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Virginia Assessment of Literacy: Updated and Expanded

Virginia Literacy Partnerships

Lunchtime Learning

William & Mary Science of Teaching Reading Conference

September 30, 2022

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Welcome & Introductions

- **Virginia Literacy Partnerships (VLP) Team Members**
  - Emily Solari
  - Beth Williams
  - Erin Beard

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Today's Agenda

- Brief overview of state level literacy data
- Virginia Literacy Act
- Research
- Literacy screener pilot
- Resources and support
- Questions

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State-Level Literacy Data

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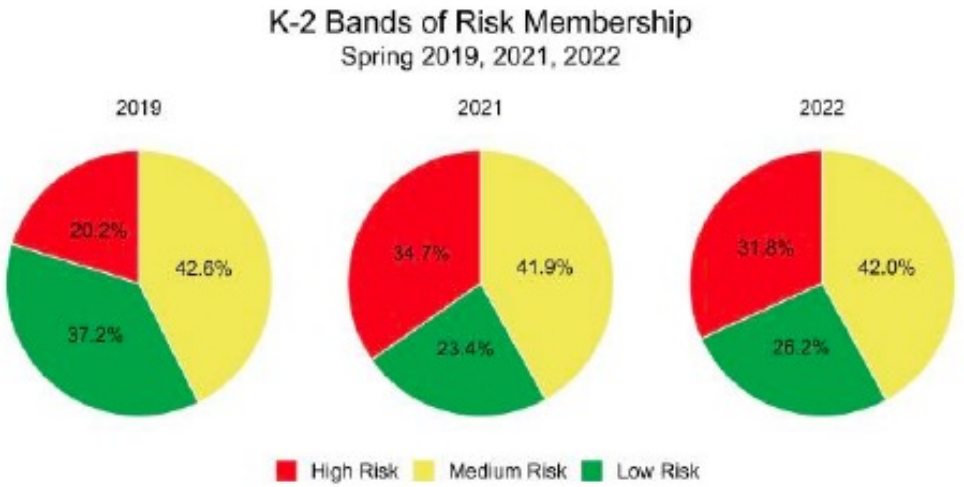
Shifts in Distribution of Students Across Risk Levels

- In Spring 2022, a large majority of K-2 students were at high or medium risk for reading difficulties.
- The proportion of students at high risk for reading difficulties (i.e., below benchmark) is increasing and the proportion of students at low risk for reading difficulties is decreasing.
- In 2022, nearly three in four K-2 students were at high or medium risk for reading difficulties, similar to the rates observed in 2021.



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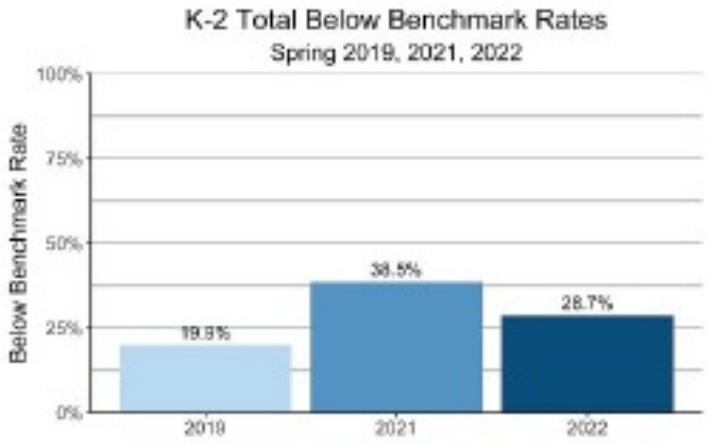
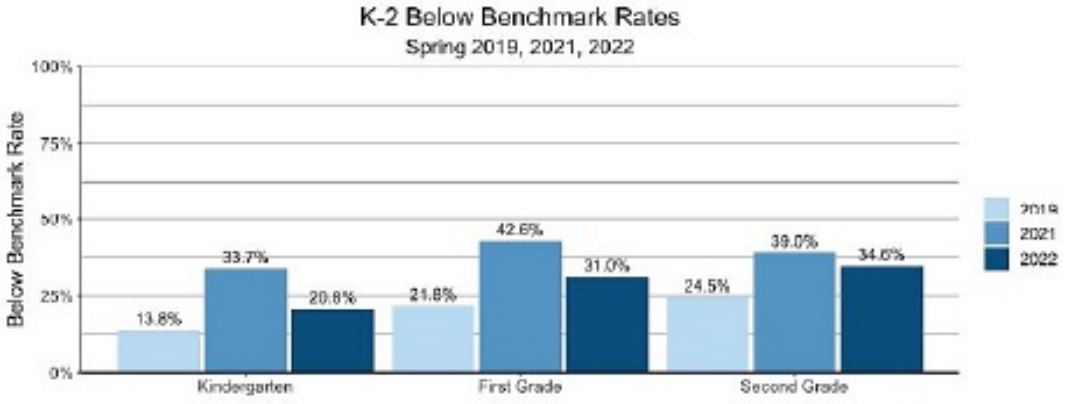
Below Benchmark Trends Spring 2019-2022

- Below benchmark rates decreased from 2021 to 2022.
- However, the 2022 below-benchmark rate remained higher than pre-pandemic rates.
- Compared to kindergarten and first grade students, second graders showed the least improvement in below-benchmark rates from Spring 2021 to Spring 2022.





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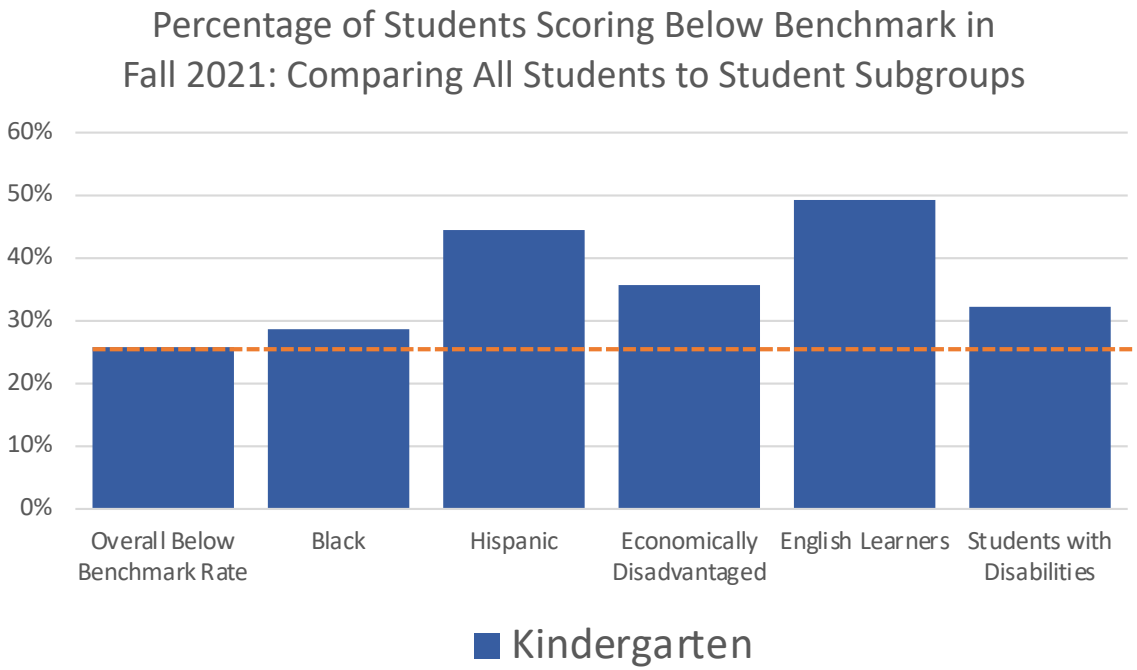
Disproportionate Risk for Students from Marginalized Groups

In each grade level, below benchmark rates are higher among historically marginalized student groups compared to the overall rate for all students.



