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 appropriate literacy supports specific to their unique needs and cognitive abilities.

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.

**Second Grade**

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

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| --- | --- | --- | --- | --- | --- |
| **2nd Grade Louisiana Connectors (LC)** | **Not Yet Emerging****1 point** | **Emerging****2 points** | **Approaching Target****3 points** | **At Target****4 points** | **Skill Accuracy****5 points** |
| Nonsense Word Fluency*LC.RF.2.2a* Produce single-syllable words by blending sounds (phonemes), including consonant blends.*LC.RF.2.2b* Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words.*LC.RF.2.2c* Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | * Student is not demonstrating skills at an emergent level
 | * Student will point to or say a word to complete a repeated storyline
 | * Student will identify letter-sound correspond-ences for single syllable words
 | * Student recognizes 10 or more written words
 | * Student identified

\_\_\_\_\_\_ number of sounds or words on DIBELS® 8th Edition |
| Word Reading Fluency *LC.RF.2.3a* Identify long and short vowels in regularly spelled one-syllable words.*LC.RF.2.3b* Decode regularly spelled one-syllable words with long vowels*.**LC.RF.2.3c* Decode regularly spelled two-syllable words with long vowels.*LC.RF.2.3d* Decode words with common prefixes and suffixes. | * Student is not demonstrating skills at an emergent level
 | * Student will point to or say a word to complete a repeated storyline
 | * Student will point to sight words to complete sentences
 | * Student will read connected text in a 3‐5-word familiar sentence with visual supports
 | * Student identified

\_\_\_\_\_\_ number of sounds or words on DIBELS® 8th Edition |
| Oral Reading Fluency *LC.RF.2.3e* Recognize and/or read grade appropriate irregularly spelled words.*LC.RF.2.3f* Read or identify frequently occurring root words with and without inflectional endings. | * Student is not demonstrating skills at an emergent level
 | * Student will point to or say a word to complete a repeated storyline
 | * Student will point to sight words to complete sentences
 | * Student can read below‐level text with purpose and understanding
 | * Student identified

\_\_\_\_\_\_ number of sounds or words 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.



**IMPORTANT NOTICE**: According to BESE policy, all 3rd grade students who score below proficiency on the end of year screener will be required to attend 30 hours of summer literacy learning or they may be retained.