

PALS-PreK Assessment: Administer, Score, and Score Entry



Your UVa PALS-PreK Office Team



This webinar is made possible by funding
from the Virginia Department of Education.

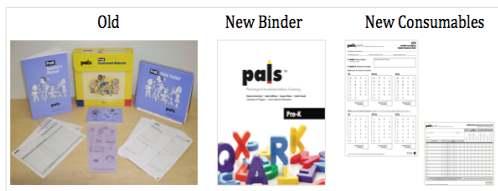


Presentation Goals

- ✧ How to administer
- ✧ How to score
- ✧ How to enter scores into the website



PALS-PreK: Assessment and Website



PALS Assessments
(Materials)



Online Score Entry and
Reporting System
(PALS website)



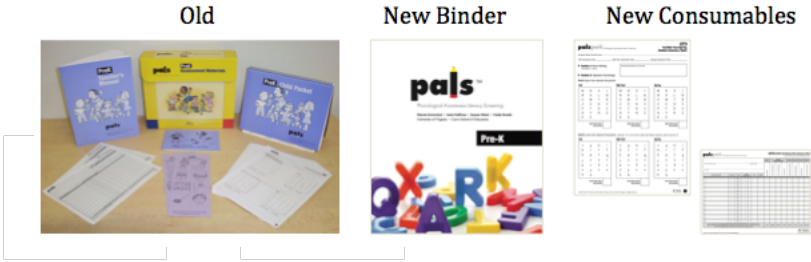
PALS-PreK: Materials

- ✦ **Non-consumables:** Teacher’s Manual, Child Packet, Hey Diddle Diddle booklet, and Beginning Sound Awareness Cards

- ✦ **Consumables:** Student Summary Sheet and Class Summary Sheet



Non-Consumables, All Correct - Use What You Have!



Consumable- Student/Child Summary Sheet: *Both Correct, Use What You Have!*

pals Psychological Assessment Library Screening **Fall/Spring Child Summary Sheet**

Child's Name (First & Last): _____
 Fall Assessment Date: _____ Spring Assessment Date: _____

Section B: Name Writing (ages 5 and 6)
Section B: Alphabet Knowledge
Part A: Upper-Case Alphabet Recognition

Fall	M G S I B X L Q H W T R J C O V P F D U A Y N Z K E	Score	M G S I B X L Q H W T R J C O V P F D U A Y N Z K E	Score
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Upper-Case Score: (0-6 possible) Upper-Case Score: (0-6 possible)

General Observations and Comments: _____

Former

palsprek Psychological Assessment Library Screening **Fall/Mid-Year/Spring Student Summary Sheet**

Student's Name (First & Last): _____
 Fall Assessment Date: _____ Mid-Year Assessment Date: _____ Spring Assessment Date: _____

Section B: Name Writing (ages 5 & 6)
 General Observations and Comments: _____

Section B: Alphabet Knowledge
Part A: Upper-Case Alphabet Recognition

Fall	M G S I B X L Q H W T R J C O V P F D U A Y N Z K E	Mid-Year	M G S I B X L Q H W T R J C O V P F D U A Y N Z K E	Spring	M G S I B X L Q H W T R J C O V P F D U A Y N Z K E
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Upper-Case Score: (0-6 possible) Upper-Case Score: (0-6 possible) Upper-Case Score: (0-6 possible)

Beginning summer of 2016



Consumable - Class Summary Sheet: *Both Correct - Use What You Have!*

pals Psychological Assessment Library Screening **Fall Class Summary Sheet**

Enter scores on the Student at <http://pals.unl.edu>

Student Name	Section A	Section B	Section C	Section D	Section E	Section F	Section G
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

Former

palsprek Psychological Assessment Library Screening **Fall/Mid-Year/Spring Class Summary Sheet**

Enter scores on the Student at <http://palsprek.unl.edu>

Student Name	Section A	Section B	Section C	Section D	Section E	Section F	Section G	Section H	Section I	Section J
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										

Beginning summer of 2016



When is the PALS-PreK Assessment Window?



Assessment Window

- ✧ Fall assessment window begins six weeks from the first day children begin the school year
- ✧ Complete PALS-PreK administration within any contiguous two-week period during the four-week window
- ✧ 1st day of school + 6 weeks = 1st *possible* day of your PALS-PreK Fall window
- ✧ If you are uncertain which ten days you are to administer the assessment, please check with your PreK program director



Assessment Calendar

helpful links

- ▶ News You Can Use
- ▶ 2016-2017 PALS-PreK Assessment Calendar
- ▶ Pre-K Literacy Practices
- ▶ FAQs
- ▶ Tech Tips
- ▶ Renew Online System
- ▶ Order Online System
- ▶ Order PALS-PreK Materials

RETURNING VISITORS

2016-2017 PALS-PreK Assessment Calendar for Virginia

The PALS Online Score Entry Reporting System opens for the 2016-2017 school year on July 25, 2016.

The four-week assessment window for fall begins six weeks from the first day of school for children. Teachers must complete the PALS assessment within any contiguous two-week period within the assessment window. The Data Due date is the deadline for entering scores in the PALS system.

