

VLP Family Letter Template for Kindergarten – Spring 2024 - English

VLP provides this template to divisions and schools to assist with family communication about *PALS*. Division and school leaders are encouraged to send this letter as well as the child's *Student Summary*.

Dear Family of _____,

PALS-K is a screening tool of young children's literacy development which has been used for over twenty years with students in Virginia. Results are used to determine individual children's learning goals, plan classroom instruction, and raise awareness of children who need additional support or instruction in early reading and literacy.

Focusing on early detection and early intervention of reading difficulties is a required state-wide policy (Early Intervention Reading Initiative). The *PALS-K* screening tool is a way to help schools and teachers meet that mandate.

PALS-K has *individual task scores* which show the number of items a student answered correctly on each task and an overall *Summed Score*. There is a different *Summed Score Benchmark* for each grade-level and each time period (fall/spring).

The *Summed Score Benchmark* for spring of Kindergarten is 83.

Your child's *Summed Score* is _____.

If your child's *Summed Score* meets or exceeds the benchmark, your child is not identified to receive intervention funded through the EIRI initiative. However, your child's individual task scores may still indicate that your child needs instruction in those particular areas.

If your child's *Summed Score* is below the benchmark, this indicates that your child is *significantly* behind in basic literacy development and has been identified by *PALS* for intervention. Identified students are required by the Early Intervention Reading Initiative (EIRI) to receive 2.5 hours of additional instruction per week above and beyond regular classroom instruction during the upcoming school year, until your child is no longer identified by *PALS* for intervention.

Divisions and schools determine how intervention is provided. The 2.5 hours per week may include time with a *person* or a *program*, or a *combination* of the two. In the fall, your child's teacher will provide information on the intervention plan.

On the next few pages, you will find:

- a sample *Kindergarten Student Summary* for spring to help you understand your own child's report
- a table with more detailed task information
- a *Family Information Sheet for Literacy Screening in Virginia* that answers common questions about *PALS*
- [your child's Student Summary](#)

Kindergarten Spring *PALS* Tasks

	Task	Purpose	Max	Spring Benchmark (Minimum)
Entry-Level Tasks	Rhyme Awareness	identify words that rhyme	10	<ul style="list-style-type: none"> Spring benchmark = 9 If the group score is below the benchmark of 9, the task is administered individually
	Beginning Sound Awareness	match pictures based on shared beginning sound	10	<ul style="list-style-type: none"> Spring benchmark = 9 If the group score is below the benchmark of 9, the task is administered individually
	Alphabet Recognition	identify lowercase letters of the alphabet	26	<ul style="list-style-type: none"> Spring benchmark = 24
	Letter Sounds	produce letter sounds for uppercase letters	26	<ul style="list-style-type: none"> Spring benchmark = 21
	Spelling	use letters to represent 1-3 sounds in short words	20	<ul style="list-style-type: none"> Spring benchmark = 13
	Concept of Word		3	<ul style="list-style-type: none"> <i>Concept of Word</i> was not administered by the teacher this school year <i>Concept of Word</i> tasks autopopulated with scores of 3 for all students Only the <i>Concept of Word- Word List</i> counts in the <i>Summed Score</i>
	Summed Score		95	<ul style="list-style-type: none"> Spring Summed-Score Benchmark (minimum) = 83 Summed Score includes scores from the 6 tasks listed above
Supplemental/Optional Tasks	Blending	orally blend 2-4 speech sounds to produce words	20	<ul style="list-style-type: none"> No benchmark in Kindergarten
	Sound-to-Letter	identify sounds at the beginning, middle, and end of words	40	<ul style="list-style-type: none"> No benchmark in Kindergarten
	Word Lists	Read words commonly found in grade-level text; Preprimer, Primer, 1 st grade available	20	<ul style="list-style-type: none"> No benchmark in Kindergarten

Sample PALS-K Student Summary: Spring

STUDENT SUMMARY - SPRING



This report lists all scores entered for the student. In the Fall and Spring columns, task benchmarks or a Summed Score benchmark is in parentheses following selected task scores. In the Mid-Year column, Mid-Year ranges are in parentheses following selected task scores. Benchmarks and Mid-Year ranges are only generated for students who were given the assessment using Standard Administration.

Individual Rhyme and **Individual Beginning Sounds** are only administered if the group score is below the spring benchmark of 9. If the group score is below 9, the individual score counts toward the **Summed Score**.

