Data Use Toolkit

Data Use Guide:
PALS 1-2

November 2014

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     Viewing and Using the Class Summary (opens in Youtube)

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          (.pdf with linked Power Point)

     MMSD PALS web site

Understand the Data

The Phonological Awareness Literacy Screening (PALS) is an assessment administered twice each academic year to screen and monitor students' literacy acquisition. Teachers use PALS to identify students at risk of developing reading difficulties, monitor students' progress toward meeting minimum graded literacy benchmarks, and plan instruction to target students' needs. Data from the PALS exam provides a direct means of matching literacy instruction to specific literacy needs. For more information regarding the administration of PALS in Wisconsin please visit the Wisconsin Department of Public Instruction page for PALS at http://www.palswisconsin.info.

Useful PALS Concepts

The Entry Level Summed Score Benchmark is the score that flags a student as identified by PALS. These students have an ID symbol next to their name. Identified students may be at risk for future difficulty in reading and are in need of supplemental support. Note that the 1st grade Fall Benchmark is higher because it includes an extra task. Do not compare Fall to Spring scores in 1st grade or 1st grade to 2nd grade scores. Compare scores for each administration to the benchmarks. Each task in grades K-2 has a benchmark. Scores in red on summary reports are below benchmark for that task.

2nd Grade PALS High Benchmark designation is indicated by an arrow next to a student's name. Students who met the high benchmark read 18 or more words from the 3rd grade word list or higher, read the 3rd grade passage with 98% or greater accuracy and with a fluency rating of 3. ONLY 2nd grade students with a high benchmark designation in the Fall of 2nd grade are not required to take PALS in the Spring.

Instructional Oral Reading Level (IORL) is the level, comparable to a TRL (Text Reading Level), at which a student can read with 90-98% accuracy at an appropriate rate. This is the level where students will benefit most from instruction. Independent reading level is below this level. Frustration level is above this level.

Spelling Stages in the PALS system include Emergent, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations. For more information about these spelling stages, look under Resources for Instruction under the Planning Instruction tab. To use the Create Groups tool, spelling feature scores must be entered, including zeroes where applicable.

PALS preK is given in 4K classes. It is different from PALS K and 1-2 in that it is not a screening tool and has no benchmark scores. Information from PALS preK, in combination with Teaching Strategies GOLD assessments, supports teachers' understanding of students' literacy development.

Questions and Contacts

For questions about how to use PALS data as part of SBLT or teacher team planning, contact your School Improvement Partner or Data Strategist.

The district web site for PALS is mmsd.org/pals.

Access the Data

Within the PALS teacher account at http://wi.palsk8.com, you can print a variety of reports, including the Class Summary. Reports are available as soon as data is entered.

Class Summary

To view and print a Class Summary report **(1)**, watch the first video at https://accountability.madison.k12.wi.us/PALSvideos. It's only 3 minutes long.
This features the Class Summary report for Grades 1-2. PALS-preK and 5K class summaries are similar.

Spelling	Preprimer	Primer	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Level B Scores	Level C Scores		Instructional Oral Reading Level (IORL)			SUMMED SCORE
48	20	20	20	20	20	20	20	20	20	20	77	60	8th	N/A	3	6	68
48	20	20	20	20	20	19	18	9					5th	127	3	6	68
48	20	20	20	20	20	20	20	15	11				6th	121	2	5	68
43	20	20	19	20	19	18	15	9					5th	127	3	5	62
38	20	20	18	19	19	17	16	11					5th	111	2	6	56
37	20	20	20	20	18	16	14						4th	106	2	5	57
35	20	20	20	20	19	15	12						4th	120	3	6	55
35	20	19	**14**										P	73	2		49
33			19	19	20	11							3rd	71	2		52
23	15	4	**2**										PP				**25**
22	19	14	**10**										btw PP/P				**32**
22	17	16	**12**	12									P	67	2		**34**

At this time, Class Summary and Student Summary are the <u>only</u> reports available for PALS español.

In PALS reports, the red ID symbol means that the student was identified in the most recent testing window. "Identified" means the student scored below the benchmark score and may be at risk of developing a reading difficulty. Individual scores in red are below the benchmark for that task.

