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

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Texas English Learner Identification: Program Overview

Grade Level	Approved Assessment(s) for Identification:
preK3, preK4, Kindergarten	• preLAS English Form C • preLAS Español Form C • Available in Paper format
1st Grade	• LAS Links Form A • Speaking and Listening Only • Available in Online or Paper formats
2nd – 12th Grade	• LAS Links Form A • Speaking, Listening, Reading and Writing • Available in Online or Paper formats
1st – 6th Grade	• 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.**

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Additional Professional Learning Opportunities

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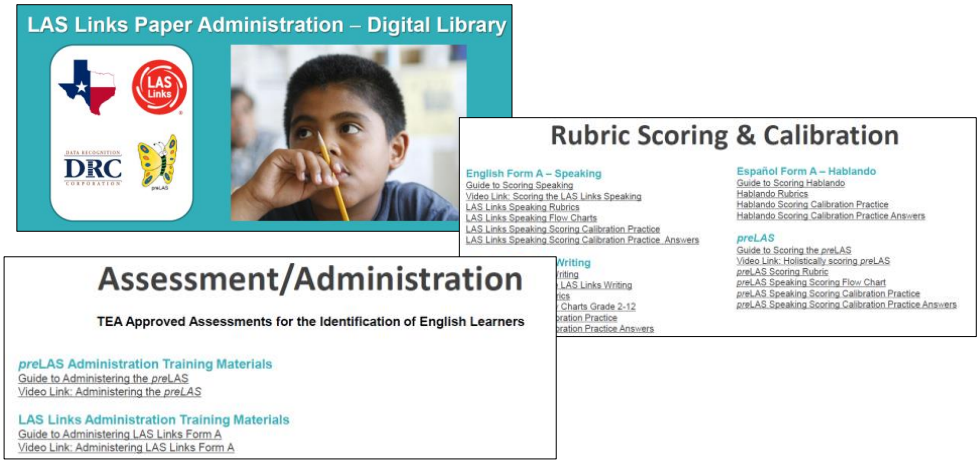
Digital Library

The LAS Links Paper Administration – Digital Library

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



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:

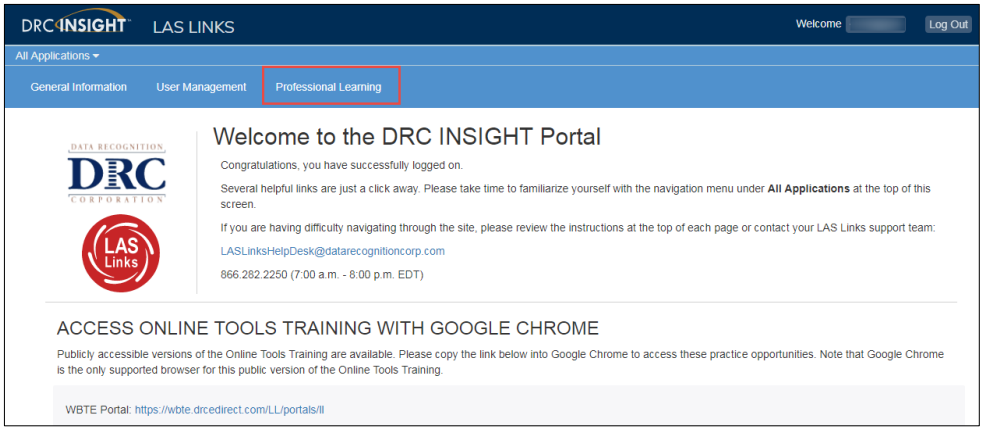
DRC Professional Learning System	
Course Name	**Estimated Time to Complete**
preLAS administration, scoring and reporting	Up to 2.5 hours*
LAS Links paper administration, scoring and reporting	Up to 2.5 hours*
LAS Links Online administration, scoring and reporting	Up to 2.5 hours*

*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)

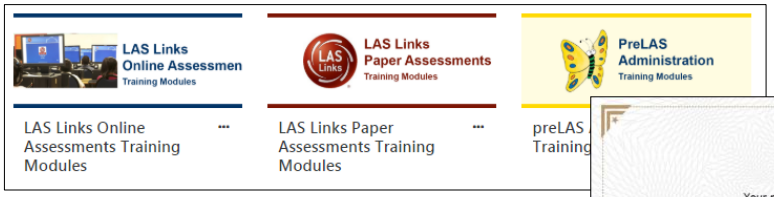
DRC INSIGHT PROFESSIONAL LEARNING

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



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.



*pre*LAS:
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

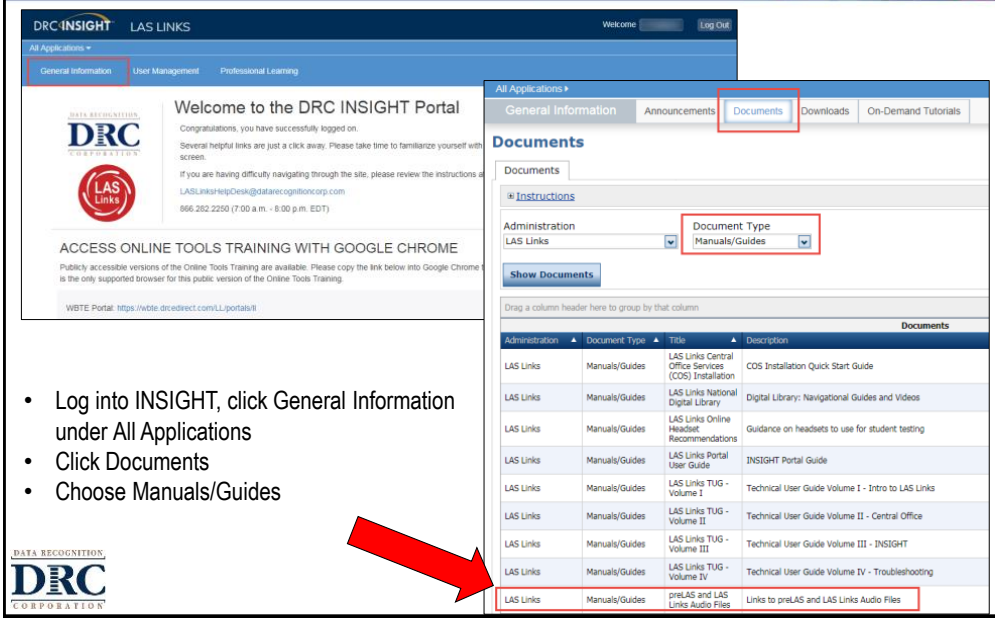
50 **Answer Sheets** are provided in each Kit

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

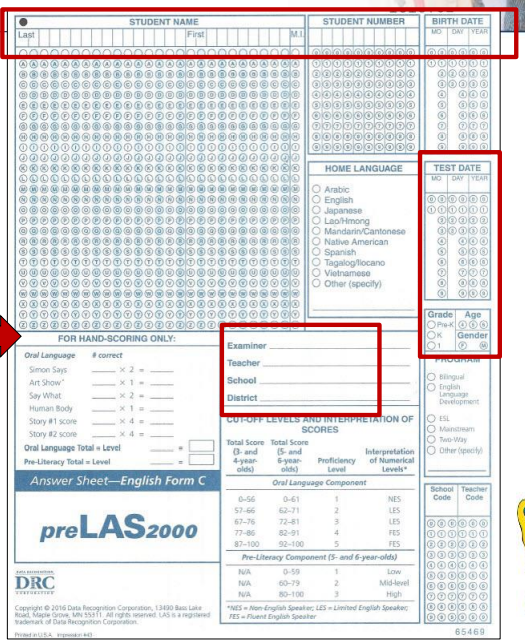
Accessing the Audio Files



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

preLAS Test Materials Needed for Testing

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



preLAS test components

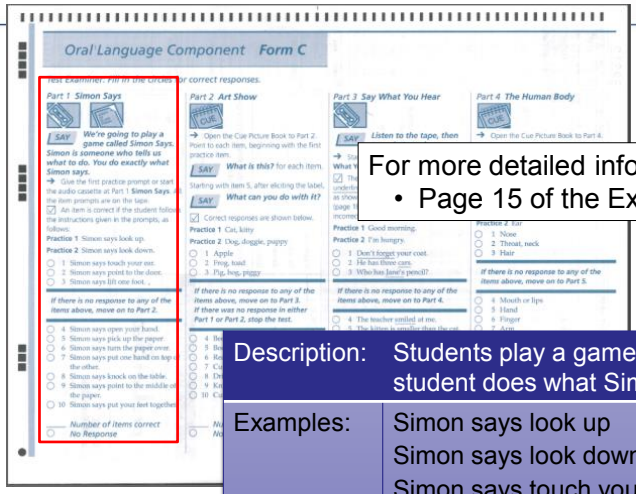
Simon Says	Students play a game called Simon Says. The student does what Simon tells him or her to do.
Art Show	Using the Cue Picture Book, students are asked to identify the object and answer questions related to the object. What is it? What is it used for?
Say What You Hear	The student repeats what 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



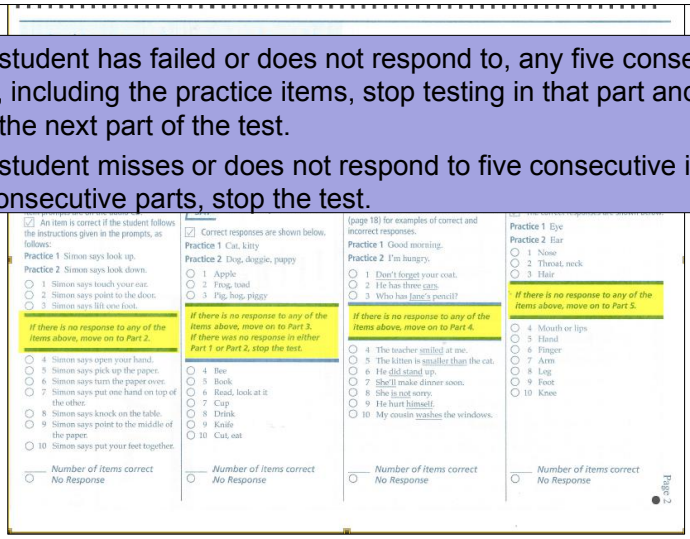
For more detailed information, refer to:
- Page 15 of the Examiner's Manual

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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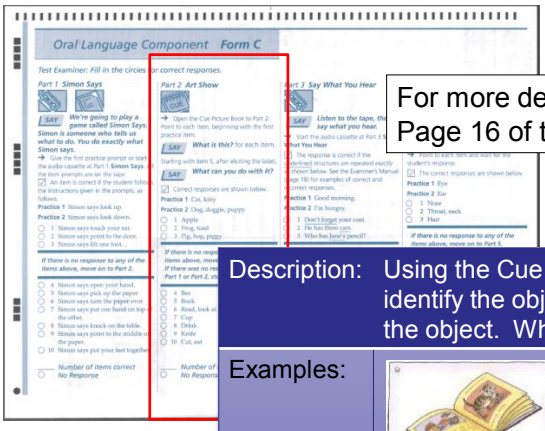
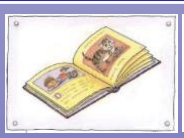
Part 2: Art Show



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

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

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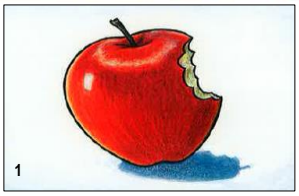
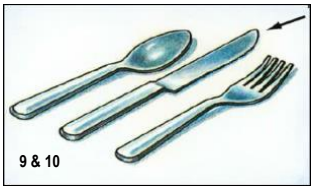
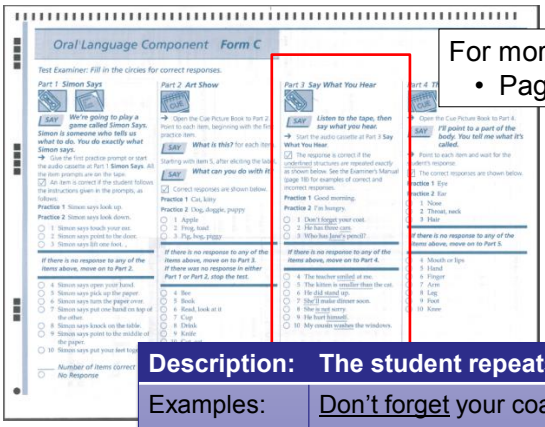
Part 2: Art Show Picture Prompts





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

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.

