

Alabama Alternate Assessment
 Minimum Evidence Per Extended Standard
 Reading
 Grade 3

Extended Standard	Complexity	Achievement Descriptors	Minimum Evidence Per Standard
R. ES 3.1 Blend letter sounds into one-syllable words.	(4)	<ul style="list-style-type: none"> Recognize the most common sound associated with 2-3 letter blends 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 3 different 2-3 letter blends
	(3)	<ul style="list-style-type: none"> Blend letter sounds into one-syllable words 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 2 different blends
	(2)	<ul style="list-style-type: none"> Pair letters with their sounds 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 2 different pairings
	(1)	<ul style="list-style-type: none"> Imitate letter sounds 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 2 different imitations
R. ES 3.2 Identify the most common sound associated with 2-3 letter blends.	(4)	<ul style="list-style-type: none"> Read words containing 2-3 letter blends 	<ul style="list-style-type: none"> 3 pieces of evidence reading at least 3 different words containing 2 or 3 letter blends per piece of evidence
	(3)	<ul style="list-style-type: none"> Identify the most common sound associated with 2-3 letter blends 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 2 different blends per piece of evidence
	(2)	<ul style="list-style-type: none"> Match 2-3 letter blends with their most common sound 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 2 different blends per piece of evidence
	(1)	<ul style="list-style-type: none"> Attend to 2-3 letter blends and their matching sound 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 2 different blends across 3 pieces of evidence
R. ES 3.3 Read regular one-syllable words with fluency.	(4)	<ul style="list-style-type: none"> Read regular and irregular one-syllable words with fluency 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 3 different words with at least one regular and one irregular per piece of evidence
	(3)	<ul style="list-style-type: none"> Read regular one-syllable words with fluency 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 3 different words per piece of evidence
	(2)	<ul style="list-style-type: none"> Recognize familiar words/symbols 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 2 different words or symbols per piece of evidence
	(1)	<ul style="list-style-type: none"> Participate in shared reading of repetitive text 	<ul style="list-style-type: none"> 3 pieces of evidence with one shared reading per piece of evidence

R. ES 3.4 Identify reading vocabulary using context clues.	(4)	<ul style="list-style-type: none"> • Predict outcomes using context clues 	<ul style="list-style-type: none"> • 3 pieces of evidence with a prediction from a different story per piece of evidence
	(3)	<ul style="list-style-type: none"> • Identify reading vocabulary using context clues 	<ul style="list-style-type: none"> • 3 pieces of evidence with at least 2 vocabulary words from a different story per piece of evidence
	(2)	<ul style="list-style-type: none"> • Relate a story from a picture book 	<ul style="list-style-type: none"> • 3 pieces of evidence involving a different story per piece of evidence
	(1)	<ul style="list-style-type: none"> • Hold a book right side up and attend to pictures 	<ul style="list-style-type: none"> • 3 pieces of evidence involving 1 book per piece of evidence
R. ES 3.5 Retell simple stories including beginning and end.	(4)	<ul style="list-style-type: none"> • Retell simple stories including beginning, middle and end 	<ul style="list-style-type: none"> • 3 pieces of evidence involving 3 different stories including a beginning, a middle, and an ending for each story
	(3)	<ul style="list-style-type: none"> • Retell simple stories including beginning and end 	<ul style="list-style-type: none"> • 3 pieces of evidence involving 3 different stories; beginning and ending of each
	(2)	<ul style="list-style-type: none"> • Identify events from a story 	<ul style="list-style-type: none"> • 3 pieces of evidence with at least 2 events per story
	(1)	<ul style="list-style-type: none"> • Respond as events in a story are read 	<ul style="list-style-type: none"> • 3 pieces of evidence with at least 2 responses per story

