

PALS Online Score Entry and Reporting System

The PALS Online Score Entry and Reporting System complements the use of PALS assessments. The Online system is very user friendly, and can be accessed by all personnel in the school from administration to teacher. This secure online data management system helps teachers and administrators examine, organize, and monitor PALS assessment data to improve and drive instruction to impact student achievement. The PALS Online Score Entry and Reporting System provides:

- three screening windows (Fall, Mid-Year, and Spring);
- a wireless alternative for score entry;
- reports for screening, diagnosis, and progress monitoring at the student level;
- reports that facilitate data analysis at the class, school, district, and state level;
- interactive data-driven grouping functionality for teachers;
- create flexible within-class and cross-class groups based on students' instructional oral reading level and spelling/phonics knowledge;
- Electronic Lesson Plans (ELPs) and an activities database for teachers; and
- single point of access for disparate information when integrated with dashboard systems.

Reporting

Once scores are entered, PALS reports provide instant access to student data. The Online Score Entry and Reporting System provides reports at the student, class, school, and division level that identify at-risk students, diagnosis instructional need, and monitor student progress.

Screening Reports

- Identify at-risk students
- Highlight areas of need
- Monitor the number of students screened and identified
- Data-bank student score histories

Diagnostic Reports

- Inform planning instruction
- Target specific literacy skills
- Identify students' strengths and weaknesses
- Sort able by individual task scores

Progress Monitoring Reports

- Measure students' progress
- Determine the effectiveness of instruction



The PALS Online Score Entry and Reporting System also links assessment to instruction. Within the PALS online accounts are planning instruction resources. These resources help teachers use PALS assessment data to inform their instruction. The following are examples of the planning instruction resources:

Interactive Grouping Function

The interactive grouping function uses assessment data to form flexible small groups for targeted instruction. After a teacher enters scores, the online system creates suggested groups based on students' instructional oral reading levels and spelling stages. Teachers may refine the suggested groups for optimal instruction and produce grouping reports that organize each group's instructional data, making planning instruction fast and effective.

PALS Electronic Lesson Plans (ELPs)

PALS Electronic Lesson Plans (ELPs) use the grouping function to suggest appropriate literacy strategies for differentiated, small group instruction. Through PALS online accounts, teachers can create and tailor lesson plans to meet the needs and interests of their literacy groups. The ELPs are downloadable interactive PDF files that provide a database of research-based literacy strategies from which the teacher may choose. A teacher can find a new strategy or use an old favorite, select it, save, and print a complete lesson plan in minutes. Each Electronic Lesson Plan provides a comprehensive, systematic, and sequential framework for literacy instruction that include research-based activities to support all domains of literacy. Each ELP is a template for teachers and reading specialists to adapt as a means for planning individualized instruction targeted toward students' identified strengths and needs in each reading skill area.

The following pages provide examples of the reports at the student, class, school, and division level.

Individual Student Level Reports

Student Summary

Lists all scores entered for the student in the current school year, including task and summed score benchmarks.


STUDENT SUMMARY - SPRING 2012


This report lists all scores entered for the student. Task and Summed Score benchmarks are in parenthesis next to the student's score.

▶ Student: _____
▶ Grade: Kindergarten PM

▶ Teacher: _____
▶ School: _____
▶ Assessment Date: _____

| ▶ PALS TASK | FALL SCORES | MID-YEAR SCORES | SPRING SCORES | MAX |
|----------------------------|-------------|-----------------|---------------|-----|
| Group Rhyme | 10 (5) | 10 (9-10) | 10 (9) | 10 |
| Group Beginning Sound | 7 (5) | 9 (9-10) | 10 (9) | 10 |
| Individual Rhyme | | | | |
| Individual Beginning Sound | | | | |
| Lower-Case Alphabet | 26 (12) | 26 (23-26) | 26 (24) | 26 |
| Letter Sounds | 19 (4) | 23 (17-26) | 25 (20) | 26 |
| Spelling | 16 (2) | 15 (10-20) | 18 (12) | 20 |
| Concept of Word | | | | |
| Pointing | 3 (2) | 4 | 4 (5) | 5 |
| Word ID | 6 (2) | 8 | 10 (9) | 10 |
| Word List | 3 (0) | 7 (3-10) | 8 (7) | 10 |
| Summed Score | 81 (28) | | 97 (81) | 102 |
| Preprimer Word List | | | | |
| Primer Word List | | | | |
| First Grade Word List | | | | |

■ END OF REPORT

Concept of Word History

Shows student's Concept of Word sub-task scores and total COW score, by screening window.

|  INDIVIDUAL STUDENT CONCEPT OF WORD HISTORY REPORT - FALL 2012  | | | | | |
|--|-------------------------|-----------------|---------|-----------|-----------------|
| ▶ Student: _____ ▶ Grade: First grade ▶ Teacher: _____ ▶ School: _____ | | | | | |
| Date/Grade | Division/School/Teacher | CONCEPT OF WORD | | | Total COW Score |
| | | Pointing | Word ID | Word List | |
| | Maximum | 5 | 10 | 10 | 25 |
| Spring 2012 Kindergarten | _____ | 4 (5) | 10 (9) | 10 (7) | 24 |
| | Maximum | 4 | 8 | 10 | 22 |
| Fall 2011 Kindergarten | _____ | 2 (2) | 0 (2) | 2 (0) | 4 |

 **END OF REPORT**

Student Score History

Shows student's PALS summed scores over screening windows and years.

INDIVIDUAL STUDENT SCORE HISTORY - FALL 2012

Student: [redacted] | Grade: **Second grade** | Teacher: [redacted] | School: [redacted]

| date/grade | division/school/teacher | task | score | benchmark |
|--|-------------------------|---------------------|-----------|-----------|
| Fall 2012 Second grade | [redacted] | Spelling Inventory | 26 | 20 |
| | | First Grade List | 20 | 15 |
| | | SUMMED SCORE | 46 | 35 |
| Spring 2012 First grade | [redacted] | Spelling Inventory | 27 | 20 |
| | | First Grade List | 18 | 15 |
| | | SUMMED SCORE | 45 | 35 |
| Mid-Year 2012 First grade | [redacted] | Spelling Inventory | 16 | - |
| | | Preprimer List | 17 | - |
| | | Primer List | 10 | - |
| | | First Grade List | 5 | - |
| | | Letter Sounds | 24 | - |
| There is no Summed Score for Mid-Year PALS. | | | | |
| Fall 2011 First grade | [redacted] | Spelling Inventory | 7 | 9 |
| | | Preprimer List | 8 | 10 |
| | | Letter Sounds | 15 | 20 |
| SUMMED SCORE | 30 | 39 | | |

■ END OF REPORT

INDIVIDUAL STUDENT SCORE HISTORY - FALL 2012

Student: [redacted] | Grade: **Second grade** | Teacher: [redacted] | School: **Park Elementary**

| date/grade | division/school/teacher | task | score | benchmark |
|--|-------------------------|---------------------|-----------|-----------|
| Spring 2012 Kindergarten | [redacted] | beginning Sounds | 10 | 9 |
| | | ABC Lower | 26 | 24 |
| | | Letter Sounds | 25 | 20 |
| | | Spelling | 18 | 12 |
| | | Concept of Word | 8 | 7 |
| | | SUMMED SCORE | 97 | 81 |
| Mid-Year 2012 Kindergarten | [redacted] | Rhyme | 10 | - |
| | | Beginning Sounds | 9 | - |
| | | ABC Lower | 26 | - |
| | | Letter Sounds | 23 | - |
| | | Spelling | 15 | - |
| There is no Summed Score for Mid-Year PALS. | | | | |
| Fall 2011 Kindergarten | [redacted] | Rhyme | 10 | 5 |
| | | Beginning Sounds | 7 | 5 |
| | | ABC Lower | 26 | 12 |
| | | Letter Sounds | 19 | 4 |
| | | Spelling | 16 | 2 |
| SUMMED SCORE | 81 | 28 | | |

