2021 - 2022

Georgia's Early Intervention Program (EIP) ELA/Reading K- 5 Rubrics

NOTE: The EIP eligibility criteria for student placement and exit decisions must be supported by and consistent with multiple forms of student achievement data/evidence including, teacher checklists and available assessment results.

Please continue to be prepared upon request to provide access to your placement and exit determination materials, including teacher checklists, student assessment data, and other forms of multiple criteria. These documents should be in compliance with State and local records' retention policies.

ELA/Reading: Kindergarten Early Intervention Program (EIP) Entrance Rubric

Student_____   **Age** _____   **Teacher**_____**Date** _____

These rubrics have been based on the Georgia Early Learning and Development Standards (GELDS) and are referenced to the Kindergarten ELA/Reading Standards. The GELDS are listed in the second column. Students may qualify for EIP in ELA/Reading.

Has the student attended a Pre-K Program?   Yes   No   Has the student attended a Daycare Program?   Yes   No
Has the student been previously retained in Kindergarten?   Yes   No
Has student ever been identified as an EL?   Yes   No   In what grade? _____
Is the student currently receiving ESOL services?   Yes   No
If yes, please list the student's current level of English proficiency (current ACCESS test results):
Listening:_____ Speaking:_____ Reading:_____ Writing:_____

Oral Language Composite _____ Literacy Composite _____ Comprehension Composite _____

Overall Composite _____

Rate progress for each standard with one of the following scores: 0= Not Yet   1= Rarely   2= Sometimes   3= Consistently

Kindergarten Entrance Rubrics are based on GELDS. The aligned CCGPS is listed in the first column. Note: EIP eligibility is based on not meeting the previous year's standards, which in this case are Pre-K standards.		Rating 0,1, 2, 3	Sample Assessment
Pre-K Early Reading Strand **(Aligned to: ELACCKRF1a and ELACCKRF1d)**	**CLL8.4c -** With prompting and support, tracks words from left to right, top to bottom, and page to page		• Looks at books appropriately – left to right, top to bottom, turning one page at a time, front to back of book
	CLL7.4a - With prompting and support, recognizes and names some upper and lower case letters of the alphabet		• Identifies letters in their name and familiar logos • Identifies 10-15 upper / lower case letters in isolation
Pre-K Early Reading Strand **(Aligned to: ELACCKRF2a)**	**CLL6.4b -** Identifies and produces rhyming words **(ELACCKRF2a)**		• Recognizes that words such as "cat and fat" rhyme • Can provide a rhyming word when listening to a story or poem that rhymes
Pre-K Early Reading Strand **(Aligned to: ELACCKRF2b)**	**CLL6.4e -** Segments words into syllables **(ELACCKRF2b)**		• Claps hands for syllables in names or other familiar words
	CLL6.4f - Manipulates and blends sounds (phonemes) with adult guidance **(ELACCKRF2b)**		
Pre-K Early Reading Strand **(Aligned to: ELACCKRF3a)**	**CLL6.4a -** Listens and differentiates between sounds that are the same and different		• Identifies the sounds for 10 consonants
Pre-K Early Reading Strand **(Aligned to: ELACCKRL3)**	**CLL5.4c -** Discusses books or stories read aloud and can identify characters and setting in a story		• Responds appropriately to questions during read alouds and other reading settings; Tells stories related to stories read aloud
Pre-K Receptive and Expressive Language Strands **(Aligned to: ELACCKSL1a**	**CLL1.4a -** Listens and responds on topic to conversations and group discussions for an extended period **(ELACCKSL1a)**		• Engages in a conversation, taking turns to speak and listening to others
	CLL1.4c - Extends/expands thoughts or ideas expressed		• Responds appropriately to questions during casual

and ELACCKSL2)	**CLL1.4b** - Listens to and follows multi-step directions		conversation
Pre-K Receptive Language Strand **(Aligned to: ELACCKL6)**	**CLL2.4a** - Demonstrates understanding of more complex vocabulary through everyday conversations		• After discussing community helpers, child says, "I want to be a veterinarian and take care of animals." • Creates a story for a wordless picture book.
	CLL2.4b - Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations		
TOTAL SCORE:			**< 15 indicates eligibility for EIP services**

Pre-K - Georgia Early Learning and Development Standards (GELDS)   http://gelds.decal.ga.gov/

ELA/Reading: First Grade Early Intervention Program (EIP) Entrance Rubric

Student_____ **Age**_____ **Teacher**_____**Date**_____

These rubrics have been referenced to the ELA/Reading Standards. Students may qualify for EIP in ELA/Reading.

