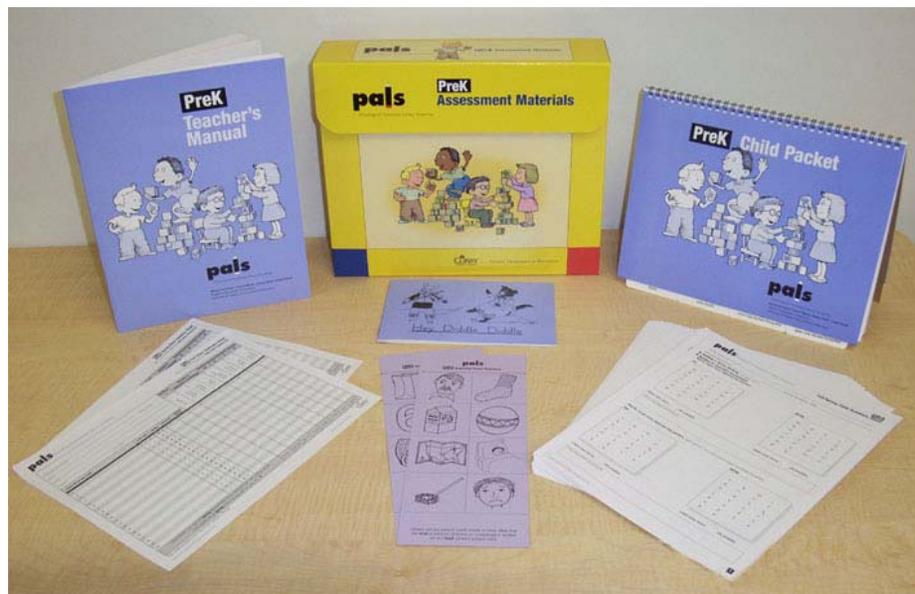
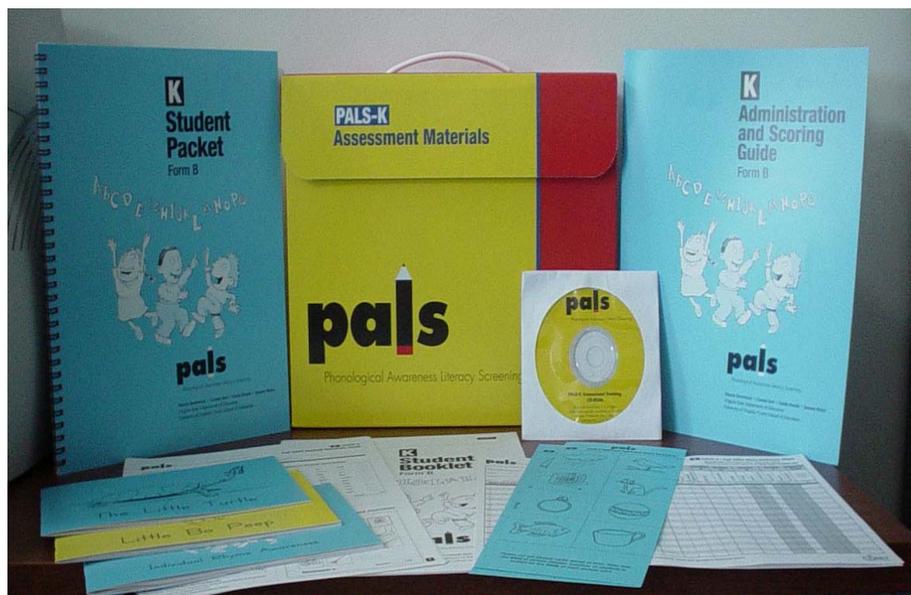


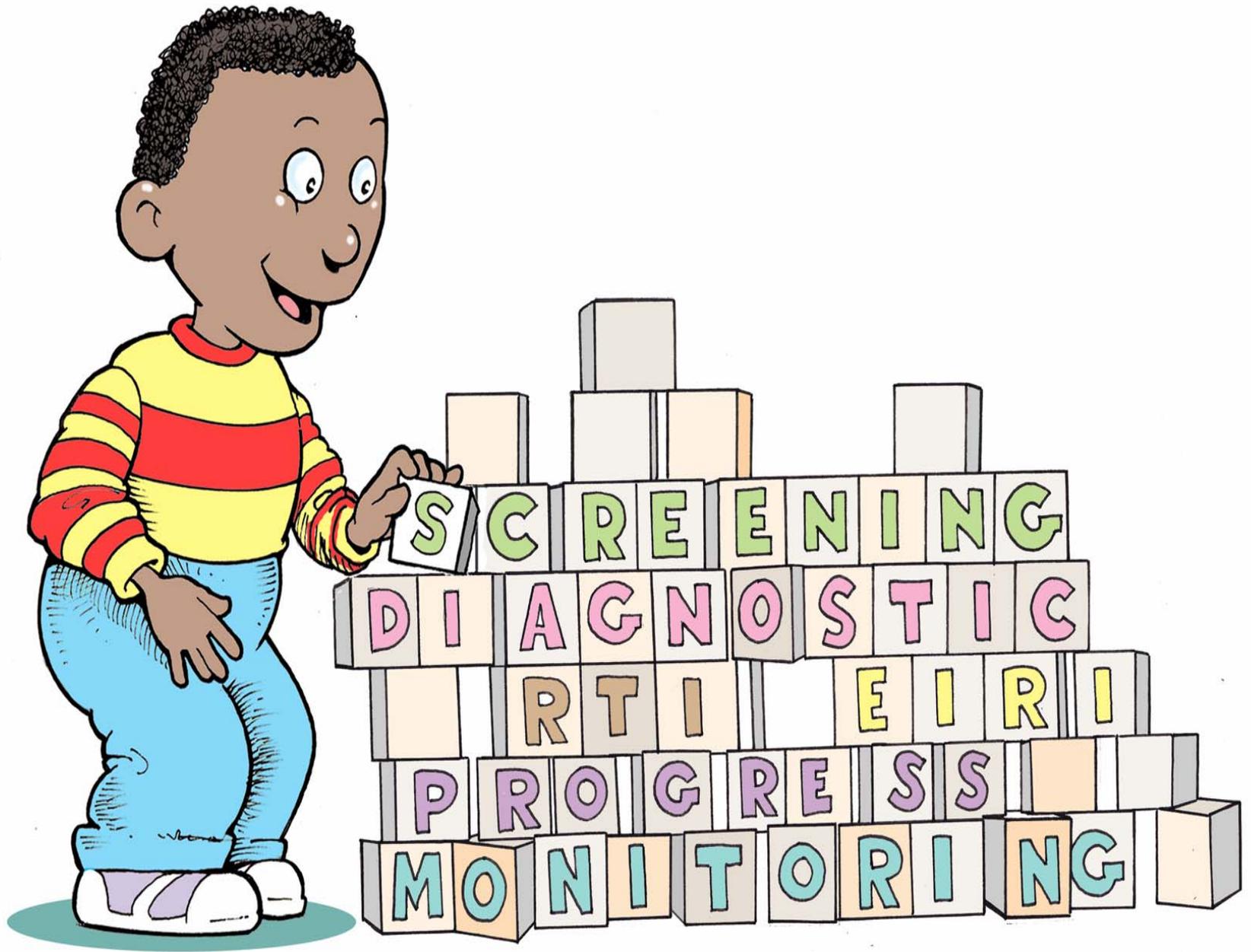


Phonological Awareness Literacy Screening



Virginia Department of Education,
University of Virginia's Curry School of
Education







PALS Instrument Content Areas

	PALS-PreK	PALS-K	PALS 1-3
Print and Word Awareness	X		
Nursery Rhyme Awareness	X		
Name Writing	X		
Rhyme Awareness	X	X	
Beginning Sound Awareness	X	X	
Alphabet Knowledge	X	X	X
Letter Sounds	X	X	X
Concept of Word		X	X
Blending		X	X
Sound-to-letter		X	X
Spelling		X	X
Word Recognition in isolation		X	X
Fluency			X



Technical Adequacy of PALS

- Development, field-testing, & on-going evaluation have been guided by the *Standards for Educational & Psychological Tests*, published jointly by the:
 - American Educational Research Association (AERA)
 - American Psychological Association (APA)
 - National Council on Measurement in Education (ECME)

Reliability & Validity

- Does PALS Produce Consistent Results?

