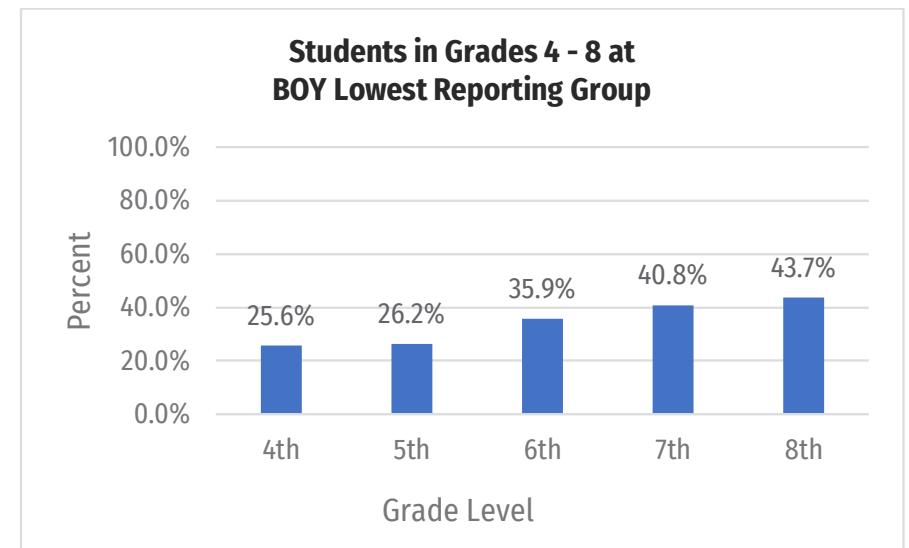
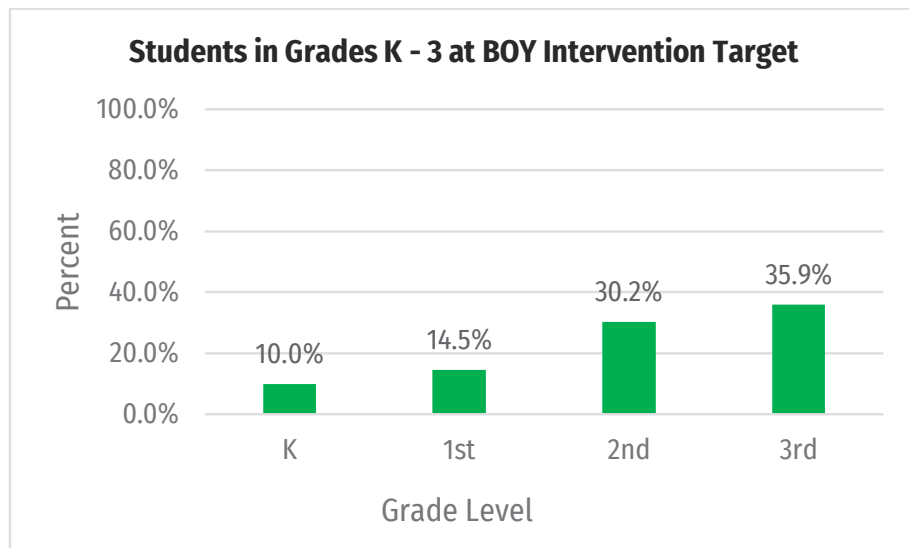


Benchmark/Screeners Results - Literacy

Grades K-3 and Grades 4-8

The results of the 2025-26 beginning-of-year (BOY) benchmark/screener assessments are below. The charts contain the BOY results for students in kindergarten through Grade 8. The data used for this report were generated through data-sharing agreements with benchmark/screener vendors and local districts, as well as submissions by the county school districts to the WVDE.

