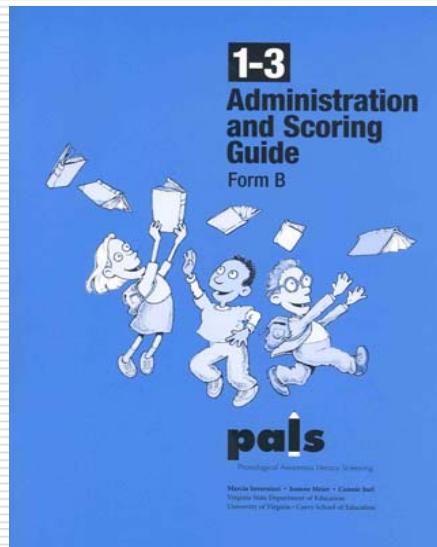


PALS

End of Year Reporting Guidelines



Today's Outcome

- Ensure that the PALS data that the state collects are consistent across districts and students
-

Overview of PALS

- What is the PALS
 - Appropriate uses
 - Inappropriate uses
 - Administration and interpretation
 - Scoring and Reporting
 - End of Year Data Collection
-

What is the PALS?

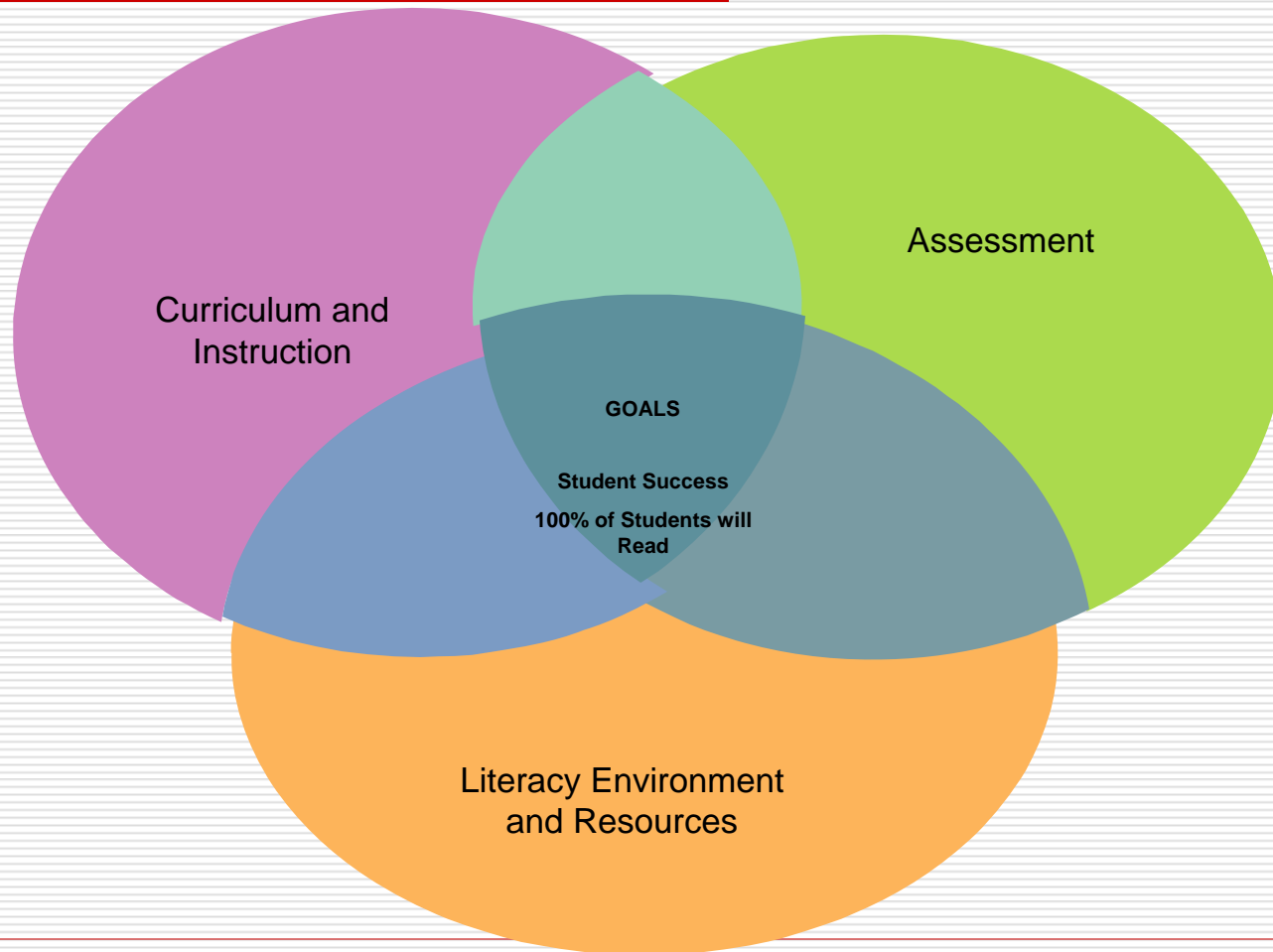
The Phonological Awareness Literacy Screening (PALS) is a screening tool for the detection of students in need of early intervention services and/or additional instruction.

