



**preLAS and LAS Links
Paper Administration Training**



● ● ● Training Agenda

- Texas Program Overview
- Additional training resources available to all LEA's
- Hands-on training on the paper administration of the preLAS and LAS Links paper assessments
 - Includes materials overview
 - Training on each part of each of the assessment(s):
 - Starting with the preLAS then move into the LAS Links paper administration training
 - Will include scoring training and reporting – including cut scores for identification
- Q and A



Texas English Learner Identification: Program Overview



Grade Level	Approved Assessment(s) for Identification:
preK3, preK4, Kindergarten	<ul style="list-style-type: none"> • preLAS English Form C • preLAS Español Form C • Available in Paper format
1 st Grade	<ul style="list-style-type: none"> • LAS Links Form A • Speaking and Listening Only • Available in Online or Paper formats
2 nd – 12 th Grade	<ul style="list-style-type: none"> • LAS Links Form A • Speaking, Listening, Reading and Writing • Available in Online or Paper formats
1 st – 6 th Grade	<ul style="list-style-type: none"> • LAS Links Español Form A • Speaking and Listening • Available in Online or Paper formats

❖ Norm Reference Tests are no longer utilized for the identification of English learners.



Additional Professional Learning Opportunities



Digital Library



The LAS Links Paper Administration – Digital Library

- provides administration, scoring and reporting guidance documents and videos
- Download available at www.laslinks.com/TEXAS

LAS Links Paper Administration – Digital Library



Rubric Scoring & Calibration

English Form A – Speaking

Guide to Scoring Speaking
 Video Link: Scoring the LAS Links Speaking
 LAS Links Speaking Rubrics
 LAS Links Speaking Flow Charts
 LAS Links Speaking Scoring Calibration Practice
 LAS Links Speaking Scoring Calibration Practice Answers

Español Form A – Hablando

Guide to Scoring Hablando
 Hablando Rubrics
 Hablando Scoring Calibration Practice
 Hablando Scoring Calibration Practice Answers

preLAS

Guide to Scoring the preLAS
 Video Link: Holistically scoring preLAS
 preLAS Scoring Rubrics
 preLAS Speaking Scoring Flow Chart
 preLAS Speaking Scoring Calibration Practice
 preLAS Speaking Scoring Calibration Practice Answers

Writing

Writing
 LAS Links Writing
 Flow Charts Grade 2-12
 Scoring Calibration Practice
 Scoring Calibration Practice Answers

Assessment/Administration

TEA Approved Assessments for the Identification of English Learners

preLAS Administration Training Materials

Guide to Administering the preLAS
 Video Link: Administering the preLAS

LAS Links Administration Training Materials

Guide to Administering LAS Links Form A
 Video Link: Administering LAS Links Form A

DRC INSIGHT PROFESSIONAL LEARNING



DRC's Professional Learning is a system designed to provide LEAs with a single robust, integrated platform of preLAS and LAS Links training courses. This virtual training platform, available 24/7, provides 3 courses:

DRC Professional Learning System	
Course Name	Estimated Time to Complete
preLAS administration, scoring and reporting	Up to 2.5 hours*
LAS Links paper administration, scoring and reporting	Up to 2.5 hours*
LAS Links Online administration, scoring and reporting	Up to 2.5 hours*

*estimated time as each course is self-paced and can be taken over the course of a few days and can be taken as many times as desired.

- June 27, 2019 - All POCs DRC had on file were loaded into INSIGHT
 - District Users are to add all additional District, School and Technology Users as needed (DRC will not add additional Users for your district).
 - Link on “How to add Users” was included in the June 25 and July 9 Texas Tuesday Newsletters (posted to www.laslinks.com/Texas)

DRC INSIGHT PROFESSIONAL LEARNING



- Log into the INSIGHT portal: <https://LASLinks.drccdirect.com>
- Click on All Applications >> Professional Learning:

DRC INSIGHT LAS LINKS Welcome [Name] Log Out

All Applications ▾
General Information User Management **Professional Learning**

WELCOME TO THE DRC INSIGHT PORTAL

Congratulations, you have successfully logged on.
Several helpful links are just a click away. Please take time to familiarize yourself with the navigation menu under **All Applications** at the top of this screen.

If you are having difficulty navigating through the site, please review the instructions at the top of each page or contact your LAS Links support team:
LASLinksHelpDesk@datarecognitioncorp.com
866.282.2250 (7:00 a.m. - 8:00 p.m. EDT)

ACCESS ONLINE TOOLS TRAINING WITH GOOGLE CHROME

Publicly accessible versions of the Online Tools Training are available. Please copy the link below into Google Chrome to access these practice opportunities. Note that Google Chrome is the only supported browser for this public version of the Online Tools Training.

WBTE Portal: <https://wbte.drccdirect.com/LL/portals/ll>

DRC INSIGHT PROFESSIONAL LEARNING



- Each course is its own individual course so test administrators may take any or all of the courses based on their assessment assignment(s);
- Test administrators will receive a certificate of calibration once they receive a 90% or better on the “check your knowledge” and “scoring calibration” quizzes associated with each course.

LAS Links Online Assessments Training Modules

LAS Links Paper Assessments Training Modules

preLAS Administration Training Modules

LAS Links Online Assessments Training Modules

LAS Links Paper Assessments Training Modules

preLAS Administration Training Modules


Your name here.

Congratulations on completing the professional learning course:
preLAS Administration Training
You are now certified to administer and score the preLAS Assessment.


Data Recognition Corporation
June 10, 2019

DRC

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preLAS: Administration, Scoring and Reporting




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● ● ● **What is the preLAS?**



- A language proficiency assessment consisting of an Oral Language component in **English and Spanish** for preK3-, preK4-, and Kindergarten students. Test results are used to:
 - Identify and place English Language Learners (EL's) in appropriate classroom settings
 - Measure the developing language of first-language learners of Spanish
 - Individually administered assessment
 - Takes approximately 15 minutes to administer



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preLAS Test Materials Needed for Testing



Test Administration Kit: at a rate of one kit for every 50 students or less

50 Answer Sheets are provided in each Kit

Audio CD and/or Audio Files found in INSIGHT



Examiner's Manual: provides in-depth test directions, rubrics and scoring

Cue Picture Book: provides picture prompts to use while testing



Accessing the Audio Files



- Log into INSIGHT, click General Information under All Applications
- Click Documents
- Choose Manuals/Guides

Administration	Document Type	Title	Description
LAS Links	Manuals/Guides	LAS Links Central Office Services (COS) Installation	COS Installation Quick Start Guide
LAS Links	Manuals/Guides	LAS Links National Digital Library	Digital Library: Navigational Guides and Videos
LAS Links	Manuals/Guides	LAS Links Online Headset Recommendations	Guidance on headsets to use for student testing
LAS Links	Manuals/Guides	LAS Links Portal User Guide	INSIGHT Portal Guide
LAS Links	Manuals/Guides	LAS Links TUG - Volume I	Technical User Guide Volume I - Intro to LAS Links
LAS Links	Manuals/Guides	LAS Links TUG - Volume II	Technical User Guide Volume II - Central Office
LAS Links	Manuals/Guides	LAS Links TUG - Volume III	Technical User Guide Volume III - INSIGHT
LAS Links	Manuals/Guides	LAS Links TUG - Volume IV	Technical User Guide Volume IV - Troubleshooting
LAS Links	Manuals/Guides	preLAS and LAS Links Audio Files	Links to preLAS and LAS Links Audio Files



preLAS Test Materials Needed for Testing



- Tabulation occurs on the front of the student answer sheet
- Reports in:
 - Total Score
 - Proficiency Level

STUDENT NAME (Last, First, M.I.) **STUDENT NUMBER** **BIRTH DATE** (MO, DAY, YEAR)

HOME LANGUAGE
 Arabic
 English
 Japanese
 Lao/Hmong
 Mandarin/Cantonese
 Native American
 Spanish
 Tagalog/Ilocano
 Vietnamese
 Other (specify) _____

TEST DATE (MO, DAY, YEAR)

FOR HAND-SCORING ONLY:
 Oral Language # correct _____
 Simon Says × 2 = _____
 Art Show × 1 = _____
 Say What × 2 = _____
 Human Body × 1 = _____
 Story #1 score × 4 = _____
 Story #2 score × 4 = _____
 Oral Language Total = Level _____
 Pre-Literacy Total = Level _____

Answer Sheet—English Form C
preLAS2000

CUT-OFF LEVELS AND INTERPRETATION OF SCORES

Total Score (3- and 4-year-olds)	Total Score (5- and 6-year-olds)	Proficiency Level	Interpretation of Numerical Levels*
0-56	0-61	1	NES
57-66	62-71	2	LES
67-76	72-81	3	LIS
77-86	82-91	4	FES
87-100	92-100	5	FES

Pre-Literacy Component (3- and 4-year-olds)

N/A	0-29	1	Low
N/A	30-39	2	Mid-level
N/A	40-100	3	High

*NES = Non-English Speaker; LES = Limited English Speaker; FES = Fluent English Speaker.



preLAS test components



Simon Says	Students play a game called Simon Says. The student does what Simon tells him or her to do.
Art Show	Using the Cue Picture Book, students are asked to identify the object and answer questions related to the object. What is it? What is it used for?
Say What You Hear	The student repeats what he or she hears.
The Human Body	Using the Cue Picture Book, students are asked to look at the picture and identify the body part.
Let's Tell Stories	A student listens to a story and looks at corresponding pictures in the cue picture book. When the story is done, the student tells the examiner what happened in the story.



● ● ● Test Response Time



Refer to page 14 of the Examiner's Manual

- PreLAS is not a timed test.
- Test can be administered in several sessions.
- Test can be administered in any order.
- Allow 3 - 5 seconds for each response. If there is no response, prompt a second time. If there is still no response, continue to the next item.
- Prompts may be said no more than twice.



● ● ● Part 1: Simon Says



Oral Language Component Form C

Test Examiner: Fill in the circle for correct responses.

Part 1: Simon Says

SAY: We're going to play a game called Simon Says. Simon is someone who tells us what to do. You do exactly what Simon says.

→ Give the first practice prompt or start the audio cassette at Part 1. Simon Says cue book prompts are for the tapes.

An item is correct if the student follows the instructions given in the prompts, as follows:

Practice 1: Simon says look up.

Practice 2: Simon says look down.

1 Simon says touch your ear.
 2 Simon says point to the chest.
 3 Simon says lift one leg.

If there is no response to any of the items above, move on to Part 2.

4 Simon says open your hand.
 5 Simon says pick up the paper.
 6 Simon says turn the paper over.
 7 Simon says put one hand on top of the other.
 8 Simon says knock on the table.
 9 Simon says point to the middle of the paper.
 10 Simon says put your feet together.

Number of items correct: _____
 No Response: _____

Part 2: Art Show

→ Open the Cue Picture Book to Part 2. Point to each item, beginning with the first practice item.

SAY: What is this? for each item.

Starting with item 5, after eliciting the label:

SAY: What can you do with it?

Correct responses are shown below.

Practice 1: Cat, kitty.
Practice 2: Dog, doggie, puppy.

1 Apple
 2 Frog, toad
 3 Pig, pig, piggy

If there is no response to any of the items above, move on to Part 3.
If there was no response in either Part 1 or Part 2, stop the test.

Part 3: Say What You Hear

SAY: Listen to the tape, then

→ Say "What?"

The student as shown on page 14.

Practice 1: Good morning.
Practice 2: I'm hungry.

1 Check tonight's report card.
 2 Fix her Simon says.
 3 Write her brother's name?

If there is no response to any of the items above, move on to Part 4.
If there was no response in either Part 1 or Part 2, stop the test.

4 The teacher looked at me.
 5 The teacher looked at the teacher.

Part 4: The Human Body

→ Open the Cue Picture Book to Part 4.

Practice 1: Ear

1 Nose
 2 Throat, neck
 3 Hair

If there is no response to any of the items above, move on to Part 5.

4 Mouth or lips
 5 Hand
 6 Finger
 7 Arm

For more detailed information, refer to:
 • Page 15 of the Examiner's Manual

Description: Students play a game called Simon Says. The student does what Simon tells him or her to do.

Examples: Simon says look up
 Simon says look down
 Simon says touch your ear

Scoring: Using the student answer sheet, examiner fills in the circle for correct responses.



When to Stop Testing



Refer to Page 14 of the Examiner's Manual for detailed information.

- If the student has failed or does not respond to, any five consecutive items, including the practice items, stop testing in that part and move on to the next part of the test.
- If the student misses or does not respond to five consecutive items in two consecutive parts, stop the test.

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☑ An item is correct if the student follows the instructions given in the prompts, as follows.

Practice 1 Simon says look up.
Practice 2 Simon says look down.

1 Simon says touch your ear.
 2 Simon says point to the elbow.
 3 Simon says lift one foot.

If there is no response to any of the items above, move on to Part 2.

4 Simon says open your hand.
 5 Simon says pick up the paper.
 6 Simon says turn the paper over.
 7 Simon says put one hand on top of the other.
 8 Simon says knock on the table.
 9 Simon says point to the middle of the paper.
 10 Simon says put your feet together.

Number of Items correct
 No Response

☑ Correct responses are shown below.

Practice 1 Cat, kitty
Practice 2 Dog, doggie, puppy

1 Apple
 2 Frog, toad
 3 Pig, hog, piggy

If there is no response to any of the items above, move on to Part 2.
If there was no response in either Part 1 or Part 2, stop the test.

4 Bus
 5 Book
 6 Road, look at it
 7 Cup
 8 Drink
 9 Knife
 10 Cat, cat

Number of Items correct
 No Response

(page 18) for examples of correct and incorrect responses.

Practice 1 Good morning.
Practice 2 I'm hungry.

1 Don't forget your coat.
 2 He has three cats.
 3 Who has Jane's pencil?

If there is no response to any of the items above, move on to Part 4.

4 The teacher smiled at me.
 5 The kitten is smaller than the cat.
 6 He did stand up.
 7 She'll make dinner soon.
 8 She is not sorry.
 9 He hasn't finished.
 10 My cousin washes the windows.

Number of Items correct
 No Response

Practice 1 Eye
Practice 2 Ear

1 Nose
 2 Throat, neck
 3 Hair

If there is no response to any of the items above, move on to Part 5.

4 Mouth or lips
 5 Hand
 6 Finger
 7 Arm
 8 Leg
 9 Foot
 10 Knee

Number of Items correct
 No Response

Page 14

Part 2: Art Show



For more detailed information, refer to Page 16 of the Examiner's Manual

Oral Language Component Form C

Test Examiner: Fill in the circles for correct responses.

Part 1: Simon Says

We're going to play a game called Simon Says. Simon is someone who tells us what to do. You do exactly what Simon says.

Give the first practice prompt or start the audio cassette at Part 1: Simon Says. The item prompts are on the tape.