PALS provides consistent scores across a broad range of students and can be scored reliably by different teachers.

- Does PALS Measure What it Purports to Measure?

PALS measures literacy skills predictive of important achievement outcomes on standardized reading tests and Standards of Learning (SOL) in English/Reading.

Reading Fundamentals



Teachers learn the components of effective reading instruction by assessing with PALS.

Instructional Transparency



Teachers can use PALS results to create instructional groups, plan for instruction & intervention, and monitor progress over time

PALS Web site



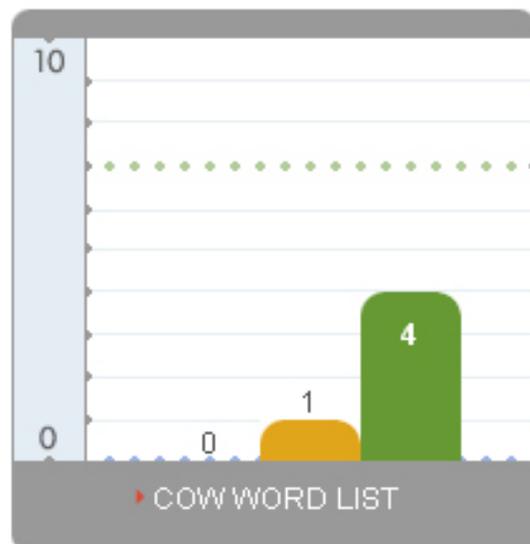
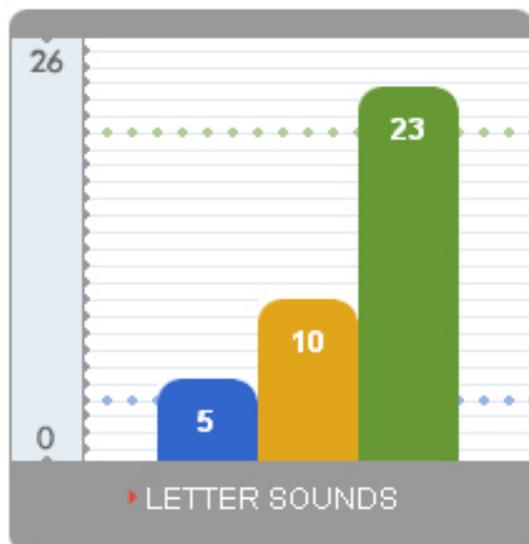
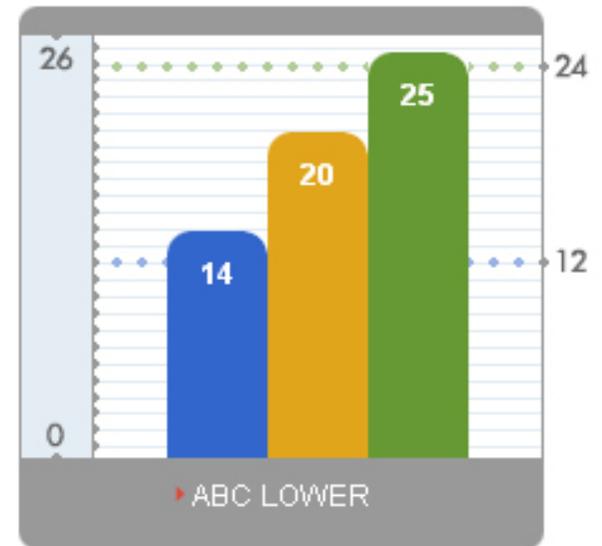
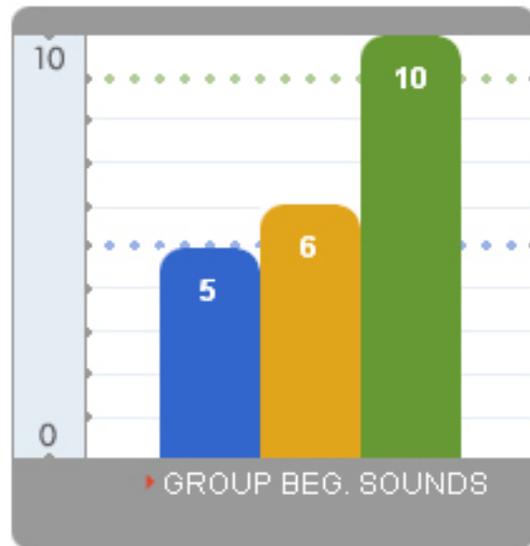
Online Score Entry & Reporting
System

<http://pals.virginia.edu>

These graphs display task and summed score growth for an individual student.



▶ Student: **Allijah Zast** ▶ Grade: **K** ▶ Teacher: **Patrick Dodge** ▶ School: **Example Elementary**





