

PALS Plus Screening-Only Option

Screening: Identification of students who may be at risk for reading difficulty, so they can receive additional literacy instruction (intervention).* Data focuses on answering “yes” or “no” rather than “why” the student is identified.

Diagnosis: Information about what the student knows or doesn't know about literacy, to be used for planning instruction. This may include the student's instructional oral reading level or concept of word stage, spelling stage, specific spelling features to target, and level of mastery with foundational literacy skills.

For grades K-8*, administering the complete PALS assessment in fall and spring provides both screening and diagnostic information.

PALS Plus offers the option of stopping the assessment once screening is complete, to shorten assessment time if a school decides that the additional diagnostic information is not needed.**

Screening Tasks		
Entry Level Tasks	Score/Max	Benchmark
Spelling Inventory	44 / 44	10
Preprimer Word List	0 / 20	10
Letter Sounds	26 / 26	21
Summed Score:	70	41

Diagnostic Tasks		
Level A: Oral Reading in Context	Score/Max	Benchmark
Readiness Passage: Breakfast	/ 15	85 %

Optional Tasks

- The PALS Online System provides the option to enter scores for only the **Entry Level tasks, which constitute the screening portion of PALS Plus**. The Entry Level tasks include the Spelling task and the Word Recognition in Isolation task, plus the Letter Sounds task in the fall for first graders. The remainder of the assessment (Levels A, B, and C) are considered to be the diagnostic component (although Entry Level tasks also yield some diagnostic information).
- *Teachers, please consult your district administrator to find out whether your district has established local policies regarding these options before choosing the shorter assessment.*

Diagnostic reports, including spelling reports, appear only after all required tasks are completed for a full diagnostic assessment. Also, the **PALS Grouping functions** are only available when complete diagnostic scores are entered for the current assessment window.

- To get a diagnosis of instructional oral reading level and spelling stage for each student, and for the reading and spelling reports to be fully completed, teachers will need to continue with the diagnostic portion of the assessment. This will include administration of the correct reading passage(s) for each student, plus Level B and/or Level C tasks for students who are not yet proficient at the pre-primer reading level.
- A flowchart showing the sequence of tasks to administer for complete assessment can be found in your PALS Plus administration instructions in the Teacher Set, and in the online tutorial.

*Screening data provided for grades K-8. PALS-PreK is used for diagnostic and progress monitoring purposes only, rather than for screening, as research does not support reliability of screening for reading difficulty in preschool.

**Note that students in grades 4-8 who pass the entry level tasks may be subsequently identified by the diagnostic tasks, if it is found that the instructional oral reading level is below grade level.