

PALS Remote Nonstandard Feature

Due to the need for many school districts to move to virtual instruction in Fall 2020, PALS has developed a new feature in the PALS Online System whereby student score entry can be marked as “**Nonstandard - Remote (NSR)**.” This feature allows for scores that are collected remotely (i.e., via video chat) to be viewed as separate from other scores that have been entered as nonstandard due to other types of modifications.



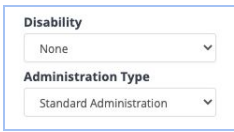



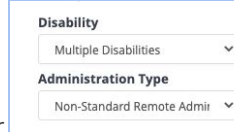
Under **Standard** administration, certain screening tasks are required, and result in the generation of a **Summed Score**. The occurrence of Summed Score that is below the benchmark for the current window will identify (“ID”) a student as being at risk for a significant reading difficulty. It is recommended that these students receive additional literacy instruction (intervention).

The **Nonstandard Remote (NSR)** option is similar to the traditional version of Nonstandard in that all tasks are optional; however, NSR also enables generation of a Summed Score if all screening tasks scores are entered. Because remote administration is technically a nonstandard form of PALS administration, scores collected this way will *not* alter the previous ID status of the student. However, Nonstandard Remote scores *are* highlighted in red when they do not meet or exceed the regular (standardized) benchmarks.

The purpose of the Nonstandard Remote designation is to allow teachers and administrators to estimate how many students might have been identified as at risk for significant reading difficulties under normal (standard) conditions.

See below for more information.

See below for a basic comparison of Standard, Nonstandard (traditional), and Nonstandard Remote features:

	Standard Administration <i>(no icon next to student's name)</i>	Nonstandard Administration (traditional) 	Nonstandard Remote Administration 
Administration Procedures	Teacher follows exact procedures and prompts as written in Teacher Set instructions, in person.	Teacher follows procedures and prompts as closely as possible, but with modifications as specified in the student's IEP.	Teacher follows procedures and prompts as closely as possible, but remotely via video chat. (See guidance document and materials on the COVID19 tile in your PALS Online account.)
Student Information setting	<p>"Standard Administration" selected, regardless of disability status.</p>  or 	<p>"Nonstandard Administration" and Disability Status other than "None."</p> 	<p>"Nonstandard Remote Administration," regardless of disability status.</p>  or 
PALS Online System	<p>Screening tasks are prompted and required for scores to save.</p> <p>A Summed Score is generated if all required screening tasks* are completed.</p> <p>When the Summed Score is below benchmark for the current window, the score appears in red on the Class Summary Report, and an "ID" symbol appears next to the student's name.</p> <p>Students who are "Identified" in this way are included in the Division/School History Reports as part of the "percentage identified" as at risk for significant reading difficulty.</p> <p>Students with complete screening scores will be included on the Class Summary Report.</p>	<p>Screening tasks are neither prompted nor required. All tasks are optional.</p> <p>No Summed Score is generated.</p> <p>Students with at least one task completed will be included on the Class Summary Report.</p>	<p>Screening tasks are prompted as "recommended," but are not required. All tasks are optional.</p> <p>A Summed Score is generated if all recommended screening tasks* are completed.</p> <p>When the Summed Score is below benchmark for the current window, the score appears in red on the Class Summary Report. The "ID" symbol will only appear if the student had already been identified in a previous assessment window using Standard administration.</p> <p>Students with at least one task completed will be included on the Class Summary Report.</p>

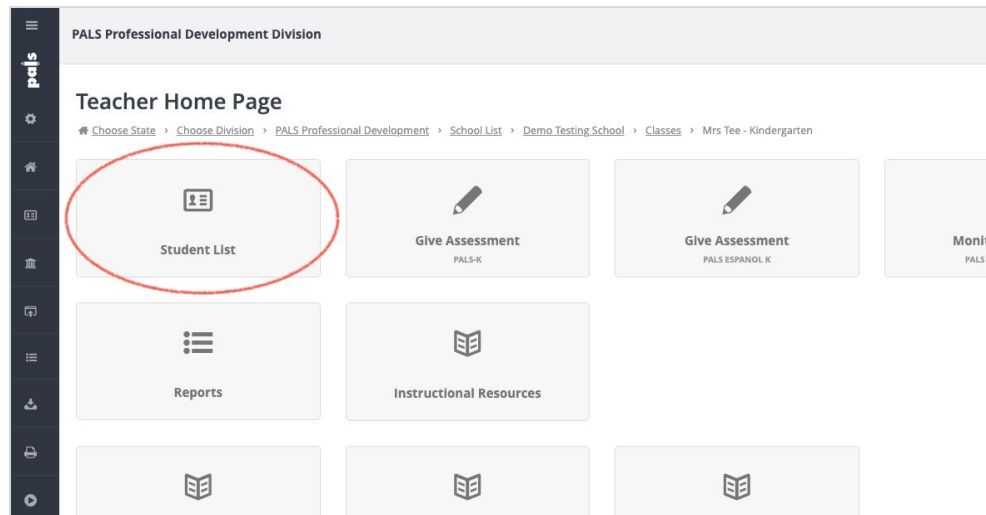
*Scores required to generate a summed score for **PALS-K**: Group Rhyme (or Individual Rhyme, if required), Group Beginning Sound Awareness (or Individual Beginning Sound Awareness, if required), Lowercase Alphabet Recognition, Letter Sounds, K Spelling, Concept of Word

*Scores required to generate a summed score for **PALS Plus**: Word Recognition in Isolation (one specific required list only; see Teacher Set administration guidelines for required list); Spelling Inventory; Letter Sounds (fall of first grade only)

How do I designate a student's score entry as "Nonstandard Remote"?

