Assessment Instrument Description: Phonological Awareness Literacy Screening (PALS)

Element	Element Description	
Instrument Name	Name of specific instrument (more than vendor name).	Phonological Awareness Literacy Screening (PALS) PALS español K PALS español 1-3
Vendor	Name of the company or organization that produces the instrument.	Illuminate Education
Purpose (Intended Use)	The described purpose and appropriate uses of the instrument.	The Phonological Awareness Literacy Screening in Spanish (PALS español) measures children's developing knowledge of the fundamental components of Spanish literacy in kindergarten through third grade. PALS español tasks are parallel to English PALS tasks, but are NOT translations. The goal of PALS español is to provide Spanish-speaking children in the United States equal access to an effective, research-based literacy assessment and intervention.
Types of Instruments	Interim, Summative, Diagnostic	Interim, Diagnostic and Summative
Population	Who (which students) could be assessed using the instrument.	Kindergarten through third grade Spanish-speaking children
When? How frequently?	How frequently the instrument can be administered in a school year, and recommended or required administration windows.	PALS español can be administered three times a year; fall, mid-year and spring.
Content Area (s)	Content area or areas being assessed.	Reading

Learning Objectives	Specific learning objectives being assessed, at as detailed a level as is provided. This may be "topics" or categories or may be actual learning objective statements.	PALS español K is a measure of Spanish-speaking children's knowledge of several important literacy fundamentals including the following: -Phonological Awareness - Rhyme Awareness - Beginning Sound Awareness - Alphabet and Digraph Recognition - Letter-Sound Knowledge - Spelling - Concept of Word -- (a) accurately use words in a memorized rhyme, (b) use context to identify individual words within a given line of text, and (c) identify words presented outside of the text - Word Recognition in Isolation (optional) PALS español 1-3 is a measure of Spanish-speaking children's knowledge of several important literacy fundamentals including the following: - Spelling - Word Recognition - Oral Reading Accuracy - Fluency & Rate - Comprehension - Alphabet and Digraph Recognition - Letter Sounds - Concept of Word - Blending - Sound-to-Letter
Individual Metrics	The scores provided at the individual (student) level.	Raw scores are calculated for each task. Scores on specific tasks are added together to create a summed score.
Individual Comparison Points (cut scores)	Information provided regarding how good is good enough performance on the instrument. Comparison information should be available	Minimum expectations have been identified for different administration windows. These "benchmark scores" provide a comparison point for students' summed scores. Benchmarks for each assessment and task are available for PALS users in their PALS Online accounts.

for every individual metric.
This may be performance level ratings with specific cut scores.

PALS Español Cut-off Scores to Determine a Significant Reading Deficiency
- Users of PALS will use the cut scores below established by the authors to determine a Significant Reading Deficiency. PALS users will use the summed score. Students must meet or exceed the summed score in order to not be identified as having a Significant Reading Deficiency.

	Fall	Winter	Spring
Kindergarten	36	N/A	86
1st Grade	36	N/A	36
2nd Grade	36	N/A	51
3rd Grade	51	N/A	57

Aggregate Metrics	Scores provided at the group level. The group could be a grade level, school, district, or disaggregated groups (e.g. race/ethnicity, gender, IEP status, FRL status) Specify the group(s) and the score(s) provided.	Scores are aggregated to the class, school and district levels. Aggregate metrics include: -Percent and number of students at or above the identified benchmark score by grade level. - Percent and number of students identified as having a significant reading deficiency by grade level.
Aggregate Comparison Points (cut scores) Vendor	Information provided regarding how good is good enough performance at the group level.	None identified
Comparison Points (CDE)	CDE cut scores for requests to reconsider.	PALS Español Cut-off Scores to Determine a Significant Reading Deficiency - Users of PALS will use the cut scores below established by the authors to determine a Significant Reading Deficiency. PALS users will use the summed score. Students must meet or exceed the summed score in order to not be identified as having a Significant Reading Deficiency.

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Kindergarten	36	N/A	86
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Alignment	Information provided by the vendor about alignment of this instrument to other instruments, standards, etc.	PALS assessments align with both the Common Academic Standards (CAS) in English and the Colorado English Language Proficiency (CELP) Standards. The tasks included in PALS-K, PALS 1-8, and PALS español are representative of the understandings, knowledge, and skills outlined in both CAS and CLEP.
Data Reports	Description of data reports that are provided/available at the individual and aggregate level(s).	The PALS Online Score Entry & Reporting System complements the use of PALS assessments. The Online Score Entry and Reporting System provides reports at the student, class, school, and division level that identify at-risk students, diagnosis instructional need, and monitor student progress. Class and School Level Reports include: - Class Summary - Class Alphabet, Digraph & Letter Sound Knowledge - Targeted Intervention by Skill - Class Performance by Task - Class Growth Spelling/Phonics Knowledge - Class COW Report - Class Task Growth - School History - Summary of ID'd students - Disaggregated Data Report Individual Reports include: -Student Summary -Student Summary- Spanish Translation -Student Alphabet, Digraph and Letter Sound Knowledge -Student Score History -Student COW History -Individual Task Growth

Technical Quality	PALS español is an assessment tool with good evidence of reliability and validity that can be used effectively to screen Spanish-speaking students in kindergarten and grades 1-3 for possible reading difficulties. PALS español shows evidence of internal consistency, demonstrating that the items within each task produce similar results in measuring the same construct. PALS español also shows evidence of good inter-rater and test-retest reliability, showing that the assessment can be administered and scored consistently by different users and that it is a stable measure across time. PALS español also demonstrates good evidence of content, construct, and criterion-related validity, suggesting that PALS español truly measures the underlying constructs associated with early literacy development in Spanish.