Has the student been previously retained?   **Yes   No**   **In what grade?**_____

Has the student been previously enrolled in EIP?   **Yes   No**   **In what grade?**_____

Has the student ever been identified as an EL?   **Yes   No**   **In what grade?**_____

Is the student currently receiving ESOL services? **Yes   No**

If yes, please list the student's current level of English proficiency (current ACCESS test results):

Listening:_____ **Speaking:**_____ **Reading:**_____ **Writing:**_____

Oral Language Composite _____ **Literacy Composite** _____ **Comprehension Composite** _____

Overall Composite _____

Previous year G-KIDS results: **Reading** _____ **Math** _____

Rate the progress for each standard with one of the following: **0= Not Yet   1= Rarely   2= Sometimes   3= Consistently**

First Grade ELA Standards Note: EIP eligibility is based on not meeting the previous year's standards		Rating 0,1, 2, 3	Sample Assessment
Reading Foundational (RF) *Concepts of Print*	**ELAGSEKRF1d** – Recognize and name all upper- and lowercase letters of the alphabet		Identifies all letters, randomly presented
Reading Foundational (RF) *Phonological Awareness*	**ELAGSEKRF2e** – Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words		Makes a new word by substituting the beginning sound such as cat – rat; man - fan
Reading Foundational (RF) *Phonics and Word Recognition*	**ELAGSEKRF3a –** Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.		Matches all consonant sounds to the appropriate letter
Reading Foundational (RF) *Phonics and Word Recognition*	**ELAGSEKRF3b –** Demonstrate basic knowledge of long and short sounds for the five major vowels.		Matches all vowel (short and/or long) sounds to the appropriate letter
Reading Foundational (RF) *Fluency*	**ELAGSEKRF4** – Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.		Reads emergent text with 90%-100% accuracy with appropriate speed and phrasing
Reading Literacy (RL) / **Reading Informational (RI)** *Key Ideas and Details*	**ELAGSEKRL1 / ELAGSEKRI1** – With prompting and support, ask and answer questions about key details in a text		Teacher reads with the student short portions of a text, stopping regularly to ask the student questions regarding the key details of the text (e.g., what pictures are you creating in your head?)
Reading Literacy (RL) *Key Ideas and Details*	**ELAGSEKRL3** – With prompting and support, identify characters, settings, and major events in a story		Orally identifies characters, settings, and major events of a story read aloud; draws a picture of a particular character in the story as the story progresses

Speaking and Listening (SL) *Presentation of Knowledge and Ideas*	**ELAGSEKSL4** – Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		Describes an event using descriptive words about a person, place, and/or an event using complete sentences and a clear voice.
Language (L) *Conventions of Standard English*	**ELAGSEKL1a** – Print many upper- and lowercase letters		Prints all letters, upper- and lowercase
	TOTAL SCORE:		**< 15 indicates eligibility for EIP services**

ELA/Reading: Second Grade Early Intervention Program (EIP) Entrance Rubric

Student_____ **Age**_____ **Teacher**_____**Date**_____

These rubrics have been referenced to the ELA/Reading Standards. Students may qualify for EIP in ELA/Reading.

Has the student been previously retained?   **Yes**   **No**   **In what grade?** _____

Has the student been previously enrolled in EIP?   **Yes**   **No**   **In what grade?** _____

Has the student ever been identified as an EL?   **Yes**   **No**   **In what grade?** _____

Is the student currently receiving ESOL services?   **Yes**   **No**

If yes, please list the student's current level of English proficiency (current ACCESS test results):

Listening:_____ Speaking:_____ Reading:_____ Writing:_____

Oral Language Composite _____ **Literacy Composite** _____ **Comprehension Composite** _____

Overall Composite _____

Rate the progress for each standard with one of the following: *0= Not Yet   1= Rarely   2= Sometimes   3= Consistently*

Second Grade ELA Standards Note: EIP eligibility is based on not meeting the previous year's standards		Rating 0,1, 2, 3	Sample Assessment
Reading Foundational (RF) *Phonological Awareness*	**ELAGSE1RF2b** – Orally produce single-syllable words by blending sounds (phonemes), including consonant blends		Blends 3-4 letter words (c/v/c words) such as *glad, jump, sit, dog*
Reading Foundational (RF) *Phonological Awareness*	**ELAGSE1RF2d** – Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		Provides the individual letter sounds when given a single-syllable word – CAT – /C/ /A/ /T/
Reading Foundational (RF) *Phonics and Word Recognition*	**ELAGSE1RF3e** – Decode two-syllable words following basic patterns by breaking the words into syllables.		Reads a list of two-syllable words such as *kit-ten; pea-nut*
Reading Foundational (RF) *Fluency*	**ELAGSE1RF4b** – Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		Reads on-level text and scoring appropriately on a fluency assessment or rubric
Reading Literacy (RL) / **Reading Informational (RI)** *Key Ideas and Details*	**ELAGSE1RL1** – Ask and answer questions about key details in a text		Responds correctly to key details of a story Student creates a question / answer document about a text read
Reading Literacy (RL) *Key Ideas and Details*	**ELAGSE1RL3** –Describe characters, settings, and major events in a story, using key details		Draws a picture with clear details or writes a description of a favorite character, the setting, or a major event in the book
Reading Informational (RI) *Key Ideas and Details*	**ELAGSE1RI2** – Identify the main topic and retell key details of a text.		Completes a graphic organizer that shows the main topic and several key details
Speaking and Listening (SL) *Presentation of Knowledge and Ideas*	**ELAGSE1SL4** – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		Speaks in a clear voice, using complete sentences to describe a favorite book