■ END OF REPORT

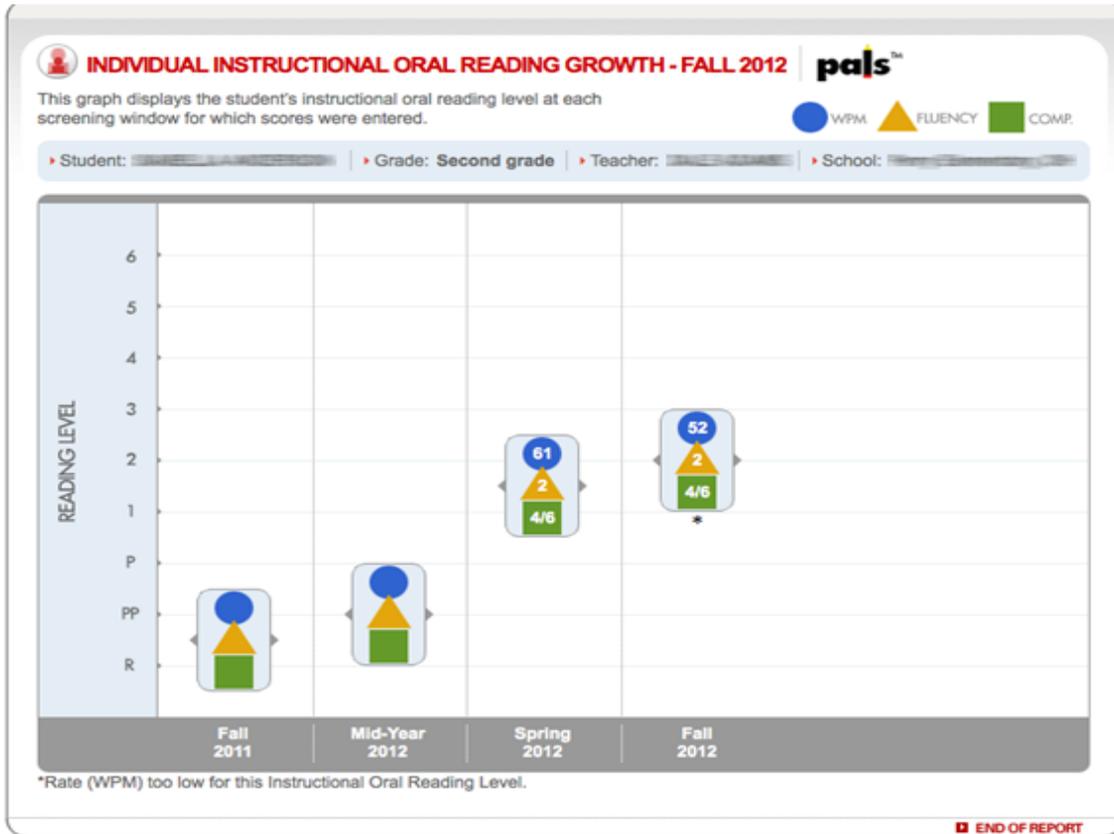
Task Growth

Shows growth by task and summed scores, by screening window.



Instructional Oral Reading Growth

Graph showing student's instructional oral reading level at each screening window.



Teacher/Class Level Reports

Class Summary

Displays scores for all students in the class, and indicates instructional oral reading level.

CLASS SUMMARY - FALL 2012

This report lists scores for all students in the class.
If the instructional oral reading level is between levels, the rate, fluency rating, and comprehension scores for the lower level are displayed.

WPM
 FLUENCY
 COMP.

Teacher: _____

Total Students in Class: **22**

Grade: **Second Grade**

Total Students Screened: **22**

School: _____

Total Students Identified: **8**

| | Word Knowledge | | | | | | | | B | C | Oral Reading | | | SUMMED SCORE | |
|------------------|----------------|--------|-------------|--------------|-------------|--------------|-------------|-------------|----------------|----------------|-----------------------------|-----|---|--------------|----|
| | PRE-PRIMER | PRIMER | FIRST GRADE | SECOND GRADE | THIRD GRADE | FOURTH GRADE | FIFTH GRADE | SIXTH GRADE | LEVEL B SCORES | LEVEL C SCORES | INSTRUCTIONAL READING LEVEL | | | | |
| | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 77 | 60 | 6th | N/A | 3 | 6 | 68 |
| 1. T | | | 20 | 20 | 19 | 9 | 7 | | | | btw 3/4 | 92 | 2 | 4 | 66 |
| 2. A | | | 19 | 20 | 20 | 12 | | | | | btw 3/4 | 92 | 2 | 5 | 58 |
| 3. A | | | 20 | 20 | 20 | 17 | 11 | | | | btw 4/5 * | 70 | 2 | 3 | 67 |
| 4. T | | | 20 | 20 | 20 | 16 | 12 | | | | 4th * | 83 | 2 | 5 | 68 |
| 5. C | | | 20 | 19 | 18 | 12 | | | | | btw 3/4 * | 62 | 2 | 4 | 51 |
| 6. N | | | 20 | 19 | 20 | 12 | | | | | btw 3/4 | 96 | 2 | 5 | 64 |
| 7. D | | | 17 | 19 | 15 | 4 | | | | | 3rd * | 49 | 2 | 2 | 31 |
| 8. T | 44 | | 20 | 19 | 19 | 16 | 15 | 5 | | | 5th * | 82 | 2 | 6 | 64 |
| 9. T | 34 | | 19 | 18 | 17 | 7 | | | | | 3rd * | 68 | 2 | 6 | 53 |
| 10. T | 27 | | 19 | 16 | 15 | 7 | | | | | 3rd * | 66 | 2 | 5 | 46 |
| 11. T | 29 | 18 | 16 | 14 | | | | | | | btw P/1 * | 35 | 1 | 6 | 45 |
| 12. T | 31 | | 19 | 14 | 9 | | | | | | btw 1/2 | 65 | 2 | 6 | 50 |
| 13. T | 27 | | 16 | 14 | | | | | | | 1st | 47 | 2 | 5 | 43 |
| 14. T | 18 | | 16 | 11 | | | | | | | 1st | 48 | 2 | 3 | 34 |
| 15. T | 21 | 15 | 7 | | | | | | | | P | 38 | 1 | 5 | 28 |
| 16. T | 28 | 18 | 13 | | | | | | | | btw P/1 | 45 | 2 | 4 | 41 |
| 17. T | 11 | 17 | 14 | 7 | | | | | | | PP | | | | 18 |
| 18. T | 15 | 18 | 6 | 5 | | | | | | | PP | | | | 20 |
| 19. T | 25 | | 16 | 12 | | | | | | | P | 41 | 1 | 6 | 37 |
| 20. T | 23 | | 15 | 9 | | | | | | | P * | 33 | 1 | 4 | 32 |
| 21. T | 15 | 19 | 15 | 10 | | | | | | | P * | 27 | 1 | 4 | 25 |
| 22. T | 7 | 8 | 0 | 0 | | | | | 52 | 47 | R/PP | | | | 7 |
| BENCHMARK | 20 | - | - | 15 | - | - | - | - | 75 | - | - | - | - | - | 35 |

*Rate (WPM) too low for this Instructional Oral Reading Level.

