Dear Family,

Kindergarten through Grade 3 students in Virginia take an early reading screener: Virginia Language and Literacy Screening System (VALLSS). In this letter we will tell you what we learned about your child's reading skills and how we will use that important information to guide instruction.

What is "language and literacy" and how is it related to reading development?
Language development is the ability to understand and use spoken language. Literacy means that someone can read and write. The goal of reading is to be able to understand (comprehend) what you read. To read, people need to be able to:
1. _decode_ – blend sounds together to read words
2. _encode_ – spell words
3. _understand and use language_

As skills improve in these three areas, people develop _fluency_ (reading words quickly and correctly) and _reading comprehension_ (understanding what is read).

What is a reading screener?
A reading _screener_ is a kind of test that tells us how likely it is for a child to need extra help to make needed progress in reading skills. It is important to screen for risk for developing language and reading difficulties when children are young, so that instruction can be tailored to a child's needs. If a child is at high risk for developing language and reading difficulties, that means that they need extra instruction (_intervention_) to help them make more progress in their reading development.

What is _VALLSS_?
VALLSS is the Virginia Department of Education's (VDOE)-sponsored reading screener that is designed to show a child's level of risk for developing reading difficulties and provide teachers with information to plan instruction. VALLSS includes subtests that measure _decoding, encoding,_ and _language_, all of which are necessary to develop reading comprehension.

How do I read my child's VALLSS _Student Summary_ Report?

Band of Risk for Developing Reading Difficulties
Your child's _Band of Risk_ is noted at the top of the _Student Summary_ report. The three possible _Bands of Risk_ are _high risk, moderate risk, and low risk_. These bands are calculated based on student scores across the code-based subtests under Alphabet Knowledge (for Kindergarten and Grade 1), Phonological Awareness, and Encoding/Decoding. Information about these skills is found on the _VALLSS Subtest_ chart on a subsequent page.

If your child's _Band of Risk_ is _high_, this indicates that your child is at _high risk_ for developing reading difficulty. Students at _high risk_ are required by Virginia's Early Intervention Reading Initiative (EIRI) to receive 2.5 hours of additional reading instruction per week, above and beyond regular classroom instruction.

Divisions and schools determine how intervention is provided. The 2.5 hours per week may include time with a _person_ or a _program_, or a _combination_ of the two. This intervention may take place within your child's classroom or in an alternate location in the school. You may ask your child's teacher for clarification.

If your child's _Band of Risk_ is _moderate_ or _low_, your child is not identified to receive intervention funded through Virginia's Early Intervention Reading Initiative (EIRI). However, your child's individual subtest scores may still indicate that your child needs extra instruction in some reading skills.

Instructional Indicators

For each subtest, your child will receive a raw score. These scores help us target skills that need extra instruction. If your child has an *Instructional Indicator* (an asterisk *) next to a subtest score, your child may need extra instruction in that skill.

If your child falls in the High band of risk they qualify for a reading plan per EIRI guidelines. Your child will receive intervention in the areas of need indicated on the attached VALLSS report.

Student reading plans detail the targeted reading intervention services your child will receive. Reading plans will be developed in partnership with families, educators and specialists and will be finalized during parent/teacher conferences for students in **grades 1-3** with your participation. You are encouraged to participate in the development of your child's reading plan at that conference time. Your child's reading plan will be viewable in ParentVUE after parent teacher conferences. **Kindergarten** plans will be viewable in ParentVUE by November 22nd and you may provide feedback and/or request a conference with your child's teacher if you have any questions about the reading plan.

For a translation of this document, please visit the webpage at https://www.fcps.edu/node/50319 or contact your student's school.

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如果您需要本文件的翻译文本，请访问网页 https://www.fcps.edu/node/50319 或联系您的学生所在学校。

이 문서의 번역은 웹페이지, https://www.fcps.edu/node/50319 를 방문하거나 자녀의 학교에 문의하시기 바랍니다.

Para obtener la traducción de este documento, sírvanse ir a la página web https://www.fcps.edu/node/50319 o contactar a la escuela de su hijo(a).

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Để có bản dịch của tài liệu này, xin vui lòng truy cập trang mạng tại https://www.fcps.edu/node/50319 hoặc liên lạc với trường của con em quý vị.

What does VALLSS: Grades K-3 measure?

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

*Not all subtests are required at each grade level or at each assessment period.

VLP
VIRGINIA LITERACY PARTNERSHIPS