For students starting school on **August 1st**

	FALL 2016	MID-YEAR 2017	SPRING 2017
Window Opens	Sept. 12 th	Jan. 2 nd	May 1 st
Window Closes	Oct. 7 th	Jan. 27 th	May 26 th
Data Due	Oct. 21 st	Feb. 10 th	June 9 th

For students starting school on **August 8th**

	FALL 2016	MID-YEAR 2017	SPRING 2017
Window Opens	Sept. 19 th	Jan. 2 nd	May 1 st
Window Closes	Oct. 14 th	Jan. 27 th	May 26 th
Data Due	Oct. 28 th	Feb. 10 th	June 9 th

For students starting school on **August 15th**

	FALL 2016	MID-YEAR 2017	SPRING 2017
Window Opens	Sept. 26 th	Jan. 2 nd	May 1 st
Window Closes	Oct. 21 st	Jan. 27 th	May 26 th
Data Due	Nov. 4 th	Feb. 10 th	June 9 th

For students starting school on **August 22nd**

	FALL 2016	MID-YEAR 2017	SPRING 2017
Window Opens	Oct. 3 rd	Jan. 2 nd	May 1 st
Window Closes	Oct. 28 th	Jan. 27 th	May 26 th
Data Due	Nov. 11 th	Feb. 10 th	June 9 th

For students starting school on **August 29th**

	FALL 2016	MID-YEAR 2017	SPRING 2017
Window Opens	Oct. 10 th	Jan. 2 nd	May 1 st
Window Closes	Nov. 4 th	Jan. 27 th	May 26 th
Data Due	Nov. 18 th	Feb. 10 th	June 9 th

For students starting school on **September 6th**

	FALL 2016	MID-YEAR 2017	SPRING 2017
Window Opens	Oct. 17 th	Jan. 2 nd	May 1 st
Window Closes	Nov. 11 th	Jan. 27 th	May 26 th
Data Due	Nov. 23 rd	Feb. 10 th	June 9 th

To Whom Should PALS-PreK Be Administered?


- ✧ Mandatory for children partially or fully funded by the Virginia Preschool Initiative and the Virginia Preschool Initiative Plus


- ✧ For other preschool children as directed by the VDOE, a division administrator, or a school administrator

Entering Scores



Choose **An** Option To Enter Scores

 **Traditional Score Entry:** Record scores on Child Summary Sheets. Then, after administration, enter scores into the PALS website

 **Online Assessment Wizard:** Enter scores directly into the PALS website *during or after* administration.



Score Entry Option: Traditional Score Entry



Traditional Score Entry

- ✧ Enter ***total*** scores (not item-level scores)
- ✧ Flexible scheduling – using paper score summaries, enter scores at your convenience



Step 1: Click on a child's name and click the link, "Traditional Score Entry."

CLASS LIST
Select a child's name from the list below, and then select an action from the choices to the right.

Your Pre-Kindergarten Class

[Student, Example One](#)

Fall 2016 scores have been entered for this child using Traditional Score Entry.

Fall 2016 scores have been entered for this child using the Online Assessment Wizard.

CHILD ACTIONS
Select a child's name from the Class List to the left, and then select an action from the choices below.

- Modify Child Information
- OAW Score Entry
- Traditional Score Entry**
- Add or Transfer a Child
- View Add/Transfer Request Status Report
- Remove Child

VIEW RESULTS
Select a report to view.

- Child Summary
- Individual Task Growth
- Class Summary
- Parent Letter
- Child OAW Report
- Class Upper-Case Alphabet Recognition (OAW)
- Child Score History

Step 2: Enter scores and click the link, "Submit Scores."

ENTER SCORES FOR PALS-PreK TASKS

If a child did not take a task, please leave that cell blank and DO NOT fill in a 0.

	Name Writing	Upper-Case Alphabet Recognition	Lower-Case Alphabet Recognition	Letter Sounds	Beginning Sound Awareness	Print and Word Awareness	Rhyme Awareness	Nursery Rhyme Awareness
MAX	7	26	26	26	10	10	10	10
	<input type="text" value="3"/>	<input type="text" value="12"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="1"/>

Alphabet knowledge

[SUBMIT SCORES](#)

Score Entry Option:
The Online Assessment Wizard
(OAW)



OAW

- ✧ Simultaneously assess and enter scores
- ✧ Administration procedures do not change !
- ✧ Efficient
- ✧ Enter *item-level* scores
- ✧ Item-level reports generated



Using The Online Assessment Wizard to Enter Scores



Step 1: Highlight a child's name and click the link, "Online Assessment Wizard."

A screenshot of the PalsPrek administrative interface. The page is titled "TEACHER" and "palsprek PHONOLOGICAL AWARENESS LITERACY SCREENING". Below the header, there is a navigation bar with "ADMINISTRATIVE" selected. The main content area is divided into three columns: "CLASS LIST", "CHILD ACTIONS", and "VIEW RESULTS". The "CLASS LIST" column shows a table with one row highlighted in blue: "Student, Example Two". A large blue arrow points from the text above to this row. The "CHILD ACTIONS" column lists several options, including "OAW Score Entry". The "VIEW RESULTS" column lists various reports like "Child Summary" and "Class Summary".

TEACHER

palsprek PHONOLOGICAL AWARENESS LITERACY SCREENING

ADMINISTRATIVE

USER: Teacher: EOS Teacher Site: Test Site 1 Program: Test Program ACCOUNT INFO CHANGE SCHOOL LOG OFF

CLASS LIST
Select a child's name from the list below, and then select an action from the choices to the right.

Your Pre-Kindergarten Class

Student, Example Two

Fall 2016 scores have been entered for this child using Traditional Score Entry.

Fall 2016 scores have been entered for this child using the Online Assessment Wizard.

CHILD ACTIONS
Select a child's name from the Class List to the left, and then select an action from the choices below.

- Modify Child Information
- OAW Score Entry
- Traditional Score Entry
- Add or Transfer a Child
- View Add/Transfer Request Status Report
- Remove Child

VIEW RESULTS
Select a report to view.

- Child Summary
- Individual Task Growth
- Class Summary
- Parent Letter
- Child OAW Report
- Class Upper-Case Alphabet Recognition (OAW)
- Child Score History



Step 2: Read the Welcome Page Information, and Then Click the Continue Icon or the Task Icon

WELCOME TO THE ONLINE ASSESSMENT WIZARD!