END OF REPORT

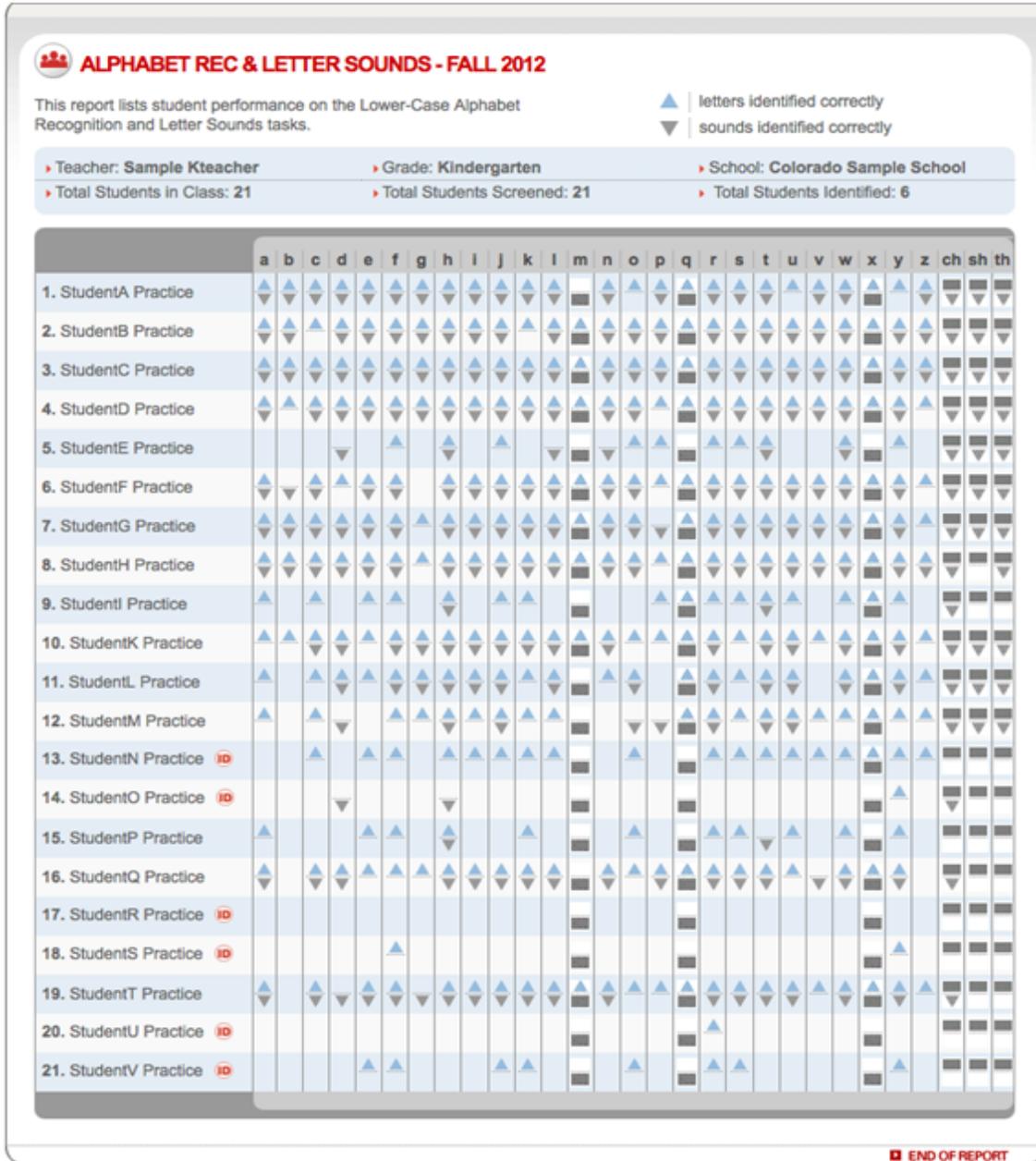
Class Task Growth

Displays the numbers of students in the class who have met or exceeded the task and summed score benchmarks, for both Fall and Spring.



Class Alphabet Recognition & Letter Sounds

Displays students' scores on the Lower-case Alphabet Recognition and Letter Sounds tasks.



Targeted Intervention by Skill

Shows students who scored below the benchmark on individual tasks, indicating areas for further instruction and intervention.



TARGETED INTERVENTION BY SKILL - FALL 2012



These students need additional instruction and more practice in these skills through:

- Additional small group instruction
- Focused mini-lessons
- Added practice during center time
- Cooperative groups and pairings

Throughout the school day, make sure that these students have the opportunity to work with children who don't need additional instruction in these areas and weave these skills through all parts of the child's day.

▶ Teacher: **Sample Teacher**

▶ Total Students in Class: **18**

▶ Grade: **Kindergarten**

▶ Total Students Screened: **18**

▶ School: **Colorado Practice School**

▶ Total Students Identified: **6**

| Task | Student | Score | Fall Benchmark |
|---------------------|---|-------|----------------|
| Rhyme | Kinder R Practice  | 1 | 5 |
| | Kinder S Practice  | 2 | |
| | Kinder T Practice  | 2 | |
| | Kinder U Practice  | 2 | |
| | Kinder W Practice  | 0 | |
| | Kinder Z Practice  | 3 | |
| Beginning Sound | Kinder R Practice  | 0 | 5 |
| | Kinder S Practice  | 0 | |
| | Kinder T Practice  | 0 | |
| | Kinder U Practice  | 0 | |
| | Kinder Z Practice  | 0 | |
| Lower-Case Alphabet | Kinder S Practice  | 2 | 12 |
| | Kinder T Practice  | 1 | |
| | Kinder U Practice  | 5 | |
| | Kinder W Practice  | 3 | |
| | Kinder Z Practice  | 4 | |
| Letter Sounds | Kinder S Practice  | 0 | 4 |
| | Kinder T Practice  | 2 | |
| | Kinder U Practice  | 0 | |
| | Kinder W Practice  | 0 | |
| | Kinder Z Practice  | 0 | |
| Spelling | Kinder R Practice  | 0 | 2 |
| | Kinder S Practice  | 0 | |
| | Kinder T Practice  | 0 | |
| | Kinder U Practice  | 0 | |
| | Kinder W Practice  | 0 | |
| | Kinder Z Practice  | 0 | |

 **END OF REPORT**

Class Instructional Reading Levels

Students' Instructional Oral Reading Levels are displayed, according to Word Recognition in Isolation and Oral Reading in Context scores that have been entered.



Spelling/Phonics Knowledge

Displays students' spelling scores and highlights the spelling features students are ready to work on, according to spelling feature scores that were entered.

CLASS SPELLING/PHONICS KNOWLEDGE - FALL 2012

The spelling task provides important information about a student's spelling and word knowledge. Based on the feature scores entered, these are the spelling features that your students appeared prepared to learn in Fall 2012.