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Say What You Hear Scoring Examples

- Refer to Page 18 of the Examiner's Manual

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

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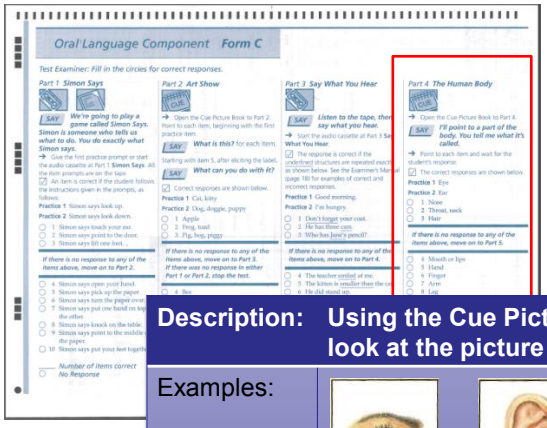
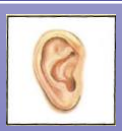
Part 4: The Human Body



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

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

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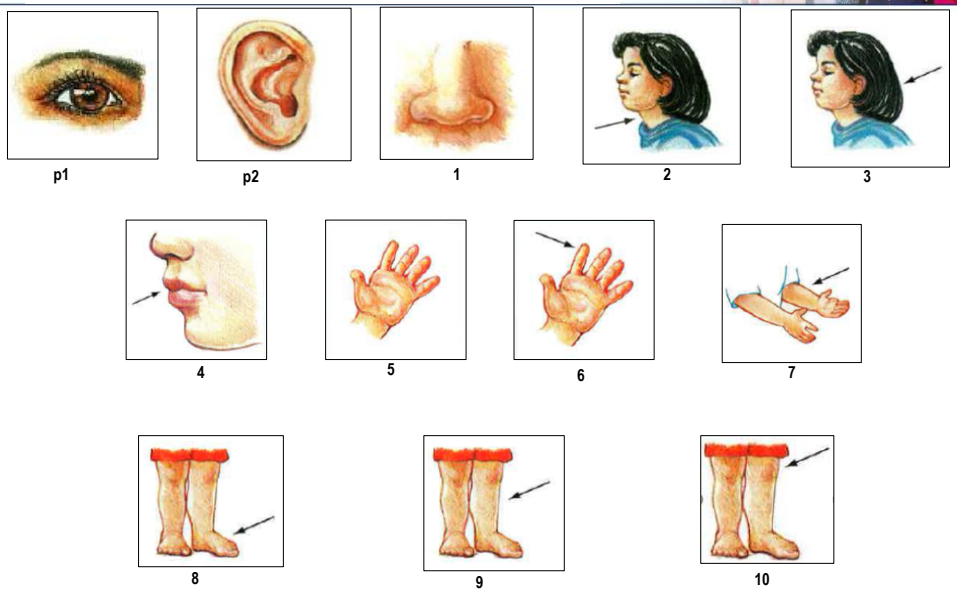
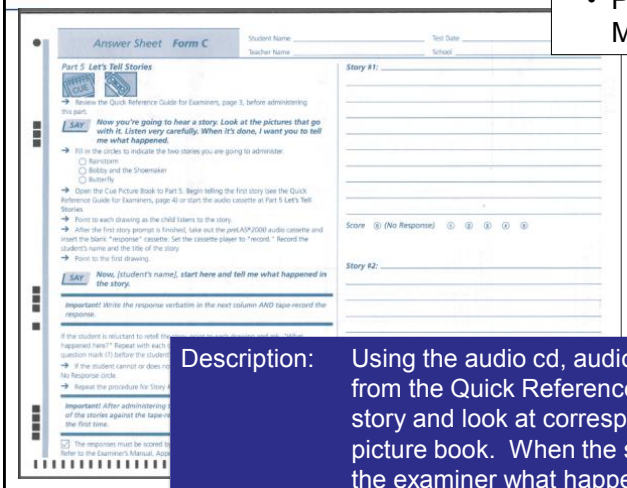
Part 4: The Human Body Prompts



Part 5: Let's Tell Stories

Refer to:
- Page 21 of the Examiner's Manual



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

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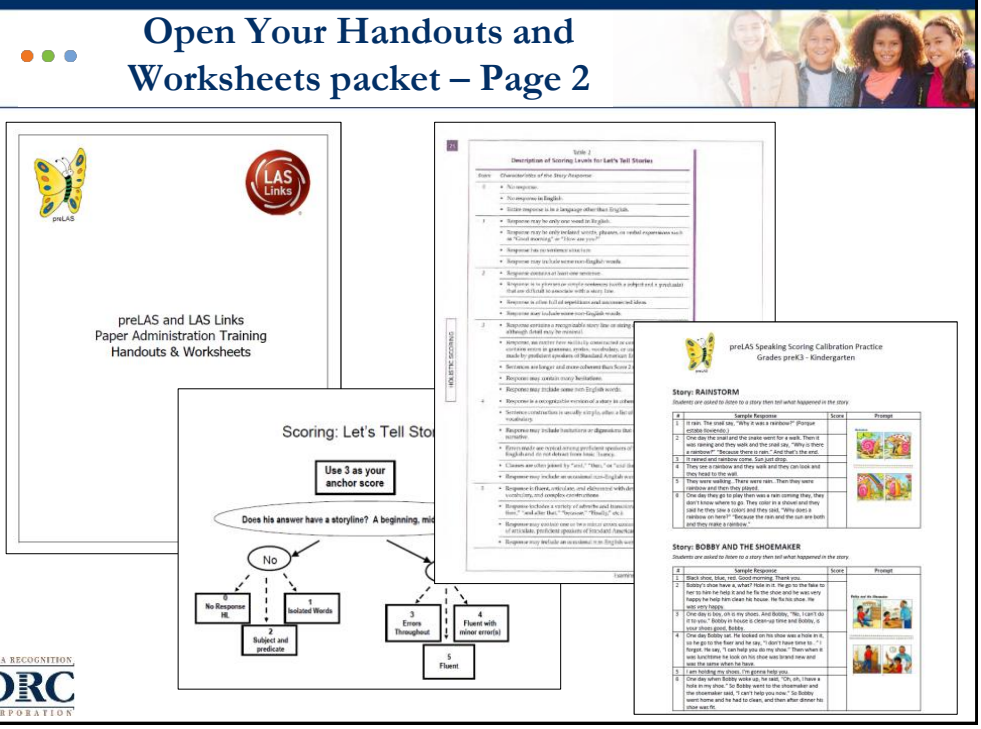
Open Your Handouts and Worksheets packet – Page 2



Open Your Handouts and Worksheets packet – Page 2

Table 2
Description of Scoring Levels for **Let's Tell Stories**

Score	Characteristics of the Story Response
0	• No response. • No response in English. • Entire response is in a language other than English.
1	• 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	• 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	• 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	• 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	• 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.

"I don't know"

Isolated Words

Is there a storyline?

yes = 3, 4 or 5

no = 2, 1, or 0

Are there errors throughout?

Yes = 3

No = 4 or 5

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?

No

- **0** No Response HL
- **1** Isolated Words or "I don't know"
- **2** Subject and predicate

Yes

- **3** Errors Throughout
- **4** Fluent with minor error(s)
- **5** Fluent

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.

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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

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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

preLAS
Guide to Scoring the *pre*LAS
Video Link: Holistically scoring *pre*LAS
*pre*LAS Rubric
*pre*LAS Speaking Scoring Flow Chart
*pre*LAS Speaking Scoring Calibration Practice
*pre*LAS Speaking Scoring Calibration Practice - Answer Key

DRC

*pre*LAS:
Scoring and Reporting

DRC

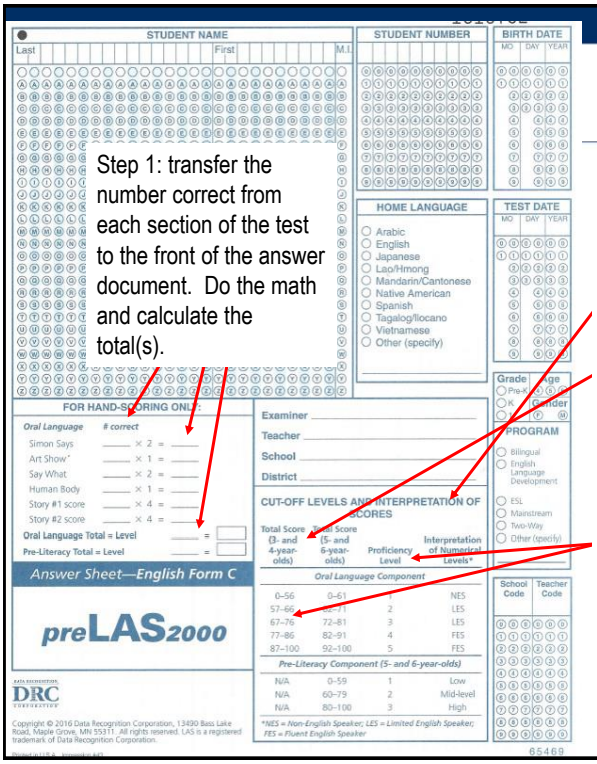
Scores Used to Determine Proficiency

- 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	• 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.