An item is correct if the student follows the instructions given in the prompts, as follows.

Practice 1 Simon says look up.
Practice 2 Simon says look down.

1 Simon says touch your ear.
 2 Simon says point to the elbow.
 3 Simon says lift one foot.

If there is no response to any of the items above, move on to Part 2.

4 Simon says open your hand.
 5 Simon says pick up the paper.
 6 Simon says turn the paper over.
 7 Simon says put one hand on top of the other.
 8 Simon says knock on the table.
 9 Simon says point to the middle of the paper.
 10 Simon says put your feet together.

Number of Items correct
 No Response

Part 2: Art Show

Use the Cue Picture Book to Part 2. Point to each item, beginning with the first practice item.

SAY What is this? For each item, starting with item 5, after clicking the label.

SAY What can you do with it?

☑ Correct responses are shown below.

Practice 1 Cup, kitty
Practice 2 Dog, doggie, puppy

1 Apple
 2 Frog, toad
 3 Pig, hog, piggy

If there is no response to any of the items above, move on to Part 3.

4 Bus
 5 Book
 6 Road, look at it
 7 Cup
 8 Drink
 9 Knife
 10 Cat, cat

Number of Items correct
 No Response

Part 3: Say What You Hear

Listen to the tape, then say what you hear.

Tap the audio cassette at Part 3: Say What You Hear.

The response is correct if the student repeats the word or words shown below. See the Examiner's Manual page 16 for examples of correct and correct responses.

Practice 1 Good morning.
Practice 2 I'm hungry.

1 Don't forget your coat.
 2 He has three cats.
 3 Who has Jane's pencil?

If there is no response to any of the items above, move on to Part 4.

4 The teacher smiled at me.
 5 The kitten is smaller than the cat.
 6 He did stand up.
 7 She'll make dinner soon.
 8 She is not sorry.
 9 He hasn't finished.
 10 My cousin washes the windows.

Number of Items correct
 No Response

Description: Using the Cue Picture Book, students are asked to identify the object and answer questions related to the object. What is it? What is it used for?

Examples:



Scoring:

Using the student answer sheet, fill in the circle for correct responses

● ● ● Part 2: Art Show Picture Prompts



<p>p1</p>	<p>p2</p>	<p>1</p>
<p>2</p>	<p>3</p>	<p>4</p>
<p>5 & 6</p>	<p>7 & 8</p>	<p>9 & 10</p>

● ● ● Part 3: Say What You Hear



Oral Language Component Form C

Test Examiner: Fill in the circles for correct responses.

Part 1: Simon Says

Part 2: Art Show

Part 3: Say What You Hear

Part 4: Tell Me What's in the Picture

Number of items correct: No Response

For more detailed information, refer to:
• Page 17 of the Examiner's Manual

Description: The student repeats what he or she hears.

Examples: Don't forget your coat
The principal looked at me
My cousin washes the windows

Scoring: The response is correct if the underlined structures are repeated exactly as shown in the examiner's manual.

● ● ● Say What You Hear Scoring Examples



- Refer to Page 18 of the Examiner's Manual

Prompt	Structure Tested	Correct Responses	Incorrect Responses
<u>Don't forget</u> your coat.	negative command	<u>Don't forget</u> your coat. <u>Don't forget</u> you coat.	No forget your coat.
The principal <u>looked</u> at me.	past tense	The principal <u>looked</u> at me. The principal <u>looked</u> me.	The principal look me. The principal look at me.
My cousin <u>washes</u> the windows.	Third person singular, present tense	My cousin <u>washes</u> the windows. My cousin <u>washes</u> the floor.	My cousin wash the windows.



● ● ● Part 4: The Human Body



- Refer to:
- Page 20 of the Examiner's Manual

Oral Language Component Form C

Test Examiner: Fill in the circles for correct responses.

Part 1 Simon Says
We're going to play a game called Simon Says. Simon is someone who tells us what to do. You do exactly what Simon says.
Click the first picture prompt or open the audio cassette at Part 1. Simon Says all the four prompts are on the tape.
An item is correct if the student follows the instructions given in the prompt, as follows:
Practice 1 Simon says look up.
Practice 2 Simon says look down.
Practice 3 Simon says touch your ear.
Practice 4 Simon says point to his face.
Practice 5 Simon says sit on the box.
If there is no response to any of the items above, move on to Part 2.
Practice 6 Simon says pick up the paper.
Practice 7 Simon says touch the paper with the other hand.
Practice 8 Simon says put one hand on top of the other.
Practice 9 Simon says knock on the table.
Practice 10 Simon says point to the middle of the paper.
Practice 11 Simon says put your feet together.
Practice 12 Simon says put your feet together.
Number of items correct in Response

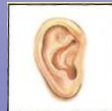
Part 2 Art Show
Open the Cue Picture Book to Part 2. Start to each item, beginning with the first practice item.
Practice 1 What can you do with an apple?
Practice 2 Correct responses are shown below.
Practice 3 Clickability
Practice 4 Drag, drag, piggy.
Practice 5 Apple
Practice 6 Pig, said
Practice 7 Pig, pig, piggy
If there is no response to any of the items above, move on to Part 3.
If there still no response to either Part 1 or Part 2, stop the test.

Part 3 Say What You Hear
Listen to the tape, then say what you hear.
Start the audio cassette at Part 3. Say What You Hear.
Practice 1 The response is correct if the student's response is repeated twice at 30-second intervals. See the Examiner's Manual (page 18) for examples of correct and incorrect responses.
Practice 2 Good morning.
Practice 3 I'm hungry.
Practice 4 Clean your face.
Practice 5 I'm tired.
Practice 6 I'm hot.
Practice 7 I'm cold.
Practice 8 I'm thirsty.
Practice 9 I'm sleepy.
Practice 10 I'm happy.
Practice 11 I'm sad.
Practice 12 I'm angry.
Practice 13 I'm nervous.
Practice 14 I'm excited.
Practice 15 I'm surprised.
Practice 16 I'm shocked.
Practice 17 I'm disappointed.
Practice 18 I'm embarrassed.
Practice 19 I'm proud.
Practice 20 I'm ashamed.
Practice 21 I'm jealous.
Practice 22 I'm envious.
Practice 23 I'm hateful.
Practice 24 I'm loving.
Practice 25 I'm caring.
Practice 26 I'm generous.
Practice 27 I'm kind.
Practice 28 I'm helpful.
Practice 29 I'm thoughtful.
Practice 30 I'm considerate.
Practice 31 I'm respectful.
Practice 32 I'm polite.
Practice 33 I'm courteous.
Practice 34 I'm gracious.
Practice 35 I'm charming.
Practice 36 I'm delightful.
Practice 37 I'm adorable.
Practice 38 I'm cute.
Practice 39 I'm sexy.
Practice 40 I'm attractive.
Practice 41 I'm beautiful.
Practice 42 I'm handsome.
Practice 43 I'm smart.
Practice 44 I'm intelligent.
Practice 45 I'm wise.
Practice 46 I'm knowledgeable.
Practice 47 I'm informed.
Practice 48 I'm educated.
Practice 49 I'm cultured.
Practice 50 I'm sophisticated.
Practice 51 I'm refined.
Practice 52 I'm elegant.
Practice 53 I'm graceful.
Practice 54 I'm poised.
Practice 55 I'm confident.
Practice 56 I'm self-assured.
Practice 57 I'm self-reliant.
Practice 58 I'm independent.
Practice 59 I'm self-sufficient.
Practice 60 I'm self-starting.
Practice 61 I'm self-motivated.
Practice 62 I'm self-disciplined.
Practice 63 I'm self-controlled.
Practice 64 I'm self-responsible.
Practice 65 I'm self-accountable.
Practice 66 I'm self-aware.
Practice 67 I'm self-reflective.
Practice 68 I'm self-critical.
Practice 69 I'm self-improving.
Practice 70 I'm self-actualizing.
Practice 71 I'm self-fulfilling.
Practice 72 I'm self-actualized.
Practice 73 I'm self-actualized.
Practice 74 I'm self-actualized.
Practice 75 I'm self-actualized.
Practice 76 I'm self-actualized.
Practice 77 I'm self-actualized.
Practice 78 I'm self-actualized.
Practice 79 I'm self-actualized.
Practice 80 I'm self-actualized.
Practice 81 I'm self-actualized.
Practice 82 I'm self-actualized.
Practice 83 I'm self-actualized.
Practice 84 I'm self-actualized.
Practice 85 I'm self-actualized.
Practice 86 I'm self-actualized.
Practice 87 I'm self-actualized.
Practice 88 I'm self-actualized.
Practice 89 I'm self-actualized.
Practice 90 I'm self-actualized.
Practice 91 I'm self-actualized.
Practice 92 I'm self-actualized.
Practice 93 I'm self-actualized.
Practice 94 I'm self-actualized.
Practice 95 I'm self-actualized.
Practice 96 I'm self-actualized.
Practice 97 I'm self-actualized.
Practice 98 I'm self-actualized.
Practice 99 I'm self-actualized.
Practice 100 I'm self-actualized.

Part 4 The Human Body
Click the Cue Picture Book to Part 4. I'll point to a part of the body. You tell me what it's called.
Point to each item and wait for the student's response.
Practice 1 Eye
Practice 2 Ear
Practice 3 Nose
Practice 4 Mouth
Practice 5 Hand
Practice 6 Foot
Practice 7 Arm
Practice 8 Leg
If there is no response to any of the items above, move on to Part 5.
Practice 9 Head
Practice 10 Neck
Practice 11 Shoulder
Practice 12 Back
Practice 13 Chest
Practice 14 Stomach
Practice 15 Hip
Practice 16 Ankle
Practice 17 Toe
Practice 18 Finger
Practice 19 Thumb
Practice 20 Nail
Practice 21 Hair
Practice 22 Eyebrow
Practice 23 Eyelash
Practice 24 Earlobe
Practice 25 Ear canal
Practice 26 Ear drum
Practice 27 Ear ossicle
Practice 28 Ear canal
Practice 29 Ear drum
Practice 30 Ear ossicle
Practice 31 Ear canal
Practice 32 Ear drum
Practice 33 Ear ossicle
Practice 34 Ear canal
Practice 35 Ear drum
Practice 36 Ear ossicle
Practice 37 Ear canal
Practice 38 Ear drum
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Practice 87 Ear ossicle
Practice 88 Ear canal
Practice 89 Ear drum
Practice 90 Ear ossicle
Practice 91 Ear canal
Practice 92 Ear drum
Practice 93 Ear ossicle
Practice 94 Ear canal
Practice 95 Ear drum
Practice 96 Ear ossicle
Practice 97 Ear canal
Practice 98 Ear drum
Practice 99 Ear ossicle
Practice 100 Ear canal

Description: Using the Cue Picture Book, students are asked to look at the picture and identify the body part

Examples:

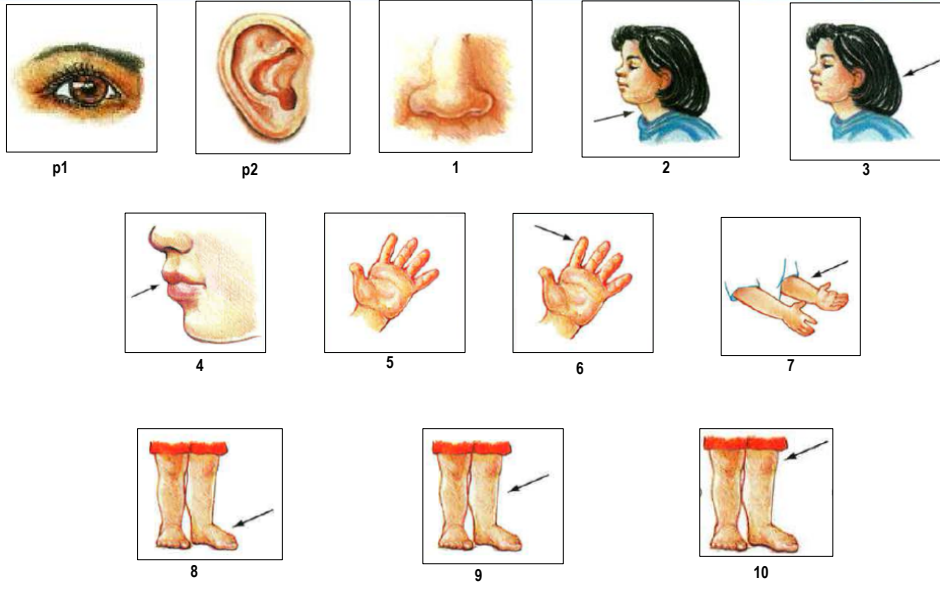


Scoring:

Using the student answer sheet, fill in the circle for correct responses



● ● ● Part 4: The Human Body Prompts



● ● ● Part 5: Let's Tell Stories

Refer to:

- Page 21 of the Examiner's Manual

Answer Sheet Form C

Student Name _____ Test Date _____
Teacher Name _____ School _____

Part 5 Let's Tell Stories

→ Review the Quick Reference Guide for Examiners, page 3, before administering this part.

SAY: Now you're going to hear a story. Look at the pictures that go with it. Listen very carefully. When it's done, I want you to tell me what happened.

→ Fill in the circles to indicate the two stories you are going to administer.

Random
 Hobbs and the Shoemaker
 Rutherford

→ Open the Cue Picture Book to Part 5. Begin telling the first story (see the Quick Reference Guide for Examiners, page 4) or start the audio cassette at Part 5, Let's Tell Stories.

→ Point to each drawing as the child listens to the story.

→ After the first story prompt is finished, take out the part-APP2000 audio cassette and insert the blank "response" cassette. Set the cassette player to "record." Record the student's name and the title of the story.

→ Point to the first drawing.

SAY: Now, [student's name], start here and tell me what happened in the story.

Important! Write the response verbatim in the next column AND tape-record the response.

If the student is reluctant to write the response, ask the student to write the response on a separate sheet of paper.

If the student cannot or does not write a response, circle "No Response".

→ Repeat the procedure for Story 2.

Important! After administering of the stories against the tape, return the cassette to the first time.

The response must be scored by refer to the Examiner's Manual. App

Story #1: _____

Score: (No Response) () () () () ()

Story #2: _____

For documentation purposes, be sure to transcribe the student answers in the appropriate area on the student answer sheet.

Description: Using the audio cd, audio files or reading the stories from the Quick Reference Guide, students listen to a story and look at corresponding pictures in the cue picture book. When the story is done the student tells the examiner what happened in the story.