2nd grade students who meet the High Benchmark (indicated by the up arrow next to the student's name) are not required to be tested in the Spring. 1st grade students who meet the High Benchmark must still be tested in the Fall of 2nd grade. Check with your building principal for any local policies related to High Benchmark status.

Reading Levels and Creating Groups

To access the Reading Levels Report **(2)** and to use the Create Groups Tool, watch the [second video](https://accountability.madison.k12.wi.us/PALSvideos) at https://accountability.madison.k12.wi.us/PALSvideos. It's also 3 minutes long.
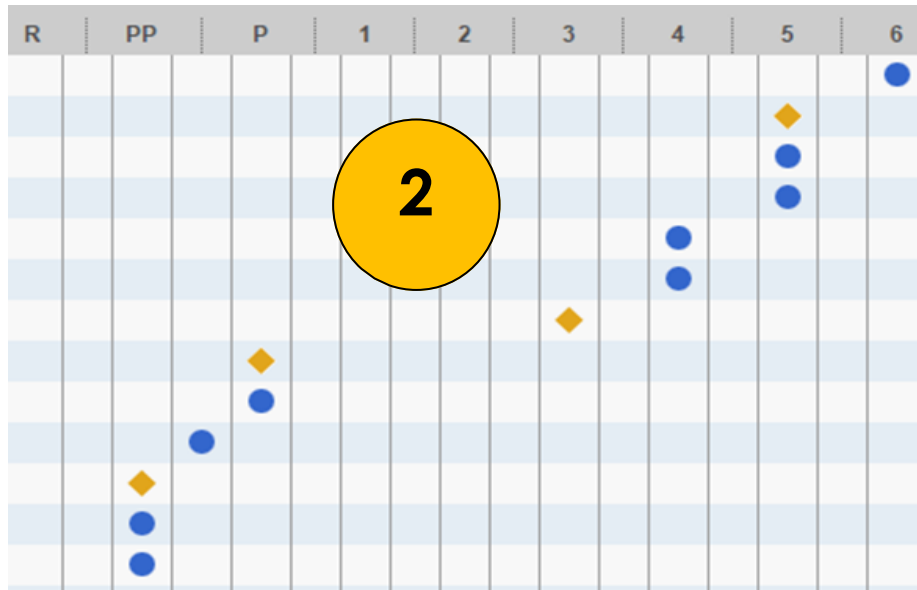
Spelling/Phonics Knowledge

A Spelling/Phonics Knowledge report **(3)** is available under the Planning Instruction tab, if you have entered the spelling feature scores for a student. Entering spelling feature scores is required to use the Flexible Grouping Tool.

| Sort this table by: last name	BEG/END SOUNDS	DIGRAPHS	BLENDS	SHORT VOWELS	NASALS	CVCe	LONG VOWELS	R- AND L-INFLUENCED	AMBIGUOUS VOWELS	SYLLABLE JUNCTURE	AFFIXES	DERIVATIONS	TOTAL SPELL SCORE	SPELLING STAGE
⎯⎯ ID	4	4	1	1	4	0	0						22	LN
⎯⎯ ID	3	3	2	0	3	0	0						11	E/ELN
⎯⎯ ID	4	2	3	3	1	3	0						23	LN
⎯⎯ ⇧	4	4	4	4	3	3	0						35	WW

PALS Data in Data Dashboard

There are multiple PALS reports available on the Data Dashboard. To access the Data Dashboard, go to dashboard.mmsd.org. Note that PALS data is uploaded to Data Dashboard approximately 3-4 weeks after the score entry window closes.

PALS Assessment tab

Once you have logged on to the Data Dashboard, click the Assessments link under the Basic tab **(1)**.