The Online Assessment Wizard is an optional feature of the PALS Online Score Entry and Reporting System. The Wizard allows teachers to enter scores online while screening students. Before using the Wizard, please read the information below:

- The Wizard does not have to be used with all students in the class.
- When using the Wizard, the student views the student materials (Student Packet and booklets). Students **DO NOT** view the computer screen.
- For group tasks, such as Spelling, the teacher will need to collect the group's Spelling Sheets prior to scoring the group task with the Wizard.
- Scores for tasks can be entered in separate sessions. For example, Spelling scores can be entered one day and Rhyme scores can be entered the next day.
- The Task List will display required and optional tasks in separate sections. Teachers can administer required tasks and optional tasks in the order they prefer. A red pencil will appear to the left of a student's name on the class list once all required scores have been entered. At mid-year all tasks are considered optional (except for Reading First schools).
- After administering each task, click on the "Continue" icon (▶) to save the information and move to the next page or return to the Task List.
- To begin the Online Assessment Wizard, click on the "Continue" icon (▶) on the controller at the upper right to proceed to the Task List.

CONTROLLER KEY:

▼ - Task List

Continue and Save Link

Step 3: Select a Task from the Task List

TASK LIST
Click the name of the task you would like to administer.

Task Name	Score/Max	Task Status
NAME WRITING	SCORE/MAX	
● Name Writing	- /7	
ALPHABET KNOWLEDGE	SCORE/MAX	
● Upper-Case Alphabet Recognition	- /26	
● Lower-Case Alphabet Recognition	- /26	
● Letter Sounds	- /26	
BEGINNING SOUND AWARENESS	SCORE/MAX	
● Beginning Sound Awareness	- /10	
PRINT AND WORD AWARENESS	SCORE/MAX	
● Print and Word Awareness	- /10	
RHYME AWARENESS	SCORE/MAX	
● Rhyme Awareness	- /10	
NURSERY RHYME AWARENESS	SCORE/MAX	
● Nursery Rhyme Awareness	- /10	

TASK STATUS:

- - Not administered
- - Complete

OAW-Generated Reports

The screenshot displays the PALS-PreK teacher interface. At the top, it says 'TEACHER' and 'palsprek PHONOLOGICAL AWARENESS LITERACY SCREENING'. Below this is an 'ADMINISTRATIVE' header with user information: 'USER: Teacher: EOS Teacher Site: Test Site 1 Program: Test Program'. On the right, there are links for 'ACCOUNT INFO', 'CHANGE SCHOOL', and 'LOG OFF'. The main content area is divided into four sections: 'CLASS LIST', 'CHILD ACTIONS', 'VIEW RESULTS', and 'CLASS MANAGEMENT'. The 'VIEW RESULTS' section is highlighted with a blue box, showing options like 'Child OAW Report' and 'Class Upper-Case Alphabet Recognition (OAW)'. The 'CLASS LIST' section shows a list of students and their assessment status. The 'CHILD ACTIONS' section lists various actions like 'Modify Child Information', 'OAW Score Entry', and 'Add or Transfer a Child'. The 'CLASS MANAGEMENT' section includes 'View Add/Transfer Request Status Report' and 'Set or Change Assessment Date'. The 'YEARLY REPORTS' section notes that the only report available is the Fall Class Summary report.

PALS-PreK: Task Administration & Scoring

PALS-PreK Administration

- ✧ Developmentally appropriate assessment
- ✧ One-on-one administration, approximately 25 minutes per child (untimed-varies child to child)
- ✧ Flexible administration (For example, one can administer one task to all children on each day for six days.)
- ✧ Recommended assessing all three windows: Fall, Mid-Year, and Spring
- ✧ Enter scores online via traditional score entry **or** The Online Assessment Wizard



PALS-PreK: Tasks

Each task represents a literacy fundamental that is predictive of future reading success.

Task	Includes
Name Writing	
Alphabet Knowledge	Upper-Case Alphabet Recognition Lower-Case Alphabet Recognition Letter Sounds
Beginning Sound Awareness	
Print and Word Awareness	
Rhyme Awareness	
Nursery Rhyme Awareness	





Each PALS-PreK task reflects a literacy component that should be part of *daily* activities and instruction.



Task: Name Writing

“I would like for you to draw a picture of yourself, and then write your name. When you are finished, I’d like for you to show me your name.”

Say





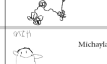



- ✧ If the child is reluctant to attempt name writing, encourage the child to “pretend” to write his or her name or collect a writing sample at a more informal time.
- ✧ Not an all-or-nothing skill – it develops gradually and reveals what students know about early components of literacy.



Name Writing: Scoring

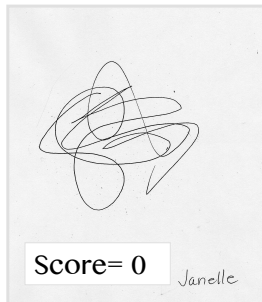
(Administration & Scoring Guide, Page 14; Binder, page 2.8)

- ✦ Scoring samples demonstrate the continuum of name writing development
- ✦ Only the written name is scored; it is *not necessary* for the child to draw a picture
- ✦ Not scored based on neatness
- ✦ Question child for clarification on letters if necessary

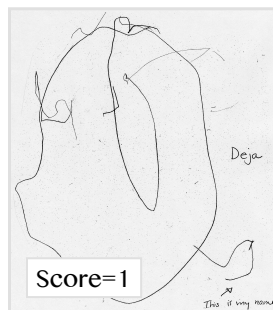
0 points	Name is a scribble and the picture represents both child's picture and written name.		Janelle
1 point	Name is a scribble intertwined with picture. The child identifies the picture or part of the picture as his/her written name.		Deja This is my name
2 points	Name is an unrecognizable scribble but name is separate from picture.		Taylor
3 points	Name consists of random letters and symbols. Name is separate from picture.		Chau
4 points	Name consists of some correct letters and possibly some filler letters or symbols. The name is separate from picture.		Adam
5 points	Name consists of many correct letters with no filler letters or symbols. The name is separate from picture.		Michaela
6 points	Name is generally correct and is separate from picture. Some letters may be written backwards or name may be completely written in a mirror image.		Bai
7 points	Name is correct with no backwards letters or mirror image writing. The name is separate from picture.		Cierra



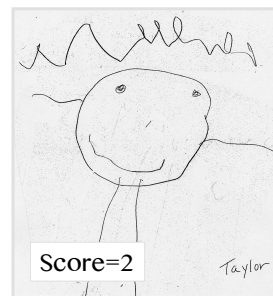
Name Writing Samples



The name is a scribble and the picture represents both the picture and name.



