# LAS Links Online

## Online Administration Training

DRC INSIGHT™ ONLINE LEARNING SYSTEM

DATA RECOGNITION DRC CORPORATION

## Training Agenda

- Texas Program Overview
- Additional training resources available to all LEA's
- Hands-on training on the administration of LAS Links Online assessments
  - Includes 4 modules:
    - Student Experience
    - Scheduling Test Sessions
    - Scoring
      - Will include scoring training and reporting – including cut scores for identification
    - Reporting
- 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<br>• preLAS Español Form C<br>• Available in Paper format |
| 1st Grade | • LAS Links Form A<br>• Speaking and Listening Only<br>• Available in Online or Paper formats |
| 2nd – 12th Grade | • LAS Links Form A<br>• Speaking, Listening, Reading and Writing<br>• Available in Online or Paper formats |
| 1st – 6th Grade | • LAS Links Español Form A<br>• Speaking and Listening<br>• Available in Online or Paper formats |

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

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## Additional Training Resources Available to All LEAs

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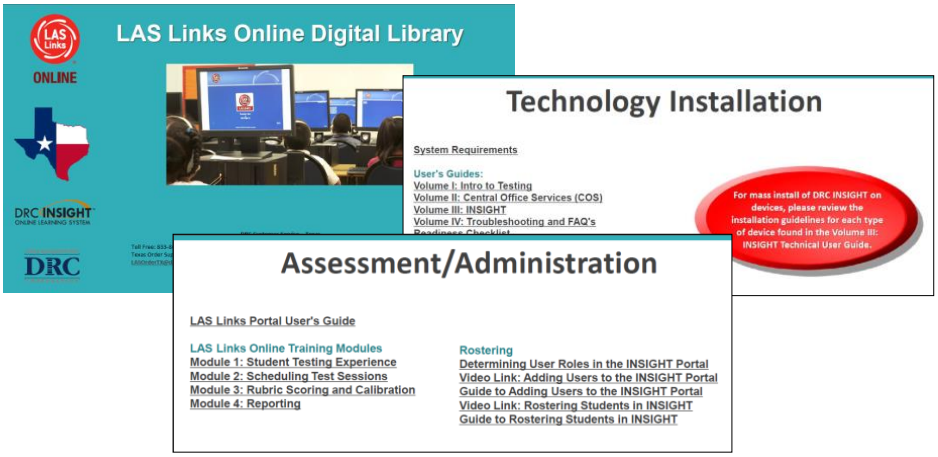
## Digital Library

The LAS Links Online 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:

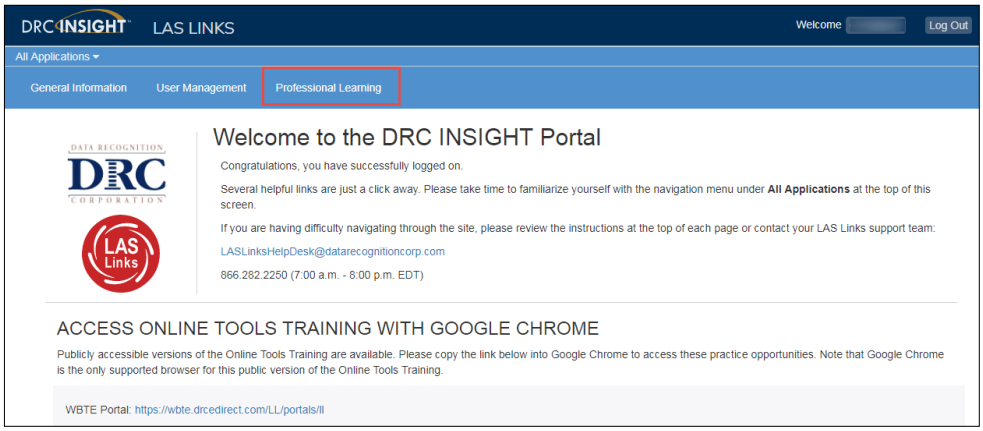
| DRC Professional Learning System | |
|---|---|
| **Course Name** | **Estimated Time to Complete** |
| preLAS administration, scoring and reporting | Up to 2.5 hours* |
| LAS Links paper administration, scoring and reporting | Up to 2.5 hours* |
| LAS Links Online administration, scoring and reporting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

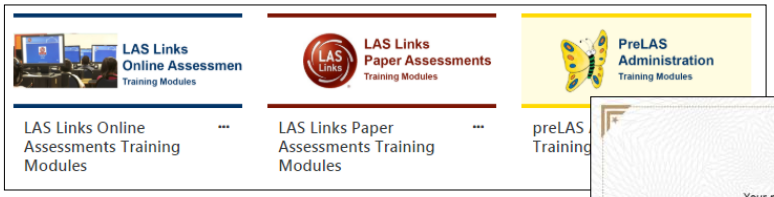
## DRC INSIGHT PROFESSIONAL LEARNING

- 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.



# LAS Links Online

## Preparing to Test

## LAS Links Online: Student Experience

**Student Access:**

PC/MAC/iPAD/Chromebook

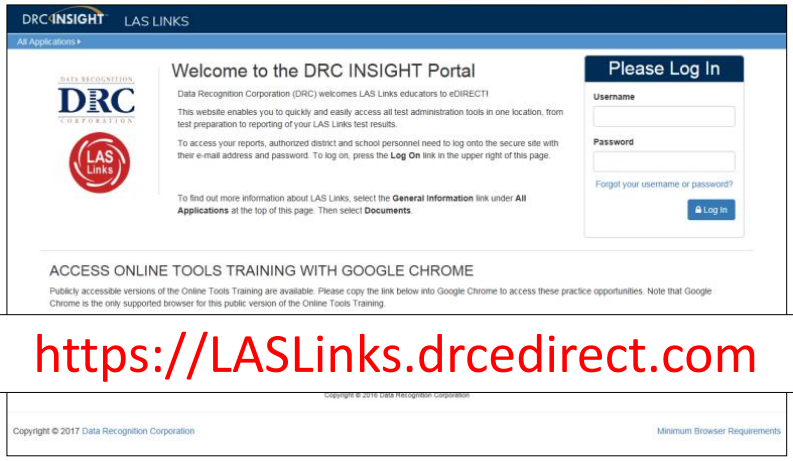
Practice Test: Highly recommended prior to live testing. Student technology readiness should be determined during the practice test.

https://wbte.drcedirect.com/LL/portals/ll

When the student is ready to take the live test, he/she should be given the test ticket and should click on the DRC INSIGHT App installed on the student device.