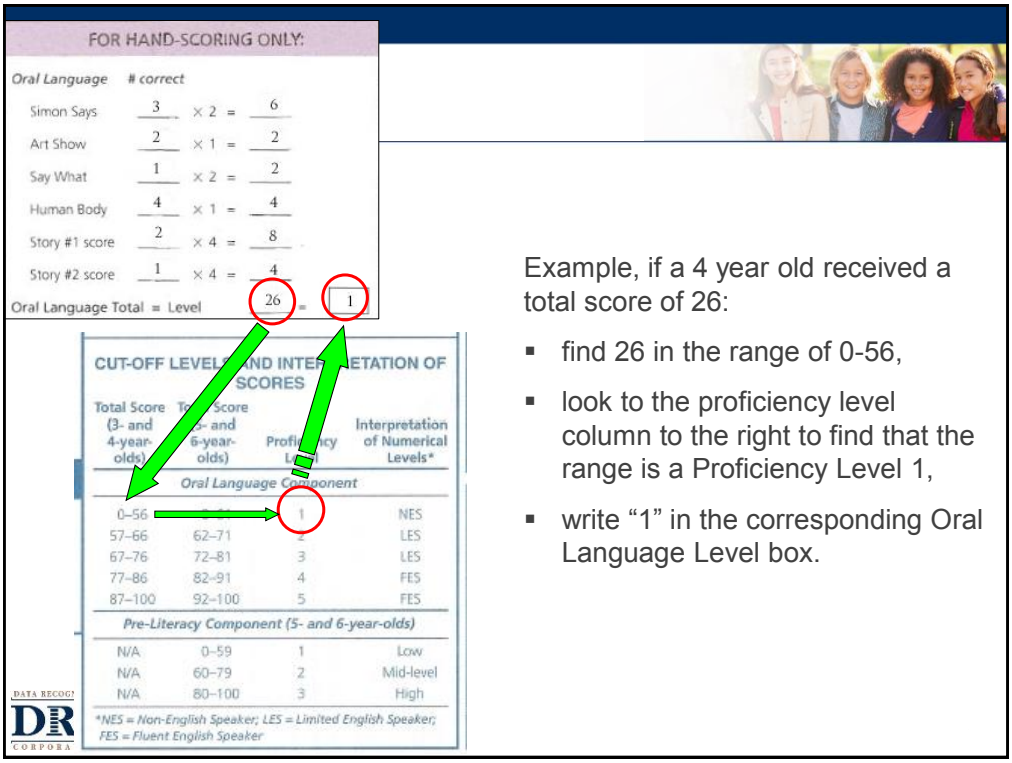
FOR HAND-SCORING ONLY:

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	_____ =	



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).

- 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.



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.

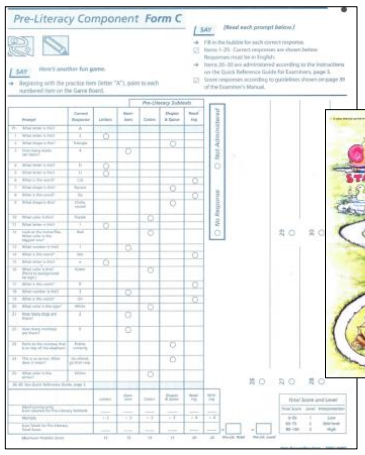
Scores Used to Determine Proficiency

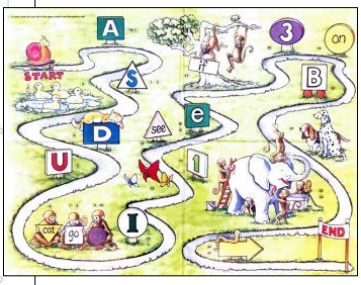
➢ As a reminder, for preLAS (preK3, preK4 and Kindergarten):

Per State and Federal Guidelines	
preK3, preK4, Kindergarten	• 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





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LAS Links

LAS Links Paper Assessments:
Administration, Scoring and Reporting

Texas English Learner Identification: Program Overview

Grade Level	Approved Assessment(s) for Identification:
preK3, preK4, Kindergarten	• preLAS English Form C • preLAS Español Form C • Available in Paper format
1st Grade	• LAS Links Form A • Speaking and Listening Only • Available in Online or Paper formats
2nd – 12th Grade	• LAS Links Form A • Speaking, Listening, Reading and Writing • Available in Online or Paper formats
1st – 6th Grade	• 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.

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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.**

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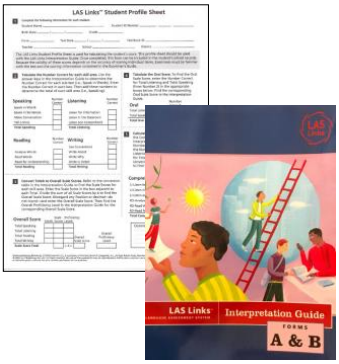
LAS Links Paper Administration Materials



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

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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

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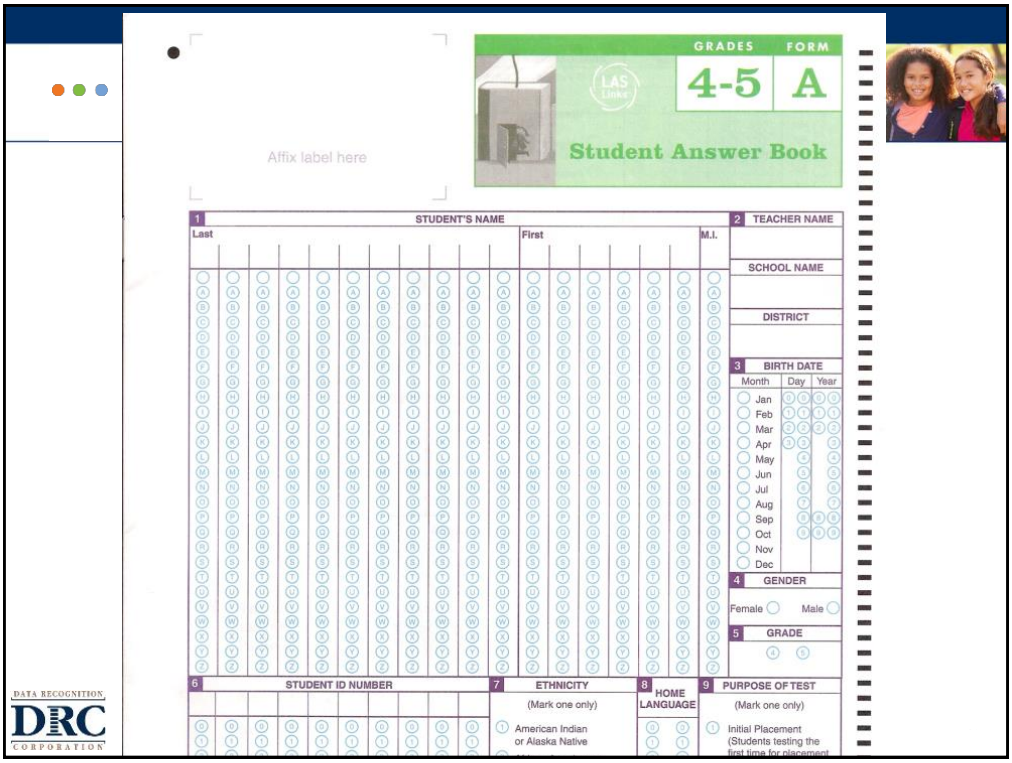
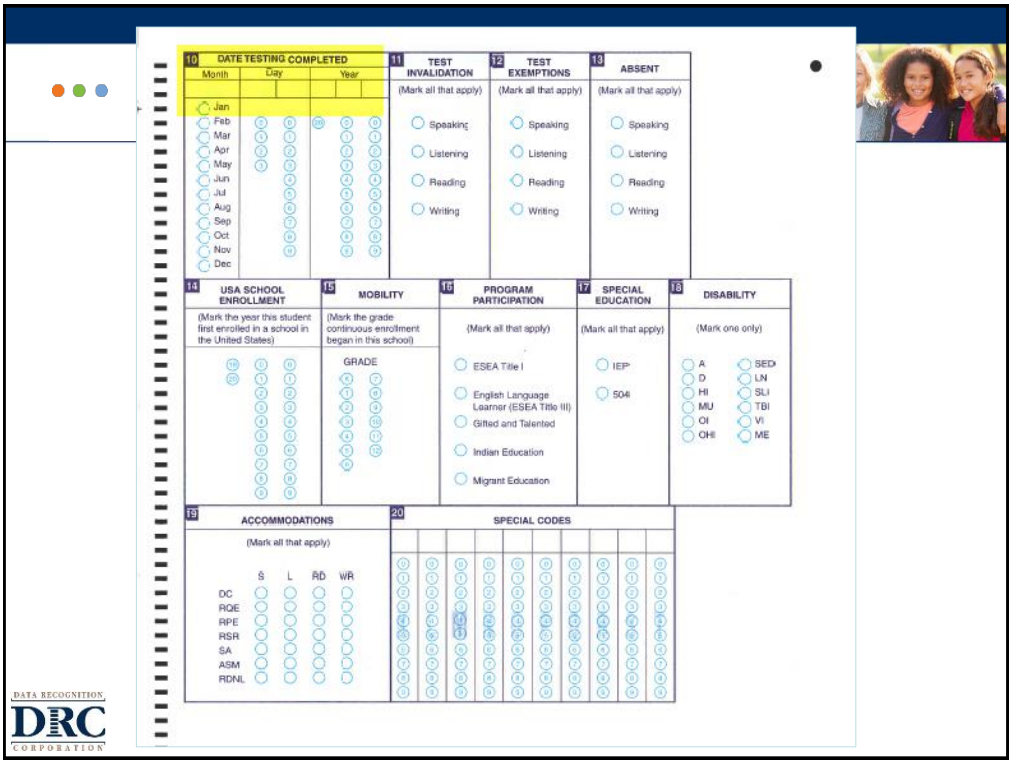
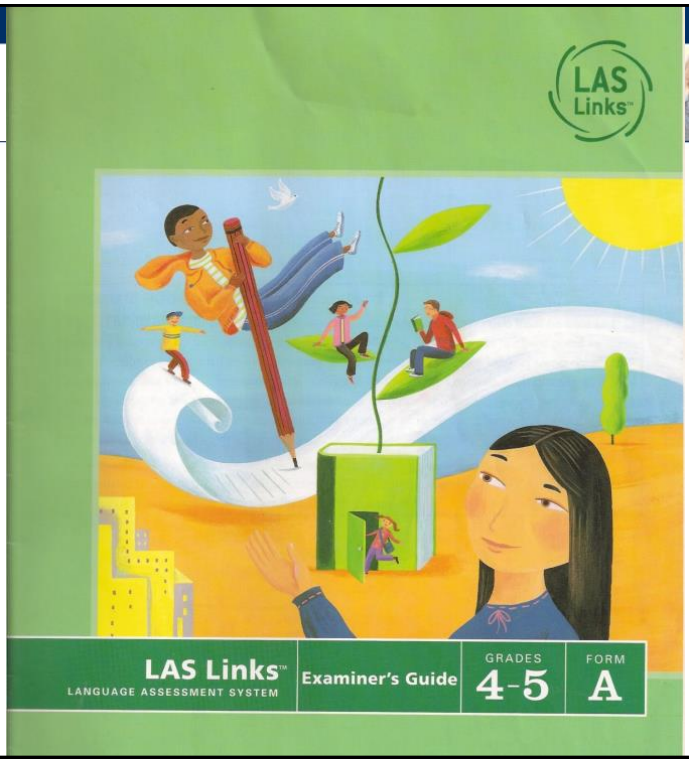

GRADES
FORM
4-5
A
Student Answer Book
Affix label here
1 STUDENT'S NAME
Last
First
M.I.
2 TEACHER NAME
SCHOOL NAME
DISTRICT
3 BIRTH DATE
Month
Day
Year
Jan
Feb
Mar
Apr
May
Jun
Jul
Aug
Sep
Oct
Nov
Dec
4 GENDER
Female
Male
5 GRADE
6 STUDENT ID NUMBER
7 ETHNICITY
(Mark one only)
American Indian or Alaska Native
8 HOME LANGUAGE
9 PURPOSE OF TEST
(Mark one only)
Initial Placement
(Students testing the first time for placement