What is the PALS?

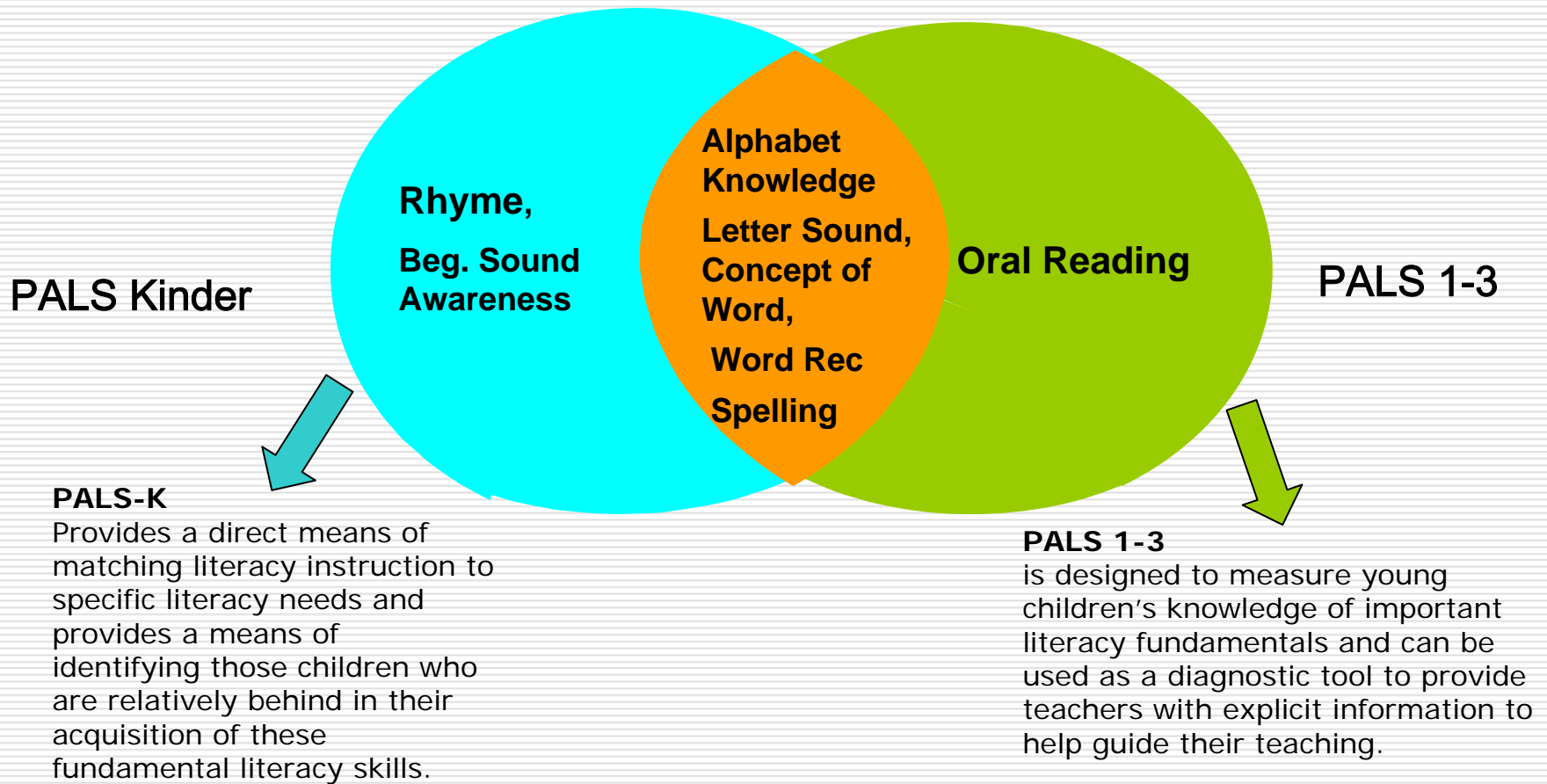
PALS consists of two screening instruments:

- ❑ PALS-K =for students in kindergarten
 - ❑ PALS 1-3 =for students in grades one through three
-

PALS is:



PALS Kinder/PALS 1-3



Appropriate Uses of PALS

PALS is intended to:

Measure young children's knowledge of these important literacy fundamentals:

- phonological awareness
 - alphabet knowledge
 - knowledge of letter sounds
 - spelling
 - concept of word
 - word recognition in isolation
 - oral passage reading
-

Aligning PALS with Reading First Standards

Reading First Standards	PALS-K tasks	PALS 1-3 tasks
Phonemic Awareness	Rhyme Awareness Beginning Sound Awareness Letters Sounds	Blending Sound-to-Letter (Segmenting)
Phonics	Alphabet Knowledge Letter Sounds Spelling	Spelling Letter Sounds Alphabet Knowledge
Fluency	Concept of Word	Oral Reading in Context: Accuracy, Fluency scale, WPM
Core Reading Vocabulary	Word Recognition (optional task)	Word Recognition
Comprehension		Oral Reading in Context: Comprehension questions

Inappropriate Uses of PALS

- PALS is Not:
 - An Exhaustive Assessment
 - For Tracking
 - For Labeling
 - For Grading
 - For Retention Device

 - PALS is best used as a screener and not to specifically diagnose disabilities
-

A Brief History

Early Intervention Reading Initiative

- Virginia's Early Intervention Reading Initiative (EIRI) was initially established by the 1997 Virginia Acts of Assembly to help participating school districts identify kindergarten and first grade children in need of additional instruction and provide early intervention services to those students with diagnosed needs in reading.

Due to its overwhelming success, the Governor and General Assembly provided funding to expand the Initiative in March 2000 to include all students in kindergarten through grade three.

Research on PALS

- .

Administration and Interpretation

Comprehensive Training is Required

Guidelines and Video clips:

<http://pals.virginia.edu/PALS-Instruments/PALS-K.asp>

How Can I Get PALS?

PALS Materials

- ❑ **FORM B** will required for CDE Data Collection
 - ❑ PALS materials are available for Form A (green-covered) or Form B (blue-covered).
 - ❑ Place orders online or via the University of Virginia Bookstore
-

Ordering Information

University of Virginia Bookstore

University of Virginia

PO Box 400820

Charlottesville, VA 22904

Fax: 434-924-3284

Email: textbook@virginia.edu

Phone: 434-243-8963 or

800-759-4667

Administration and Interpretation

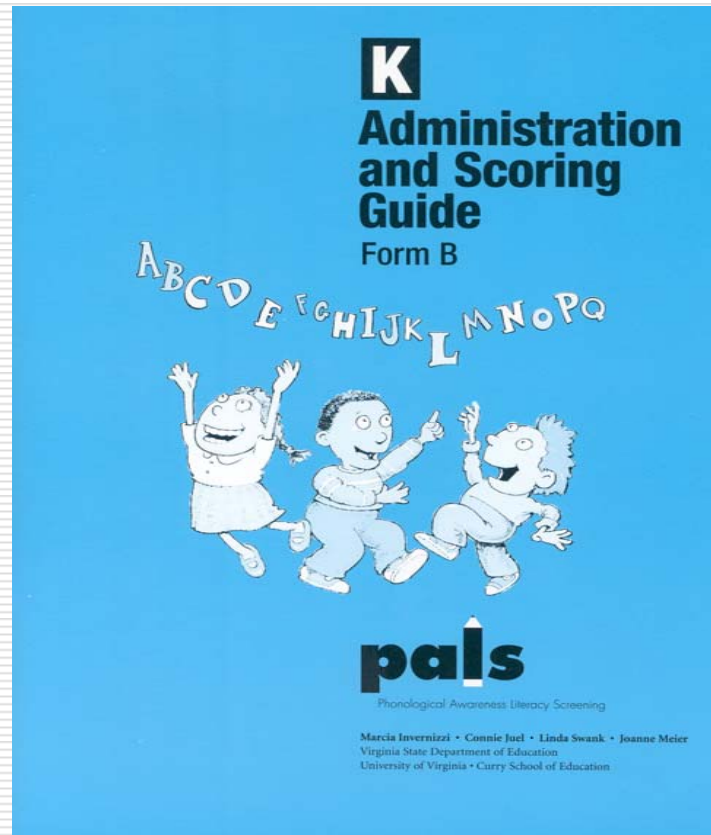
Materials

PALS-K Teacher Set

Form B: Materials for a teacher to screen 25 students in fall and spring and a PALS-K Assessment Training CD

- Technical Manual- included in Teacher Set
 - Administration Guide- included in Teacher Set
 - Teacher Materials- included in Teacher Set
 - Student Materials- additional student booklets and student summary sheets should be ordered separately
-

