

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**

Assessments: Why Are we Doing this Again?

Assessment Purpose

Screening

Diagnostic

Progress Monitoring

Outcome

- Brief
- Group or individually administered
- Identifies (or rules out) problem areas
- Assumes prerequisite skills
- Not specific enough to teach from

Assessment Purpose

Screening

Diagnostic

Progress Monitoring

Outcome

- Identifies specific deficits
- Are specific enough for planning
- Can be informal

Examples:

- Spelling Inventory
- Phonics Inventory
- Phonemic Awareness Test
- Sight Word List

Assessment Purpose

Screening

Diagnostic

Progress Monitoring

Outcome

- 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

Assessment Purpose

Screening

Diagnostic

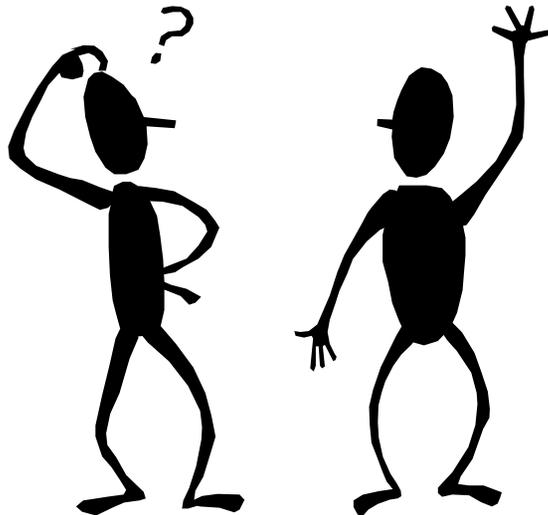
Progress Monitoring

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

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.



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

<u>Grade Level</u>	<u>Fall</u>	<u>Spring</u>
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

SCHOOL LEVEL

pals

 PHONOLOGICAL AWARENESS LITERACY SCREENING

ADMINISTRATIVE LITERACY GROUPS INTERVENTION HISTORY+DATA RII QUICK CHECKS

USER: Principal: pals principal School: Example Elementary District: *Sample Report District Reg Code: SAMPLE1 LOG OFF

TEACHER LIST

Click on teacher name to view teacher's page in **exact** format teacher sees.

- ▶ Bernitta Anderson
- ▶ Patrick Dodge **K**
- ▶ Elliot Patton **1**
- ▶ Tabitha Swan **2**
- ▶ Cara Trent **3**

SCHOOL MANAGEMENT

- ▶ 2007 - 2008 Teacher Passwords
- ▶ Teacher Status
- ▶ Add or Transfer Students
- ▶ Transfer Request Status

VIEW RESULTS

Summary of ID'd students:

K 1 2 3

DEPARTMENT OF EDUCATION

Click on each student's name



 **2013 - 2014 SUMMARY OF IDENTIFIED STUDENTS** | **pals™**

▶ Division: PALS Professional Development ▶ School: Sample School ▶ Grade: 2

▶ Sort this table by:
Student last name ▾

	TEACHER NAME	WINDOW IDENTIFIED		SERVICES
		FALL 2013	SPRING 2013	
▶ PD Astudent	Sample Secondteacher	N	Y	N
	Sample Secondteacher	Y	N	N
▶ PD Gstudent	Sample Secondteacher	N	Y	N
▶ PD Hstudent	Sample Secondteacher	Y	N	N
▶ PD Kstudent	Sample Secondteacher	Y	N	N
▶ PD Lstudent	Sample Secondteacher	N	Y	N
▶ PD Mstudent	Sample Secondteacher	N	Y	N
▶ PD Ostudent	Sample Secondteacher	Y	N	N
▶ PD Ostudent	Sample Secondteacher	N	Y	N
▶ PD Pstudent	Sample Secondteacher	N	Y	N
▶ PD Pstudent	Sample Secondteacher	N	Y	N
▶ PD Tstudent	Sample Secondteacher	Y	N	N

