

PLS-5 Educare 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 (3½-5 years) generally demonstrate the following skills:

- Understands pronouns (e.g., me, her, his)
- Follows commands without gestures
- Engages in symbolic play
- Recognizes action in pictures
- Understands use of familiar objects
- Understands spatial concepts (e.g., in, out of, under)
- Understands quantitative concepts (e.g., some, all, most)
- Makes inferences
- Understands analogies (e.g., You see with your eyes. You smell with your ____.)
- Understands negatives in sentences (e.g., Show me who is not sleeping.)
- Identifies colors
- Understands post-noun elaboration (e.g., Find the ball that is red.)
- Identifies shapes

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		4;11	119	Recommendations to support children who scored <u>above typical range for their age</u>. • Talk about and sorting pictures and objects into categories. Ask child to find the picture or object that does not belong and talk about why it does not belong. • Talk about where things are in space, using words like “first and last”, “right and left”, “over and under”, and “next to and behind”. Talk about opposites, like “up and down” or “big and little.” • Teach new words and provide child-friendly definitions. • Pay attention to when child speaks. Respond, praise, and encourage them when they talk. Get their attention before you speak. Pause after speaking, and let them respond to what you said. • Encourage child to describe objects and talk about the similarities and differences of different objects. • Encourage child to make predictions about what will happen next in the story. Act out the stories or put on puppet shows. Have child draw a picture of a scene from the story. You can do the same thing with books, videos, and TV shows. Ask who, what, when, where, or why questions about the story. Point to words as you read them. • Instead of emphasizing the “correct” spelling of words while writing, help child to sounds out words and write letters for the sounds they hear. Accept logical spelling substitutions. For example, child might write “KT” for “cat”. This will help to develop child’s phonemic awareness and invented spellings. • Let child tell you how to do something and help them to sequence steps in order. For example, talk about the steps to brushing teeth or making a cake.
Child B		4;5	107	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. • Talk about and sort pictures and objects into categories, like food, animals, or shapes. Ask child to find the picture or object that does not belong. For example, a book does not belong with different types of clothing. • Talk about where things are in space, using words like “first and last”, “right and left”, “over and under”, and “next to and behind”. Talk about opposites, like “up and down” or “big and little.” • Teach new words and provide child-friendly definitions. • Pay attention to when child speaks. Respond, praise, and encourage them when they talk. Get their attention before you speak. Pause after speaking, and let them respond to what you said. • Describe objects. Talk about the similarities and differences of different objects. For example, you might talk about whether the objects are the same color, shape, or size. Encourage child to describe objects they see. • Tell stories that are easy to follow. Help child guess what will happen next in the story. Act out the stories, or put on puppet shows. Have child draw a picture of a scene from the story. You can do the same thing with books, videos, and TV shows. Ask who, what, when, where, or why questions about the story. Point to words as you read them. • Let child tell you how to do something. Draw a picture that they describe. Write down child’s story as they tell it. This will help them learn the power of storytelling and writing.
Child C		4;3	107	
Child D		4;3	101	
Child E		4;9	98	
Child F		4;8	98	
Child G		4;5	94	
Child H		3;10	94	

Child I		4;8	93	
Child J		4;5	90	
Child K		4;6	89	
Child L		3;11	87	
Child M		4;0	87	
Child N		5;1	84	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. • 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. Encourage child to describe objects they see. • Read books with a simple story and talk about the story with child. Help them retell the story or act it out with props, dress-up clothes, or puppets. • Sing songs, play finger games, and tell nursery rhymes. These songs and games teach children about the rhythm and sounds of language. • 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.
Child O		4;9	81	

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/>