Each teacher is responsible for confirming the type of administration used for each student before administering the PALS assessment. This is done during the procedure of validating each student record after it is added to a teacher's Student List for the first time each school year, which has always been required before assessment can begin.

1. From the Teacher Home Page, select "Student List."



2. From the Student List, click on either the student's name or on the "Validate" button.

The screenshot shows the PALS Student List page. The breadcrumb trail is "Classes > Mrs Tee - Kindergarten > Student List". There are buttons for "Delete Scores", "Remove from Class", and "Display Options". The table below lists students with columns for SELECT, STUDENT, GENDER, DOB, FLAGS, PALS-K, PALS ESPAÑOL K, and VALIDATE. The student "Jessica Bobbleycute" (ID: 343928349) is circled in red, and the "Validate" button in the VALIDATE column is also circled in red.

SELECT	STUDENT	GENDER	DOB	FLAGS	PALS-K	PALS ESPAÑOL K	VALIDATE
<input type="checkbox"/>	Jessica Bobbleycute ID: 343928349		04/30/2015				<input type="button" value="Validate"/>
<input type="checkbox"/>	Nome Crew ID: 230002300023	f	08/01/2015		✓	✓	✓
<input type="checkbox"/>	Maya Fitzgerald ID: 98274389	f	06/12/2015	NSR	Assess	Assess	✓
<input type="checkbox"/>	Manny Love						

3. When the Student Information box opens, select the correct Administration Type in addition to confirming that all other information is correct. (Be sure to click the “Validate Student Info” box before “Submit and Close.”)

Student Information

Student Name
First Name:
Middle Name:
Last Name:

Birth Date

Gender
 Female Male

Is This Student Hispanic or Latino/a
 Yes No
 Unspecified


Race (Choose one or more)
 American Indian / Alaska Native
 Asian
 Black or African American
 White
 Native Hawaiian / Other Pacific Islander
 Unspecified

Services
 None PALS Intervention Title 1 (Reading)
 English as Second Language Tutor (one-on-one)
 Other:

Disability

Administration Type

Validate Student Info
 Yes, I verify that all student information is correct



4. The “NSR” icon should now appear next to the student’s name.

Student List

[Choose State](#) > [PALS Professional Development](#) > [School List](#) > [Demo Testing School](#) > [Classes](#) > [Mrs Tee - Kindergarten](#) > Student List

SELECT	STUDENT	GENDER	DOB	FLAGS	PALS-K	PALS ESPAÑOL K	VALIDATE
<input type="checkbox"/>	Jessica Bobblycute ID: 343928349	f	04/30/2015	NSR	<input type="button" value="Assess"/>	<input type="button" value="Assess"/>	<input checked="" type="checkbox"/>

Once scores have been entered, the administration method cannot be changed unless the scores are deleted for the current window, or until the beginning of the next assessment window before scores are entered.

What will happen to scores already entered as “Quarantine,” before the release of the new “Nonstandard Remote” designation?

Scores that were entered before September 27 for students marked as “None-Quarantine” under Disability/Quarantine status will now appear as “Nonstandard Remote” on reports in the PALS Online System.

What are our options for viewing these scores on reports?

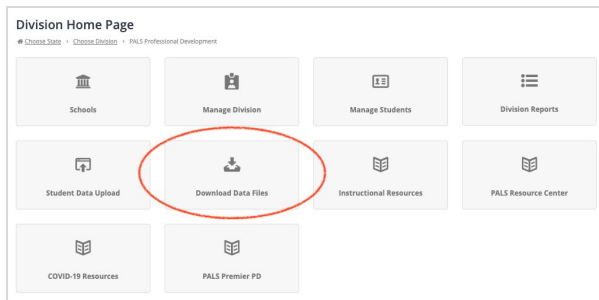
We’re adding some new reporting features to help teachers and schools analyze this new category of data in order to determine which students might be in most need of intervention instruction or just additional classroom instruction in a specific literacy skill.

The **Class Summary Report** now includes all students in its sorting feature, rather than only those for whom Standard procedures were used. This means that clicking on a column heading (e.g., “Letter Sounds”) will sort *all* student scores from greatest to least for that category, including for students marked as Nonstandard or Nonstandard Remote, so that teachers can group students for instruction accordingly. An additional column has been added as well, so that teachers may sort students according to whether they were assessed with Standard, Nonstandard, or Nonstandard Remote administration procedures. *This is a new feature, as NS scores previously only appeared at the bottom of the Class Summary Report, and were not included in the sorted groups.*

A **new division report** will be available in mid-October to help administrators compare how many students were assessed using Standard versus Nonstandard Remote administration procedures, and of those, how many had Summed Scores that fall below the fall benchmark for Standard administration.

How will this change affect the PALS Data (.csv) Files that administrators can download?

The **Data Files** of PALS current and historical data, to which administrators have access from the School Home Page and Division Home Page, will have an additional option added: the number 3 will now indicate Nonstandard Remote Administration in the “STD_NS” column. This section was previously labeled “Special Education Needed” on the *Explanation of Column Headings* documents; it will now be labeled as “Standard/Nonstandard Administration.” The “STD_NS” column heading in the .csv file will remain the same.



STD_NS	Standard/Nonstandard Administration	SMALLINT
	0 = Standard Administration 1 = Nonstandard Administration 2 = Exempt from PALS 3 = Nonstandard Remote Administration	