INDIVIDUAL INSTRUCTIONAL ORAL READING

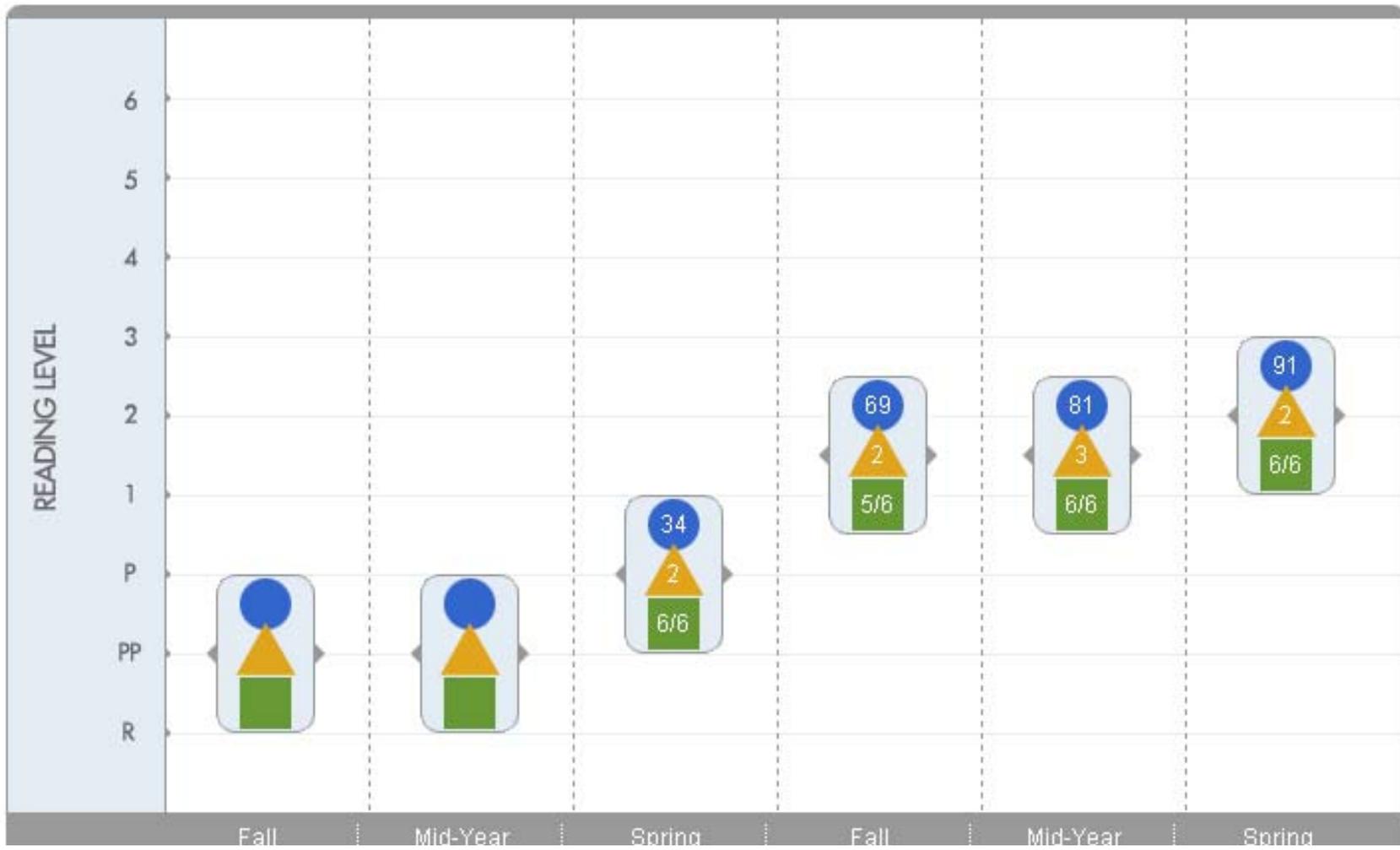
GROWTH - SPRING 2006



This graph displays the student's instructional oral reading level at each screening window for which scores were entered.

● WPM ▲ FLUENCY ■ COMP.

Student: **Scott Allen** Grade: **2** Teacher: **Elliot Patton** School: **Example Elementary**





CLASS INSTRUCTIONAL READING LEVELS - SPRING

2006



Both Word Recognition in Isolation (WRI) and Oral Reading in Context (ORC) scores have been taken into account to determine instructional oral reading levels. Based on the information provided, these are your students' instructional oral reading levels for Spring 2006.

▶ Teacher: **Cara Trent**

▶ Grade: **3**

▶ School: **Example Elementary**

▶ Total Students in class : **19**

▶ Total Students Screened: **19**

▶ Total Students Identified: **2**

	R	PP	P	1	2	3	4	5	6
1. Karina Escobar									
2. Jennifer Lee									
3. Corey Jackson									
4. Zachary Bibble									
5. Rachel Dunleavy									
6. John Lacek									
7. Rana Lewis									
8. Kidiki Navarez									
9. Samuel Seline									
10. Brenda Coleman									
11. Malik Jones									
12. Alexa Water									
13. Brooke Whitehouse									
14. Wilber Ortiz									

Looking at Data



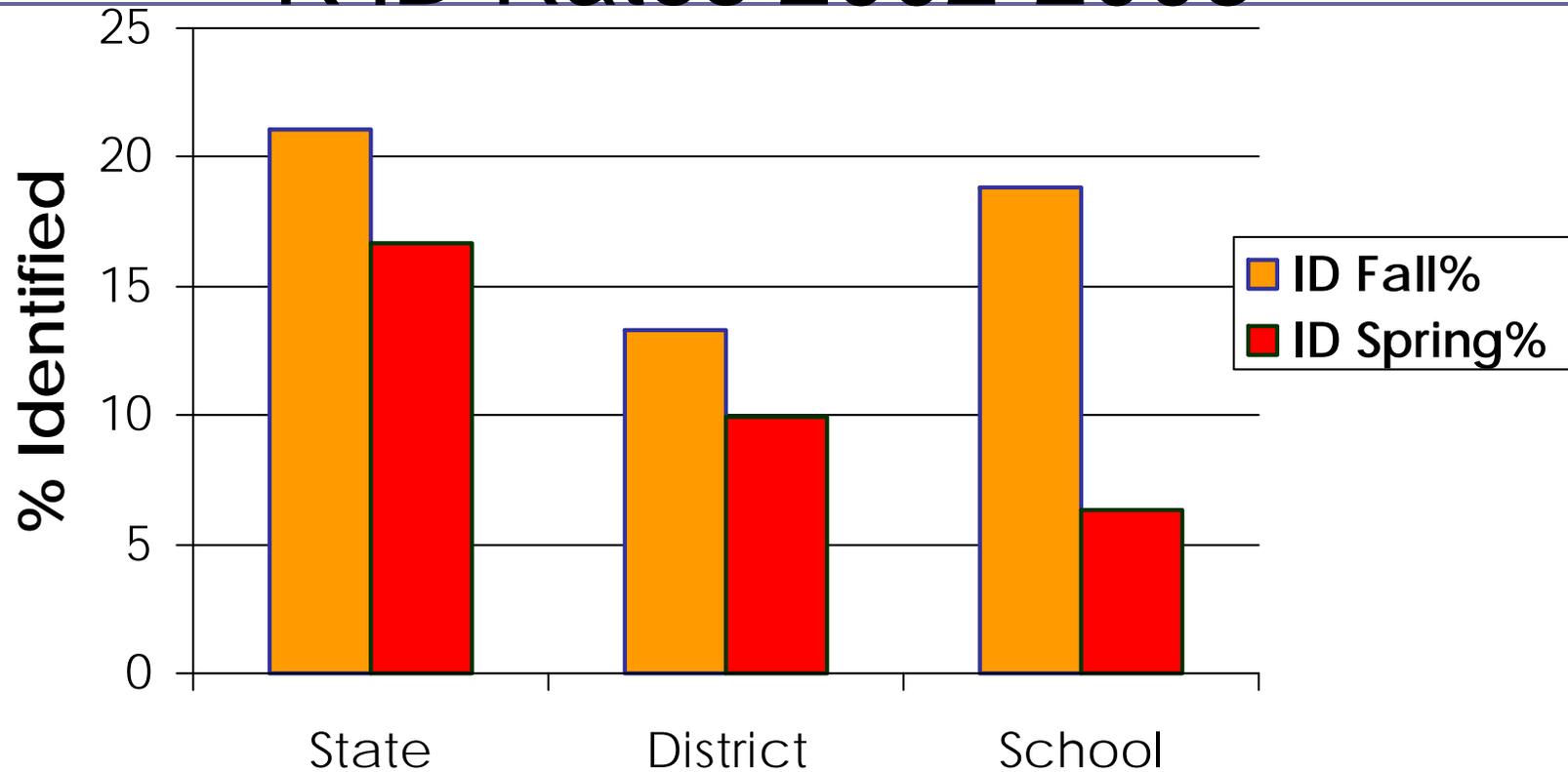
The PALS website helps schools and districts look at their own data and to use their data to make instructional decisions

