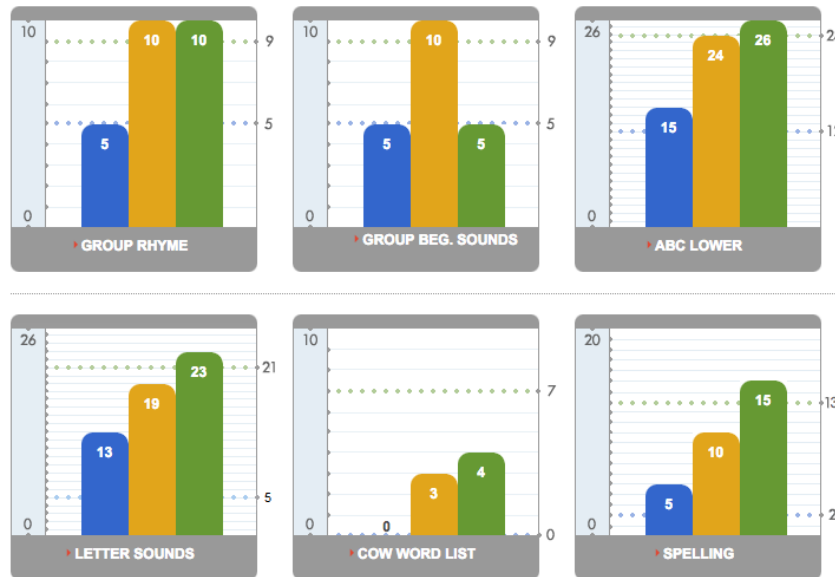




Using PALS Data: End-of-the-Year Tips Part II: Sharing with Families

Teachers can use the following *PALS* reports to make a one-pager for families on what the student is able to do, what the student needs to learn next, and activities they can do to help the student grow over the summer:

- *Individual Task Growth.* This report displays growth graphs for each *PALS-K* task in relation to Fall/Spring benchmarks and maximum scores. For example, you might point out... *your child went from identifying 15 letters to identifying all 26, and from identifying 13 letter sounds to identifying 23 over the course of the year. You can see that she is not consistently using her knowledge of letters and sounds when reading (COW) and spelling because she has not reached the maximum scores on COW word list and spelling.*



- *Individual Student Alphabet and Letter Sound Knowledge.* This report displays the lower-case letters and letter sounds that the student correctly identified on the Spring assessment. It also displays the particular letters or sounds that the student needs to continue learning.

▶ LOWER-CASE ALPHABET RECOGNITION

LETTERS IDENTIFIED CORRECTLY
a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z

TEACH THESE LETTERS

▶ LETTER SOUNDS

SOUNDS IDENTIFIED CORRECTLY
A | B | C | D | F | G | H | I | J | K | L | N | O | P | R | S | T | V | W | Z | Ch | Sh | Th

TEACH THESE LETTER SOUNDS
E | U | Y

So, for this particular student, we might share... *your child has made significant growth in rhyme, lower-case letters, and letter sounds. She is still working on beginning sounds, a few letter sounds (i.e., E, U, Y), concept of word, and spelling. You can keep working on these skills over the summer in fun ways. Keep reading to her every day and talk about what you are reading. Have her help you write a grocery list; have her say the words slowly and write the sounds she hears. She may write a letter to tell grandma about something that happened over the summer. Check out library books with simple text and have her point to the words as she reads them. Ask her to identify particular words and then ask how she knew which word was the one you asked her to find. Make sure she explains to you how she used the first letter and sound to identify the word.*

Including additional parent resources is great. You can suggest specific activities that would best meet the child's needs from the following websites:

- Reading Rockets: <http://www.readingrockets.org/>
- Starfall: <http://www.starfall.com/>
- Colorín Colorado: <http://www.colorincolorado.org/>