



Virginia Literacy Act 4-8

Virginia Literacy Partnership (VLP) Questions

As divisions are planning for the 2025-2026 school year, and year two of VLA implementation to include the legislative expansion through grade eight, the Virginia Department of Education encourages divisions to utilize this Frequently Asked Questions document for guidance when determining next steps for students, families, educators, and community stakeholders. The following questions were submitted by Virginia educators, and answers were provided by Virginia Literacy Partnerships (VLP) from June-August 2025.

VALLSS & VAConnects

Q: In VALLSS for 4-5, word reading and nonsense word reading are only required if students read less than 105 WCPM. Will the word reading and nonsense word reading become "required?" Or will teachers be expected to remember to test those students. I remember in PALS that conditional subtests would be prompted in the system when needed. Will VALLSS do the same thing?

A: Yes, those subtests will become required in the system if the student reads at or below the designated WCPM (words correct per minute) on ORF (Oral Reading Fluency).

Q: In VALLSS for 4-5, word reading and nonsense word reading are only required if students read less than 105 WCPM. Will the word reading and nonsense word reading become "required?" Or will teachers be expected to remember to test those students. I remember in PALS that conditional subtests would be prompted in the system when needed. Will VALLSS do the same thing?

A: Yes, those subtests will become required in the system if the student reads at or below the designated WCPM (words correct per minute) on ORF (Oral Reading Fluency).

Q: When will the K-8 VALLSS testing materials be mailed out?

A: All English VALLSS materials have been mailed. Spanish materials are being mailed out soon.

Q: We were just told by our consortium person that VALLSS 4-8 is not going to be considered a screener and is not expected to flag students that need remediation and that the SOL will be considered our screener. Could you help us understand why if we have taken the SOL and they failed and this is our screener, why do we need to take the VALLSS, is it considered diagnostic? If so, will it be broken down into features?

A: VALLSS is not a diagnostic. VLP and VDOE have maintained that VALLSS: Grades 4-8 will provide information on the overall reading ability of students and is designed to provide information about the specific skill areas in that may be contributing to students reading difficulty. For more information on VALLSS: Grades 4-8, see the [VALLSS 4-8 Overview Guidance](#) document and [FAQ](#).

Q: Is there a document explaining the scoring/max scoring for each area (code-based)? Specifically, the encoding scoring? Just curious how the max score for this is determined.

A: On the VLP website you can find information about how each subtest is scored in the VALLSS: 4-8 subtest information. There is a specific document for each subtest. There is also more information about scoring in the [VALLSS: Grades 4-8 Overview](#) document.

Q: Will you provide written guidance on criteria for using the Optional subtests? For example, if a student is Well Below (or scores below a 5) in Word Reading/Nonsense Word Reading, you should consider giving the Letter Sounds/Phoneme Segmenting subtests

A: Please see the guidance in the [VALLSS: Grades 4-8 Overview](#) document.

Q: In the ORF subtest, are mispronounced names counted as wrong? If the student repeats this mispronunciation throughout the reading, is it counted as an error every time, or just the first?

A: Mispronounced words, including names, are counted wrong and if a student repeats a mispronunciation, this is counted as an error every time. There is guidance about ORF scoring in the VALLSS: Grades 4-8 tutorial. VLP will also create a 1-page ORF scoring resource document that will be posted in VAConnects with this information.

Q: If we have a team of people testing (for example: one team member gives the spelling portion, one does oral reading fluency, and the last team member gives the morphology and sentence comprehension) can we each enter scores

for the same student? Or does one person need to enter all the scores for a particular student?

A: Anyone with a VAConnects account who has been given access to the classroom in which that student is assigned can enter scores for that student.

Q: Will the max #s for the code-based assessments change this fall for K-3 or will they be the same they were in fall '24? (I wasn't sure if this was something that was going to adapt/change.)

A: As discussed in the [VALLSS: Technical Manual](#) and webinar, items on the code-based lists will change occasionally based on data from each VALLSS administration. This fall, the max number of items on the code-based lists are different from last fall on some subtests. See VAConnects and your materials for those numbers.

Q: What guidance can you provide about creating and using VA Connect accounts for teachers and administrators who are engaged in testing, grades 4-8. We have teachers and administrators engaged in the tutorial, which is a different platform, but have not received guidance on accessing the "directions" online in VA Connects. Please advise.

