

**Alaska Department Of Education And Early Development  
Assessment And Accountability Unit**

# **Film Items**

**Alternate Assessment - Reading  
SCORING PROTOCOL**

Student Name: \_\_\_\_\_

Student Grade: \_\_\_\_\_

Alaska State Student ID: \_\_\_\_\_

District Student ID (optional): \_\_\_\_\_

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Qualified Assessor Name: \_\_\_\_\_

Date Test Completed: \_\_\_\_\_

# WORD IDENTIFICATION SKILLS - ADMINISTRATION

## Directions

### 1.56A - Read Words \*

Locate the materials on page 01 of the student materials. Present the cards one at a time in the order shown in the left hand column of the scoring box. Say to the student, **“Read each word as I show you the card.”** Continue presenting words. Prompt the student after a delay with no response. Record the student’s points in the scoring box. Mark a plus (+) if the student provides a correct response. Record incorrect responses verbatim. The student may receive partial credit for identifying any correct sound in the word. For example, if the student was presented with the word “dog” and responded with “dig” they would receive 1 point for correctly identifying the /d/ and /g/ sounds, but would not receive full credit of 2 points as they did not correctly read the whole word.

Points for Reading:	Word completely correct	=2
	ANY correct sound	=1
	Incorrect	=0

\* NOTE: If the student cannot identify the words using expressive communication (speech, sign language, or communication device), follow these directions: Randomly place all of the words face up on the table and say, **“Point to the word after I say it.”** Continue saying words in the order listed in the table on the next page. Prompt student after a delay with no response.

Points for Pointing to Word:	Correctly pointed to word	=2
	Incorrectly pointed to word	=0

### 1.910A - Decode Words

Locate the cards on page 02 of the student materials. Say to the student, **“I will show you a card with a word on it. Say ALL of the sounds in the word. Watch me and listen to me.”** Show the student the example flashcard: “cut.” Say to the student (sound out the word): **“This word is [c] [u] [t].”** Emphasize the process of sounding out by pointing to each letter and sliding your finger from one letter to the next as you sound out the word. Place the flashcards in front of the student one at a time in the order listed in the scoring box. Prompt the student after a delay with no response. Record the student’s response and points in the scoring box. Mark a plus (+) if the student provides a correct response. Record incorrect responses verbatim. Give full credit if the word is read correctly.

Each sound said correctly	=1
Hesitated or skipped	=0

*For students who are deaf, hard of hearing, or have a significant language problem: If the student is not accessing phonics or does not have phonemic awareness within their everyday reading instruction/ repertoire, do not use this task. Mark the administration code as NA-1.*

## TASK 1.56: WORD IDENTIFICATION SKILLS - SCORING

1.56A - Read Words - Scoring				Notes
Item	Word	Student Response	Points	
1	cat		/2	
2	top		/2	
3	help		/2	
4	fast		/2	
5	stoop		/2	
6	jumping		/2	
7	worker		/2	
8	ready		/2	
<b>Total Points</b>			<b>____/16</b>	

1.910A - Decode Words - Scoring				Notes
Item	Word	Student Response	Points	
1	s-a-me		/3	
2	sh-o-p		/3	
3	b-r-ea-k		/4	
4	s-i-de		/3	
5	r-a-t-es		/4	
6	f-ou-n-d		/4	
7	w-i-sh		/3	
8	t-a-n-k		/4	
<b>Total Points</b>			<b>____/28</b>	

**Total Points for this Strand \_\_\_\_/44**

Notes/Comments:

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8	ready		/2	
<b>Total Points</b>			<b>____/16</b>	

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7	w-i-sh		/3	
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<b>Total Points</b>			<b>____/28</b>	

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Notes/Comments:

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