Note: students may also access the practice test by clicking on the app BUT do NOT give the student live test credentials (their test ticket) until they are ready to test.

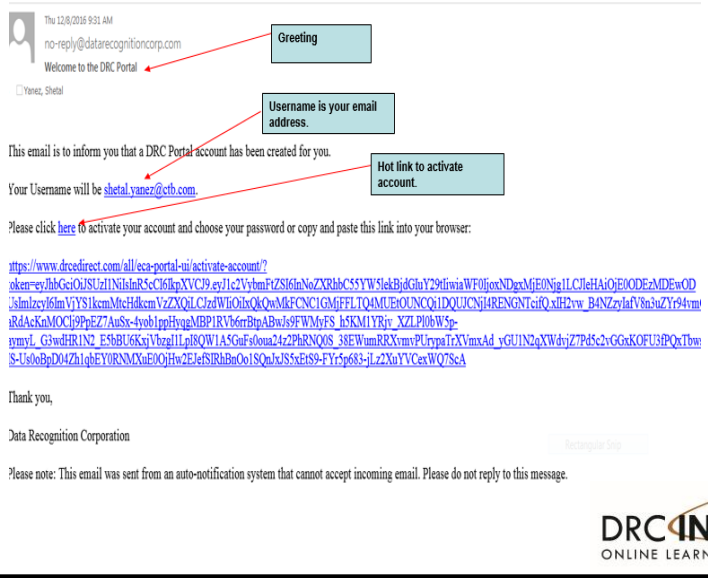
# DRC INSIGHT Portal Access



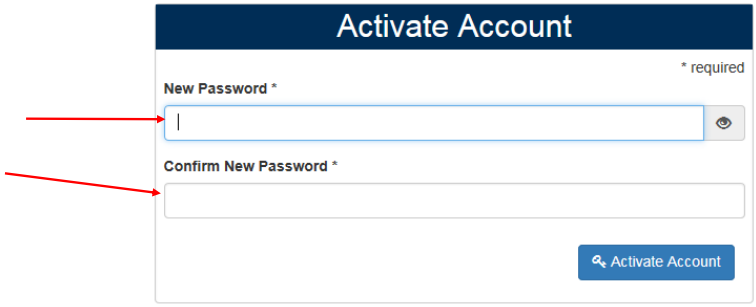

https://LASLinks.drcedirect.com

Use the INSIGHT portal for Test Administrative functions such as rostering students, creating test sessions, scoring student responses and for On-Demand reporting.