A: Any accounts that were added to the system by upload this summer need only to follow the instructions on the "Log in or Reset Your Password Guide" to gain access to VAConnects. If a new account is added now, the user will receive a welcome email and will then be able to log in with those same instructions.

Q: When verifying students in VAConnects, the section about the services the student receives does not have a SPED or read aloud option. If students taking VALLSS receive SPED services or a have a read aloud accommodation, do we just click "other"?

A: If students receive a service that is not listed, select "Other". There is not a text box available to clarify because we do not want any disability information to be in the system.

Q: The current system not allowing divisions to bulk upload users is untenable. Please consider another way for next year.

A: Unfortunately, we have never had the capability to upload users in Legacy PALS. This summer, divisions were given the opportunity to send us a spreadsheet of 4-8 users that the website developers uploaded while the system was unavailable to users. We absolutely have "bulk user upload" on our wish list.

Q: Is there a way to reset a subtest for any interruptions (illness, fire drill, etc.)?

A: Timed subtests will have a “Restart” option in the subtest administration menu. Untimed subtests will have an “Edit” option.

Q: In VAConnects, when I attempt to create the 5th grade class at a school, the reading specialist (school literacy contact) is not an option to choose for the educator in the class. When I try to add a role to the reading specialists account to make them an educator, it will take away their literacy contact role. How do I create multiple classes assigned to a reading specialist in the system?

A: This issue has been resolved by the tech team so that should no longer be a problem. Please reach out to the VLP hotline if you continue to have trouble making that work.

Q: Is it possible to have the recordings for Morphology to include the letter of the correct response before the word? This would be in line with other recordings and how SOLs are read aloud. For the morphology subtest, what if the student says the word and not the letter name of the response?

A: Either the letter of the response or the word is acceptable. This is not something that we have capacity to do at this time; however, this is something that we can do in the future if it is the recommendation from the field.

Q: What are the suggestions for how to organize the administration of VALLSS in middle school?

A: See the VALLSS: Grades 4-8 tutorials for suggestions around administration schedules, including information on which subtests should be administered 1:1 and which can be administered in a small group.

Q: How will VLP roster students in grades 6-8? Will they be rostered by English teacher? Intervention teacher? Can divisions choose?

A: Students may be added through the Bulk Upload or individually by division or school personnel. We recommend rostering only those Grade 4-8 students who will take VALLSS. It is a local Division decision as to which Classrooms students will be rostered and who has access to that Classroom.

Q: Requesting consideration for training on the new VA Connects site. Specifically for bulk rostering and creating classrooms for VALLSS testing.

A: There are VAConnects Guides for each of the following:

- [Bulk Upload Students/Children Guide](#)
- [Manage Users Guide](#)
- [Manage Classrooms Guide](#)
- [Manage Students/Children Guide](#)
- [Students/Children Verification Guide](#)
- [Log in or Reset Your Password Guide](#)
- [VAConnects for Kids Technical Specifications Policy](#)

If you need additional support, please reach out to our hotline.

Q: What other support is available for uploading staff lists to VAConnects? It was a short turnaround during a time when many key people were on leave. Asking schools to do this manually and one-by-one is an incredible burden. How can we get help with this?

A: VLP was able to upload additional users into VAConnects while the website was in maintenance mode. While a user upload is on our wish list, we are not able to upload any additional users at this time.

Q: Spelling for VALLSS: K-3: If a student did not write anything, you still had to type something in the box. Our work around was to enter "nothing" but that took time, and we didn't know if that was the correct process.

A: There is a button to the far right that teachers can select for “no response”.

Q: At the bottom of the screen, where the NEXT or DONE button should be, it was the ALL-CORRECT button instead. Instead, could you put a NEXT button that goes to the next students' encoding entry? This would alleviate the errors and the time going back to the class list to select the student.

A: Again, this is not something that can be done at this time.

Q: May middle school teachers administer the spelling test, morphology test, and sentence comprehension tests to a whole class (25-28 students). It does not appear from the tutorial that this needs to be administered in a small group.

A: The guidance in the tutorials was based on the requirement that only specific students in a class must be assessed with VALLSS. While the group-administered subtests may be given to a group of any size, teachers may want to consider the extent to which they can monitor students' engagement with the

subtest items in a large group. In addition, all students in a group must be able to clearly hear the audio recordings and have an opportunity to request a replay.