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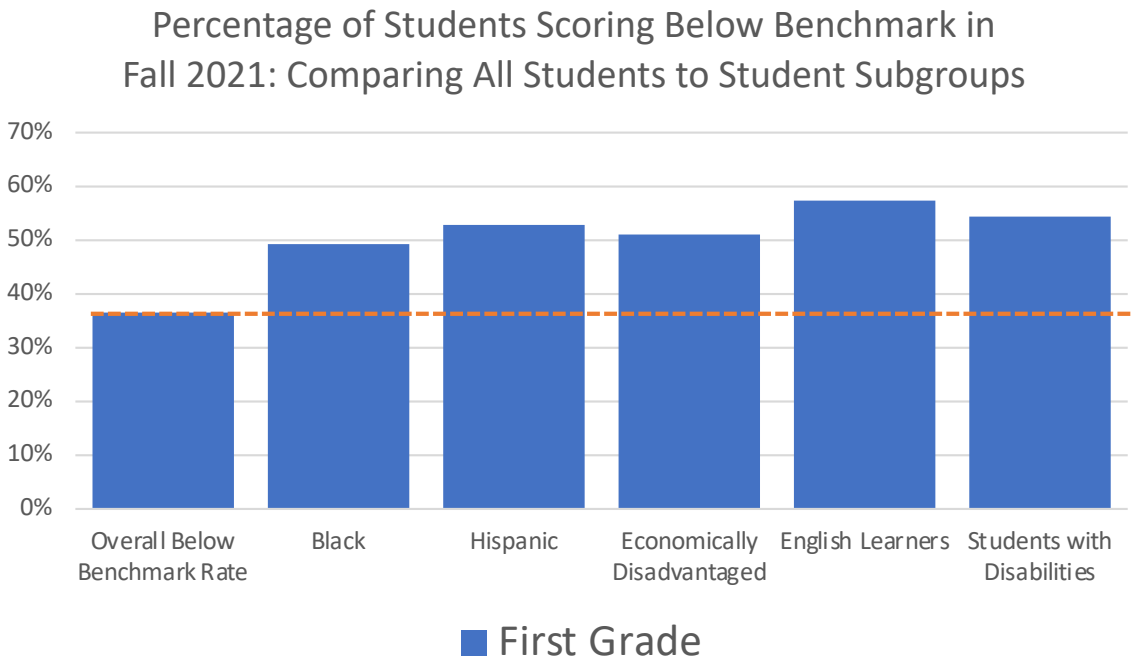

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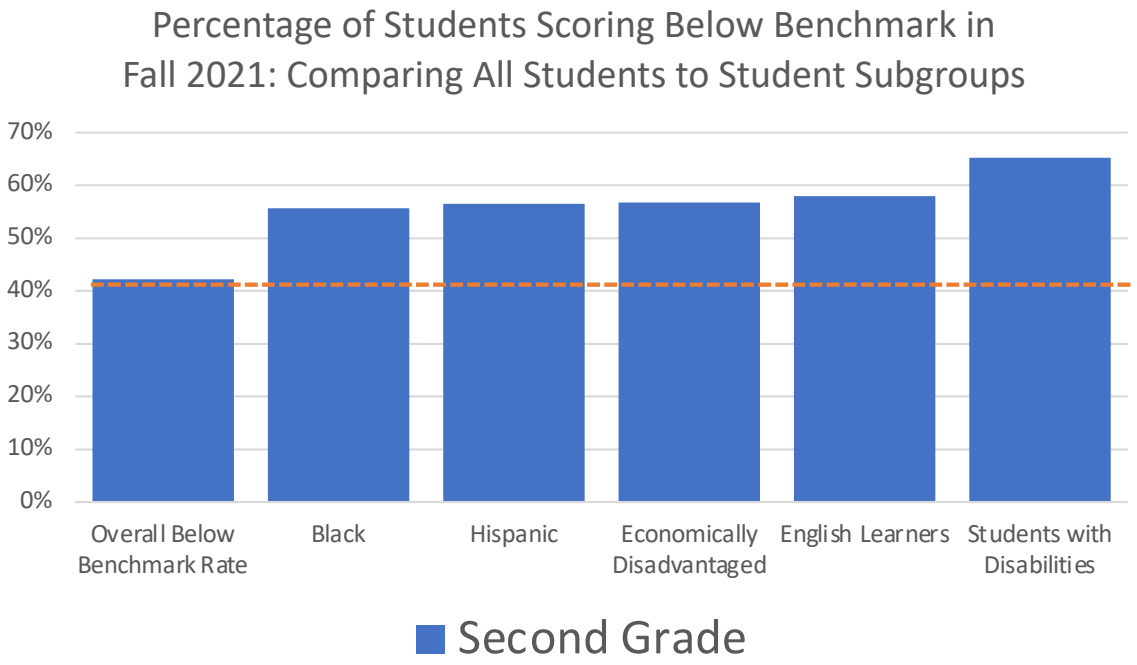

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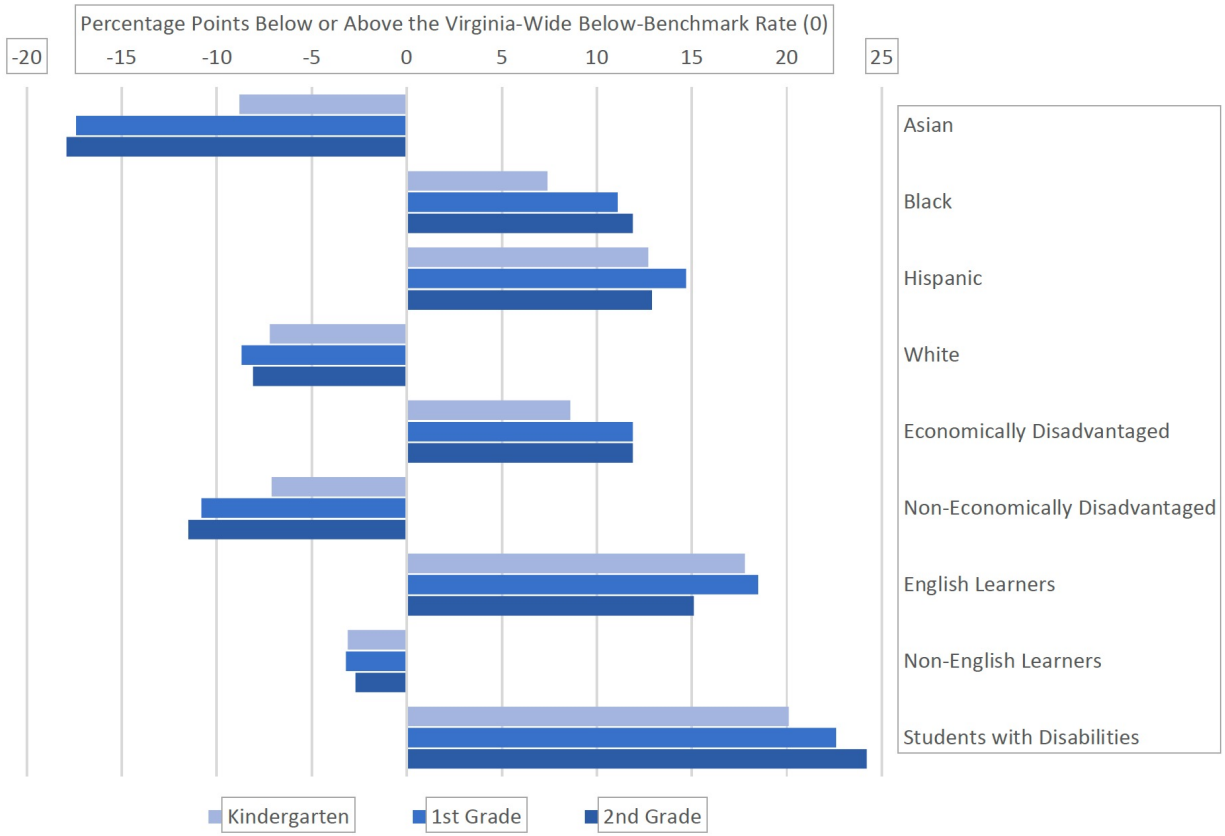
Spring 2022 Below-Benchmark Rates for Student Subgroups Relative to the Virginia-Wide Rate