Scoring: The responses are holistically scored based on the rubric found in the Examiner's Manual

Open Your Handouts and Worksheets packet – Page 2



preLAS and LAS Links
Paper Administration Training
Handouts & Worksheets

Scoring: Let's Tell Story

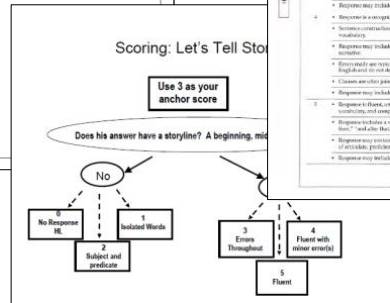


TABLE 2
Description of Scoring Levels for Let's Tell Stories

Score	Characteristics of the Story Response
0	<ul style="list-style-type: none"> No response. No response in English. Entire response is in a language other than English.
1	<ul style="list-style-type: none"> Response may be only one word in English. Response may be only isolated words, phrases, or verbal expressions such as "Good morning" or "How are you?" Response has no sentence structure. Response may include some non-English words.
2	<ul style="list-style-type: none"> Response contains at least one sentence. Response is in phrases or simple sentences (with a subject and a predicate) that are difficult to associate with a story line. Response is often full of repetitions and unconnected ideas. Response may include some non-English words.
3	<ul style="list-style-type: none"> Response contains a recognizable story line or string of connected thoughts, although detail may be minimal. Response, no matter how skillfully constructed or complete in detail, contains errors in grammar, syntax, vocabulary, or usage not likely to be made by proficient speakers of Standard American English. (See endnote 2.) Sentences are longer and more coherent than Score 2 responses. Response may contain many hesitations. Response may include some non-English words.
4	<ul style="list-style-type: none"> Response is a recognizable version of a story in coherent, fluent sentences. Sentence construction is usually simple, often a list of events told in plain vocabulary. Response may include hesitations or digressions that do not impede the narrative. Errors made are typical among proficient speakers of Standard American English and do not detract from basic fluency. Clauses are often joined by "and," "then," or "and then." Response may include an occasional non-English word.
5	<ul style="list-style-type: none"> Response is fluent, articulate, and elaborated with detailed sequence, vivid vocabulary, and complex constructions. Response includes a variety of adverbs and transitional signals ("First," "So then," "and after that," "because," "Finally," etc.). Response may contain one or two minor errors commonly heard in speech of articulate, proficient speakers of Standard American English. Response may include an occasional non-English word.

preLAS Speaking Scoring Calibration Practice
Grades preK- Kindergarten

Story: BAINSTORM

Students are asked to listen to a story then tell what happened in the story.

Sample Response	Score	Frings
I rain. The wind. "It's a rain storm!" (Student repeats words.)	1	[Image]
One day the rain and the wind were very bad. There was a lot of rain and they were very cold. "Why is there a rain storm?" "Because there is rain." (Student repeats the end of the sentence.)	2	[Image]
I remember when we were. So just stop.	3	[Image]
There was a rain storm and they were very cold and they had to go to bed.	4	[Image]
There were many, many rain. Then they were very cold and they were very cold.	5	[Image]

Story: BOBBY AND THE SHOEMAKER

Students are asked to listen to a story then tell what happened in the story.

Sample Response	Score	Frings
Black shoes. Blue. (Student repeats words.)	1	[Image]
Bobby is a shoe maker. He had a lot of shoes. He had to make a lot of shoes. He had to make a lot of shoes. He had to make a lot of shoes.	2	[Image]
One day Bobby was in his shop. He was making shoes. He was making shoes. He was making shoes. He was making shoes.	3	[Image]
One day Bobby was in his shop. He was making shoes. He was making shoes. He was making shoes. He was making shoes. He was making shoes. He was making shoes.	4	[Image]
One day Bobby was in his shop. He was making shoes. He was making shoes. He was making shoes. He was making shoes. He was making shoes. He was making shoes.	5	[Image]

TABLE 2
Description of Scoring Levels for Let's Tell Stories

Score	Characteristics of the Story Response
0	<ul style="list-style-type: none"> No response. No response in English. Entire response is in a language other than English.
1	<ul style="list-style-type: none"> Response may be only one word in English. Response may be only isolated words, phrases, or verbal expressions such as "Good morning" or "How are you?" Response has no sentence structure. Response may include some non-English words.
2	<ul style="list-style-type: none"> Response contains at least one sentence. Response is in phrases or simple sentences (with a subject and a predicate) that are difficult to associate with a story line. Response is often full of repetitions and unconnected ideas. Response may include some non-English words.
3	<ul style="list-style-type: none"> Response contains a recognizable story line or string of connected thoughts, although detail may be minimal. Response, no matter how skillfully constructed or complete in detail, contains errors in grammar, syntax, vocabulary, or usage not likely to be made by proficient speakers of Standard American English. (See endnote 2.) Sentences are longer and more coherent than Score 2 responses. Response may contain many hesitations. Response may include some non-English words.
4	<ul style="list-style-type: none"> Response is a recognizable version of a story in coherent, fluent sentences. Sentence construction is usually simple, often a list of events told in plain vocabulary. Response may include hesitations or digressions that do not impede the narrative. Errors made are typical among proficient speakers of Standard American English and do not detract from basic fluency. Clauses are often joined by "and," "then," or "and then." Response may include an occasional non-English word.
5	<ul style="list-style-type: none"> Response is fluent, articulate, and elaborated with detailed sequence, vivid vocabulary, and complex constructions. Response includes a variety of adverbs and transitional signals ("First," "So then," "and after that," "because," "Finally," etc.). Response may contain one or two minor errors commonly heard in speech of articulate, proficient speakers of Standard American English. Response may include an occasional non-English word.



Is there a storyline?
yes = 3, 4 or 5
no = 2, 1, or 0

Are there errors throughout?
Yes = 3
No = 4 or 5

"I don't know"

Isolated Words

subject and a predicate

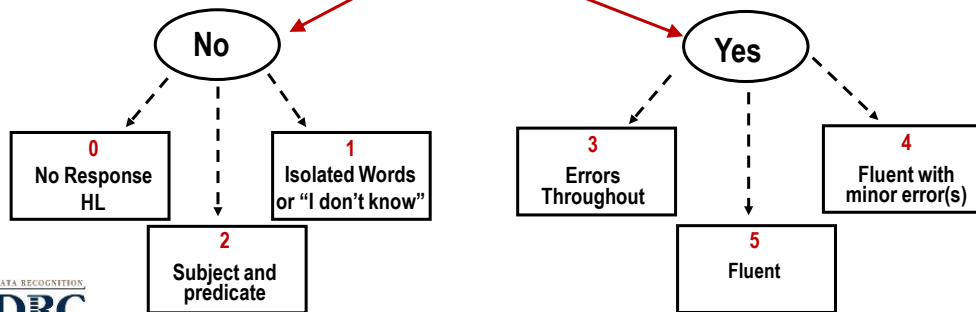
Fluent

● ● ● Speaker Notes – Scoring: Let’s Tell Stories



Use 3 as your anchor score

Does his answer have a storyline? A beginning, middle and end?



● ● ● Let’s Tell Stories Scoring Practice



Story: RAINSTORM

Students are asked to listen to a story then tell what happened in the story.

#	Sample Response	Score	Prompt
1	It rain. The snail say, "Why it was a rainbow?" (Porque estaba lloviendo.)		
2	One day the snail and the snake went for a walk. Then it was raining and they walk and the snail say, "Why is there a rainbow?" "Because there is rain." And that's the end.		
3	It rained and rainbow come. Sun just drop.		
4	They see a rainbow and they walk and they can look and they head to the wall.		
5	They were walking...There were rain...Then they were rainbow and then they played.		
6	One day they go to play then was a rain coming they, they don't know where to go. They color in a shovel and they said he they saw a colors and they said, "Why does a rainbow on here?" "Because the rain and the sun are both and they make a rainbow."		



Inter-Rater Reliability Activity – Let's Tell Stories



1. Utilize the preLAS Speaking Scoring Calibration exemplars found on pages 4 and 5 of your Worksheets and Handouts packet.
2. Divide test administration trainees into groups (no more than 6 per group).
3. Each participant should first score all speaking on their own.
4. Once each individual in the group has finished scoring the exemplars on their own, the group should discuss the scores they gave on each item.
5. Through conversation and by referencing the rubric and the flow chart, the group must decide on a consensus score for each item.
6. The trainer should travel the room and give the trainees enough time to make sure they have scored each item as a group.



Inter-Rater Reliability Activity – Let's Tell Stories



7. Once enough time is given, the trainer should create an excel sheet on the screen and call on each group to provide their scores for each of the items. Trainer should post those scores on the excel sheet.
8. Other groups waiting their turn to provide their scores should not change their scores when they hear a different score. Be confident in your answer!

9. Any exemplar that has more than one score provided by the groups should be read aloud and worked through together as a room, with the trainer providing the correct score and its rationale.

Group #	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
1	3	2	4	1	2	3
2	3	2	4	1	2	3
3	3	2	4	2	2	3
4	3	1	4	1	2	3
5	3	1	4	1	2	3
6	3	2	3	1	2	3
7	3	2	4	1	2	3



● ● ● Part 5: Let's Tell Stories – Practice Scoring



Scoring practice handouts and answer keys are found in the LAS Links Paper Administration Digital Library located at www.laslinks.com/Texas

LAS Links Paper Administration – Digital Library



preLAS

Guide to Scoring the *preLAS*

Video Link: Holistically scoring *preLAS*

preLAS Rubric

preLAS Speaking Scoring Flow Chart

preLAS Speaking Scoring Calibration Practice

preLAS Speaking Scoring Calibration Practice - Answer Key



preLAS:
Scoring and Reporting



Scores Used to Determine Proficiency



- The preLAS reports in 5 proficiency levels.
- The chart below provides the scores, that per State and Federal Guidelines, are used to determine proficiency for preK3, preK4 and Kindergarten students:

Per State and Federal Guidelines	
preK3, preK4, Kindergarten	<ul style="list-style-type: none"> • If a student receives a 1, 2 or 3 Oral Language proficiency level, they are to be classified as an English learner. • If a student receives a 4 or 5 Oral Language proficiency level – they are to be considered Fluent - not to be identified as an English learner.

FOR HAND-SCORING ONLY:	
Oral Language	# correct
Simon Says	_____ × 2 = _____
Art Show*	_____ × 1 = _____
Say What	_____ × 2 = _____
Human Body	_____ × 1 = _____
Story #1 score	_____ × 4 = _____
Story #2 score	_____ × 4 = _____
Oral Language Total = Level	_____ = _____
Pre-Literacy Total = Level	_____ = _____

STUDENT NAME		STUDENT NUMBER	BIRTH DATE																								
Last	First	M.I.	MO DAY YEAR																								
Step 1: transfer the number correct from each section of the test to the front of the answer document. Do the math and calculate the total(s).		HOME LANGUAGE <input type="radio"/> Arabic <input type="radio"/> English <input type="radio"/> Japanese <input type="radio"/> Lao/Hmong <input type="radio"/> Mandarin/Cantonese <input type="radio"/> Native American <input type="radio"/> Spanish <input type="radio"/> Tagalog/Ilocano <input type="radio"/> Vietnamese <input type="radio"/> Other (specify) _____	TEST DATE MO DAY YEAR																								
FOR HAND-SCORING ONLY: Simon Says _____ × 2 = _____ Art Show* _____ × 1 = _____ Say What _____ × 2 = _____ Human Body _____ × 1 = _____ Story #1 score _____ × 4 = _____ Story #2 score _____ × 4 = _____ Oral Language Total = Level _____ = _____ Pre-Literacy Total = Level _____ = _____		Examiner _____ Teacher _____ School _____ District _____	Grade _____ Age _____ Pre-Pre-K _____ Pre-K _____ Kindergarten _____																								
Answer Sheet—English Form C preLAS2000		CUT-OFF LEVELS AND INTERPRETATION OF SCORES <table border="1"> <thead> <tr> <th>Total Score (3- and 4-year-olds)</th> <th>Total Score (5- and 6-year-olds)</th> <th>Proficiency Level</th> <th>Interpretation of Student's Level(s)</th> </tr> </thead> <tbody> <tr> <td>6-56</td> <td>0-61</td> <td>1</td> <td>NES</td> </tr> <tr> <td>57-66</td> <td>62-71</td> <td>2</td> <td>LES</td> </tr> <tr> <td>67-76</td> <td>72-81</td> <td>3</td> <td>LES</td> </tr> <tr> <td>77-86</td> <td>82-91</td> <td>4</td> <td>FES</td> </tr> <tr> <td>87-100</td> <td>92-100</td> <td>5</td> <td>FES</td> </tr> </tbody> </table>		Total Score (3- and 4-year-olds)	Total Score (5- and 6-year-olds)	Proficiency Level	Interpretation of Student's Level(s)	6-56	0-61	1	NES	57-66	62-71	2	LES	67-76	72-81	3	LES	77-86	82-91	4	FES	87-100	92-100	5	FES
Total Score (3- and 4-year-olds)	Total Score (5- and 6-year-olds)	Proficiency Level	Interpretation of Student's Level(s)																								
6-56	0-61	1	NES																								
57-66	62-71	2	LES																								
67-76	72-81	3	LES																								
77-86	82-91	4	FES																								
87-100	92-100	5	FES																								
PROGRAM <input type="radio"/> Bilingual Language Development <input type="radio"/> ESL <input type="radio"/> Mainstream <input type="radio"/> Two-Way <input type="radio"/> Other (specify) _____		School Code _____ Teacher Code _____																									

- Step 2: using the Cut-Off Levels and Interpretation of Scores, the examiner finds the Total Score range.
- Step 3: The examiner then finds the corresponding Age Range column: 3- and 4 year olds or 5 year olds.
- Step 4: Find the total score in the range of scores, once found, look to the right of the range to find the corresponding proficiency level.

FOR HAND-SCORING ONLY:

Oral Language # correct

Simon Says $\frac{3}{2} \times 2 = \frac{6}{2}$

Art Show $\frac{2}{1} \times 1 = \frac{2}{1}$


Say What $\frac{1}{2} \times 2 = \frac{2}{1}$

Human Body $\frac{4}{1} \times 1 = \frac{4}{1}$

Story #1 score $\frac{2}{4} \times 4 = \frac{8}{1}$

Story #2 score $\frac{1}{4} \times 4 = \frac{4}{1}$

Oral Language Total = Level $26 = 1$



CUT-OFF LEVELS AND INTERPRETATION OF SCORES

Total Score (3- and 4-year-olds)	Total Score (5- and 6-year-olds)	Proficiency Level	Interpretation of Numerical Levels*
Oral Language Component			
0-56		1	NES
57-66	62-71	2	LES
67-76	72-81	3	LES
77-86	82-91	4	FES
87-100	92-100	5	FES
Pre-Literacy Component (5- and 6-year-olds)			
N/A	0-59	1	Low
N/A	60-79	2	Mid-level
N/A	80-100	3	High


DATA RECORDS CORPORATION

*NES = Non-English Speaker; LES = Limited English Speaker; FES = Fluent English Speaker

Example, if a 4 year old received a total score of 26:

- find 26 in the range of 0-56,
- look to the proficiency level column to the right to find that the range is a Proficiency Level 1,
- write "1" in the corresponding Oral Language Level box.