Q: Will there be a VALLSS accommodations and modifications document for 4-8 like there is for PreK-3?

A: Yes – this has been finalized, and it will be posted in VAConnects.

Q: Can we please get a direct link to the guidance regarding students with disabilities/accommodations/IEPs and VALLSS?

A: Pathway- PublicVLPsite_EducatorResourceCenter_Intervention Guidance
<https://literacy.virginia.edu/intervention-guidance>

Q: Can we add co-teachers for classes?

A: VAConnects allows for multiple Educators and Assistant Educators to be linked to one classroom. If an individual needs to access all school-level data, they may be given a School role. If an individual needs to access only particular classrooms' data, they may have either an Educator or an Assistant Educator role and be added to those classrooms.

Q: Do only b and d reversals count as correct for Encoding/Spelling?

A: We will have Scoring Tips resources for reference. In VALLSS: K-3, all single letter reversals are counted as correct (e.g., b/d, p/q, w/m, backwards "c"). In VALLSS: 4-8, a b/d reversal and reversed letters that do not look like another letter (e.g., a backwards "c") are counted as correct. Single letter reversals that look like another letter (e.g., p/q or w/m) are counted as incorrect.

Q: For Oral Reading Fluency (ORF), if the same word is pronounced incorrectly multiple times, is it counted as one error or an error for each mispronunciation?

A: Each word is treated as a separate word, so every misread word is counted as incorrect.

Q: Can we get an audio file of the correct pronunciations of the nonsense words?

A: We will create a video of 4-8 Nonsense Word Reading items like we have for Pseudoword Reading in K-3.

Q: Will the VALLSS and VKRP completion document be available on the new site?

A: VALLSS will have a completion report.

Q: How will VALLSS: Grades 4-8 be administered?

A: Assessors will enter data into VAConnects. There are 4 required subtests, 2 conditional subtests (these may become required based on ORF), and 3 optional subtests.

Q: Will VALLSS 4-8 require students to have a computer? Is any subtest blended (paper/pencil + computer)? What materials will we receive for VALLSS 4-8?

A: Teachers may administer VALLSS: Grades 4-8 individually with students viewing the teacher's computer or the printed 4-8 packet mailed to you; or to a group of students using paper/pencil administration. The spelling subtest will always be administered with paper/pencil.

Q: Is there anything screeners should expect to supply (an extra screen was needed for an elementary subtest)?

A: VALLSS: Grades 4-8 does NOT require a second screen like VALLSS: Grades K-3.

Q: What materials are needed for required subtests?

A: Individual administration: Printed materials packet sent to divisions, notebook paper and pencil for Spelling. Group administration (additional materials): Copies of Morphology and Sentence Comprehension materials for each student, notebook paper and pencil for Spelling.

Q: What materials are needed for conditional subtests?

A: Printed materials packet sent to divisions.

Q: What materials are needed for optional subtests?

A: Copy of optional materials from VAConnects.

Q: What is the estimated amount of time to administer the assessment to an individual student?

A: ORF will take 1 minute per passage, there are two passages. Spelling should take around 6-8 minutes. Sentence Comprehension and Morphology should take around 6-8 minutes each. Total time per student will depend on whether or not the student has to take conditional subtests and whether or not subtests are administered in a small group. The timings will vary depending on the situation.

Q: Will the VALLSS 4th-8th have the same risk bands as VALLSS K-3?

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A: VALLSS: Grades 4-8 does not use risk bands. See the VALLSS: Grades 4-8 Overview document for more information.

Q: When can we expect the normed percentile ranges from the pilot for ORF for VALLSS 4- 8? Will there be ranges specific to each grade level within 6-8th, or will there be just one to cover 6-8th? Is the percentile based on grade-level, division, or state data for this?

A: In addition to receiving a flag that the ORF WCPM score was at or below the conditional cut off, student reports will display the percentile range in which their scores fall based on pilot data (below the 25th percentile, 26-50th percentile, 51-75th percentile, above the 75th percentile).