In Spring 2022, students who are Black, Hispanic, economically disadvantaged, English learners, or who have a disability had below-benchmark rates at minimum 15 percentage points higher than the overall Virginia-wide rate, whereas students who are Asian, White, non-economically disadvantaged, or non-English learners had below-benchmark rates three to 18 percentage points lower than the overall Virginia-wide rate.



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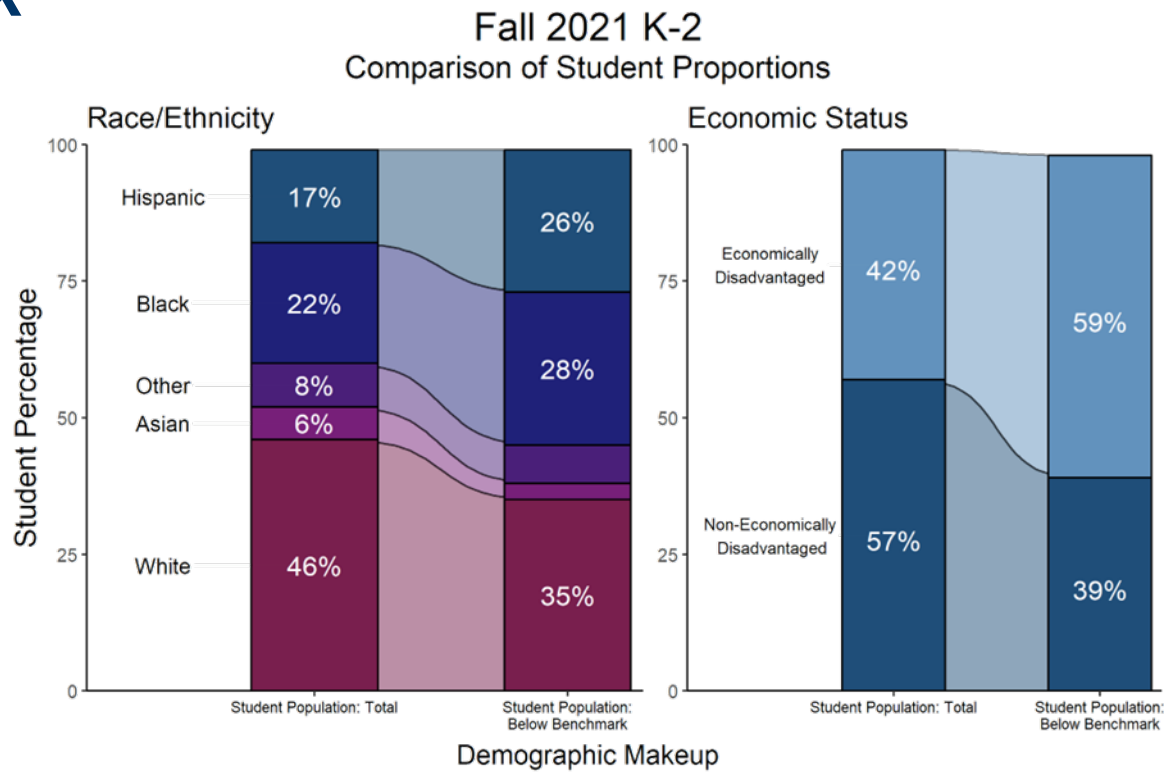
Disproportionate Risk for Students from Marginalized Groups

Relative to their representation in the full student population, students from historically marginalized groups make up a higher proportion of below benchmark scores.



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Virginia Literacy Act (VLA)

Links between the new screener, the literacy act, and supporting classroom instruction

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Why We Need The Virginia Literacy Act

To reverse the trend in literacy levels

To address learning loss from the pandemic and other factors

To ensure all children read at benchmark in K-3

To provide support for increasing numbers of at-risk readers

To provide teachers with evidence-based instructional strategies and curricula

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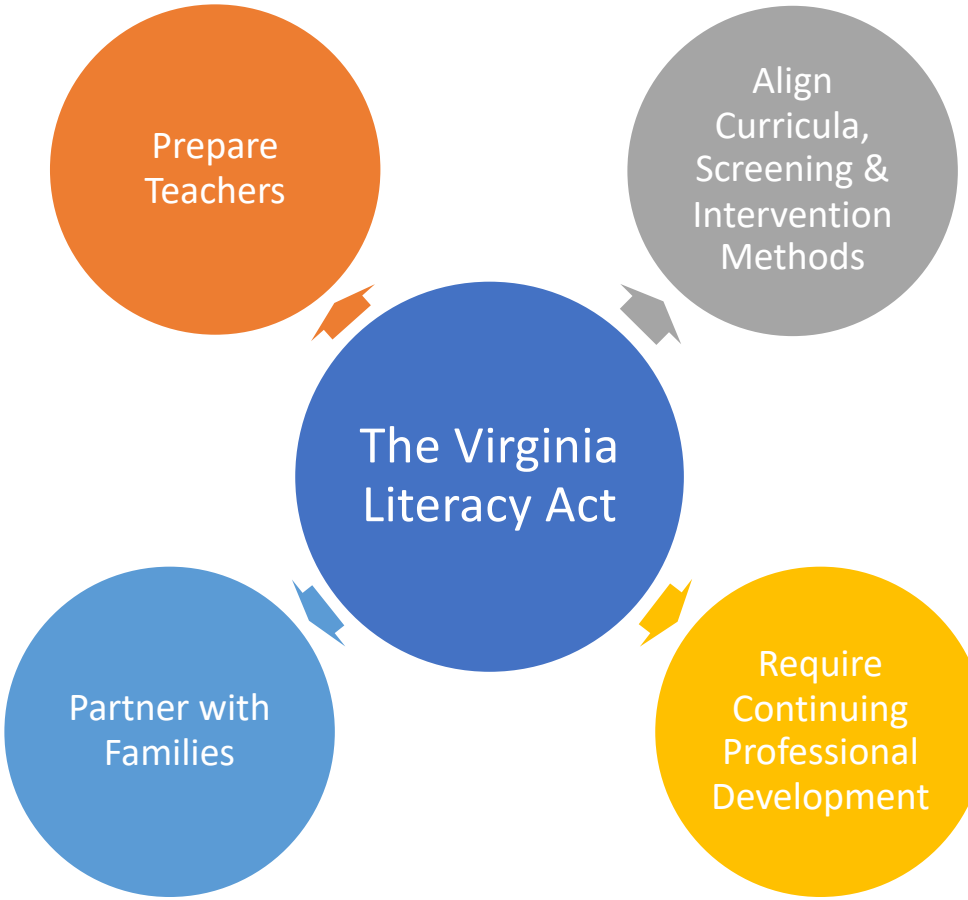
What The Virginia Literacy Act Does