Next, click the PALS Dashboard under the "Assessments Dashboards" header or equivalently under the "Related Dashboards" header on the left side of the screen **(2)**.
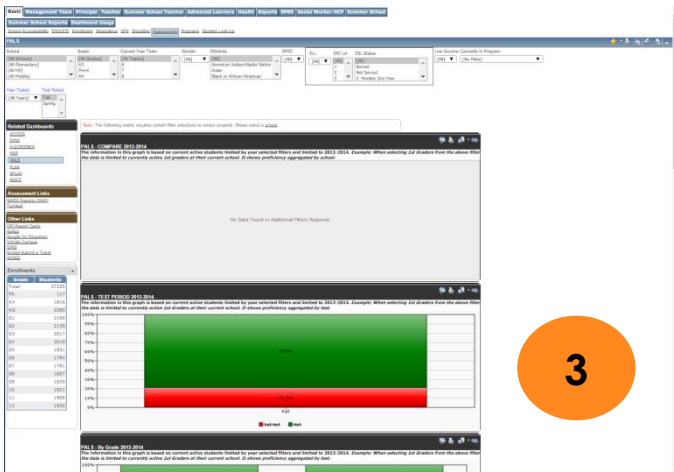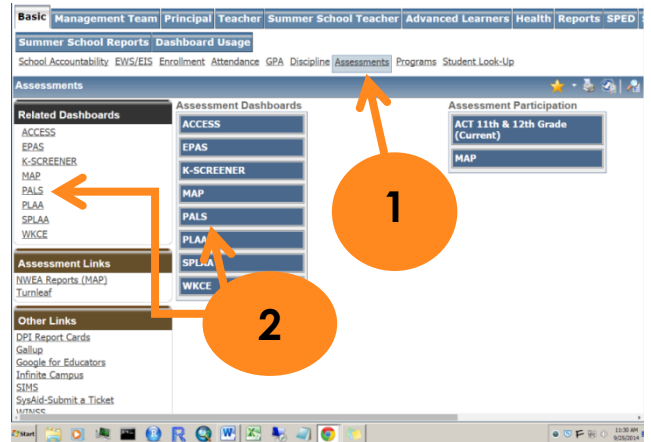
You have now reached the PALS Dashboard **(3)** and you will see a number of Dashboard graphs related to PALS Data in the body of the page.

Filters

At the top of each Dashboard is a series of filters **(4)**. These filters allow you to select a year tested, test period, school, grade, team, program, and a variety of demographic characteristics. Some of the Dashboard content will only work if you select certain filters (School, Grade).
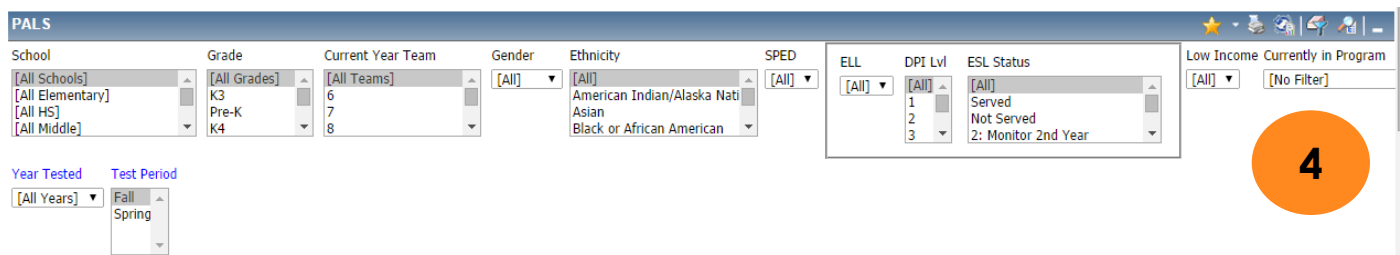
Graphs

The PALS dashboard features eight graphs. These graphs are designed to help you answer **who, what, where,** and **when** questions around the performance of students on PALS. These graphs cannot answer **why** you are getting the results you see; answering why comes in the Analyze the Data section. All of these graphs are modified by the filters above. For most graphs **green** indicates the percent of students that met the PALS benchmark and **red** indicates the percent of students that did not meet the PALS benchmark. The first four graphs display data on current students at their current school and the last four graphs display data on historic students at their historic school.

PALS – COMPARE 2014-15 **(5)** – this graph compares the percent of students who met the 2014-15 PALS benchmark at the selected school/s to students in the district overall (*select an Elementary school or All Elementary from the School filter for this graph to display*)

PALS – TEST PERIOD 2014-15 **(6)** – this graph displays the percent of students who met the 2014-15 PALS benchmark

PALS – By Grade 2014-15 **(7)** – this graph displays the percent of students who met the 2014-15 PALS benchmark by grade