- The percentile ranges are from the pilot data collection gathered across Virginia during the 2023-2024 and 2024-2025 school year, specifically from the Fall timepoint that corresponds with the VALLSS: Grades 4-8 window. Once the student completes the ORF subtest, the report will display whether the students score was in the 0-25%, 26-50%, 51-75%, or 76% and above, based on that specific grade, and again, from the pilot data collection. The ranges will be displayed immediately.
- The ranges are individual to each grade.
- See the specific ORF subtest information sheet for more information.

Q: When we provide the bulk student upload for VALLSS: Grades 4-8, do we include all students or just the students that are required to be assessed?

A: Upload any student who will be taking VALLSS: Grades 4-8. Divisions may choose to assess additional students who are not required to take VALLSS: Grades 4-8.

Q: What technology is needed?

A: Assessor's Computer logged into VAConnects. VALLSS: Grades 4-8 does NOT require a second screen like VALLSS: Grades K-3.

Q: How quickly will we have the results from the required subtests to know if we should administer the conditional subtests?

A: Immediately upon completion of ORF (Oral Reading Fluency). VAConnects will indicate that the conditional subtests are now required for the student.

Q: Who should assess students?

A: The recommendation for teachers to assess students is VALLSS: Grades K-3. For VALLSS: Grades 4-8, VLP recommends that anyone assist in administration as long as they have completed the VALLSS: Grades 4-8 Certification Tutorial.

Q: Can subtests be taken across multiple days?

A: It is not recommended that part of a single subtest be given one day and part the next. Different subtests may be given on different days.

Q: We submitted a spreadsheet of new 4-8 personnel for VLP to upload into VAConnects. What will the mechanism be -- and when -- to let VLP know about additional and new-hire personnel needing access to VAConnects for VALLSS administration? The spreadsheet we uploaded to SSWS will need amending.

A: For one time only, VLP was able to upload new 4-8 user spreadsheets to VAConnects that were received by 5 PM on June 27. Any additional changes or additions can be made individually in VAConnects.

Q: Please provide more information on the VALLSS 4-8 subtests that allow for "small group administration." Do students complete these subtests independently? Can they be administered to a whole class at once? Are they paper or computer based?

A: There is no recommended order for administering the required subtests; however, teachers should administer Oral Reading Fluency (ORF) prior to administering Word Reading and Nonsense Word Reading, as participation in those subtests is conditional based on the student's ORF score.

Q: VALLSS 4-8 subtasks - what are they, what do they look like, how are they administered? VALLSS 4-8 administration recommendations (especially in a MS setting)? VALLSS 4-8 administration order? What subtasks are required for all, which are conditional, which are completely optional and not required for anyone?

A: There is audio that must be played by the teacher, so subtests cannot be completed independently. When completing the subtests in small or whole group, teachers will play the audio from their device and the students will follow along, circling their answers on student paper materials. Teachers will then enter those responses into the VAConnects system. More information on how this process will work is provided in the VALLSS: Grades 4-8 tutorials that will be released soon. There is no recommended order for administering the required subtests; however, teachers should administer Oral Reading Fluency (ORF) prior to administering Word Reading and Nonsense Word Reading, as participation in those subtests is conditional based on the student's ORF score.

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Subtest	Required/Optional/Conditional	Administration Setting
Word Reading	Conditional*	1:1
Nonsense Word Reading	Conditional*	1:1
Oral Reading Fluency	Required	1:1
Spelling	Required	1:1 or Small Group
Phoneme Segmenting	Optional	1:1
Letter Sounds	Optional	1:1
Morphology	Required	1:1 or Small Group
Sentence Comprehension	Required	1:1 or Small Group
Passage Comprehension	Optional	1:1 or Small Group

*Based on ORF

Q: What does "small group" actually mean? What guidance are we following for this? Can "small group" subtests be given to 10+ students?

A: A small group can be any group of students that the teacher finds manageable to assess at one time.

Q: What if any adjustments may be made to the Fall VALLSS test (specifically K)?

A: Across VALLSS: K-3 subtests, there will be slightly different items in the Fall. This is why divisions will receive new materials packets for each term (Fall/Mid-Year/Spring). One change in kindergarten is that the Pseudoword Decoding subtest will be optional.

Q: What data will be needed to enter an individual student into the VA Connects system? Will it be similar to the PALS system?

A: If you are requesting a student individually, you will need the following information:

- School/site
- Classroom
- Legal first name
- Middle name (optional)
- Last Name
- Birthdate
- STI
- Sex (male, female, other)

Q: We are very concerned about the lack of stop rules for 4-8. Can you share why there are not any? We have a large EL population and feel this will be very stressful for students and staff if they are required to go through all of the subtests with students that are just learning English.

