



SCHOOL of EDUCATION
and HUMAN DEVELOPMENT

Virginia Assessment of Literacy: Updated and Expanded

Virginia Literacy Partnerships

Lunchtime Learning

William & Mary Science of Teaching Reading Conference

September 30, 2022

Welcome & Introductions

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

Today's Agenda



Brief overview of state level literacy data



Virginia Literacy Act



Research



Literacy screener pilot



Resources and support



Questions



State-Level Literacy Data

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.

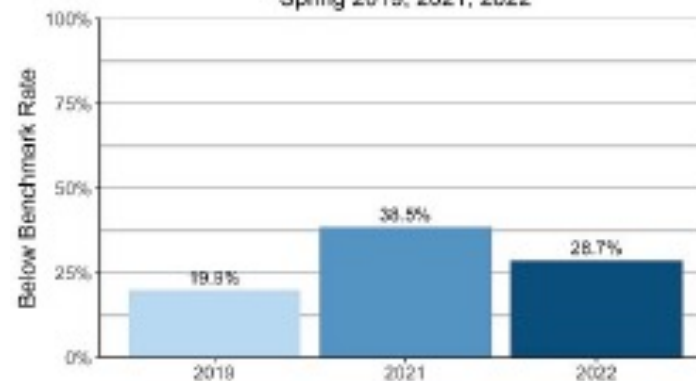
K-2 Bands of Risk Membership
Spring 2019, 2021, 2022



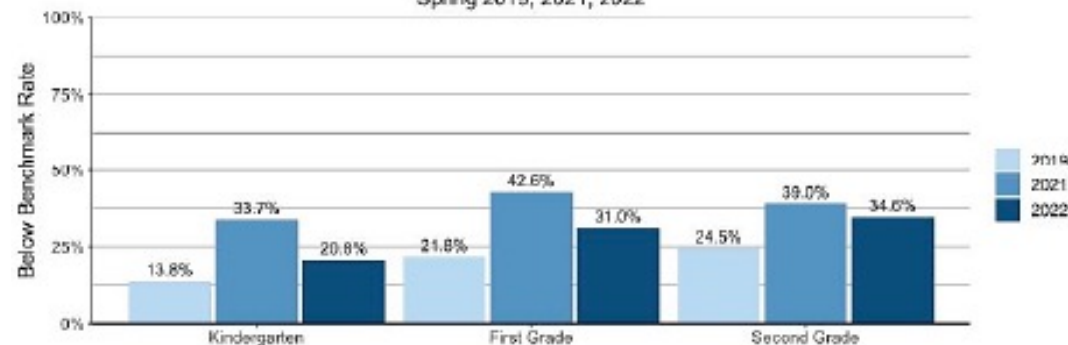
Below Benchmark Trends Spring 2019-2022

- 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.

K-2 Total Below Benchmark Rates
Spring 2019, 2021, 2022



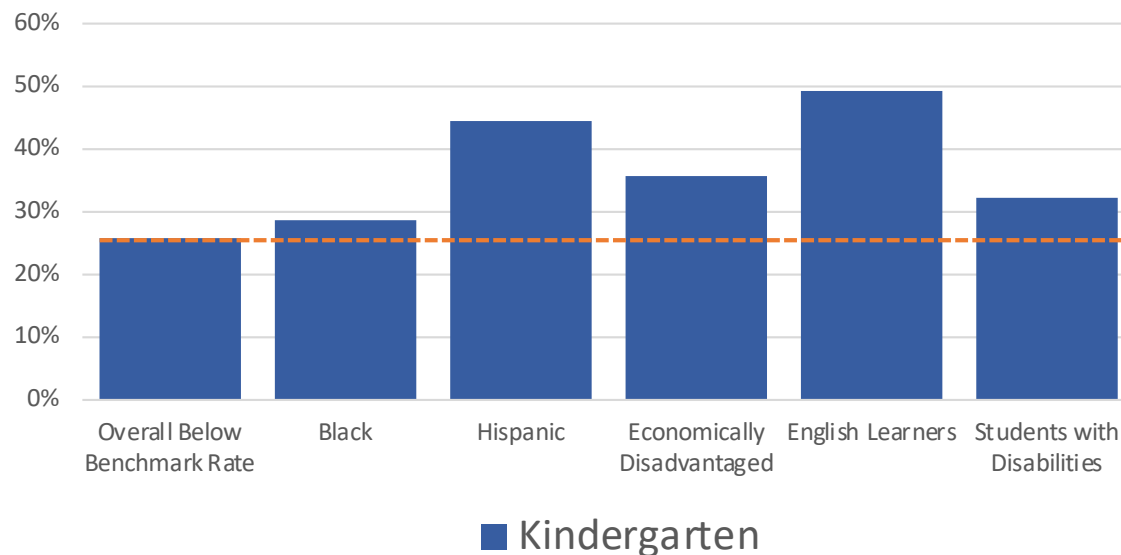
K-2 Below Benchmark Rates
Spring 2019, 2021, 2022



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.

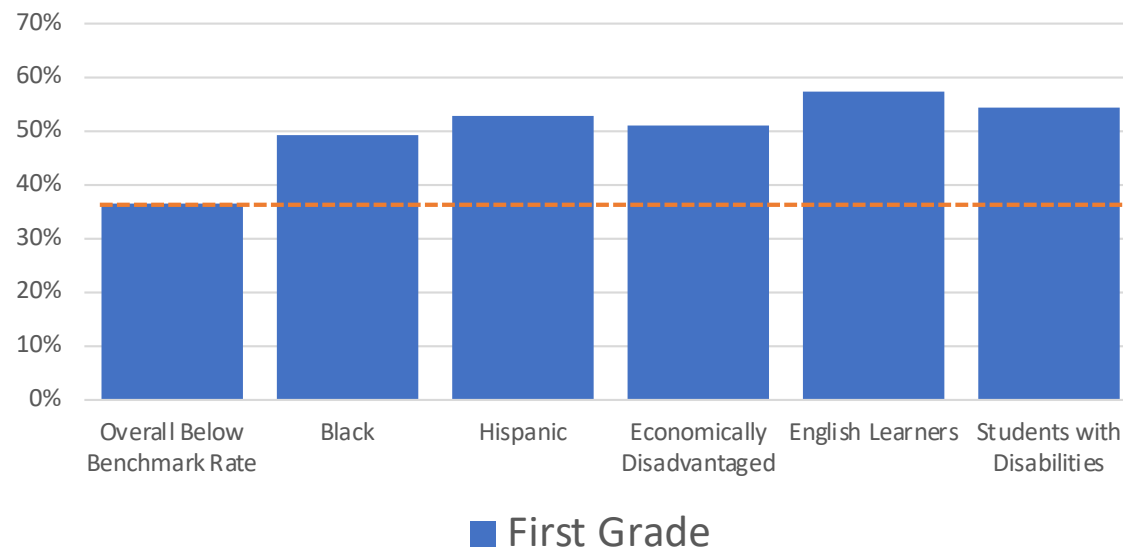
Percentage of Students Scoring Below Benchmark in Fall 2021: Comparing All Students to Student Subgroups



