

# 2022 - 2023

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

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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 Rubric** – A total score of less than (<) 15 on the EIP grade level rubric, in addition to one other data source, indicates eligibility for EIP services. (See Chart Below)

Grade Level	ELA/Reading total score of less indicating eligibility for EIP services
K	15
1	15
2	15
3	15
4	15
5	15

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

Student	Age	Теа	cher	Date	_	
The GELDS are listed in Has the student attend Has the student been Is the student ever been Is the student current If yes, please list the s Listening: Speak Oral Language Compo Overall Composite	y receiving ESOL services? tudent's current level of English profic king: Reading: Writing:_ psite Literacy Composite	Alify for EIP in Ei Yes No Yes No iency (current A Comprehen	LA/Reading. Has the student att In what grade? ACCESS test results sion Composite	ended a Daycare Program?  ):	Yes No	
Kindergarten Entrance Rubrics are based on GELDS.						
<b>The ali</b> Note: EIP eligibility	gned CCGPS is listed in the first colum is based on not meeting the previous yea hich in this case are Pre-K standards.	in.	Rating 0,1, 2, 3	3 Sampl	e Assessment	
-K Early Reading Strand	CLL8.4c - With prompting and support,	tracks words fro	m left to	Looks at books appropriate	ely – left to right, top to bottom,	

wh	nich in this case are Pre-K standards.	
Pre-K Early Reading Strand	<b>CLL8.4c</b> - 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
(Aligned to: ELACCKRF1a and ELACCKRF1d)	<b>CLL7.4a</b> - With prompting and support, recognizes and names some upper and lower case letters of the alphabet	<ul> <li>Identifies letters in their name and familiar logos</li> <li>Identifies 10-15 upper / lower case letters in isolation</li> </ul>
Pre-K Early Reading Strand (Aligned to: ELACCKRF2a)	CLL6.4b - Identifies and produces rhyming words (ELACCKRF2a)	<ul> <li>Recognizes that words such as "cat and fat" rhyme</li> <li>Can provide a rhyming word when listening to a story or poem that rhymes</li> </ul>
Pre-K Early Reading Strand	CLL6.4e - Segments words into syllables (ELACCKRF2b)	Claps hands for syllables in names or other familiar words
(Aligned to: ELACCKRF2b)	CLL6.4f - Manipulates and blends sounds (phonemes) with adult guidance (ELACCKRF2b)	
Pre-K Early Reading Strand (Aligned to: ELACCKRF3a)	<b>CLL6.4a -</b> 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)	<b>CLL5.4c</b> - Discusses books or stories read aloud and can identify characters and setting in a story	<ul> <li>Responds appropriately to questions during read alouds and other reading settings; Tells stories related to stories read aloud</li> </ul>
Pre-K Receptive and Expressive Language Strands	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
(Aligned to: ELACCKSL1a	CLL1.4c - Extends/expands thoughts or ideas expressed	<ul> <li>Responds appropriately to questions during casual conversation</li> </ul>
and ELACCKSL2)	CLL1.4b - Listens to and follows multi-step directions	

Pre-K Receptive Language Strand	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."
(Aligned to: ELACCKL6)	<b>CLL2.4b</b> - Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations	Creates a story for a wordless picture book.
	TOTAL SCORE:	< 15 indicates eligibility for EIP services

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

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

Student	Age_		Teacher	Date
These rubrics have been referenced to the ELA/Re	ading St	andards.	Students may qualify for EIP in E	LA/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	s? Yes	No	-	
If yes, please list the student's current level of E	Inglish p	roficiency	(current ACCESS test results):	
Listening: Speaking: Reading:	Writi	ing:	_	
Oral Language Composite Literacy C	omposit	e	Comprehension Composite	
Overall Composite				
Previous year G-KIDS results: Reading	N	lath		

Rate the progress for each standard with one of the following: 0= 1

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.			Sample Assessment
Reading Foundational (RF) Concepts of Print	<b>ELAGSEKRF1d</b> – 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	<b>ELAGSEKRF3b</b> – 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	<b>ELAGSEKRF4</b> – 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	<b>ELAGSEKRL1 / ELAGSEKRI1</b> – 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	<b>ELAGSEKRL3</b> – 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	<b>ELAGSEKSL4</b> – 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