Teacher: _____

Total Students in Class: **24**

Grade: **First Grade**

Total Students Screened: **24**

School: _____

Total Students Identified: **0**

● **Teach this feature:** student using but confusing feature

| | BEGINNING SOUNDS | ENDING SOUNDS | DIGRAPHS | BLENDS | SHORT VOWELS | NASALS | CVCe | LONG VOWELS | R- AND L- INFLUENCED | AMBIGUOUS VOWELS | SYLLABLE JUNCTURE | AFFIXES | TOTAL SPELL SCORE | SPELLING STAGE |
|--|------------------|---------------|----------|--------|--------------|--------|------|-------------|----------------------|------------------|-------------------|---------|-------------------|----------------|
| <div style="border: 1px solid gray; padding: 5px; width: fit-content;"> <p>Sort this table by:</p> <ul style="list-style-type: none"> ending sounds last name beginning sounds ending sounds digraphs blends short vowels (CVC) nasals CVCe long vowels r- and l- influenced ambiguous vowels syllable juncture affixes total spelling score spelling stage </div> | 4 | 4 | 1 | 1 | 4 | 0 | 0 | | | | | | 16 | E/ELN |
| | 4 | 4 | 4 | 4 | 4 | 1 | 0 | | | | | | 24 | LN |
| | 4 | 4 | 4 | 1 | 4 | 1 | 0 | | | | | | 22 | LN |
| | 4 | 4 | 3 | 2 | 3 | 0 | 0 | | | | | | 20 | LN |
| | 4 | 4 | 0 | 2 | 3 | 1 | 0 | | | | | | 18 | LN |
| | 4 | 4 | 2 | 0 | 3 | 1 | 0 | | | | | | 18 | LN |
| | 4 | 4 | 1 | 1 | 3 | 0 | 0 | | | | | | 16 | LN |
| | 4 | 4 | 2 | 2 | 2 | 0 | 0 | | | | | | 17 | LN |
| | 4 | 4 | 2 | 2 | 4 | 3 | 0 | | | | | | 25 | LN |
| | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | | | | 41 | WW |
| | 4 | 4 | 3 | 2 | 4 | 0 | 0 | | | | | | 21 | LN |
| | 4 | 4 | 4 | 3 | 4 | 4 | 0 | | | | | | 33 | LN |
| | 4 | 4 | 2 | 2 | 4 | 1 | 0 | | | | | | 21 | LN |
| | 4 | 4 | 0 | 0 | 3 | 0 | 0 | | | | | | 14 | E/ELN |
| | 4 | 4 | 4 | 4 | 4 | 2 | 2 | | | | | | 33 | WW |
| | 4 | 4 | 2 | 2 | 4 | 3 | 0 | | | | | | 27 | LN |
| | 4 | 4 | 3 | 1 | 3 | 0 | 0 | | | | | | 19 | LN |
| | 4 | 4 | 3 | 3 | 4 | 1 | 0 | | | | | | 25 | LN |
| | 4 | 3 | 0 | 2 | 4 | 0 | 0 | | | | | | 15 | LN |
| | 3 | 3 | 0 | 2 | 3 | 0 | 0 | | | | | | 14 | E/ELN |
| | 3 | 3 | 4 | 2 | 3 | 3 | 0 | | | | | | 25 | LN |
| | 3 | 3 | 3 | 1 | 3 | 1 | 0 | | | | | | 19 | LN |
| | 4 | 3 | 2 | 0 | 1 | 0 | 0 | | | | | | 12 | E/ELN |
| | 2 | 2 | 1 | 2 | 2 | 0 | 0 | | | | | | 11 | LN |

■ END OF REPORT

Grouping Chart and Report (Interactive Grouping function)

Interactive feature: Chart shows students according to Reading Level and Spelling Stage scores. The teacher assigns students to groups and then clicks to generate the Grouping Report, to support differentiated planning and instruction.

GROUPING CHART - FALL 2012

This report groups students with feature scores by Instructional Oral Reading Level and Spelling Stage. **Students for whom complete spelling feature scores have not been entered will not be included in this report.**

Teacher: _____
Grade: **Second Grade**
School: _____

Total Students in Class: **21**
Total Students Screened: **21**
Total Students Identified: **4**

| Spelling Stage | Emergent/Early Letter Name | Letter Name | Within Word Pattern | Syllables & Affixes |
|----------------|----------------------------|-------------|---------------------|---------------------|
| Instr. ORL | | | | |
| R | | | | |
| R/PP | | | | |
| PP | | | | |
| btw PP/P | | | | |
| P | | | | |
| btw P/1st | | | | |
| 1st | | | | |
| btw 1st/2nd | | | | |
| 2nd | | | | |
| btw 2nd/3rd | | | | |
| 3rd | | | | |
| btw 3rd/4th | | | | |
| 4th | | | | |
| btw 4th/5th | | | | |
| 5th | | | | |
| btw 5th/6th | | | | |
| 6th | | | | |

TO CREATE INSTRUCTIONAL GROUPS:

The above chart sorts students by similar spelling and reading levels, however your knowledge of student performance is necessary to further refine the groupings. As it is difficult to plan and execute for more than four instructional groups, you will need to combine some of the groups highlighted above. To do this, please consider the following:

- Combine two contiguous cells in any direction: horizontally, diagonally, or vertically.
- Combine students who are reading more than one year above grade level into one group, regardless of Instructional Oral Reading Level (Instructional ORL).

When you are ready to assign groups, use your mouse to hover over a student's name. A drop-down menu will appear, and you can choose to assign the student to one of four groups. After you have assigned a

click to create your GROUPS

When the user clicks to create groups, the following Grouping Report is generated:



GROUPING REPORT - FALL 2012



This report groups all students in the class for whom complete spelling feature scores were entered.

Teacher: _____
Grade: **Second Grade**
School: _____

Total Students in Class: **21**
Total Students Screened: **21**
Total Students Identified: **4**

GROUP 1

| Student Name | Instr. ORL | Spelling Stage | Spelling Feature Scores | | | | | | | | | | |
|--------------|---------------|----------------|-------------------------|---|---|----|---|------|----|-----|----|----|---|
| | | | B/E | D | B | SV | N | CVCe | LV | R/L | AV | SJ | A |
| 1. _____ | btw P/1st * | LN | 4 | 4 | 3 | 4 | 4 | 0 | 0 | | | | |
| 2. _____ | PP | LN | 4 | 3 | 1 | 3 | 2 | 2 | 0 | | | | |
| 3. _____ | 2nd * | E/ELN | 3 | 4 | 3 | 3 | 1 | 3 | 0 | | | | |
| 4. _____ | btw P/1st * | LN | 4 | 4 | 1 | 3 | 2 | 0 | 0 | | | | |
| 5. _____ | PP | LN | 4 | 2 | 0 | 4 | 1 | 0 | 0 | | | | |
| 6. _____ | btw 1st/2nd * | E/ELN | 3 | 4 | 2 | 3 | 2 | 4 | 1 | | | | |

*Rate (WPM) too low for this Instructional Oral Reading Level.