Disproportionate Risk for Students from Marginalized Groups

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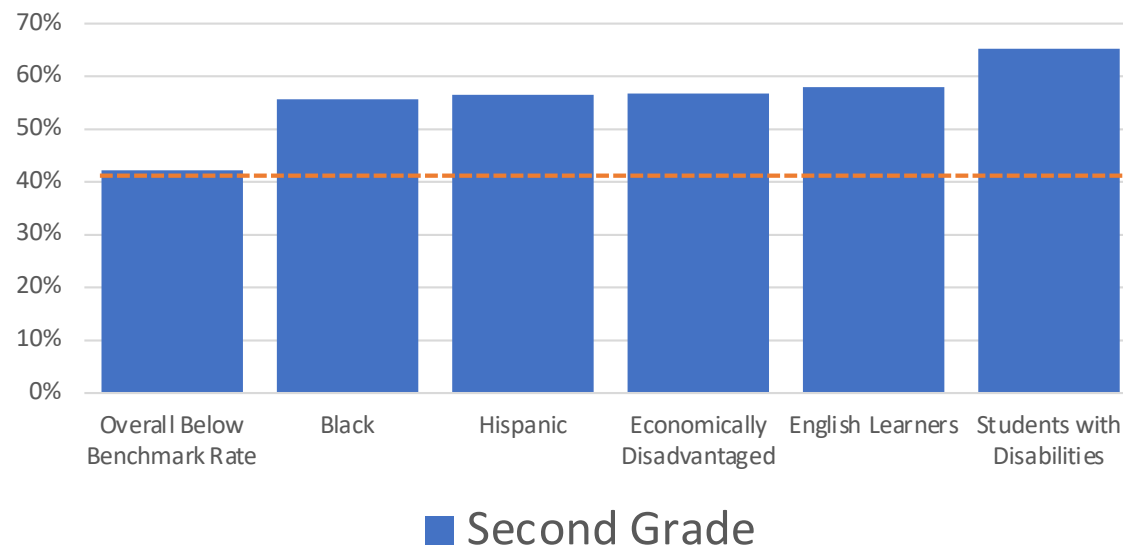
Percentage of Students Scoring Below Benchmark in Fall 2021: Comparing All Students to Student Subgroups



Disproportionate Risk for Students from Marginalized Groups

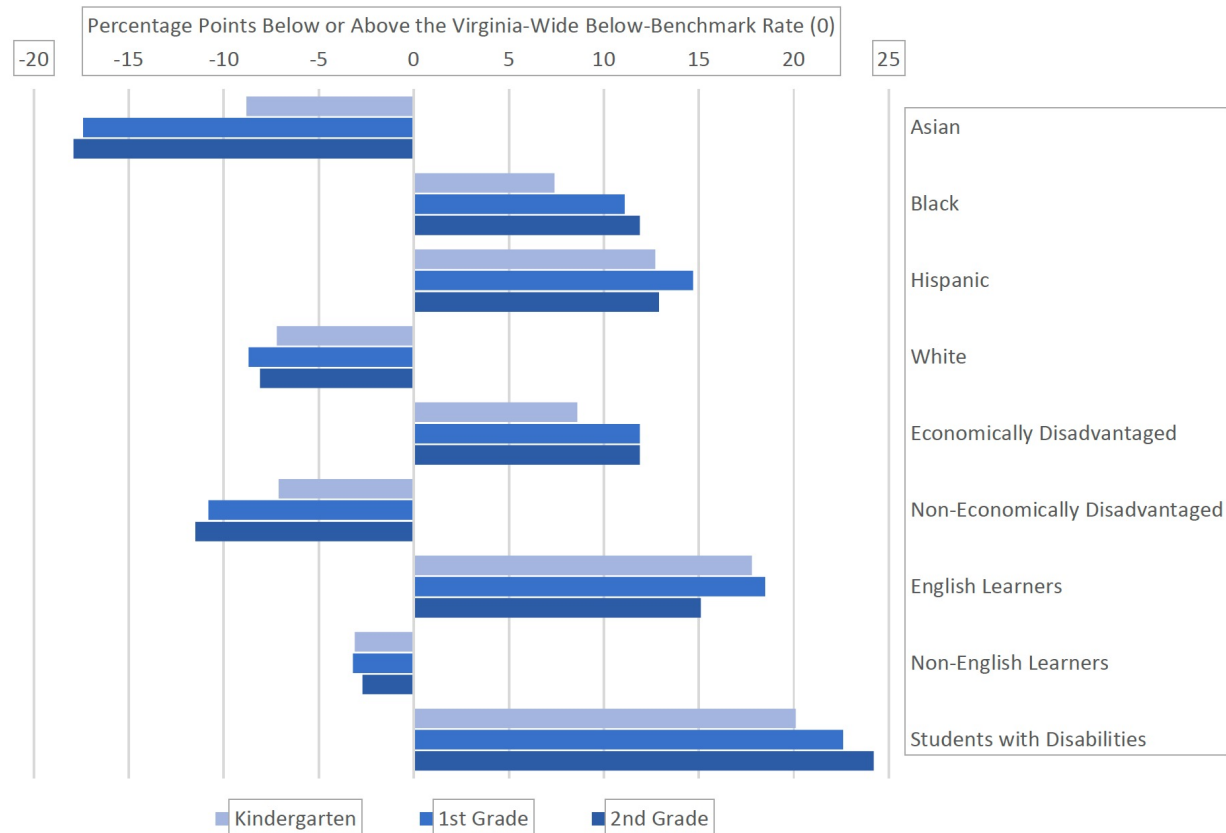
In each grade level, below benchmark rates are higher among historically marginalized student groups compared to the overall rate for all students.