Science Based Reading Research

Evidence-based Literacy Instruction

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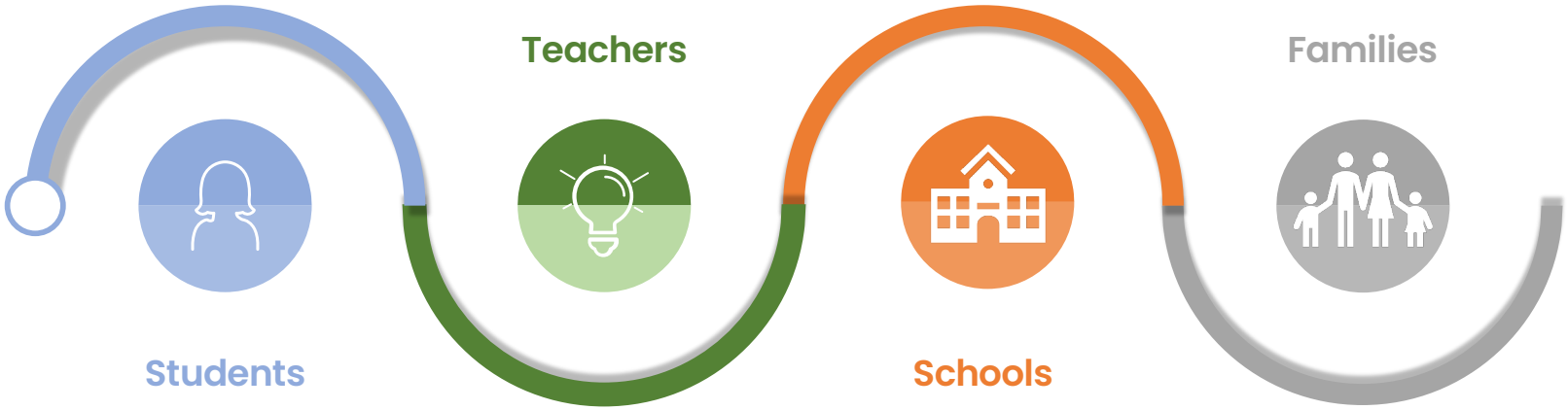
Who Will Benefit?



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Science-Based Reading Research

Informing the Need for a Revised Screener

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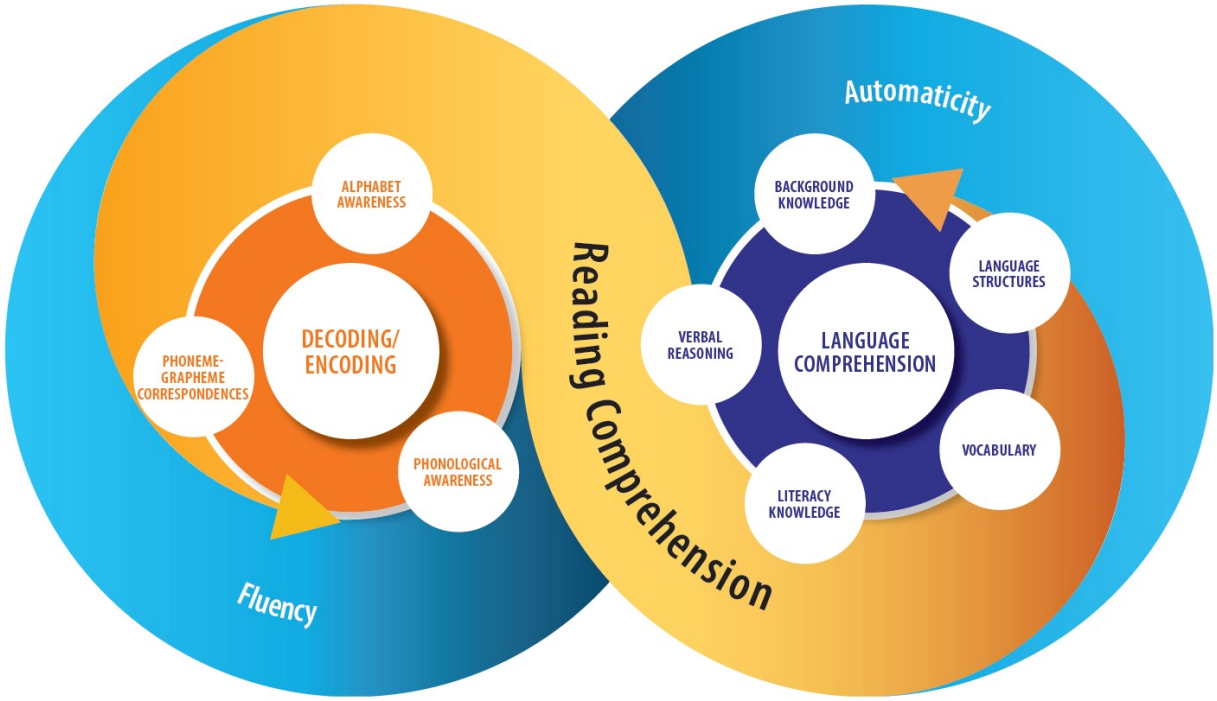
Reading Comprehension Development



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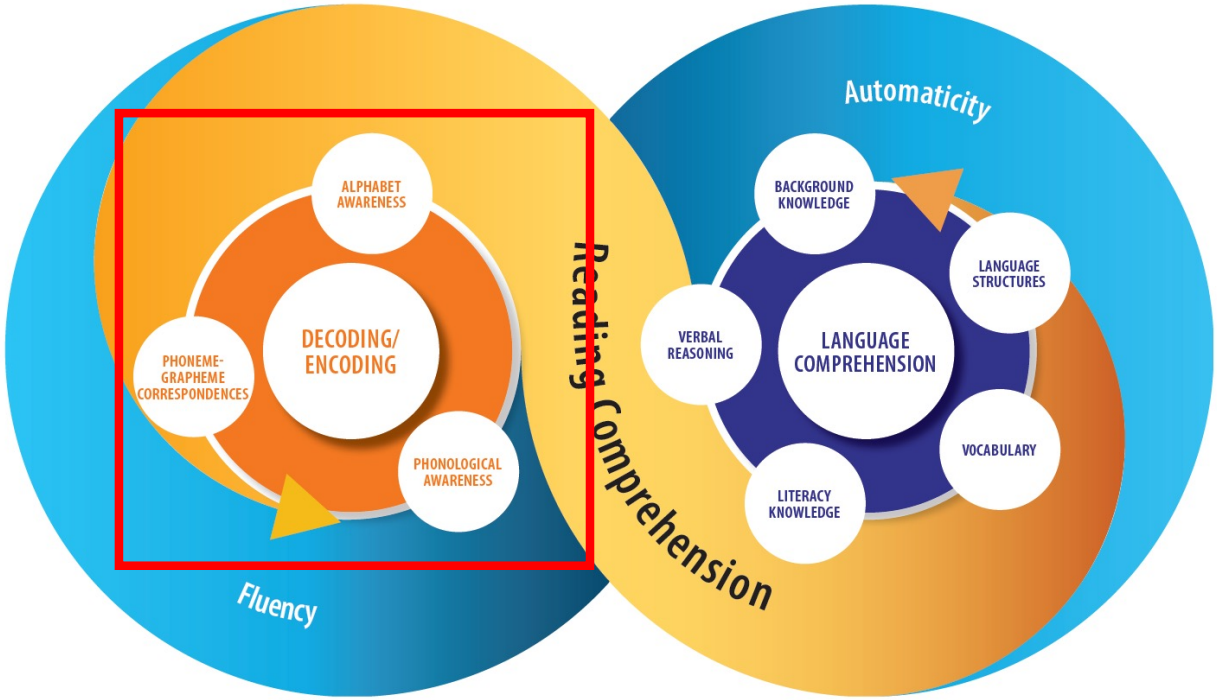
Comparing PALS and Revised Screeners