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 Grade 4

Extended Standard	Complexity	Achievement Descriptors	Minimum Evidence Per Standard
R. ES 4.1 Blend and segment 3-4 phoneme words.	(4)	<ul style="list-style-type: none"> • Read two-syllable words 	<ul style="list-style-type: none"> • 3 pieces of evidence reading 10 different words across the pieces of evidence
	(3)	<ul style="list-style-type: none"> • Blend and segment 3-4 phoneme words 	<ul style="list-style-type: none"> • 3 pieces of evidence blending and segmenting at least 10 phoneme words across the pieces of evidence
	(2)	<ul style="list-style-type: none"> • Segment 3-4 phoneme words 	<ul style="list-style-type: none"> • 3 pieces of evidence segmenting at least 3-4 phoneme words across the pieces of evidence
	(1)	<ul style="list-style-type: none"> • Attend to the beat of separate syllables/sounds in simple rhymes being read aloud 	<ul style="list-style-type: none"> • Attend to a different rhyme per piece of evidence
R. ES 4.2 Use vocabulary knowledge to read simple sentences.	(4)	<ul style="list-style-type: none"> • Read a passage containing simple sentences 	<ul style="list-style-type: none"> • 3 pieces of evidence reading different passages across the pieces of evidence
	(3)	<ul style="list-style-type: none"> • Use vocabulary knowledge to read simple sentences 	<ul style="list-style-type: none"> • 3 pieces of evidence reading 10 different simple sentences across the pieces of evidence
	(2)	<ul style="list-style-type: none"> • Use vocabulary knowledge to read compound words 	<ul style="list-style-type: none"> • 3 pieces of evidence reading 10 different compound words across the pieces of evidence
	(1)	<ul style="list-style-type: none"> • Participate in shared reading of rhymes or simple stories 	<ul style="list-style-type: none"> • 3 pieces of evidence participating in at least 3 shared readings across the pieces of evidence
R. ES 4.3 Recognize synonyms.	(4)	<ul style="list-style-type: none"> • Recognize synonyms and antonyms 	<ul style="list-style-type: none"> • 3 pieces of evidence recognizing at least 5 synonyms and 5 antonyms across the pieces of evidence
	(3)	<ul style="list-style-type: none"> • Recognize synonyms 	<ul style="list-style-type: none"> • 3 pieces of evidence recognizing at least 10 different synonyms across the pieces of evidence
	(2)	<ul style="list-style-type: none"> • Distinguish between items that are “same” and “different” 	<ul style="list-style-type: none"> • 3 pieces of evidence with at least one same and one different across the pieces of evidence
	(1)	<ul style="list-style-type: none"> • Interact with two “like” objects 	<ul style="list-style-type: none"> • 3 pieces of evidence interacting with at least 3 pairs of objects across the pieces of evidence

R. ES 4.4 Identify literary elements including main character and important details from a story.	(4)	<ul style="list-style-type: none"> Describe main character and significant details from a story 	<ul style="list-style-type: none"> 3 pieces of evidence describing the main character and 2 details in different stories across the pieces of evidence
	(3)	<ul style="list-style-type: none"> Identify literary elements including main character and important details from a story 	<ul style="list-style-type: none"> 3 pieces of evidence identify the main character and 2 details in different stories across the pieces of evidence
	(2)	<ul style="list-style-type: none"> Identify a significant detail from a story 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 1 significant detail from different stories across the pieces of evidence
	(1)	<ul style="list-style-type: none"> Locate characters or objects in a picture from a story book 	<ul style="list-style-type: none"> 3 pieces of evidence locating at least 2 characters or objects (or combination) in different stories across the pieces of evidence
R. ES 4.5 Decode words with consonant blends and letter combinations.	(4)	<ul style="list-style-type: none"> Read multi-syllable words 	<ul style="list-style-type: none"> 3 pieces of evidence reading at least 10 different words across the pieces of evidence
	(3)	<ul style="list-style-type: none"> Decode words with consonant blends and letter combinations 	<ul style="list-style-type: none"> 3 pieces of evidence decoding at least 10 different words across the pieces of evidence
	(2)	<ul style="list-style-type: none"> Pair words containing consonant blends and letter combinations with objects 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 10 different pairings across the pieces of evidence
	(1)	<ul style="list-style-type: none"> Participate in an activity matching sounds to letters 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 3 different activities across the pieces of evidence

