

Summary Scoring RULES Sheet for the PALS Pre-K

READ THE MANUAL!

General Rules

1. Conduct the entire assessment (all six sections) over a two week period.
2. Write down on the scoring booklet the first date you begin to administer the test
3. Administer test items only once. The practice items may be repeated to ensure the child understands how to do the section.
4. Administer the sections in order.

I. Name Writing

1. Only the written name is scored
2. SCORE: Refer to Teacher's manual for scoring samples

II. Alphabet Knowledge

1. This section is divided into three parts: Part A is Upper Case; Part B is Lower Case; Part C is Letter Sounds
2. Mark a slash through each letter the child identified incorrectly or did not identify. Note incorrect responses for curriculum planning
3. Self-corrections are counted as correct answers.
 - a. But, in the lower case part, reversals of "b" or "d" are counted as incorrect.
4. SCORE: Count the number of letters (or letter sounds) the child identified correctly
5. If 16 or more are correct for upper case – continue to lower case.
6. If 9 or more lower case correct – continued to letter sounds
7. Letter sounds
 - a. C is cat, not city
 - b. G is gas, not giraffe
 - c. Pronunciation guidance on page 17

III. Beginning Sound Awareness

1. *Do not administer Beginning Sound Awareness either directly before or after the Rhyme Awareness Task.*
2. First response is scored – after scoring first response – *read the rest of the script for each item.*
3. Letter or letter name okay as a score – but letter sound is better. Target is to produce first sound of word target.

4. After child completes card, tell the correct answer
5. SCORE: For each item, record on the scoring sheet a "+" or "-" to indicate whether the child produced the correct beginning sound or provided the correct beginning consonant name.
 - a. Count the number of correct responses.

IV. Print and Word Awareness

1. Each question is different from the others so it is best to practice before the first assessment
2. Each item also has different guidelines for scoring. Follow the instructions carefully.
3. SCORE: Record a "+" or "-" on the scoring sheet for each item.
 - a. Count the number of correct responses.

V. Rhyme Awareness

1. *Do not administer the Rhyme Awareness either directly before or after the Beginning Sound Awareness task.*
2. Child can point or say word
3. SCORE: After each item, mark a "+" or "-" on the scoring sheet.
 - a. Count the number of correct responses.
4. For curriculum planning, circle the child's response when incorrect.

VI. Nursery Rhyme Awareness

1. The practice items are the only ones where you say the entire nursery rhyme.
2. Some nursery rhymes require the child to fill in two different missing words before the whole nursery rhyme is completed. If the child is unable to produce the first missing word, then read the nursery rhyme from the beginning, including the correct response – the first item should be scored as incorrect. Then continue with the rest of the rhyme and let the child fill in the second missing word.