VALLSS STUDENT SUMMARY REPORT

Created at _____

To the Parents/Guardians of _____SID: _____GRD: ____

Your student recently took the Virginia Language & Literacy Screening System (VALLSS) assessment. This report tells you what we learned about your student's reading skills and how we will use that important information to guide instruction. You can learn more about how VALLSS measures reading skills under "Test Facts" on the VALLSS Information webpage (https://www.fcps.edu/node/50319). The information that follows will help you read your student's VALLSS student summary report and understand how scores are used.

BAND OF RISK: Your student's Band of Risk is noted as the most recent "Status" for overall code-based literacy performance at the top of the data table. There are three possible Bands of Risk: HIGH risk, MODERATE risk, and LOW risk. The band is based on your student's overall scaled score for code-based subtests. Learn more about the code-based subtests under "Tested Content" on the VALLSS Information webpage (https://www.fcps.edu/node/50319).

- If your student's Band of Risk is HIGH, this indicates that your student 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. Students at high risk are required to have a Reading Plan developed per the Virginia Literacy Act. Student reading plans detail the targeted reading intervention services your student will receive (see Subtest Performance below). **Reading plans are developed in partnership with families, educators, and specialists. You are encouraged to participate in the development of your student's reading plan. Your student's reading plan will be viewable in ParentVUE, and you can monitor your student's intervention progress within ParentVUE**. Learn more about reading plans for students at high risk on the VALLSS Information webpage (https://www.fcps.edu/node/50319).

- If your student's Band of Risk is MODERATE or LOW, your student is not identified to receive intervention funded through EIRI. However, individual subtest scores may still indicate that your student needs extra instruction in some skills (see Subtest Performance below).

SUBTEST PERFORMANCE: This report's data table shows your student's raw score for their VALLSS subtests along with the maximum score for that skill. Scores are provided for each window that your student tests this year (fall, winter, spring), with the most recent window scores added to past scores when they are available. This lets you see how your student's literacy skills develop over time and helps us target skills that need extra instruction. A subtest status of RAI (requires additional instruction) serves as an Instructional Indicator. This means your student may need extra support in that skill area.

If you have questions about strengths and needs in reading or mathematics, please contact your student's teacher. If your student receives English for language development (ELD) services, keep in mind that VALLSS tests are in English. Contact your student's ESOL teacher for information about their English language development.

Test: _____

TEST INFORMATION	**FALL**			**WINTER**			**SPRING**		
Administering School:	_____ ES			_____ ES			_____ ES		
Test Date:	__/__/____			__/__/____			__/__/____		
Performance on Tested Skills / Subtests	Score	Max	Status	Score	Max	Status	Score	Max	Status
OVERALL CODE-BASED LITERACY PERFORMANCE			_____ RISK			_____ RISK			_____ RISK
Code-Based: Alphabet Knowledge - Letter Names									
Code-Based: Alphabet Knowledge - Letter Sounds									
Code-Based: Phon Awareness - Beg Sounds Expressive									
Code-Based: Phon Awareness - Phoneme Blending									
Code-Based: Phon Awareness - Phoneme Segmenting									
Code-Based: Decoding/Encoding - Encoding									
Code-Based: Decoding/Encoding - Real Word Decoding									
Code-Based: Decoding/Encoding - Pseudoword Decoding									
Code-Based: Oral Reading Fluency - Passage 1									
Code-Based: Oral Reading Fluency - Passage 2									
Language: Passage Compr - Passage Retell									
Language: Passage Compr - Expressive Questions									
Language: Syntax - Nonsense Sentences									
Language: Vocabulary - Vocabulary Fluency									
Language: Vocabulary - Relational Vocabulary									
Other: Processing - RAN Letters									

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

لغرض الأطلاع على ترجمة هذه الوثيقة، يرجى زيارة الموقع الألكتروني https://www.fcps.edu/node/50319 أو الأتصال بمدرسة الطالب.

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).

اس دستاویز کے ترجمعے کے لئے، براہ مہربانی https://www.fcps.edu/node/50319 کے ویب پیج پر تشریف لے جائیں یا اپنے بچے کے اسکول سے رابطہ کریں۔

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.