10 DATE TESTING COMPLETED
Month
Day
Year
11 TEST INVALIDATION
(Mark all that apply)
Speaking
Listening
Reading
Writing
12 TEST EXEMPTIONS
(Mark all that apply)
13 ABSENT
(Mark all that apply)
14 USA SCHOOL ENROLLMENT
(Mark the year this student first enrolled in a school in the United States)
15 MOBILITY
(Mark the grade continuous enrollment began in this school)
GRADE
16 PROGRAM PARTICIPATION
(Mark all that apply)
ESEA Title I
English Language Learner (ESEA Title III)
Gifted and Talented
Indian Education
Migrant Education
17 SPECIAL EDUCATION
(Mark all that apply)
IEP
504
18 DISABILITY
(Mark one only)
A
D
HI
MU
OI
OHI
SED
LN
SLI
TBI
VI
ME
19 ACCOMMODATIONS
(Mark all that apply)
S
L
RD
WR
DC
RQE
RPE
RSR
SA
ASM
RDNL
20 SPECIAL CODES



LAS Links™ Speaking
Administered One-on-One

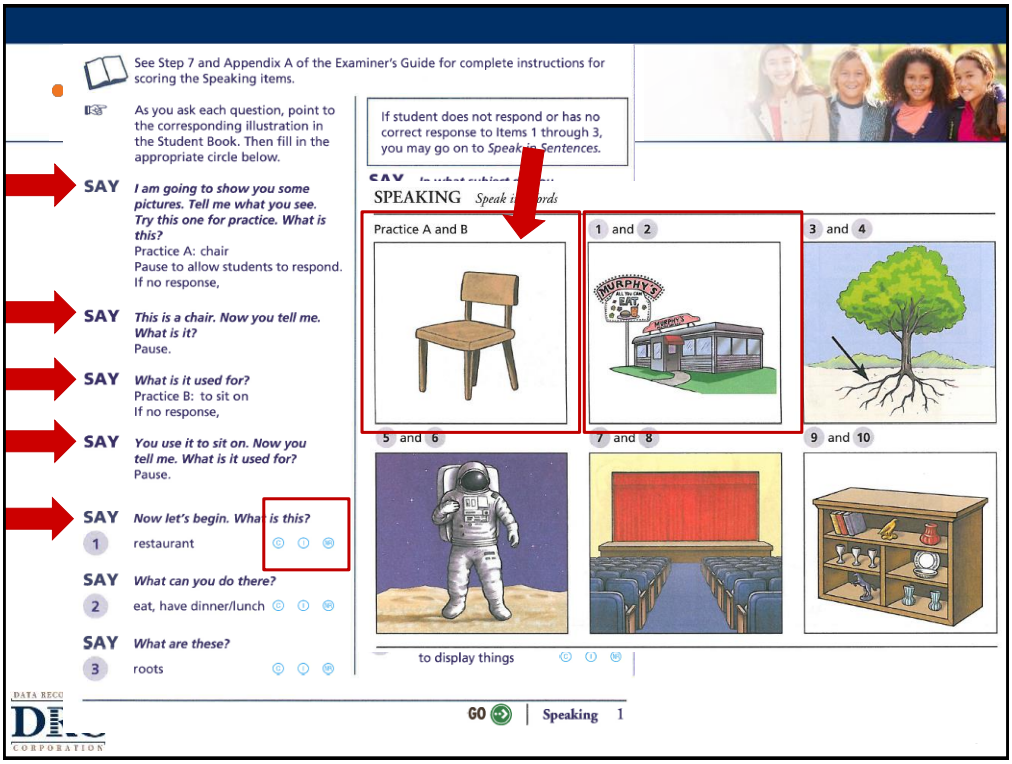
LAS Links™ – Speaking Test Content

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.

DATA RECOGNITION CORPORATION DRC



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.

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

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

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

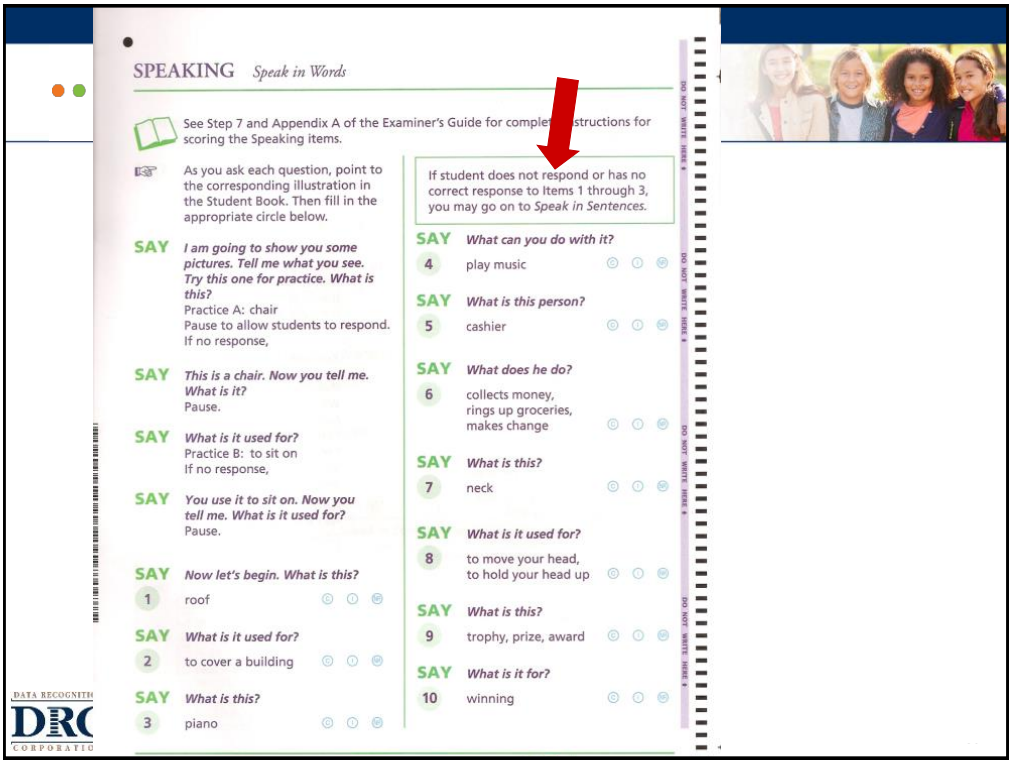
GO | Speaking 1

Speak in Words – Additional Correct Responses

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

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*

DATA RECOGNITION DRC CORPORATION



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.

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

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

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

DATA RECOGNITION DRC CORPORATION

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.

DATA RECOGNITION DRC CORPORATION

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. ⓪①②③

SAY ***Tell me what is happening in the picture.***
12 He broke his toy./ The toy is broken. ⓪①②③

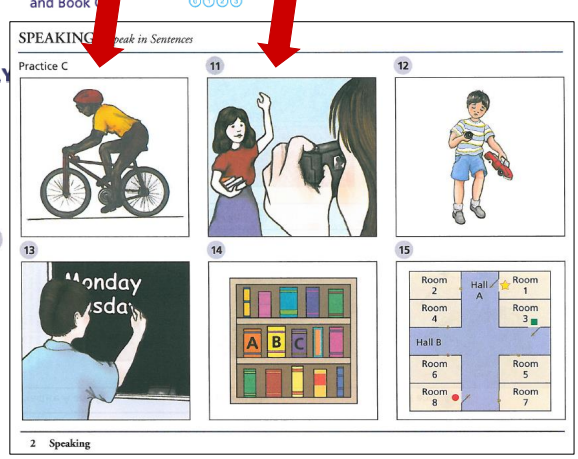
If student does not respond or has no correct response to Items 11 and 12, you may go on to *Make Conversation*.

SAY ***Tell me what is happening in the picture.***
13 He/She is writing on the board. ⓪①②③

SAY ***Tell me exactly where Book B is in the bookcase.***
14 It is on the middle shelf between B A and Book ⓪①②③

SAY

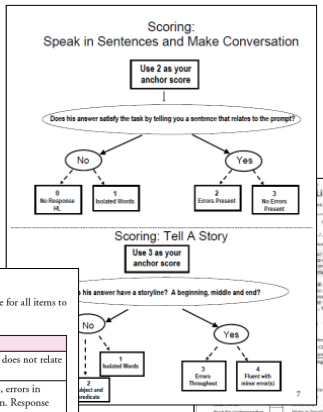
15

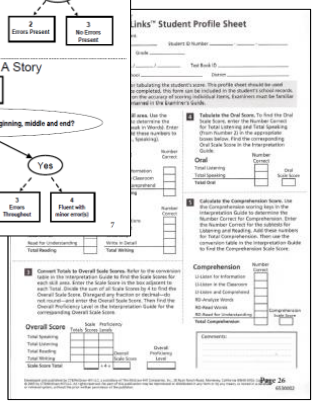


DATA RECOGNITION DRC CORPORATION

Open Your Handouts and Worksheets packet – Page 6

preLAS and LAS Links
Paper Administration Training
Handouts & Worksheets





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	
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.

DATA RECOGNITION DRC CORPORATION

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	
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.

DATA RECOGNITION DRC CORPORATION

Speaker Notes – Scoring: Speak in Sentences

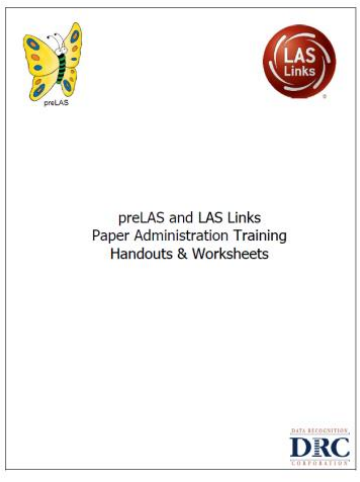
Use 2 as your anchor score

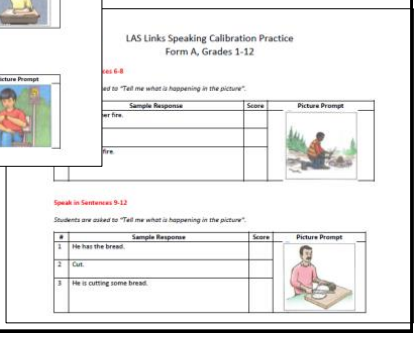
Does his answer satisfy the task by telling you a sentence that relates to the prompt?

- No
  - 0 No Response HL
  - 1 Isolated Words
- Yes
  - 2 Errors Present
  - 3 No Errors Present

FOUND IN YOU PACKET OF HANDOUTS AND WORKSHEETS

Open Your Handouts and Worksheets packet – Pages 8-9





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

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.		