PALS – COHORT TREND **(8)** – this graph displays current student proficiency over time, so if you select second grade and all years then you will see current second graders' performance in Kindergarten and first grade in past years (maybe second grade in current year)
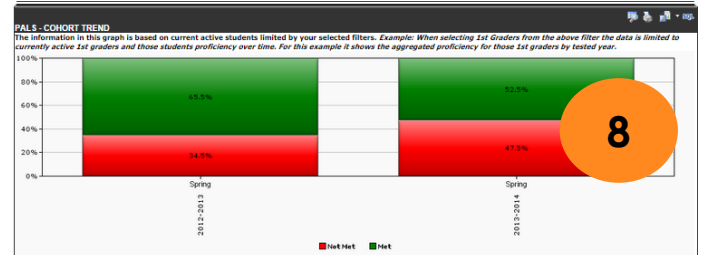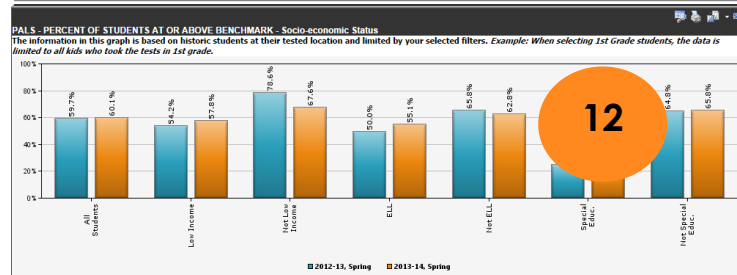
PALS – TREND **(9)** – this graph displays historic student proficiency over time, so if you select kindergartners and all years then you will see PALS-K proficiency from each testing year
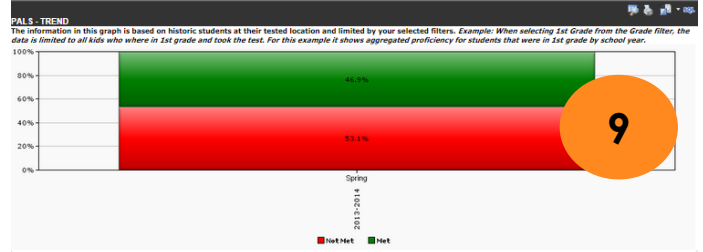
PALS – HISTORIC COMPARE **(10)** – this graph displays the proficiency of historic students at a school to historic students overall (*select an Elementary school from the School filter for this graph to display*)
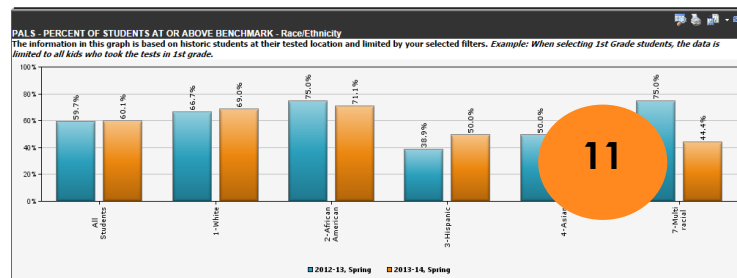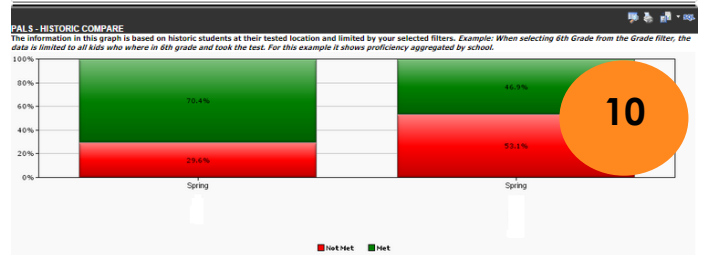
PALS – PERCENT OF STUDENTS AT OR ABOVE BENCHMARK – Race/Ethnicity **(11)** – this graph displays historic student proficiency by Race/Ethnicity

PALS – PERCENT OF STUDENTS AT OR ABOVE BENCHMARK – Socio-economic Status **(12)** – this graph displays historic student proficiency by socio-economic status

Drilling Down

For most of the graphs above, you can click on the column to show the list of students that constitute the number shown on the graph. For example clicking on the **green** half of the bar in the *PALS – TEST PERIOD 2014-15* graph shows a list of the students that met the PALS 1-3 benchmark during the 2014-15 testing.

