Literacy Screening in Virginia

WHAT YOU NEED TO KNOW

VLP
VIRGINIA LITERACY PARTNERSHIPS
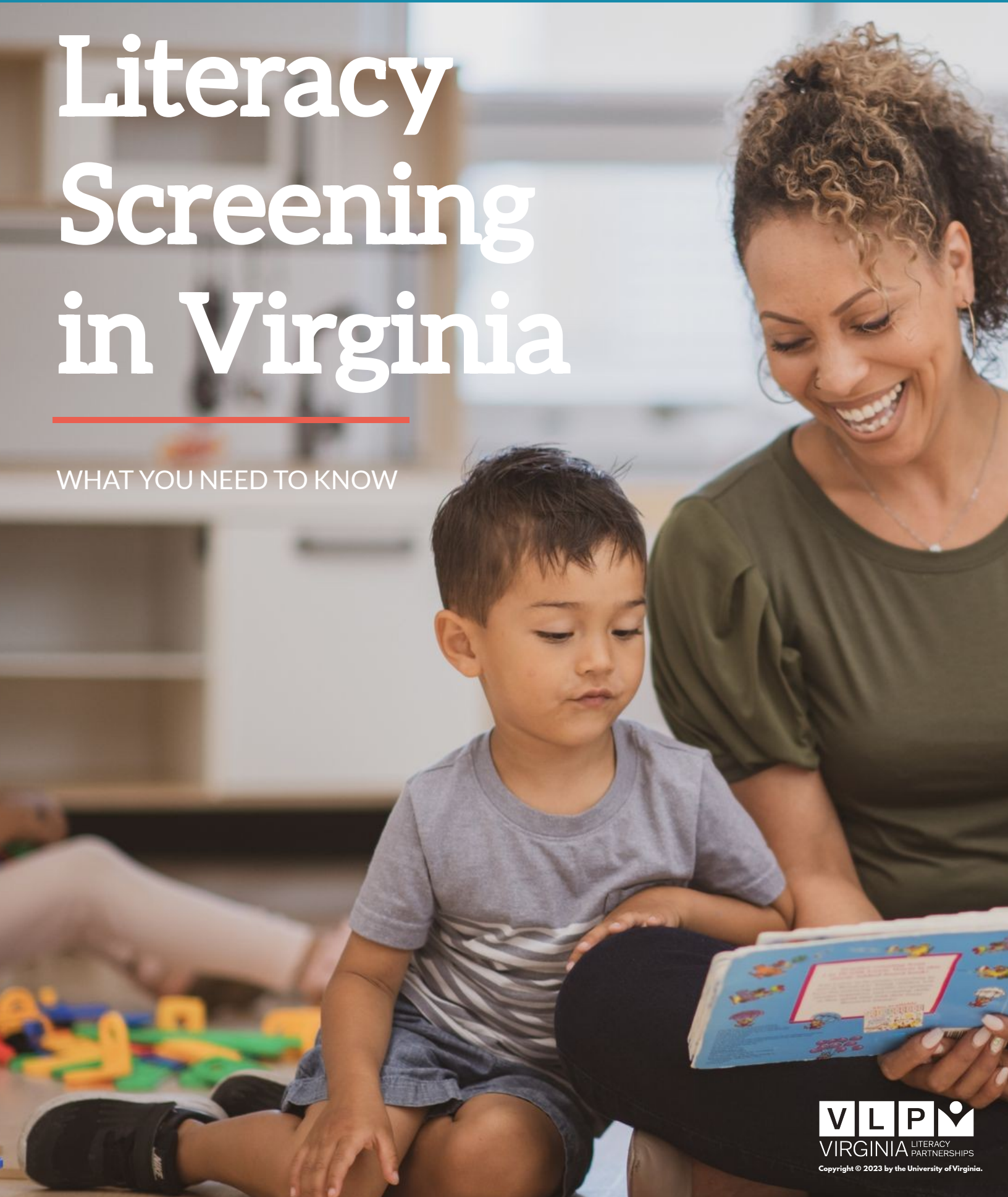
What's inside:

What is literacy & language development?

What is a literacy screener?

What is intervention?

What is VALLSS?

What do VALLSS scores tell you?

Support for your child

What is literacy and language development?

Literacy means that someone can read and write. Language development is the ability to understand and use spoken language. The goal of reading is to be able to understand (comprehend) what you read.

In order to read, students need to be able to:

1. *decode* – blend sounds together to read words
2. *encode* – spell words
3. *understand and use language*

As students' skills improve in these three areas, they develop fluency (reading words quickly and correctly) and *reading comprehension* (understanding what is read).