DATA RECOGNITION DRC CORPORATION

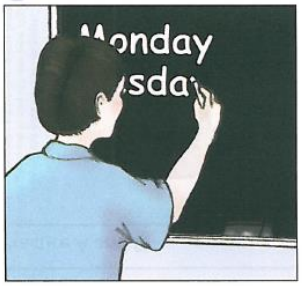
SPEAKING *Speak in Sentences*

Practice C

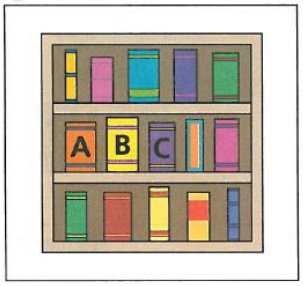
11

12

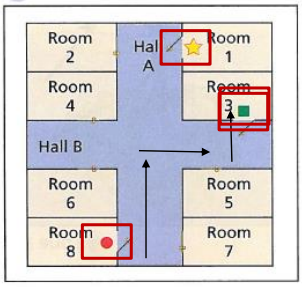
13



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.

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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: ⓪①②③

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

17 [Student response]
Score: ⓪①②③

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

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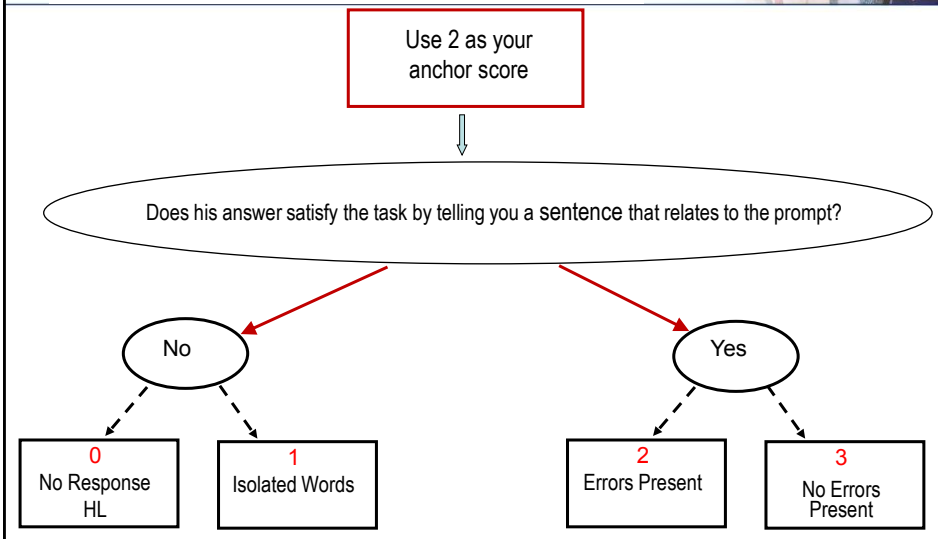
Speaker Notes – Scoring: Make Conversation



FOUND IN YOU PACKET OF HANDOUTS AND WORKSHEETS

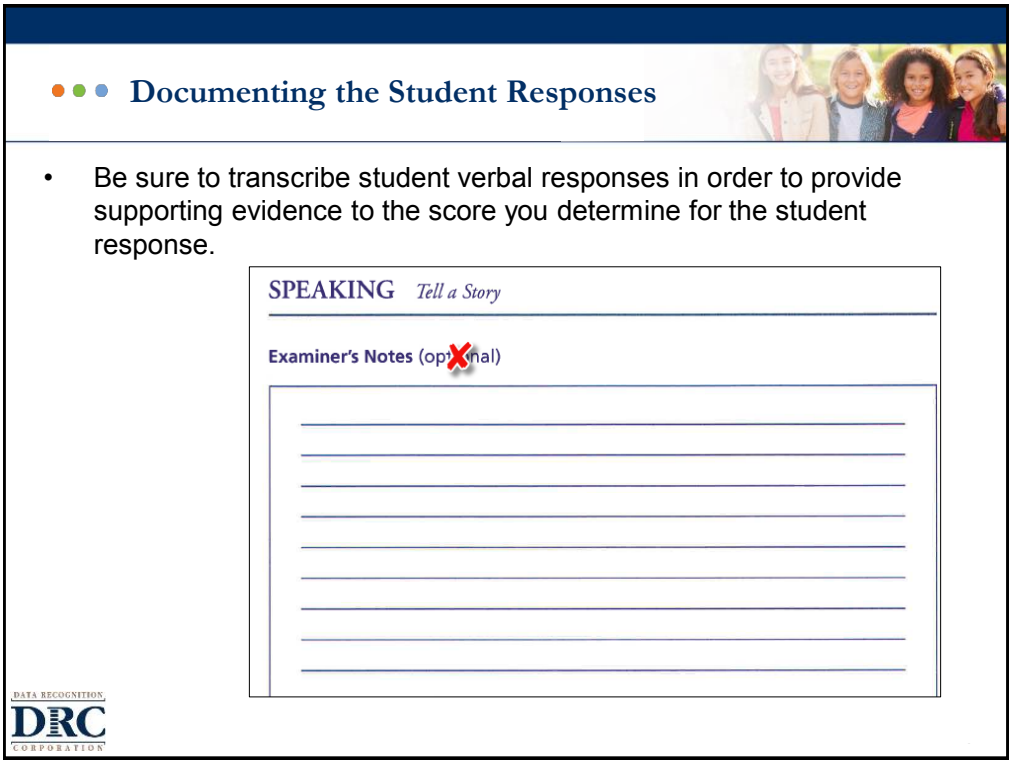
Make Conversation Scoring Practice

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:
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.

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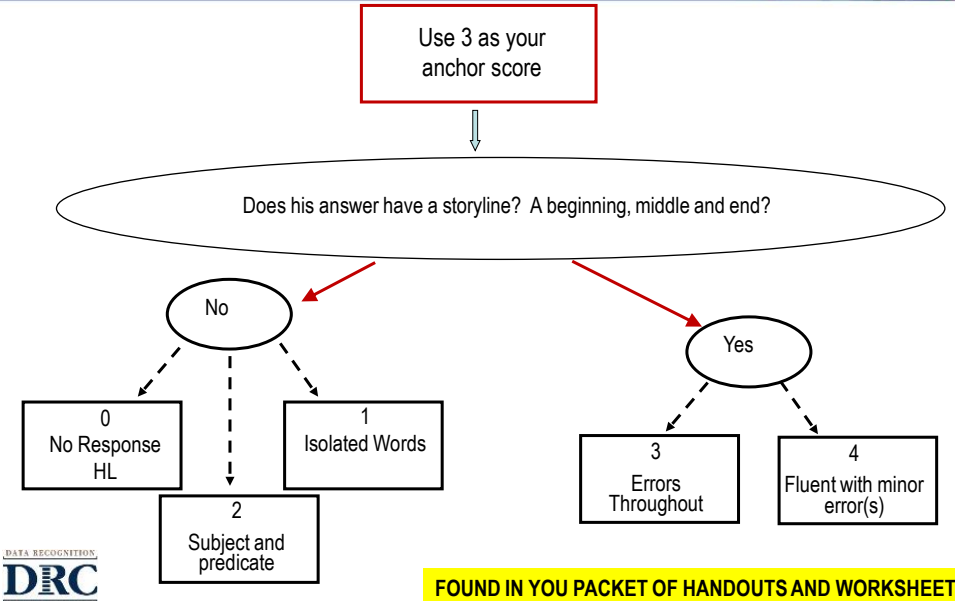
Speaker Notes – Scoring: Tell a Story



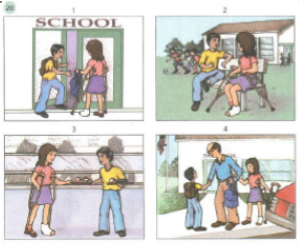
DATA RECOGNITION DRC CORPORATION

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.		

DATA RECOGNITION DRC CORPORATION

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 <u>on their own.</u>
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.

DATA RECOGNITION DRC CORPORATION

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!

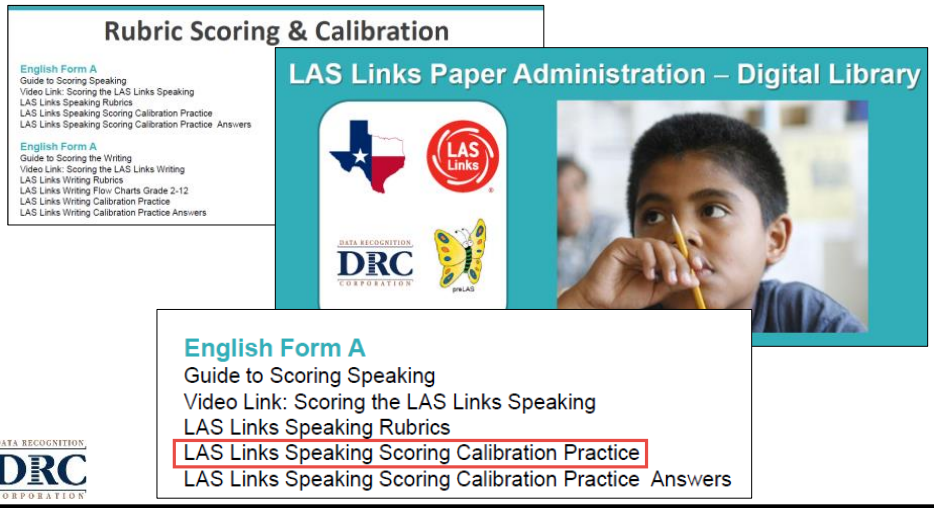
9. Any exemplar that has more than one score provided by the groups should be read aloud and worked through together as a room, with the trainer providing the correct score and its rationale.

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

DATA RECOGNITION DRC CORPORATION

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



DATA RECOGNITION DRC CORPORATION

LAS Links™ Listening
Group Administered

LAS Links™ – Listening Test Content

Listening:

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

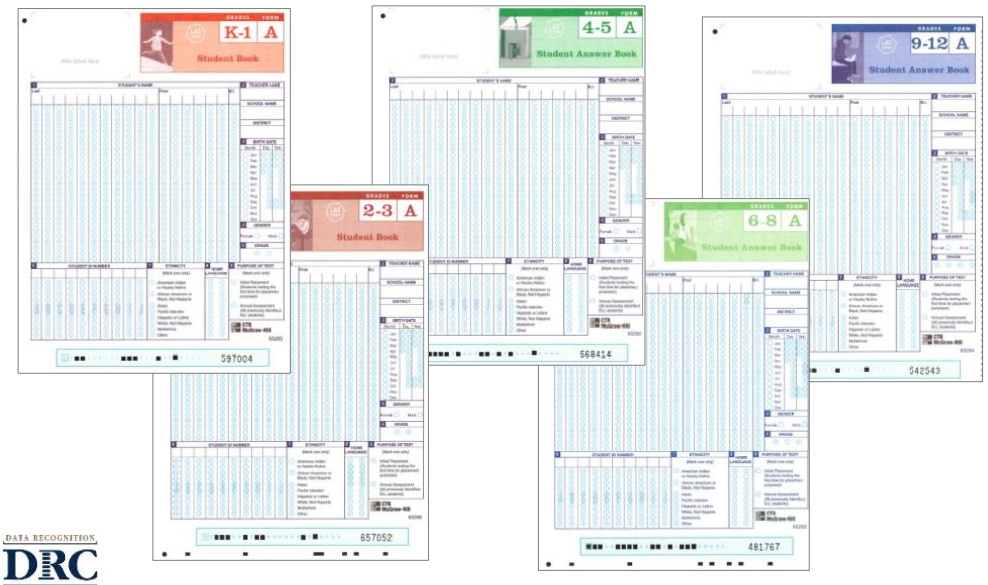
All Listening items are multiple choice in format and evaluate listening comprehension of stated facts, inference and critical thinking skills.