PALS Kindergarten FORM B



Administration and Interpretation

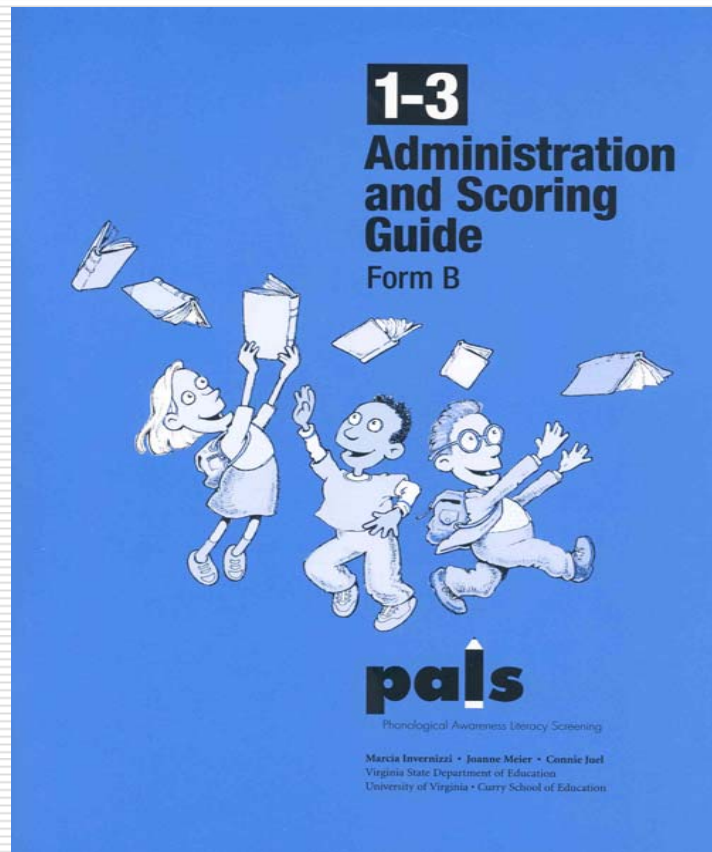
Materials

PALS-1-3 Teacher Set Form B

Materials for a teacher to screen 25 students in fall and spring and a PALS Assessment Training CD

- Technical Manual- included in Set
 - Administration Guide- included in Set
 - Teacher Materials- included in Teacher Set
 - Student Materials- additional consumable
Student Summary Sheets
 - Spelling Recording Sheets (to be reproduced locally)
-

PALS 1-3 Form B



PALS Subtests by Grade Level

All recommended subtests should be administered and used for instructional purposes.

- Kindergarten
 - First Grade
 - Second Grade
 - Third Grade
-

PALS End-of-Year Data Collection Guidelines

End-of-Year Kindergarten Subtests to be Administered:

Form B Spring Kindergarten Measure:

Rhyme Awareness

Beginning Sound Awareness

Alphabet Recognition

Letter Sounds

Spelling

Concept of Word

**End-of-Year Kindergarten Score to be Collected:
Summed Score of All Above Subtests**

PALS End-of-Year Data Collection Guidelines

End of Year First Grade – Third Grade Subtests to be Administered:

Form B Spring Grades 1-3 Measure:

- Spelling Inventory
- Word Recognition in Isolation
- Oral Reading in Context
- Alphabet Recognition
- Letter Sounds
- Concept of Word
- Blending
- Sound-to-Letter

End-of-Year Score to be Collected:

Summed Score = Total Spelling Score + Grade Level Word List

***The Oral Reading in Context subtest, Alphabetics subtests and Phonemic Awareness subtests should be administered and used for instructional purposes, not for determining the score for EOY reporting.*

Administration and Interpretation

- Plan and Schedule Data Collection
 - Organize Resources
 - Collect Data
 - Record Data at District level
 - Use Data for Decision Making
-

Administration and Interpretation

Standardized Administration Through:

- ❑ Standardized Training across local district
 - ❑ Adhering to Administration and Scoring Guidelines for PALS
 - ❑ Monitoring implementation for consistency of administration
-

Consistent Administration Tips

- Follow administration directions
 - Know the correct pronunciation
 - Assure consistency of “Book Intro”
Teacher Prompts in Oral Reading
 - Be Aware of the 5 second wait, then
give the word rule.
 - Notice that skipped lines are
redirected and do not count as errors.
-

Scoring and Reporting

End of Year Data Collection

Kindergarten- Form B

Summed Score

Students' scores on specific tasks are added together to create a summed score. This summed score is compared against grade-level expectations for fall and for spring.

Scoring and Reporting

End of Year Data Collection

First, Second, Third (PALS 1-3) Form B

Summed Score

Grade Spelling

- Students are asked to spell lists of words representing phonics features that should have been acquired to be successful at each grade level. Teachers score spellings by specific phonics features represented.

Word Recognition in Isolation

- The capacity to obtain meaning from print depends strongly on accurate, automatic recognition of core reading vocabulary at each grade level (1st, 2nd, 3rd)
-

Data Driven Decisions

Lead to Growth FOR ALL

