



Kansas Alternate Early Literacy Screener Kdg-3rd grade

For students with a most significant cognitive disability



Kansas leads the world in the success of each student.

Purpose of Alternate Assessments

IDEA

Sec. 300.160 Participation in assessments

(a) General. A State must ensure that all children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.



What is the KS Alternate Early Literacy Screener?

- The Kansas Alternate Early Literacy Screener is a simple rubric that assesses students' early literacy skills as they relate to skill domains within English Language Arts (print concepts, phonological awareness, phonics and word recognition, fluency and comprehension). The rubric is meant to be completed for each student with a Significant Cognitive Disability (grades K-3) by their teacher, based on the student's performance on Individualized Education Program (IEP) goals and every day early literacy instruction within the classroom.



Who qualifies to participate in the KS Alternate Early Literacy Screener?

- Student is in grades Kindergarten, 1st, 2nd, or 3rd grade; and
- Student has a most significant cognitive disability that significantly impacts intellectual functioning and adaptive behavior; and
- Student is learning content linked to the DLM Essential Elements; and
- Student requires extensive, repeated, direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age-appropriate curriculum, and
- IEP teams determine who participates in an alternate assessment.
- The IEP must have alternate assessment indicated on the assessment addendum in order to participate in the Alternate Early Literacy Screener.



Participation is Not determined by:

- A specific disability category or label.
- Poor attendance or extended absences.
- Native language/social/cultural or economic difference.
- Expected poor performance on the general education assessment.
- Academic and other services student receives.
- Educational environment or instructional setting.
- Percent of time receiving special education.
- English Language Learner (ELL) status.
- Low reading level/achievement level.
- Student's anticipated disruptive behavior.
- Impact of student scores on accountability system.
- Administrator decision.
- Anticipated emotional duress.
- Need for accommodations (e.g., text to speech, assistive technology/AAC) to participate in assessment process.



Additional Guidance Documents

- [Participation Guidelines \(PDF\)](#)
- [Kansas Alternate Assessment Flow Chart \(PDF\)](#)
- [Rubric for Determining Student Eligibility for the Kansas Alternate Assessment \(DLM\) \(PDF\)](#) (Companion document to the DLM Participation Guidelines)
- [IEP Team Resource Making Decisions about Participation in the Alternate Assessment \(PDF\)](#)



Tool B: Intellectual Functioning Tool

- The Kansas criteria to participate in the DLM is: the student has a most significant cognitive disability (defined as typically functioning 2 ½ or more standard deviations below the mean).
- It may be more helpful for the IEP team to consider a continuum of intellectual functioning as shown in the tool.
- No one characteristic should solely determine whether intellectual functioning is at a level that suggests the AA-AAAS is the appropriate assessment

Intellectual Functioning Tool

Student Name: _____ Date: _____

Not limited	Mild Cognitive Limitations	Moderate to Significant Cognitive Limitations	Most Significant Cognitive Limitations
Verbal Intelligence/Cognition (related to language skills)			
Verbal intelligence in average range or above (85 IQ or above)	Verbal Intelligence 1 to 2 SD below mean (84-71)	Verbal Intelligence 2 to 2.5 SD below mean (70 - 64)	Verbal Intelligence 2.5 SD or more below mean (63 or lower)
Nonverbal Intelligence/Cognition (related to visual-spatial skills)			
Non-verbal intelligence in average range or above (85 IQ or above)	Non-verbal Intelligence 1 to 2 SD below mean (84-71)	Non-verbal Intelligence 2 to 2.5 SD below mean (70 - 64)	Non-verbal Intelligence 2.5 SD or more below mean (63 or lower)
Thinking/Reasoning/Problem-Solving			
Reasoning and problem-solving skills at age-level or within average range on an assessment.	Minimal assistance (e.g., general education interventions/supports) needed to carry out reasoning and problem-solving tasks	Requires special education services, including modifications and levels of scaffolding to complete reasoning and problem-solving tasks	Dependent on others for completing tasks that require reasoning and problem-solving
Executive Function/Attention/Memory			
Cognitive planning and working memory at age-level or within average range on an assessment	Minimal assistance (e.g., general education interventions/supports) needed to support cognitive planning and working memory	Requires special education services, including modifications and levels of scaffolding to support cognitive planning and working memory	Dependent on others for completing tasks that require cognitive planning and working memory
Learning			
Learning grade level academic skills	Learning grade level academics with general education supports	Learning general standards or mastering target or successor linkage level EEs with increasing levels of assistance from special education services and supports	Making progress on the Essential Elements (EEs) with moderate/maximal levels of supports



Tool C: Adaptive Functioning Tool

- The Kansas criteria to participate in the DLM is: the student has significant deficits in adaptive behavior (defined as typically functioning 2 ½ or more standard deviations below the mean).
- It may be more helpful for the IEP team to consider a continuum of adaptive functioning rather than a yes or no response.
- No one characteristic or rating should solely determine whether adaptive functioning is at a level that suggests the AA-AAAS is the appropriate assessment.