A1 ✖ DISTNAME

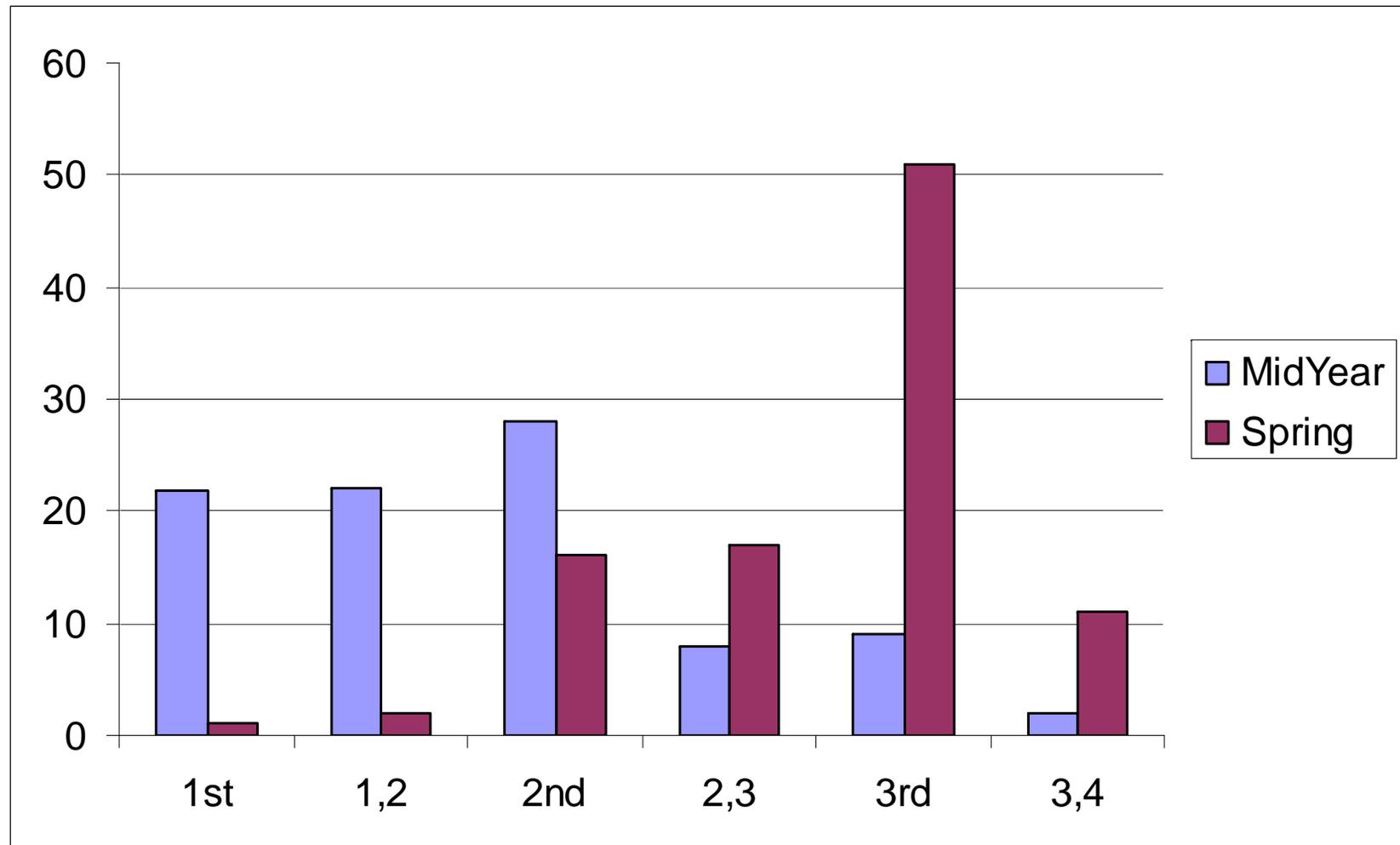
sample_Excel_K.xls

	A	B	C	D	E	F	G	H	I	J	K	
1	DISTNAME	DISTNO	SCHOOLNM	SCHOOL	ID	STUDENTID	REGION	SES	TITLE1	TITLE1_T	RF_SCHO	PAL
2	McGuffey County	38	McGuffey Elem.	440	218	936465	7	62.87	1	0	0	
3	McGuffey County	38	McGuffey Elem.	440	5763	936471	7	62.87	1	0	0	
4	McGuffey County	38	McGuffey Elem.	440	918	936474	7	62.87	1	0	0	
5	McGuffey County	38	McGuffey Elem.	440	1648	721159	7	62.87	1	0	0	
6	McGuffey County	38	McGuffey Elem.	440	9409	798200	7	62.87	1	0	0	
7	McGuffey County	38	McGuffey Elem.	440	3310	802996	7	62.87	1	0	0	
8	McGuffey County	38	McGuffey Elem.	440	8600	919828	7	62.87	1	0	0	
9	McGuffey County	38	McGuffey Elem.	440	9350	936281	7	62.87	1	0	0	
10	McGuffey County	38	McGuffey Elem.	440	5485	936433	7	62.87	1	0	0	
11	McGuffey County	38	McGuffey Elem.	440	7697	936442	7	62.87	1	0	0	
12	McGuffey County	38	McGuffey Elem.	440	8185	936448	7	62.87	1	0	0	
13	McGuffey County	38	McGuffey Elem.	440	6769	936452	7	62.87	1	0	0	
14	McGuffey County	38	McGuffey Elem.	440	303	936463	7	62.87	1	0	0	
15	McGuffey County	38	McGuffey Elem.	440	7309	936477	7	62.87	1	0	0	
16	McGuffey County	38	McGuffey Elem.	440	684	936483	7	62.87	1	0	0	
17	McGuffey County	38	McGuffey Elem.	440	1472	936491	7	62.87	1	0	0	
18	McGuffey County	38	McGuffey Elem.	440	1865	936495	7	62.87	1	0	0	
19	McGuffey County	38	McGuffey Elem.	440	1701	936501	7	62.87	1	0	0	
20	McGuffey County	38	McGuffey Elem.	440	6312	936512	7	62.87	1	0	0	
21	McGuffey County	38	McGuffey Elem.	440	404	936516	7	62.87	1	0	0	
22	McGuffey County	38	McGuffey Elem.	440	505	936524	7	62.87	1	0	0	
23	McGuffey County	38	McGuffey Elem.	440	824	936531	7	62.87	1	0	0	
24	McGuffey County	38	McGuffey Elem.	440	2236	948496	7	62.87	1	0	0	
25	McGuffey County	38	McGuffey Elem.	440	202	948507	7	62.87	1	0	0	
26	McGuffey County	38	McGuffey Elem.	570	90499	939809	7	49.58	0	1	0	
27	McGuffey County	38	McGuffey Elem.	570	90495	939816	7	49.58	0	1	0	
28	McGuffey County	38	McGuffey Elem.	570	90516	939821	7	49.58	0	1	0	
29	McGuffey County	38	McGuffey Elem.	570	90519	939825	7	49.58	0	1	0	
30	McGuffey County	38	McGuffey Elem.	570	90488	939834	7	49.58	0	1	0	
31	McGuffey County	38	McGuffey Elem.	570	90497	939843	7	49.58	0	1	0	
32	McGuffey County	38	McGuffey Elem.	570	90494	939847	7	49.58	0	1	0	
33	McGuffey County	38	McGuffey Elem.	570	90520	939849	7	49.58	0	1	0	
34	McGuffey County	38	McGuffey Elem.	570	90493	939853	7	49.58	0	1	0	
35	McGuffey County	38	McGuffey Elem.	570	90490	939866	7	49.58	0	1	0	

