



2022 - 2023

# 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 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)

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

# 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
<b>Pre-K Early Reading Strand</b>  (Aligned to: ELACCKRF1a and ELACCKRF1d)	<b>CLL8.4c</b> - With prompting and support, tracks words from left to right, top to bottom, and page to page		<input type="checkbox"/> Looks at books appropriately – left to right, top to bottom, turning one page at a time, front to back of book
	<b>CLL7.4a</b> - With prompting and support, recognizes and names some upper and lower case letters of the alphabet		<input type="checkbox"/> Identifies letters in their name and familiar logos <input type="checkbox"/> Identifies 10-15 upper / lower case letters in isolation
<b>Pre-K Early Reading Strand</b>  (Aligned to: ELACCKRF2a)	<b>CLL6.4b</b> - Identifies and produces rhyming words (ELACCKRF2a)		<input type="checkbox"/> Recognizes that words such as "cat and fat" rhyme <input type="checkbox"/> Can provide a rhyming word when listening to a story or poem that rhymes
<b>Pre-K Early Reading Strand</b>  (Aligned to: ELACCKRF2b)	<b>CLL6.4e</b> - Segments words into syllables (ELACCKRF2b)		<input type="checkbox"/> Claps hands for syllables in names or other familiar words
	<b>CLL6.4f</b> - Manipulates and blends sounds (phonemes) with adult guidance (ELACCKRF2b)		
<b>Pre-K Early Reading Strand</b>  (Aligned to: ELACCKRF3a)	<b>CLL6.4a</b> - Listens and differentiates between sounds that are the same and different		<input type="checkbox"/> Identifies the sounds for 10 consonants
<b>Pre-K Early Reading Strand</b>  (Aligned to: ELACCKRL3)	<b>CLL5.4c</b> - Discusses books or stories read aloud and can identify characters and setting in a story		<input type="checkbox"/> Responds appropriately to questions during read alouds and other reading settings; Tells stories related to stories read aloud
<b>Pre-K Receptive and Expressive Language Strands</b>  (Aligned to: ELACCKSL1a and ELACCKSL2)	<b>CLL1.4a</b> - Listens and responds on topic to conversations and group discussions for an extended period (ELACCKSL1a)		<input type="checkbox"/> Engages in a conversation, taking turns to speak and listening to others  <input type="checkbox"/> Responds appropriately to questions during casual conversation
	<b>CLL1.4c</b> - Extends/expands thoughts or ideas expressed		
	<b>CLL1.4b</b> - Listens to and follows multi-step directions		

<b>Pre-K Receptive Language Strand</b>  <b>(Aligned to: ELACCKL6)</b>	<b>CLL2.4a</b> - Demonstrates understanding of more complex vocabulary through everyday conversations		<input type="checkbox"/> After discussing community helpers, child says, "I want to be a veterinarian and take care of animals." <input type="checkbox"/> Creates a story for a wordless picture book.
	<b>CLL2.4b</b> - Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations		
<b>TOTAL SCORE:</b>			<b>&lt; 15 indicates eligibility for EIP services</b>

Pre-K - Georgia Early Learning and Development Standards (GELDS) <http://gelds.dec.state.ga.us/>

# 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		Rating	Sample Assessment
Note: EIP eligibility is based on not meeting the previous year's standards.		0, 1, 2, 3	
<b>Reading Foundational (RF)</b> <i>Concepts of Print</i>	<b>ELAGSEKRF1d</b> – Recognize and name all upper- and lowercase letters of the alphabet		Identifies all letters, randomly presented
<b>Reading Foundational (RF)</b> <i>Phonological Awareness</i>	<b>ELAGSEKRF2e</b> – 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
<b>Reading Foundational (RF)</b> <i>Phonics and Word Recognition</i>	<b>ELAGSEKRF3a</b> – Demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant.		Matches all consonant sounds to the appropriate letter
<b>Reading Foundational (RF)</b> <i>Phonics and Word Recognition</i>	<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
<b>Reading Foundational (RF)</b> <i>Fluency</i>	<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
<b>Reading Literacy (RL) / Reading Informational (RI)</b> <i>Key Ideas and Details</i>	<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?)