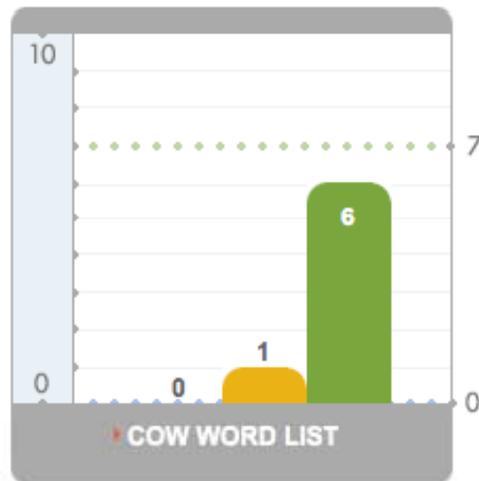
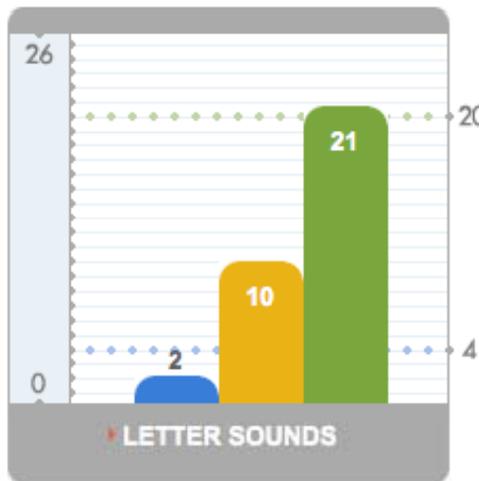
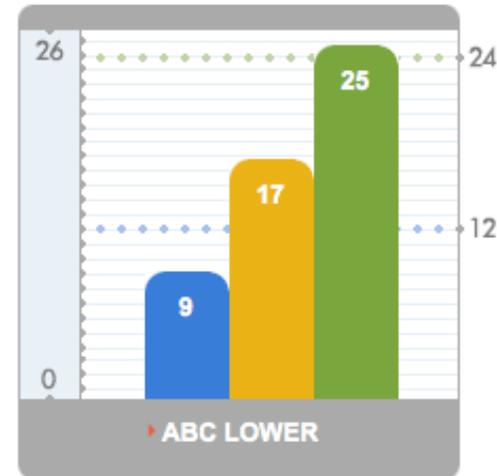
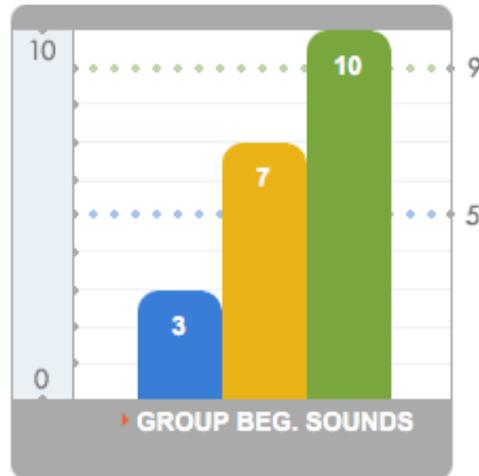
 END OF REPORT

Check the Student Summary...

PALS TASK		FALL SCORES	MID-YEAR SCORES
Group Rhyme		7 (5)	10 (9-10)
Group Beginning Sound		7 (5)	10 (9-10)
Individual Rhyme			
Individual Beginning Sound			
Lower-Case Alphabet		23 (12)	26 (23-26)
Letter Sounds		24 (4)	24 (17-26)
Spelling		10 (2)	18 (10-20)
Concept of Word	Pointing	0 (2)	3
	Word ID	3 (2)	7
	Word List	1 (0)	5 (3-10)
Summed Score		72 (28)	
Preprimer Word List			
Primer 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% (85%)	
Preprimer B	Accuracy	82% (85%)	
Primer	Accuracy		92%
	Fluency		2
	Words Per Minute (WPM)		38
	Comprehension		6
First Grade	Accuracy		
	Fluency		
	Words Per Minute (WPM)		
	Comprehension		
▶ INSTRUCTIONAL ORAL READING LEVEL (IORL)		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		
beg/end sounds	4	4
digraphs	4	4
blends	1	4
short vowels (CVC)	3	4
nasals	3	4
CVCe	2	2
long vowels	1	2
r- and l- influenced		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?

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.**

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
COW Word List (10)	3–10

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
Preprimer 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
Preprimer WRI (20)	20
Primer WRI (20)	18–20
1st Grade WRI (20)	16–20
2nd Grade WRI (20)	12–20
Spelling (56)	28–56
Instructional Oral Reading Level	Between 1st & 2nd or higher
THIRD GRADE	
Task (max)	mid-year Range
Preprimer 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

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

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.