Language (L) *Vocabulary Acquisition and Use*	ELAGSE1L5a – Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent		Sorts a list of words into the correct category and can explain why the words were sorted that way
	TOTAL SCORE:		**< 15 indicates eligibility for EIP services**

ELA/Reading: Third Grade Early Intervention Program (EIP) Entrance Rubric

Student_____ **Age**_____ **Teacher**_____**Date**_____

These rubrics have been referenced to the ELA/Reading Standards. Students may qualify for EIP in ELA/Reading.

Has the student been previously retained?   Yes   No   **In what grade?** _____

Has the student been previously enrolled in EIP?   Yes   No   **In what grade?** _____

Has the student ever been identified as an EL?   Yes   No   **In what grade?** _____

Is the student currently receiving ESOL services? Yes   No

If yes, please list the student's current level of English proficiency (current ACCESS test results):

Listening:_____ **Speaking:**_____ **Reading:**_____ **Writing:**_____

Oral Language Composite _____   **Literacy Composite** _____ **Comprehension Composite** _____

Overall Composite _____

Rate the progress for each standard with one of the following: *0= Not Yet   1= Rarely   2= Sometimes   3= Consistently*

ELA Standards Note: EIP eligibility is based on not meeting the previous year's standards		Rating 0,1, 2, 3	Sample Assessment
Reading Foundational (RF) *Phonics and Word Recognition*	**ELAGSE2RF3c** – Decode regularly spelled two-syllable words with long vowels.		Reads a list of regularly spelled 2-syllable words with long vowels such as *hotel, spider, table, mailbox*
Reading Foundational (RF) *Phonics and Word Recognition*	**ELAGSE2RF3f** – Recognize and read grade-appropriate irregularly spelled words.		Reads from a list of high-frequency sight words with 95% accuracy
Reading Foundational (RF) *Fluency*	**ELAGSE2RF4b** – Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		Reads with 95% accuracy, appropriate speed, and correct intonation an on-level 2nd grade text
Reading Literacy (RL) / **Reading Informational (RI)** *Key Ideas and Details*	**ELAGSE2RL1 / RI1** – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		Use a question cube with questions on each side for who, what, where, when, why, and how. Roll the cube and answer the question about the text. Roll until all questions are answered
Reading Literacy (RL) *Key Ideas and Details*	**ELAGSE2RL3** – Describe how characters in a story respond to major events and challenges.		Describes how the character responded to a major event in the story.
Reading Informational (RI) *Key Ideas and Details*	**ELAGSE2RI2** – Identify the main topic of a multi-paragraph text as the focus of specific paragraphs within the text.		Completes a graphic organizer showing the main idea and key details about the story.

Speaking and Listening (SL) *Presentation of Knowledge and Ideas*	**ELAGSE2SL4** – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		Speaks in a clear voice, using complete sentences to describe a favorite book; use a rubric to ensure all components are included in the recounting of a story
Language (L) *Vocabulary*	**ELAGSE2L4a** – Use sentence-level context as a clue to the meaning of a word or phrase		Provides meaning of underlined words from the text
	ELAGSE2L5a – Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*)		Completes a Frayer model graphic organizer with key words from a recent story
	TOTAL SCORE:		**< 15 indicates eligibility for EIP services**

ELA/Reading: Fourth Grade Early Intervention Program (EIP) Entrance Rubric

Student_____ **Age**_____ **Teacher**_____**Date**_____

These rubrics have been referenced to the ELA/Reading Standards. Students may qualify for EIP in ELA/Reading.

