

## MID-YEAR 2012 SCREENING WINDOW

### January 2-27

All Mid-Year scores must be entered into the PALS Web site by February 10, 2012

### Get Ready for Mid-Year

To prepare for the Mid-Year assessment, you may use materials from January 2011, as the assessment materials have not changed. Minor edits have been made for 2012 that do not affect administration. If you need to download Mid-Year assessment materials, follow these steps:

- ✓ Log in to your PALS account and click on the Mid-Year Materials tab. Choose the link for the item you wish to download and wait for the Mid-Year file to load.
- ✓ For PALS 1-3, print one copy of each of the Mid-Year materials. Make copies of the Student Summary Sheet and the Student Spelling Sheet for each student.
- ✓ For PALS-K, print one copy of each of the Mid-Year materials. Make copies of the Student Summary Sheet, the Student Spelling Sheet, and the Student Booklet for each student.
- ✓ Be sure to print the COW booklet and the Individual Rhyme cards.

### What Tasks Are Required at Mid-Year?

Please check with your Division Representative to see if your division has established PALS Mid-Year requirements. Otherwise, all tasks administered at Mid-Year are optional. However, when you administer a task, PALS administration guidelines must be followed.

### Mid-Year Ranges

There are no benchmarks for Mid-Year (Form C) PALS because children learn and acquire literacy skills at very different rates throughout the school year. The PALS office recommends examining mid-year scores in relation to fall scores to determine the extent to which individual children are progressing. To help with this process, the following mid-year ranges have been developed:

<b>KINDERGARTEN</b>	
Task (max)	Mid-Year Range
Group Rhyme (10)	9-10
Group Beginning Sounds (10)	9-10
Alphabet Recognition (26)	23-26
Letter Sounds (26)	17-26
Spelling (20)	10-20
COW Word List (10)	3-10
<b>FIRST GRADE</b>	
Task (max)	Mid-Year Range
Preprimer WRI (20)	19-20
Primer WRI (20)	15-20
1st Grade WRI (20)	7-20
Spelling (52)	24-52
Instructional Oral Reading Level	Primer or higher
<b>SECOND GRADE</b>	
Task (max)	Mid-Year Range
Preprimer WRI (20)	20
Primer WRI (20)	18-20
1st Grade WRI (20)	16-20
2nd Grade WRI (20)	12-20
Spelling (56)	28-56
Instructional Oral Reading Level	Between 1st & 2nd or higher
<b>THIRD GRADE</b>	
Task (max)	Mid-Year Range
Preprimer WRI (20)	20
Primer WRI (20)	19-20
1st Grade WRI (20)	19-20
2nd Grade WRI (20)	18-20
3rd Grade WRI (20)	12-20
Spelling (64)	47-64
Instructional Oral Reading Level	Between 2nd & 3rd or higher



**Mid-Year Ranges** (continued from page 1)

Students reading on or above grade level at the end of the school year typically scored within these ranges at Mid-Year. However, this does not guarantee that students scoring within these ranges at Mid-Year will be reading on grade level by the end of the year — your instruction matters!

In Virginia, students identified by PALS in the fall should continue to receive additional instruction as per the Early Intervention Reading Initiative (EIRI) regardless of their mid-year ranges. Conversely, students who were NOT identified by PALS in the fall but who do not score within these ranges at mid-year, should receive additional instruction as soon as possible.

**Reminder!**

Virginia Public School teachers should continue with Form A (green) PALS materials for Spring 2012. Next school year, 2012–13, Virginia teachers will use Form B (blue) materials.

**NEW**

If you haven't already, try out the new Electronic Word Recognition in Isolation (E-WRI) task! The E-WRI allows you to show words from each leveled word list on the computer screen. View a slideshow on how to administer the E-WRI by going to the PALS Log In page and clicking on the link in the yellow Announcements bar.

**About the Word Recognition in Isolation Task**

WRI is intended to be a check of students' automatic recognition of words in isolation. It is not intended to be a decoding task or chance for students to sound out words. Students should be prompted to move through the word list quickly, with less than one second to view each word — they either know the word or they don't, and move on to the next word. You can use the E-WRI to ensure that students do not score much higher on WRI than they ought to. Inflated WRI scores (when students score higher because they spend a lot of time sounding out the words) often lead to students reading a passage (Oral Reading in Context task) that is too difficult.

**Are You Seeing Lots of Stars?**

If this asterisk \* and the "rate too low for this IORL" message are making appearances on your Class Summary Report please go back and consider administering a lower level passage (Oral Reading in Context) for that student. Reading rate (words read per minute) is another factor to consider when determining a child's instructional oral reading level. The following chart, also available in your PALS teacher page under the Planning Instruction tab, General Resources section, shows the approximate wpm a child should be reading in order for the text selection to be considered at the student's instructional level. This is regardless of the student's grade level placement in school.

Instructional Level Text	Words Per Minute (reading rate)
Primer (1.1)	45
First Grade (1.2)	60
Second Grade (2.2)	110
Third Grade (3.2)	135
Fourth Grade (4.2) and higher	150

**PALS at VSRA**

Mark your calendar to attend the 2012 Virginia State Reading Association Conference, March 15–17 at the Richmond Convention Center. We hope to see you at our PALS sessions too! For more information about VSRA and the annual conference, visit their Web site, [www.vsra.org](http://www.vsra.org).

**Questions?**

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