GROUP 2

| Student Name | Instr. ORL | Spelling Stage | Spelling Feature Scores | | | | | | | | | | |
|--------------|---------------|----------------|-------------------------|---|---|----|---|------|----|-----|----|----|---|
| | | | B/E | D | B | SV | N | CVCe | LV | R/L | AV | SJ | A |
| 1. _____ | btw 1st/2nd | WW | 4 | 4 | 4 | 4 | 3 | 2 | 0 | | | | |
| 2. _____ | 2nd | LN | 4 | 3 | 2 | 4 | 3 | 1 | 0 | | | | |
| 3. _____ | 2nd | WW | 4 | 4 | 3 | 4 | 4 | 1 | 2 | | | | |
| 4. _____ | 2nd * | LN | 4 | 4 | 1 | 4 | 2 | 0 | 0 | | | | |
| 5. _____ | btw 2nd/3rd * | LN | 4 | 4 | 3 | 4 | 2 | 3 | 0 | | | | |
| 6. _____ | 2nd | WW | 4 | 3 | 4 | 4 | 4 | 1 | 1 | | | | |

*Rate (WPM) too low for this Instructional Oral Reading Level.

GROUP 3

| Student Name | Instr. ORL | Spelling Stage | Spelling Feature Scores | | | | | | | | | | |
|--------------|---------------|----------------|-------------------------|---|---|----|---|------|----|-----|----|----|---|
| | | | B/E | D | B | SV | N | CVCe | LV | R/L | AV | SJ | A |
| 1. _____ | btw 3rd/4th * | WW | 4 | 4 | 4 | 4 | 4 | 4 | 2 | | | | |
| 2. _____ | 3rd * | LN | 4 | 4 | 4 | 3 | 3 | 2 | 1 | | | | |
| 3. _____ | btw 2nd/3rd | WW | 4 | 4 | 4 | 4 | 3 | 4 | 3 | | | | |
| 4. _____ | btw 4th/5th * | WW | 4 | 4 | 3 | 4 | 4 | 3 | 0 | | | | |
| 5. _____ | btw 3rd/4th * | WW | 4 | 4 | 4 | 4 | 3 | 4 | 4 | | | | |
| 6. _____ | 3rd * | WW | 4 | 4 | 4 | 4 | 4 | 3 | 0 | | | | |
| 7. _____ | 3rd * | LN | 4 | 4 | 2 | 4 | 3 | 1 | 0 | | | | |
| 8. _____ | btw 3rd/4th * | LN | 4 | 3 | 2 | 4 | 3 | 3 | 2 | | | | |
| 9. _____ | btw 2nd/3rd * | WW | 4 | 4 | 4 | 4 | 4 | 4 | 0 | | | | |

*Rate (WPM) too low for this Instructional Oral Reading Level.

■ END OF REPORT

Back to School – Performance by Task

For Fall, this report summarizes students’ scores from spring of the previous school year, indicating their status as ID’d or not as they exited the previous school year.

BACK TO SCHOOL - PERFORMANCE BY TASK

This table summarizes the Spring 2012 Kindergarten Entry Level results for all the students in the class. A line separates those who were not identified for additional instruction from those who were identified for additional instruction.

Teacher: _____

Total Students in Class: **22**

Grade: **First Grade**

Total Students Screened: **19**

School: _____

Total Students Identified: **2**

| BENCHMARK | SUMMED SCORE | RHYME | BEG. SOUNDS | ABC LOWER | LETTER SOUNDS | SPELLING | COW WORD LIST |
|-------------|--------------|----------|-------------|-----------|---------------|-----------|---------------|
| | 81 | 9 | 9 | 24 | 20 | 12 | 7 |
| 1. _____ ID | 82 | 10 | 9 | 25 | 18 | 17 | 3 |
| 2. _____ ID | 88 | 10 | 10 | 26 | 23 | 17 | 2 |
| 3. _____ | 82 | 6 | 10 | 26 | 23 | 11 | 6 |
| 4. _____ | 91 | 10 | 10 | 26 | 24 | 18 | 3 |
| 5. _____ | 91 | 10 | 10 | 24 | 22 | 18 | 7 |
| 6. _____ | 96 | 10 | 9 | 25 | 25 | 19 | 8 |
| 7. _____ | 98 | 10 | 10 | 26 | 24 | 20 | 8 |
| 8. _____ | 98 | 10 | 10 | 26 | 26 | 20 | 6 |
| 9. _____ | 99 | 10 | 10 | 26 | 26 | 20 | 7 |
| 10. _____ | 99 | 10 | 10 | 25 | 24 | 20 | 10 |
| 11. _____ | 99 | 10 | 10 | 26 | 25 | 20 | 8 |
| 12. _____ | 100 | 10 | 10 | 25 | 26 | 20 | 9 |
| 13. _____ | 100 | 10 | 10 | 26 | 25 | 20 | 9 |
| 14. _____ | 100 | 10 | 10 | 26 | 26 | 18 | 10 |
| 15. _____ | 100 | 10 | 10 | 26 | 26 | 18 | 10 |
| 16. _____ | 101 | 10 | 10 | 26 | 26 | 20 | 9 |
| 17. _____ | 101 | 10 | 10 | 26 | 26 | 20 | 9 |
| 18. _____ | 102 | 10 | 10 | 26 | 26 | 20 | 10 |

Students for whom complete SPRING 2012 scores are not available because the student was retained, not screened, or assessed under non-standard conditions.

END OF REPORT

Summary of ID'd Students

By grade level, indicates students who were identified in Fall and Spring screening windows.

 **2012 - 2013 SUMMARY OF IDENTIFIED STUDENTS**


▶ Division: [dropdown]
▶ School: [dropdown]
▶ Grade: 1

▶ Sort this table by:

Student last name
 Student last name
 Teacher last name
 Fall 2012
 Spring 2012
 Services

| | TEACHER NAME | WINDOW IDENTIFIED | | SERVICES |
|-------------|--------------|-------------------|-------------|----------|
| | | FALL 2012 | SPRING 2012 | |
| ▶ [blurred] | [blurred] | N | Y | Title1 |
| ▶ [blurred] | [blurred] | Y | Y | Title1 |
| ▶ [blurred] | [blurred] | N | Y | Title1 |
| ▶ [blurred] | [blurred] | N | Y | Title1 |
| ▶ [blurred] | [blurred] | Y | N | N |
| ▶ [blurred] | [blurred] | Y | N | Title1 |
| ▶ [blurred] | [blurred] | N | Y | Title1 |
| ▶ [blurred] | [blurred] | Y | N | N |
| ▶ [blurred] | [blurred] | N | Y | Title1 |
| ▶ [blurred] | [blurred] | N | Y | Title1 |

END OF REPORT

K-3 Concept of Word

By grade level, shows individual students' scores on all sub-parts of the COW task, and the COW total score.