This section can be group-administered

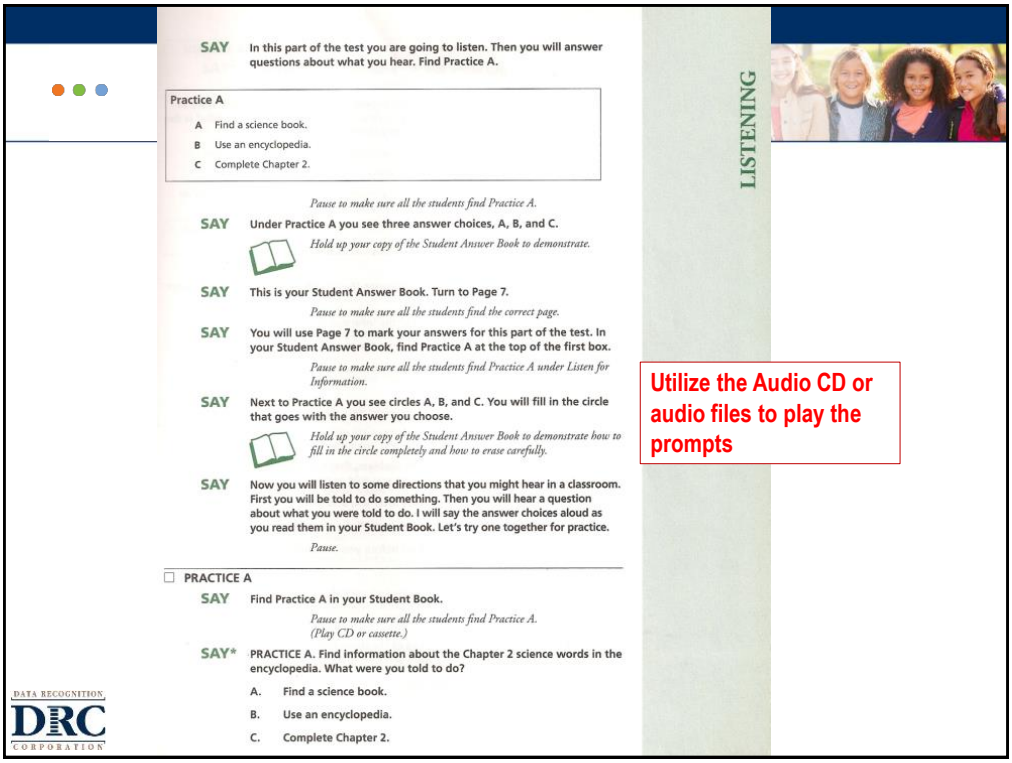
Student Books:
Needed for Grades 4 - 12

DATA RECOGNITION DRC CORPORATION

Student Answer Documents:
Needed for Grades 1 - 12



DATA RECOGNITION DRC CORPORATION



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

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.

LISTENING

Utilize the Audio CD or audio files to play the prompts

DATA RECOGNITION DRC CORPORATION

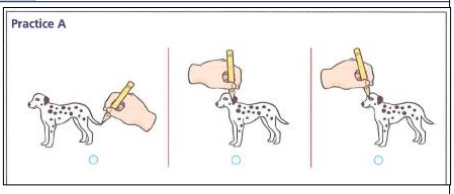
Stopping the test due to Insufficient Language

Per the TEA:

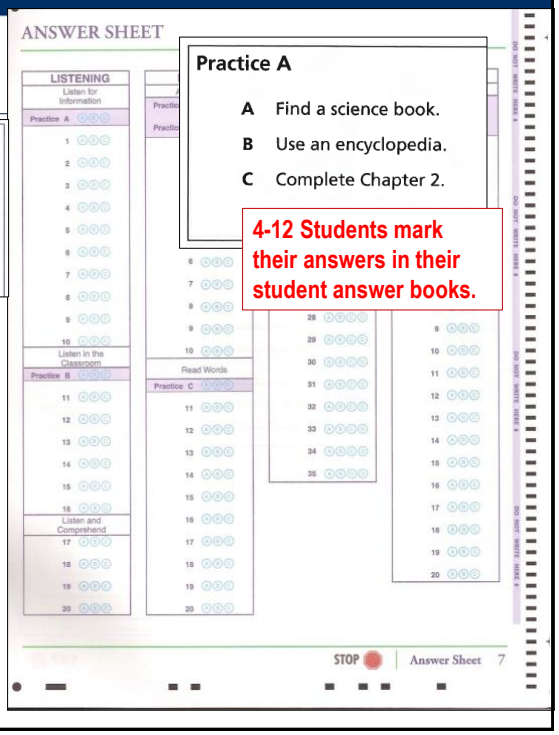
- Students must be given the opportunity to attempt all assigned subtests per the requirements set forth for the purpose of the identification of English learners.
- At no time, can a student be labeled "unable to test due to language" without being allowed to attempt each subtest they are assigned.
- 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.

DATA RECOGNITION DRC CORPORATION

LAS Links™ – Listening



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



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

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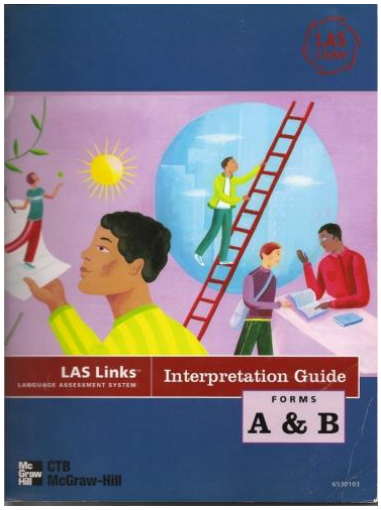
Scoring the Listening



Form A
4–5 Scoring Keys

Listening

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

Listening Comprehension*

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

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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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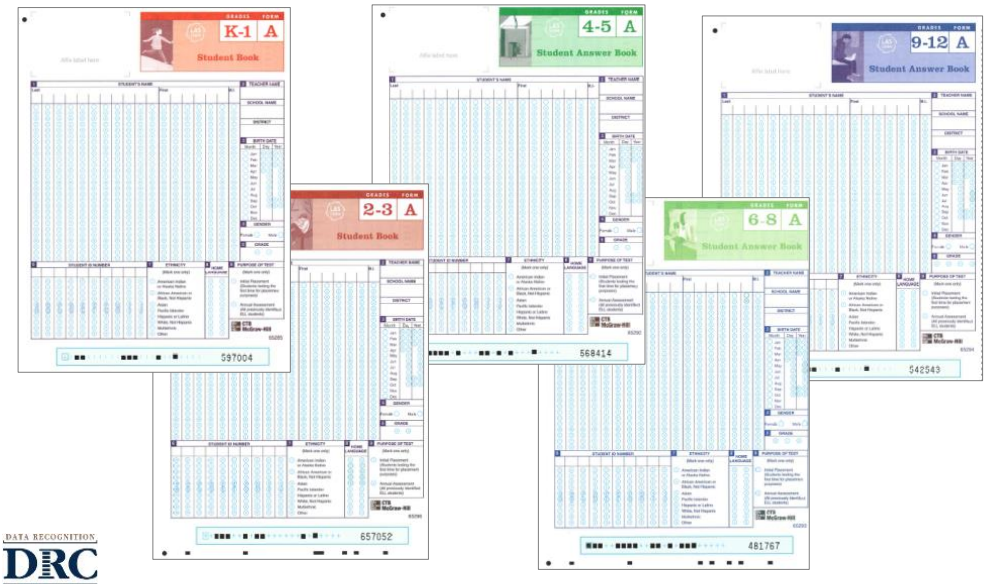
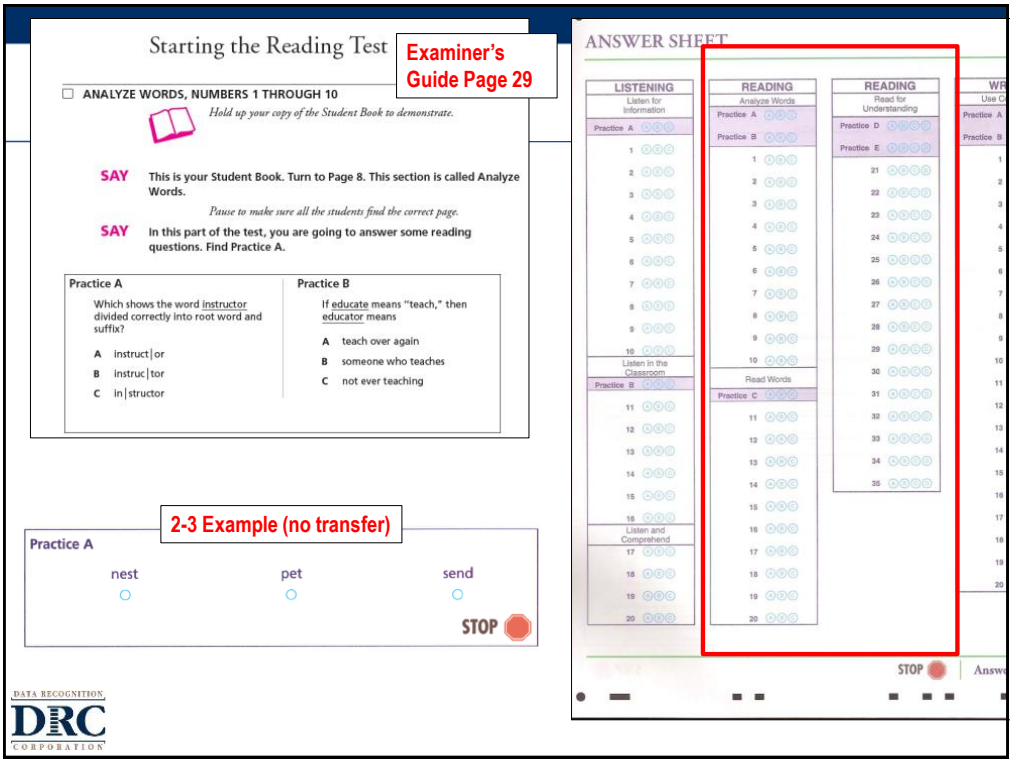
Student Books:
Needed for Grades 4 - 12

