

PLS-5 Summary Report

The Preschool Language Scales, 5th edition (PLS-5) is a standardized assessment to measure the language skills of young children. The LEP Team administered the Auditory Comprehension (AC) subtest of the PLS-5, which examines children's ability to understand and comprehend language. The PLS-5 has a mean score of 100 with a standard deviation of 15. **Scores between 85-115 are considered to be typical range.**

The children who scored within typical range for their age group (2-3½ years) generally demonstrate the following skills:

- Follows familiar directions with gestures
- Identifies familiar objects from a group of objects
- Identifies photographs of familiar objects
- Follows commands with gestures
- Identifies basic body parts and things you wear
- Understands simple verbs (e.g., drink)
- Engages in pretend play
- Understands pronouns (e.g., me, my)
- Follows commands without gestures
- Recognizes action in pictures
- Understands use of familiar objects

The table below shows scores of the children who were tested as well as recommendations to support children's language learning and development.

- **Blue** indicates the children who scored **above** typical range for their age.
- **Green** indicates the children who scored **within** typical range for their age.
- **Yellow** indicates the children who scored **below** typical range for their age.

The data and recommendations provided here may be used to inform and plan for classroom instruction. Although this report does not include all the children in your class, teachers may use this information together with observational data from Teaching Strategies GOLD (TSG) to differentiate instruction for individual children in your class. **Specifically, teachers can determine individual children's progress on TSG Objectives 8-10 and use strategies, including those recommended in the table below, to support children's learning and development.**

Child First Name	Child Last Name	Age When Assessed (years; months)	Standard Score	
Child A		2;9	118	Recommendations to support children who scored <u>above typical range for their age</u>. • Provide child-friendly definitions for new words and use them in sentences. Provide examples to help child learn the meaning. For example, “<i>Enormous</i> means really, really big. Like the watermelon in our garden is enormous!” • Write simple phrases under the pictures and read it aloud with child. For example, “I can swim,” or “We visited the zoo.” This will help child understand that print conveys meaning. • Read books with a simple story and talk about the story with child. Help them retell the story or act it out with props and dress-up clothes. • Sort pictures and objects into categories, like food, animals, or shapes. Ask your child to find the picture or object that does not belong. For example, a baby does not belong with the animals. • Provide opportunities to practice counting. Use early math concepts like “some”, “more”, and “all”.
Child B		2;2	106	Recommendations to support children who scored <u>within typical range for their age</u>. Strategies in the above section may also apply depending on children’s individual skills and progress. • Repeat what child says and add to it. For example, if they say, “apple” you can say, “Yes, I see the red apple! The apple is also round. Do you want to taste the apple?” • Encourage children to communicate or verbalize. Ask them to repeat things that you do not understand. For example, say, “I know you want a block. Tell me which block you want. The blue block or red block?” • Ask child to make a choice instead of giving a yes or no answer. For example, ask, “Would you like milk or water?” Wait for the answer and praise them for answering. • Teach new words often. Describe how things look or feel. Describe color, shape, and size. Talk to child as you do things and go places. • Sing songs, play finger games, and tell nursery rhymes. These songs and games teach children about the rhythm and sounds of language.
Child C		3;0	81	
N/A	N/A	N/A	N/A	Recommendations to support children who scored <u>below typical range for their age</u>. Strategies in the above section may also apply depending on children’s individual skills and progress. • Encourage child to point to and/or name pictures, body parts, or objects that you name. If they do not label initially, continue to name the pictures for them. Eventually, they will surprise you by telling you the name. • Use short words and sentences that child can repeat. Add to words the child says. For example, if child says “dog”, you can say, “I see a big white dog!” • Tell stories or read to child every day. Try to find books with large pictures and a few words on each page. Point to words as you read them. • Give child simple one- or two-step directions, like “Get the ball and put it in the box.” Support child as needed by modeling and using gestures. Provide ample wait time as needed for child to process.

Note. Recommendations are from the American Speech-Language-Hearing Association (ASHA) Communication Milestones. <https://www.asha.org/public/developmental-milestones/communication-milestones-birth-to-1-year/>