PALS Score Update Dashboard

In Data Dashboard, click the PALS Score Update link under the "Related Dashboards" **(1)** The PALS Score Update Dashboard will open in a new Tab **(2)**.

Filters

At the top of each Update Dashboard is a series of filters **(3)**. These filters allow you to select a year tested, test period, school.

Tables

The PALS dashboard features four tables. All of these tables are modified by the filters above.

Percent at Benchmark Trend **(4)** – this table displays the percent of students that met the PALS Benchmark at that school.

From this table you can observe change from fall to spring and from year to year for school grades, and change from year to year for students as they progress in school.

Percent at Benchmark Trend

Grade		2013-2014 Fall	2012-2013 Fall	2013-2014 Spring	2012-2013 Spring
K4	School				
	MMSD				
KG	School				
	MMSD	83.1%	84.5%	75.9%	75.1%
01	School				
	MMSD	75.1%		70.4%	
02	School				
	MMSD				

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(School Year Filter) (Test Period filter) – Participation Rate (5) this table displays a participation rate based on a ratio of the number of students who took the test during an administration to the number of students enrolled on the 3rd Friday of September

2013-2014 Fall - Participation Rate
Test participation is based on enrollment on the 3rd Friday of September against students who took the test.

Grade	School	MMSD
K4		
KG		97.5%
01		97.3%
02		

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(School Year Filter) Percent at Benchmark by Subgroup - (Test Period filter) (6) – this table displays the percent of students in a group that meet the PALS benchmark during a test period

2013-2014 Percent at Benchmark by Subgroup - Fall

Grade		American Indian/Alaska Native	Asian	Black or African American	Hispanic/Latino	Multiracial	Native Hawaiian/Pacific Island	White	ELL	Low Income	SPED
K4	MMSD										
KG	MMSD	60.0%	86.4%	76.6%	59.4%	89.1%		96.2%	68.2%	70.6%	58.5%
01	MMSD	100.0%	82.1%	64.8%	50.1%	76.4%		89.2%	61.4%	59.7%	43.8%
02	MMSD										

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Average (School Year Filter) – (Test Period filter) Gap by Subgroup (7) – this table displays the average gap on scale score points between non-white (race/ethnicity) students and white students and students identified with a socioeconomic status to students who are not identified

Average 2013-2014 - Fall Score Gap by Subgroup
Average Score Gap is based on scale score points and compares students of a non-white race/ethnicity to white students and comparing students with a socioeconomic status to students without the socioeconomic status.

Grade		American Indian/Alaska Native	Asian	Black or African American	Hispanic/Latino	Multiracial	Native Hawaiian/Pacific Island	ELL	Low Income	SPED
K4	MMSD									
KG	MMSD	-29.7	-8.7	-23.4	-31.6	-8.9		-18.0	-28.7	-21.2
01	MMSD	-9.4	-2.3	-15.8	-20.7	-8.6		-9.4	-19.1	-19.1
02	MMSD									

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Analyze the Data

The Data Analysis Protocol (located in the SBLT Toolkit and Teacher Team Toolkit) provides an excellent structure to analyze any data, including PALS. Questions on the Data Analysis Protocol will help guide your discussion.

Consider the supplemental questions below as needed as you review your data. These questions, which are specific to the type of data discussed in this Data Use Guide, are designed to be paired with the questions in the Data Analysis Protocol to help you dig deeper into your data.

Preparing for a Team Meeting – English and/or Spanish PALS

Bring printed copies of your Class Summary and/or bring your laptop to access the reports in a live format. Know your http://wi.palsk8.com login information.

If the team wishes to begin with grade level data, ask a person with school-level access to bring or print a Summary of Identified Students.

Supplemental Questions – Class Summary – Grades 1 and 2

Review the Data

1. Sort the class summary by summed score.
2. Which students have the red ID symbol that indicates they are below the summed score benchmark? (Note: As of this writing, the ID symbol does not appear in PALS español reports. Students with a red summed score should have the ID symbol.)
3. Which students have the arrow pointing up that indicates they met the High Benchmark (2nd grade only)?
4. How many total students at your grade level are below the summed score benchmark?
5. Which students have scores below benchmark for individual tasks?