A: Stop rules for K-3 are based on the large data set collected during the soft-launch of VALLSS: Grades K-3. These data were used to determine the statistical validity of stopping an assessment at a particular point based on students' initial responses. While we understand the concern, we must analyze data from this initial launch year of VALLSS: Grades 4-8 to determine the validity of using stop rules for this assessment.

Q: The guidelines for administering Phoneme Segmenting and Letter Sounds say it should be based on students scoring "Well-Below" on the Word Reading subtest. Is that the only subtest that should be used? Should the guidelines also include administering Phoneme Segmenting and Letter Sounds if the student scores "Well-below" on Nonsense Word Reading? For example, if a student performs in the Approaching or Adequate on Word Reading but scores "Well-below" on Nonsense Word Reading, should that be an additional guideline?

A: The decision about whether to assess students' letter sound knowledge and phoneme segmenting skills should be based on all subtests that provide relevant information about students' word knowledge, including Word Reading, Nonsense Word Reading, and Encoding.

Q: Can you please provide additional guidance around assessing dialects and accents when it comes to the ORF? We have many EL students and staff are concerned about scoring incorrectly. For example, if a student abbreviates any "ing" words to sound like "comin'", is that an error? Another is the passage that contains Jose Andres. You mentioned in the session that proper nouns must be pronounced correctly. Does his name have to be pronounced with the "H" for Jose, or if someone says that with a hard "J" is that wrong?

A: Variations in pronunciation that are typical of students' articulation patterns or dialect are not counted as errors. Reasonable pronunciations for proper nouns such as names are also not counted as errors.

Student Reading Plans (SRP), Intervention, and Family Resources

Q: If 4th and 5th grade are not required to do the EOY VALLSS, how will end of year goals be created?

A: A sample goals document is forthcoming. Guidance documents and other resources also provide information for creating goals based on student needs, as goals should not be connected to VALLSS outcomes but connected to student performance in literacy skills. To create SRP goals, data from multiple sources should be considered.

Q: Will VDOE/VLP work with VAIEPOnline to create the 4-8 Student Reading Plans?

A: VLP and VDOE developed the 4-8 Student Reading Plan Template and Guidance Document together. Currently, there are no plans to work with VAIEPOnline; the Student Reading Plan Template has already been created.

Q: Can you share the components of the 4-8 plan now so divisions can begin to brainstorm different data storage platforms?

A: Yes, the VDOE released the 4-8 Student Reading Plan and accompanying Guidance Document in the July 31, 2025, Virginia Education Update. Included here are the Guaranteed Components of the VLA Student Reading Plan:

- (a) the student's specific, diagnosed reading skill deficiencies as determined or identified by diagnostic assessment data or the literacy screener provided by the Department
- (b) the goals and benchmarks for growth in reading
- (c) a description of the specific measures that will be used to evaluate and monitor the student's reading progress
- (d) the specific evidence-based literacy instruction that the student will receive
- (e) the strategies, resources, and materials that will be provided to the student's parents to support the student to make reading progress
- (f) any additional services the teacher deems available and appropriate to accelerate the student's reading skill development

May include the following services for the student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or classroom teacher with support from an aide, or extended instructional time in the school day or the school year additional literacy class (6-8)

Q: How soon can we have a sample template for the 4-8 student reading plan?

A: The 4-8 SRP Template and Guidance Document were shared in the July 31st Virginia Education Update.

Q: Will you be providing Family invitation to participate and Family student reading plan explanation letter just as you did for K-3?

A: Yes, both will be provided.

Q: Does a bank of goals and objectives for reading plans exist? If no, any advice on developing goals and objectives that are aligned to the grade-level reading progression?

A: There is no bank of goals and objectives for reading plans. The additional guidance, webinars, rubrics, tools, and samples/scenarios will clarify how divisions can write goals to support a student's literacy progression.

Q: Will there be any guidance regarding intervention related to subtest scores? (We know there will not be time requirements due to a lack of funding source like EIRI, however guidance on which students should be receiving intervention would be helpful).