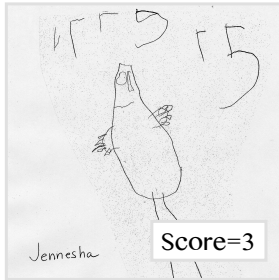
The name scribble is intertwined with the picture. The child identifies the picture or part of the picture as his/her name.



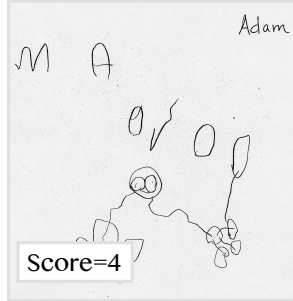
The name is an unrecognizable scribble but the name is separate from the picture.



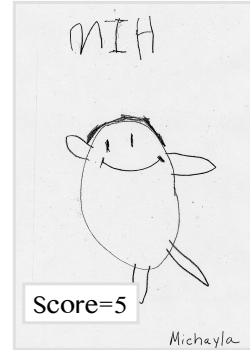
Name Writing Samples



The name consists of random letters and symbols. The name is separate from the picture.



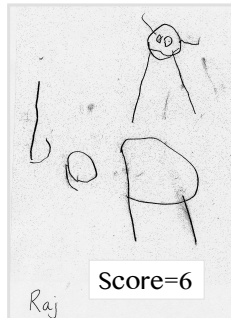
The name consists of some correct letters and possibly some filler letters or symbols. The name is separate from the picture.



The name consists of many correct letters with no filler letters or symbols. The name is separate from the picture.



Name Writing Samples



Name is generally correct and is separate from the picture. Some letters may be written backwards or the name may be completely written in a mirror image.



Name is correct with no backwards letters or mirror image writing. The name is separate from the picture.



Traditional Score Entry

DO NOT take a task, please leave that cell blank and DO NOT fill in a 0.

MAX	Name Writing	Upper-Case Alphabet Recognition	Lower-Case Alphabet Recognition	Letter Sounds	Beginning Sound Awareness	Print and Word Awareness	Rhyme Awareness	Nursery Rhyme Awareness
7	26	26	26	10	10	10	10	10
	3	12	4	1	2	3	2	1

Alphabet knowledge

SUBMIT SCORES

OAW Score Entry

NAME WRITING

- 0 POINTS**
Name is a scribble and the picture represents both child's picture and written name.
- 1 POINTS**
Name is a scribble intertwined with picture. The child identifies the picture or part of the picture as his/her written name.
- 2 POINTS**
Name is an unrecognizable scribble but name is separate from picture.
- 3 POINTS**
Name consists of random letters and symbols. Name is separate from picture.
- 4 POINTS**
Name consists of some correct letters and possibly some filler letters or symbols. The name is separate from picture.
- 5 POINTS**
Name consists of many correct letters with no filler letters or symbols. The name is separate from picture.
- 6 POINTS**
Name is generally correct and is separate from picture. Some letters may be written backwards or name may be completely written in a mirror image.
- 7 POINTS**
Name is correct with no backwards letters or mirror image writing. The name is separate from picture.

CONTINUE

TASK SPECIFIC INFORMATION:

- MATERIALS
- ADMINISTRATION NOTES
- INSTRUCTIONS
- SCORING

GENERAL OBSERVATIONS AND COMMENTS:

Task: Alphabet *Knowledge*

- ✧ Divided into three parts to provide a developmentally appropriate progression
 - **Upper-Case Alphabet *Recognition***
 - **Lower-Case Alphabet *Recognition***
 - **Letter Sounds**
- ✧ Designed with thresholds to prevent frustration
- ✧ Task sequence begins with Upper-Case because the letters are more distinctive



Alphabet Knowledge: Administering

- ✧ Child is shown a page of letters/sounds and is asked to name them/make the sound.
- ✧ See Teacher's Manual, pages 14-17, Binder pages 2.9-2.11.
- ✧ Use a piece of paper or a card with a cut-out square to show only one line at a time.
- ✧ Direct the child to touch the letters in the presented sequence.

I would like for you to point to each letter. As you point to the letter, tell me the name of that letter.

Say,



Alphabet Knowledge: Scoring

- ✧ Mark through each letter or sound the child identified incorrectly or did not identify
- ✧ Write what the child says next to each letter/sound
- ✧ Self-corrections are counted as correct answers



Upper-Case Alphabet Recognition

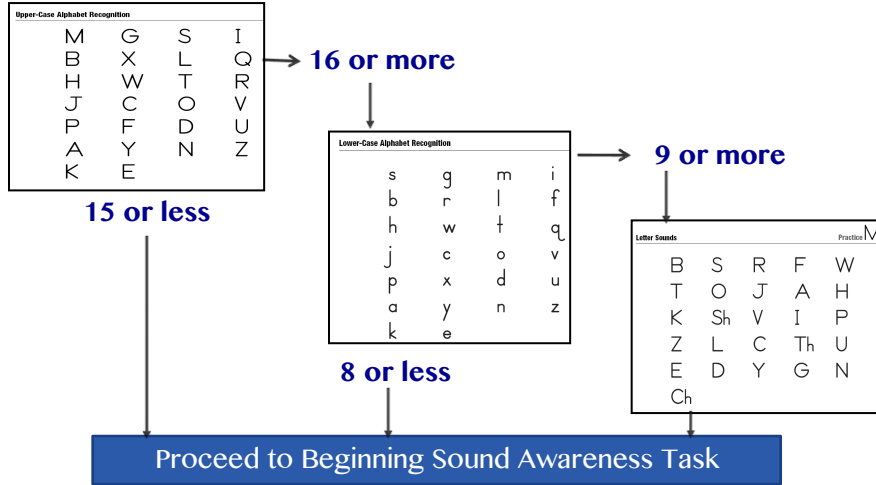
Upper-Case Alphabet Recognition			
M	G	S	I
B	X	L	Q
H	W	T	R
J	C	O	V
P	F	D	U
A	Y	N	Z
K	E		

M	G	S	I
B	X ^W	L	Q
H	W	T	R
J	C ^S	O	F
P	F	D	U
A	Y	N	X ^W
K	E		

Upper-Case Score: (26 possible)



When Do I Proceed to the Next Alphabet Knowledge Task?



