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!

Former  
Beginning summer of 2016

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

Former  
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

2016-2017 PALS-PreK Assessment Calendar for Virginia

The PALS Online Score Entry and Reporting System opens for the 2016-2017 school year on July 25, 2016. This four-week assessment window begins six weeks from the first day of school. Teachers may administer the PALS assessment within any contiguous two-week period within the four-week 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. 12th  Jan. 2nd  May 1st
Window Closes  Oct. 7th  Jan. 27th  May 26th
Data Due  Oct. 21st  Feb. 10th  June 9th

For students starting school on August 8th:

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

For students starting school on August 15th:

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

For students starting school on August 22nd:

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

For students starting school on September 6th:

FALL 2016  MID-YEAR 2017  SPRING 2017
Window Opens  Oct. 17th  Jan. 2nd  May 1st
Window Closes  Nov. 4th  Jan. 27th  May 26th
Data Due  Nov. 18th  Feb. 10th  June 9th

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

- 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.”

Step 2: Enter scores and click the link, “Submit Scores.”
Score Entry Option:
The Online Assessment Wizard (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.”
Step 2: Read the Welcome Page Information, and Then Click the Continue Icon or the Task Icon

Step 3: Select a Task from the Task List
OAW-Generated Reports

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.

<table>
<thead>
<tr>
<th>Task</th>
<th>Includes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Writing</td>
<td></td>
</tr>
<tr>
<td>Alphabet Knowledge</td>
<td>Upper-Case Alphabet Recognition</td>
</tr>
<tr>
<td></td>
<td>Lower-Case Alphabet Recognition</td>
</tr>
<tr>
<td></td>
<td>Letter Sounds</td>
</tr>
<tr>
<td>Beginning Sound Awareness</td>
<td></td>
</tr>
<tr>
<td>Print and Word Awareness</td>
<td></td>
</tr>
<tr>
<td>Rhyme Awareness</td>
<td></td>
</tr>
<tr>
<td>Nursery Rhyme Awareness</td>
<td></td>
</tr>
</tbody>
</table>
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

Name Writing Samples

Score=0  Janelle
The name is a scribble and the picture represents both the picture and name.

Score=1  Deja
The name scribble is intertwined with the picture. The child identifies the picture or part of the picture as his/her name.

Score=2  Taylor
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.

Score=3

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

Score=4

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

Score=5

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.

Score=6

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

Score=7
## Traditional Score Entry

<table>
<thead>
<tr>
<th>Task</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Writing</td>
<td>3</td>
</tr>
<tr>
<td>Upper Case Alphabet Recognition</td>
<td>12</td>
</tr>
<tr>
<td>Lower Case Alphabet Recognition</td>
<td>4</td>
</tr>
<tr>
<td>Letter Sounds</td>
<td>2</td>
</tr>
<tr>
<td>Beginning Sounds</td>
<td>3</td>
</tr>
<tr>
<td>Print Word Awareness</td>
<td>2</td>
</tr>
<tr>
<td>Rhyme Awareness</td>
<td>1</td>
</tr>
<tr>
<td>Nursery Rhyme Awareness</td>
<td>1</td>
</tr>
</tbody>
</table>

**SUBMIT SCORES**

## OAW Score Entry

### NAME WRITING

- **6 Points**
  - Name is a picture and the picture represents each child's picture and written name.
- **5 Points**
  - Name is a child's name spelled in the picture. The child identifies the picture as part of the picture as written name.
- **4 Points**
  - Name is a recognizable picture but name is separate from picture.
- **3 Points**
  - Name consists of random letters and symbols. Name is separate from picture.
- **2 Points**
  - Name consists of some correct letters and passing some letter symbols. The name is separate from picture.
- **1 Point**
  - Name consists of many correct letters without letter symbols. The name is separate from picture.
- **0 Points**
  - Name is generally correct and is separate from picture. Some letters may be written sideways or name may be completely written in a mirror image.
- **-2 Points**
  - Name is written with no backwards letters or mirror image writing. The name is separate from picture.
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 Score: 22 (26 possible)
When Do I Proceed to the Next Alphabet Knowledge Task?

