Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parent or Guardian,

Your child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, was recently screened using the **Louisiana Alternate Assessment Rubric (LAAR)** assessment. This assessment is the alternate assessment to the K-3 Literacy Screener, DIBELS® 8th Edition, for students with significant cognitive disabilities. The LAAR is a rubric that assesses students’ literacy skills as they relate to strands within English Language Arts (print concepts, phonological awareness, phonics and word recognition, fluency, and comprehension).

According to Act 438, within fifteen days of identifying that a student in kindergarten through third grade is below grade level, the school shall notify the student’s parent or legal guardian in writing.

The Importance of Achieving Reading Proficiency by Third Grade

Third grade is considered a critical milestone for reading development because it marks a shift from “learning to read” to “reading to learn.” Students who achieve reading proficiency by the end of third grade are more likely to succeed academically and in subsequent grades, as they rely on their reading abilities to access and understand content across different subjects. By identifying those students in grades K-3 who are not on track for reading proficiency, we are ensuring that all students receive the support they need before significant literacy gaps emerge.

Interpreting Your Child’s Scores

Below you will find your child’s scores on the LAAR assessment. The skills measured by the LAAR will provide insight into where your child is in their progression to reading proficiency. This information can be used to develop targeted IEP goals to ensure meaningful literacy instruction is provided.

**First Grade**

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

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| --- | --- | --- | --- | --- | --- |
| **1st Grade Louisiana Connectors (LC)** | **Not Yet Emerging**  **1 point** | **Emerging**  **2 points** | **Approaching Target**  **3 points** | **At Target**  **4 points** | **Skill Accuracy**  **5 points** |
| **Letter Naming Fluency**  *LC.RF.1.1e*  Identify or name uppercase letters of the alphabet.  *LC.RF.1.1f*  Identify or name lowercase letters of the alphabet. | * Unable to recognize familiar letters or words, (letter in his/her name, social stories. etc.) | * Recognizes letters in name and familiar words and signs (environmental print) | * Distinguishes between upper- and lower-case letters in familiar words | * Identifies familiar letters or words that are used in everyday routines | * Student identified \_\_\_\_\_\_ number of letters on DIBELS® 8th Edition |
| **Phonemic Segmentation Fluency**  *LC.RF.1.2e*  Isolate and/or produce initial in consonant-vowel-consonant (CVC) words.  *LC.RF.1.2f*  Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.  *LC.RF.1.2g*  Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.  *LC.RF.1.2h*  Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | * Student is not demonstrating skills at an emergent level | * Identify pictures that begin with given sounds | * Given an orally presented segmented phoneme (such as C‐A‐T), student will indicate the corresponding picture or word | * Identifies words that begin with the same sound * Substitutes individual sounds in simple, one‐syllable words to make new words | * Student identified \_\_\_\_\_\_ number of letters on DIBELS® 8th Edition |
| **Nonsense Word Fluency**  *LC.RF.1.3a*  Recognize the sound(s) for each consonant.  *LC.RF.1.3b*  Produce the sound(s) for each consonant. | * Student is not demonstrating skills at an emergent level | * Will point to and/or say the title of a familiar book during a shared reading experience * Will open a book with correct orientation * Will turn the pages in the book (with support, if needed such as a popsicle stick taped to the page) | * Will identify letters or words on a page * Can distinguish between a picture versus print * Identifies words as they are read left to right and/or top to bottom | * Will participate in reading a repeated story line within a book * Attends to words in print, tracks left to right, with a variety of reading materials and text | * Student identified \_\_\_\_\_\_ number of letters on DIBELS® 8th Edition |
| **Word Reading Fluency**  *LC.RF.1.3f*  Read common first grade high frequency words by sight. | * Student is not demonstrating skills at an emergent level | * Will point to and/or say the title of a familiar book during a shared reading experience * Will open a book with correct orientation * Will turn the pages in the book (with support, if needed such as a popsicle stick taped to the page) | * Will identify letters or words on a page * Can distinguish between a picture versus print * Identifies words as they are read left to right and/or top to bottom | * Will participate in reading a repeated story line within a book * Attends to words in print, tracks left to right, with a variety of reading materials and text | * Student identified \_\_\_\_\_\_ number of letters on DIBELS® 8th Edition |
| **Oral Reading Fluency**  *LC.RF.1.4a*  Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.  *LC.RF.1.4b*  Identify grade-level words with accuracy and appropriate rate on successive attempts. | * Student is not demonstrating skills at an emergent level | * Will point to and/or say the title of a familiar book during a shared reading experience * Will open a book with correct orientation * Will turn the pages in the book (with support, if needed such as a popsicle stick taped to the page) | * Will identify letters or words on a page * Can distinguish between a picture versus print * Identifies words as they are read left to right and/or top to bottom | * Will participate in reading a repeated story line within a book * Attends to words in print, tracks left to right, with a variety of reading materials and text | * Student identified \_\_\_\_\_\_ number of letters on DIBELS® 8th Edition |

**Interventions and/or additional supports provided by the school**

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**Activities that can be completed at-home to support literacy**

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**Suggestions for support from related service providers (ex: speech/OT/PT)**

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If you have any questions, please do not hesitate to contact your child’s teacher and/or school for additional support.

Teacher Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Additional Information**

If your child scores below grade-level, they may be eligible for up to $1,000 in vouchers for literacy tutoring. Please scan the QR code for more information and to check to see if your child is eligible.

