

## VLP Family Letter Template for PALS 2<sup>nd</sup> Grade – Fall 2023– 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*. If applicable, information regarding the *intervention program* you will provide for the student may be entered into this template.

Dear Family of \_\_\_\_\_,

*PALS 1-3* 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 1-3* screening tool is a way to help schools and teachers meet that mandate.

*PALS* 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 fall of 2<sup>nd</sup> grade is 35.

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.

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. You may ask your child's teacher for clarification.

**Your child's intervention:** Describe the child's intervention here. Consider including:

- Days of the Week (e.g., Monday through Friday)
- Time of Day (i.e., 10:00-10:30 am)
- Intervention focus/goals (i.e., phonemic awareness, spelling)
- Mode of intervention (e.g., direct instruction or computer program, individual or small group)
- Name of the person working with student's intervention
- Description of materials (i.e., what will the student use?)
- Description of instruction (i.e., what will the student do?)

On the next few pages, you will find:

- a sample *Second Grade Student Summary* for fall 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*

Sincerely,

Principal/School Division staffer name/ signature

## Second Grade Fall 2023 PALS Tasks

	Who	Task	Purpose	Max	Fall Benchmark Information
Level A: Entry-Level	All students	Spelling	use letters to represent sounds	48	<ul style="list-style-type: none"><li>Students spell 20 words</li><li>Partial credit earned for correct target phonics features</li><li>Fall benchmark (minimum) of 20</li></ul>
		Word Lists	identify words commonly found in grade-level texts	20	<ul style="list-style-type: none"><li>All students begin with the <i>First Grade Word List</i></li><li>Students may read more lists based on performance</li></ul>
		Oral Reading in Context	read a passage and, depending on level, answer 6 comprehension questions		<ul style="list-style-type: none"><li>Passage selection is based on the highest-level word list on which the student could read 15 or more words correctly</li><li>Instructional level = 90-97% accuracy (Primer or higher)</li><li>Students are timed to determine Words Per Minute (WPM) on Primer or higher-level passages</li><li>6 multiple-choice comprehension questions are required for passage levels 4<sup>th</sup>-8<sup>th</sup>; optional for Primer-3<sup>rd</sup></li><li>If WPM or comprehension scores are too low, an additional passage may be required</li></ul>
Level B: Alphabetics	Students with Preprimer Word List score below 15	Alphabet Recognition	identify lowercase letters of the alphabet	26	<ul style="list-style-type: none"><li>Fall benchmark (minimum) of 26</li></ul>
		Letter Sounds	produce letter sounds for uppercase letters	26	<ul style="list-style-type: none"><li>Fall benchmark (minimum) of 24</li></ul>
Level C: Phonemic Awareness		Blending	orally blend 2-4 speech sounds to produce words	20	<ul style="list-style-type: none"><li>Fall benchmark (minimum) of 12</li></ul>
		Sound to Letter	identify sounds at the beginning, middle, and end of words	40	<ul style="list-style-type: none"><li>Fall benchmark (minimum) of 28</li></ul>
Fall 2 <sup>nd</sup> Grade Entry- Level Summed Score				68	<ul style="list-style-type: none"><li><b>Fall benchmark (minimum) of 35</b></li><li>Includes <i>First Grade Word List</i> score + <i>Spelling</i> score only</li></ul>

## Sample PALS 2<sup>nd</sup> Grade Student Summary: Fall 2023

The **First Grade Word List** is required in fall of 2<sup>nd</sup> grade. Additional word lists may be required depending on the student's performance on the **First Grade Word List**.

The **Entry Level Summed Score** includes **Total Spelling Score** and **First Grade Word List** in fall of 2<sup>nd</sup> grade.

The **Instructional Oral Reading Level** is calculated based on **Word List** and passage performance.

**Spelling** is not marked only as correct or incorrect. Students also receive credit for spelling/ phonics features used correctly.

### STUDENT SUMMARY - FALL



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 displayed for students who were given the assessment using Standard Administration.

Student: **Student Example 2** Grade: Second Grade  
Teacher: Michelle B School: Example Elem

PALS SECTION	PALS TASK	FALL SCORES ID	FALL MAX
SPELLING AND WORD LISTS	Total Spelling Score	20 (20)	48
	Preprimer Word List		20
	Primer Word List	17	20
	First Grade Word List	13 (15)	20
	Second Grade Word List		20
	Third Grade Word List		20
	Fourth Grade Word List		20
	Fifth Grade Word List		20
	Sixth Grade Word List		20
	Seventh Grade Word List		20
	Eighth Grade Word List		20
	ENTRY LEVEL SUMMED SCORE	33 (35)	68
ORAL READING IN CONTEXT	Primer	Accuracy	98% 100%
		Fluency	3
		Words per Minute (WPM)	61 -
		Comprehension	5 6
	INSTRUCTIONAL ORAL READING LEVEL	P	-
SPELLING FEATURES	Beg/End Sounds	2	4
	Digraphs	2	4
	Blends	2	4
	Short Vowels (CVC)	3	4
	Nasals	2	4
	CVCe		4
	Long Vowels		4
	R- and L- Influenced		4
	Ambiguous Vowels		4
	Syllable Juncture		4
	Affixes		4
	Derivations		4

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

END OF REPORT

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 **Entry Level Summed Score Benchmark** of 35, or 2) remains **ID'd** from the 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 **task benchmarks**. The number in the gray column indicates the **maximum** score for that task.

Some Student Summary reports include **Level B** and **Level C** tasks. **Level B** and **C** tasks are required if the student's **Preprimer Word List** score is below 15.

## 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 Virginia Literacy Partnerships Office provides a letter template that divisions and schools can use to give you additional information about your child's *PALS* scores.

## What are spelling features?

Students spell a list of words as part of the screener. A student may get the entire word correct and/or parts of the word correct. Knowledge of the parts, or phonics features, is critical in encoding (spelling) and decoding (reading). By analyzing students' spelling, the teacher can determine what phonics features to teach and what features are already known. These features progress from easier to harder.

Features	Examples (words are not from assessment)
Beginning Sounds	<u>b</u> at, <u>m</u> an
Ending Sounds	ba <u>t</u> , ma <u>n</u>
Beg/End Sounds	<u>b</u> at, <u>m</u> an (must have both)
Digraphs	<u>sh</u> op, ba <u>th</u>
Blends	<u>tr</u> ap, fa <u>st</u> , <u>cl</u> am
Short Vowels (CVC)	da <u>d</u> , pi <u>t</u>
Nasals	bu <u>mp</u> , ju <u>nk</u>
CVCe (silent e)	ba <u>ke</u> , di <u>me</u>
Long Vowels	lea <u>p</u> , bo <u>a</u> t
R- and L- Influenced	gi <u>rl</u> , he <u>lp</u>
Ambiguous Vowels	po <u>u</u> t, fo <u>i</u> l
Syllable Juncture	clo <u>s</u> ing, race <u>d</u>
Affixes	mi <u>s</u> judge, quick <u>ly</u>
Derivations	ali <u>gn</u> , permi <u>ss</u> ion