PALS



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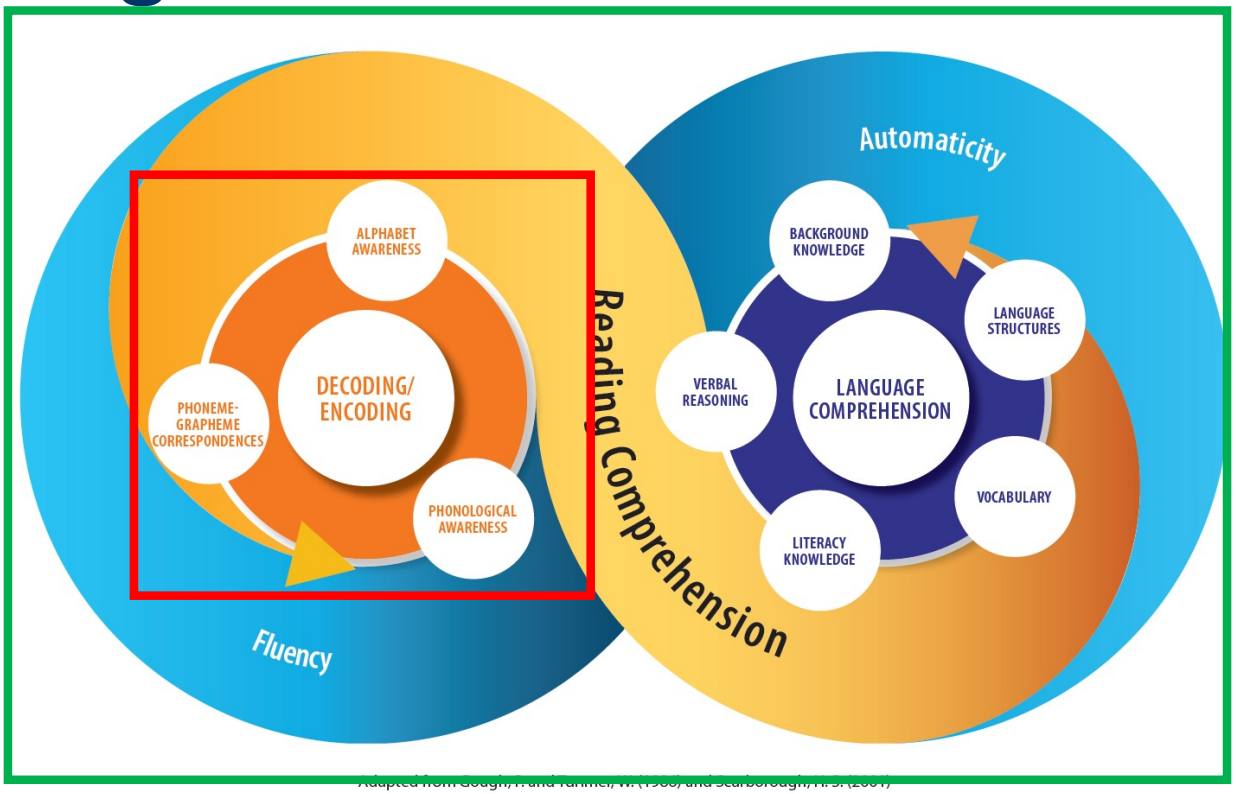
Comparing PALS and Revised Screeners

Revised Screener

PALS



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Pre-K Screener & K-3 Measurement Pilot

- Developed English *Pre-K Language & Literacy Screener* for Pre-K3 and Pre-K4 classrooms – in place Fall 2022
- Developing a revised K-3 literacy screener that:
  - Accurately identifies students at risk of developing reading difficulties
  - Provides instructionally-useful information for teachers
  - Aligns with the most current evidence base
- Creating vertically-aligned measure that allows for measurement of growth over time/across grade levels
- Creating a vertically aligned Spanish literacy Pre-K through Grade 3 measure
  - Parallel measure, **NOT** a translation

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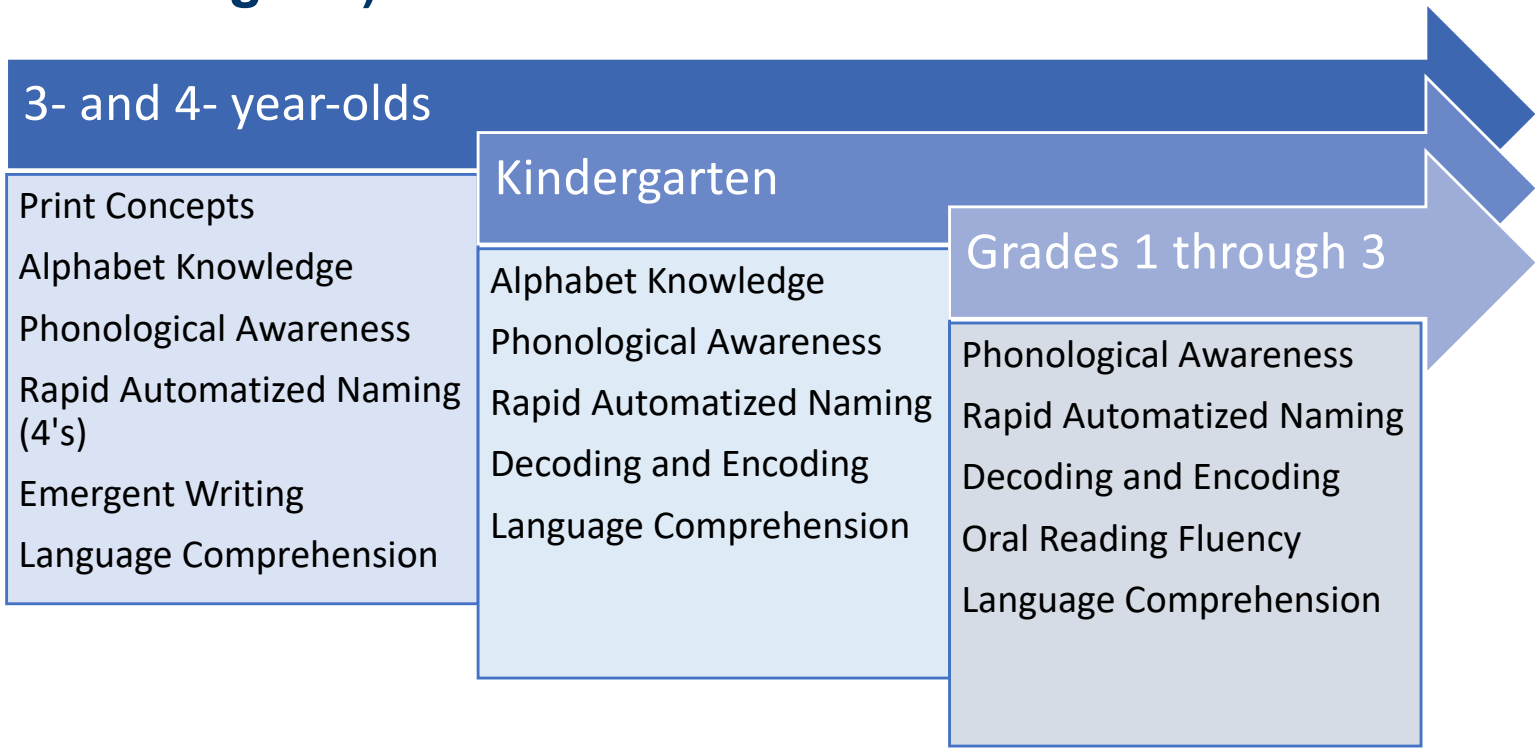
Literacy Screener Revision Model
(Spanish & English)