Percentage of Students Scoring Below Benchmark in Fall 2021: Comparing All Students to Student Subgroups



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

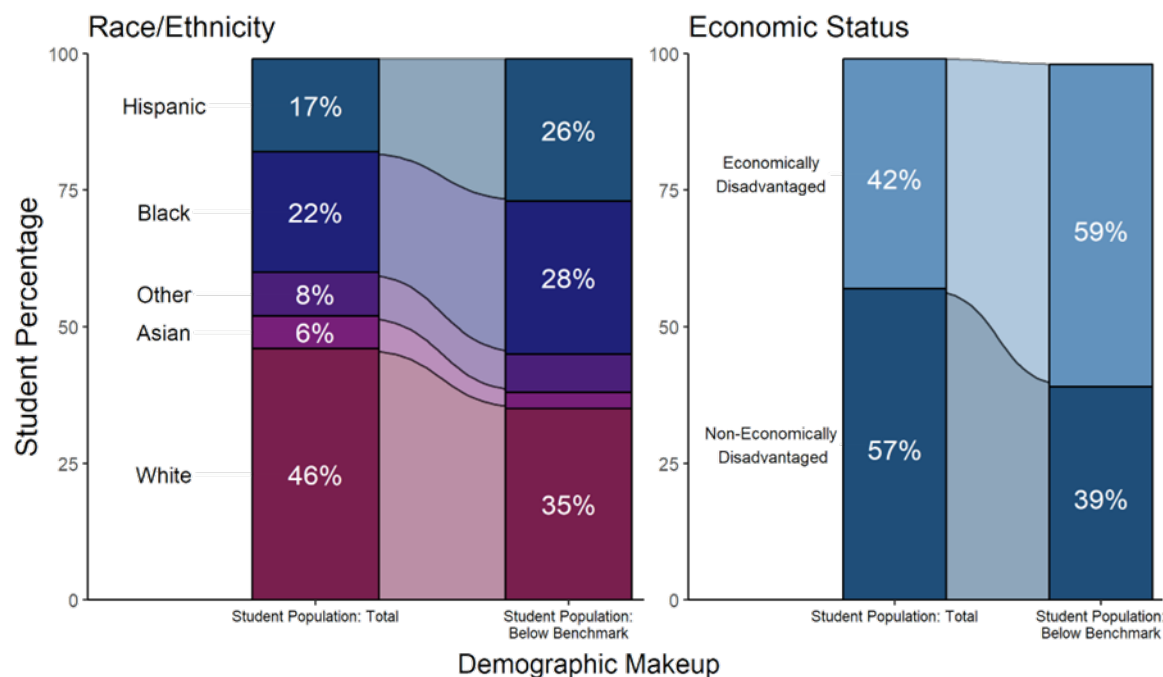
In Spring 2022, students who are Black, Hispanic, economically disadvantaged, English learners, or who have a disability had below-benchmark rates at minimum 15 percentage points higher than the overall Virginia-wide rate, whereas students who are Asian, White, non-economically disadvantaged, or non-English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



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.

Fall 2021 K-2
Comparison of Student Proportions



Virginia Literacy Act (VLA)

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

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



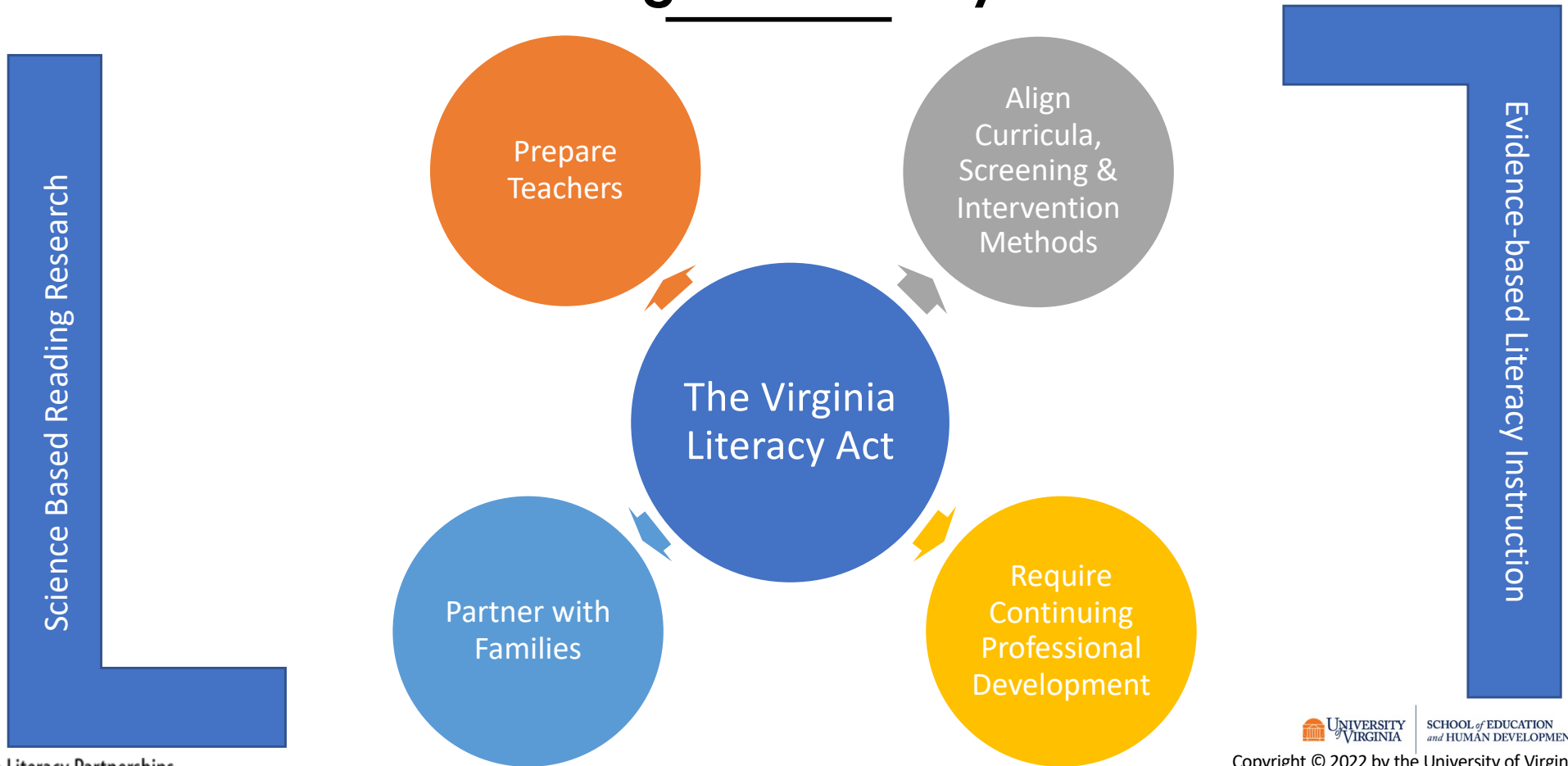
To provide support
for increasing numbers
of at-risk readers