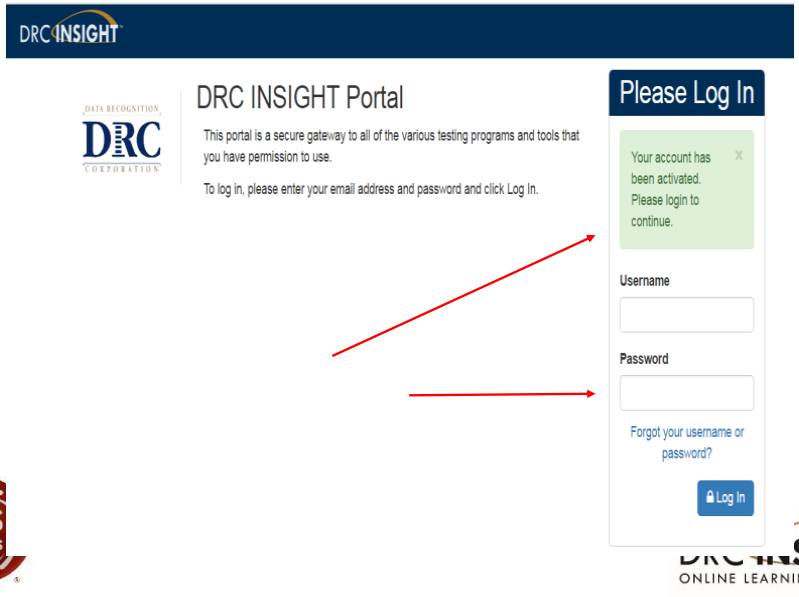
# Activation Email



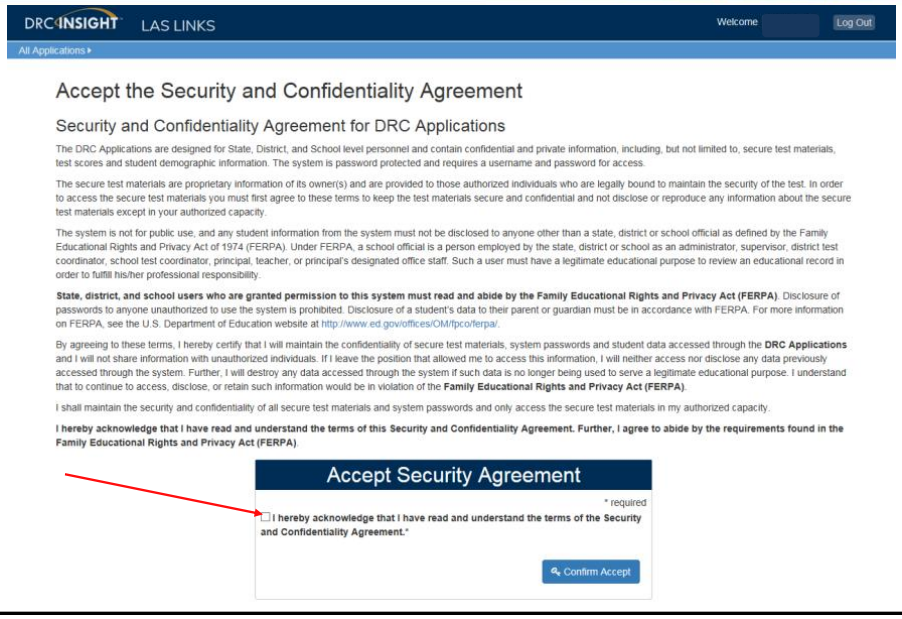
# Activate Account



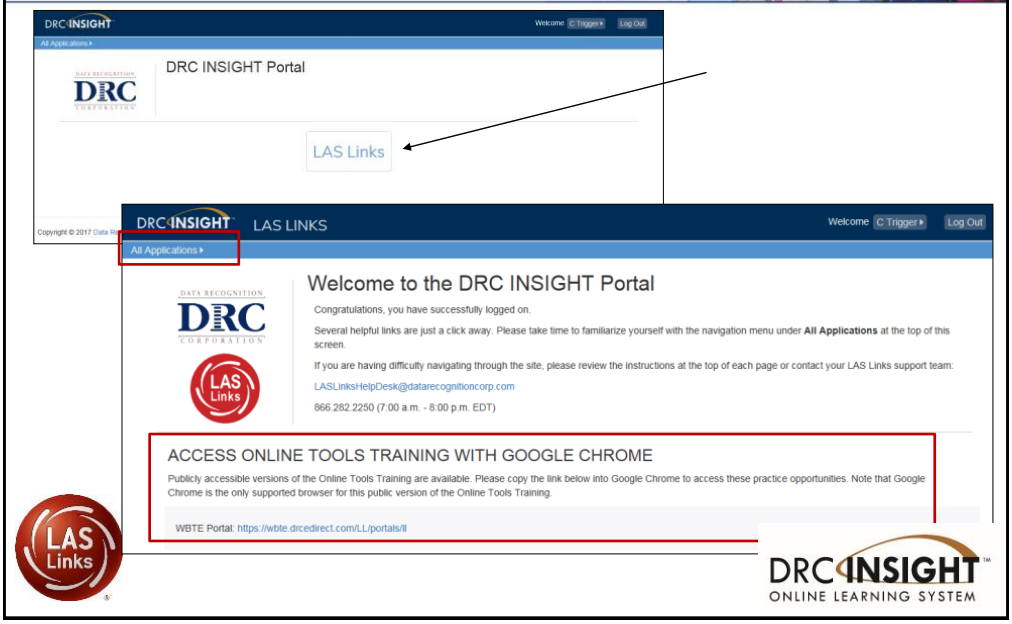

# Log In to Portal



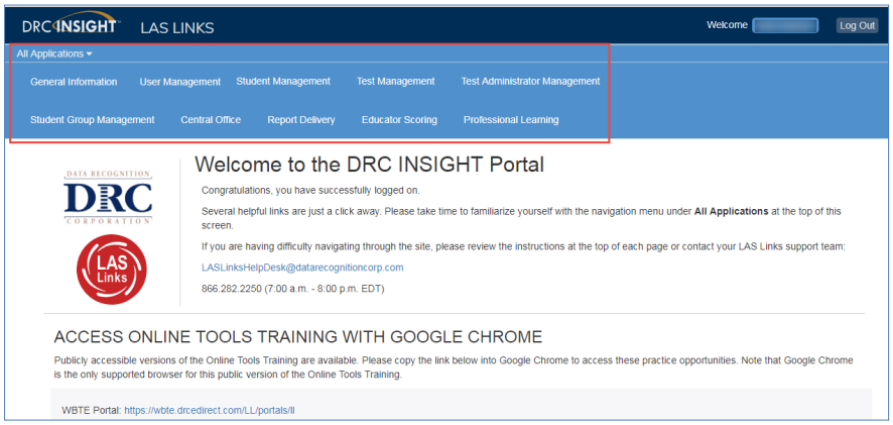
# Accept Security Agreement




# DRC INSIGHT Portal Welcome



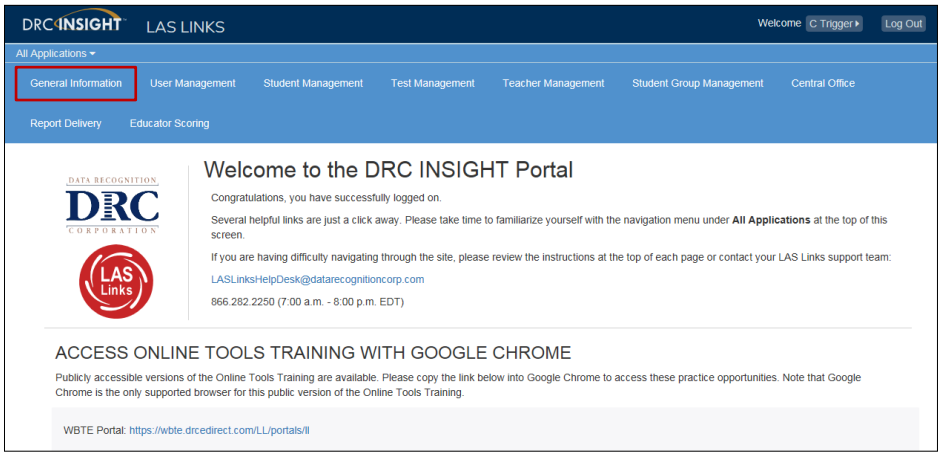