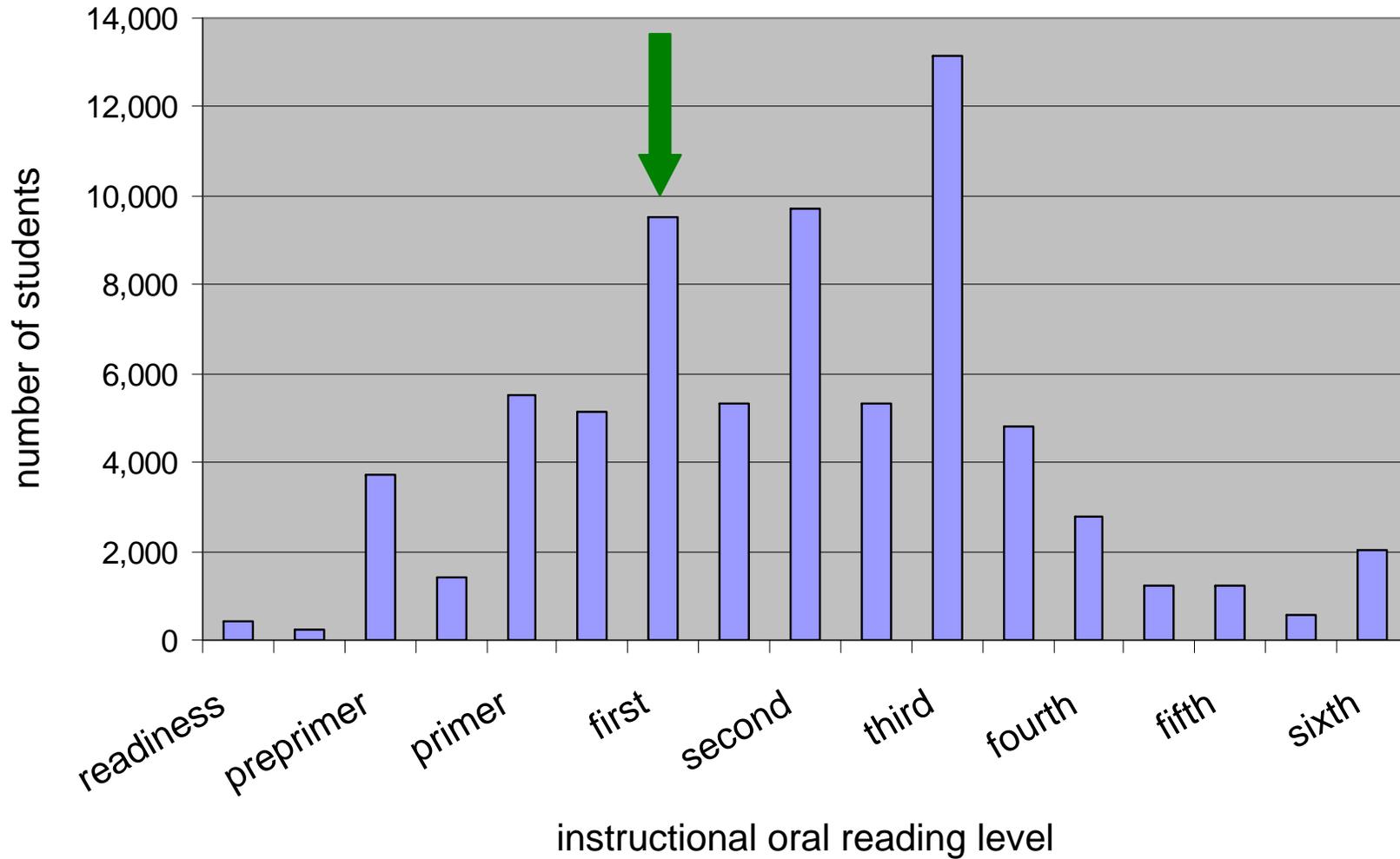
Cohort Year 1: K ID Rates 2002-2003



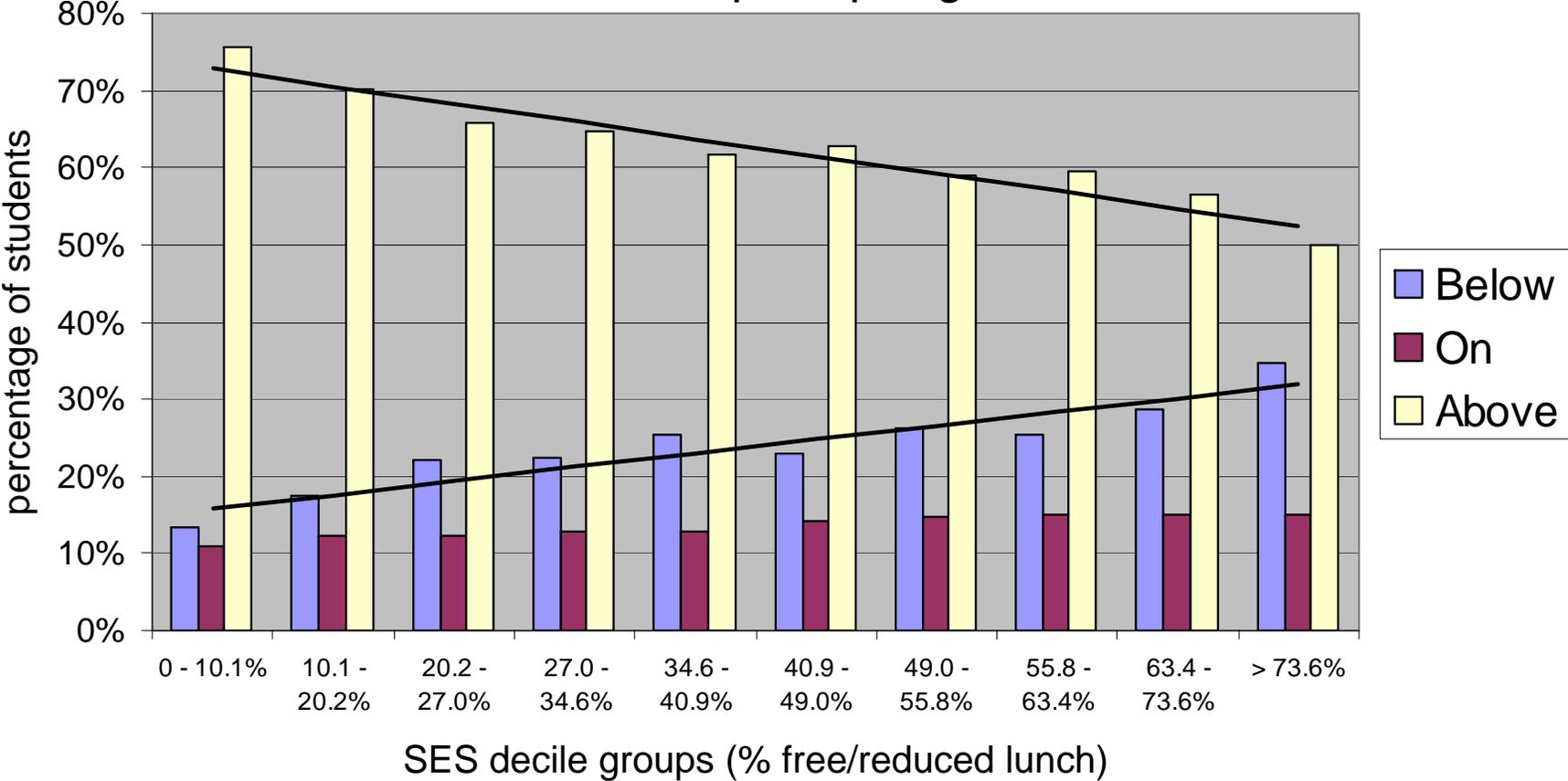
Percentage of 2nd graders at different oral reading levels at Mid-Year and Spring