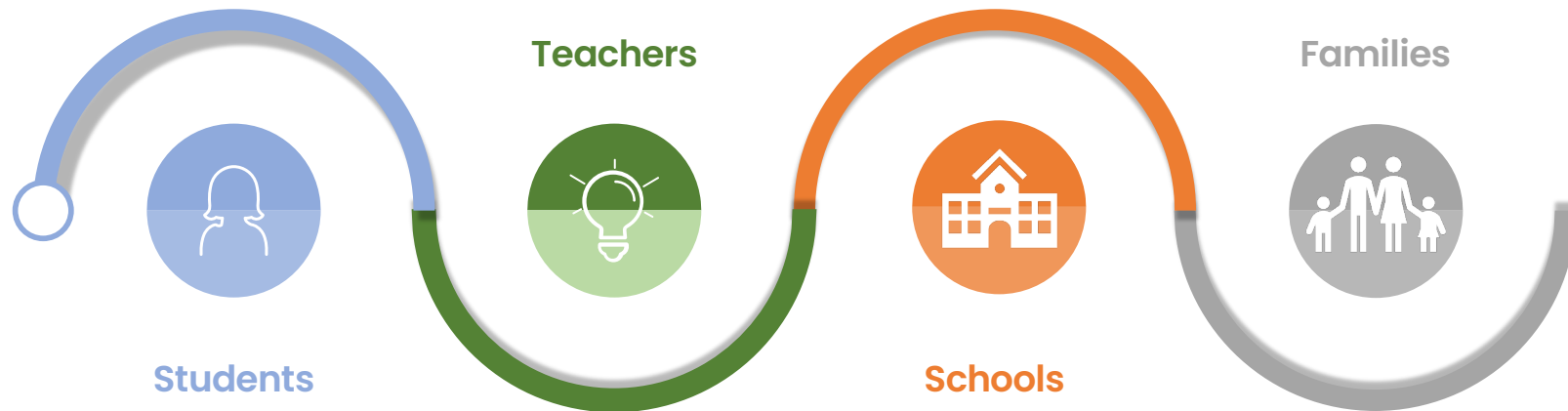
To provide teachers with
evidence-based instructional
strategies and curricula



What The Virginia Literacy Act Does



Who Will Benefit?