# Navigation




# General Information:

# Navigational Resources

# General Information

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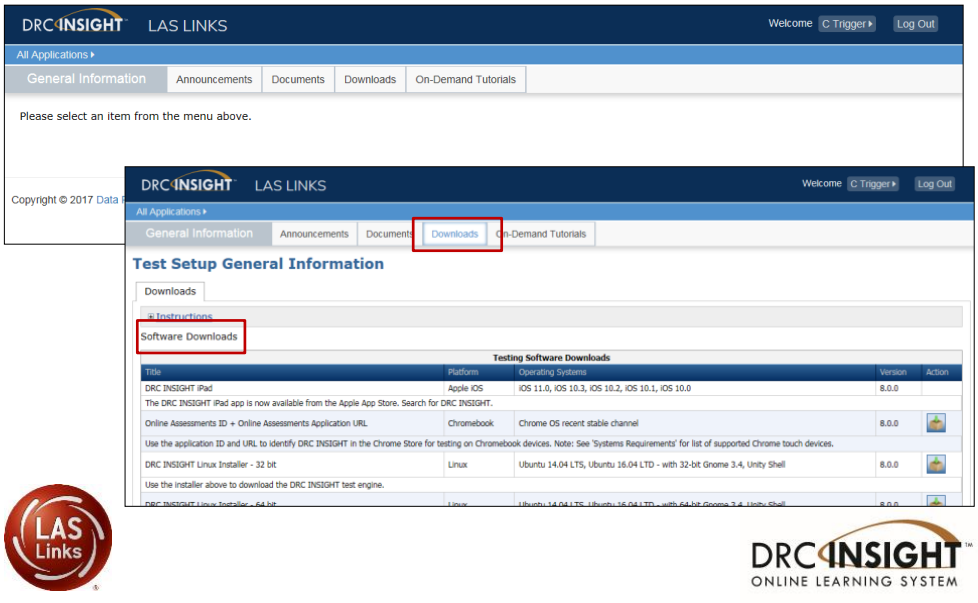
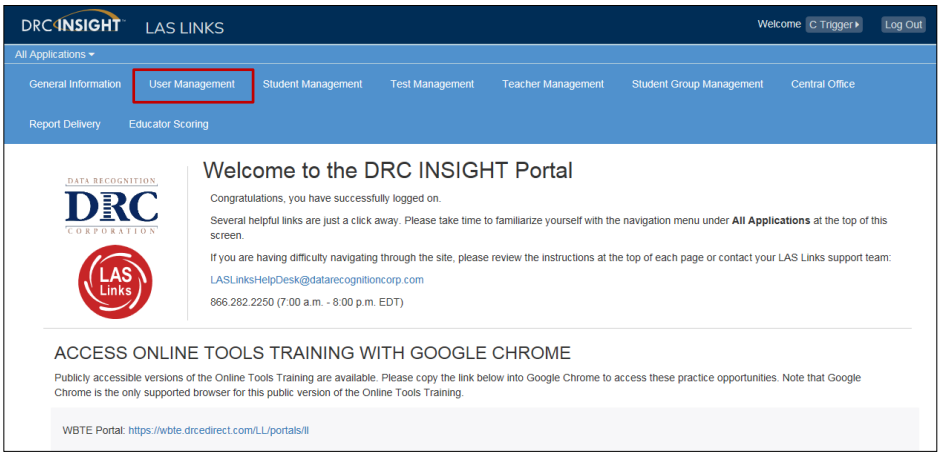


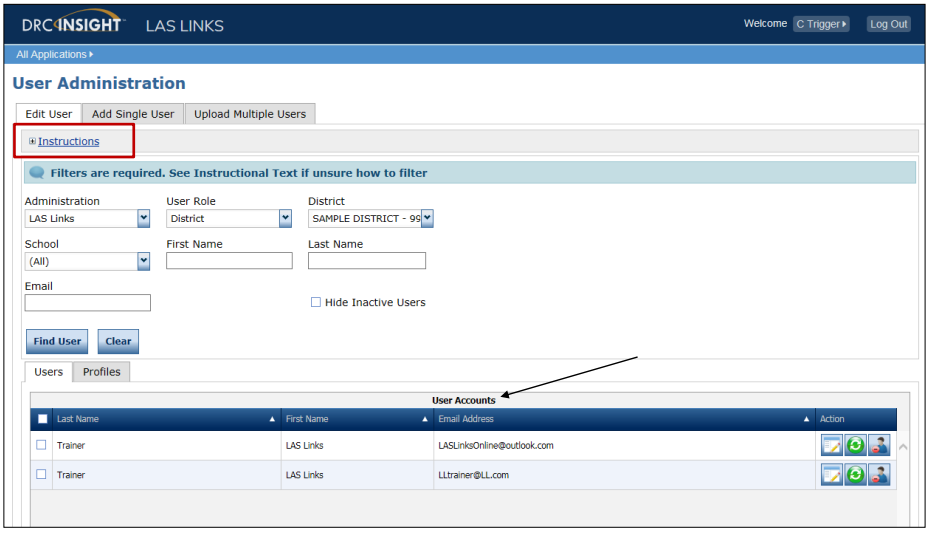
# User Management:

# Add/View/Edit User

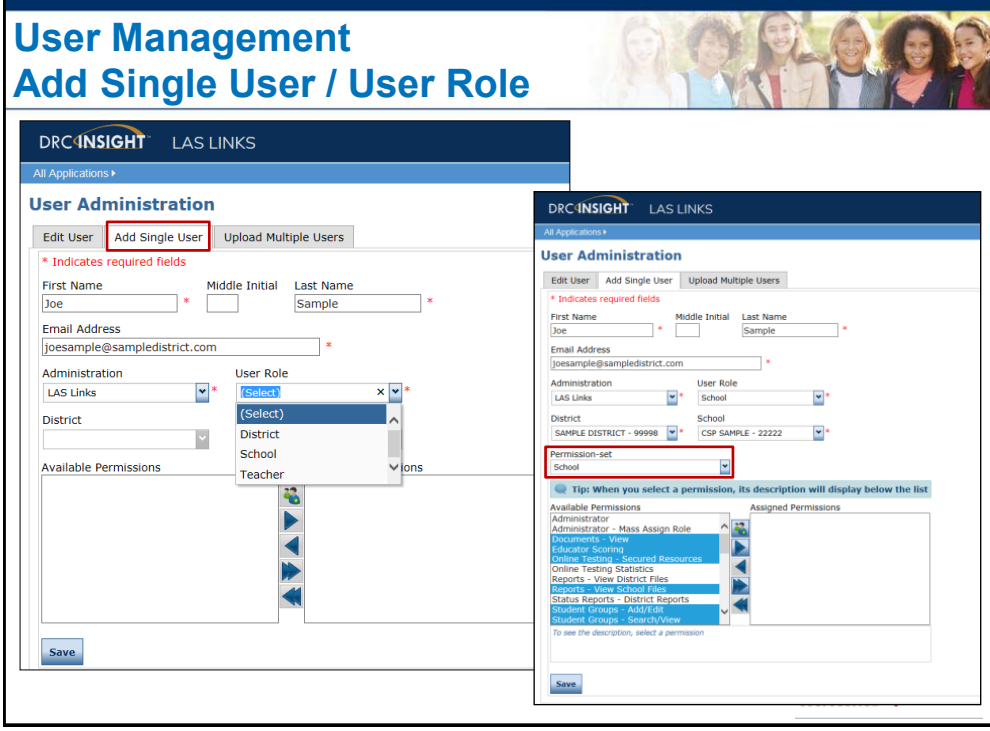
## User Management Application



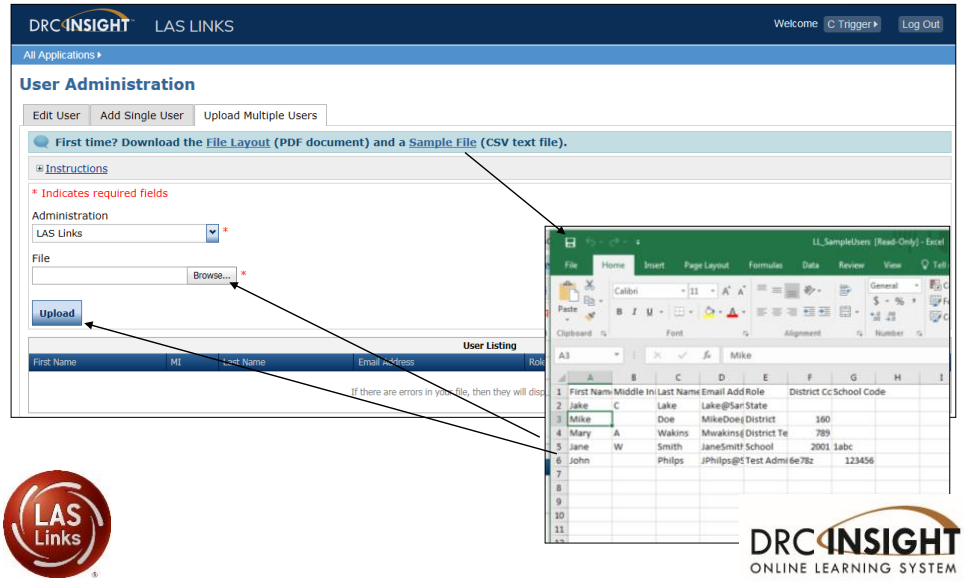
# User Management
# Rostering Users into the System




# User Management
# Add Single User / User Role



# User Management
# Upload Multiple Users







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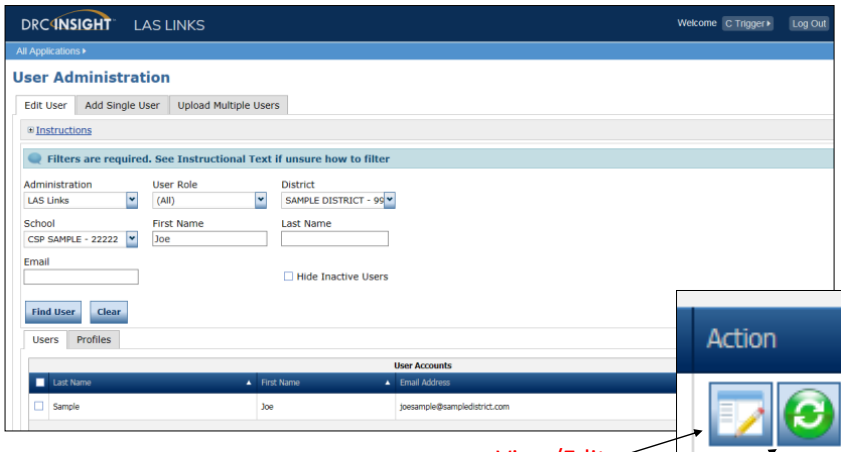
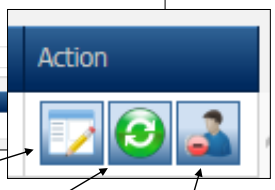
# User Management
# Edit User




View/Edit

Reset

Deactivate

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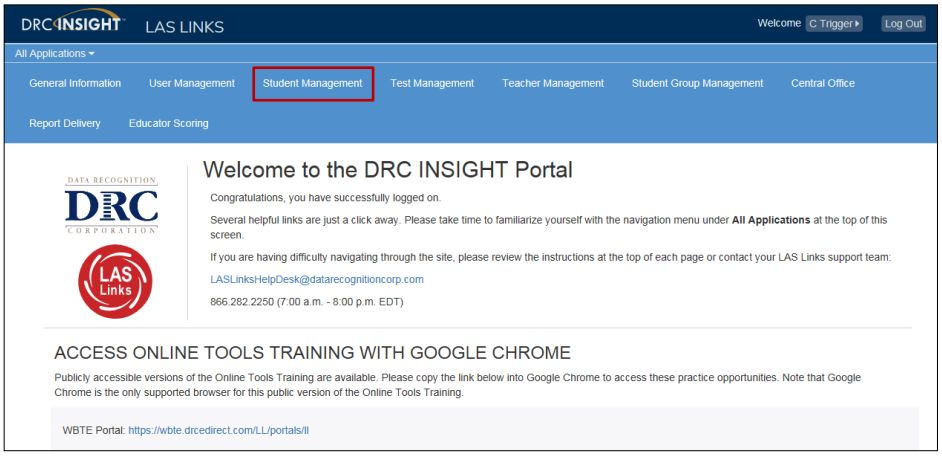
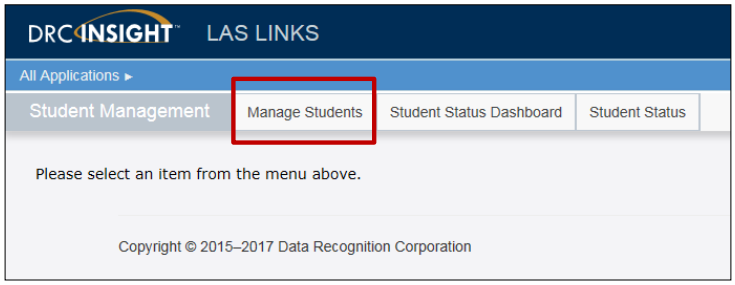
# Student Management:

# Add/View/Edit Student

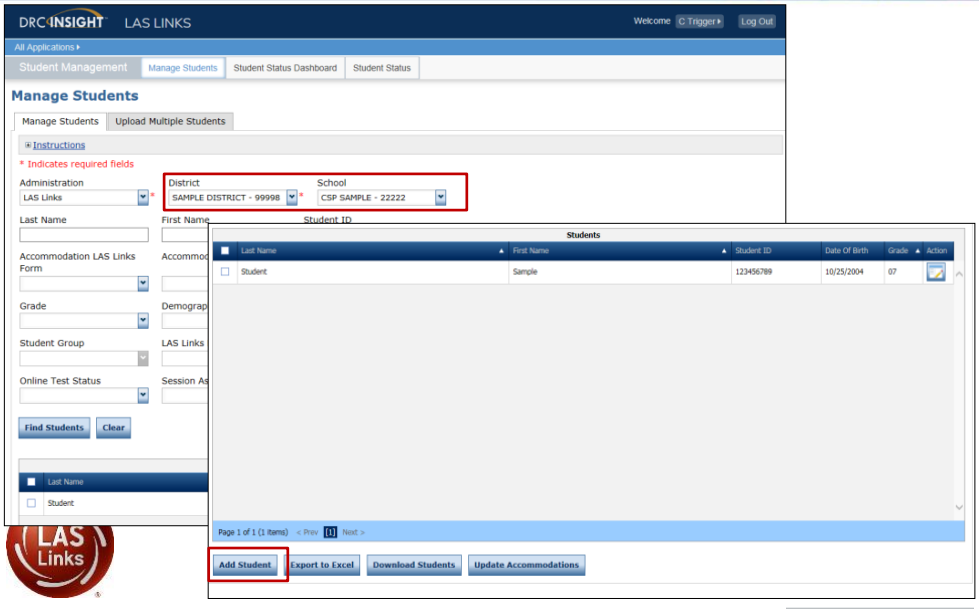
## Manage Students/Student Lists Add/View/Edit