A: All students who are required to take VALLSS 4-8 are identified as students in need of intervention according to the results of their Reading SOL assessment. VALLSS: Grades 4-8 will help to identify instructional target areas that may be addressed in the Student Reading Plan and within intervention services. Divisions have flexibility in determining when (during a dedicated class period, extended time after school, etc.) an approved program is implemented, and who (classroom aide, interventionist, computer-based program) will conduct the implementation of the approved program.

Q: Will the VLP page be updated with resources for 4-8 for parents?

A: Yes, the Educator Resource Center is in the process of being expanded to include resources for 4-8. There are currently some resources for 4-8 within the “Learn about Literacy” section _ Family News [Linked here](#). Family Letters will be available (specific fall date TBD)

Q: When will we see statewide results for spring K-3 VALLS results?

A: The report has been sent to VDOE for review and will be posted [here](#) after it is approved.

Q: Which site will we direct our parents to? Will there still be the VLP site, or will they go to VAConnects? If we are making resources and creating links in docs for parents, will the link still be the same?

A: The VLP website will not change. They will continue to send parents to those resources. There are no resources for parents to access behind the login, so parents should not be given the login page to VAConnects.

Q: Can you share any research/recommendations for language comprehension intervention in grades 6-8? If a student scores Well-Below in VALLSS on these subtests, what should intervention look like?

A: Students with a Student Reading Plan must be provided with intervention using a Board-approved intervention curriculum in at least one target area identified on their Student Reading Plan. Divisions should consider the Intervention Instructional Program Guide for Grades 6-8 to determine which approved interventions will meet the needs of their students. Areas of identified need and instructional targets should also be addressed with evidence-based literacy instruction provided by staff identified as supporting the implementation of the student reading plan.

Q: What recommendations do you have for progress monitoring in grades 6-8 if no progress monitoring materials will be provided as they were in K-3?

A: Measures for evaluating and monitoring students' progress should be determined based on students' needs and the resources available in the local context. Examples include curriculum-based assessments from approved core, supplemental, or intervention programs; publicly available or published progress monitoring tools; teacher-administered fluency checks or word reading inventories; rubrics; performance tasks in ELA and content area classrooms, etc.

Q: Will the ORF grade level ranges be shared to help write goals for student reading plans?

A: Student reports will display the percentile range in which their ORF scores fall based on pilot data (below the 25th percentile, 26-50th percentile, 51-75th percentile, above the 75th percentile). Teachers should consider VALLSS data, published ORF norms, and individual students' needs to determine appropriate instructional targets.

Q: We were originally told that there would be code-based progress monitoring tools for grades 4-8 and now there will not be. Can you explain why these resources are not available and if they will be in the future?

A: When asked previously about progress monitoring, VLP has communicated that PM Tools would not be provided in Fall 2025, as our resources have been dedicated to developing VALLSS 4-8. As always, we will provide responsive technical support based on the needs of the field and our capacity. We are aware that Progress Monitoring tools for 4-8 would be valuable for the field and are planning accordingly. Again, measures for evaluating and monitoring students' progress should be determined based on students' needs and the resources available in the local context. Examples include curriculum-based assessments from approved core, supplemental, or intervention programs; publicly available or published progress monitoring tools; teacher-administered fluency checks or word reading inventories; rubrics; performance tasks in ELA and content area classrooms, etc.

Q: Are there example goals and objectives?

A: Yes, a sample goals document is forthcoming and is currently in development with VDOE and VLP.

Q: What supports are currently available and what will the VDOE/VLP provide in the future to help families understand the VALLSS, SRPs, and intervention? Will there be any state-wide information sessions or trainings for families? Videos?

A: SRPs- [Family invitation to participate and Family student reading plan explanation letter](#). They can be found here on the VLP site or on the VDOE website. English and translated to Spanish both available.

VALLSS- [VALLSS Family Letter Templates for 4-8, Family Support Conversation Guides for K-3](#) on VAConnects (Family Support tab), K-3 Subtests explained videos help teachers support families can be found here on public site for K-3. Family Support Conversation Guides and Subtest short videos are in development for Grades 4-8.

Additional resources in the [Educator Resource Center](#). This is being expanded to include more resources for 4-8, however there are currently some Family News resources within the [Learn about Literacy section](#) including a one-pager which gives an [overview of the VLA for Grades 4-8](#). [VDOE Family Supports](#) can be found on their website and is linked to ours as well.