Decoding

Encoding   Language

→ Reading fluently with comprehension
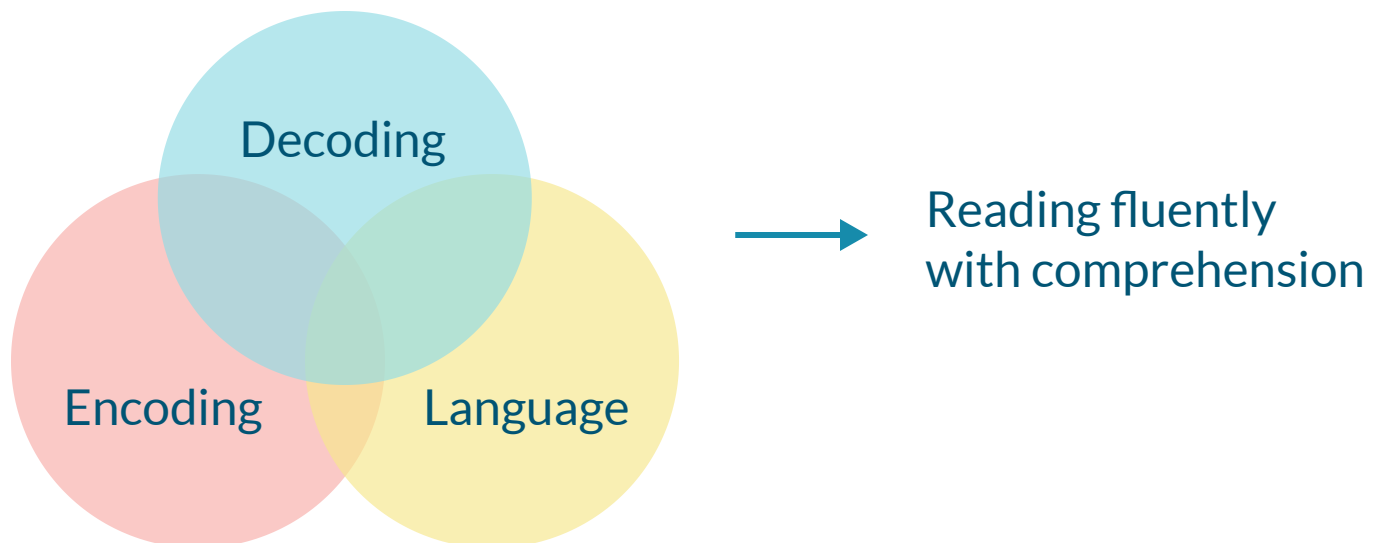
What is a literacy screener?

A *literacy screener* is a test or assessment. It is designed to identify students who may be at risk for developing reading difficulties.

Early screening is critical because risk for reading difficulties can be detected as early as kindergarten. It is important to screen for reading difficulties early in students' school careers, so that classroom instruction can be tailored to student need and they have the best chance to catch up.

What is intervention?

Intervention is **_extra instruction_** in specific skill areas that students need.

In Virginia, if students are identified as needing additional support, they receive _intervention_ to help them make progress.

Research tells us that early intervention is critical for students with reading difficulties, as students will not simply "catch up" without extra instruction.

VALLSS

What does VALLSS do?

VIRGINIA LANGUAGE & LITERACY SCREENING SYSTEM

1 — Gives a ***snapshot of critical literacy skills*** at a single moment in time

2 — ***Identifies students at risk*** for developing reading difficulties

3 — ***Provides instructionally-useful information*** to target instruction

VALLSS is the Virginia Department of Education's sponsored literacy screener.

What does VALLSS measure?

	VALLS Subtests	Description	Grade
Code-based	Letter Names	Name upper- and lowercase letters to measure letter name knowledge	K
	Letter Sounds	Say letter sounds when presented with a pair of upper- and lowercase letters (e.g., Ee) to measure letter sound knowledge	K-1
	Beginning Sounds Expressive	Say the first sound of a word or say a word that starts with the same sound as the given word to measure pulling sounds apart	K
	Phoneme Blending	Listen to sounds and blend them together to say a word to measure putting sounds together	K
	Phoneme Segmenting	Listen to a word and break it into sounds to measure breaking sounds apart	K-3
	Encoding	Spell words to measure application of phonics skills	K-3
	Real Word Decoding	Read words to measure application of phonics skills	K-3
	Pseudoword Decoding	Read made up words to measure application of phonics skills	K-3
	Oral Reading Fluency (ORF)	Read passage to measure the number of words read correctly in one minute	1-3
Language Comprehsnion	Passage Retell	Listen to and retell a story to measure oral language knowledge and skills	K-3
	Expressive Comprehension Questions	Answer questions after listening to a story to measure listening comprehension	K-3
	Nonsense Sentences	Repeat silly sentences to measure grammar	K-3
	Relational Vocabulary	Choose a picture after listening to a sentence to measure vocabulary	K
	Vocabulary Fluency	Say the name of pictures quickly to measure vocabulary	K-3
RAN	Rapid Automatized Naming (RAN): Letters	Say the name of repeated letters quickly to screen for processing difficulties	K-3

VALLSS

VIRGINIA LANGUAGE & LITERACY SCREENING SYSTEM

Measures components of reading that are **key** for reading comprehension

Aligned with the newest reading science

Piloted across the Commonwealth of Virginia with students from different backgrounds and language statuses

Measures progress over time

Expanded to include three year old PreK students all the way through Grade 3

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What do VALLSS scores tell you?

