

First Grade: Minimum Assessment Expectations

	Beginning of Year	On-going Assessment		End of Year	
Assess	<ul style="list-style-type: none"> • Use Spring K PALS • Administer Fall PALS for ALL Students 	<ul style="list-style-type: none"> • Monitor PALS subtest skills for students NOT meeting benchmarks on Fall PALS <p>Monitoring Examples:</p> <ul style="list-style-type: none"> • PALS Quick Checks • Take Running/Reading Records* on ALL Students 	<ul style="list-style-type: none"> • Administer Mid-year PALS subtests for students NOT meeting benchmarks on Fall PALS subtest and for students for whom more information is needed to plan instruction 	<ul style="list-style-type: none"> • Monitor progress for students NOT within Mid-year PALS benchmark range <p>Monitoring Examples:</p> <ul style="list-style-type: none"> • PALS Quick Checks • Take a Running/Reading Record* on ALL Students 	<ul style="list-style-type: none"> • Administer PALS for ALL Students
Analyze	<p>Analyze Spring K PALS data to</p> <ul style="list-style-type: none"> • Group students NOT meeting benchmarks in small groups for targeted instruction • Group ALL students in guided reading groups <p>Analyze Fall PALS data to</p> <ul style="list-style-type: none"> • regroup students based on need for targeted instruction and guided reading 	<ul style="list-style-type: none"> • Analyze monitor data to regroup students based on need for targeted intervention • Analyze Reading Level based on Accuracy/Self-Correction, Comprehension & Fluency to regroup students with similar needs and reading levels 	<ul style="list-style-type: none"> • Analyze PALS subtest data to determine which students continue intervention and regroup students based on need for targeted intervention 	<ul style="list-style-type: none"> • Analyze monitor data to regroup students based on need for targeted intervention • Analyze Reading Level based on Accuracy/Self-Correction, Comprehension & Fluency to regroup students with similar needs and reading levels 	
Apply	<ul style="list-style-type: none"> • For students NOT meeting benchmarks, use PALS analysis to plan small-group intervention teaching targets • For ALL students, use PALS analysis to plan guided reading instructional teaching targets 	<ul style="list-style-type: none"> • Use monitor analysis to plan small-group intervention teaching targets • Use Running/Reading Record analysis to plan small-group, guided reading instructional targets 	<ul style="list-style-type: none"> • Use PALS analysis to plan small-group intervention teaching targets 	<ul style="list-style-type: none"> • Use monitor analysis to plan small-group intervention teaching targets • Use Running/Reading Record analysis to plan small-group, guided reading instructional targets 	

Resources

Assessment Records from K: PALS and Report Card

***Running/Reading Records:** Fountas and Pinnell Benchmark, PM Benchmark, LLI Reading Record, or informal running/reading record using leveled texts

On-going Assessment: PALS Quick Checks for 1) alphabet recognition, 2) letter sounds, 3) beginning sound production, 4) concept of word, 5) spelling (1-3) 6) pseudo-word decoding, 7) word recognition in isolation and 8) Oral Reading in Context (Reading/Running Record); Observational Checklists 1) based on Achievement Record 2) teacher-created

In practical use, the terms *Running Record* and *Reading Record* are interchangeable. They differ only in the way the teacher records a student's reading. *Reading Record* is used by Fountas and Pinnell when a teacher codes a student's oral reading performance on a copy of the text the student is using. *Running Record*, coined by Marie Clay, refers to a teacher coding a student's oral performance without using a copy of the printed text on the Running Record form.