SCHOOL CONCEPT OF WORD REPORT - FALL 2012 

Division: *Testing Division School: Colorado Sample School Grade: K

Sort this table by:
 Student last name
 Student last name
 Teacher last name
 Pointing
 Word ID
 Word List

| | Teacher Name | Concept of Word | | | Total COW Score |
|-----------------------|-----------------|-----------------|---------|-----------|-----------------|
| | | Pointing | Word ID | Word List | |
| | MAXIMUM | 4 | 8 | 10 | 22 |
| 1. StudentB Practice | Sample Kteacher | 4 | 8 | 10 | 22 |
| 2. StudentC Practice | Sample Kteacher | 4 | 8 | 10 | 22 |
| 3. StudentA Practice | Sample Kteacher | 4 | 6 | 0 | 10 |
| 4. StudentD Practice | Sample Kteacher | 4 | 8 | 10 | 22 |
| 5. StudentE Practice | Sample Kteacher | 4 | 3 | 0 | 7 |
| 6. StudentI Practice | Sample Kteacher | 3 | 1 | 0 | 4 |
| 7. StudentF Practice | Sample Kteacher | 4 | 6 | 2 | 12 |
| 8. StudentG Practice | Sample Kteacher | 4 | 7 | 5 | 16 |
| 9. StudentH Practice | Sample Kteacher | 3 | 8 | 4 | 15 |
| 10. StudentK Practice | Sample Kteacher | 3 | 8 | 7 | 18 |
| 11. StudentL Practice | Sample Kteacher | 2 | 3 | 1 | 6 |
| 12. StudentP Practice | Sample Kteacher | 0 | 4 | 0 | 4 |
| 13. StudentM Practice | Sample Kteacher | 2 | 4 | 0 | 6 |
| 14. StudentN Practice | Sample Kteacher | 0 | 0 | 0 | 0 |
| 15. StudentO Practice | Sample Kteacher | 0 | 0 | 0 | 0 |
| 16. StudentR Practice | Sample Kteacher | 0 | 0 | 0 | 0 |
| 17. StudentQ Practice | Sample Kteacher | 0 | 1 | 2 | 3 |
| 18. StudentT Practice | Sample Kteacher | 0 | 4 | 0 | 4 |
| 19. StudentS Practice | Sample Kteacher | 0 | 0 | 0 | 0 |
| 20. StudentU Practice | Sample Kteacher | 0 | 0 | 0 | 0 |
| 21. StudentV Practice | Sample Kteacher | 0 | 0 | 0 | 0 |
| BENCHMARK | | 2 | 2 | 0 | N/A |

END OF REPORT

School History

Summarizes numbers of students screened and numbers of students identified, by grade level, and per screening windows across years.

SCHOOL HISTORY REPORT - FALL 2012 | **pals™**

▶ Division: ▶ School:

FILTER: ▶

| DATE | GRADE | # ASSESSED | # IDENTIFIED | PERCENTAGE ID'D |
|-------------|--------------|------------|--------------|-----------------|
| Fall 2010 | Kindergarten | 72 | 31 | 43% |
| | First Grade | 65 | 15 | 23% |
| | Second Grade | 61 | 14 | 23% |
| Spring 2011 | Kindergarten | 72 | 14 | 19% |
| | First Grade | 63 | 9 | 14% |
| | Second Grade | 66 | 5 | 8% |
| Fall 2011 | Kindergarten | 80 | 14 | 18% |
| | First Grade | 80 | 15 | 19% |
| | Second Grade | 68 | 7 | 10% |
| Spring 2012 | Kindergarten | 76 | 5 | 7% |
| | First Grade | 73 | 20 | 27% |
| | Second Grade | 65 | 6 | 9% |
| Fall 2012 | Kindergarten | 65 | 17 | 26% |
| | First Grade | 69 | 4 | 6% |
| | Second Grade | 65 | 24 | 37% |

END OF REPORT

Grouping Chart, Grouping Report (Interactive Grouping function)

Students ID'd are listed on the interactive Grouping screen according to Reading Level scores and Spelling Feature scores; the user selects those to include in an intervention/instructional group; a report is generated showing the resulting groups

This report groups students with feature scores by Instructional Oral Reading Level and Spelling Stage. Students for whom complete spelling feature scores have not been entered will not be included in this report.

1. Click on the name of each student you wish to add to the group. A red check will appear by their name. Suggestions for grouping can be found below this chart.
2. To delete a student from the group, click on the student's name a second time and the red check will disappear.
3. Once all students in the group have been selected, click on the "Grouping Report" button to view the instructional oral reading level and spelling feature scores for each student in the group.

[click for your GROUPING REPORT](#)

| Spelling Stage | Emergent/Early Letter Name | Letter Name | Within Word Pattern | Syllables & Affixes |
|-------------------|----------------------------|-------------|---------------------|---------------------|
| Instr. ORL | | | | |
| R | | | | |
| R/PP | | | | |
| PP | | | | |
| btw PP/P | | | | |
| P | | | | |
| btw P/1st | | | | |
| 1st | | | | |
| btw 1st/2nd | | | | |
| 2nd | | | | |
| btw 2nd/3rd | | | | |
| 3rd | | | | |
| btw 3rd/4th | | | | |
| 4th | | | | |
| btw 4th/5th | | | | |
| 5th | | | | |
| btw 5th/6th | | | | |
| 6th | | | | |

*Rate (WPM) too low for this Instructional Oral Reading Level.

TO CREATE INSTRUCTIONAL GROUPS:

The above chart sorts students by similar spelling and reading levels, however your knowledge of student performance is necessary to further refine the groupings. As it is difficult to plan and execute for more than four instructional groups, you will need to combine some of the groups highlighted above. To do this, please consider the following:

- Combine two contiguous cells in any direction: horizontally, diagonally, or vertically
- Combine students who are reading more than one year above grade level into one group, regardless of Instructional Oral Reading Level (Instructional ORL)

[click for your GROUPING REPORT](#)

END OF REPORT

When the user clicks for the Grouping Report (shown in above image), the following is generated:



GROUPING REPORT - FALL 2012

This report groups all students in the class for whom complete spelling feature scores were entered.



▶ Division: _____
▶ School: _____
▶ Grade: **K**

GROUP: Second Group

| Student Name | Instr. ORL | Spelling Stage | Spelling Feature Scores | | | | | | | | | | |
|--------------|-------------|----------------|-------------------------|---|---|----|---|------|----|-----|----|----|---|
| | | | B/E | D | B | SV | N | CVCe | LV | R/L | AV | SJ | A |
| 1. _____ | btw P/1st * | LN | 4 | 4 | 3 | 4 | 4 | 0 | 0 | | | | |
| 2. _____ | P * | LN | 4 | 3 | 3 | 4 | 2 | 0 | 0 | | | | |
| 3. _____ | P * | E/ELN | 3 | 4 | 1 | 2 | 0 | 1 | 0 | | | | |
| 4. _____ | P | LN | 4 | 2 | 3 | 4 | 3 | 1 | 0 | | | | |
| 5. _____ | btw P/1st | LN | 4 | 3 | 1 | 3 | 3 | 0 | 1 | | | | |
| 6. _____ | P | LN | 4 | 3 | 2 | 4 | 1 | 0 | 0 | | | | |
| 7. _____ | P | E/ELN | 3 | 1 | 2 | 4 | 1 | 0 | 0 | | | | |
| 8. _____ | 1st | E/ELN | 3 | 4 | 2 | 4 | 1 | 0 | 0 | | | | |
| 9. _____ | btw P/1st | LN | 4 | 1 | 0 | 4 | 0 | 3 | 0 | | | | |
| 10. _____ | 3rd * | LN | 4 | 0 | 0 | 4 | 1 | 0 | 0 | | | | |
| 11. _____ | btw P/1st * | LN | 4 | 4 | 1 | 3 | 2 | 0 | 0 | | | | |
| 12. _____ | 1st | E/ELN | 3 | 3 | 2 | 3 | 1 | 0 | 0 | | | | |
| 13. _____ | P | LN | 4 | 1 | 3 | 4 | 2 | 0 | 0 | | | | |

*Rate (WPM) too low for this Instructional Oral Reading Level.