<b>Reading Literacy (RL)</b> <i>Key Ideas and Details</i>	<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
<b>Speaking and Listening (SL)</b> <i>Presentation of Knowledge and Ideas</i>	<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.
<b>Language (L)</b> <i>Conventions of Standard English</i>	<b>ELAGSEKL1a</b> – Print many upper- and lowercase letters	Prints all letters, upper- and lowercase
<b>TOTAL SCORE:</b>		<b>&lt; 15 indicates eligibility for EIP services</b>

# 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		Rating	Sample Assessment
Note: EIP eligibility is based on not meeting the previous year's standards.		0, 1, 2, 3	
<b>Reading Foundational (RF)</b> <i>Phonological Awareness</i>	<b>ELAGSE1RF2b</b> – 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>
<b>Reading Foundational (RF)</b> <i>Phonological Awareness</i>	<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/
<b>Reading Foundational (RF)</b> <i>Phonics and Word Recognition</i>	<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 <i>kit-ten; pea-nut</i>
<b>Reading Foundational (RF)</b> <i>Fluency</i>	<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
<b>Reading Literacy (RL) / Reading Informational (RI)</b> <i>Key Ideas and Details</i>	<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
<b>Reading Literacy (RL)</b> <i>Key Ideas and Details</i>	<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
<b>Reading Informational (RI)</b> <i>Key Ideas and Details</i>	<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

<b>Speaking and Listening (SL)</b> <i>Presentation of Knowledge and Ideas</i>	<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
<b>Language (L)</b> <i>Vocabulary Acquisition and Use</i>	<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
<b>TOTAL SCORE:</b>			<b>&lt; 15 indicates eligibility for EIP services</b>





<b>Speaking and Listening (SL)</b> <i>Presentation of Knowledge and Ideas</i>	<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
<b>Language (L)</b> <i>Vocabulary</i>	<b>ELAGSE2L4a</b> – Use sentence-level context as a clue to the meaning of a word or phrase		Provides meaning of underlined words from the text
	<b>ELAGSE2L5a</b> – Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> )		Completes a Frayer model graphic organizer with key words from a recent story
<b>TOTAL SCORE:</b>			<b>&lt; 15 indicates eligibility for EIP services</b>

# 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		Rating	Sample Assessment
Note: EIP eligibility is based on not meeting the previous year's standards.		0, 1, 2, 3	
<b>Reading Foundational (RF)</b> <i>Phonics and Word Recognition</i>	<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 words)		Reads a list of appropriate words that requires the student to use decoding skills
<b>Reading Foundational (RF)</b> <i>Fluency</i>	<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
<b>Reading Literacy (RL)</b> <i>Key Ideas and Details</i>	<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
<b>Reading Literacy (RL)</b> <i>Integration of Knowledge and Ideas</i>	<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.
<b>Reading Informational (RI)</b> <i>Key Ideas and Details</i>	<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
<b>Speaking and Listening (SL)</b> <i>Comprehension and Collaboration</i>	<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

<b>Language (L)</b> <i>Conventions of Standard English</i>	<b>ELAGSE3L1i</b> – Produces simple, compound, and complex sentences (when writing or speaking)		Writes and speaks in simple, compound, and complex sentences
<b>Language (L)</b> <i>Vocabulary Acquisition and Use</i>	<b>ELAGSE3L4a</b> – Use sentence-level context as a clue to the meaning of a word or phrase.		Completes a cloze passage
	<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
<b>TOTAL SCORE:</b>			<b>&lt; 15 indicates eligibility for EIP services</b>



<b>Language (L)</b> <i>Vocabulary</i>	<b>ELAGSE4L4a</b> – 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
<b>TOTAL SCORE:</b>		<b>&lt; 15 indicates eligibility for EIP</b>