

Phonological Awareness Literacy Screening (PALS) Parent Information

What is the Phonological Awareness Literacy Screening for Grades One through Three (PALS 1-3)?

Developed by researchers at the University of Virginia, Phonological Awareness Literacy Screening for Grades 1-3 (PALS 1-3) is a research-based reading assessment for classroom teachers to use with students in these grades. Wisconsin first and second grade teachers are following the procedures and scoring for first and second grade.

Why is my student being assessed with PALS 1-3?

PALS 1-3 will identify early and accurately students who are experiencing difficulties in acquiring fundamental reading skills, to ensure these students get extra instruction when they are young. PALS 1-3 also gives teachers specific information to guide their instruction according to each student's literacy needs.

What does PALS 1-3 assess?

- Spelling
- Word knowledge
- Letter Sounds
- Oral Reading in Context
- Alphabet knowledge (for students who have more basic literacy skills)
- Phonemic Awareness (for students who have more basic literacy skills)

When will my student be given PALS 1-3?

PALS 1-3 is typically administered three times a year: in the fall, mid-year, and in the spring. Classroom teachers administer all but one of the PALS 1-3 tasks individually.

What types of scores does PALS 1-3 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 1-3 (alphabet knowledge and phonemic awareness tasks), and it is recommended that the student receive extra instruction tailored to his/her needs. Individual task scores and task benchmarks also are provided.

How are the PALS 1-3 results used?

PALS 1-3 for first and second grade 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 1-3 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 instruction and as they progress through the curriculum. Thus, PALS 1-3 results are used to guide teachers in planning literacy instruction that is matched to students' reading level and spelling stage, and targeted at each student's reading needs.

How can I prepare my student for PALS assessing?

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 continue to develop important early literacy skills.