

## PALS Kindergarten Tasks: Top Scores & Benchmarks

	<i>Fall Benchmark</i>	<i>Mid-Year Range</i>	<i>Spring Benchmark</i>	<i>Total Possible each administration</i>
Rhyme Awareness (Group or Individual)*	5	9-10	9	10
Beginning Sounds (Group or Individual)*	5	9-10	9	10
Lowercase Alphabet Recognition	12	23-26	24	26
Letter Sounds	4	17-26	20	26
Spelling	2	10-20	12	20
Concept of Word: Pointing	2	(none)	5	4 (Fall), 5 (Spring)
Concept of Word: Word ID	2	(none)	9	8 (Fall), 10 (Spring)
Concept of Word: Word List	0	3-10	7	10
(Concept of Word total)***	(none)	(none)	(none)	22 (Fall), 25 (Spring)
Word Recognition in Isolation lists for Preprimer, Primer, and First Grade	(optional task; no benchmarks for K)	(optional task; no benchmarks for K)	(optional task; no benchmarks for K)	20 each
SUMMED SCORE ****	28	(no summed score for Mid-Year)	81	102

\*GROUP VERSUS INDIVIDUAL SCORES: Every student receiving standard administration of PALS should have a Group score. If the Group score is below benchmark for that skill, s/he should have an Individual score. Only one of these is included in the Summed score, and the Individual score is always used if it exists.

\*\*MID-YEAR RANGES: Ranges are used rather than benchmarks because students learn at different rates. They are intended to help determine whether intervention is working or whether it should be intensified. Once a student is identified as “at-risk” in the fall, falling within these ranges at Mid-Year does *not* mean that intervention should be discontinued. Mid-Year Ranges correlate with scores of students who were reading on grade level at the end of the year.

\*\*\*CONCEPT OF WORD TOTAL: This is not used in calculating Summed Score, and is not reported on the Class Summary Sheet.

\*\*\*\*SUMMED SCORE BENCHMARK = Rhyme Awareness + Beginning Sound Awareness + Alphabet Recognition + Letter Sounds + Spelling + COW Word List (i.e., sum of all un-shaded rows)