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

Student	Age		Teacher	Date
These rubrics have been referenced to the ELA/Rea	ading Sta	ndards. St	udents may qualify for EIP i	n 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	e?
Is the student currently receiving ESOL services	? Yes	No	-	
If yes, please list the student's current level of E	nglish pro	oficiency (	current ACCESS test results	s):
Listening: Speaking: Reading:	Writin	ng:	-	
Oral Language Composite Literacy Co	omposite	C	omprehension Composite _	

Overall Composite \_\_\_\_\_

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

Note: EIP eligibility	Second Grade ELA Standards Note: EIP eligibility is based on not meeting the previous year's standards.		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 <i>glad, jump, sit, dog</i>
Reading Foundational (RF) Phonological Awareness	<b>ELAGSE1RF2d</b> – 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	<b>ELAGSE1RF3e</b> – 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	<b>ELAGSE1RF4b</b> – 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	<b>ELAGSE1RL1</b> – 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	<b>ELAGSE1RL3</b> –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	<b>ELAGSE1RI2</b> – 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	<b>ELAGSE1SL4</b> – 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	<b>ELAGSE1L5a</b> – 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/Read	ding St	andards.	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? If yes, please list the student's current level of Englished	glish pr	-		
Listening: Speaking: Reading:	writi	ng:		
Oral Language Composite Literacy Cor	mposite	)	Comprehension Composite	

Overall Composite \_\_\_\_\_

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

Note: EIP eligibility	ELA Standards is based on not meeting the previous year's standards.	Rating 0,1, 2, 3		
Reading Foundational (RF) Phonics and Word Recognition	<b>ELAGSE2RF3c</b> – Decode regularly spelled two-syllable words with long vowels.		Reads a list of regularly spelled 2-syllable words with long vowels such as <i>hotel, spider, table, mailbox</i>	
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	<b>ELAGSE2RF4b</b> – 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 2 <sup>nd</sup> grade text	
Reading Literacy (RL) / Reading Informational (RI) Key Ideas and Details	<b>ELAGSE2RL1 / RI1</b> – 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	<b>ELAGSE2RL3</b> – 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	<b>ELAGSE2RI2</b> – 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	<b>ELAGSE2SL4</b> – 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 ELAGSE2L5a – Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> )	Provides meaning of underlined words from the text Completes a Frayer model graphic organizer with key words from a recent story
	TOTAL SCORE:	< 15 indicates eligibility for EIP services

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

Student	Age_		Teacher	Date
These rubrics have been referenced to the ELA/Rea	ading St	andards. Si	udents may qualify for EIP in I	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? Is the student currently receiving ESOL services	Yes ? Yes	No No	In what grade?	
If yes, please list the student's current level of E Listening: Speaking: Reading:				
Oral Language Composite Literacy Co	omposit	e C	comprehension Composite	
Overall Composite				

Rate the progress for each standard with one of the following:

0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

Note: EIP eligi	<b>ELA Standards</b> ibility is based on not meeting the previous year's standards.	Rating 0,1, 2, 3	Sample Assessment
Reading Foundational (RF) Phonics and Word Recognition	<b>ELAGSE3RF3</b> – 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	<b>ELAGSE3RF4 a, b, c, d</b> – 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	<b>ELAGSE3RL1</b> – 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	<b>ELAGSE3RL9</b> – 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	<b>ELAGSE3RI2</b> – 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	<b>ELAGSE3SL2</b> –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	<b>ELAGSE3L4a</b> – Use sentence-level context as a clue to the meaning of a word or phrase.	Completes a cloze passage
Use	<b>ELAGSE3L5b</b> – Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> )	Completes a graphic organizer using words to describe an event in a story
	TOTAL SCORE:	< 15 indicates eligibility for EIP services

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

Student	Age_	-	Teacher	Date
These rubrics have been referenced to the ELA/Re	ading S	tandards	s. 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 service If yes, please list the student's current level of I Listening: Speaking: Reading:	English	proficien		):
Oral Language Composite Literacy C	Composi	ite	Comprehension Composite _	

Overall Composite \_\_\_\_\_

Rate the progress for each standard with one of the following: 0= Not Yet

0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

Note: EIP	<b>ELA Standards</b> 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	<b>ELAGSE4RF3</b> – 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	<b>ELAGSE4RF4c</b> – 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	<b>ELAGSE4RL3</b> – 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	<b>ELAGSE4RI1</b> – 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	<b>ELAGSE4RI2</b> – 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	<b>ELAGSE4SL1c</b> – 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
	<b>ELAGSE4SL2</b> – 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
	<b>ELAGSE4L5c</b> – 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:	<pre>&lt; 15 indicates eligibility for EIP</pre>

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