Phonological Awareness				ABC Know	Letter Sound Knowledge	Concept of Word				Word Recognition in Isolation			SUMMED SCORE
GROUP RHYME	GROUP BEG. SOUNDS	IND. RHYME	IND. BEG. SOUNDS	ALPHABET REC	LETTER SOUNDS	SPELLING	POINTING	WORD ID	COW WORD LIST	PREPRIMER	PRIMER	FIRST GRADE	
10	10	10	10	26	26	20	5	10	10	20	20	20	102
10	10			26	26	20	5	10	10	19	8		102
10	10			26	26	19	5	10	10	20	20	18	101
10	10			26	26	20	5	10	9	14			101
10	10			26	26	20	5	10	8	20	7		100
10	8		10	26	26	20	5	10	8	16	4		100
10	10			26	25	20	5	10	8	16	4		99
10	10			26	25	19	5	10	8	14			98
10	10			26	26	17	5	10	8	8			97
10	10			26	23	19	5	10	7	11			95
9	9			26	25	17	5	10	8	10			94
9	8		10	26	24	17	5	10	8	13			94
10	10			26	23	17	5	10	7	8			93
10	10			26	25	14	5	10	7	13			92
5	10	10		26	25	12	5	10	7	10			90
10	9			26	22	15	5	10	7	13			89
10	10			26	23	9	5	10	5	5			83
9	9			26	22	10	5	10	6	7			82
10	10			26	22	10	5	10	3	6			81
7	7	9	10	26	22	10	5	10	4	4			81
9	9	9	9	24	20	12	5	9	7				81

An Example from 2nd Grade

SPELLING	Word Knowledge							B LEVEL B SCORES	C LEVEL C SCORES	Oral Reading			SUMMED SCORE		
	PREPRIMER	PRIMER	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE			SIXTH GRADE	INSTRUCTIONAL READING LEVEL				
56	20	20	20	20	20	20	20	20	77	60	6th	N/A	9	6	76
50				20	20	17	9				btw 4/5 *	64	3	5	70
50				20	17	10					btw 3/4 *	71	3	5	70
52				20	20	12					btw 3/4	102	3	6	72
49				20	19	14					btw 3/4 *	69	3	5	69
40				20	20	11					btw 3/4	109	3	6	60
51				20	19	12					btw 3/4	89	3	4	71
37				20	19	7					3rd *	71	3	4	57
24				19	15	0					3rd *	75	3	6	43
41				20	16	10					3rd *	67	3	3	61
43				18	15	5					3rd *	48	2	6	61
32				20	20	8					3rd	79	3	6	52
32				20	17	6					3rd	77	3	4	52
46				20	17	7					3rd *	73	3	5	66
45				20	15	9					3rd *	59	2	6	65
42				19	17	4					3rd *	37	2	6	61
42				17	11						btw 2/3	80	3	6	59
35				20	11						btw 2/3	65	3	6	55
37				18	13						btw 2/3	65	3	5	55
24				18	14						btw 2/3	69	2	6	42
42				15	7						2nd	68	3	6	57
39	-	-	-	15	-	-	-	-	77	-	-	-	-	-	54

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



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	Emergent/Early Letter Name	Letter Name	Within Word Pattern	Syllables & Affixes
Instr. ORL				
R				
R/PP				
PP				
btw PP/P				
P				
btw P/1st		Carlos Mendez	Dante Wellington	
1st		Joanie Michaelson	Kourtney Karrington Raj Patel Julia Williams	
btw 1st/2nd		Tia Shelly	Jayla Knight Sherry Meetz	
2nd			Paul Jenkins Daija Rockman Jay Slomonick	
btw 2nd/3rd			Rashid Abdul Travis Flynn Tevin Johnston Sally Russ	
3rd			Ashley Blackburn	
btw 3rd/4th				Anne Victor
4th				Tyler Rowland Chuckie Sylvester
btw 4th/5th				Freddy Haskins
5th				
btw 5th/6th				
6th				Charles Lee



GROUPING REPORT



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	CVCe	LV	R/L	AV	SJ	A
1. Carlos Mendez	btw P/1st	LN	4	4	4	3	2	3	0	0	0	0	0
2. Dante Wellington	btw P/1st	WW	4	4	4	4	3	3	1	0	0	0	0
3. Joanie Michaelson	1st	LN	4	4	4	3	3	1	0	0	0	0	0