Adaptive Functioning Tool

Student Name: _____ Date: _____

Not Limited	Mild to Moderate Deficits	Moderate to Significant Deficits	Most Significant Deficits
Adaptive Behavior Scale			
Overall adaptive behavior score in average range or above (standard score 85 or above)	Adaptive behavior 1 to 2 SD below mean (ss 84 - ss 71)	Adaptive behavior 2 to 2.5 SD below mean (ss 70 - ss 64)	Adaptive behavior 2.5 SD or more below mean (ss 63 or lower)
Conceptual			
Age-level expressive and expressive communication skills	Communicates expressively and receptively with minimal prompting/assistance	Beginning to communicate wants/needs/preferences using assistive technology (augmentative device or symbols)	No formal communication system
Learning grade level academic skills	Learning grade level academics with general education supports	Mastering target or successor linkage level EEs; learning grade level academics with increasing levels of assistance	Making progress on the Essential Elements (EEs) with moderate/maximal levels of supports
Social			
No instruction is needed on responsibility, following rules, interpersonal skills	General instruction addressed through MTSS and general education interventions for responsibility, following rules, and interpersonal skills	Systematic, direct instruction in responsibility, following rules, and interpersonal skills	Prescriptive, systematic, direct instruction relating to responsibility, following rules, and interpersonal skills
Practical			
No instruction needed on daily living skills or community living skills	Minimal assistance/supports for daily living skills and community living skills; student will likely be successful living independently and holding a job	Requires moderate assistance/supports to complete daily living skills and community living skills (e.g., meal prep, phone use, housekeeping); student will likely be successful in supportive living	Dependent on others for daily living skills and community living skills; student will likely need 24 hour supports as an adult



What materials do I need to administer the screener?

The materials needed to administer the Kansas Alternate Early Literacy Screener will differ for each student. The screener should be reviewed prior to administration to determine how each task will be assessed. For example, if a task is "Student can identify lowercase letters," materials needed could include lowercase flashcards, a keyboard, or a student's assistive technology device. In general, materials needed could include:

- Copies of the rubric for each student
- A familiar text (literature and informational)
- Letter flashcards
- CVC words/flashcards
- Picture cards
- Familiar word cards (words used in everyday routines)
- Familiar objects
- Photos of familiar people

You will need a copy of the [Alt Early Literacy Screener rubric](#) for each student.



Scoring

1. For a student to score at a performance level for beginning, middle or end of year, they must be able to do **each skill listed** within a performance level, (except in the 'Not Yet Emerging' level) to a level of mastery as determined by the teacher (80% correct or 80% independence is a general guideline for mastery).
2. As performance levels are determined for each skill domain, the points should then be transferred to the Score Sheet.
3. After they are added up, the student's overall score will then be determined by the Scoring Guide.
4. For EOYA Reporting, refer to the EOYA reporting section on the upcoming slide.



Scoring Sheet - KDG

Table 5: Score Sheet

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

Table 6. Scoring Guide:

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



Examples of sources of data used

- Anecdotal notes
- Work samples
- Photographs
- Videos
- Performance data
- Others as determined

There will be a great amount of variety in how each indicator is assessed for each individual student. Consideration should be made for each student about whether assistive technology is required for a student to learn or demonstrate a skill. For example, a student could identify a detail in a story by selecting a message on a single message output device or they could select their answer from a field of five. Each indicator should be assessed in the same way and given the same supports for all three testing windows (Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY)).



EOYA Reporting: KIDS

- Current grade (in KIDS) must be Kindergarten, 1st Grade, or 2nd Grade
- Approved screeners
 - 05 – Other (Meets Rubric Requirements)
- Field D60 – Dyslexia Subtest
 - 00 – None
 - 01 – Phoneme Segmentation Fluency (record spring score for Kindergarten)
 - 02 – Nonsense Word Fluency (record spring score for 1st Grade)
 - 03 – Oral Reading Fluency (record spring score for 2nd Grade)
- Field D61 – Dyslexia Spring Performance Level
 - 0 – Not Assessed
 - 1 – Below Benchmark
 - 2 – At or above Benchmark



Kindergarten: Field D60 01

Table 2: Reading Foundation Phonological Awareness (Required for Dyslexia Screening – EYOA Field D60 – 01)

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



2nd Grade: Field D60 03

Table 2. Fluency (Required for Dyslexia Screening and EYOA Field D60 - 03)
Below Benchmark

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



Using the rubrics for IEP development

- The rubrics are based on the Essential Elements and are aligned with the general education curriculum at a reduced depth, breadth, and complexity.
- Information from the rubrics provide valuable information on the students early literacy development for the PLAAFPs
 - Strengths and needs can be pulled from the rubric and included in the PLAAFPs.
- IEP goals and benchmarks can be developed to align with the students needs as identified by the screener.



Contact Information



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