Scores Used to Determine Proficiency



➤ As a reminder, for preLAS (preK3, preK4 and Kindergarten):

Per State and Federal Guidelines	
preK3, preK4, Kindergarten	<ul style="list-style-type: none"> If a student receives a 1, 2 or 3 Oral Language proficiency level, they are to be classified as an English learner. If a student receives a 4 or 5 Oral Language proficiency level – they are to be considered Fluent - not to be identified as an English learner.

● ● ● preLAS pre-Literacy Component



The pre-literacy component is available on the back of the test and is an optional component, but it **DOES NOT FACTOR INTO ENGLISH LEARNER IDENTIFICATION**

Pre-Literacy Component Form C

Read each prompt below!

Directions:

- Mark bubbles for each correct response.
- Items 1-20: Correct responses are shown below. Responses must be in English.
- Items 21-25 are administered according to the instructions on the Spanish Reference Guide for Examiners, page 3.
- Score responses according to guidelines shown on page 19 of the Examiners Manual.

Item: Mark's another fun game.

Directions:

- Beginning with the practice item below, "C", point to each correct item on the Game Board.

Item	Correct Response	Letter	Color	Shape	Size	Number	Symbol
1	Blue	A	Red	Circle	Small	1	Star
2	Red	B	Blue	Square	Large	2	Triangle
3	Green	C	Yellow	Circle	Small	3	Star
4	Yellow	D	Green	Square	Large	4	Triangle
5	Blue	E	Red	Circle	Small	5	Star
6	Red	F	Blue	Square	Large	6	Triangle
7	Green	G	Yellow	Circle	Small	7	Star
8	Yellow	H	Green	Square	Large	8	Triangle
9	Blue	I	Red	Circle	Small	9	Star
10	Red	J	Blue	Square	Large	10	Triangle
11	Green	K	Yellow	Circle	Small	11	Star
12	Yellow	L	Green	Square	Large	12	Triangle
13	Blue	M	Red	Circle	Small	13	Star
14	Red	N	Blue	Square	Large	14	Triangle
15	Green	O	Yellow	Circle	Small	15	Star
16	Yellow	P	Green	Square	Large	16	Triangle
17	Blue	Q	Red	Circle	Small	17	Star
18	Red	R	Blue	Square	Large	18	Triangle
19	Green	S	Yellow	Circle	Small	19	Star
20	Yellow	T	Green	Square	Large	20	Triangle

● ● ●

LAS Links Paper Assessments:
Administration, Scoring and Reporting

19

Texas English Learner Identification: Program Overview



Grade Level	Approved Assessment(s) for Identification:
preK3, preK4, Kindergarten	<ul style="list-style-type: none"> • preLAS English Form C • preLAS Español Form C • Available in Paper format
1 st Grade	<ul style="list-style-type: none"> • LAS Links Form A • Speaking and Listening Only • Available in Online or Paper formats
2 nd – 12 th Grade	<ul style="list-style-type: none"> • LAS Links Form A • Speaking, Listening, Reading and Writing • Available in Online or Paper formats
1 st – 6 th Grade	<ul style="list-style-type: none"> • LAS Links Español Form A • Speaking and Listening • Available in Online or Paper formats

- ❖ In addition to the LAS Links Form A which is to be used for the Identification of English learners, LAS Links offers, for purchase, additional forms in both English and Spanish (K-12) which can be used for other purposes beyond Identification such as progress monitoring.



Estimated Total Time to Complete Administration of each Subtest

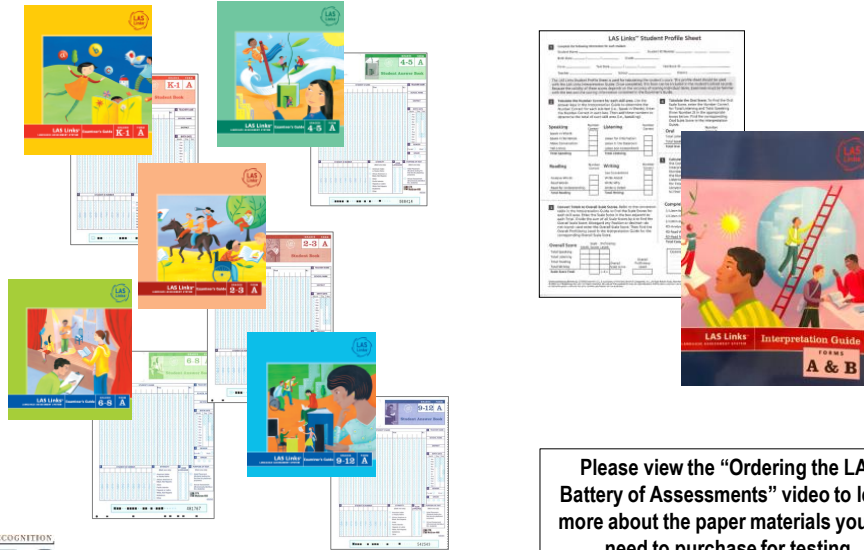


Subtest Area	Estimated Time	Grade Level
Speaking	10 minutes Individual Testing when utilizing Paper	1 - 12
Listening	15 minutes Group and/or Individual Testing	1 - 12
Reading*	35-45 minutes Group and/or Individual Testing	2 - 12
Writing*	35-45 minutes Group and/or Individual Testing	2 - 12

*Note: Norm Reference Tests are no longer utilized for the identification of English learners.



●●● LAS Links Paper Administration Materials



LAS Links® Student Profile Sheet

1. Student Information

Name: _____ Grade: _____

2. Student Information

3. Student Information

4. Student Information

5. Student Information

6. Student Information

7. Student Information

8. Student Information

9. Student Information

10. Student Information

11. Student Information

12. Student Information

13. Student Information

14. Student Information

15. Student Information

16. Student Information

17. Student Information

18. Student Information

19. Student Information

20. Student Information



Please view the "Ordering the LAS Battery of Assessments" video to learn more about the paper materials you will need to purchase for testing.




Materials Needed for Testing




Grade Span	Student Materials	Teacher Materials
1	Student Book	Cue Book, Listening CD Examiner's Guide Student Profile Sheet Interpretation Guide
2-3	Student Book	Cue Book, Listening CD Examiner's Guide Student Profile Sheet Interpretation Guide
4-5	Student Book Student Answer Book	Student Answer Book, Listening CD Examiner's Guide Student Profile Sheet Interpretation Guide
6-8	Student Book Student Answer Book	Student Answer Book, Listening CD Examiner's Guide Student Profile Sheet Interpretation Guide
9-12	Student Book Student Answer Book	Student Answer Book, Listening CD Examiner's Guide Student Profile Sheet Interpretation Guide






GRADES	FORM
4-5	A




Student Answer Book

Affix label here




1 STUDENT'S NAME												2 TEACHER NAME							
Last										First		M.I.		SCHOOL NAME					
DISTRICT																			
BIRTH DATE																			
Month												Day		Year					
<input type="radio"/> Jan <input type="radio"/> Feb <input type="radio"/> Mar <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> Jun <input type="radio"/> Jul <input type="radio"/> Aug <input type="radio"/> Sep <input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec												<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>					
4 GENDER																			
Female <input type="radio"/> Male <input type="radio"/>																			
5 GRADE																			
<input type="radio"/> <input type="radio"/> <input type="radio"/>																			
6 STUDENT ID NUMBER				7 ETHNICITY (Mark one only)				8 HOME LANGUAGE		9 PURPOSE OF TEST (Mark one only)									
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>				<input type="radio"/> American Indian or Alaska Native				<input type="radio"/> <input type="radio"/>		<input type="radio"/> Initial Placement (Students testing the first time for placement)									

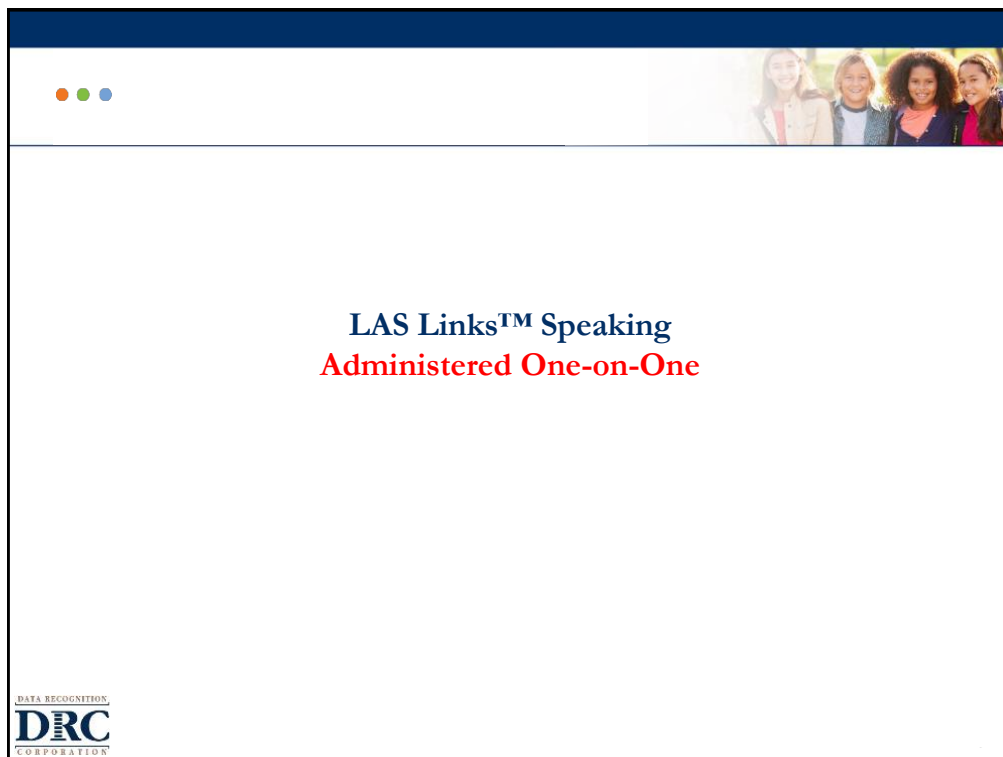
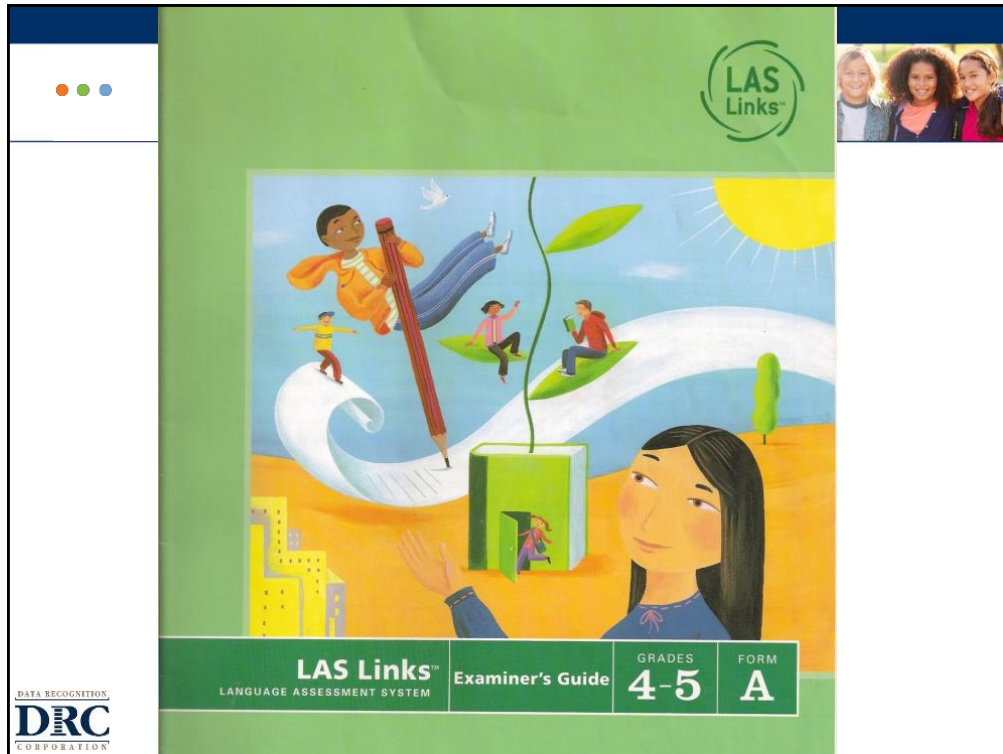
DATA RECOGNITION



10 DATE TESTING COMPLETED				11 TEST INVALIDATION (Mark all that apply)				12 TEST EXEMPTIONS (Mark all that apply)				13 ABSENT (Mark all that apply)																																																	
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Month</th> <th>Day</th> <th>Year</th> </tr> <tr> <td><input type="radio"/> Jan</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/> Feb</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/> Mar</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/> Apr</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/> May</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/> Jun</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/> Jul</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/> Aug</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/> Sep</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/> Oct</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/> Nov</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/> Dec</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>				Month	Day	Year	<input type="radio"/> Jan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Feb	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Mar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Apr	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> May	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Jun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Jul	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Aug	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Sep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Oct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Nov	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Dec	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Speaking <input type="radio"/> Listening <input type="radio"/> Reading <input type="radio"/> Writing				<input type="radio"/> Speaking <input type="radio"/> Listening <input type="radio"/> Reading <input type="radio"/> Writing				<input type="radio"/> Speaking <input type="radio"/> Listening <input type="radio"/> Reading <input type="radio"/> Writing										
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DATA RECOGNITION





LAS Links™ – Speaking Test Content



Speaking:

- Speak in Words
- Speak in Sentences
- Make Conversation
- Tell a Story



For grades 1-3, examiners will utilize the cue picture books for student picture prompts while grades 4-12 picture prompts are found in the student books also referred to as the Student books with cue pictures on the order form.



See Step 7 and Appendix A of the Examiner's Guide for complete instructions for scoring the Speaking items.

As you ask each question, point to the corresponding illustration in the Student Book. Then fill in the appropriate circle below.

SAY I am going to show you some pictures. Tell me what you see. Try this one for practice. What is this?
Practice A: chair
Pause to allow students to respond.
If no response,

SAY This is a chair. Now you tell me. What is it?
Pause.

SAY What is it used for?
Practice B: to sit on
If no response,

SAY You use it to sit on. Now you tell me. What is it used for?
Pause.