DATA RECOGNITION CORPORATION DRC

Student Answer Documents:
Needed for Grades 1 - 12



DATA RECOGNITION CORPORATION DRC


Starting the Reading Test
Examiner's Guide Page 29
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.
Pause 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 instructor 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)
Practice A
nest
pet
send
STOP
ANSWER SHEET
LISTENING
READING
READING
STOP
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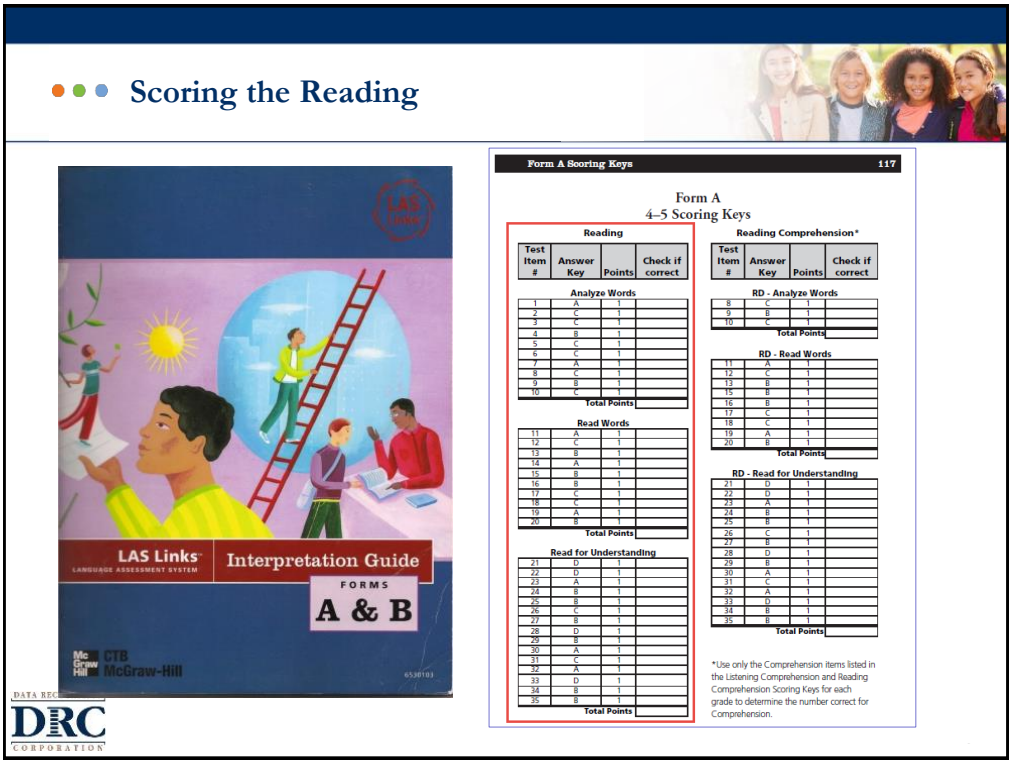
Scoring the Reading
LAS Links
LANGUAGE ASSESSMENT SYSTEM
Interpretation Guide
FORMS
A & B
CTB
McGraw-Hill
Form A Scoring Keys 117
Form A
4–5 Scoring Keys
Reading
Test Item #
Answer Key
Points
Check if correct
Analyze Words
Read Words
Read for Understanding
Total Points
Reading Comprehension*
RD - Analyze Words
RD - Read Words
RD - Read for Understanding
*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.
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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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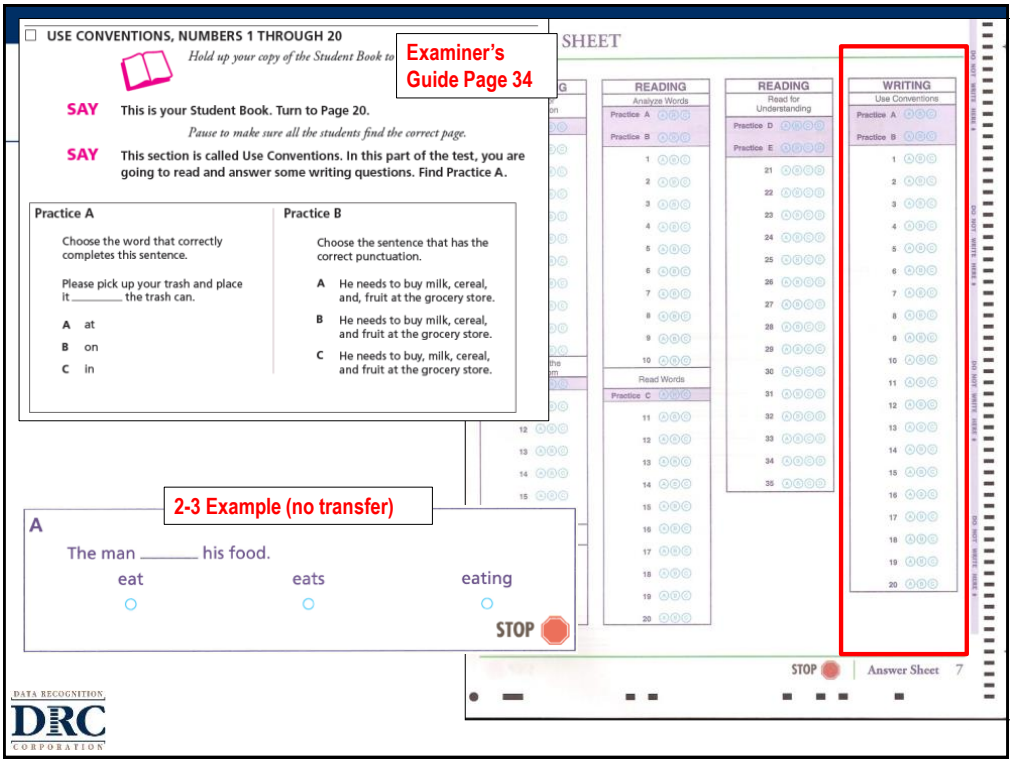
USE CONVENTIONS, NUMBERS 1 THROUGH 20
Hold up your copy of the Student Book to
Examiner's Guide Page 34
SAY This is your Student Book. Turn to Page 20.
Pause to make sure all the students find the correct page.
SAY This section is called Use Conventions. In this part of the test, you are going to read 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
SHEET
READING
READING
WRITING
Use Conventions
STOP
Answer Sheet 7
DATA RECOGNITION
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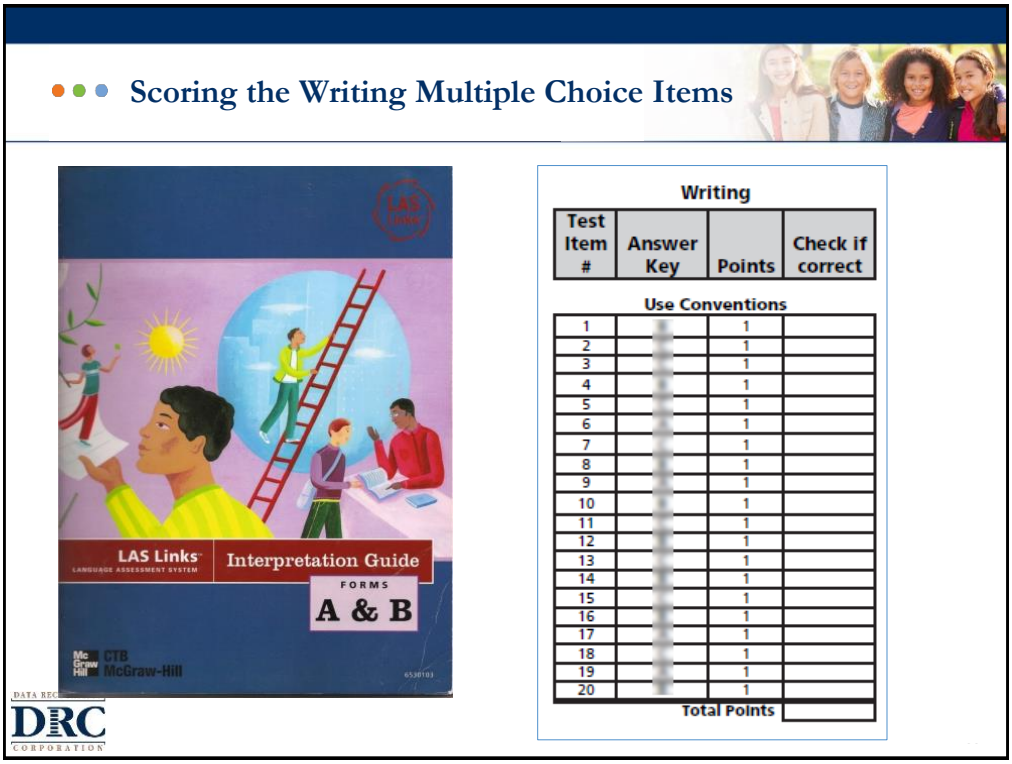
Scoring the Writing Multiple Choice Items
LAS Links
LANGUAGE ASSESSMENT SYSTEM
Interpretation Guide
FORMS
A & B
CTB
McGraw-Hill
Writing
Test Item #
Answer Key
Points
Check if correct
Use Conventions
1 1
2 1
3 1
4 1
5 1
6 1
7 1
8 1
9 1
10 1
11 1
12 1
13 1
14 1
15 1
16 1
17 1
18 1
19 1
20 1
Total Points
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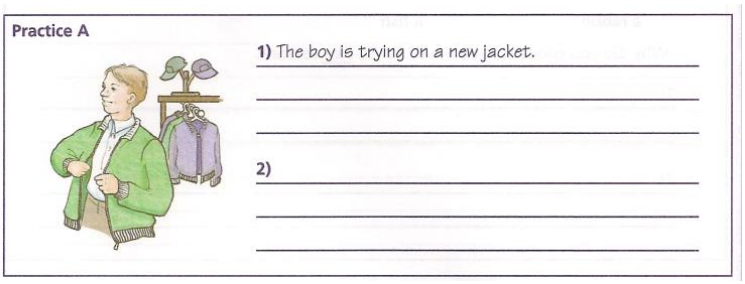
Writing Administration – Write About

- 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.



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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 Minimal or No Communication	**ERRORS PREVENT 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
	For **Write About:** no recognizable sentence structure
1 Beginning Communication	**ERRORS INTERFERE WITH 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)
	May also be two general responses
	Response may be in rudimentary sentence structure
2 Basic Communication	**ERRORS DO NOT IMPEDE UNDERSTANDING**
	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 Effective Communication	**FLUENT 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

DATA RECOGNITION DRC CORPORATION

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?

- No
  - 0 — No Response HL
  - 1 — Isolated Words (or just one sent.)
- Yes
  - 2 — Errors Present
  - 3 — No Errors Present

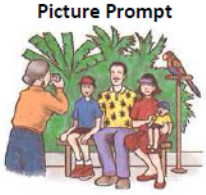
(use professional judgment)

FOUND IN YOU PACKET OF HANDOUTS AND WORKSHEETS

Write About Scoring Practice

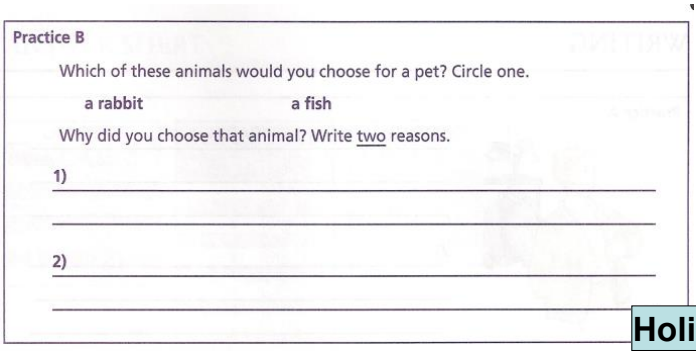
Write About 4-5

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)

Use 2 as your anchor score

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

- No
  - 0 — No Response; HL Isolated words
  - 1 — Reasonable response (not necessarily a sentence)
- Yes
  - 2 — Errors Present
  - 3 — No Errors Present (use professional judgment)

FOUND IN YOU PACKET OF HANDOUTS AND WORKSHEETS

Write Why Scoring Practice

Write Why 4-5

Student will make a choice and write <u>two</u> 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		

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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.