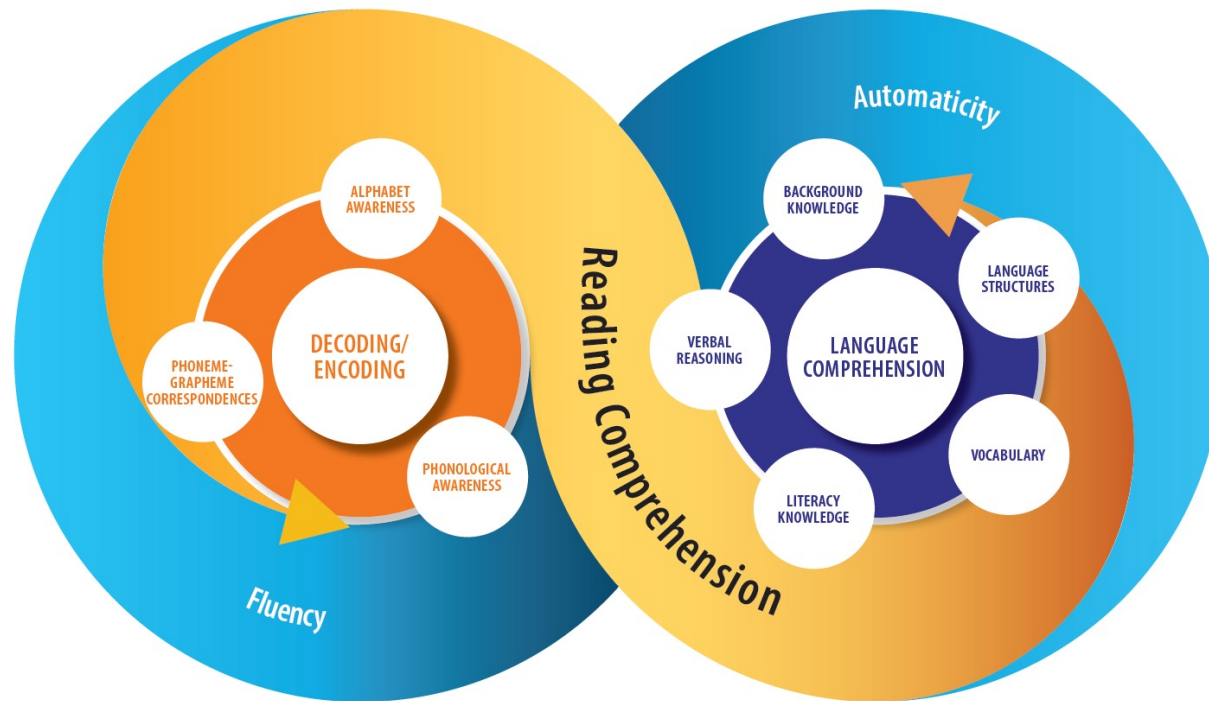




Science-Based Reading Research

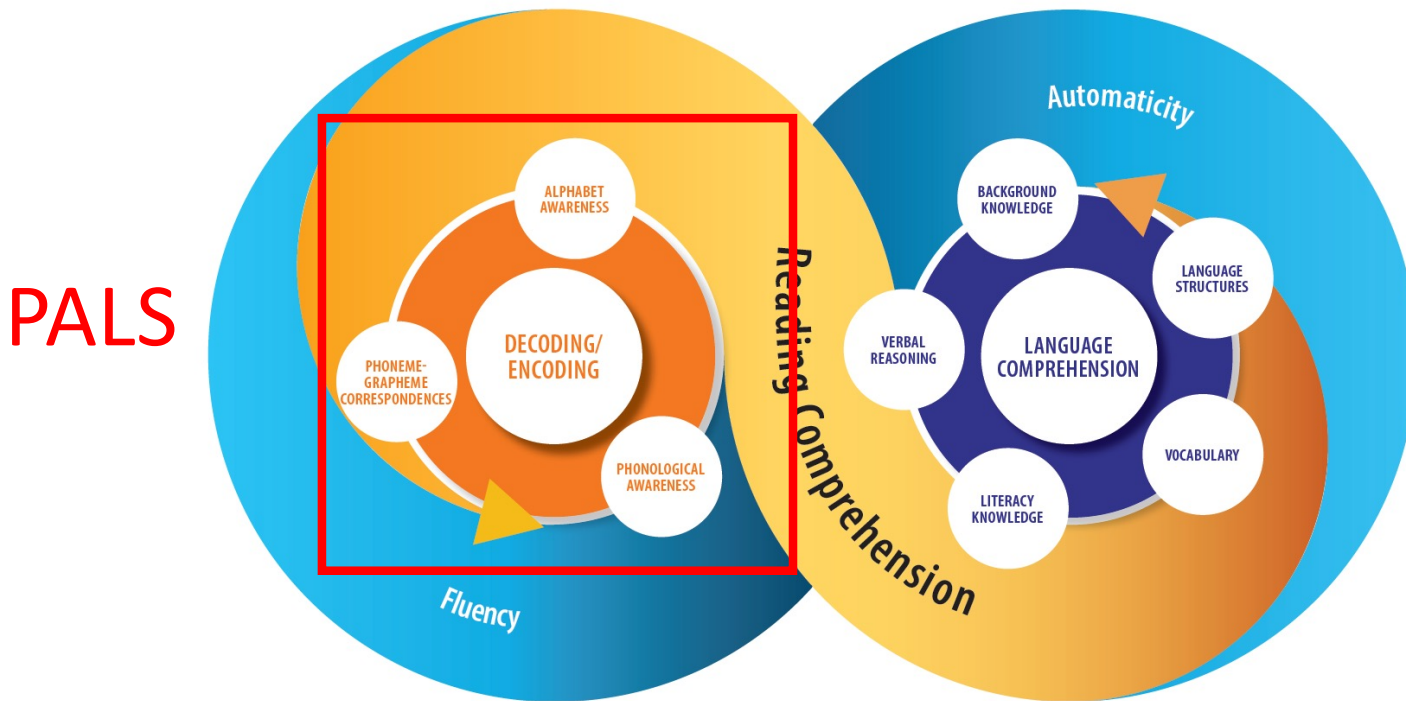
Informing the Need for a Revised Screener

Reading Comprehension Development



Adapted from Gough, P. and Tunmer, W. (1986) and Scarborough, H. S. (2001)