■ END OF REPORT

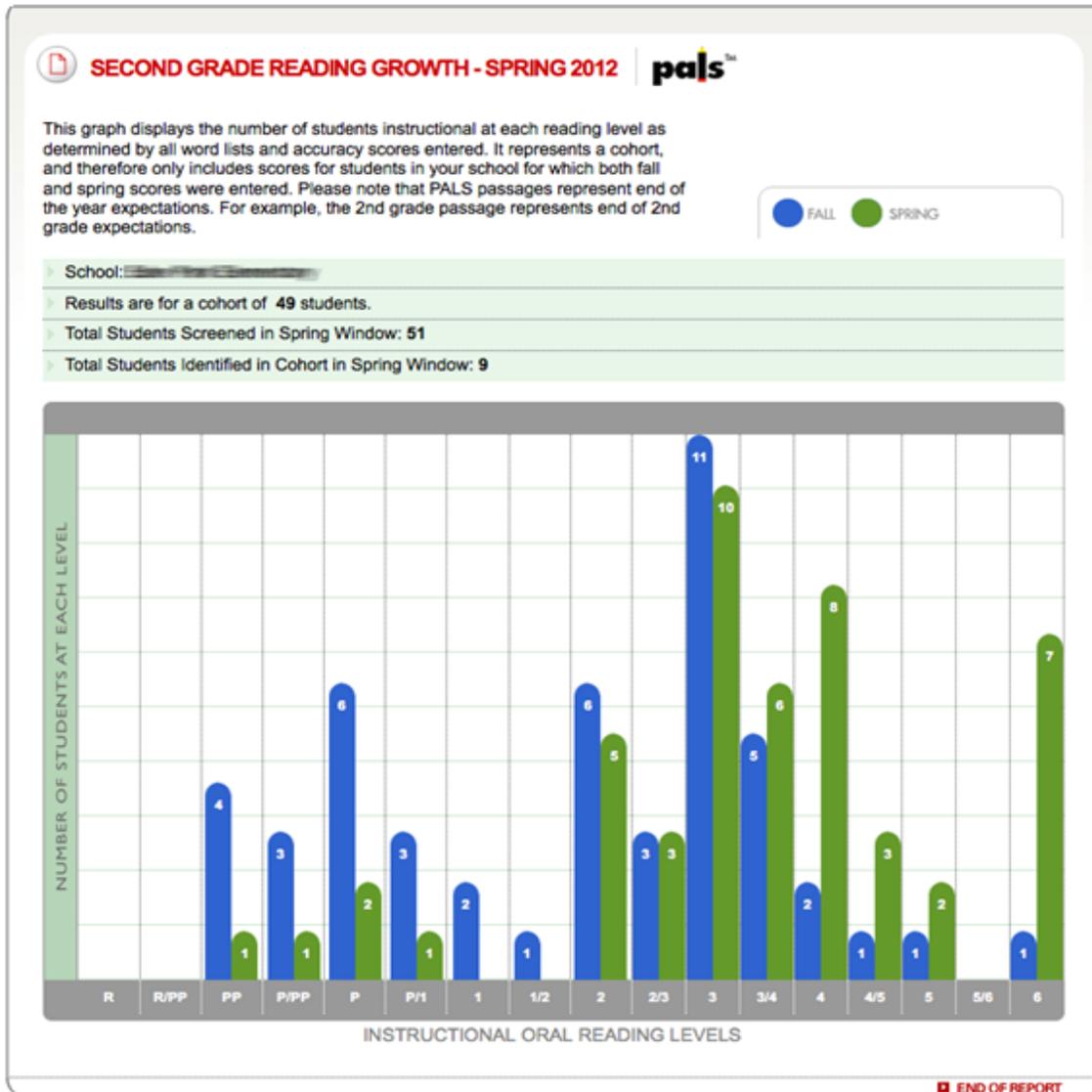
Disaggregated Data Report

By grade level, shows student demographic information and services provided.

| KINDERGARTEN DISAGGREGATED DATA - FALL 2012 | | | | | |
|---|---------------------------------------|--------------------|--------------|----------------------------------|-----------------|
| pals™ | | | | | |
| Division: [REDACTED] | | School: [REDACTED] | | Grade: K | |
| 17 student(s) were identified out of 65. | | | | | |
| GENDER | ETHNICITY | RACE | DISABILITIES | SERVICE | LEP |
| ID'D | | | | | |
| male: 11 female: 6 | Hispanic No: 3 Unspecified: 14 | | None: 17 | None: 17 | yes: 0 no: 0 |
| NOT ID'D | | | | | |
| male: 27 female: 21 | Hispanic No: 14 Unspecified: 34 | | None: 48 | None: 46 Title I (Reading): 2 | yes: 0 no: 0 |

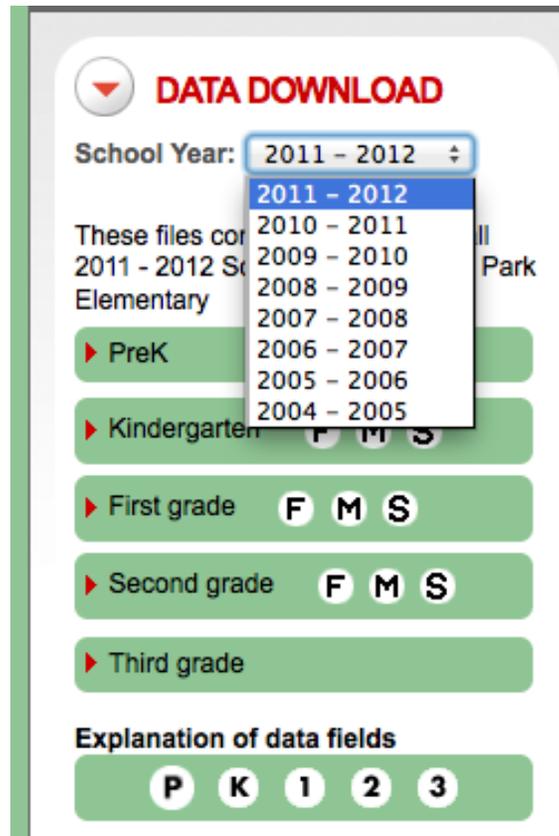
END OF REPORT

Grade Level Reading Growth (available for each grade level 1-3)



Data Download

Comprehensive, item-level data per student, organized by grade level and teacher, for each screening window (Fall, Mid-Year, Spring). Downloaded as a csv file.



The screenshot shows a web interface for downloading data. At the top, there is a red arrow icon and the text "DATA DOWNLOAD". Below this is a "School Year:" dropdown menu currently set to "2011 - 2012". A dropdown menu is open, showing a list of school years from "2011 - 2012" down to "2004 - 2005". To the left of the dropdown, there is text that reads "These files cor", "2011 - 2012 Sc", and "Elementary". Below the dropdown, there are several green buttons with red arrows pointing right, representing different grade levels: "PreK", "Kindergarten", "First grade", "Second grade", and "Third grade". The "First grade", "Second grade", and "Third grade" buttons also have "F M S" labels. At the bottom, there is a section titled "Explanation of data fields" with a green bar containing the letters "P", "K", "1", "2", and "3" in white circles.

District Level Reports

Summary of ID'd Students

By school, and by grade level and teacher, lists all students ID'd in Fall and Spring screening windows.