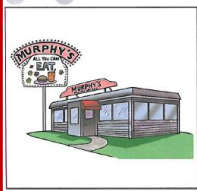
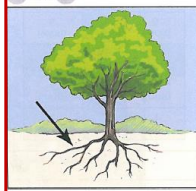
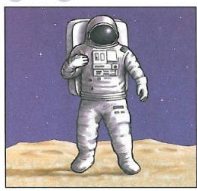
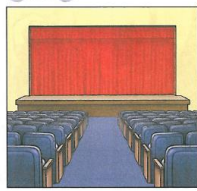
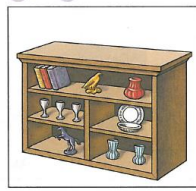
SAY Now let's begin. What is this?
1 restaurant

SAY What can you do there?
2 eat, have dinner/lunch


SAY What are these?
3 roots


If student does not respond or has no correct response to Items 1 through 3, you may go on to *Speaking in Sentences*.

CAV SPEAKING *Speak in words*

Practice A and B 	1 and 2 	3 and 4 
5 and 6 	7 and 8 	9 and 10 

to display things



60  Speaking 1

Speak in Words – Additional Correct Responses



Prompt	Anticipated Response	Additional Correct Resp
1. What is this?	restaurant	diner, café
2. What can you do there?	eat, have lunch/dinner	get food, have breakfast, meet friends for meals
3. What are these?	roots	
4. In what subject do you study them?	science	biology, natural sciences
5. What is this person?	astronaut*	spaceman
6. What does this person do?	goes to other planets, goes out in space	flies in a rocket, commands a spaceship, explores outer space
7. What is this?	auditorium, theater	movie theater
8. What is it used for?	plays, movies, assemblies	meetings, performances, concerts, recitals, shows
9. What is this?	bookshelf	bookcase, shelves, cabinet
10. What is it used for?	to put things in, to display things	to keep books, to show pretty things

Chart is found on
pg 44 of the 4-5
Examiner's Guide



SPEAKING *Speak in Words*

See Step 7 and Appendix A of the Examiner's Guide for complete instructions for scoring the Speaking Items.

As you ask each question, point to the corresponding illustration in the Student Book. Then fill in the appropriate circle below.

SAY *I am going to show you some pictures. Tell me what you see. Try this one for practice. What is this?*
Practice A: chair
Pause to allow students to respond.
If no response,

SAY *This is a chair. Now you tell me. What is it?*
Pause.

SAY *What is it used for?*
Practice B: to sit on
If no response,

SAY *You use it to sit on. Now you tell me. What is it used for?*
Pause.

SAY *Now let's begin. What is this?*
1 roof

SAY *What is it used for?*
2 to cover a building

SAY *What is this?*
3 piano

If student does not respond or has no correct response to Items 1 through 3, you may go on to *Speak in Sentences*.

SAY *What can you do with it?*
4 play music

SAY *What is this person?*
5 cashier

SAY *What does he do?*
6 collects money, rings up groceries, makes change

SAY *What is this?*
7 neck

SAY *What is it used for?*
8 to move your head, to hold your head up

SAY *What is this?*
9 trophy, prize, award

SAY *What is it for?*
10 winning



Let's Practice!



- Please turn to your partner and pretend one of you is a student and the other is a test examiner.
- Administer this section to your partner.
- Once complete, change roles.

SPEAKING *Speak in Sentences*

✓ Use the checklist on Page 3 to score the *Speak in Sentences* items.

As you ask each question, point to the corresponding illustration in the Student Book.

SAY *I am going to show you some pictures. Tell me what you see. Try this one for practice.*
Pause.

SAY *Tell me what is happening in the picture.*
Practice C: He/She is riding a bike.
If no response,

SAY *You might say, "He is riding a bike."*
Pause to answer questions.

SAY *Now let's begin. Tell me what is happening in the picture.*

11 Someone is taking her picture. ○○○○

SAY *Tell me what is happening in the picture.*

12 He broke his toy./
The toy is broken. ○○○○

If student does not respond or has no correct response to Items 11 and 12, you may go on to *Make Conversation*.

SAY *Tell me what is happening in the picture.*

13 He/She is writing on the board. ○○○○

SAY *Tell me exactly where Book B is in the bookcase.*

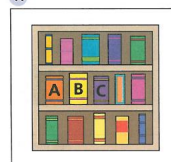
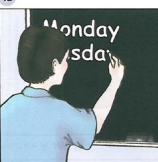
14 It is on the middle shelf between Book A and Book C. ○○○○

SPEAKING *Speak in Sentences*

Practice C



15

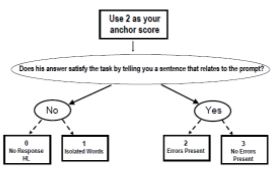


Open Your Handouts and Worksheets packet – Page 6

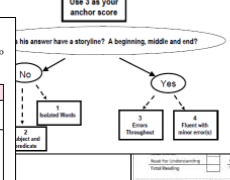


preLAS and LAS Links
Paper Administration Training
Handouts & Worksheets

Scoring: Speak in Sentences and Make Conversation



Scoring: Tell A Story



GRADES K-12 RUBRIC FOR SPEAK IN SENTENCES AND MAKE CONVERSATION

Use the descriptors for each score along with the Sample Responses and Explanations of Score for all items to conduct accurate scoring.

Score	Description
0	No response in English (NR), response only in Home Language (HL), or response does not relate to the prompt, including "I don't know."
1	Response relates to the prompt but does not satisfy the task. Lack of sentence form, errors in grammar and vocabulary, and insufficient vocabulary interfere with communication. Response consists of at least one on-topic English word. If a text prompt is given, a single-word response may not be a repetition from the prompt.
2	Response satisfies the task and is in sentence form (subject/predicate) with errors in grammar and/or vocabulary or insufficient vocabulary not typical of a native speaker.
3	Response satisfies the task, is in sentence form, and is spoken with the vocabulary, grammar, and ease of expression of a native speaker.

Links™ Student Profile Sheet

Name: _____ Student ID Number: _____

Grade: _____ Test Book ID: _____

Use this sheet to record the student's score. This profile sheet should be used for all students. It is not to be used for the student's score. For the accuracy of scoring individual items, teachers must be familiar with the student's skills.

Use the following information to determine the student's score. For the accuracy of scoring individual items, teachers must be familiar with the student's skills.

Oral

Listening: _____ Speaking: _____

Written

Reading: _____ Writing: _____

Overall Score

Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Overall Score: _____



Speak in Sentences Rubric – pg 43

GRADES K-12 RUBRIC FOR SPEAK IN SENTENCES AND MAKE CONVERSATION

Use the descriptors for each score along with the Sample Responses and Explanations of Score for all items to conduct accurate scoring.

Score	Description
0	No response in English (NR), response only in Home Language (HL), or response does not relate to the prompt, including "I don't know."
1	Response relates to the prompt but does not satisfy the task. Lack of sentence form, errors in grammar and vocabulary, and insufficient vocabulary interfere with communication. Response consists of at least one on-topic English word. If a text prompt is given, a single-word response may not be a repetition from the prompt.
2	Response satisfies the task and is in sentence form (subject/predicate) with errors in grammar and/or vocabulary or insufficient vocabulary not typical of a native speaker.
3	Response satisfies the task, is in sentence form, and is spoken with the vocabulary, grammar, and ease of expression of a native speaker.



Speaker Notes – Scoring: Speak in Sentences

Use 2 as your anchor score

Does his answer satisfy the task by telling you a sentence that relates to the prompt?

No

Yes

0

No Response
HL

1

Isolated Words

2

Errors Present

3

No Errors Present



FOUND IN YOU PACKET OF HANDOUTS AND WORKSHEETS

Open Your Handouts and Worksheets packet – Pages 8-9



preLAS and LAS Links
Paper Administration Training
Handouts & Worksheets



LAS Links Speaking Calibration Practice
Form A, Grades 1-12

SPEAK IN SENTENCES

Item 6.1

asked to "Tell me what is happening in the picture".

Sample Response	Score	Picture Prompt
asked to tell me what is happening in the picture.		
in the dishes.		

Item 6.2

asked to "Tell me what is happening in the picture".

Sample Response	Score	Picture Prompt
asked to tell me what is happening in the picture.		
asked to tell me what is happening in the picture.		
asked to tell me what is happening in the picture.		

Item 6.3

asked to "Tell me what is happening in the picture".

Sample Response	Score	Picture Prompt
asked to tell me what is happening in the picture.		
asked to tell me what is happening in the picture.		
asked to tell me what is happening in the picture.		

Trainer reads each exemplar; trainees write their answer in the score box. Review each item in each set once all items are complete.

LAS Links Speaking Calibration Practice
Form A, Grades 1-12

Item 6.8

asked to "Tell me what is happening in the picture".

Sample Response	Score	Picture Prompt
asked to tell me what is happening in the picture.		
asked to tell me what is happening in the picture.		
asked to tell me what is happening in the picture.		

Speak in Sentences 9-12

Students are asked to "Tell me what is happening in the picture".

#	Sample Response	Score	Picture Prompt
1	He has the bread.		
2	Can.		
3	He is cutting some bread.		

●●● Speak in Sentences Scoring Practice



Speak in Sentences 4-5

Students are asked to "Tell me what is happening in the picture".

#	Sample Response	Score	Picture Prompt
1	Him seeing what time is.		
2	He looks at his watch and waits for a bus.		
3	He watch.		



SPEAKING *Speak in Sentences*

Practice C

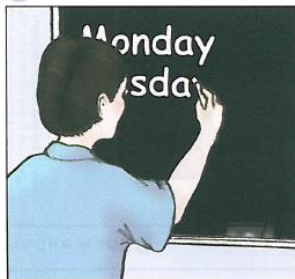
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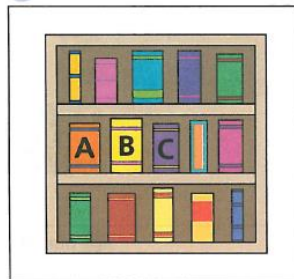
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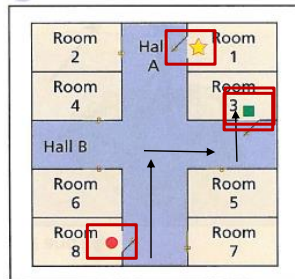
13



14



15



Let's Practice!



- Please turn to your partner and pretend one of you is a student and the other is a test examiner.
- Administer this section to your partner.
- Once complete, change roles.



SPEAKING *Make Conversation*



✓ Use the checklist below to score the student's response.

SAY *We are going to do another activity. Listen to the directions. Then answer the best that you can. Let's practice.*

Practice D

SAY *Tell your teacher you found a notebook. What would you say? Pause to allow student to respond. If no response,*

SAY *You might say, "Teacher, I found a notebook." Pause to answer questions.*

SAY *Now let's begin. Tell your friend you'll call when you get home.*

16 [Student response] Score: ○○○○

SAY *Ask for the name of the book the teacher wants you to read.*

17 [Student response] Score: ○○○○

If student does not respond or has no correct response to Items 16 and 17, you may go on to *Tell a Story*.

SAY *Explain why getting exercise is important.*

18 [Student response]

Scoring Checklist for *Speak in Sentences* and *Make Conversation* (see complete rubric descriptions and examples in Examiner's Guide)

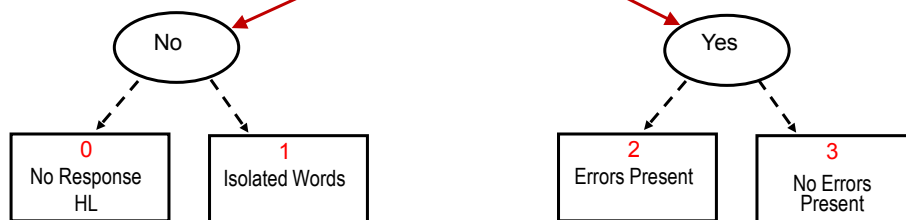
- Score 0 if there is no response, no response in English, or no English words that relate to prompt
- Score 1 if English words relate to prompt and
- response does not clearly satisfy the task and/or
 - language errors (word choice/order, grammar) interfere with communication
- Score 2 if English words relate to prompt and
- response satisfies the task without ambiguity and
 - response contains errors not typical of a native speaker (e.g., subject/verb disagreement, incorrect gender)
- Score 3 if response clearly satisfies the task and approximates the ease of expression of ideas, vocabulary, and grammar of a native speaker



●●● Speaker Notes – Scoring: Make Conversation

Use 2 as your anchor score

Does his answer satisfy the task by telling you a sentence that relates to the prompt?



FOUND IN YOUR PACKET OF HANDOUTS AND WORKSHEETS

●●● Make Conversation Scoring Practice

Make Conversation 4-5

Student will be asked to listen to directions and then answer the best that they can.

#	Sample Response	Score	Prompt
1	Bus driver, now.		Tell the bus driver this is your bus stop.
2	Bus driver, may you please stop here for me?		
3	Here's my stop.		



SPEAKING *Tell a Story*

✓ Use the checklist on this page and additional instructions in Step 7 and Appendix A of the Examiner's Guide for complete instructions for scoring Item 20. You may use the next page to make notes on the student's response.

👉 Point to the illustrations in the Student Book.

SAY Now you will tell a story about some pictures. Look at all the pictures. I will start the story, and then you will tell me the story that you see in the pictures. (Pause.) Philip's dog is very dirty.
If the student does not respond,

SAY Tell me the story.

20 [Student response] Score: 0/10

SPEAKING *Tell a Story*

20 1 2 3 4

DATA RECOGNITION
DRC
CORPORATION

● ● ● **Documenting the Student Responses**

- Be sure to transcribe student verbal responses in order to provide supporting evidence to the score you determine for the student response.

SPEAKING *Tell a Story*

Examiner's Notes (optional)

DATA RECOGNITION
DRC
CORPORATION

GRADES K-12 RUBRIC FOR TELL A STORY

Use the descriptors for each score along with the Sample Responses and Explanations of Score for all items to conduct accurate scoring.

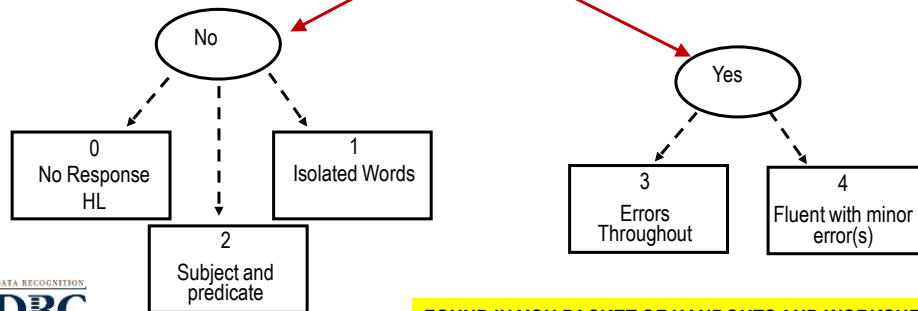
Score	
0	No response in English (NR), response only in Home Language (HL), or response does not relate to the prompt, including "I don't know."
1	Response consists of at least one on-topic English word. If a text prompt is given, a single-word response may not be a repetition from the prompt. Response consists of only words or phrases and does not form a complete sentence.
2	Response addresses the prompt and includes one or more sentences with errors in grammar and/or vocabulary or insufficient vocabulary that make overall communication unclear.
3	Response addresses the prompt in sentence form with errors in grammar and vocabulary that do not interfere with overall clear communication, although parts may be confusing.
4	Response addresses the prompt with only minor errors in grammar and vocabulary that do not interfere with overall clear communication. Ideas, content, and description are expressed with ease approaching that of a native speaker.