**(1)** If your child is at risk for developing a reading difficulty

After all of the subtests are completed, the student will receive an indication of an overall band of risk.

These bands are:

low risk
moderate risk
high risk

(2) In what components of literacy your child needs further instruction

Teachers use this information to *plan instruction and intervention*, to ensure students get the support they need to catch up.

Decoding

Encoding

Language
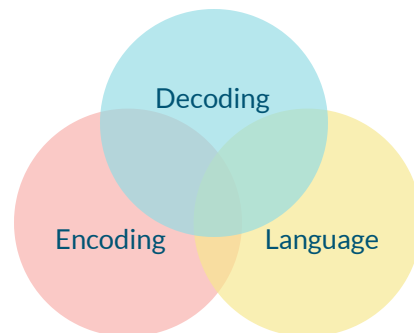
🔔 Check with your school for a letter that explains your child's VALLSS scores.

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Let's take a closer look!

Students' band of risk designation is available after all required scores are entered.

Student Summary - Fall 2023

Student: Kinder
Teacher: K-Two Soft Launch
Grade: K
School: K-2 Soft Launch School
Division: K-2 Soft Launch Division

Band of Risk: High Risk
Spring PALS ID**: No
Below Benchmark History***: 0/0

Subtests:

Student Scores

● Completed   ◑ In Progress   ○ Not Started

Alphabet Knowledge	Score
● Letter Names	20/52*
● Letter Sounds	20/28

Phonological Awareness	Score
● Beginning Sounds Expressive	4/10
● Phoneme Blending	0/10*
● Phoneme Segmenting	0/10*

Decoding/Encoding	Score
● Encoding	0/42*
● Real Word Decoding	0/10*
● Pseudoword Decoding	0/10*

Passage Comprehension	Score
● Passage Retell	2.5/6
● Expressive Comprehension Questions	3.5/8

Nonsense Sentences	Score
● Nonsense Sentences	3/10

Vocabulary	Score
● Relational Vocabulary	4/10
● Vocabulary Fluency	8

Processing	Score
● Rapid Automatized Naming (RAN): Letters	49

Instructional indicators are noted with an * beside the score. An instructional indicator means that the student needs extra explicit instruction and support in a particular skill.

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What if my child is in the high-risk band?

Support is on the way!

If your child is in the high-risk band, they are *significantly* behind in basic literacy development and need targeted, explicit instruction.

Your child's school will prepare a Reading Plan that's tailored to help your child make progress. Your child is eligible for an additional 2.5 hours of literacy instruction per week through the Early Intervention Reading Initiative (EIRI).

This 2.5 hours per week of additional literacy instruction may include time with a *person* or a *program*, or a *combination* of the two. Check with your child's school about EIRI intervention provided for your child.

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What if my child is in the moderate-risk band?

Targeted, explicit instruction is needed!

If your child is in the moderate-risk band, your child is at moderate risk for developing a reading difficulty. Your child needs to receive targeted, explicit instruction in areas of need based on the VALLSS instructional indicators.

Even though your child is not in the high-risk band, supplemental instruction is highly recommended to move them to the low-risk band and get them caught up in key skill areas.

What if my child is in the low-risk band?

Systematic and explicit classroom instruction

If your child is in the low-risk band, they are at low risk for developing a reading difficulty. Your child needs to continue to receive systematic and explicit classroom instruction.

Continue to monitor your child's VALLSS scores throughout the year.

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Ways to support your child at home

Click below to visit the *Resources for Families* section of the VLP Website.

Resources for Families

HOW CAN MY CHILD LISTEN TO BOOKS AT HOME?

HOW CAN MY CHILD PLAY COMPUTER GAMES TO HELP IMPROVE LITERACY SKILLS?

HOW CAN I HELP MY CHILD PLAY WITH SOUNDS?

HOW CAN I HELP MY CHILD LEARN THEIR LETTER NAMES AND SOUNDS?

HOW CAN I HELP MY CHILD READ AND SPELL WORDS?

HOW CAN I HELP MY CHILD LEARN NEW VOCABULARY?

HOW CAN I HELP MY CHILD WITH READING COMPREHENSION?

HOW CAN I SUPPORT MY CHILD'S LANGUAGE DEVELOPMENT?

HOW CAN I SUPPORT MY CHILD'S WRITING?

To learn more, visit: literacy.virginia.edu