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 Grade 5

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R. ES 5.1 Identify words with more than one meaning.	(4)	<ul style="list-style-type: none"> Use multiple meaning words in sentences 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 10 different words in sentences across the pieces of evidence
	(3)	<ul style="list-style-type: none"> Identify words with more than one meaning 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 10 different words across the pieces of evidence
	(2)	<ul style="list-style-type: none"> Match pictures of multiple meaning words 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 10 different matches across the pieces of evidence
	(1)	<ul style="list-style-type: none"> Participate in an activity matching pictures of multiple meaning words 	<ul style="list-style-type: none"> 3 pieces of evidence with a different activity per piece of evidence
R. ES 5.2 Draw conclusions about characters based on their actions.	(4)	<ul style="list-style-type: none"> Use strategies including summarizing passages to draw conclusions 	<ul style="list-style-type: none"> 3 pieces of evidence summarizing a different passage to draw conclusions per piece of evidence
	(3)	<ul style="list-style-type: none"> Draw conclusions about characters based on their actions 	<ul style="list-style-type: none"> 3 pieces of evidence drawing conclusions about 2 characters in a different story per piece of evidence
	(2)	<ul style="list-style-type: none"> Identify the actions of characters in a story 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 2 characters per piece of evidence
	(1)	<ul style="list-style-type: none"> Respond to the actions of characters in a story 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 2 characters per piece of evidence

R. ES 5.3 Use a range of strategies and skills including phonetic skills to read unfamiliar and/or multi-syllable words.	(4)	<ul style="list-style-type: none"> Apply phonetic skills to read unfamiliar and multi-syllable words to comprehend text 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 10 examples of applying phonetic skills to read unfamiliar and multi-syllable words across the pieces of evidence
	(3)	<ul style="list-style-type: none"> Use a range of strategies and skills including phonetic skills to read unfamiliar and/or multi-syllable words 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 10 different multi-syllable or unfamiliar words across 3 pieces of evidence
	(2)	<ul style="list-style-type: none"> Blend 3-4 phoneme words 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 10 different blends of 3-4 phoneme words across 3 pieces of evidence
	(1)	<ul style="list-style-type: none"> Imitate producing 3-4 phoneme words 	<ul style="list-style-type: none"> 6 different imitations of 3-4 phoneme words across 3 pieces of evidence

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 Grade 6

Extended Standard	Complexity	Achievement Descriptors	Minimum Evidence Per Standard
R. ES 6.1 Use strategies including interpreting characters' behaviors and distinguishing fiction from nonfiction.	(4)	<ul style="list-style-type: none"> Compare and contrast characters from fiction and nonfiction stories 	<ul style="list-style-type: none"> 3 pieces of evidence comparing and contrasting characters with at least 1 from fiction and 1 from nonfiction across the pieces of evidence
	(3)	<ul style="list-style-type: none"> Use strategies including interpreting characters' behaviors and distinguishing fiction from nonfiction 	<ul style="list-style-type: none"> 3 pieces of evidence interpreting at least 2 characters' behaviors and distinguishing fiction from nonfiction per piece of evidence
	(2)	<ul style="list-style-type: none"> Distinguish "true" from "not true" 	<ul style="list-style-type: none"> 3 pieces of evidence distinguishing true from not true with at least 1 true and 1 not true across the pieces of evidence
	(1)	<ul style="list-style-type: none"> Participate in fiction and nonfiction stories or plays 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 1 fiction and 1 nonfiction across the pieces of evidence
R. ES 6.2 Identify literary elements including main idea.	(4)	<ul style="list-style-type: none"> Identify literary elements including main idea and supporting details 	<ul style="list-style-type: none"> 3 pieces of evidence including the main idea and 2 supporting details from a different story per piece of evidence
	(3)	<ul style="list-style-type: none"> Identify literary elements including main idea 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 1 main idea from a different story per piece of evidence
	(2)	<ul style="list-style-type: none"> Identify the main idea of a story when given 2 or more choices 	<ul style="list-style-type: none"> 3 pieces of evidence identifying the main idea when given 2 or more choices from a different story per piece of evidence
	(1)	<ul style="list-style-type: none"> Identify a book by the picture on the cover 	<ul style="list-style-type: none"> 3 pieces of evidence of 3 different identifications across the pieces of evidence