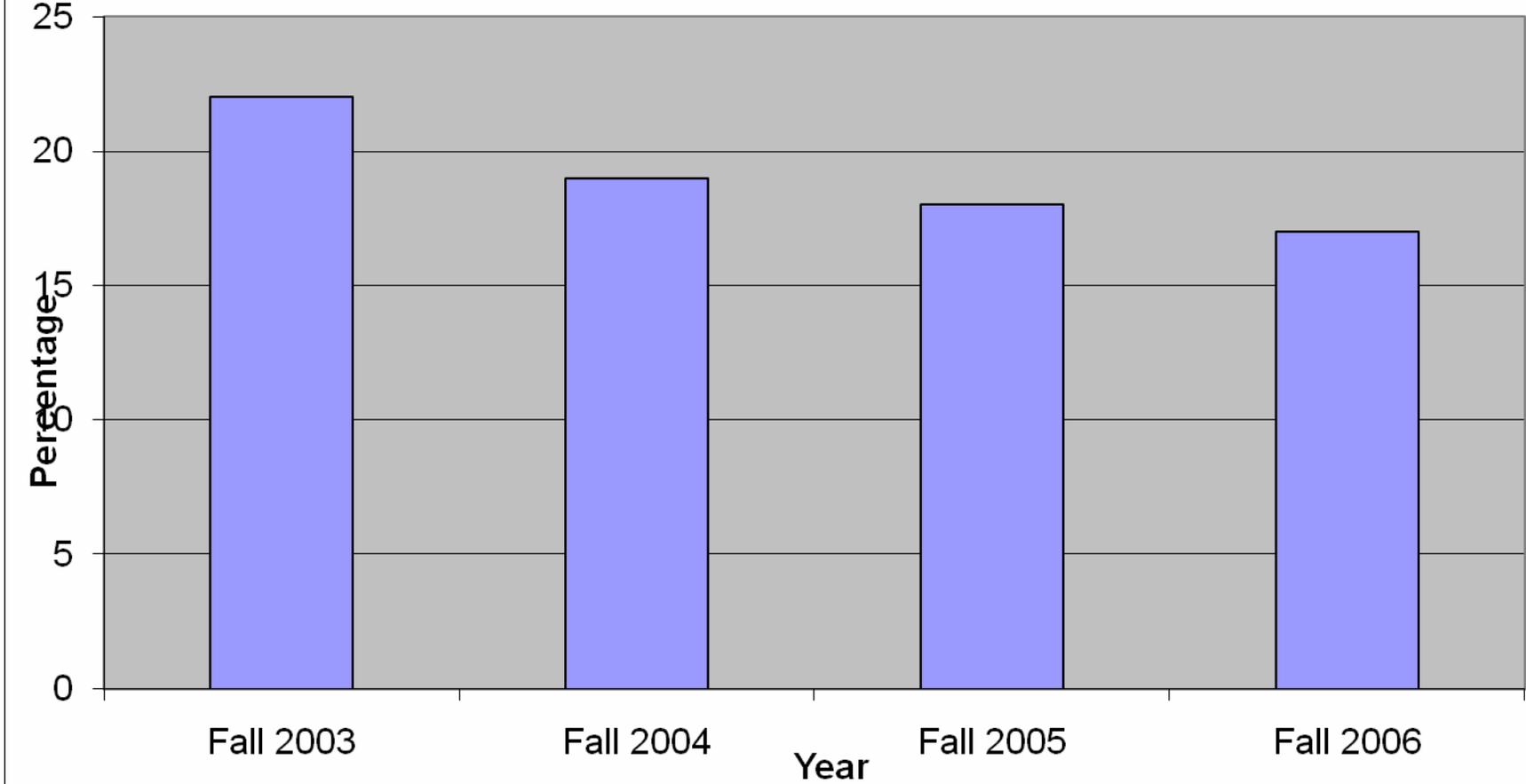
Number of First Graders at Different Instructional Oral Reading Levels, Spring 2006 (n = 72,129)



First Grade Instructional Oral Reading Levels by SES Decile Groups, Spring 2006

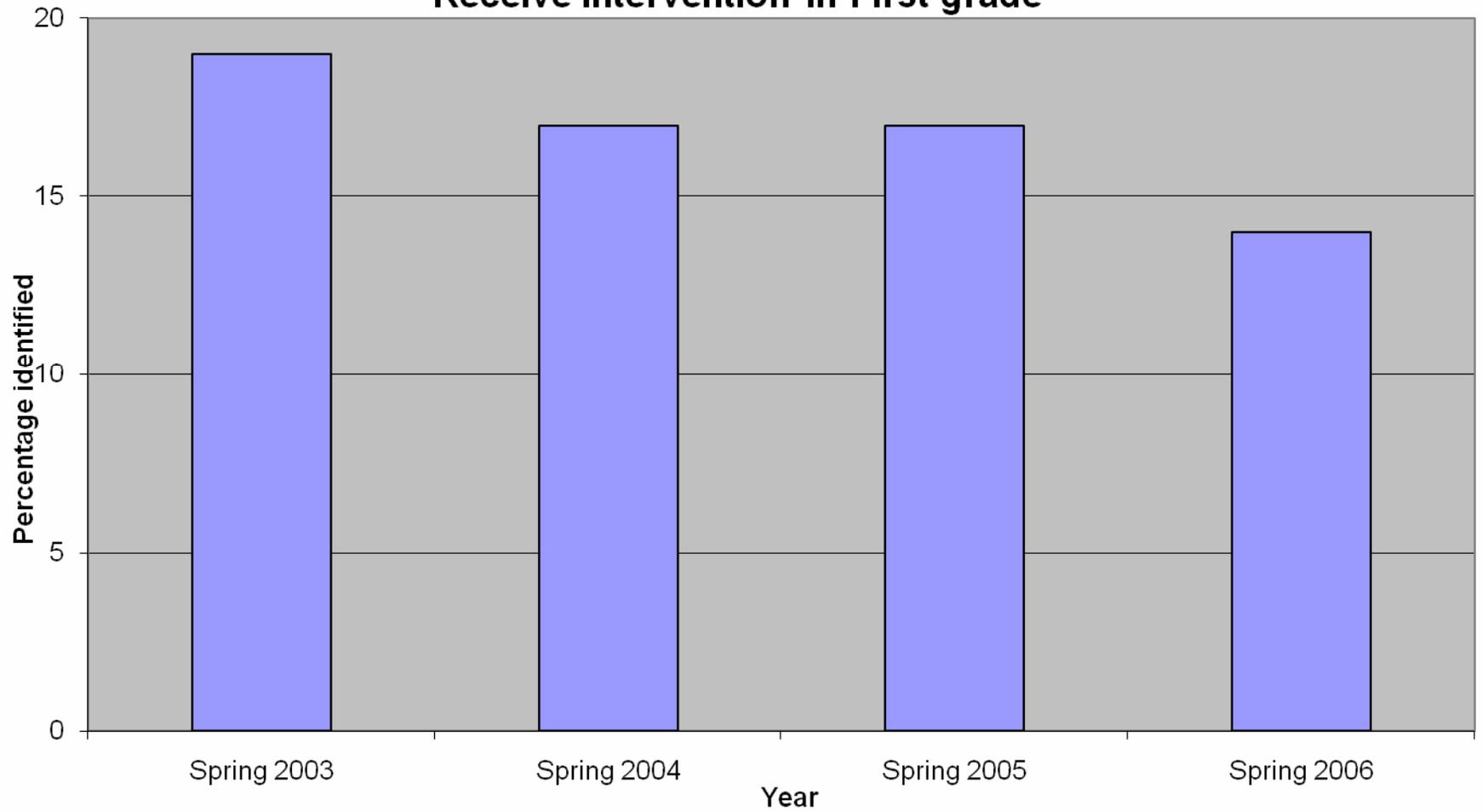


Percentage of Students Identified in Fall K to Receive Intervention During Kindergarten



