

Description of Tasks: PALS español 1-3

PALS español 1-3 includes Entry Level screening tasks, which are required for all students taking the assessment, and additional tasks (Levels A, B, and C) for gathering further diagnostic information about students, which are recommended based on Entry Level scores.

- **Entry Level: Spelling (required for all students)** – Students spell words that represent phonics features necessary to be successful at each grade level. Teachers score spelling according to the presence of these particular phonics features in each word and give an additional point for spelling the entire word correctly. Spelling may be administered whole group, small group, or individually.
- **Entry Level: Word Recognition in Isolation** (one list required for all students, plus additional lists recommended in **Level A**) – Students read words presented for less than a second each, for measurement of automaticity at a given reading level.
- **Entry Level: Letter Sounds** (required task for 1st graders in fall only. Otherwise part of **Level B** tasks, below) – Students are asked to produce the sounds of 23 letters of the alphabet and two consonant digraphs (Ch and Ll).*
- **Level A: Oral Reading in Context (diagnostic task for all students)** – Students are asked to read a leveled passage (determined by student’s score on Word Recognition in Isolation task) while the teacher takes a running record to determine student’s instructional reading level. Assess accuracy, fluency, reading rate, comprehension.
- **Level B (diagnostic task for some students, based on Entry Level task scores)**
 - Alphabet and Digraph Recognition** – Students are asked to name 27 lower-case letters of the alphabet and two digraphs (ch and ll).
 - Letter Sounds** – Students are asked to produce the sounds of 23 letters of the alphabet and two consonant digraphs (Ch and Ll).
 - Concept of Word** – Students are taught a rhyme in advance of this task, using a picture sheet of the rhyme. The student is then asked to point word-by-word to the memorized rhyme within a small booklet, then to identify words in context, and then to identify the words out-of-context from a word list.
- **Level C (diagnostic task for some students, based on Level B task scores)**
 - Blending** – The student is asked to blend individual phonemes together to form a word (includes, two-, three- and four-phoneme words).
 - Sound to Letter** – The student is asked to provide the letter or sound heard in the beginning, middle, or end of a word provided.

**Although the digraphs ch and ll are no longer considered part of the official Spanish alphabet, they are included in this task to provide information needed by teachers for planning Spanish literacy instruction.*