Comparing PALS and Revised Screeners

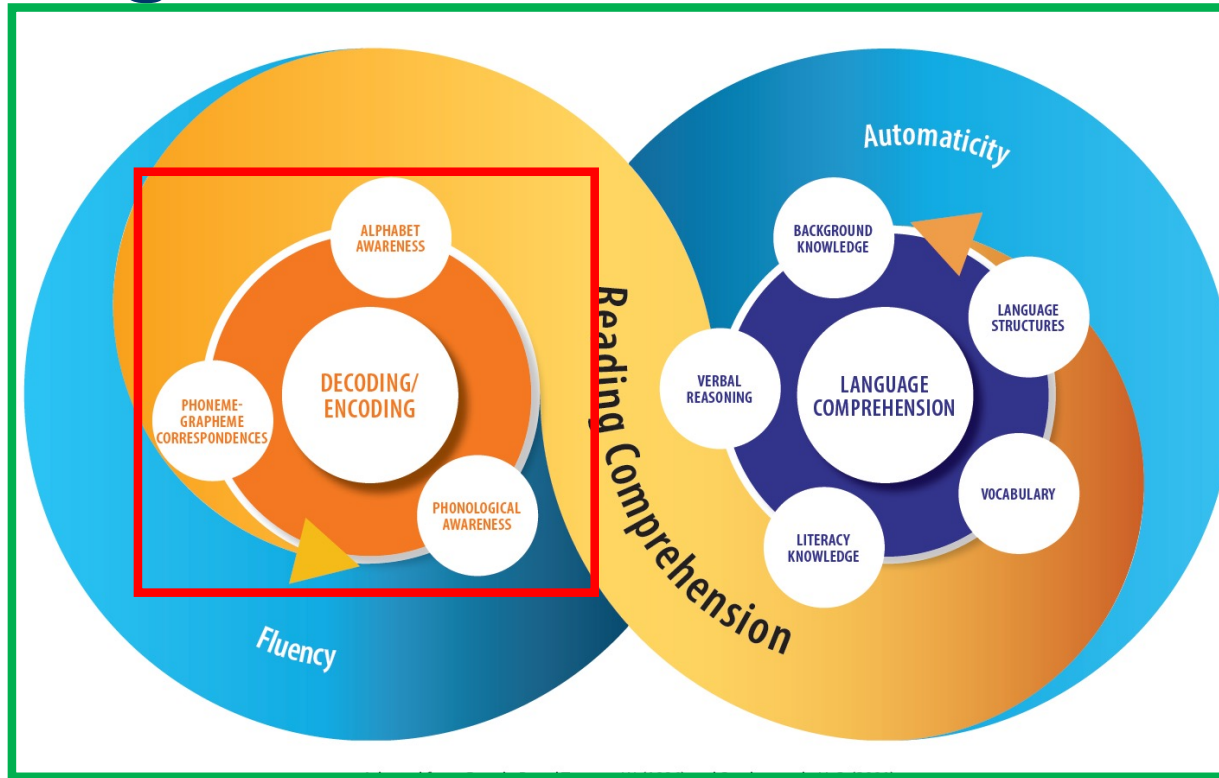


Adapted from Gough, P. and Tunmer, W. (1986) and Scarborough, H. S. (2001)

Comparing PALS and Revised Screeners

Revised
Screeners

PALS



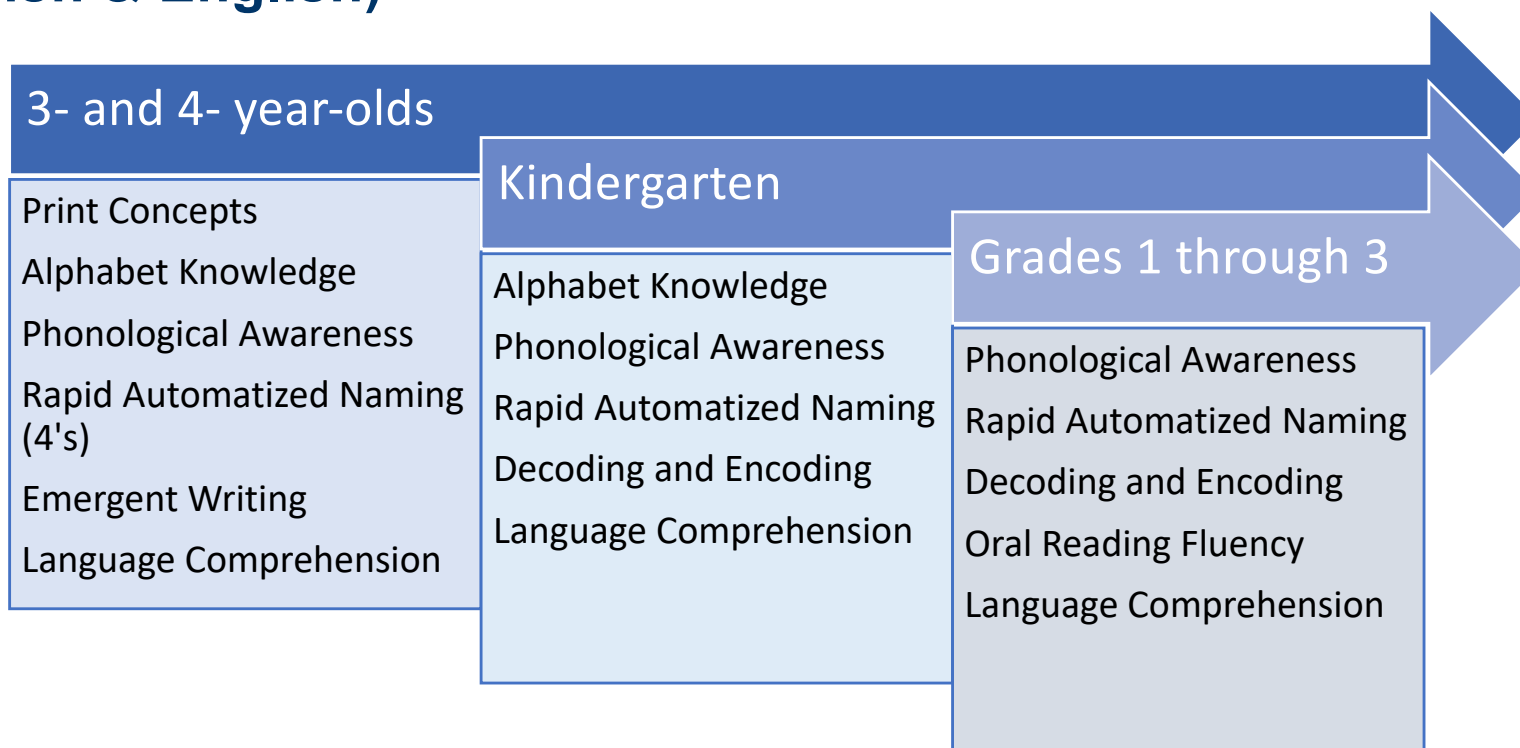
Adapted from Sough, F. and Tunmer, W. (1986), and Scarborough, H.S. (2001)

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

Literacy Screener Revision Model

(Spanish & English)

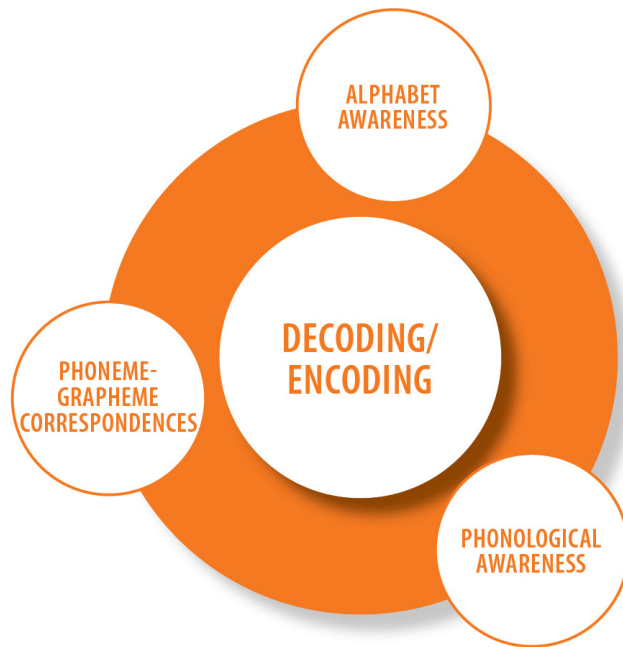




Subtests Being Piloted

A Look at Examples

Code-Based Subtests



Adapted from Gough, P. and Tunmer, W. (1986) and Scarborough, H. S. (2001)

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.

