

School Improvement Webinar Series

**Assessing Reading at
Midyear: Working Smarter
with PALS**

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Topics

1. Assessments: Why Are we Doing this Again?
2. Why Use PALS at Midyear?
3. How do we Identify At-risk Students and Check Their Progress at Midyear?
4. Did We Overlook Anyone?
5. What Resources are Available?
6. Your Questions



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**Assessments: Why Are we
Doing this Again?**



Assessment Purpose

<p>Screening</p> <p>Diagnostic</p> <p>Progress Monitoring</p> <p>Outcome</p>	<ul style="list-style-type: none"> • Brief • Group or individually administered • Identifies (or rules out) problem areas • Assumes prerequisite skills • Not specific enough to teach from
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Adapted from the work of Michael McKenna & Sharon Walpole



Assessment Purpose

<p>Screening</p> <p>Diagnostic</p> <p>Progress Monitoring</p> <p>Outcome</p>	<ul style="list-style-type: none"> • Identifies specific deficits • Are specific enough for planning • Can be informal <p>Examples:</p> <ul style="list-style-type: none"> ➢ Spelling Inventory ➢ Phonics Inventory ➢ Phonemic Awareness Test ➢ Sight Word List
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Adapted from the work of Michael McKenna & Sharon Walpole



Assessment Purpose

<p>Screening</p> <p>Diagnostic</p> <p>Progress Monitoring</p> <p>Outcome</p>	<ul style="list-style-type: none"> • Used to tell if instruction is working • Are often same as screening test • Different versions given periodically (e.g., every 2 or 3 weeks) • Used to ground decisions about next steps
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Adapted from the work of Michael McKenna & Sharon Walpole



Assessment Purpose

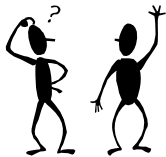
Screening
Diagnostic
Progress Monitoring
Outcome

- Used to tell if program is working
- Limited use in planning instruction
- Screening tests can also be used as outcome measures if the results are aggregated

Adapted from the work of Michael McKenna & Sharon Walpole



But doesn't PALS do all of those things?



PALS is unique in that it is versatile enough to function as a screening, diagnostic and progress monitoring tool. Training becomes essential.

Adapted from the work of Michael McKenna & Sharon Walpole



Simplify Your Assessment Calendar

Use PALS for:

- Screening (Fall, Spring)
- Diagnosis (Fall, Midyear, Spring)
- Progress Monitoring (Fall, Spring)



PALS for Screening

- **Uses the Summed Score Benchmark to identify students at-risk**
- **Benchmark represents the minimum competency, not grade-level expectations**



PALS for Diagnosis

- **Can be used to determine individual strengths and weaknesses**
- **Helpful for grouping**
- **Provides critical information for planning instruction**



PALS for Progress Monitoring

- **Use PALS in Fall, Midyear, and Spring to monitor progress with broad strokes**
- **Use QuickChecks in between windows to take a closer look at individual students and/or skills**



Why Use PALS at Midyear?



POLL:

Optional PALS midyear screening is being conducted this year in my school at K, 1 or 2.

- Yes
- No
- Not Sure



Early Intervention Reading Initiative (EIRI) Screening Requirements

Grade Level	Fall	Spring
Kindergarten	All students screened	All students screened
First Grade	Students who are new to Virginia public schools and students who received summer intervention are screened	All students screened
Second Grade	Students who are new to Virginia public schools and students who received summer intervention are screened	All students without a "high benchmark" score" are screened
Third Grade	Students who are new to Virginia public schools and students who received summer intervention are screened	Screening not required as all students take the English/reading SOL test



Reason #1

It is too late to change course if you wait until May to check on a child's progress.



Reason #2

Teachers need to have current assessment data to make the best choices of text and spelling sorts for instruction.



Remember....

It is not enough to just give the assessment. It's the decisions made while examining the results that will make a difference.

So what needs to be done?



Reflect



Think-Talk-Text

Where do you go to find out how much progress your at-risk students have made this year?

What opportunities do you have to share and discuss the data?

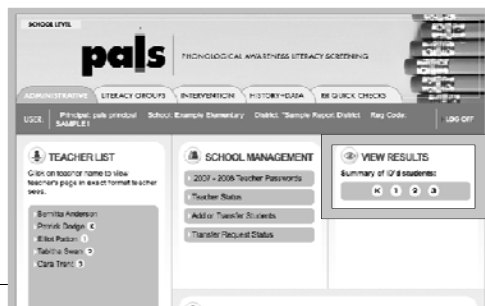
Please respond to "all participants" so all may benefit.



How do we Identify At-risk Students and Check Their Progress at Midyear?



