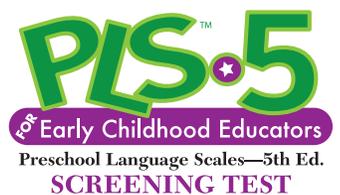




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# PLS™-5 Screening Test *for* Early Childhood Educators



## *Lisa, age six years*

Lisa is a quiet, shy kindergartener who loves to help the teacher with classroom tasks. She is enrolled at Mesa Elementary School. At the beginning of the school year, Lisa's teacher conducted a speech and language screening using the PLS-5 Screening Test for Early Childhood Educators the 5-and 6-year-olds in her kindergarten classroom. She uses the screening to:

- Identify children who need additional support in the classroom

- Identify children who may need to be referred to a speech-language pathologist. Through a comprehensive assessment, a speech-language pathologist can determine if the child is demonstrating signs of difficulty in speech and language development.

Because the teacher has training in administering and scoring standardized assessments, she uses PLS-5 to screen speech and language skills and identify students who may need to be referred for additional testing.

# Lisa's Performance on the PLS™ -5 Screening Test for Early Childhood Educators

## Language Section

*Lisa was able to do the following tasks:*

**Language Task 1—Understands qualitative concepts (each, every).** Lisa responded to “Point to each animal” and “Point to every toy” correctly. The pass criterion is two correct answers, so Lisa earned a score of 1.

**Language Task 2—Names or points to a picture that does not belong.** Lisa identified the pictures showing the correct answer for items 2a through 2c. Because the pass criterion is three correct answers, Lisa earned a score of 1.

**Language Task 4—Responds to why questions by giving a reason.** Lisa was able to provide appropriate answers to questions for items 4a and 4b. The criterion to earn a score of 1 was two correct answers, so Lisa's teacher skipped item 4c because Lisa had already met the pass criterion for this item to earn a score of 1.

**Language Task 5—Can fix a sentence so that it makes sense.** Lisa said, “The boy ate a big burger” for item 5a and “The girl sleeps in a bed” for item 5b, meeting the pass criterion of two correct answers and earning a score of 1. The teacher skipped item 5c.

**Language Task 6—Repeats sentences.** Lisa repeated each sentence verbatim for items 6a, 6b, 6c, and 6e. She did not say “don't you?” for 6d, so the teacher marked this answer as incorrect. Because Lisa repeated four sentences verbatim, she earned a score of 1.

*The following task was scored “0.”:*

**Language Task 5—Names or points to words that rhyme.** Lisa responded correctly to the first item, correctly identifying “sun” as rhyming with “fun.” She pointed to “match” as the word rhyming with “man,” and “pan” as rhyming with “bat.”

The pass criterion for the language section of the screening is “Score of 5 or more items correct.” Lisa earned a score of 5, so she met the pass criterion for the language section of the screening.

## Articulation Section

In the articulation section of the screening, Lisa made only one error on the sounds that are tested — the “th” sound at the end of the word “teeth.” She said the rest of the sounds correctly: “l, ch, f, r,” and the “br” blend. Because she said nine out of ten sounds correctly, Lisa met the pass criteria of eight or more sounds correct in the articulation section of the screening.

## Connected Speech Section

In this section of the screening, the teacher marked “You understand most of what the child says.” Because this description of Lisa's speech is the pass criterion for this section, Lisa passed the connected speech section of the screening.

## Social/Interpersonal Section

The teacher checked all six socially appropriate communication behaviors in the social/interpersonal section, such as “Greet you when you say “hi”, “Responds to your questions,” and “Speaks to other children.” Although Lisa is a little shy with adults she doesn't know, she will answer questions when asked in the company of familiar adults, so she was given credit for “Speaks to adults.” With a pass criterion of four or more statements checked, Lisa (with six statements checked) passed the social/interpersonal section of the screening.

## Stuttering Section

The teacher selected the description “Speaks as smoothly as peers.” Because no atypical characteristics (such as “Frequently repeats part of a word” or “Pauses excessively when talking”) were selected, Lisa met the pass criteria of “No atypical characteristics noted” in the stuttering section of the screening.

# Lisa's Performance on the PLS™ -5 Screening Test for Early Childhood Educators

## Voice Section

The teacher selected the description "Voice sounds like other children of the same age and sex." Because no atypical characteristics (such as "Voice sounds hoarse, rough, or breathy" or "Coughs or clears throat often") were selected, Lisa met the pass criteria of "No atypical characteristics noted" in the voice section of the screening.

## Screening Summary

### Screening Summary

Check only one box for each section. If the child does not meet the pass criteria, check "Refer for Additional Testing."

| Section              | Pass                                | Refer for Additional Testing |
|----------------------|-------------------------------------|------------------------------|
| Language             | <input checked="" type="checkbox"/> | <input type="checkbox"/>     |
| Articulation         | <input checked="" type="checkbox"/> | <input type="checkbox"/>     |
| Connected Speech     | <input checked="" type="checkbox"/> | <input type="checkbox"/>     |
| Social/Interpersonal | <input checked="" type="checkbox"/> | <input type="checkbox"/>     |
| Stuttering           | <input checked="" type="checkbox"/> | <input type="checkbox"/>     |
| Voice                | <input checked="" type="checkbox"/> | <input type="checkbox"/>     |

*Screening Summary for Lisa, Age 6 years*

While she passed the speech and language screening, the teacher noted that Lisa had difficulty on the rhyming task. She decided to check Lisa's ability to do other early literacy tasks such as segmenting words and letter identification to see if early literacy skills may be an area where she may need some extra practice and support.

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