Lower-Case Alphabet Recognition

Lower-Case Alphabet Recognition			
s	g	m	i
b	r	l	f
h	w	t	q
j	c	o	v
p	x	d	u
a	y	n	z
k	e		

s	g	m	i
b	r	l	f
h	w	t	q
j	c	o	v
p	x	d	u
a	y	n	z
k	e		

Lower-Case Score: (26 possible)



Letter Sounds

Letter Sounds Practice **M**

B	S	R	F	W
T	O	J	A	H
K	Sh	V	I	P
Z	L	C	Th	U
E	D	Y	G	N
Ch				

B	S	R	F	W
T	<i>uh</i>	J	A	H
K	Sh	V	I	P
<i>z</i>	L	<i>sea</i>	Th	<i>pu</i>
E	D	Y	<i>J</i>	N
<i>ch</i>				

Letter Sounds Score: (26 possible)



Traditional Score Entry

ENTER SCORE PALS-PROGRESS MONITOR

If a child did not complete a task, please enter 0. DO NOT fill in a 0.

	Name Writing	Upper-Case Alphabet Recognition	Lower-Case Alphabet Recognition	Letter Sounds	Beginning Sound Awareness	Print and Word Awareness	Rhyme Awareness	Nursery Rhyme Awareness
MAX	7	26	26	26	10	10	10	10
	<input type="text" value="3"/>	<input type="text" value="12"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="1"/>

Alphabet knowledge



OAW Score Entry: Upper-Case Alphabet Recognition

UPPER-CASE ALPHABET

CURRENT SCORE: 21/26

M <input type="text"/>	G <input type="text"/>	S <input type="text"/>	I <input type="text"/>
B <input type="text"/>	X <input type="text"/>	L <input type="text"/>	Q <input type="text"/>
H <input type="text"/>	W <input type="text"/>	T <input type="text"/>	R <input type="text"/>
J <input type="text"/>	C <input type="text"/>	O <input type="text"/>	V <input type="text"/>
P <input type="text"/>	F <input type="text"/>	D <input type="text"/>	U <input type="text"/>
A <input type="text"/>	Y <input type="text"/>	N <input type="text"/>	Z <input type="text"/>
K <input type="text"/>	E <input type="text"/>		

CONTINUE

TASK SPECIFIC INFORMATION:
MATERIALS
ADMINISTRATION NOTES
INSTRUCTIONS
SCORING

GENERAL OBSERVATIONS AND COMMENTS:



OAW Score Entry: Lower-Case Alphabet Recognition

LOWER-CASE ALPHABET

CURRENT SCORE: 12/26

s <input type="text"/>	g <input type="text"/>	m <input type="text"/>	i <input type="text"/>
b <input type="text"/>	r <input type="text"/>	t <input type="text"/>	f <input type="text"/>
h <input type="text"/>	w <input type="text"/>	r <input type="text"/>	q <input type="text"/>
j <input type="text"/>	c <input type="text"/>	o <input type="text"/>	v <input type="text"/>
p <input type="text"/>	x <input type="text"/>	d <input type="text"/>	u <input type="text"/>
a <input type="text"/>	y <input type="text"/>	n <input type="text"/>	z <input type="text"/>
k <input type="text"/>	e <input type="text"/>		

CONTINUE

TASK SPECIFIC INFORMATION:
MATERIALS
ADMINISTRATION NOTES
INSTRUCTIONS
SCORING

GENERAL OBSERVATIONS AND COMMENTS:



OAW Score Entry: Letter Sounds

LETTER SOUNDS

CURRENT SCORE: 12/26 MARK ALL CORRECT MARK ALL INCORRECT

B	S	R	F	W
T	Sh	V	A	H
K	L	C	Th	J
Z	D	Y	G	N
Ch				

TASK SPECIFIC INFORMATION:

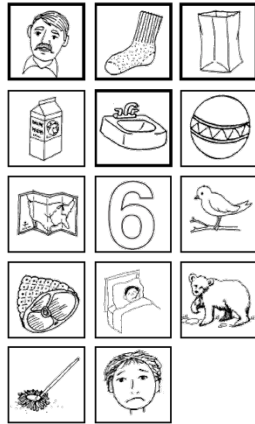
- MATERIALS
- ADMINISTRATION NOTES
- INSTRUCTIONS
- SCORING

GENERAL OBSERVATIONS AND COMMENTS:

Task: Beginning Sound Awareness

- ✧ Targets phonological awareness by requiring initial phoneme segmentation orally
- ✧ **Do not administer Beginning Sound Awareness and Rhyme Awareness tasks consecutively.**
- ✧ Cut out beginning sound awareness picture cards prior to administration
- ✧ Task is a model for best practice and should be used as a teaching exercise **After each item, tell the child the correct answer!*
- ✧ Teacher's Manual, page 18; Binder, pages 2.12-2.16

Beginning Sound Awareness Administration



* Administration script Teacher's Manual p.18; Binder page 2.12

General sequence:

1. Show the picture
2. Say what it is
3. **Ask** for the beginning sound
4. **Score** the item
5. You say the correct answer
6. You sort the card