Click on the Summary of Identified Students report



Click on each student's name

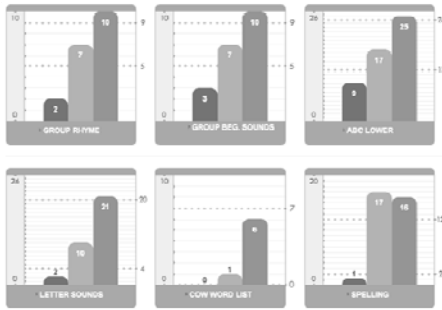
2013-2014 SUMMARY OF IDENTIFIED STUDENTS - pals					
Student Name		PAAS 1	PAAS 2	PAAS 3	PAAS 4
PC-Abigail	Example First Name	Y	Y	Y	Y
PC-Abigail	Example First Name	Y	N	N	N
PC-Abigail	Example First Name	N	Y	Y	Y
PC-Abigail	Example First Name	Y	N	N	N
PC-Abigail	Example First Name	Y	Y	Y	Y
PC-Abigail	Example First Name	N	Y	Y	Y
PC-Abigail	Example First Name	Y	N	N	N
PC-Abigail	Example First Name	N	Y	Y	Y
PC-Abigail	Example First Name	N	Y	Y	Y
PC-Abigail	Example First Name	Y	N	N	N

Check the Student Summary...

PALS TASK		PAAS SCORES	PERCENTILE
Group Rhyme		7 (2)	10 (0-10)
Letter Beginning Sounds		7 (2)	10 (0-10)
INDIVIDUAL MEASURES			
Individual Beginning Sound			
Lower Case Alphabet		23 (12)	32 (23-39)
Letter Sounds		24 (13)	34 (17-41)
Spelling		10 (2)	18 (10-27)
Classified of Word	Fluency	9 (2)	9
	Word ID	3 (2)	7
	Word List	1 (2)	5 (0-10)
Summed score		17 (10)	
Preschool Word List			
Picture Word List			
First Grade Word List			

In Kindergarten, look closely at the **Concept of Word scores.**

...and the Individual Task Growth



In Grades 1-3, Monitor Progress of Instructional Oral Reading Level

Preprimer A	Accuracy	94% (80%)	
Preprimer B	Accuracy	82% (85%)	
Primer	Accuracy		92%
	Fluency		2
	Words Per Minute (WPM)		38
First Grade	Comprehension		6
	Accuracy		
	Fluency		
First Grade	Words Per Minute (WPM)		
	Comprehension		
	Comprehension		
INSTRUCTIONAL ORAL READING (IOPRI)		pp	p

Use an individual Student Summary to see the details of student growth over the course of the school year.



Watch Spelling/Phonics Growth Closely, too

beginning sounds		
ending sounds		
begin/end sounds	4	4
digraphs	4	4
blends	1	4
short vowels (CVC)	3	4
rhyming words	3	4
CVCe	2	2
long vowels	1	2
r- and l-inflection		3
ambiguous vowels		
syllable juncture		
affixes		

Use an individual Student Summary to see the details of student growth over the course of the school year.



Determine each Student's Progress

1. Where did the student start the year?
2. Where do they need to finish the year?
3. Are they on track for making annual growth? What about catch-up growth?



Instructional Checklist

If a student isn't progressing, use the Instructional Checklists found in the QuickCheck RtI Guidance Document.

quick CHECK CL

The Progress Monitoring Instructional Checklist for the Classroom Teacher

February 8, 2014 Jason Roberts

MC Anderson MC Chester

Director: Emily Jackson, NDEP
Principal: Dan

Indicator	1	2	3	4
The teacher provides a clear rationale.				<input checked="" type="checkbox"/>
Instruction is aligned to state standards and state assessment content.				<input checked="" type="checkbox"/>
Instruction is aligned to the state assessment content.				<input checked="" type="checkbox"/>
Instruction is aligned to the state assessment content.				<input checked="" type="checkbox"/>
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Instruction is aligned to the state assessment content.				<input checked="" type="checkbox"/>

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Did We Overlook Anyone?



Mid-Year Ranges

Mid-year ranges are different than benchmarks

- **Benchmarks** reflect minimum competency
- **Ranges** reflect where grade-level readers were performing at mid-year.

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Mid-Year Ranges at a Glance for Kindergarten

KINDERGARTEN	
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
CCW Word List (10)	3–10

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Mid-Year Ranges for Grades 1-3

Mid-Year Ranges can be found in the Mid-Year News You Can Use.

FIRST GRADE	
Task (max)	mid-year Range
Prerequisite 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
SECOND GRADE	
Task (max)	mid-year Range
Prerequisite WRI (20)	20
Primer WRI (20)	18–20
1st Grade WRI (20)	18–20
2nd Grade WRI (20)	12–20
Spelling (58)	28–58
Instructional Oral Reading Level	Between 1st & 2nd or higher
THIRD GRADE	
Task (max)	mid-year Range
Prerequisite WRI (20)	20
Primer WRI (20)	19–20
1st Grade WRI (20)	19–20
2nd Grade WRI (20)	18–20
3rd Grade WRI (20)	32 12–20
Spelling (64)	47–64
Instructional Oral Reading Level	Between 2nd & 3rd or higher

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Examine Class Summaries

If you are seeing a lot of scores highlighted in red, it can mean:

1. An individual student is struggling
2. An issue with curriculum or instruction

An Example from Kindergarten

The screenshot shows a dashboard with several data tables. The 'Attendance' table has columns for 'Days Present', 'Days Absent', and 'Days Tardy'. The 'Behavior' table has columns for 'Days with Behavioral Incidents', 'Days without Behavioral Incidents', and 'Days with Unexcused Absences'. The 'Academic Performance' table has columns for 'Days with Below Standard', 'Days with Standard Exceeded', and 'Days with Standard Met'. There are also summary statistics for each category.