Canvas Courses & Training Modules

Q: Will there be a "tutorial status" document kept by VALLSS/VAConnects so we can access our schools and schools able to access for themselves? (We know schools can collect/keep certificates, but it was nice to have that status formally kept so schools can see how many still need to complete, who has, etc.)

A: VLP will download tutorial status and provide it to divisions. Expect the first one to be sent in mid-September.

Q: How long should we expect the tutorials to take?

A: Approximately 2.5 hours.

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Q: When are the modules for teachers due? We have heard May 2026 and September 1, 2025.

A: The VDOE, in alignment with the Virginia Literacy Act, has set the deadline for course completion (for educators enrolled in the 2024-2025 school year) as the start of the 2025–2026 school year. Educators who enrolled in 2024–2025 and received an approved individual extension from their division due to extenuating circumstances, at the discretion of the division, will have access to complete coursework until March 31, 2026. After that date, the course will transition to read-only mode without an option of obtaining another license for Canvas to complete the course. The Canvas certificate will remain accessible indefinitely, even after the course becomes read-only. VLP recommends downloading and saving a copy of the earned certificate for educator records.

Q: I have teachers who are new to my division, but they have completed a canvas course already in another division. Do I need to resubmit them?

A: No, please do not submit educators who have completed the course in another division. If the educator did not complete the course, or did not retain a copy of their certificate, they can email literacy@virginia.edu and request their account be updated with their new division email address. Submitting an educator again in your division can cause confusion and loss of progress in the course for the educator.

Q: If a reading specialist attended the 2-day Reading Specialist Institute during the 24-25 school year and are new to our division, do they need to attend this year's one-day reading specialist training?

A: No, they do not need to attend the training this year.

Q: When can we register new teachers and staff for the canvas modules?

A: The first enrollment period for new hires for the 2025-2026 school year was July 14th-18th as shared in the June Literacy Update. Moving forward the submission period will be the first seven days of the month, so the next submission period is August 1-7th. Late submissions will be held until the next enrollment period. Directions and the template can be found in the most recent Literacy Update.

Q: If teachers don't complete their modules by the end of September 2025, are we allowed to have them repeat the entire course for SY' 25-26, if we as a division decide to do so? Would they still have access to it after September of this year? Can the VLP office reset it to start from the beginning for those who did not complete it within the timeline?

A: Courses from the 24-25 school year have the deadline of the start of the 2025-2026 school year but have extended access to complete the course through March 2026. Teachers will not be granted another license so they must complete the course by March 31, 2026, to be in compliance with the VLA.

Q: If a new reading specialist does not have to complete the Reading Specialist Canvas Course because they completed the teacher course, then are they required to attend the in-person session?

A: Yes, new Reading Specialists are required to attend the in-person training. They are neither required nor eligible to take an additional Canvas course.

Q: Will the Certification Tutorials save information about who has completed a tutorial? Will building administrators be able to pull a report to see who completed their VALLSS tutorials?

A: The system does save completed tutorials. Tutorial reports are not available in VAConnects. At this time, VLP will periodically download completion reports and send them to divisions.

Q: In the tutorial modules for the VALLSS there are two 8-hour modules for administrators - one for elementary and one for middle school. Are these required, and can you direct us to where this requirement was published?

A: Per the Code of Virginia, Principals have a training requirement. VLP has developed the VLA Certification Tutorials for Administrators (Elementary and Middle), available on VLP's new tutorials platform. A Certificate of Completion is available once the tutorial is complete. It is the responsibility of the division to ensure the accountability of training completion. If principals attended the in-person training, they do not need to complete this tutorial. Anyone in the division may complete the tutorial. For the VALLSS Specific Tutorials, there is no requirement regarding certification completion; however, we recommend that anyone who is going to be administering VALLSS complete the tutorials.

Q: We had ongoing enrollment for the VLA Canvas courses with teachers given access in April/May. When will their Canvas course expire? Will they retain access to work on the 9 modules through the following year?

A: Educators who were enrolled in their VLP Canvas courses in April/May 2025 will have 12 months to complete their coursework.

Q: What will the cost be for educators that do not complete the canvas course before the start of the school year?

A: Educators have until the beginning of the 2025-2026 school year to complete the required training. It is up to school divisions to monitor and ensure that teachers are completing the required coursework.