Beginning Sound Awareness: Scoring

Beginning Sound: /M/		/S/		/B/	
Practice Items: man		sock		bag	
sink					
1. <u> </u> <input checked="" type="checkbox"/> milk	6. <u> </u> <input checked="" type="checkbox"/> sick				
2. <u> </u> <input type="checkbox"/> ball	7. <u> </u> <input checked="" type="checkbox"/> meat				
3. <u> </u> <input checked="" type="checkbox"/> six	8. <u> </u> <input checked="" type="checkbox"/> bear				
4. <u> </u> <input type="checkbox"/> bird	9. <u> </u> <input checked="" type="checkbox"/> mop				
5. <u> </u> <input type="checkbox"/> map	10. <u> </u> <input type="checkbox"/> sad				

Beginning Sound Score: (10 possible)

- ❖ Score based on child's first oral response
- ❖ Record a + or - to indicate correct and incorrect answers
- ❖ Record child's response
- ❖ Letter sound OR letter name are both acceptable
- ❖ If letter name is given, model the letter sound



Traditional Score Entry

	Name Writing	Upper-Case Alphabet Recognition	Lower-Case Alphabet Recognition	Letter Sounds	Beginning Sound Awareness	Print and Word Awareness	Rhyme Awareness	Nursery Rhyme Awareness
MAX	7	26	26	26	10	10	10	10
	3	12	4	1	2	3	2	1

Alphabet knowledge

SUBMIT SCORES

OAW Score Entry: Beginning Sound Awareness, Practice Items

BEGINNING SOUND AWARENESS

CURRENT SCORE: /10

PRACTICE ITEM 4 OF 4

sink

Show the child the picture of the sink and say,

"This is a picture of a sink. Say it with me: sink. What sound do you feel in your mouth when you start to say the word sink? I feel a /s/ sound in my mouth. sink starts with a /s/ sound. Say the sound with me: /s/. The first sound in sink is /s/."

Place the picture of the sink on the table below the picture of the sock. Say,

"I am going to put the picture of the sink below the picture of the sock because they both start with the same sound. sink and sock both start with /s/."

PLACE ON TABLE:

SUBMIT SCORES

Beginning Sound Awareness' Assessment Items

ONLINE ASSESSMENT WIZARD

palS

GRADE: PREK

BEGINNING SOUND AWARENESS

CURRENT SCORE: 5/10 MARK ALL CORRECT MARK ALL INCORRECT

ASSESSMENT ITEM 10 OF 10

sad

"This is a picture of someone who is sad. Say the word sad. What sound do you feel in your mouth when you start to say the word sad? What does sad start with?"

Score the child's first oral response.

"sad starts with a /s/ sound, so I'll put it with the picture sick. sad and sick both start with the /s/ sound."

CHILD PROVIDED CORRECT SOUND OR LETTER NAME YES NO

TASK SPECIFIC INFORMATION:

- MATERIALS
- ADMINISTRATION NOTES
- INSTRUCTIONS
- SCORING
- CARD LAYOUT

Task: Print and Word Awareness

- ✧ Task includes ten items that measure a child's understanding of print and words
- ✧ Read through the items and practice with the script before administration with a child
- ✧ Provides a model for best practice – reading to and modeling print concepts daily

Task: Print and Word Awareness

- ✧ Ten items that measure a child’s understanding of print and words
- ✧ Read through the items and practice the script before administration with a child
- ✧ Task provides a model for best practice –reading and modeling print concepts daily
- ✧ Natural book reading format
- ✧ Use the script to ask questions while reading
- ✧ See Teacher’s Manual, pages 23-25, Binder pages 2.17-2.20



Old booklet or new? Same content; different color covers—use either!



Print and Word Awareness: If Creating a Paper Record

- ✧ Each item has different scoring guidelines
- ✧ Record a + or – for each item on Child/Student Summary Sheet

+/-	
+	1. points to the words in the title
-	2. points to each of the three words in the title
+	3. points to the word <i>Hey</i>
+	4. points to both words, <i>Diddle</i> and <i>Diddle</i>
+	5. points to word <i>The</i>
+	6. left to right directionality
+	7. moves finger along line of print
+	8. identifies either letter, <i>A</i> or <i>O</i>
-	9. each printed word matched 1-to-1 with each spoken word in order
-	10. points to white space between <i>The</i> and <i>End</i>
Print and Word Awareness Score: <input type="text" value="7"/> (10 possible)	



Traditional Score Entry

ENTER SCORES FOR PALS-PreK TASKS

If a child did not take a task, please leave that cell blank and DO NOT fill in a 0.

	Name Writing	Upper-Case Alphabet Recognition	Lower-Case Alphabet Recognition	Letter Sounds	Beginning Sound Awareness	Print and Word Awareness	Rhyme Awareness	Nursery Rhyme Awareness
MAX	7	26	26	26	10	10	10	10
	<input type="text" value="3"/>	<input type="text" value="12"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="1"/>

Alphabet knowledge

OAW Score Entry: Print and Word Awareness

ONLINE ASSESSMENT WIZARD

PRINT AND WORD AWARENESS

CURRENT SCORE: 0/10 MARK ALL CORRECT MARK ALL INCORRECT

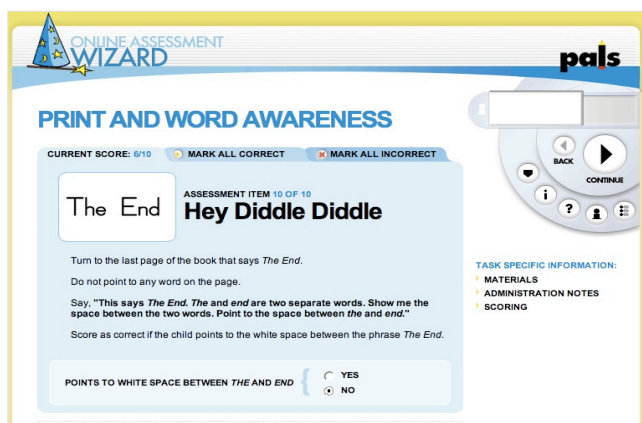
ASSESSMENT ITEM 1 OF 10
Hey Diddle Diddle

Holding up *Hey Diddle Diddle*, say,
"Let's read this rhyming book together. I want you to help me read it."
Say, "Show me the name or the title of the book. Point to the name of the book."
Score as correct if child points to the words *Hey Diddle Diddle* on the cover.