DIVISION HISTORY REPORT - FALL 2012



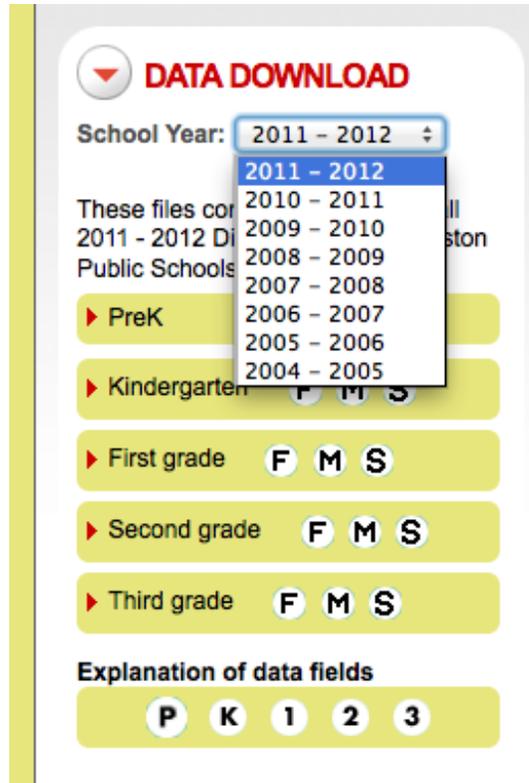
Division: Division

FILTER: Sort by Date

| DATE | GRADE | # ASSESSED | # IDENTIFIED | PERCENTAGE ID'D |
|-------------|--------------|------------|--------------|-----------------|
| Fall 2006 | Kindergarten | 701 | 92 | 13% |
| | First Grade | 615 | 148 | 24% |
| | Second Grade | 537 | 56 | 10% |
| Spring 2007 | Kindergarten | 735 | 160 | 22% |
| | First Grade | 578 | 60 | 10% |
| | Second Grade | 281 | 47 | 17% |
| Fall 2007 | Kindergarten | 689 | 95 | 14% |
| | First Grade | 817 | 198 | 24% |
| | Second Grade | 625 | 88 | 14% |
| Spring 2008 | Kindergarten | 730 | 108 | 15% |
| | First Grade | 790 | 77 | 10% |
| | Second Grade | 285 | 60 | 21% |
| Fall 2008 | Kindergarten | 629 | 56 | 9% |
| | First Grade | 816 | 136 | 17% |
| | Second Grade | 811 | 110 | 14% |
| Spring 2009 | Kindergarten | 669 | 134 | 20% |
| | First Grade | 824 | 115 | 14% |
| | Second Grade | 323 | 101 | 31% |
| Fall 2009 | Kindergarten | 668 | 78 | 12% |
| | First Grade | 795 | 152 | 19% |
| | Second Grade | 773 | 88 | 11% |
| | Third Grade | 4 | 2 | 50% |
| Spring 2010 | Kindergarten | 720 | 131 | 18% |
| | First Grade | 802 | 110 | 14% |
| | Second Grade | 326 | 89 | 27% |
| | Third Grade | 5 | 1 | 20% |
| Fall 2010 | Kindergarten | 659 | 107 | 16% |
| | First Grade | 818 | 160 | 20% |
| | Second Grade | 708 | 121 | 17% |
| | Third Grade | 6 | 6 | 100% |
| Spring 2011 | Kindergarten | 658 | 135 | 21% |
| | First Grade | 819 | 120 | 15% |
| | Second Grade | 778 | 118 | 15% |
| | Third Grade | 13 | 11 | 85% |
| | Kindergarten | 729 | 83 | 11% |

Data Download

Comprehensive, item-level data per student, organized by school and teacher, for each screening window (Fall, Mid-Year, Spring). Downloaded as a csv file.



The screenshot shows a web interface for downloading data. At the top, there is a red dropdown arrow next to the text "DATA DOWNLOAD". Below this is a "School Year:" label followed by a dropdown menu currently set to "2011 - 2012". A list of school years from "2011 - 2012" down to "2004 - 2005" is visible in the dropdown menu. Below the dropdown, there is a line of text: "These files cor... 2011 - 2012 Di... Public Schools...". Underneath, there are several yellow buttons with red arrowheads, each representing a grade level: "PreK", "Kindergarten", "First grade", "Second grade", and "Third grade". To the right of each grade level button are letters "F", "M", and "S" in white circles, representing screening windows. At the bottom, there is a section titled "Explanation of data fields" with a yellow button containing the letters "P", "K", "1", "2", and "3" in white circles.

Division History

Summarizes numbers of students screened and numbers of students identified, by grade level, and per screening windows across years.

DIVISION HISTORY REPORT - FALL 2012

Division:

FILTER:

| DATE | GRADE | # ASSESSED | # IDENTIFIED | PERCENTAGE ID'D |
|-------------|--------------|------------|--------------|-----------------|
| Fall 2006 | Kindergarten | 701 | 92 | 13% |
| | First Grade | 615 | 148 | 24% |
| | Second Grade | 537 | 56 | 10% |
| Spring 2007 | Kindergarten | 735 | 160 | 22% |
| | First Grade | 578 | 60 | 10% |
| | Second Grade | 281 | 47 | 17% |
| Fall 2007 | Kindergarten | 689 | 95 | 14% |
| | First Grade | 817 | 198 | 24% |
| | Second Grade | 625 | 88 | 14% |
| | Third Grade | 2 | 2 | 100% |
| Spring 2008 | Kindergarten | 730 | 108 | 15% |
| | First Grade | 790 | 77 | 10% |
| | Second Grade | 285 | 60 | 21% |
| Fall 2008 | Kindergarten | 629 | 56 | 9% |
| | First Grade | 816 | 136 | 17% |
| | Second Grade | 811 | 110 | 14% |
| Spring 2009 | Kindergarten | 669 | 134 | 20% |
| | First Grade | 824 | 115 | 14% |
| | Second Grade | 323 | 101 | 31% |
| Fall 2009 | Kindergarten | 668 | 78 | 12% |
| | First Grade | 795 | 152 | 19% |
| | Second Grade | 773 | 88 | 11% |
| | Third Grade | 4 | 2 | 50% |
| Spring 2010 | Kindergarten | 720 | 131 | 18% |
| | First Grade | 802 | 110 | 14% |
| | Second Grade | 326 | 89 | 27% |
| | Third Grade | 5 | 1 | 20% |
| Fall 2010 | Kindergarten | 659 | 107 | 16% |
| | First Grade | 818 | 160 | 20% |
| | Second Grade | 708 | 121 | 17% |
| | Third Grade | 6 | 6 | 100% |
| Spring 2011 | Kindergarten | 658 | 135 | 21% |
| | First Grade | 819 | 120 | 15% |
| | Second Grade | 778 | 118 | 15% |
| | Third Grade | 13 | 11 | 85% |
| Fall 2011 | Kindergarten | 729 | 83 | 11% |
| | First Grade | 772 | 174 | 23% |
| | Second Grade | 838 | 119 | 14% |
| | Third Grade | 6 | 5 | 83% |
| | Kindergarten | 724 | 81 | 11% |

Cohort Reports (four available)

- Fall K to Spring K
- Spring K to Spring 1st
- Spring 1st to Spring 2nd
- Spring 2nd to Spring 3rd

Display complete results once all teachers in your district have entered Spring Scores. Shows number of students identified within the cohort.