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.

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.

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.

Oral Reading Fluency

This subtest measures students' ability to read text.

Language Comprehension



Adapted from Gough, P. and Tunmer, W. (1986) and Scarborough, H. S. (2001)

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.

Additional Subtests

Rapid Automated 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.



Professional Resources

Visit our public website!

<https://literacy.virginia.edu>

Resources and Support

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



VALUE

Virginia
Assessment for
Literacy -
Updated &
Expanded

"VALUE" Professional Learning Series

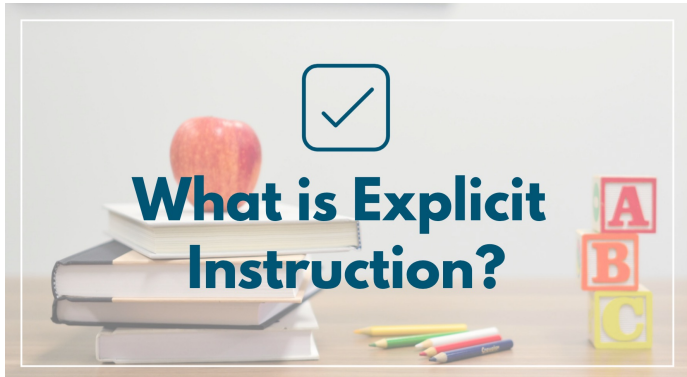
Package Topics

- 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

Short Videos



Webinars



Virginia Literacy Partnerships

Infographics

EXPLICIT INSTRUCTION

What is it?

Explicit Instruction is "a systematic method of teaching with an emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation by all students."
-Rosenshine, 1987

I do! We do! You do!

Elements of Explicit Instruction

- "Parky proof" of lesson
- I do, we do, you do
- Focus on critical content
- Distributed and cumulative practice
- Immediate, affirmative and corrective feedback
- Active engagement, frequent responses
- Sequence skills logically
- Breakdown complex skills
- Clear statement of lesson goal
- Step by step demonstration

Six Steps to an Explicit Instruction Lesson

- Identify a clear, specific objective
- Review prerequisite skills & teach vocabulary
- I do it! Demonstrate, Model with clear explanations
- We do it! Provide guided practice with scaffolding
- You do it! Provide multiple opportunities for independent practice
- Check for understanding. Use the data

"Cut the fluff and teach the stuff."
--Anita Archer

PALS.VIRGINIA.EDU
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Professional Learning Guides

Professional Learning Guide

EXPLICIT INSTRUCTION

New to Explicit Instruction? Select activities from Option A. A little more experienced with the topic? Look at Option B ideas. Or pick and choose the items that best meet the needs of your teachers! Direct links to all activities and resources can be found at the bottom of this page.

Option A	Step	Option B
Listen to Anita Archer's Explicit Instruction Podcast	Step 1 Plan the Team	Review Explicit Instruction Introductory Video
Shoe-Tying Activity	Step 4 Group Discussion or Learning Activity	Paper Crane Activity
Watch the video, Decoding Instruction 1st Grade, and use the Explicit Instruction Checklist to look for steps in the video!	Step 5 Application Exit Activity	Have teachers bring one of their lesson plans and put it into the Explicit Instruction Template - adding pieces they might be missing
Check in with teachers and observe using the Explicit Instruction Checklist	Step 6 Coach Connection	Have teachers take turns observing each other and watch for steps of Explicit Instruction

Resources:

- Introductory Video
- Anita Archer Podcast
- Anita Archer Video
- Understood.org Information
- Jigsaw Activity
- Podcast Discussion Questions and Notes
- Explicit Instruction Checklist

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"VALUE" Professional Learning Series



Public page

↳ Educator Resource Center
↳ Professional Learning Modules
↳ VALUE Series

Science-Based Reading Research Professional Learning Guide Video Infographic Webinar for Teachers Webinar for Administrators Learn More!	Explicit Instruction Professional Learning Guide Video Infographic Webinar Instructional Protocols	Data Literacy Coming Soon! Professional Learning Guide Video Webinar
Language Development Coming Soon! Professional Learning Guide Video Webinar Learn More!	Dual Language Development Coming Soon! Professional Learning Guide Video - Assessments Webinar - The Basics Webinar - Classroom Strategies Learn More	Phonemic Awareness Coming Soon! Professional Learning Guide Video Webinar Instructional Protocols Learn More!
Phonics Coming Soon! Professional Learning Guide Video Webinar Instructional Protocols Learn More!	Vocabulary Coming Soon! Professional Learning Guide Video Webinar Instructional Protocols Learn More!	Fluency Coming Soon! Professional Learning Guide Video Webinar Instructional Protocols Learn More
Comprehension Coming Soon! Professional Learning Guide Video Webinar Instructional Protocols Learn More!	Small Group Instruction Coming Soon! Webinar - Word-Reading Strategies for Beginning Readers Webinar - Effective Scaffolding Webinar - Selecting Students for Small Groups Microlesson - What's the Deal with Leveled Readers? Microlesson - How to Select Students for Small Group	Pre-K Coming Soon! Pre-K Language and Literacy Screener Video Webinar - Scaffolding Preschoolers Early Writing Skills Instructional Protocols on Classroom Management and Routines

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	<input type="checkbox"/> Individual <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group
	OBJECTIVE State the objective(s): Identify a clear, specific objective	As a result of this instructional activity, students will be able to:	
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 Teach the new skill. Model with clear explanations. Verbalize your thinking process.	Do and Say (include think-aloud)	

