability level. The test administrator should utilize daily curriculum materials to assess the student and assign LAAR scores from "Not Yet Emerging" (1 point), "Emerging" (2 points), "Approaching Target" (3 points), "At Target" (4 points), and "Skill Accuracy" (5 points). It should be noted that the DIBELS® 8th Edition booklet may be selected by the testing administrator as a testing material to determine the "Skill Accuracy" for the student. However, the student qualifies for the LAAR and his/her literacy abilities will be scored on the LAAR only, not DIBELS®.

Accommodations

There will be a great amount of variety in how indicators are assessed for each individual student. Consideration should be made for each student about whether assistive technology is required for a student to learn or demonstrate a skill. For example, a student could identify a detail in a story by selecting a message on a single message output device or the answer could be selected from a field of five.

Based on the accommodations outlined in the student's current IEP, accommodations should be provided during the DIBELS® 8th Edition screener. The student should be screened with the same accommodations for all screeners throughout the year to ensure accurate score comparisons for Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY).

Using the Scores

Analyze the student's scores to determine what skills may need to be addressed. If new literacy deficits are identified, review the student's IEP and/or evaluation to determine if additional interventions are needed, new IEP goals created, and/or additional accommodations are warranted. Based on the student's scores and needs identified, additional collaborations need to occur with all members of the IEP team, including the student's family, to ensure that additional literacy supports are implemented across all school settings and within the home environment. If literacy needs are already being addressed within the student's IEP, teachers may find it beneficial to utilize the scores obtained for progress monitoring purposes throughout the IEP year and to gauge student progress and present level of performance.

According to [ACT 438](#), within fifteen days of identifying that a student in kindergarten through third grade is below grade level, based on the results of the literacy assessment, the school shall notify the student's parent or legal guardian in writing that the student has been identified as being below grade level, and shall provide the student's parent or legal guardian with the following:

- Information regarding the importance of being able to read proficiently by the end of third grade.
- Activities that may be used at home to improve literacy proficiency.
- Information regarding the specific interventions and supports that the school will provide to improve the literacy proficiency of the student.
- A student in grades kindergarten through three, within thirty days of being identified as having literacy skills that are below grade level based on the results of the literacy screener, shall receive an [individual reading improvement plan](#). The plan shall be created by the teacher, principal, other pertinent school personnel, and the parent or legal guardian and shall describe the evidence-based reading intervention services the student will receive and shall give suggestions for strategies parents can use at home.

Each school shall provide mid-year and end-of-the-year updates to the parent or legal guardian of each student identified as having literacy skills below grade level, detailing the student's progress in gaining foundational literacy skills and providing the parent with additional tools to use at home to improve the student's literacy proficiency.

Literacy resources for students with significant cognitive disabilities:

- [Literacy Library](#)
- [LIFT Kit](#)
- [Significant Cognitive Disabilities](#)

Kindergarten Louisiana Connectors (LC)	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Skill Accuracy 5 points
<p>Letter Naming Fluency</p> <p><i>RF.K.1d</i> Recognize and name all upper and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> Unable to recognize familiar letters or words, (letter in his/her name, social stories. etc.) 	<ul style="list-style-type: none"> Recognizes letters in name and familiar words and signs (environmental print) 	<ul style="list-style-type: none"> Distinguishes between upper- and lower-case letters in familiar words 	<ul style="list-style-type: none"> Identifies familiar letters or words that are used in everyday routines 	<ul style="list-style-type: none"> Student identified _____ number of letters on DIBELS® 8th Edition
<p>Phonemic Segmentation Fluency</p> <p><i>LC.RF.K.2f</i> Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).</p> <p><i>LC.RF.K.2g</i> Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).</p>	<ul style="list-style-type: none"> Student is not demonstrating skills at an emergent level 	<ul style="list-style-type: none"> Identify pictures that begin with given sounds 	<ul style="list-style-type: none"> Given an orally presented segmented phoneme (such as C-A-T), student will indicate the corresponding picture or word 	<ul style="list-style-type: none"> Identifies words that begin with the same sound Substitutes individual sounds in simple, one-syllable words to make new words 	<ul style="list-style-type: none"> Student identified _____ number of letters on DIBELS® 8th Edition
<p>Nonsense Word Fluency</p> <p><i>LC.RF.K.2f</i> Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).</p> <p><i>LC.RF.K.2g</i> Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).</p> <p><i>LC.RF.K.2h</i> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> Student is not demonstrating skills at an emergent level 	<ul style="list-style-type: none"> Will point to and/or say the title of a familiar book during a shared reading experience Will open a book with correct orientation Will turn the pages in the book (with support, if needed such as a popsicle stick taped to the page) 	<ul style="list-style-type: none"> Will identify letters or words on a page Can distinguish between a picture versus print Identifies words as they are read left to right and/or top to bottom 	<ul style="list-style-type: none"> Will participate in reading a repeated storyline within a book Attends to words in print, tracks left to right, with a variety of reading materials and text 	<ul style="list-style-type: none"> Student identified _____ number of letters on DIBELS® 8th Edition
<p>Word Reading Fluency</p> <p><i>LC.RF.K.3d</i> Read common kindergarten high frequency words by sight.</p>	<ul style="list-style-type: none"> Student is not demonstrating skills at an emergent level 	<ul style="list-style-type: none"> Will point to and/or say the title of a familiar book during a shared reading experience Will open a book with correct orientation Will turn the pages in the book (with support, if needed such as a popsicle stick taped to the page) 	<ul style="list-style-type: none"> Will identify letters or words on a page Can distinguish between a picture versus print Identifies words as they are read left to right and/or top to bottom 	<ul style="list-style-type: none"> Will participate in reading a repeated story line within a book Attends to words in print, tracks left to right, with a variety of reading materials and text 	<ul style="list-style-type: none"> Student identified _____ number of letters on DIBELS® 8th Edition

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

Kindergarten Scoring Sheet			
Strands	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Letter Naming Fluency	/5	/5	/5
Phonemic Segmentation Fluency	/5	/5	/5
Nonsense Word Fluency	/5	/5	/5
Word Reading Fluency	/5	/5	/5
Total	/20	/20	/20
Date			