R. ES 6.3 Use strategies including locating information in informational and functional materials.	(4)	<ul style="list-style-type: none"> • Use strategies including locating information in classroom text and resource materials 	<ul style="list-style-type: none"> • 3 pieces of evidence locating different information 3 times with at least 1 text and 1 resource per piece of evidence
	(3)	<ul style="list-style-type: none"> • Use strategies including locating information in informational and functional materials 	<ul style="list-style-type: none"> • 3 pieces of evidence locating different information 3 times with at least 1 use of informational and 1 use of functional materials per piece of evidence
	(2)	<ul style="list-style-type: none"> • Identify appropriate source for specified information 	<ul style="list-style-type: none"> • 3 pieces of evidence identifying an appropriate source for information with at least 2 different sources across the pieces of evidence
	(1)	<ul style="list-style-type: none"> • Attend as others locate information in resource materials 	<ul style="list-style-type: none"> • 3 pieces of evidence attending as others are locating information

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 Grade 7

Extended Standard	Complexity	Achievement Descriptors	Minimum Evidence Per Standard
R. ES 7.1 Relate literary elements and devices to each other including setting, characters, and supporting details.	(4)	<ul style="list-style-type: none"> Relate literary elements and devices to each other including setting, characters, and supporting details in a book with chapters 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 1 setting, 1 character, and 1 supporting detail per piece of evidence
	(3)	<ul style="list-style-type: none"> Relate literary elements and devices to each other including setting, characters, and supporting details 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 1 setting, 1 character, and 1 supporting detail
	(2)	<ul style="list-style-type: none"> Identify the main object/character within a story 	<ul style="list-style-type: none"> 3 pieces of evidence identifying the main object/character per piece of evidence
	(1)	<ul style="list-style-type: none"> Associate characters with a specific story 	<ul style="list-style-type: none"> 3 pieces of evidence associating characters with a specific story per piece of evidence
R. ES 7.2 Apply strategies to determine the purpose of reading material.	(4)	<ul style="list-style-type: none"> Use reading materials for the stated purpose 	<ul style="list-style-type: none"> 3 pieces of evidence reading materials for the stated purpose per piece of evidence
	(3)	<ul style="list-style-type: none"> Apply strategies to determine the purpose of reading materials 	<ul style="list-style-type: none"> 3 pieces of evidence applying strategies with at least 2 different types of reading materials across the pieces of evidence
	(2)	<ul style="list-style-type: none"> Match text to the source of the text 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 2 sources across the pieces of evidence
	(1)	<ul style="list-style-type: none"> Match object to picture/symbol 	<ul style="list-style-type: none"> 3 pieces of evidence matching an object to picture/symbol per piece of evidence

R. ES 7.3 Gain information from graphs.	(4)	<ul style="list-style-type: none"> • Compare and contrast information from graphs 	<ul style="list-style-type: none"> • 3 pieces of evidence with at least 1 comparison and 1 contrast per piece of evidence
	(3)	<ul style="list-style-type: none"> • Gain information from graphs 	<ul style="list-style-type: none"> • 3 pieces of evidence with at least 2 kinds of information per graph per piece of evidence
	(2)	<ul style="list-style-type: none"> • Identify the classroom graph where specific information can be found 	<ul style="list-style-type: none"> • 3 pieces of evidence identifying 3 different classroom graphs across the pieces of evidence
	(1)	<ul style="list-style-type: none"> • Respond as teacher updates classroom graph or chart 	<ul style="list-style-type: none"> • 3 pieces of evidence responding as teacher updates classroom graph or chart