Vertical columns of red may reveal an issue with instruction or curriculum. In this kindergarten example, students have mastered the skills in isolation but are having difficulty applying them.



An Example from 2nd Grade

The screenshot shows a dashboard with two main data tables: 'Word Knowledge' and 'Spelling'. The 'Word Knowledge' table has columns for 'Days with Below Standard', 'Days with Standard Exceeded', and 'Days with Standard Met'. The 'Spelling' table has columns for 'Days with Below Standard', 'Days with Standard Exceeded', and 'Days with Standard Met'. There are also summary statistics for each category.

This second grade class is sorted by instructional oral reading level (IORL). All students are reading on or above grade-level, but seven children are identified for intervention because of low spelling scores.



What Resources are Available?



Grouping Functionality

GROUPING CHART **pals**

This report groups students with feature scores by Instructional Oral Reading Level and Spelling Stage. Students for whom complete spelling feature scores have not been entered will not be included in this report.

Spelling Stage	Instructional Oral Reading Level	Letter Name	Word Blend Pattern	Students & Address
LN	1st			
LN	1st	Carlos Mendez	Dante Wellington	
LN	1st	Joanle Michaelson	Jaqueline Harrington Raj Patel Julia Williams	
LN	1st2nd	Tia Shelly	Jayla Knight Sherry Mertz Four Jacksons Dajja Rockman Jill Robinson Rashid Abdul Tiana Tami Tami Johnson Avery Mize	
LN	2nd			
LN	2nd3rd		Ashley Robinson	
LN	3rd			Aria Yuler Tari Hassan Urquiza Gonzalez Heidy Roberts
LN	4th			
LN	5th			
LN	6th			
LN	7th			

Charlotte-Mecklenburg EDUCATION

GROUPING REPORT **pals**

This report groups all students in the class for whom complete spelling feature scores were entered.

Teacher: Cara Trent | Grade: 2 | School: Example Elementary

Total Students in class: 23 | Total Students Screened: 23 | Total Students Identified: 0

GROUP 1

Student Name	Instr. ORL	Spelling Stage	Spelling Feature Scores											
			B/E	D	B	SV	N	CVCo	LV	RL	AV	SJ	A	
1. Carlos Mendez	1st	LN	4	4	4	3	2	3	0	0	0	0	0	0
2. Dante Wellington	1st	WW	4	4	4	3	3	3	1	0	0	0	0	0
3. Joanle Michaelson	1st	LN	4	4	4	3	3	1	0	0	0	0	0	0

GROUP 2

Student Name	Instr. ORL	Spelling Stage	Spelling Feature Scores											
			B/E	D	B	SV	N	CVCo	LV	RL	AV	SJ	A	
1. Jayla Knight	1st2nd	WW	4	4	4	4	4	3	0	0	0	0	0	0
2. Julia Williams	1st	WW	4	4	4	4	4	4	2	0	0	0	0	0
3. Kourtney Harrington	1st	WW	4	4	4	4	3	3	1	0	0	0	0	0
4. Raj Patel	1st	WW	4	4	4	4	4	0	1	1	0	0	0	0
5. Sherry Mertz	1st2nd	WW	4	4	4	4	4	4	2	0	0	0	0	0
6. Tia Shelly	1st2nd	WW	4	4	4	4	4	4	4	2	2	0	0	0

Electronic Lesson Plans

Emergent, Beginning, Transitional, and Intermediate/Advanced Electronic Lesson Plans



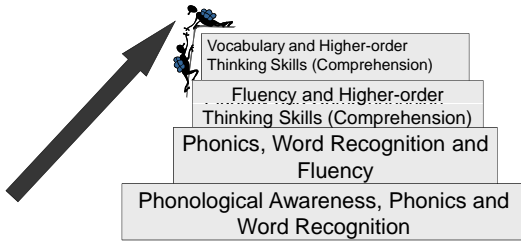
Where do your data lead you?

In planning support for needs-based instruction, where do you begin?

- phonemic awareness?
- phonics?
- fluency?
- vocabulary?
- comprehension?



A Stairway to Proficiency



Adapted from the work of Michael McKenna & Sharon Walpole



Questions



Elementary Reading Contact Information

For Questions about:	Please Contact:
PALS	PALS Office, 888-UVA-PALS (888-882-7257) pals@virginia.edu
Elementary English & Reading Instruction	Thomas Santangelo, (804-225-3203) thomas.santangelo@doe.virginia.gov