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Q: If a classroom teacher completed the teacher Canvas course for the 2024-2025 school year and is now in a Reading Specialist role for the 2025-2026 school year, do they need to take the Reading Specialist Canvas course for this school year?

A: If an educator has previously completed an appropriate VLP Canvas course, they have met the VLA requirement. If they are interested in learning more about how the VLA applies to areas outside of the course, VLP recommends our VALUE Series found on the VLP public page under [Educators](#).

Q: Will teachers complete the VALLSS tutorials annually?

A: Divisions determine the requirements for their teachers (Grades K-3) and other educators (Grades 4-8) who will give the assessments. For individuals who have already completed a tutorial, there are Assessment Videos that they may want to review prior to giving the assessment. These videos are the same ones found in the tutorials.

Q: Does any "administrator" training include principals and APs or only principals?

A: Per the VLA, assistant principals do not have a training requirement. VLP has developed the VLA Certification Tutorials for Administrators (Elementary and Middle), available on our new [tutorials platform](#). A Certificate of Completion is available once the tutorial is complete. It is the responsibility of the division to ensure the accountability of training completion. If principals attended the in-person training, they do not need to complete this tutorial. Anyone in the division may complete the tutorial.

Q: Where will the VALLSS Certification Tutorials be housed?

A: Certification Tutorials will be housed on a new Tutorial platform. VLP sent an email on July 11th to VALLSS Division Representatives, Division Roles, and School Literacy Contacts with a link to the new Tutorial platform. Once VAConnects reopens on July 28th, the link will also be on the VALLSS Resources page. Anyone in your division may access this training.

Q: Will Reading Specialists who have completed the course be able to access their account-to-reference course materials with teachers during the 25-26 SY?

A: Yes, educators will be able to access the course content in a read-only format for reference via UVACanvas Connect.

Q: Will Admin training be offered again for any new administrators?

A: As of right now, there will not be in-person Administrator training. There will be VLA Admin Certification Tutorials (Elementary and Middle) available in the new Tutorials platform.

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Q: If a teacher did not complete the VLA Course modules last year, will they just continue with their course from last year? What are the implications for not completing it?

A: Educators who started the course in the 24-25 SY are required to complete the course VDOE deadline of the start of the 2025-2026 SY for each division to be in alignment with the VLA. Divisions are responsible for holding their teachers accountable for course completion and any implications. They will not be granted another license for the upcoming school year.

Q: If a teacher incorrectly selected a Canvas Course to enroll in during the 24-25 SY (i.e., enrolled in Capstone, but should have been in the K-5 Teacher Course) can the teacher enroll and take the correct Canvas Course during the 25-26 SY?

A: If the course the educator started or completed was less comprehensive than the course they were required to take, as soon as the educator realizes that they have started/completed the wrong course, they should resubmit the [VLP Course Selection Survey](#) to indicate a course change. Any course changes will need to be completed by the original deadline. For example, if an educator was enrolled before April of 2025, they will need to complete their corrected enrollment by the VDOE deadline of the start of the 2025-2026 SY for each division to be in alignment with the VLA.

To prevent this issue from occurring moving forward, we have included a Correct Course Check in each of our courses to ensure teachers do not complete course work for an unintended course.

Q: Is there a required VLA Canvas Course for principals and assistant principals or do they only have the optional "Navigating the VLA-Support Module for Elementary Administrators" found on the VLP/VALLSS site?

A: The “Navigating the VLA-Support Module” on the public site is separate (and optional) from the required principal training. As required by the VLA, elementary and middle school principals are required to attend literacy professional development for school leaders in evidence-based literacy instruction. Most elementary and middle school principals attended the VLA required literacy training in June 2024 or Fall 2024. All administrators who attended the training received a Certificate of Attendance. As a reminder, divisions are responsible for determining whether individual administrators are required to take this training. For new principals and for those who were unable to attend the in-person training, VLP has developed the VLA Certification Tutorials for Administrators (Elementary and Middle), available on our new tutorials platform. The link is available within VAConnects on the VALLSS Resources page. Anyone in your division may access this

training. A Certificate of Completion is available once the tutorial is complete. It is the responsibility of the division to ensure the accountability of training completion.

Miscellaneous

Q: How often will FAQs be shared and/or updated?

A: FAQs will be updated as new frequent questions arise from the field.