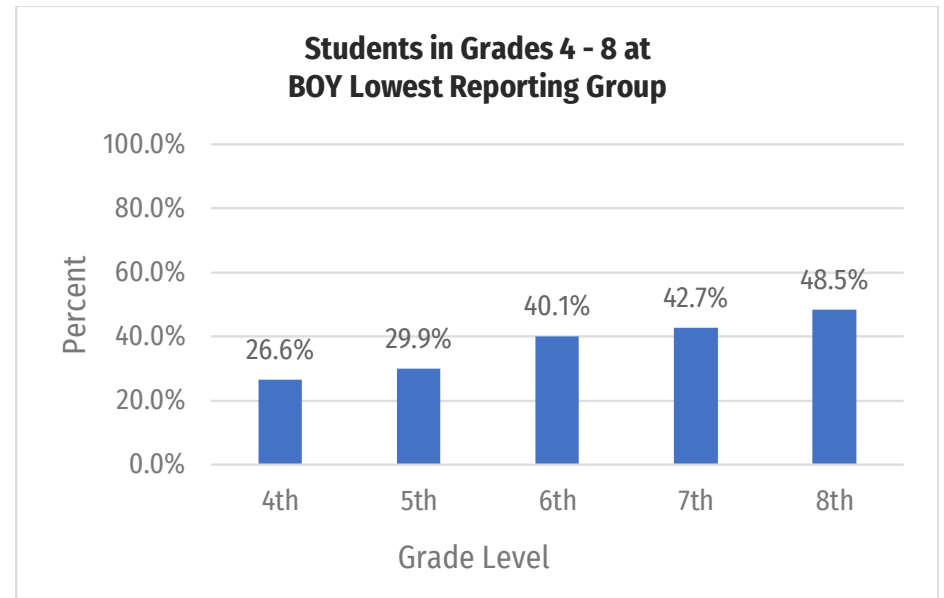
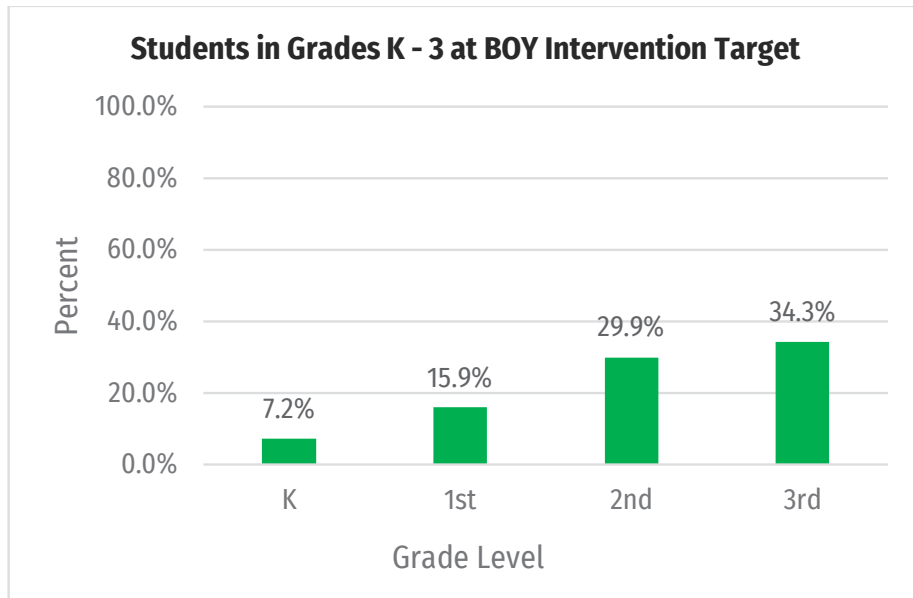
The benchmark/screeners assess all standards at each grade level, not just those taught at the time of the assessment.



This represents the percentage of students who will receive additional support in literacy as outlined in House Bill 3035.

Benchmark/Screeners Results - Numeracy

Grades K-3 and Grades 4-8



This represents the percentage of students who will receive additional support in literacy as outlined in House Bill 3035.

Comparison of BOY Intervention Target Data by School Year

Literacy and Numeracy K – 3

In both literacy and numeracy, the percentage of students needing intervention after the BOY benchmark in Grades K-2 decreased from 2024 to 2025. Additionally, West Virginia's BOY data from 2023 to 2025 shows an overall decline in the number of third-grade students needing targeted interventions, indicating more students are meeting the beginning-of-year cut scores in literacy and numeracy across the four grades. While the data shows that there is a minimal half-point increase in third-grade literacy likely attributable to more complex text and related factors, the overall trend suggests the components of TGSA are contributing to the decline in the percentage of students needing interventions.

