How to prepare your child for PALS?

There is no need to prepare your student specifically for PALS. We encourage parents to read to their children and spend time sharing books. These interactions help students develop important early literacy skills.

For more ideas, please view the PALS Monthly Literacy Activity page.

https://pals.virginia.edu/parents-monthly-activity.html

PALS is aligned to which Standards?

Expectations for curriculum as outlined in the Reading Foundational Common Core State Standards available at http://www.corestandards.org/ELA-Literacy/RF/K/ align with the subtests for PALS, as well as the Early Literacy Wisconsin Model Early Learning Standards available at http://www.collaboratingpartners.com/wmels-documents.php.

More Information

More information about PALS is available at: http://www.palsresource.info

Phonological Awareness Literacy Screening

PALS

Information for Families

PALS Resource Center

For more information:
palsresource.info

What is the Phonological Awareness Literacy Screening (PALS)?

Developed by reading researchers at the University of Virginia's Curry School of Education, PALS is a research-based assessment for classroom teachers to use with students. There are three main PALS assessments: **PALS-PreK, PALS-K,** and **PALS Plus (1-3)**.

While the purposes focusing PALS vary slightly across these three assessments, they all provide teachers with information about how students perform in fundamental reading skill areas that are predictive of a child's achievement in reading. Teachers use PALS to gather information about each student's strengths and needs in reading so instruction can be planned to best meet those needs and thus help each student make progress in his/her reading. Teachers use PALS to prevent reading problems before they occur, and to plan appropriate instruction for both grade-level readers and struggling readers.

When will my child be given PALS?

PALS is typically administered three times per school: fall, mid-year, and spring.

PALS-PreK measures student skills in:
- o Name Writing
- o Alphabet Knowledge
- o Beginning Sound Awareness
- o Print and Word Awareness
- o Rhyme Awareness
- o Nursery Rhyme Awareness

What type of scores does PALS-PreK provide?

PALS-PreK provides scores for each of the skills areas assessed. The scores are compared to a benchmark ranger, which reflects expectations for the spring of the PreK school year, the spring prior to entering kindergarten. While PALS-PreK tasks are appropriate to use with three-and four-year-old students, the scoring ranges apply only to the spring of the four-year-old year.

How are the PALS-PreK results used?

PALS-PreK results inform teachers' planning of literacy instruction and activities in the classroom. Results help teachers determine particular reading skill areas that need additional attention in the classroom, to ensure students are receiving instruction in all of the important early literacy fundamentals.

PALS-K measures and assesses these literacy domains: phonemic awareness, phonics, fluency, and vocabulary.
- o Phonological awareness
- o Alphabet of letter sounds
- o Spelling
- o Concept of Word
- o Word recognition in isolation

What type of scores does PALS-K provide?

PALS-K provides teachers with information about students' level of mastery of early literacy fundamentals. PALS-K reports students' development by domain and by tasks. Students' scores on designated tasks are added to create a Summed Score. This scored is compared to expectations for fall and for spring. Summed Scores help identify students who would benefit from extra instruction tailored to their needs.

How are the PALS-K results used?

PALS-K allows teachers and school-level reading specialists to identify students who are at risk of reading difficulties, because they lag behind grade-level expectations in literacy fundamentals. PALS-K provides teachers with profiles of learners' needs. Teachers consult these profiles in planning instruction and as they progress through the curriculum. Thus, PALS-K results are used to guide teachers in planning literacy instruction that is matched to students' specific literacy needs.

PALS Plus measures student skills in:
- o Spelling
- o Work knowledge
- o Letter Sounds
- o Oral Reading in Context
- o Alphabet knowledge (for students who have more basic literacy skills)
- o Concept of word development (for students who have more basic literacy skills)
- o Phonemic awareness (for students who have more basic literacy skills)

What type of scores does PALS Plus provide?

Students' scores on specific tasks are added together to create a Summed Score. This Summed Score is compared against minimum expectations for fall and for spring. If a student's Summed Score is below the benchmark, the student proceeds to additional tasks of PALS Plus (alphabet knowledge, concept of word, and phonemic awareness tasks), and it is recommended that the student receive extra instruction tailored to his/her needs.

How are the PALS Plus results used?

PALS Plus allows teachers and school-level reading specialists to identify students who are at risk of reading difficulties, because they lag behind grade-level expectations in literacy fundamentals. PALS Plus provides teachers with profiles of learners' needs and strengths, including specific information regarding each student's reading level and spelling stage. Teachers consult these profiles in planning instructions and as they progress through the curriculum. Thus, PALS Plus results are used to guide teaches in planning literacy instruction that is matched to students' reading level and spelling stage.