Student: **Practice Spring** Grade: **Kindergarten**
Teacher: **Michelle B** School: **Example Elem**

PALS TASK		SPRING SCORES ID	SPRING MAX
ENTRY-LEVEL TASKS	Group Rhyme	8 (9)	10
	Group Beginning Sound	8 (9)	10
	Individual Rhyme	8 (9)	10
	Individual Beginning Sound	9 (9)	10
	Lower-Case Alphabet Recognition	16 (24)	26
	Letter Sounds	15 (21)	26
	Spelling	10 (13)	20
	Pointing Word ID	3	3
	COW Word List	3	3
Summed Score		61 (83)	95
SUPPLEMENTAL TASKS	Blending		20
	Sound-to-Letter		40
OPTIONAL TASKS	Preprimer Word List		20
	Primer Word List		20
	First Grade Word List		20

Standard Administration: As of Spring 2021, COW tasks autopopulate with scores of 3 for all kindergarten students in the Spring; Fall and Mid-Year COW tasks autopopulate with scores of 0.

ID : Identified by PALS for 2.5 hours of additional instruction per week

An **RA** symbol indicates one or more tasks was administered remotely. If the **RA** is red, the score is also below the **Summed Score benchmark**, and the student must receive 2.5 hours of literacy intervention *per week* during the school year.

An **ID** symbol indicates that the student either:
1) scored below the **Summed Score Benchmark** of 83, or 2) remains **ID'd** from a previous screening window if assessed remotely. A student with the **ID** designation must receive 2.5 hours of literacy intervention *per week* during the school year.

The numbers in parentheses represent the minimum score, or the **benchmark**, for each task. A score below the benchmark requires targeted instruction. The number in the gray column indicates the **maximum** score for that task.

Concept of Word was not administered this spring. Scores of 3 populate for all students assessed in a standard manner.

The **Summed Score Benchmark** (minimum) is 83 for spring.

Blending, Sound-to-Letter, and the **Word Lists** are **OPTIONAL** tasks. Teachers may administer the tasks at their discretion. The scores do not count in the **Summed Score**.

Family Information Sheet for Literacy Screening in Virginia

What is literacy?

Literacy means that someone can read and write. The goal of reading is to be able to understand (comprehend) what one reads. Children need to be able to:

1. *decode* –blend sounds together to read words
2. *encode* – spell words
3. *understand and use language*

As children's skills improve in these three areas, they develop *fluency* and *comprehension*.

What is a screener?

A literacy *screener* (also known as a *test* or *assessment*) is designed to identify children at high risk for reading problems. If students are identified as needing additional support, they receive *intervention* (i.e., extra instruction) to help the student make progress. Early intervention is critical because research tells us that risk for reading difficulties can be detected as early as kindergarten. Additionally, *PALS* task scores allow teachers to target instruction to meet student needs.

What is *PALS*?



PALS is the Virginia Department of Education sponsored literacy screener that is designed to give a snapshot of critical literacy skills at a single moment in time. Rather than focus on all parts of literacy, *PALS* focuses on *decoding* and *encoding*. *PALS* does **not** offer a comprehensive picture of your child's literacy skills.

What do *PALS* scores mean?

PALS has *individual task scores* which show the number of items a student answered correctly on each task and an overall *Summed Score*. If a child's *Summed Score* is below the *Summed Score Benchmark*, the student is eligible to receive state dollars for intervention. There is a different *Summed Score Benchmark* for each grade-level and each time period (fall/spring). There is not a *Summed Score Benchmark* at Mid-Year. Mid-Year screening allows teachers to monitor students' individual task scores in between the Fall and Spring assessment periods.

If your child's *Summed Score* meets or exceeds the Fall or Spring benchmark, your child's individual task scores may still indicate that your child needs instruction in these particular areas.

If your child's *Summed Score* is below the Fall or Spring benchmark, this indicates that your child is *significantly* behind in basic literacy development and has been *Identified below the Summed Score Benchmark* by *PALS*.

Students who have  and/or  by their name have a Fall or Spring *Summed Score* below the benchmark and are required by the Early Intervention Reading Initiative (EIRI) to receive 2.5 hours of additional instruction per week above and beyond regular classroom instruction. Divisions and schools may decide what intervention looks like and how to communicate the plan to families. The 2.5 hours may include time with a *person* or a *program*, or a *combination* of the two. *You may ask your child's school about EIRI intervention provided for your child.* The *PALS* Office provides a letter template that divisions and schools can use to give you additional information about your child's *PALS* scores.