GROUP 2

Student Name	Instr. ORL	Spelling Stage	Spelling Feature Scores										
			B/E	D	B	SV	N	CVCe	LV	R/L	AV	SJ	A
1. Jayla Knight	btw 1st/2nd	WW	4	4	4	4	4	3	0	0	0	0	0
2. Julia Williams	1st	WW	4	4	4	4	4	4	2	0	0	0	0
3. Kourtney Karrington	1st	WW	4	4	4	4	3	3	1	0	0	0	0
4. Raj Patel	1st	WW	4	4	4	4	4	0	1	1	0	0	0
5. Sherry Meetz	btw 1st/2nd	WW	4	4	4	4	4	4	2	0	0	0	0
6. Tia Shelly	btw 1st/2nd	WW	4	4	4	4	4	4	4	2	2	0	0

Electronic Lesson Plans

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

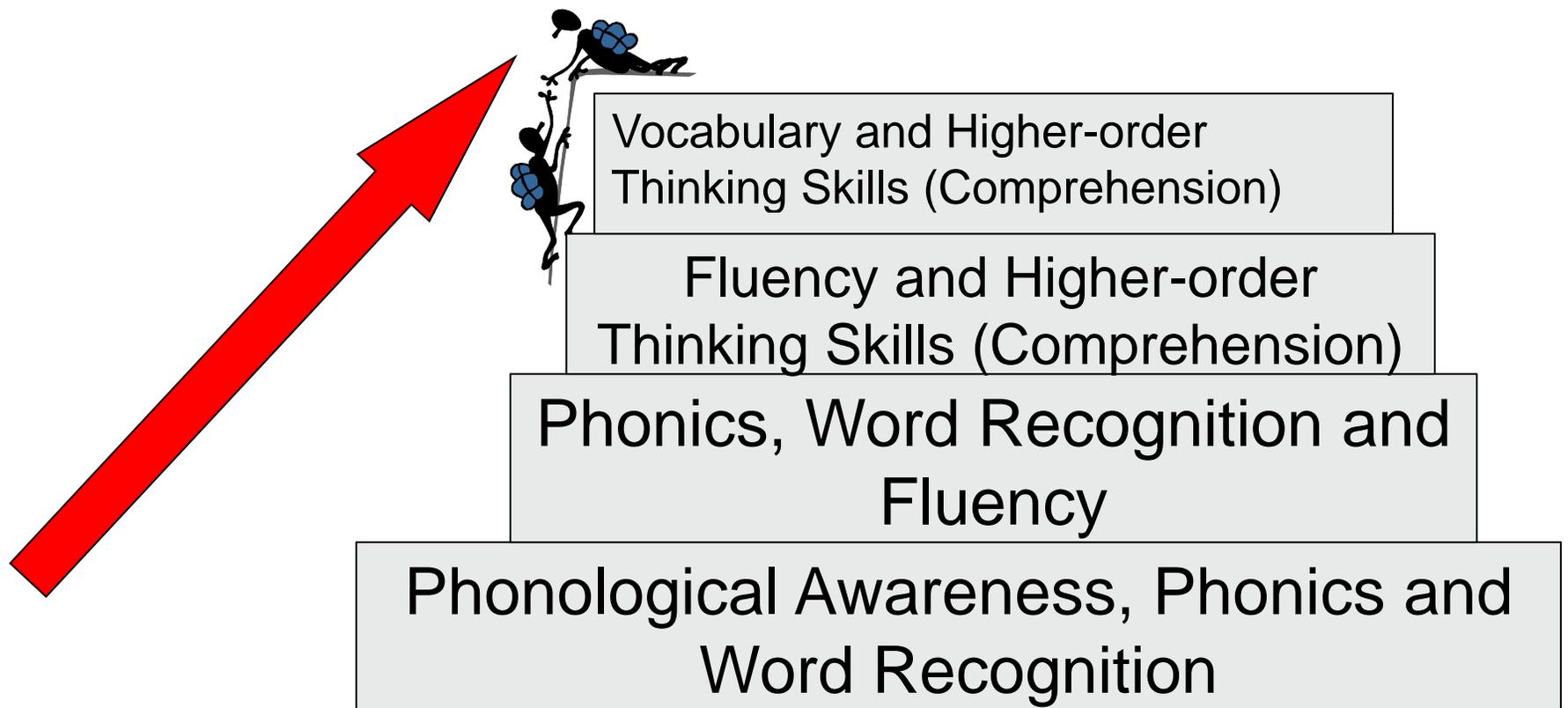


Where do your data lead you?

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