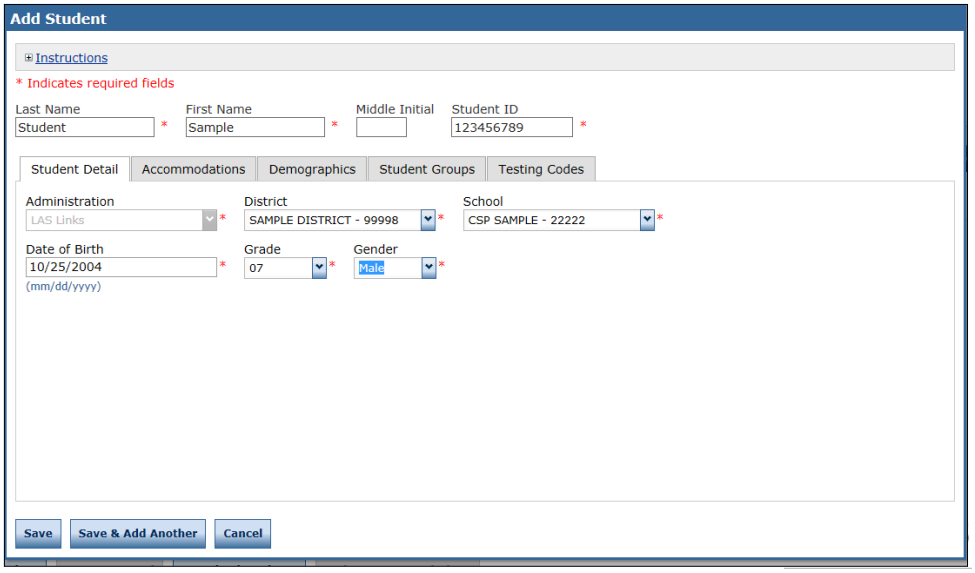
## Student Management
Add/View/Edit



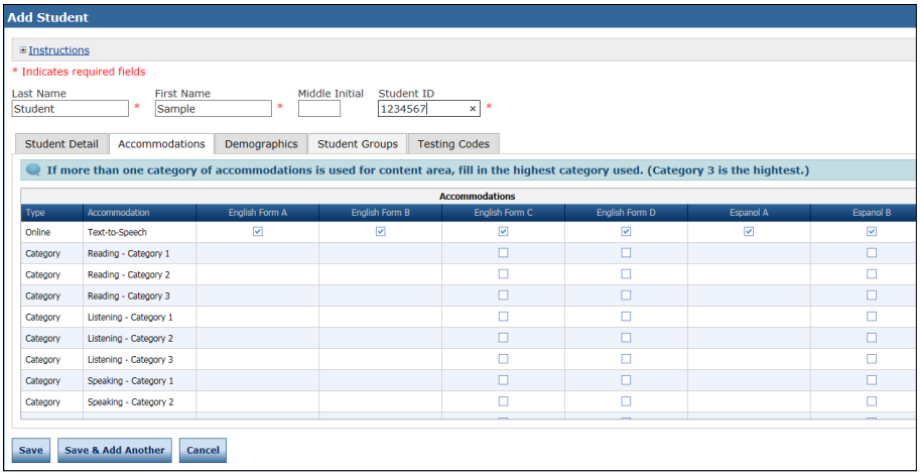

## Student Management
Add Student



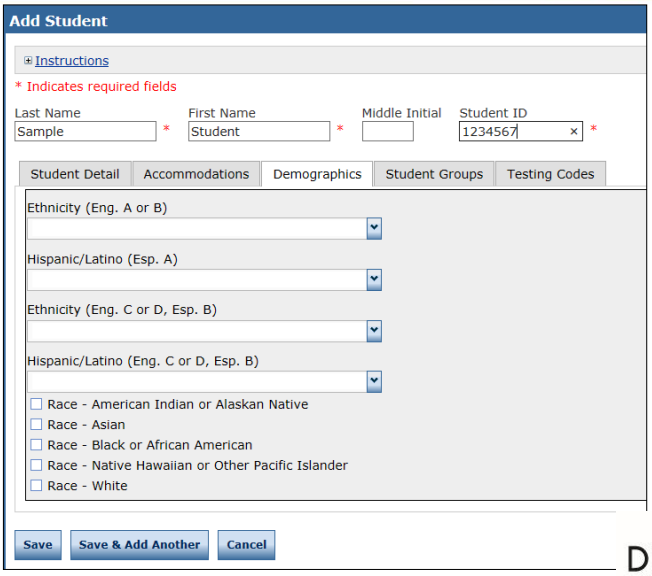
# Student Management
# Add Student



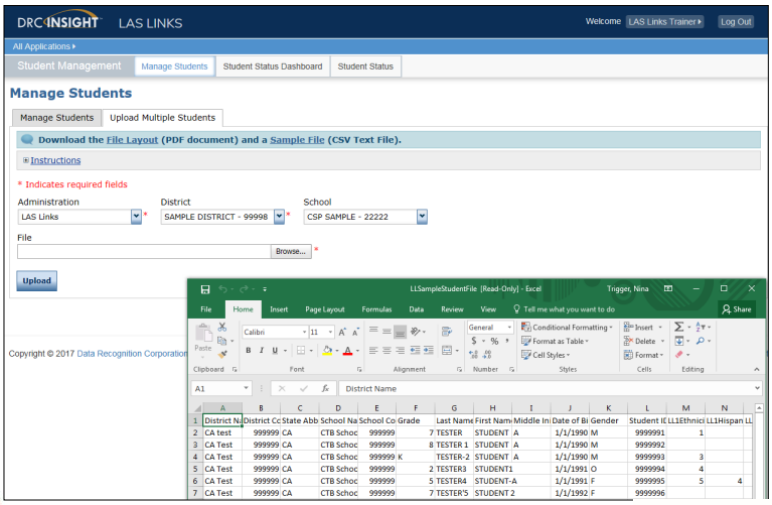

# Student Management
# Accommodations



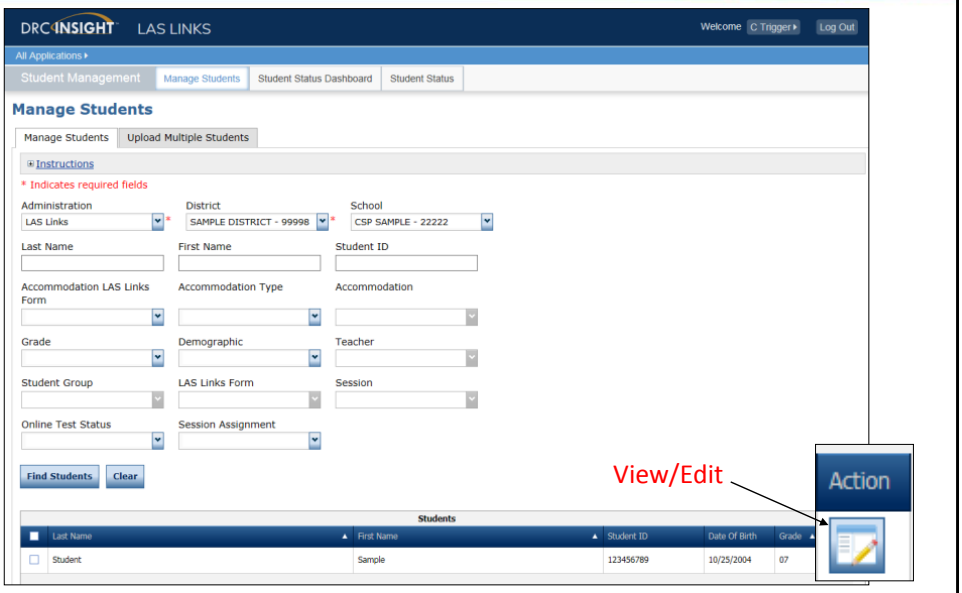
## Student Management
## Demographics




## Student Management
## Upload Multiple Students



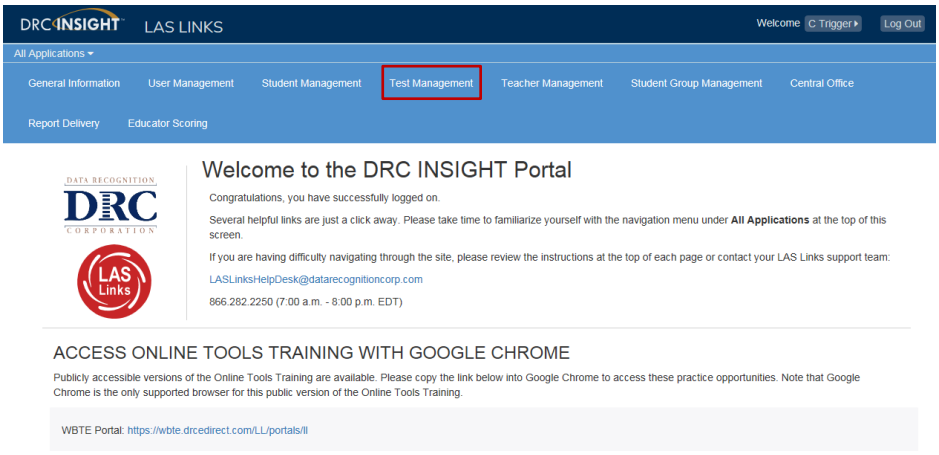
## Student Management
## Find and Edit Students




## Manage Test Sessions:

## Create/View/Edit Test Session

# Schedule a Test Session

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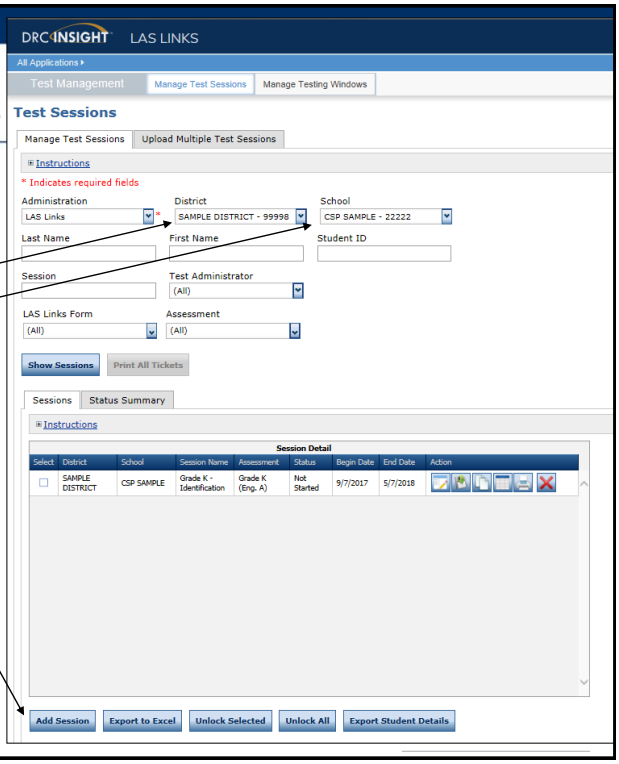
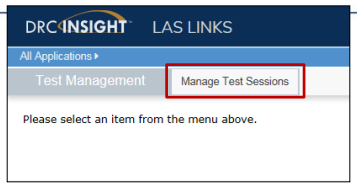
# Manage Test Sessions: Schedule Test Sessions