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Subtests Being Piloted

A Look at Examples

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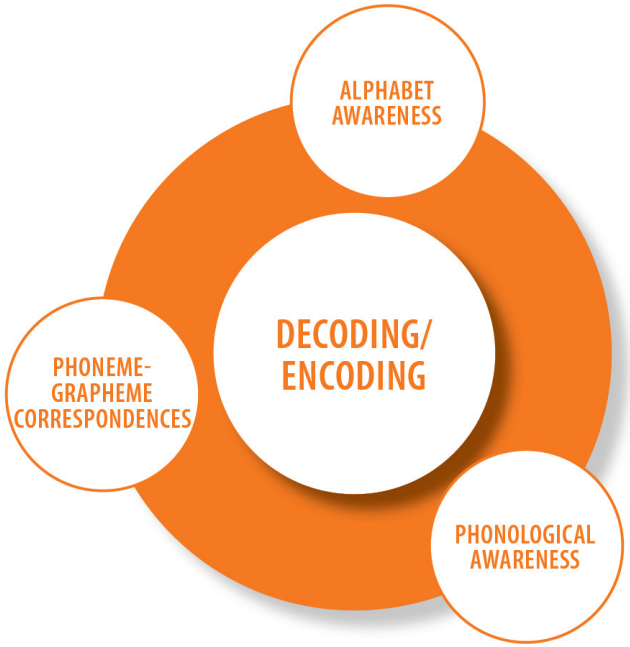
Code-Based Subtests



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Phonological Awareness – Syllable Segmenting

This subtest measures students' ability to segment or break words into syllables.

Phonological Awareness – Beginning Sounds Matching

This subtest measures students' ability recognize words that have the same beginning sounds.

Phonological Awareness – Beginning Sounds Expressive

This subtest measures students' ability to produce the beginning sound of words or provide words that have the same beginning sounds.

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Phonological Awareness – Phoneme Blending

This subtest measures students' ability to blend individual sounds into words.

Phonological Awareness – Phoneme Segmenting

This subtest measures students' ability to segment words into individual sounds.

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Alphabet Knowledge – Letter Names

This subtest measures students' ability to name letters.

Alphabet Knowledge – Letter Sounds

This subtest measures students' ability to produce letter sounds.

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Decoding – Real Word Decoding

This subtest measures students' ability to read (decode) words.

Decoding – Pseudoword Decoding

This subtest measures students' ability to read (decode) nonsense words.

Encoding

This subtest measures students' ability to spell words.

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Oral Reading Fluency

This subtest measures students' ability to read text.

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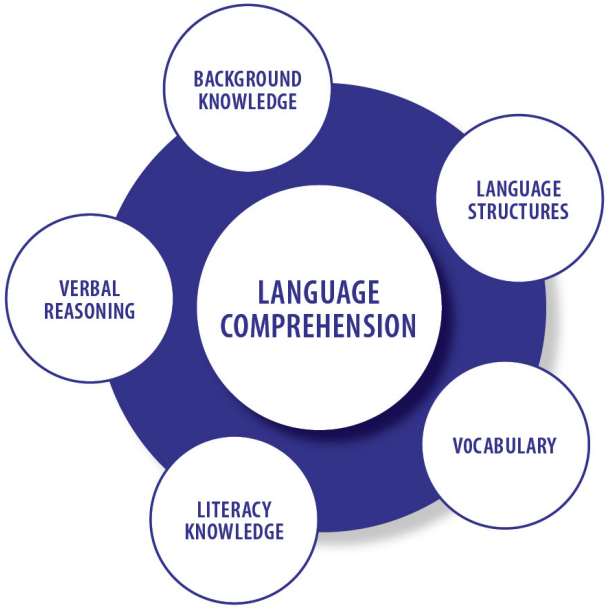
Language Comprehension



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Language Comprehension – Vocabulary Fluency

This subtest measures students' ability to quickly produce vocabulary words.

Language Comprehension – Passage Comprehension

This subtest measures students' ability to answer expressive and receptive questions.

Language – Nonsense Sentences

This subtest measures students' ability to repeat sentences with various degrees of syntax difficulty.

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Additional Subtests

Rapid Automatized Naming (RAN)

This subtest measures processing speed through students' ability to name colors, objects, letters and numbers.

Print Concepts

This subtest measures students' familiarity the concepts related to reading a book.

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Professional Resources

Visit our public website!

https://literacy.virginia.edu

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Resources and Support

- Professional learning series (VALUE)
- Instructional Protocols
- Professional Learning Library
- Family Resources

VALUE

V irginia
A ssessment for
L iteracy -
U pdated &
E xpanded

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"*VALUE*" Professional Learning Series

Package Topics

- Science-Based Reading Research
- Explicit Instruction
- Data Literacy
- Language Development
- Dual Language Development
- Key Components of Effective Instruction (Phonemic Awareness, Fluency, Vocabulary, etc.)

Package Content

- Short introductory videos
- Webinars
- Infographics
- Instructional resources
- White papers
- Professional Learning Guides for coaches

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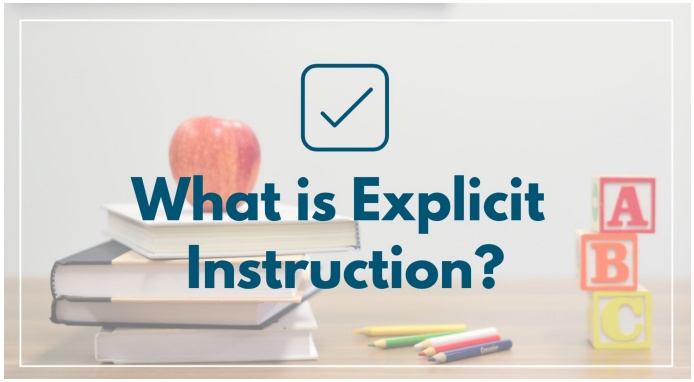
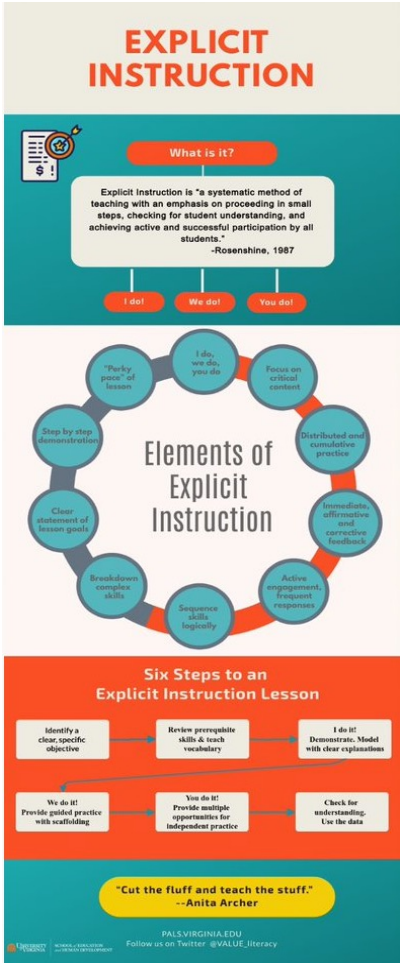
Short Videos