16 or more

9 or more

15 or less

8 or less

Proceed to Beginning Sound Awareness Task

Lower-Case Alphabet Recognition

Lower-Case Score: [26 possible]
Letter Sounds

<table>
<thead>
<tr>
<th>Letter Sounds</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>S</td>
</tr>
<tr>
<td>R</td>
<td>F</td>
</tr>
<tr>
<td>W</td>
<td>T</td>
</tr>
<tr>
<td>O</td>
<td>J</td>
</tr>
<tr>
<td>A</td>
<td>H</td>
</tr>
<tr>
<td>K</td>
<td>Sh</td>
</tr>
<tr>
<td>V</td>
<td>I</td>
</tr>
<tr>
<td>P</td>
<td>Z</td>
</tr>
<tr>
<td>L</td>
<td>C</td>
</tr>
<tr>
<td>Th</td>
<td>U</td>
</tr>
<tr>
<td>E</td>
<td>D</td>
</tr>
<tr>
<td>Y</td>
<td>G</td>
</tr>
<tr>
<td>N</td>
<td>Ch</td>
</tr>
</tbody>
</table>

Letter Sounds Score: 20 (25 possible)

Traditional Score Entry

![Traditional Score Entry Diagram](image)
OAW Score Entry:
Upper-Case Alphabet Recognition

OAW Score Entry:
Lower-Case Alphabet Recognition
OAW Score Entry: Letter Sounds

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

- 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

<table>
<thead>
<tr>
<th>Beginning Sound: /M/</th>
<th>/S/</th>
<th>/B/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Items:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>man</td>
<td>sock</td>
<td>bag</td>
</tr>
<tr>
<td>milk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ball</td>
<td>meat</td>
<td></td>
</tr>
<tr>
<td>six</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bird</td>
<td></td>
<td>mop</td>
</tr>
<tr>
<td>map</td>
<td></td>
<td>sad</td>
</tr>
</tbody>
</table>

Beginning Sound Score: 6 (10 possible)
Traditional Score Entry

![Score Entry Diagram]

OAW Score Entry: Beginning Sound Awareness, Practice Items

![OAW Score Entry Diagram]
Beginning Sound Awareness’ Assessment Items

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

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

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>points to the words in the title</td>
</tr>
<tr>
<td>2</td>
<td>points to each of the three words in the title</td>
</tr>
<tr>
<td>3</td>
<td>points to the word Hey</td>
</tr>
<tr>
<td>4</td>
<td>points to both words, Divide and Diddle</td>
</tr>
<tr>
<td>5</td>
<td>points to word The</td>
</tr>
<tr>
<td>6</td>
<td>left to right directionality</td>
</tr>
<tr>
<td>7</td>
<td>moves finger along line of print</td>
</tr>
<tr>
<td>8</td>
<td>identifies either letter A or O</td>
</tr>
<tr>
<td>9</td>
<td>each printed word matched 1-to-1 with each spoken word in order</td>
</tr>
<tr>
<td>10</td>
<td>points to white space between The and End</td>
</tr>
</tbody>
</table>

Print and Word Awareness Score: 7 (10 possible)
Traditional Score Entry

OAW Score Entry:
Print and Word Awareness
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: Scoring

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

<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Symbol</th>
<th>Item</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>map</td>
<td>+</td>
<td>top</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>shed</td>
<td>+</td>
<td>kite</td>
<td>+</td>
</tr>
<tr>
<td>3</td>
<td>bee</td>
<td>+</td>
<td>flag</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>cake</td>
<td>-</td>
<td>bell</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>mean</td>
<td>+</td>
<td>spoon</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>fox</td>
<td>+</td>
<td>wall</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>man</td>
<td>+</td>
<td>book</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>ring</td>
<td>+</td>
<td>swing</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>clock</td>
<td>+</td>
<td>could</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>rain</td>
<td>+</td>
<td>bell</td>
<td>-</td>
</tr>
</tbody>
</table>

Rhyme Awareness Score: 9 (10 possible)

Traditional Score Entry
OAW Score Entry: Rhyme Awareness, Practice Items

*Rhyme Awareness, Practice Items*

*Rhyme Awareness, Practice Items*

OAW Score Entry: Rhyme Awareness

*Rhyme Awareness, Practice Items*
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 shoe."

Pause and point to the child. If necessary, after five seconds say, “Shut.”
Nursery Rhyme Awareness: Scoring

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

Traditional Score Entry
OAW Score Entry: Nursery Rhyme Awareness, Practice Items

OAW Score Entry: Nursery Rhyme Awareness Assessment Items
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 ~
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!