Has the student been previously retained?   Yes   No   **In what grade?** _____

Has the student been previously enrolled in EIP?   Yes   No   **In what grade?** _____

Has the student ever been identified as an EL?   Yes   No   **In what grade?** _____

Is the student currently receiving ESOL services?   Yes   No

If yes, please list the student's current level of English proficiency (current ACCESS test results):

Listening:_____ **Speaking:**_____ **Reading:**_____ **Writing:**_____

Oral Language Composite _____   **Literacy Composite** _____ **Comprehension Composite** _____

Overall Composite _____

Rate the progress for each standard with one of the following: **0= Not Yet**   **1= Rarely**   **2= Sometimes**   **3= Consistently**

ELA Standards Note: EIP eligibility is based on not meeting the previous year's standards		Rating 0,1, 2, 3	Sample Assessment
Reading Foundational (RF) *Phonics and Word Recognition*	**ELAGSE3RF3** – Know and apply grade-level phonics and word analysis skills in decoding words (common prefixes and suffixes, common Latin suffixes, multi-syllable words, grade-appropriate irregularly spelled		Reads a list of appropriate words that requires the student to use decoding skills
Reading Foundational (RF) *Fluency*	**ELAGSE3RF4 a, b, c, d** – Read on-level text with purpose and understanding; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; Use context to confirm or self-correct word recognition and understanding, rereading as necessary; Read grade-appropriate irregularly spelled words.		Reads with 95% accuracy, appropriate speed, and correct intonation an on-level 3rd grade text
Reading Literacy (RL) *Key Ideas and Details*	**ELAGSE3RL1** – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		Answers questions about text, referring to specific pages and/or passages to support the answer
Reading Literacy (RL) *Integration of Knowledge and Ideas*	**ELAGSE3RL9** – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)		Completes a graphic organizer (Venn Diagram) that compares and contrasts a theme, setting, and/or plot of a story.
Reading Informational (RI) *Key Ideas and Details*	**ELAGSE3RI2** – Determine the main idea of a text; recount the key details and explain how they support the main idea		Provides the main idea of a text and the key details that support it
Speaking and Listening (SL) *Comprehension and Collaboration*	**ELAGSE3SL2** –Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally		Summarizes a passage from a read aloud, information from the Internet, or speaker, etc.; Use a rubric to determine all components are addressed

Language (L) *Conventions of Standard English*	**ELAGSE3L1i** – Produces simple, compound, and complex sentences (when writing or speaking)		Writes and speaks in simple, compound, and complex sentences
Language (L) *Vocabulary Acquisition and Use*	**ELAGSE3L4a** – Use sentence-level context as a clue to the meaning of a word or phrase.		Completes a cloze passage
	ELAGSE3L5b – Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*)		Completes a graphic organizer using words to describe an event in a story
TOTAL SCORE:			**< 15 indicates eligibility for EIP services**

ELA/Reading: Fifth Grade Early Intervention Program (EIP) Entrance Rubric

Student_____   Age_____   Teacher_____Date_____

These rubrics have been referenced to the ELA/Reading Standards. Students may qualify for EIP in ELA/Reading.

Has the student been previously retained?   Yes   No   In what grade? _____

Has the student been previously enrolled in EIP? Yes   No   In what grade? _____

Has the student ever been identified as an EL?   Yes   No   In what grade? _____

Is the student currently receiving ESOL services? Yes   No

If yes, please list the student's current level of English proficiency (current ACCESS test results):

Listing:_____ Speaking:_____ Reading:_____ Writing:_____

Oral Language Composite _____   Literacy Composite _____   Comprehension Composite _____

Overall Composite _____

Rate the progress for each standard with one of the following: *0= Not Yet   1= Rarely   2= Sometimes   3= Consistently*

ELA Standards Note: EIP eligibility is based on not meeting the previous year's standards		Rating 0,1, 2, 3	Sample Assessment
Reading Foundational (RF) *Phonics and Word Recognition*	**ELAGSE4RF3** – Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.		Reads a list of appropriate words that requires the student to use decoding skills
Reading Foundational (RF) *Fluency*	**ELAGSE4RF4c** – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Reads a passage with unfamiliar words, self-correcting when necessary
Reading Literacy (RL) *Key Ideas and Details*	**ELAGSE4RL3** – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)		Describes a character, setting, or event and supports with specific details from the story
Reading Informational (RI) *Key Ideas and Details*	**ELAGSE4RI1** – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		Answers questions regarding details of a text
Reading Informational (RI) *Key Ideas and Details*	**ELAGSE4RI2** – Determine the main idea of a text and explain how it is supported by key details; summarize the text		Provides the main idea of a text and supports with key details
Speaking and Listening (SL) *Comprehension and Collaboration*	**ELAGSE4SL1c** – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.		Takes part in a conversation with the teachers and/or students
	ELAGSE4SL2 – Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		Using complete sentences and descriptive words, summarizes information presented
Language (L) *Vocabulary*	**ELAGSE4L4a** – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase		Completes a Cloze Passage

	ELAGSE4L5c – Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)		Completes a Frayer Model graphic organizer
	TOTAL SCORE:		**< 15 indicates eligibility for EIP services**