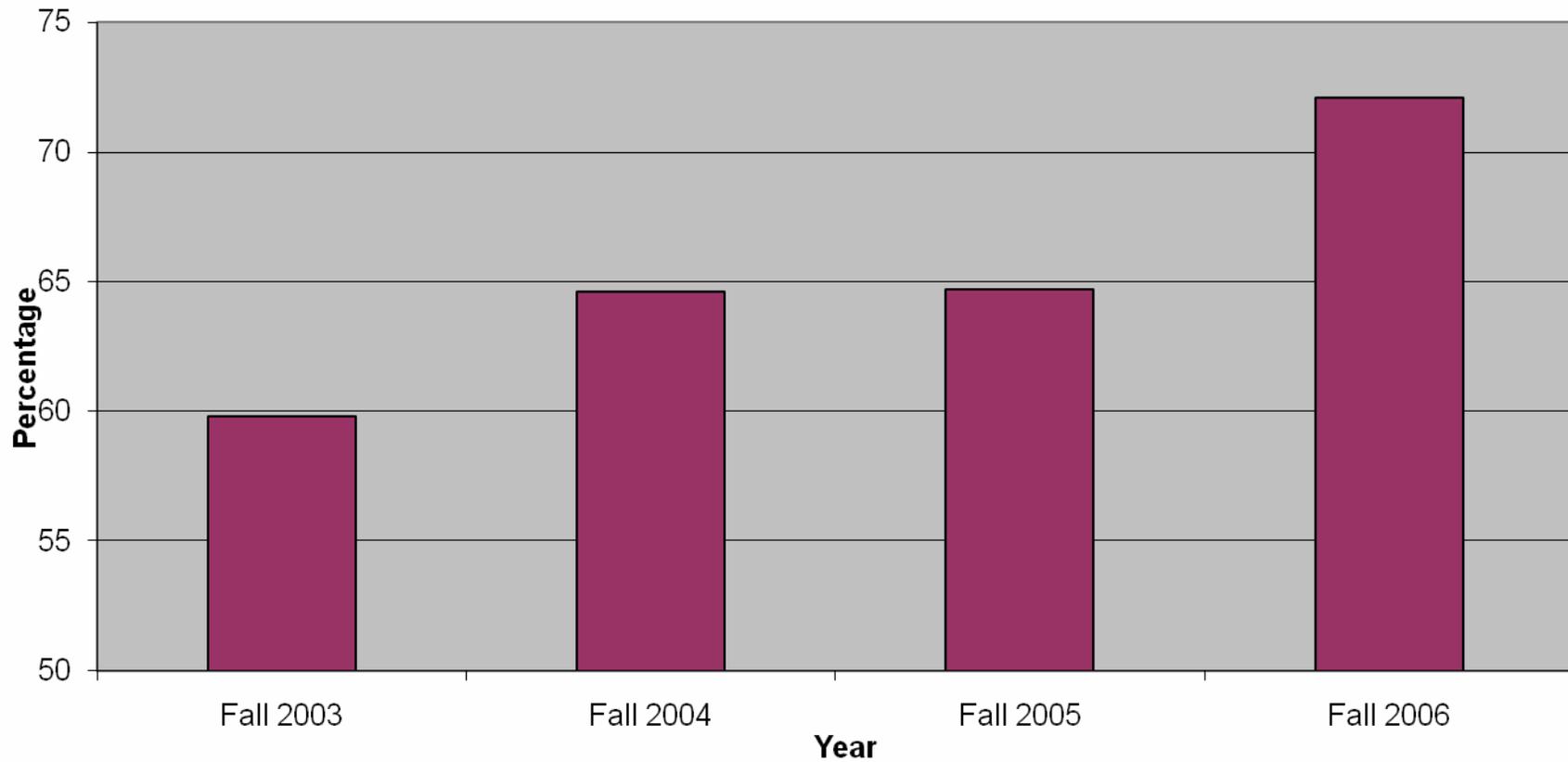


Percentage of Students Identified in Spring of Kindergarten to Receive Intervention in First grade

