Description of Tasks: PALS Plus (1-8)

PALS 1-3 is comprised of three tasks required for all students taking the assessment (plus one task required Fall of 1st grade only) and additional tasks (Levels B & C) for gathering further diagnostic information about students who score below the summed score benchmark.

- **Entry Level: Spelling (required for all students)** – Students spell words that represent phonics features necessary to be successful at each grade level. Teachers score spelling according to the presence of these particular phonics features in each word. Spelling may be administered whole group, small group, or individually.

- **Entry Level: Word Recognition in Isolation (required for all students)** – Students read words provided in leveled word lists.

- **Entry Level: Letter Sounds (required Fall of 1st grade only. Also part of Level B tasks, below)** – Students are asked to produce the sounds of 23 letters of the alphabet and three consonant digraphs (ch, sh, th).

- **Level A: Oral Reading in Context (required for all students)** – Students are asked to read a leveled passage (determined by student's score on Word Recognition in Isolation task) while the teacher takes a running record to determine student's instructional reading level. Assess accuracy, fluency, reading rate, comprehension.

- **Level B (administered if the Entry Level summed score benchmark is not met)**
  - **Alphabet Recognition** – Students are asked to name 26 lower-case letters of the alphabet.
  - **Letter Sounds** – Students are asked to produce the sounds of 23 letters of the alphabet and three consonant digraphs (ch, sh, th).
  - **Concept of Word** – Students are taught a rhyme in advance of assessing their concept of word. A students' concept of word is assessed using a picture sheet of the rhyme, as well as pointing and word identification in the context of a small book format and then in a word list.

- **Level C (administered if Level B benchmark is not met)**
  - **Blending** – students are asked to blend individual phonemes together to come up with a word (includes, two-, three- and four-phoneme words).
  - **Sound to Letter** – The teacher says a word (e.g. map). The student segments a specific phoneme within that word and tells the teacher the letter that represents the phoneme (includes beginning, middle, and ending phonemes).

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