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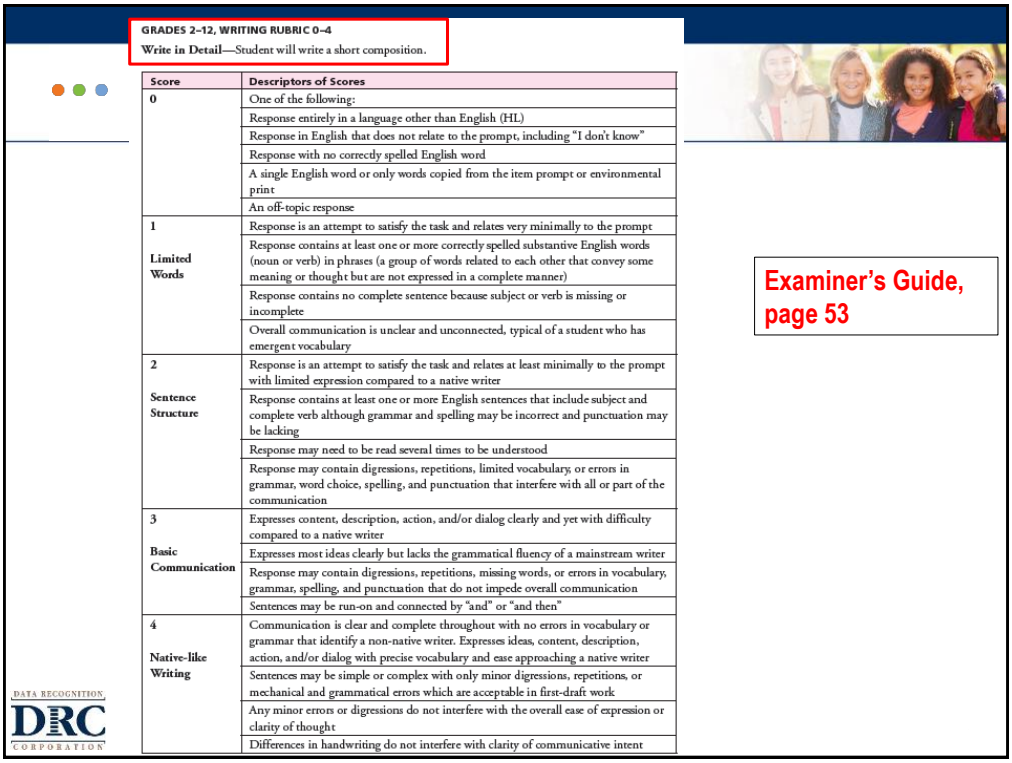


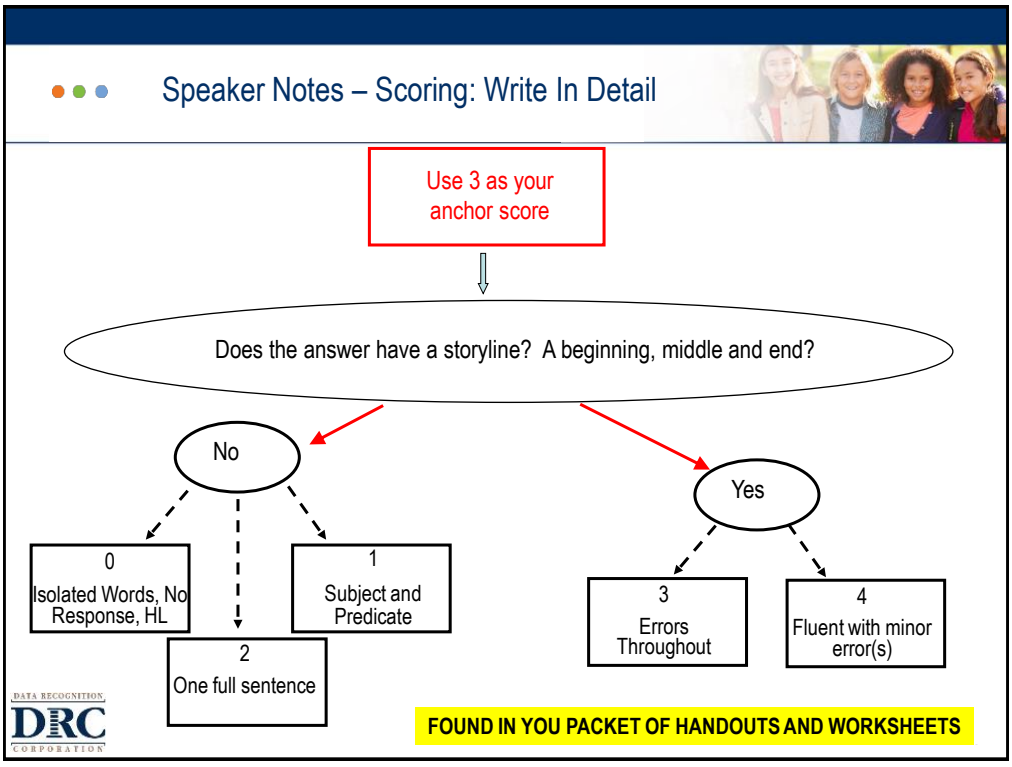
GRADES 2–12, WRITING RUBRIC 0–4

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

DATA RECOGNITION DRC CORPORATION

Examiner's Guide, page 53



Speaker Notes – Scoring: Write In Detail

Use 3 as your anchor score

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

No

Yes

0 Isolated Words, No Response, HL

1 Subject and Predicate

2 One full sentence

3 Errors Throughout

4 Fluent with minor error(s)

DATA RECOGNITION DRC CORPORATION

FOUND IN YOU PACKET OF HANDOUTS AND WORKSHEETS

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.		

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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

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

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Tabulating the Scores

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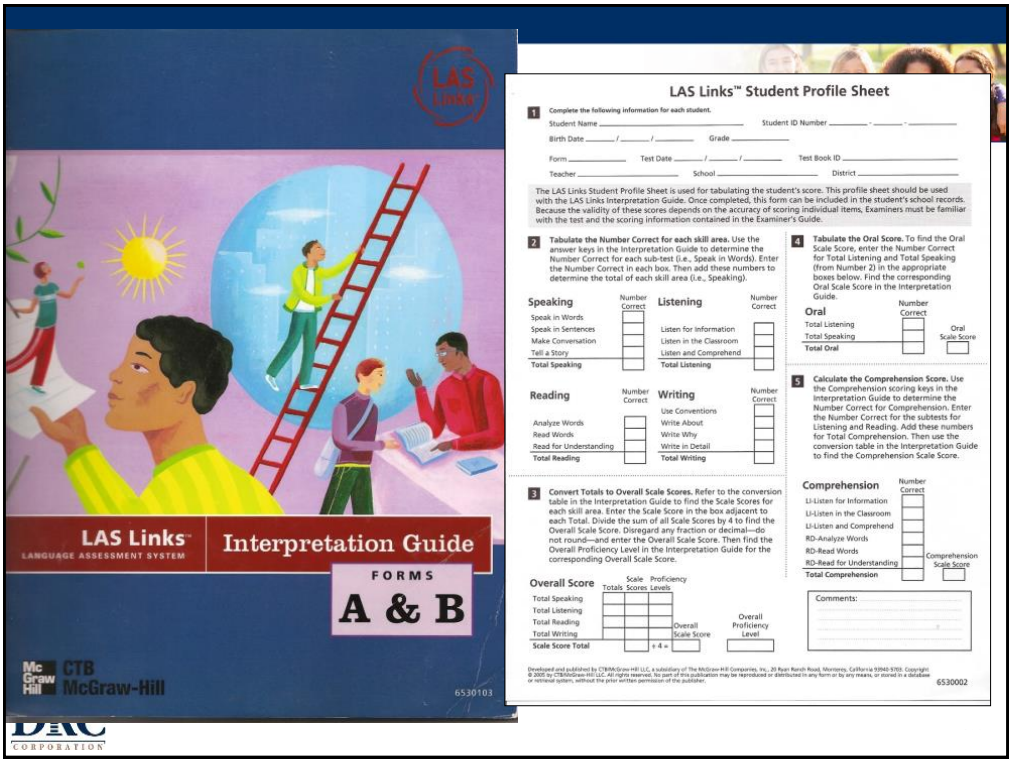
Scores Used to Determine Proficiency

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	• 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	• 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)



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	290–423	424–497	498–532	533–583	584–680

Listening

NC	SS	PL
0	350	Level 1
1	350	
2	350	
3	350	
4	350	
5	376	
6	403	
7	420	
8	434	
9	447	
10	458	Level 2
11	470	
12	482	
13	494	Level 3
14	508	
15	523	
16	539	Level 4
17	557	
18	580	
19	617	Level 5
20	630	

Speaking

NC	SS	PL
0	320	Level 1
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	Level 2
15	456	
16	460	
17	464	
18	467	
19	471	
20	474	
21	478	Level 3
22	481	
23	485	
24	488	
25	492	
26	496	
27	500	
28	504	
29	508	
30	513	Level 4
31	517	
32	522	
33	528	
34	534	
35	541	
36	549	
37	559	Level 5
38	571	
39	588	
40	616	
41	635	

Reading

NC	SS	PL
0	360	Level 1
1	360	
2	360	
3	360	
4	360	
5	360	
6	360	
7	360	
8	360	
9	382	
10	411	
11	428	
12	440	
13	450	
14	458	
15	466	
16	473	Level 2
17	479	
18	485	
19	491	
20	497	
21	503	
22	509	Level 3
23	514	
24	521	
25	527	
26	534	
27	541	Level 4
28	549	
29	557	
30	567	
31	578	
32	593	Level 5
33	613	
34	648	
35	680	

Writing

NC	SS	PL
0	290	Level 1
1	290	
2	290	
3	290	
4	290	
5	290	
6	290	
7	326	
8	357	
9	375	
10	389	
11	400	
12	410	
13	419	
14	428	
15	435	Level 2
16	443	
17	450	
18	457	
19	463	
20	470	
21	476	
22	482	
23	488	
24	494	
25	501	Level 3
26	507	
27	514	
28	521	
29	530	
30	539	Level 4
31	549	
32	562	
33	578	
34	599	Level 5
35	634	
36	680	

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	Level 1
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	Level 2
15	456	
16	460	
17	464	
18	467	
19	471	
20	474	
21	478	Level 3
22	481	
23	485	
24	488	
25	492	
26	496	
27	500	
28	504	
29	508	
30	513	Level 4
31	517	
32	522	
33	528	
34	534	
35	541	
36	549	
37	559	Level 5
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. 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	Totals	Scale Scores	Proficiency Levels	
Total Speaking				
Total Listening				
Total Reading				Overall Scale Score
Total Writing				Overall Proficiency Level
Scale Score Total			÷ 4 =	

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

Reading	Number Correct	Writing	Number Correct
Analyze Words		Use Conventions	
Read Words		Write About	
Read for Understanding		Write Why	
Total Reading		Total Writing	

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	Number Correct	Oral Scale Score
Total Listening		
Total Speaking		
Total Oral		

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.

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

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

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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	• 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	• 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!

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