Instructional Protocols



Public page

↳ Educator Resource Center

↳ Instructional Resources & Materials

↳ Instructional Protocols

Instructional Protocols

INSTRUCTIONAL PROTOCOLS VIDEO

USING THE INSTRUCTIONAL PROTOCOLS GUIDE



Management and Routines



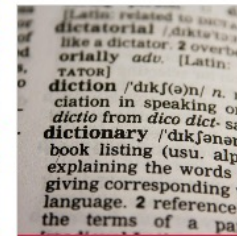
Language Development



Phonemic Awareness



Phonics



Vocabulary



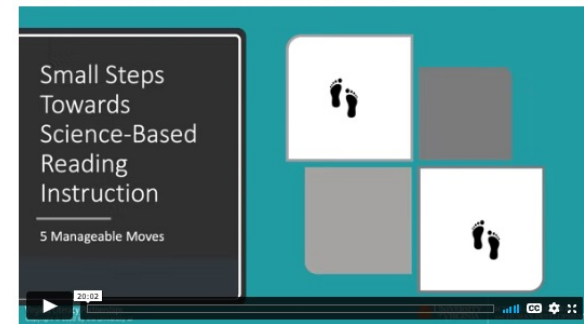
Fluency

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



Professional Learning Library



Public page

↳ Educator Resource Center

↳ Professional Learning Library

Professional Learning Library
Short Videos
Webinars
Readings
Recorded Presentations

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

Welcome families! Whether you want to learn about a certain topic or find activities to do at home with your child, we hope you can find what you need here!

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?
HOW CAN MY CHILD READ ONLINE BOOKS AT HOME?	HOW CAN I HELP MY CHILD READ WITH AN APPROPRIATE PACE AND EXPRESSION?	GENERAL INFORMATION

Family News

WHAT IS SCIENCE-BASED READING RESEARCH?

Science-based reading instruction is based on research from many different fields

- Research identifies important content and teaching methods.
- Science-based reading research leads to science-based reading instruction.

SCIENCE-BASED READING RESEARCH:	SCIENCE-BASED READING RESEARCH DOES NOT:
<input checked="" type="checkbox"/> ...recognizes that learning to read doesn't happen naturally, so it must be taught	<input checked="" type="checkbox"/> ...endorse a specific literacy program or curriculum
<input checked="" type="checkbox"/> ...focuses on decoding (sounding out words) AND understanding what they mean	<input checked="" type="checkbox"/> ...focus only on students with dyslexia or reading difficulties
<input checked="" type="checkbox"/> ...identifies explicit instruction as an effective and efficient method for teaching reading skills	<input checked="" type="checkbox"/> ...recommend a one-size-fits-all approach

Family Resources



Public page

↳ Family Resource Center

Family Resource Center



Family Information Sheet for Literacy Screening in Virginia



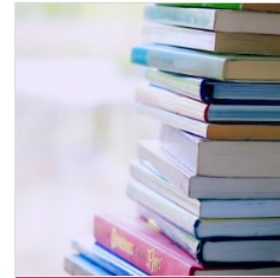
Family Letter Templates



K-3 Screener



Virginia Literacy Partnerships Updates



Resources

We are here to support you with the next steps!



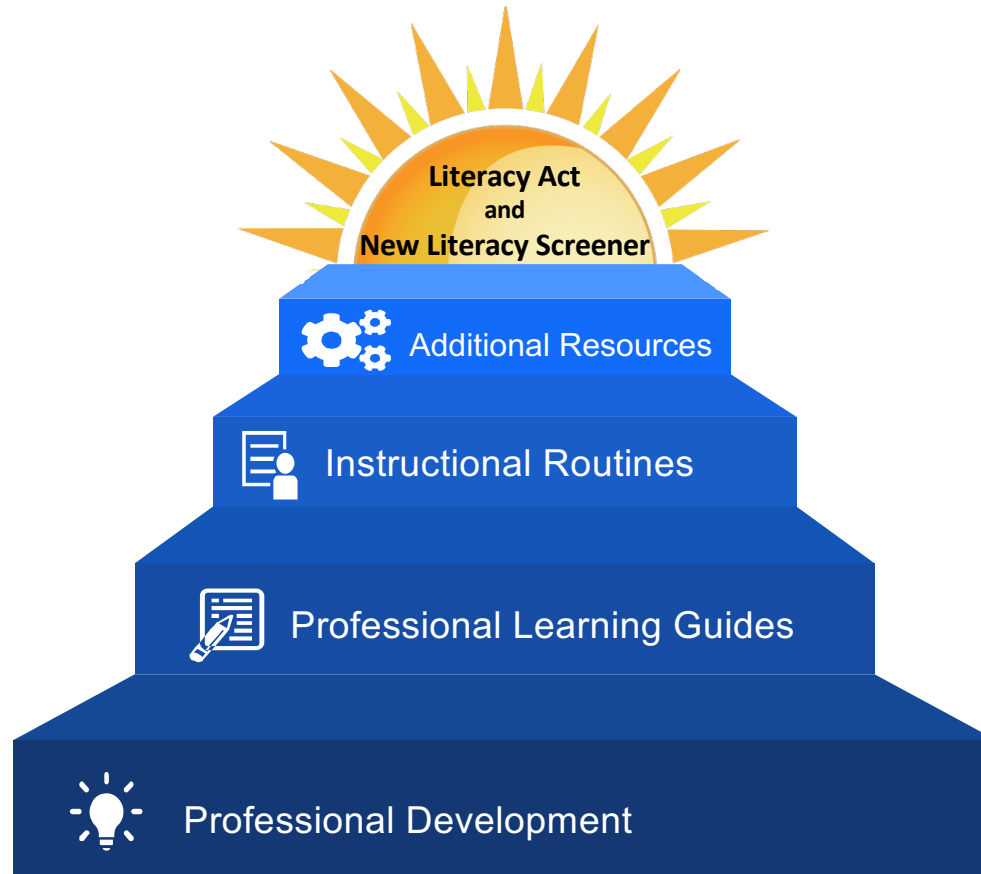
Professional Development

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



Thank You!

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

literacy@virginia.edu
888-882-7257