

Student Summary Report Information for VALLSS: Grades K-3 – Fall 2024– English

How do I read my child's VALLSS Student Summary Report?

Kindergarten through Grade 3 students in Virginia take an early reading screener: Virginia Language & Literacy Screening System (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 replaces the previous PALS screener. VALLSS includes subtests that measure *decoding*, *encoding*, and *language*, all of which are necessary to develop reading comprehension. In this flyer, we will share with you what you might expect to learn about your child's reading skills and how we will use that important information to guide instruction.

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 following page.

In the example below, the *Band of Risk* for developing reading difficulty is Moderate .

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.

Previous Screening Results

You will see two other labels at the top of your child's report. This information is from prior PALS screening(s):

- **Spring PALS ID** indicates whether your child was Identified by PALS as of Spring 2024
- **Below Benchmark History** is the number of times your child scored below benchmark over the number of times



Student Summary

Fall 2024



Student: Student 5

Teacher:

Grade: 2

School:

Division:

Spring PALS ID:** No

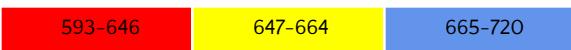
Below Benchmark History*:** 0/1

			Fall	
			Score	Max
Subtest			Moderate Risk	Score
			Scaled Score	660
CODE-BASED	Alphabet Knowledge	Letter Names		52
		Letter Sounds		28
	Phonological Awareness	Phoneme Blending		10
		Phoneme Segmenting		10
	Decoding/Encoding	Encoding	64	95
		Real Word Decoding	13	15
		Pseudoword Decoding	10	15
	Oral Reading Fluency	Oral Reading Fluency: Passage 1	72	n/a
		Oral Reading Fluency: Passage 2	95	n/a
	LANGUAGE	Passage Comprehension	Passage Retell	1*
Expressive Comprehension Questions			1*	8
Syntax		Nonsense Sentences	4*	10
Vocabulary		Vocabulary Fluency	2*	n/a
OTHER	Processing	Rapid Automatized Naming (RAN): Letters	52	n/a

High Risk Student is in the High-Risk Band for developing reading difficulties and qualifies for EIRI.

Moderate Risk Student is in the Moderate-Risk Band for developing reading difficulties and requires additional explicit instruction; supplemental instruction is highly recommended based on student need.

Low Risk Student is in the Low-Risk Band for developing reading difficulties.



Fall Scaled Scores for Bands of Risk

* Student requires additional explicit instruction in this skill.

** Student was Identified by PALS as of Spring 2023.

*** Number of times a student was below benchmark/number of times screened with PALS in Fall and/or Spring.

^ Student flagged as at risk for Rapid Automatized Naming.

Note: Students with Non-Standard (NS) or Exempt Administration (E) are not assigned *, ^, or Band of Risk.

What does VALLSS: Grades K-3 measure?

VALLSS			
	VALLSS Subtests	Description	Grades Tested
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	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 picture quickly to measure vocabulary	K-3
RAN	Rapid Automated Naming (RAN): Letters	Say the name of repeated letters quickly to screen for processing difficulties	K-3

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