Speaker Notes – Scoring: Tell a Story

Use 3 as your anchor score

Does his answer have a storyline? A beginning, middle and end?



FOUND IN YOU PACKET OF HANDOUTS AND WORKSHEETS

●●● Let's Tell Stories Scoring Practice



Tell A Story 4-5

Student is asked to tell the story that they see in the pictures.

#	Sample Response	Score	Prompt
1	Her and him.		
2	He's gets her food. He have the books. They eat. By the car.		
3	The girl has crutches so her friend helps her. He carries her books and her lunch. After school, her dad says "Thank you for helping my daughter."		
4	He say "You need some help?" Then he carry her books. And he get her food. The man hold his hand.		
5	The boy... helping the girl. She hurt.		
6	The girl, she hurt. She have those things. That boy help her. He take her books and her food. Then the man, he shake hands.		



●●● Inter-Rater Reliability Activity



1. Utilize the preLAS Speaking Scoring Calibration exemplars found on pages 4 and 5 of your Worksheets and Handouts packet.
2. Divide test administration trainees into groups (no more than 6 per group).
3. Each participant should first score all speaking on their own.
4. Once each individual in the group has finished scoring the exemplars on their own, the group should discuss the scores they gave on each item.
5. Through conversation and by referencing the rubric and the flow chart, the group must decide on a consensus score for each item.
6. The trainer should travel the room and give the trainees enough time to make sure they have scored each item as a group.



● ● ● Inter-Rater Reliability Activity



7. Once enough time is given, the trainer should create an excel sheet on the screen and call on each group to provide their scores for each of the items. Trainer should post those scores on the excel sheet.
8. Other groups waiting their turn to provide their scores should not change their scores when they hear a different score. Be confident in your answer!

9. Any exemplar that has more than one score provided by the groups should be read aloud and worked through together as a room, with the trainer providing the correct score and its rationale.

Group #	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
1	3	2	4	1	2	3
2	3	2	4	1	2	3
3	3	2	4	2	2	3
4	3	1	4	1	2	3
5	3	1	4	1	2	3
6	3	2	3	1	2	3
7	3	2	4	1	2	3



● ● ● Scoring Calibration resources



Scoring practice handouts and answer keys are found in the LAS Links Paper Administration Digital Library located at www.laslinks.com/Texas


Rubric Scoring & Calibration

English Form A
 Guide to Scoring Speaking
 Video Link: Scoring the LAS Links Speaking
 LAS Links Speaking Rubrics
 LAS Links Speaking Scoring Calibration Practice
 LAS Links Speaking Scoring Calibration Practice Answers



English Form A
 Guide to Scoring the Writing
 Video Link: Scoring the LAS Links Writing
 LAS Links Writing Rubrics
 LAS Links Writing Flow Charts Grade 2-12
 LAS Links Writing Calibration Practice
 LAS Links Writing Calibration Practice Answers

English Form A
 Guide to Scoring Speaking
 Video Link: Scoring the LAS Links Speaking
 LAS Links Speaking Rubrics
LAS Links Speaking Scoring Calibration Practice
 LAS Links Speaking Scoring Calibration Practice Answers





LAS Links™ Listening
Group Administered




LAS Links™ – Listening Test Content

Listening:

- Listen for Information
- Listen in the Classroom
- Listen and Comprehend

All Listening items are multiple choice in format and evaluate listening comprehension of stated facts, inference and critical thinking skills.

This section can be group-administered




● ● ● Student Books:
Needed for Grades 4 - 12




● ● ● Student Answer Documents:
Needed for Grades 1 - 12





SAY In this part of the test you are going to listen. Then you will answer questions about what you hear. Find Practice A.

LISTENING



Practice A

A Find a science book.
 B Use an encyclopedia.
 C Complete Chapter 2.

Pause to make sure all the students find Practice A.

SAY Under Practice A you see three answer choices, A, B, and C.
Hold up your copy of the Student Answer Book to demonstrate.

SAY This is your Student Answer Book. Turn to Page 7.
Pause to make sure all the students find the correct page.

SAY You will use Page 7 to mark your answers for this part of the test. In your Student Answer Book, find Practice A at the top of the first box.
Pause to make sure all the students find Practice A under Listen for Information.

SAY Next to Practice A you see circles A, B, and C. You will fill in the circle that goes with the answer you choose.
Hold up your copy of the Student Answer Book to demonstrate how to fill in the circle completely and how to erase carefully.

SAY Now you will listen to some directions that you might hear in a classroom. First you will be told to do something. Then you will hear a question about what you were told to do. I will say the answer choices aloud as you read them in your Student Book. Let's try one together for practice.
Pause.

PRACTICE A

SAY Find Practice A in your Student Book.
Pause to make sure all the students find Practice A. (Play CD or cassette.)


SAY* PRACTICE A. Find information about the Chapter 2 science words in the encyclopedia. What were you told to do?

A. Find a science book.
 B. Use an encyclopedia.
 C. Complete Chapter 2.

Utilize the Audio CD or audio files to play the prompts




Stopping the test due to Insufficient Language



Per the TEA:

- Students must be given the opportunity to attempt all assigned subtests per the requirements set forth for the purpose of the identification of English learners.
- At no time, can a student be labeled “unable to test due to language” without being allowed to attempt each subtest they are assigned.
- For each subtest, trained test administrators must give students as much time as they need, as long as they are working on the test.
- If, after a reasonable amount of time, a student appears to not be actively engaged in the subtest they are being presented, a trained test administrator may use his/her professional discretion and may stop the subtest and move the student on to the next subtest.
- Stopping the test must be documented and provided to the LPAC for consideration.



LAS Links™ – Listening

Practice A

1-3 Students mark their answers directly in their student books (no transfer).

ANSWER SHEET

Practice A


A Find a science book.
 B Use an encyclopedia.
 C Complete Chapter 2.

4-12 Students mark their answers in their student answer books.

● ● ● Scoring the Listening

Form A 4-5 Scoring Keys


Listening				Listening Comprehension*			
Test Item #	Answer Key	Points	Check if correct	Test Item #	Answer Key	Points	Check if correct
Listen for Information				LI - Listen for Information			
1		1		2		1	
2		1		3		1	
3		1		4		1	
4		1		5		1	
5		1		6		1	
6		1		7		1	
7		1		8		1	
8		1		9		1	
9		1		10		1	
10		1		Total Points			
Listen in the Classroom				LI - Listen in the Classroom			
11		1		11		1	
12		1		12		1	
13		1		13		1	
14		1		14		1	
15		1		15		1	
16		1		16		1	
Total Points				Total Points			
Listen and Comprehend				LI - Listen and Comprehend			
17		1		18		1	
18		1		19		1	
19		1		20		1	
20		1		Total Points			
Total Points							



LAS Links™ Reading
Group Administered in English to Grades 2-12

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LAS Links™ – Reading Test Content

- Analyze Words
- Read Words
- Read for Understanding

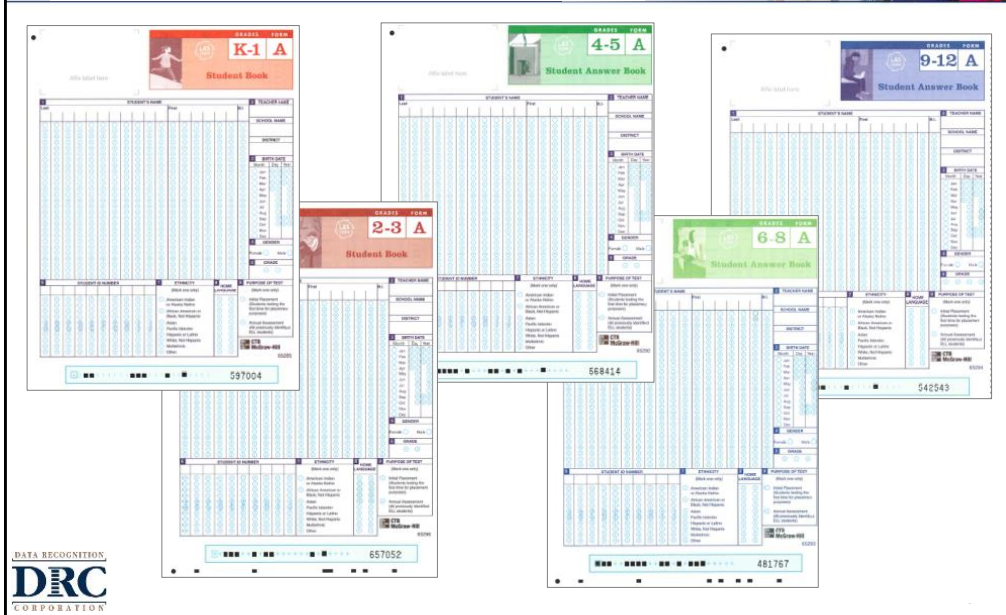
All Reading items are multiple choice in format and evaluate reading comprehension and critical thinking skills.

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● ● ● Student Books:
Needed for Grades 4 - 12



● ● ● Student Answer Documents:
Needed for Grades 1 - 12



Starting the Reading Test

ANALYZE WORDS, NUMBERS 1 THROUGH 10

Hold up your copy of the Student Book to demonstrate.

SAY This is your Student Book. Turn to Page 8. This section is called Analyze Words.

Please to make sure all the students find the correct page.

SAY In this part of the test, you are going to answer some reading questions. Find Practice A.

Practice A

Which shows the word instruct divided correctly into root word and suffix?

A instruct|or
B instruc|tor
C in|structor

Practice B


If educate means "teach," then educator means

A teach over again
B someone who teaches
C not ever teaching

2-3 Example (no transfer)

nest pet send

STOP

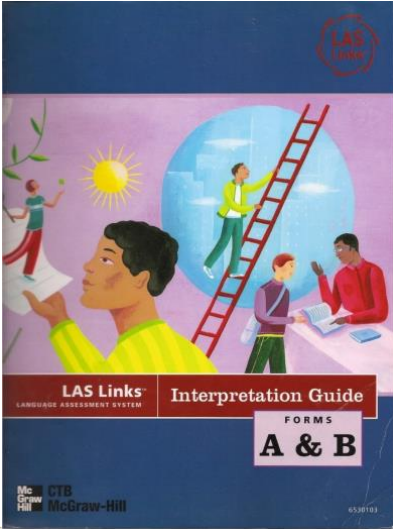



ANSWER SHEET

LISTENING	READING	READING	WR
Listen for Information	Analyze Words	Read for Understanding	Use C
Practice A	Practice A	Practice D	Practice A
Practice B	Practice B	Practice E	Practice B
1	1	21	1
2	2	22	2
3	3	23	3
4	4	24	4
5	5	25	5
6	6	26	6
7	7	27	7
8	8	28	8
9	9	29	9
10	10	30	10
Listen in the Classroom	Read Words		
Practice B	Practice C		
11	11	31	11
12	12	32	12
13	13	33	13
14	14	34	14
15	15	35	15
16	16		16
17	17		17
18	18		18
19	19		19
20	20		20

STOP Answer


Scoring the Reading


Form A Scoring Keys 117

**Form A
4-5 Scoring Keys**

Reading				Reading Comprehension*			
Test Item #	Answer Key	Points	Check if correct	Test Item #	Answer Key	Points	Check if correct
Analyze Words				RD - Analyze Words			
1	A	1		8	C	1	
2	C	1		9	B	1	
3	C	1		10	C	1	
4	B	1		Total Points			
5	C	1		RD - Read Words			
6	C	1		11	A	1	
7	A	1		12	C	1	
8	C	1		13	B	1	
9	B	1		14	B	1	
10	C	1		15	B	1	
Total Points				16	C	1	
Read Words				17	B	1	
11	A	1		18	C	1	
12	C	1		19	A	1	
13	B	1		20	B	1	
14	A	1		Total Points			
15	B	1		RD - Read for Understanding			
16	C	1		21	D	1	
17	C	1		22	B	1	
18	C	1		23	A	1	
19	A	1		24	A	1	
20	B	1		25	B	1	
Total Points				26	B	1	
Read for Understanding				27	D	1	
21	D	1		28	D	1	
22	D	1		29	B	1	
23	A	1		30	A	1	
24	B	1		31	A	1	
25	B	1		32	A	1	
26	B	1		33	D	1	
27	B	1		34	B	1	
28	D	1		35	B	1	
29	B	1		Total Points			
30	A	1		*Use only the Comprehension items listed in the Listening Comprehension and Reading Comprehension Scoring Keys for each grade to determine the number correct for Comprehension.			
31	A	1					
32	B	1					
33	D	1					
34	B	1					
35	B	1					
Total Points							




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LAS Links™ Writing
Group Administered in English to Grades 2 - 12

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LAS Links™ – Writing Test Content


- Use Conventions
- Write About
- Write Why
- Write in Detail

Use Conventions and Use Grammar and Conventions items are multiple choice in format. Write About, Write Why and Write in Detail items are all holistically scored.

This section can be group-administered.

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USE CONVENTIONS, NUMBERS 1 THROUGH 20

 Hold up your copy of the Student Book to

Examiner's Guide Page 34

SAY This is your Student Book. Turn to Page 20.
Pause to make sure all the students find the correct page.

SAY This section is called Use Conventions. In this part of the test, you are going to read and answer some writing questions. Find Practice A.

Practice A

Choose the word that correctly completes this sentence.

Please pick up your trash and place it _____ the trash can.

A at
B on
C in

Practice B


Choose the sentence that has the correct punctuation.


A He needs to buy milk, cereal, and, fruit at the grocery store.
B He needs to buy milk, cereal, and fruit at the grocery store.
C He needs to buy, milk, cereal, and fruit at the grocery store.