POINTS TO THE WORDS IN THE TITLE YES NO

TASK SPECIFIC INFORMATION:
MATERIALS
ADMINISTRATION NOTES
SCORING

OAW Score Entry: Print and Word Awareness



ONLINE ASSESSMENT
WIZARD

pals

PRINT AND WORD AWARENESS

CURRENT SCORE: 6/10 MARK ALL CORRECT MARK ALL INCORRECT

ASSESSMENT ITEM 10 OF 10

The End Hey Diddle Diddle

Turn to the last page of the book that says *The End*.
Do not point to any word on the page.

Say, "This says *The End*. *The* and *end* are two separate words. Show me the space between the two words. Point to the space between the *and* and *end*."
Score as correct if the child points to the white space between the phrase *The End*.

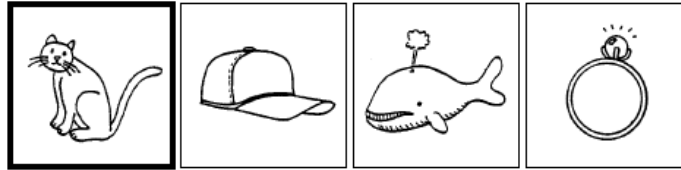
POINTS TO WHITE SPACE BETWEEN *THE* AND *END* YES NO

TASK SPECIFIC INFORMATION:
MATERIALS
ADMINISTRATION NOTES
SCORING

Task: Rhyme Awareness

- ✧ Important aspect of phonological awareness-- children enjoy rhyme!
- ✧ See Teacher's Manual pages 26-29; Binder pages 2.21-2.25
- ✧ Practice items can be used as a teaching exercise - guide child to correct answer on these items.
- ✧ Child is asked to identify a picture name that rhymes with a target word.
- ✧ *Do not administer Rhyme and Beginning Sound tasks consecutively.*

Rhyme Awareness Administration



- ✦ Follow the script to administer practice & test items
- ✦ Child touches each picture as teacher says its name, pairing words with the target picture
- ✦ Ask child to identify the one that rhymes with target picture
- ✦ If needed, guide child through practice items

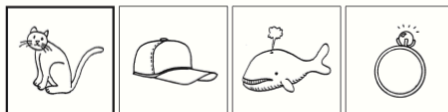


Rhyme Awareness

1. "We're going to find pictures that rhyme or sound alike. Listen as I say the picture names. Put your finger on the picture of the *cat*. Now we are going to listen for a word that rhymes with *cat*; that sounds like *cat*. I'll name each picture. Touch each picture as I name it. Listen: *cat, hat, whale, ring*. Point to the picture that rhymes with or sounds like *cat*: *Cat-hat, cat-whale, cat-ring*. *Cat* rhymes with *hat* so we point to *hat, cat-hat*."

Rhyme Awareness Practice Items

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Rhyme Awareness: Scoring

- Child may respond by saying a word or pointing to it
- Record a + or – for each item on Child Summary sheet

+/-				
+	1. mop	top	bike	can
+	2. sled	kite	bed	fruit
+	3. bee	flag	tree	cup
-	4. cake	bell	fruit	snake
+	5. moon	spoon	cat	sock
+	6. fox	wall	rain	box
+	7. man	book	can	pig
+	8. ring	swing	bed	mop
+	9. clock	road	pen	sock
+	10. rain	bell	train	box

Rhyme Awareness Score: (10 possible)



Traditional Score Entry

ENTER SCORES FOR PALS-PreK TASKS

If a child did not take a task, please leave that cell blank and DO NOT fill in a 0.

	Name Writing	Upper-Case Alphabet Recognition	Lower-Case Alphabet Recognition	Letter Sounds	Beginning Sound Awareness	Print and Word Awareness	Rhyme Awareness	Nursery Rhyme Awareness
MAX	7	26	26	26	10	10	10	10
	<input type="text" value="3"/>	<input type="text" value="12"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="1"/>

Alphabet knowledge



OAW Score Entry: Rhyme Awareness, Practice Items

ONLINE ASSESSMENT
WIZARD

pals

RHYME AWARENESS

CURRENT SCORE: 0/10

PRACTICE ITEM 1 OF 2
cat

"We're going to find pictures that rhyme or sound alike. Listen as I say the picture names. Put your finger on the picture of the *cat*. Now we are going to listen for a word that rhymes with *cat*; that sounds like *cat*. Fill name each picture. Touch each picture as I name it. Listen: *cat, hat, whale, ring*. Point to the picture that rhymes with or sounds like *cat*: *Cat-hat, cat-whale, cat-ring*. *Cat* rhymes with *hat* so we point to *hat, cat-hat*."

TASK SPECIFIC INFORMATION:

- MATERIALS
- ADMINISTRATION NOTES
- INSTRUCTIONS
- SCORING

0123456789

BACK CONTINUE

0123456789

0123456789

OAW Score Entry: Rhyme Awareness

ONLINE ASSESSMENT
WIZARD

pals

RHYME AWARENESS

CURRENT SCORE: 1/10 MARK ALL CORRECT

ASSESSMENT ITEM 2 OF 10
sled

"Put your finger on the picture of the *sled*. Touch each picture as I name it: *sled, kite, bed, fruit*. Listen for the picture name that rhymes with *sled*; that sounds like *sled*. Listen: *sled-kite, sled-bed, sled-fruit*. Point to the picture that rhymes with *sled*."