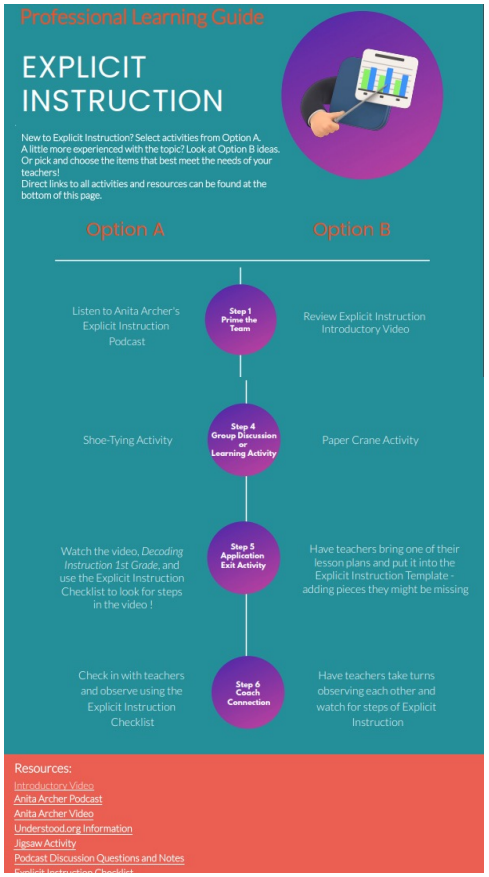
Webinars

Virginia Literacy Partnerships

Infographics



Professional Learning Guides



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"*VALUE*" Professional Learning Series

Public page

↳ Educator Resource Center

↳ Professional Learning Modules

↳ VALUE Series

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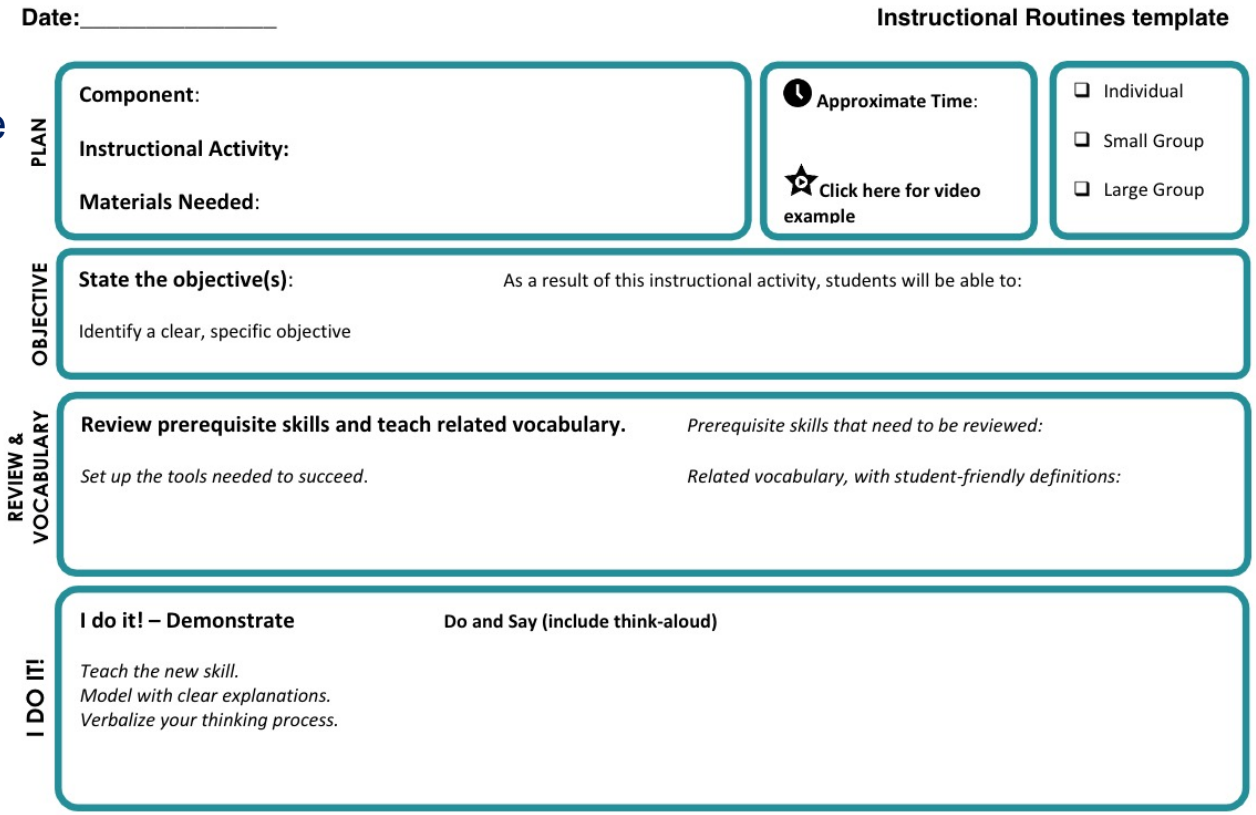
Instructional Protocols

- Templates and complete scripts
- Protocols being released as they are produced
- Corresponding videos for many lessons
- Uses principles of explicit instruction and the gradual release model
  - Plan
  - Objective
  - Review pre-requisite skills/vocab
  - I do it
  - We do it
  - You do it
  - Assess/Extend/Enrich



Date:_____ **Instructional Routines template**

PLAN

Component:

Instructional Activity:

Materials Needed:

Approximate Time:

Click here for video example

- ❑ Individual
- ❑ Small Group
- ❑ Large Group

OBJECTIVE

State the objective(s): As a result of this instructional activity, students will be able to:

Identify a clear, specific objective

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

Set up the tools needed to succeed.

Prerequisite skills that need to be reviewed:

Related vocabulary, with student-friendly definitions:

I DO IT!

I do it! – Demonstrate **Do and Say (include think-aloud)**

Teach the new skill.
Model with clear explanations.
Verbalize your thinking process.

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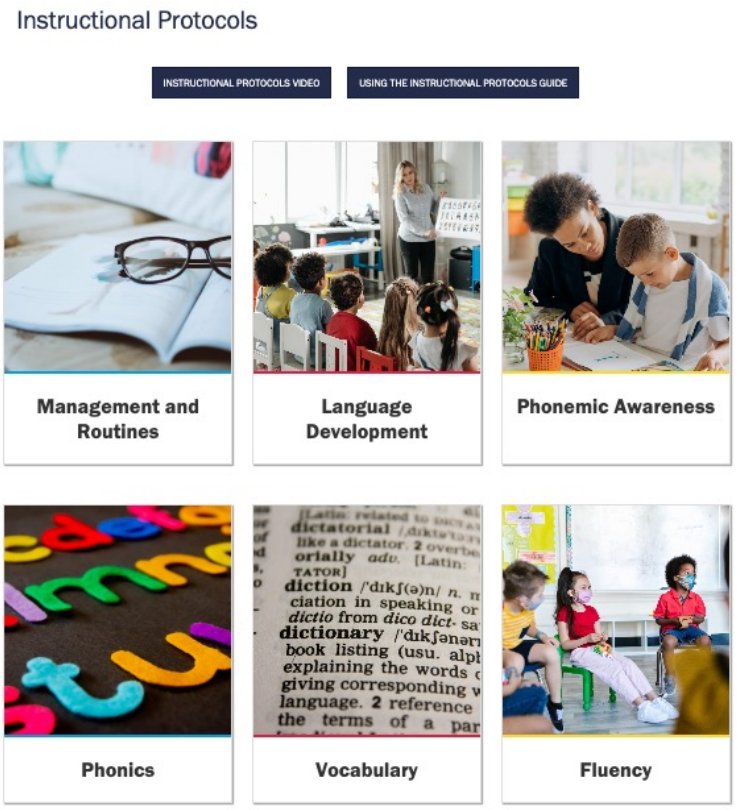
Instructional Protocols