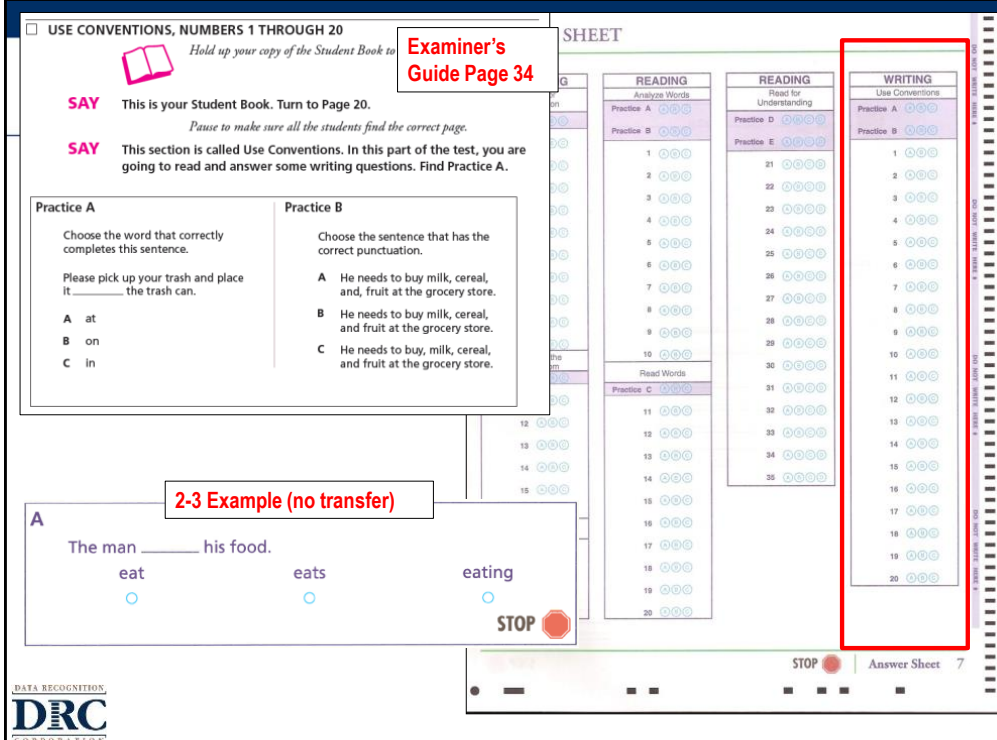
2-3 Example (no transfer)

A The man _____ his food.

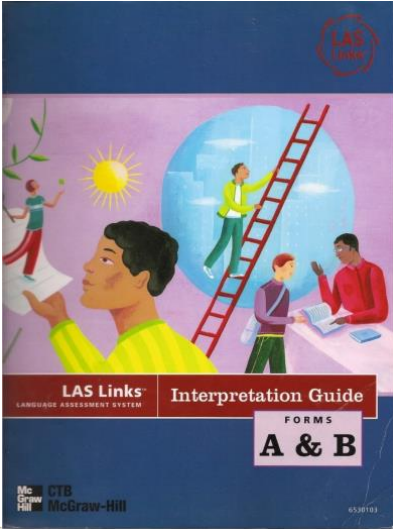
eat
eats
eating

STOP 

STOP  Answer Sheet 7




● ● ● Scoring the Writing Multiple Choice Items



Writing

Test Item #	Answer Key	Points	Check if correct
Use Conventions			
1		1	
2		1	
3		1	
4		1	
5		1	
6		1	
7		1	
8		1	
9		1	
10		1	
11		1	
12		1	
13		1	
14		1	
15		1	
16		1	
17		1	
18		1	
19		1	
20		1	
Total Points			



Writing Administration – Write About



- Using the Examiner's Guide:
 - Read to the students exactly what the guide directs you to say
 - Become familiar with the flow of this section before testing
 - Students are asked to write two sentences about what they see in the picture.

Practice A

1) The boy is trying on a new jacket.

2)



Holistic Scoring

Scoring Rubrics for Writing

GRADES 2-12, WRITING RUBRIC 0-3

Write About—Student will write two sentences to describe who/what is in a picture and what is happening.

Write Why—Student will make a choice and write two reasons in support of that decision. (Do you prefer rain or snow?)



Score	Descriptors of Scores
0	ERRORS PREVENT COMMUNICATION
Minimal or No Communication	No English word
	"I don't know"
	A repetition of an earlier response
	The only clear English word(s) are copied from the item prompt or environmental print
	Isolated English words in a response that is otherwise incomprehensible
	A clearly off-topic response
	Response is incomprehensible
1	ERRORS INTERFERE WITH COMMUNICATION
Beginning Communication	For Write About : Response includes at least rudimentary sentence structure subject/verb ("The 3 student is") ("The teacher explication a student")
	For Write Why : Response provides at least one reasonable answer to the question "why?" not necessarily in a full sentence
	Only one response written (may be a general response) and it satisfies the task with or without error
	Two responses written, and one or both satisfy the task but with serious errors that interfere with communication (spelling, missing words, incorrect words)
2	ERRORS DO NOT IMPEDE UNDERSTANDING
Basic Communication	Two responses that clearly satisfy the task with one or more grammatical errors
	Two fluent responses that both satisfy the task and contain numerous mechanical errors (may include one general response)
3	FLUENT COMMUNICATION
Effective Communication	Two fluent responses that effectively communicate and may contain only a few minor mechanical errors (missing periods, incorrect or missing capitals, run-on sentences caused by overuse of "and," comma splices, extra or missing commas or apostrophes, and minor spelling errors that do not confuse the meaning)
	For Write About : Complete sentence required
	For Write Why : No complete sentence required

Examiner's Guide, page 53

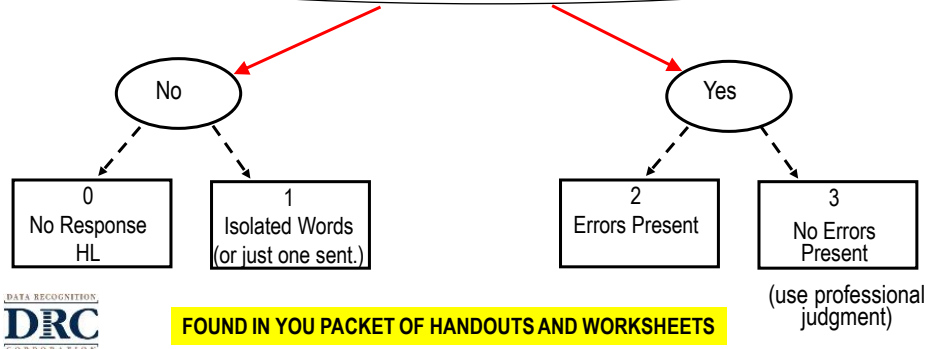


●●● Speaker Notes – Scoring: Write About (2-12)



Use 2 as your anchor score

Does his answer satisfy the task by having written two sentences that relate to the prompt?



FOUND IN YOU PACKET OF HANDOUTS AND WORKSHEETS

●●● Write About Scoring Practice



Write About 4-5

Student will write two sentences to describe who/ what is in a picture and what is happening.

#	Sample Response	Score	Picture Prompt
1	They taking a parctor. they sing and a char		
2	A family is taking a picuture A family is getting a picture taken whith a pirrot.		
3	The family are taking picturs in Florida. The family want to remembe the fun time by taking a picture.		



● ● ● Writing Administration – Write Why



- Using the Examiner's Guide:
 - Read to the students exactly what the guide directs you to say
 - Become familiar with the flow of this section before testing
 - Students are asked to pick one of the two options and then write two sentences about why they chose what they chose.

Practice B

Which of these animals would you choose for a pet? Circle one.

a rabbit a fish

Why did you choose that animal? Write two reasons.

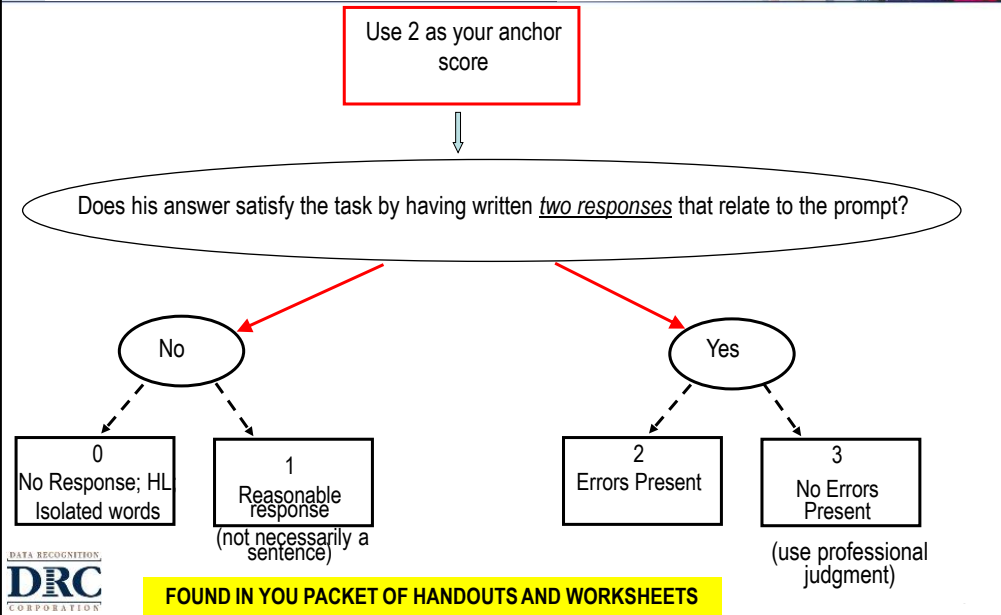
1) _____

2) _____



Holistic Scoring

● ● ● Speaker Notes – Scoring: Write Why (2-12)



● ● ● Write Why Scoring Practice



Write Why 4-5

Student will make a choice and write two reasons in support of that decision.

#	Sample Response	Score	Prompt
1	the gitar is a good is a good interment that why I pick it. Because I like it and the Drums I dont lik them.		If you could learn how to play one of these musical instruments, which one would you choose? Circle one. guitar drums Why did you choose that instrument? Write <u>two</u> reasons.
2	It make a better music than a Guitar. It is more funer.		
3	Guita the father sing the Guita My Fanther sing Guita		



● ● ● Writing Administration – Write In Detail



- Students read the topic then write what they want about it
- Students should pay close attention to:
 - organization
 - use of detail
 - correct spelling, grammar and sentence structure

WRITING *Write in Detail*

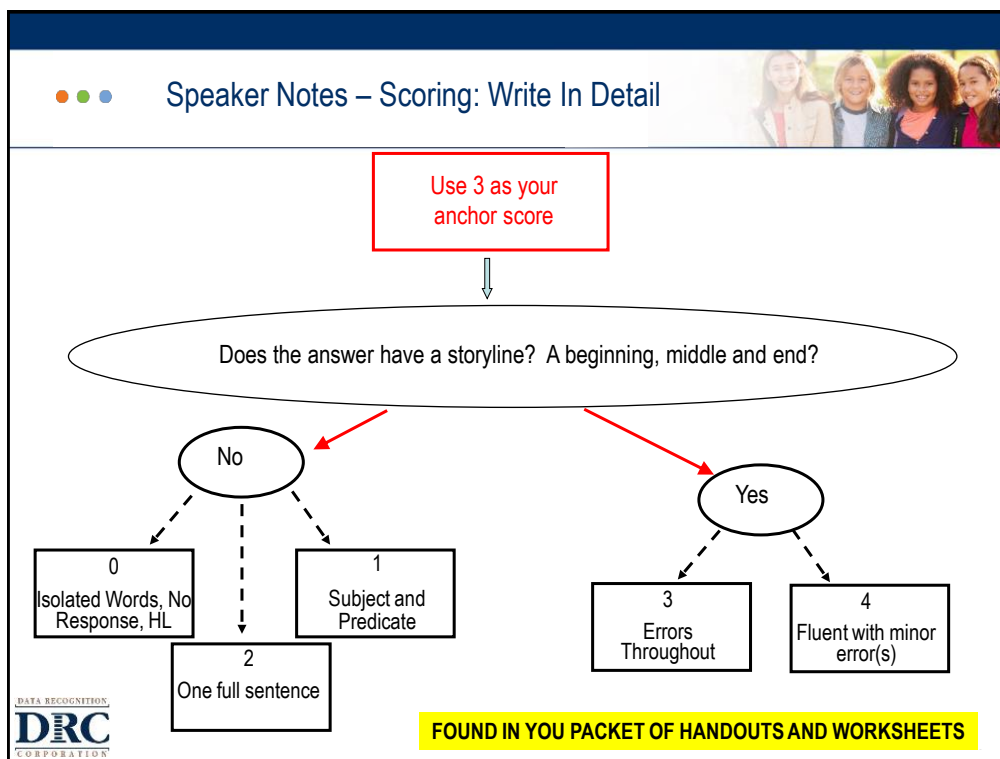
25 Think about a place you would like to go with your class. Write some sentences to explain where you want to go and why you want to go there. Use details and check your work.



GRADES 2-12, WRITING RUBRIC 0-4
Write in Detail—Student will write a short composition.

Score	Descriptors of Scores
0	One of the following: Response entirely in a language other than English (HL) Response in English that does not relate to the prompt, including "I don't know" Response with no correctly spelled English word A single English word or only words copied from the item prompt or environmental print An off-topic response
1 Limited Words	Response is an attempt to satisfy the task and relates very minimally to the prompt Response contains at least one or more correctly spelled substantive English words (noun or verb) in phrases (a group of words related to each other that convey some meaning or thought but are not expressed in a complete manner) Response contains no complete sentence because subject or verb is missing or incomplete Overall communication is unclear and unconnected, typical of a student who has emergent vocabulary
2 Sentence Structure	Response is an attempt to satisfy the task and relates at least minimally to the prompt with limited expression compared to a native writer Response contains at least one or more English sentences that include subject and complete verb although grammar and spelling may be incorrect and punctuation may be lacking Response may need to be read several times to be understood Response may contain digressions, repetitions, limited vocabulary or errors in grammar, word choice, spelling, and punctuation that interfere with all or part of the communication
3 Basic Communication	Expresses content, description, action, and/or dialog clearly and yet with difficulty compared to a native writer Expresses most ideas clearly but lacks the grammatical fluency of a mainstream writer Response may contain digressions, repetitions, missing words, or errors in vocabulary, grammar, spelling, and punctuation that do not impede overall communication Sentences may be run-on and connected by "and" or "and then"
4 Native-like Writing	Communication is clear and complete throughout with no errors in vocabulary or grammar that identify a non-native writer. Expresses ideas, content, description, action, and/or dialog with precise vocabulary and ease approaching a native writer Sentences may be simple or complex with only minor digressions, repetitions, or mechanical and grammatical errors which are acceptable in first-draft work Any minor errors or digressions do not interfere with the overall ease of expression or clarity of thought Differences in handwriting do not interfere with clarity of communicative intent

**Examiner's Guide,
page 53**



● ● ● Write In Detail Scoring Practice



Write in Detail 4-5

Student will write a short composition.