TASK SPECIFIC INFORMATION:

- MATERIALS
- ADMINISTRATION NOTES
- INSTRUCTIONS
- SCORING

0123456789

BACK CONTINUE

0123456789

0123456789

Task: Nursery Rhyme Awareness

- ✧ Administered orally
- ✧ See Teacher's Manual, pp. 30-33; Binder 2.26-2.29
- ✧ Various nursery rhymes are read aloud and child is asked to fill in a missing word that rhymes with a previous line
- ✧ Practice items are the only items for which you and the child practice the rhyme together



Nursery Rhyme Awareness: Scoring

Practice Item 1

"We're going to say some nursery rhymes. I need you to help me say some of these rhymes. I'm going to say the rhyme:

One, Two
Buckle my shoe.
Three, four
Shut the door.

Can you say the rhyme with me? Let's say the rhyme together.

One, Two
Buckle my shoe.
Three, four
Shut the door.

Now I am going to leave a word out, then I'm going to point to you and you help me by saying the word I'm missing. Let's practice.

One, Two
Buckle my _____" Pause and point to the child. If necessary, after five seconds say, "shoe."

**Nursery Rhyme
Awareness Practice
Items**

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Nursery Rhyme Awareness: Scoring

- Administer orally
- Follow prompts in Teacher's Manual, binder, or on OAW



+/-	
+	1. went up the <i>hill</i>
-	2. broke his <i>crown</i>
+	3. the lamb was sure to <i>go</i>
+	4. how I wonder what you <i>are</i>
+	5. like a diamond in the <i>sky</i>
+	6. Jack jump over the <i>candlestick</i>
-	7. climbed on the <i>rocks</i>
-	8. three bags <i>full</i>
+	9. who lives down the <i>lane</i>
+	10. touch the <i>ground</i>

Nursery Rhyme Awareness Score: (10 possible)



Traditional Score Entry

ENTER SCORES FOR PALS-PreK TASKS

If a child did not take a task, please leave that cell blank and DO NOT fill in a 0.

	Name Writing	Upper-Case Alphabet Recognition	Lower-Case Alphabet Recognition	Letter Sounds	Beginning Sound Awareness	Print and Word Awareness	Rhyme Awareness	Nursery Rhyme Awareness
MAX	7	26	26	26	10	10	10	10
	<input type="text" value="3"/>	<input type="text" value="12"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="1"/>

Alphabet knowledge



OAW Score Entry: Nursery Rhyme Awareness, Practice Items

The screenshot shows the 'ONLINE ASSESSMENT WIZARD' interface for 'NURSERY RHYME AWARENESS'. The current score is 1/10. The practice item is 'shoe'. The text reads: "We're going to say some nursery rhymes. I need you to help me say some of these rhymes. I'm going to say the rhyme: One, Two Buckle my shoe. Three, four Shut the door. Can you say the rhyme with me? Let's say the rhyme together. One, Two Buckle my shoe. Three, four Shut the door. Now I am going to leave a word out, then I'm going to point to you and you help me by saying the word I'm missing. Let's practice. One, Two Buckle my _____. Pause and point to the child. If necessary, after five seconds say, 'shoe.'" On the right, there is a 'pals' logo, a 'CONTINUE' button, and a 'TASK SPECIFIC INFORMATION' menu with options for MATERIALS, ADMINISTRATION NOTES, INSTRUCTIONS, and SCORING.



OAW Score Entry: Nursery Rhyme Awareness Assessment Items

The screenshot shows the 'ONLINE ASSESSMENT WIZARD' interface for 'NURSERY RHYME AWARENESS'. The current score is 3/10. The assessment item is 'are'. The text reads: "Let's try this one: Twinkle, twinkle, little star, How I wonder what you _____. Pause and point to child." Below the text is a question: "CHILD SAID THE WORD 'ARE'" with radio button options for YES and NO. On the right, there is a 'pals' logo, a 'CONTINUE' button, and a 'TASK SPECIFIC INFORMATION' menu with options for MATERIALS, ADMINISTRATION NOTES, INSTRUCTIONS, and SCORING.



May I Use the Nursery Rhymes that are on the PreK Assessment for Instruction During the Year?

"Sure! And more! The whole reason that particular task is on the assessment is to give teachers an idea of what they could be doing with kids."

~ Dr. Marcia Invernizzi ~



pals prek
PHONOLOGICAL AWARENESS LITERACY SCREENING

PreK News You Can Use 2016-2017
Welcome to the Fall Assessment Window!

Virginia Public Schools Assessment Window
The PALS-PreK Online Score Entry and Reporting System opens for the 2016-17 school year on July 25, 2016. The four-week assessment window for fall begins six weeks from the first day of school. Teachers must administer the PALS-PreK assessment within any contiguous two-week period within the four-week assessment window. A calendar with the most common assessment windows is available on the PALS-PreK login page in the "Helpful Links" section.

Reminders

- Prior to entering scores, please check each child's disability status for accuracy.
- For security purposes, please do not send a child's personally identifiable information or data via email (e.g., STIs, name, or scores).

STI Required
To create an account, a child's State Testing Identifier (STI) is required. STIs are 10 digits in length and begin with 101. To ascertain the child's STI or to have one generated, please contact the director of your consortium or program.

Webinars
On-demand webinars are now available. For details, check the Resources section within your account.

NEW Materials
Note: Old materials and new materials contain the same assessment content!
New Non-consumables: A binder that contains all you need to administer the assessment. Tabs include updated and reorganized information from the former Teachers' Manual and Child Packet. A zippered pouch contains the *Hey Didde Diddle* booklet. The binder also contains the PALS-PreK Beginning Sound Awareness Picture Sheet, which should be cut apart and placed in the zippered pouch.
New Consumables: Class Summary Sheet, Student Summary Sheet (now called "Student" not "Child") AND Fall, Mid-Year, and Spring are combined into one convenient summary sheet for all three windows!

Here for You
As the school year begins, know that your PALS-PreK Office Team is waiting to help. Give us a call (888.882.7257) or send us an email (pals-prek@virginia.edu). We love working with you!

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Question? Suggestion? Wondering?

Please contact the PALS_PreK Office Team

Email Address: pals-prek@virginia.edu

Phone: 1-888-882-7257

We're here for you!