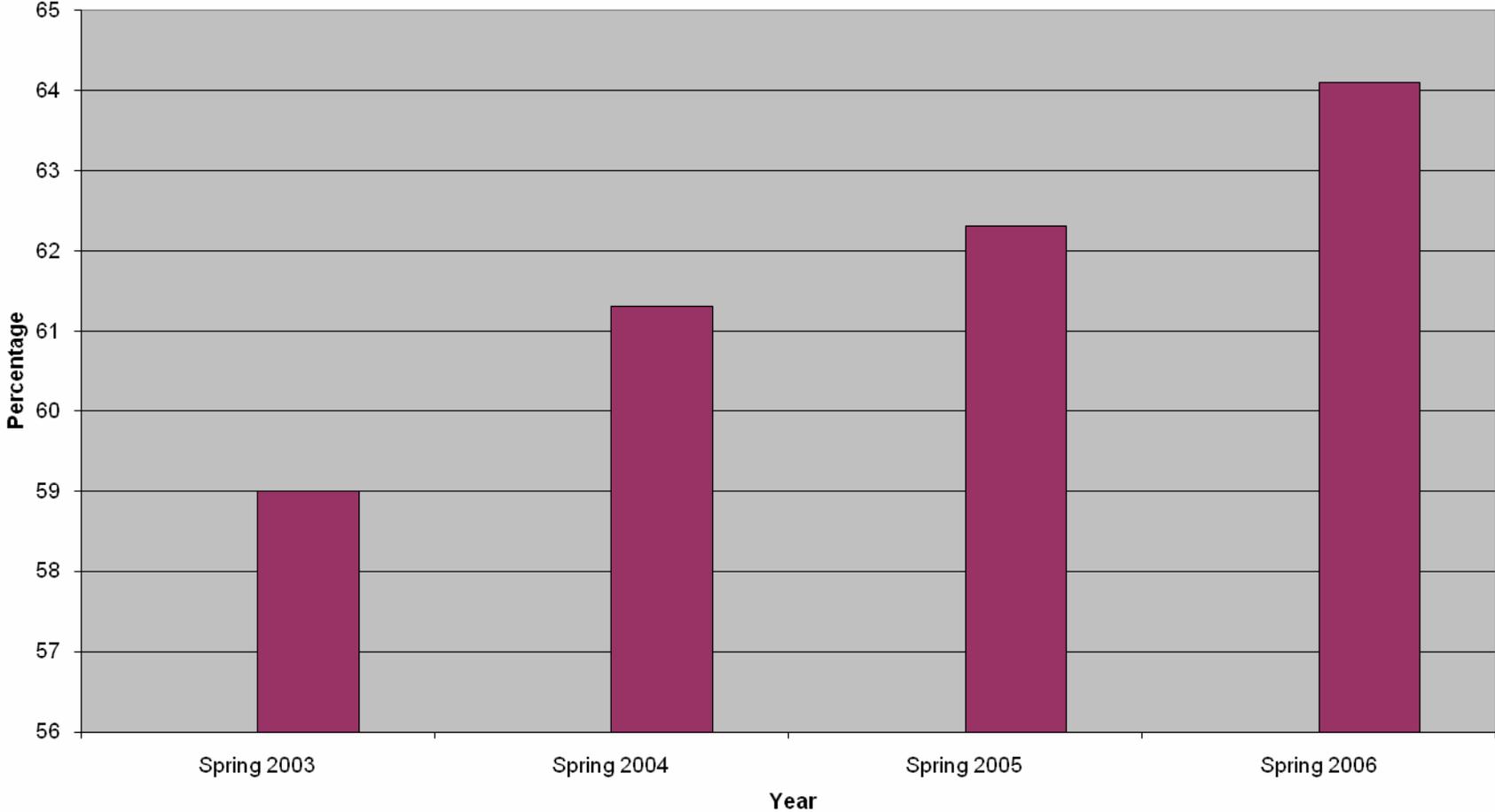




Percentage of Students Entering First Grade Already Reading Fall 1st Grade

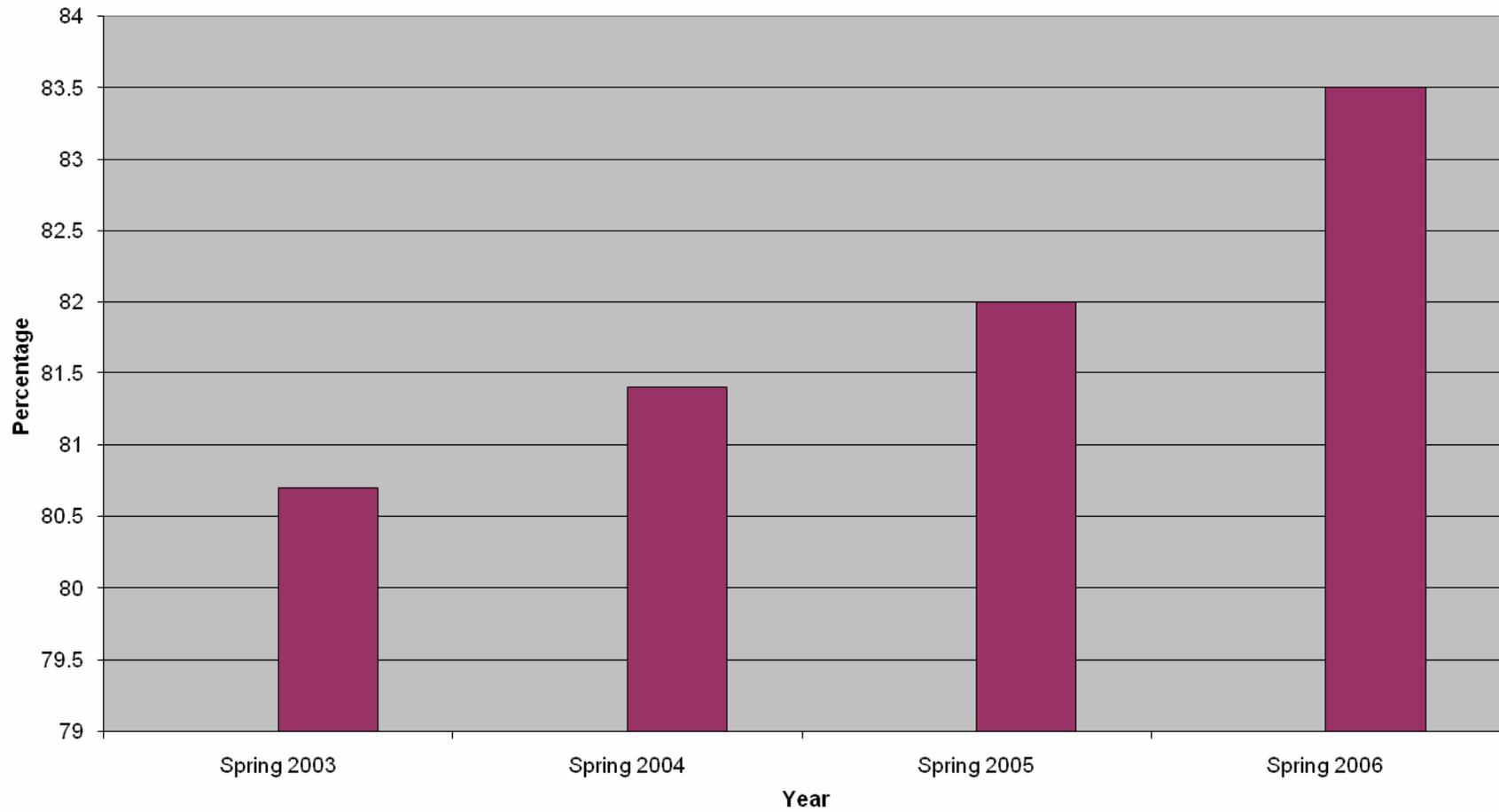


Percentage of Students Reading Above Grade Level Spring 1st Grade





Percentage of Students Reading Above Grade Level Spring 2nd Grade



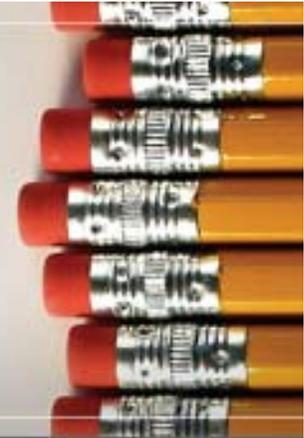
Support



Teachers receive support from the PALS office through email, the hotline, and the PALS website.



PHONOLOGICAL AWARENESS LITERACY SCREENING



ADMINISTRATIVE

PLANNING INSTRUCTION

HISTORY+GROWTH

[breadcrumbs](#) | [go](#) | [here](#) | [somehow](#)

USER:

Teacher: Tabitha Swan School: Example Elementary District: *Sample Report District
Assessment date: January 9, 2006 Form: C Reading inventory: PALS

[ACCOUNT INFO](#)
[CHANGE SCHOOL](#)
[LOG OFF](#)



RESOURCES FOR INSTRUCTION



EMERGENT READER

- ▶ Emergent Reader Lesson Plan
- ▶ Emergent Reader Lesson Plan-Sample
- ▶ Emergent Stage Characteristics
- ▶ Early Letter Name Characteristics

The Numbers ~ 2006-2007

- 500,000 complete score histories
- 80,000 score transfers
- 6,000 phone calls to 1-888-UVA-PALS
- 2,000 emails to pals@virginia.edu

Early Literacy Screening in Kindergarten: Widespread Implementation in Virginia

Marcia Invernizzi
University of Virginia

Laura Justice
University of Virginia

Timothy J. Landrum
University of Virginia

Keonya Booker
*Randolph-Macon Woman's
College*

Early success in reading is predicated on a child's ability to accurately and effectively master core literacy constructs (e.g., phonological awareness, alphabet knowledge, concept of word, and grapheme-phoneme correspondence) and to exercise these understandings in a comfortable socio-cultural context. In recent years, educators, legislators, and policy-makers have shown great interest in creating an effective and instructionally useful diagnostic screening tool for identifying children at risk for early reading difficulties. In response to this charge, the Phonological Awareness and Literacy Screening-Kindergarten (PALS-K) was developed. Through Fall