#	Sample Response	Score	Prompt
1	My favorite activity is to play soccer. I like soccer because you have to run, and I like to run. Also because I have to play with my friends. In soccer you can't play by your self you have to pass. Also I like to slide for the ball. I play soccer because it's a little rough sport. I don't like football because it very roughs sport and some people can get hurt. I enjoy playing soccer because I'm with my friends. In soccer you have to use your brain to trick other players. Also I like to practis my kicking. And check how powerful by kick is.		"Think about your favorite activity. Write some sentences to explain why it is your favorite activity and why you enjoy doing the activity. Use details and check your work."
2	My favorite activity is singing and dancing. Because my other wants I like singing and dancing.		



● ● ● Scoring Calibration resources



Scoring practice handouts and answer keys are found in the LAS Links Paper Administration Digital Library located at www.laslinks.com/Texas

Rubric Scoring & Calibration


- English Form A
 - Guide to Scoring Speaking
 - Video Link: Scoring the LAS Links Speaking
 - LAS Links Speaking Rubrics
 - LAS Links Speaking Scoring Calibration Practice
 - LAS Links Speaking Scoring Calibration Practice Answers
- English Form A
 - Guide to Scoring the Writing
 - Video Link: Scoring the LAS Links Writing
 - LAS Links Writing Rubrics
 - LAS Links Writing Flow Charts Grade 2-12
 - LAS Links Writing Calibration Practice
 - LAS Links Writing Calibration Practice Answers

LAS Links Paper Administration – Digital Library





- English Form A
 - Guide to Scoring the Writing
 - Video Link: Scoring the LAS Links Writing
 - LAS Links Writing Rubrics
 - LAS Links Writing Flow Charts Grade 2-12
 - LAS Links Writing Calibration Practice**
 - LAS Links Writing Calibration Practice Answers





Tabulating the Scores

Scores Used to Determine Proficiency Per State and Federal Guidelines

- LAS Links reports in 5 levels for each domain and for the composites of Overall, Oral and Comprehension
- This chart provides the scores, that per State and Federal Guidelines, are used to determine proficiency:

1st Grade	<ul style="list-style-type: none"> • If a student receives a 1, 2 or 3 proficiency level in either Speaking and/or Listening, they are to be classified as an English learner (EL) • If a student receives a 4 or 5 proficiency level in BOTH Speaking and Listening – they are to be considered Fluent (not identified as an English learner)
2nd – 12th Grade	<ul style="list-style-type: none"> • If a student receives a 1, 2 or 3 proficiency level in ANY domain/subtest: Speaking, Listening, Reading and/or Writing, they are to be classified as an English learner (EL) • If a student receives a 4 or 5 proficiency level in ALL domains/subtests: Speaking, Listening, Reading and Writing, they are to be considered Fluent (not identified as an English learner)

LAS Links™
LANGUAGE ASSESSMENT SYSTEM

Interpretation Guide

FORMS
A & B

McGraw Hill CTB
McGraw-Hill

6530103

DRC CORPORATION

LAS Links™ Student Profile Sheet

1. Complete the following information for each student.

Student Name _____ Student ID Number _____

Birth Date ____/____/____ Grade _____

Form _____ Test Date ____/____/____ Test Book ID _____

Teacher _____ School _____ District _____

The LAS Links Student Profile Sheet is used for tabulating the student's score. This profile sheet should be used with the LAS Links Interpretation Guide. Once completed, this form can be included in the student's school records. Because the validity of these scores depends on the accuracy of scoring individual items, Examiners must be familiar with the test and the scoring information contained in the Examiner's Guide.

2. Tabulate the Number Correct for each skill area. Use the answer keys in the Interpretation Guide to determine the Number Correct for each sub-test (i.e., Speak in Words). Enter the Number Correct in each box. Then add these numbers to determine the total of each skill area (i.e., Speaking).

Speaking		Listening		Reading		Writing		Oral	
Speak in Words	Number Correct	Listen for Information	Number Correct	Analyze Words	Number Correct	Use Conventions	Number Correct	Total Listening	Number Correct
Speak in Sentences	<input type="checkbox"/>	Listen in the Classroom	<input type="checkbox"/>	Read Words	<input type="checkbox"/>	Write About	<input type="checkbox"/>	Total Reading	<input type="checkbox"/>
Make Conversation	<input type="checkbox"/>	Listen and Comprehend	<input type="checkbox"/>	Read for Understanding	<input type="checkbox"/>	Write Why	<input type="checkbox"/>	Total Writing	<input type="checkbox"/>
Tell a Story	<input type="checkbox"/>	Total Listening	<input type="checkbox"/>	Total Reading	<input type="checkbox"/>	Total Writing	<input type="checkbox"/>	Total Oral	<input type="checkbox"/>

3. Convert Totals to Overall Scale Scores. Refer to the conversion table in the Interpretation Guide to find the Scale Scores for each skill area. Enter the Scale Score in the box adjacent to each Total. Divide the sum of all Scale Scores by 4 to find the Overall Scale Score. Disregard any fraction or decimal—do not round—and enter the Overall Scale Score. Then find the Overall Proficiency Level in the Interpretation Guide for the corresponding Overall Scale Score.

Overall Score	Scale Score	Proficiency Level
Total Speaking	<input type="checkbox"/>	<input type="checkbox"/>
Total Listening	<input type="checkbox"/>	<input type="checkbox"/>
Total Reading	<input type="checkbox"/>	<input type="checkbox"/>
Total Writing	<input type="checkbox"/>	<input type="checkbox"/>
Scale Score Total	<input type="checkbox"/>	<input type="checkbox"/>
Overall Scale Score		Overall Proficiency Level
+ 4 =		<input type="checkbox"/>

4. Tabulate the Oral Score. To find the Oral Scale Score, enter the Number Correct for Total Listening and Total Speaking (from Number 2) in the appropriate boxes below. Find the corresponding Oral Scale Score in the Interpretation Guide.

Oral	
Total Listening	Number Correct
Total Speaking	<input type="checkbox"/>
Total Oral	<input type="checkbox"/>

5. Calculate the Comprehension Score. Use the Comprehension scoring keys in the Interpretation Guide to determine the Number Correct for Comprehension. Enter the Number Correct for the subtests for Listening and Reading. Add these numbers for Total Comprehension. Then use the conversion table in the Interpretation Guide to find the Comprehension Scale Score.

Comprehension	
LI-Listen for Information	Number Correct
LI-Listen in the Classroom	<input type="checkbox"/>
LI-Listen and Comprehend	<input type="checkbox"/>
RD-Analyze Words	<input type="checkbox"/>
RD-Read Words	<input type="checkbox"/>
RD-Read for Understanding	<input type="checkbox"/>
Total Comprehension	<input type="checkbox"/>

Comments: _____

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●●● Calculating Scores

- Using the Interpretation Guide:
 - Convert the number correct to the scale score to the proficiency level for each subtest.
 - Composite scores will not be used for the purpose of English learner identification.

Form A Grade 4 Proficiency Tables

Grade 4	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient	5 Above Proficient
Overall	330-451	452-489	490-524	525-577	578-656
Listening	350-456	457-483	484-524	525-580	581-630
Speaking	320-448	449-474	475-509	510-558	559-635
Reading	360-467	468-503	504-534	535-587	588-680
Writing	290-432	433-497	498-532	533-603	604-660

Listening			Speaking			Reading			Writing		
NC	SS	PL	NC	SS	PL	NC	SS	PL	NC	SS	PL
1	350	Level 1	1	342	Level 1	1	360	Level 1	1	290	Level 1
2	350		2	368		2	360		2	290	
3	350		3	383		3	360		3	290	
4	350		4	394		4	360		4	290	
5	376		5	404		5	360		5	290	
6	403	Level 2	6	411	Level 2	6	360	Level 2	6	290	Level 2
7	420		7	418		7	360		7	326	
8	434		8	424		8	360		8	357	
9	447		9	430		9	382		9	375	
10	458		10	435		10	411		10	389	
11	470	Level 3	11	440	Level 3	11	428	Level 3	11	400	Level 3
12	482		12	444		12	440		12	410	
13	494		13	448		13	450		13	419	
14	508		14	452		14	458		14	428	
15	523		15	456		15	466		15	435	
16	539	Level 4	16	460	Level 4	16	473	Level 4	16	443	Level 4
17	557		17	464		17	478		17	450	
18	580		18	467		18	485		18	457	
19	617		19	471		19	491		19	463	
20	620		20	474		20	497		20	470	
		Level 5	21	478	Level 5	21	503	Level 5	21	476	Level 5
			22	481		22	509		22	482	
			23	485		23	514		23	488	
			24	488		24	521		24	488	
			25	492		25	527		25	501	
		Level 4	26	496	Level 4	26	534	Level 4	26	507	Level 4
			27	500		27	541		27	514	
			28	504		28	549		28	521	
			29	508		29	557		29	530	
			30	513		30	567		30	539	
		Level 5	31	517	Level 5	31	578	Level 5	31	549	Level 5
			32	522		32	593		32	562	
			33	528		33	613		33	578	
			34	534		34	646		34	599	
			35	541		35	680		35	634	
			36	549			36	680			
			37	559							
			38	571							
			39	588							
			40	616							
			41	635							

Key
NC = Number Correct
SS = Scale Score
PL = Proficiency Level

● ● ● Converting Number Correct Practice

- Using the Interpretation Guide:
 - Sample student scores a NC (number correct) of 16. Find 16 under NC.
 - Look to the right of the 16, find the 3 digit number (460), that is the SS (Scale Score).
 - Look to the right of the SS and find the PL (Proficiency Level) which in this case is a Level 2 for Speaking.

Speaking		
NC	SS	PL
0	320	
1	342	
2	368	
3	383	
4	394	
5	404	
6	411	
7	418	
8	424	
9	430	
10	435	
11	440	
12	444	
13	448	
14	452	
15	456	
16	460	
17	464	
18	467	
19	471	
20	474	
21	478	
22	481	
23	485	
24	488	
25	492	
26	496	
27	500	
28	504	
29	508	
30	513	
31	517	
32	522	
33	528	
34	534	
35	541	
36	549	
37	559	
38	571	
39	588	
40	616	
41	635	

Proficiency Level for Speaking

- Mark the scores in Box 3 of the Student Profile Sheet:

3 Convert Totals to Overall Scale Scores. Refer to the conversion table in the Interpretation Guide to find the Scale Scores for each skill area. Enter the scale Score in the box adjacent to each Total. Divide the sum of all Scale Scores by 4 to find the Overall Scale Score. Do not round any fraction or decimal—and do not round—and enter the Overall Scale Score. Then find the Overall Proficiency Level in the Interpretation Guide for the corresponding Overall Scale Score.

Overall Score	Scale	Proficiency		
Totals	Scores	Levels		
Total Speaking				
Total Listening				
Total Reading				
Total Writing				
Scale Score Total			÷ 4 =	
				Overall Proficiency Level



LAS Links™ Student Profile Sheet

1 Complete the following information for each student.

Student Name _____ Student ID Number _____
 Birth Date ____/____/____ Grade _____
 Form _____ Test Date ____/____/____ Test Book ID _____
 Teacher _____ School _____ District _____

The LAS Links Student Profile Sheet is used for tabulating the student's score. This profile sheet should be used with the LAS Links Interpretation Guide. Once completed, this form can be included in the student's school records. Because the validity of these scores depends on the accuracy of scoring individual items, Examiners must be familiar with the test and the scoring information contained in the Examiner's Guide.

2 Tabulate the Number Correct for each skill area. Use the answer keys in the Interpretation Guide to determine the Number Correct for each sub-test (i.e., Speak in Words). Enter the Number Correct in each box. Then add these numbers to determine the total of each skill area (i.e., Speaking).

Speaking		Listening	
Speak in Words	Number Correct	Listen for Information	Number Correct
Speak in Sentences		Listen in the Classroom	
Make Conversation		Listen and Comprehend	
Tell a Story		Total Listening	
Total Speaking			

3 Calculate the Comprehension Score. Use the Comprehension Answer Keys in the Interpretation Guide to determine the Number Correct for Comprehension. Enter the Number Correct for the subtests for Listening and Reading. Add these numbers for Total Comprehension. Then use the conversion table in the Interpretation Guide to find the Comprehension Scale Score.

4 Tabulate the Oral Score. To find the Oral Scale Score, enter the Number Correct for Total Listening and Total Speaking (from Number 2) in the appropriate boxes below. Find the corresponding Oral Scale Score in the Interpretation Guide.

Oral	
Total Listening	Number Correct
Total Speaking	Oral Scale Score
Total Oral	

5 Convert Totals to Overall Scale Scores. Refer to the conversion table in the Interpretation Guide to find the Scale Scores for each skill area. Enter the Scale Score in the box adjacent to each Total. Divide the sum of all Scale Scores by 4 to find the Overall Scale Score. Do not round any fraction or decimal—and do not round—and enter the Overall Scale Score. Then find the Overall Proficiency Level in the Interpretation Guide for the corresponding Overall Scale Score.

Overall Score	Scale	Proficiency		
Totals	Scores	Levels		
Total Speaking				
Total Listening				
Total Reading				
Total Writing				
Scale Score Total			÷ 4 =	
				Overall Proficiency Level

Utilize Box 3 to make proficiency level determinations for each domain/subtest

Overall Score	Scale	Proficiency		
Totals	Scores	Levels		
Total Speaking				
Total Listening				
Total Reading				
Total Writing				
Scale Score Total			÷ 4 =	
				Overall Proficiency Level

● ● ● Scores Used to Determine Proficiency

Per State and Federal Guidelines



➤ As a reminder, for LAS Links, grades 1 – 12:

Per State and Federal Guidelines	
1st Grade	<ul style="list-style-type: none"> • If a student receives a 1, 2 or 3 proficiency level in either Speaking and/or Listening, they are to be classified as an English learner • If a student receives a 4 or 5 proficiency level in BOTH Speaking and Listening – they are to be considered Fluent (not identified as an English learner)
2nd – 12th Grade	<ul style="list-style-type: none"> • If a student receives a 1, 2 or 3 proficiency level in ANY domain/subtest: Speaking, Listening, Reading and/or Writing, they are to be classified as an English learner • If a student receives a 4 or 5 proficiency level in ALL domains/subtests: Speaking, Listening, Reading and Writing, they are to be considered Fluent (not identified as an English learner)

● ● ● Reminders and Q & A



1. Texas LAS Landing page: www.laslinks.com/TEXAS
2. Recorded webinars are posted to our landing page.
3. Check your email every Tuesday for our Texas Tuesday newsletter.
 - Includes a link to our FAQ's
4. Remember to check our Texas landing page regularly for announcements.



● ● ● For assistance please contact:



DRC Customer Service – Texas

Toll Free: 833-867-5679 Option 1 – **Order Support**

Texas Order Support Email:

LASOrderTX@datarecognitioncorp.com

Toll Free: 833-867-5679 Option 2 – **Technical Support**

Texas Technical Support Email:

LASTechTX@datarecognitioncorp.com

Customer Service Hours: 6:00 am – 7:00 pm CT M-F

*Thank
you!*