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Grade 8

Extended Standard	Complexity	Achievement Descriptors	Minimum Evidence Per Standard
R. ES 8.1 Make predictions related to a story.	(4)	<ul style="list-style-type: none"> Use a range of strategies including using text features to gain meaning, drawing conclusions and making predictions 	<ul style="list-style-type: none"> 3 pieces of evidence of using 2 strategies each with at least 1 strategy of gaining meaning, 1 strategy of drawing conclusions, and 1 strategy of making predictions across the pieces of evidence
	(3)	<ul style="list-style-type: none"> Make predictions related to a story 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 2 predictions per piece of evidence
	(2)	<ul style="list-style-type: none"> Predict what will happen next in a given situation 	<ul style="list-style-type: none"> 3 pieces of evidence predicting what will happen next per piece of evidence
	(1)	<ul style="list-style-type: none"> Respond to what will happen next in a given situation 	<ul style="list-style-type: none"> 3 pieces of evidence with responses to what will happen next
R. ES 8.2 Identify mood of a story based on story details	(4)	<ul style="list-style-type: none"> Explain the mood of a story using story details 	<ul style="list-style-type: none"> 3 pieces of evidence explaining the mood of a story per piece of evidence
	(3)	<ul style="list-style-type: none"> Identify mood of a story based on story details 	<ul style="list-style-type: none"> 3 pieces of evidence identifying the mood of a story based on details per piece of evidence
	(2)	<ul style="list-style-type: none"> Identify the mood of a character 	<ul style="list-style-type: none"> 3 pieces of evidence identifying the mood of a character per piece of evidence
	(1)	<ul style="list-style-type: none"> Express a range of emotions appropriate for given situations 	<ul style="list-style-type: none"> 3 pieces of evidence with a different emotion per piece of evidence

R. ES 8.3 Use context clues to determine word meanings.	(4)	<ul style="list-style-type: none"> Develop sentences using vocabulary words introduced in text 	<ul style="list-style-type: none"> 3 pieces of evidence using different vocabulary words to develop 3 sentences per piece of evidence
	(3)	<ul style="list-style-type: none"> Use context clues to determine word meanings 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 3 words per piece of evidence
	(2)	<ul style="list-style-type: none"> Match words and context clues 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 3 matches per piece of evidence
	(1)	<ul style="list-style-type: none"> Use vocabulary words introduced in text 	<ul style="list-style-type: none"> 3 pieces of evidence using at least 2 different words across the 3 pieces of evidence

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Grade 11

Extended Standard	Complexity	Achievement Descriptors	Minimum Evidence Per Standard
R. ES 11.1 Identify setting, mood, and plot in short stories and drama.	(4)	<ul style="list-style-type: none"> Develop the setting and plot for a short story or drama 	<ul style="list-style-type: none"> 3 pieces of evidence with a setting and a plot per piece of evidence
	(3)	<ul style="list-style-type: none"> Identify setting, mood, and plot in short stories and drama 	<ul style="list-style-type: none"> 3 pieces of evidence with a setting, mood, and plot per piece of evidence
	(2)	<ul style="list-style-type: none"> Identify setting and mood in short stories and drama 	<ul style="list-style-type: none"> 3 pieces of evidence of 1 setting and 1 mood per piece of evidence with at least one short story and one drama across the piece of evidence
	(1)	<ul style="list-style-type: none"> Participate in an activity matching pictures from a story to words from the story read aloud 	<ul style="list-style-type: none"> 3 pieces of evidence with participation in an activity
R. ES 11.2 Contrast idioms and their literal interpretation.	(4)	<ul style="list-style-type: none"> Use idioms in daily conversations 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 2 different idioms per piece of evidence
	(3)	<ul style="list-style-type: none"> Contrast idioms and their literal interpretation 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 3 contrasts per piece of evidence
	(2)	<ul style="list-style-type: none"> Match idioms with pictures depicting the literal and figurative translation of idioms 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 3 matches of idioms to literal and figurative translation per piece of evidence
	(1)	<ul style="list-style-type: none"> Participate in an activity matching pictures of the literal and figurative translation of idioms 	<ul style="list-style-type: none"> 3 pieces of evidence with participation in an activity
R. ES 11.3 Identify directions that are embedded in a passage.	(4)	<ul style="list-style-type: none"> Follow directions that are embedded in a passage to produce an outcome 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 2 directions per piece of evidence
	(3)	<ul style="list-style-type: none"> Identify directions that are embedded in a passage 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 2 directions per piece of evidence
	(2)	<ul style="list-style-type: none"> Follow directions in picture cues to produce and outcome 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 2 directions per piece of evidence
	(1)	<ul style="list-style-type: none"> Follow directions in a guided activity that produces an outcome 	<ul style="list-style-type: none"> 3 pieces of evidence with at least 2 directions per piece of evidence