Public page

- Educator Resource Center
  - Instructional Resources & Materials
    - Instructional Protocols



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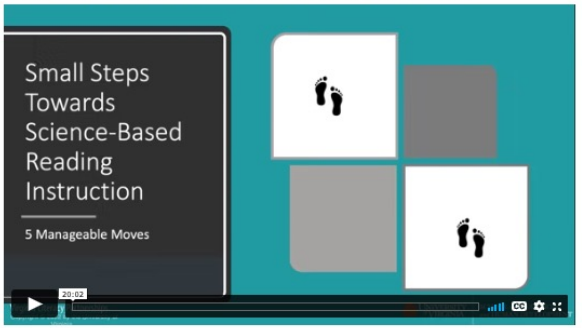
Professional Learning Library

- Videos on literacy topics
- Webinars
- Readings
- Recorded presentations

Professional Learning Library | Webinars

Small Steps Towards Science-Based Reading Instruction



Additional Resources for Small Steps Towards Science-Based Reading Instruction

Learning from Science-Based Reading Research

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Professional Learning Library

Public page

↳ Educator Resource Center

↳ Professional Learning Library

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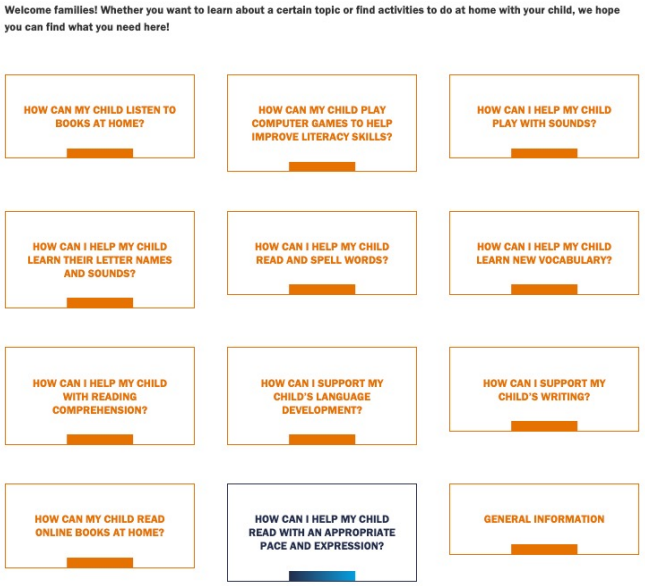
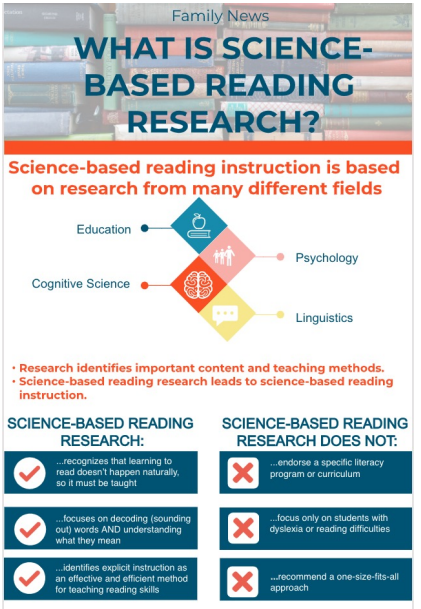
Family Resources

- Family Letter templates
- Information about screening in Virginia
- Updates to the screener
- Links to resources to help at home
- Informational flyers and videos on various topics





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Family Resources

Public page

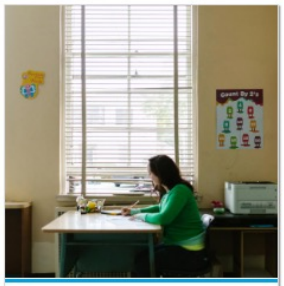
↳ **Family Resource Center**

Family Resource Center

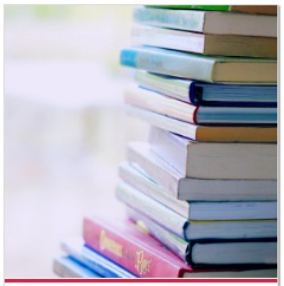
Family Information Sheet for Literacy Screening in Virginia

Family Letter Templates

K-3 Screener



Virginia Literacy Partnerships Updates



Resources

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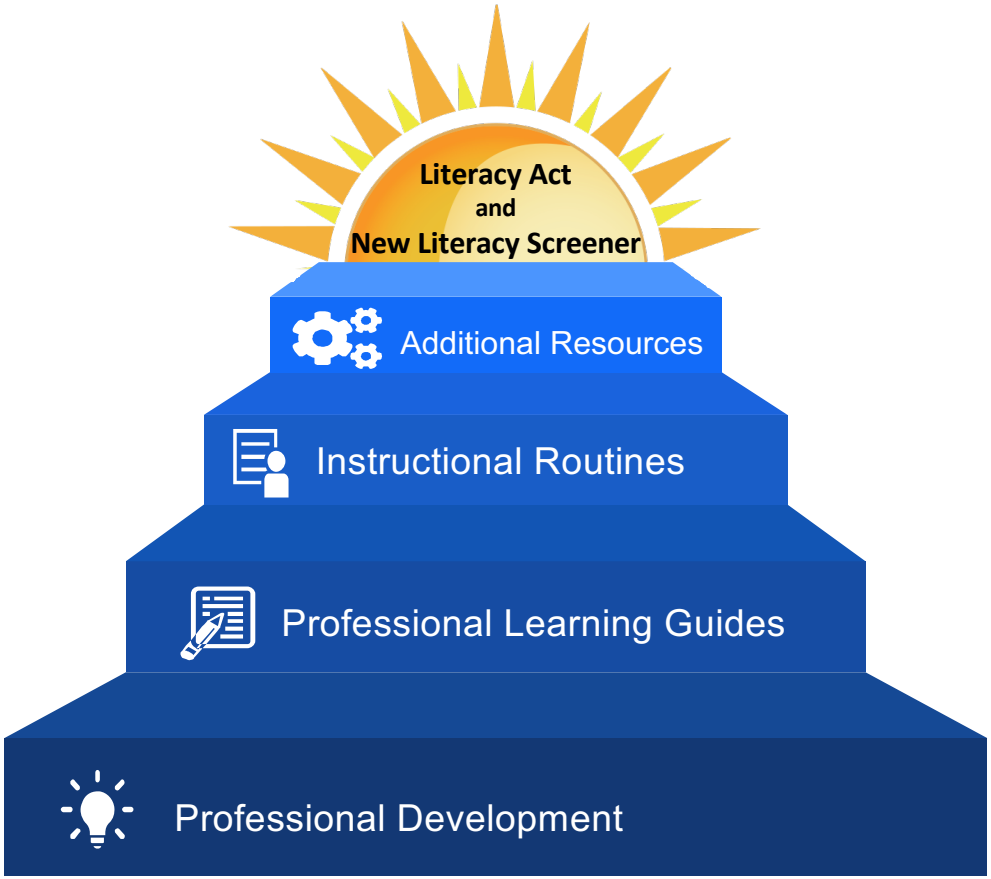
We are here to support you with the next steps!

Professional Development

Modules to build teacher knowledge

Professional Learning Guides

Support for coaches to guide teachers through new learning



Instructional Protocols

Research-based protocols that teachers can use immediately

Additional Resources

Vetted resources for parents and teachers

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Thank You!

We are here to answer any questions, please reach out!

literacy@virginia.edu
888-882-7257

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