Analyze the Data

1. Sort students by specific PALS tasks (Spelling, 1st grade word list, etc.). Where are there common instructional needs?
2. Sort the table by Instructional Oral Reading Level. Compare this information with Text Reading Level scores from Mondo assessments. Refer to the book level equivalencies chart. (The Guided Reading column corresponds to Mondo levels.)
3. Identify outliers in your class.   What do these students need to advance?

Discuss Root Causes

What within the school's grade level curriculum, instruction, and/or environment may be contributing to your current results?

Consider Actions

1. Try grouping students for instruction based on PALS Instructional Oral Reading Levels.
2. Consider using cross-class groupings to meet the needs of outliers.
3. What other data (Beginning of Year assessments, formative assessments, teacher- or team-created assessments, other student work) complements this information?
4. Consider using PALS Quick Checks (available for English only) to monitor progress of students within core instruction (Tier 1).

Alternate Protocol:
1st and 2nd Grade Teacher Team Meeting – English PALS

Use the following reports to answer the questions in the table below. Reports are found in your PALS account on the tabs shown in parentheses. See screencasts to learn how to access the reports.
- Class Summary (Administrative)
- Reading Levels (Planning Instruction)
  - Book Equivalency Table (Planning Instruction, Resources, General Resources)
- Spelling & Phonics (Planning)
- Create Groups (Planning)
- Student Score History (History+Growth)

Whole-class needs	Academic Diversity	Specific student investigation Choose an identified student or borderline student to think about.
Are there patterns of common strengths or needs across the class? How is whole-class instruction addressing those strengths and needs?	What is the range of scores? Of reading levels? Are there outliers? What do these students need to advance?	What strategies are working for this student? What strategies were used last year? (Find last year's teacher name in the Student Score History report.)

Communicate the Data

Students take PALS as part of a state screening requirement. **Also included in the state law is the requirement to communicate results to parents.** The best method of communicating results to parents is face to face in a conference setting. As the teacher who gave the assessment, you can explain what is being assessed and how the results connect to instruction for their child.

See our Data Use Resource for Using Data in Parent-Teacher Conferences at
https://accountability.madison.k12.wi.us/datauseresources for
- Handouts on Best Practices for Using Data in Parent-Teacher Conferences
- Parent-friendly summaries of the PALS assessment
- A brief Power Point for staff illustrating which MAP and PALS reports to consider using with parents in grades 4K-8

The PALS system does not provide the option for the district to print reports for each student. Teachers can choose which reports to use. Teachers can print reports or display them from their computer.

For PALS español and 1st grade, the best report is the Student Summary Report. Choose one or two parts of the report to focus your discussion with parents. Benchmarks are shown in parentheses.

▸ PALS SECTION	▸ PALS TASK		FALL SCORES	MAX
SPELLING AND WORD LISTS	Total Spelling Score		34 (21)	72
	Preprimer Word List			
	Primer Word List			
	First Grade Word List		17 (15)	20
	Second Grade Word List		16	20
	Third Grade Word List		10	20
	▸ ENTRY LEVEL SUMMED SCORE		51 (36)	92
ORAL READING IN CONTEXT	Second Grade	Accuracy	89%	100%
		Fluency	1	3
		Words Correct per Minute (WCPM)	32	-
		Comprehension	0	10
	▸ INSTRUCTIONAL ORAL READING LEVEL (IORL)		btw 1st/2nd *	-

For 2nd grade, the Oral Reading Student Growth report (under the History and Growth Tab) is a good choice. It graphically shows the student's progress in reading.
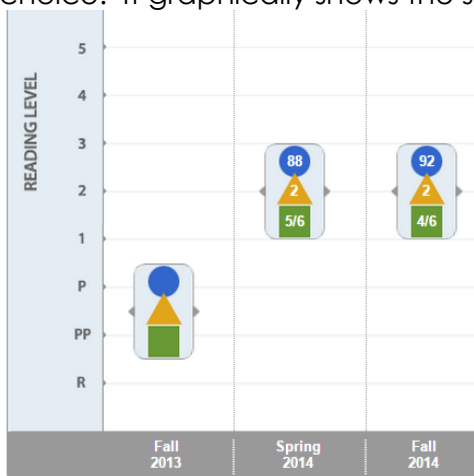
The blue circle shows reading rate in words per minute. The yellow triangle shows the fluency rating from 1-3, and the green square shows the score for comprehension.