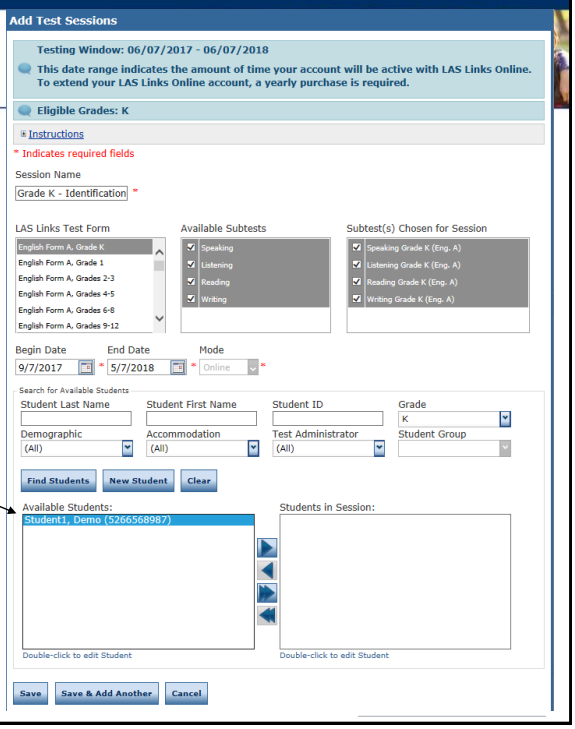
To add a session, choose District and School (as applicable) from the drop down menu, then click Add Session, found at the bottom of the page.



# Test Management
# Schedule Test Sessions

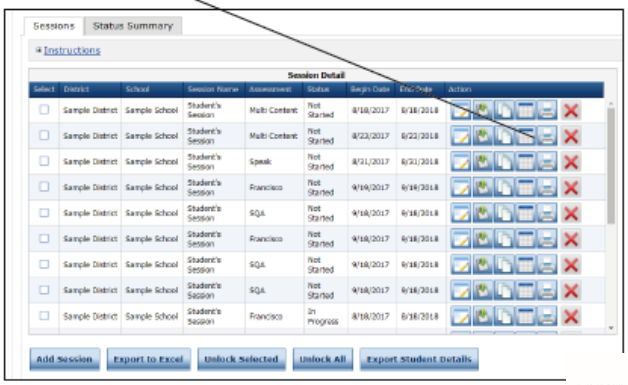



1. Uniquely name your session so you can easily search for it later
2. Choose the desired Form
3. Choose from the available subtest
   - Note: subtests MUST be contained in the same session in order to generate composite scores
4. Students can only be added to assessments corresponding to their grade level
5. Highlight the students to be added to the session and click the blue right arrow to assign them to the session.




# Generating Test Tickets
# Print All / Print Selected

**1.** To *print all of the test tickets* for the students in a test session, click the **Print All Tickets** icon ( ) in the Action column of the Sessions Detail window for the test session.

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## Generating Test Tickets
## Test Ticket Samples

**LAS Links**

**Student Test Roster**

**District:** SAMPLE DISTRICT
**School:** CSP SAMPLE
**LAS Links Form:** English Form A
**Assessment:** Grade K (Eng. A)
**Test Session:** Grade K - Identification
**Test Session Window:** 9/7/2017 to 5/7/2018

| Completed | Accommodation(s) | Student Name | Date of Birth | Student ID | User Name | Password |
|---|---|---|---|---|---|---|
| ☐ | N/A | Student1, Demo | 5/25/2004 | 5266568987 | DSTUDENT1 | FILL2861 |

For the administrator

For the student

**LAS Links Online Test Ticket**
**English Form A - Grade K (Eng. A)**

**Demo**
**Student1**
**Date of Birth:** **5/25/2004**

Accommodation(s): N/A
Test Session Name: Grade K - Identification
Student ID: 5266568987

**Username:** **DSTUDENT1**
**Password:** **FILL2861**

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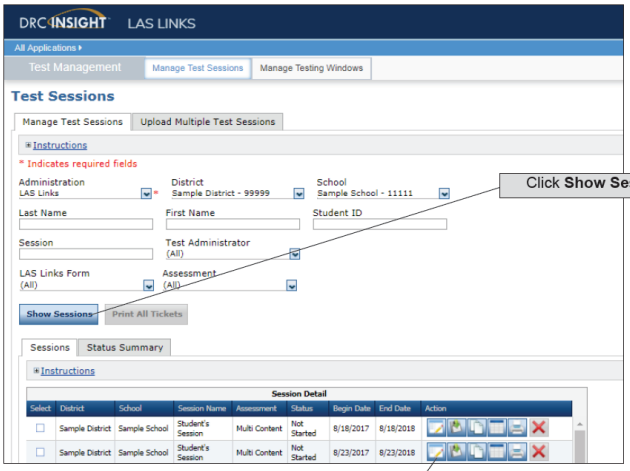
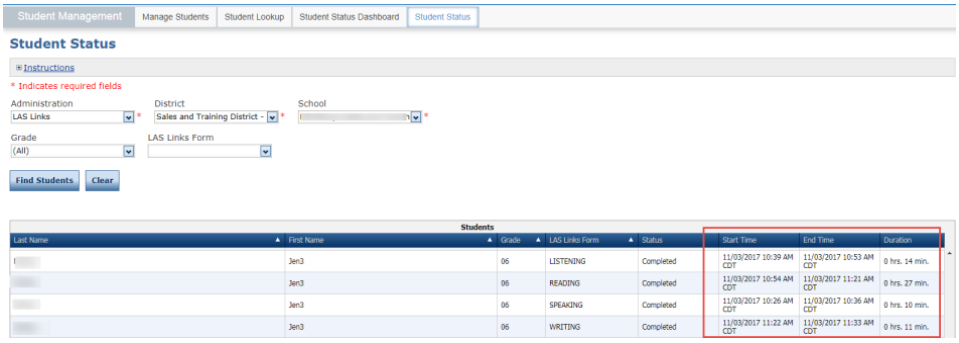
## Test Management
## Editing Test Sessions



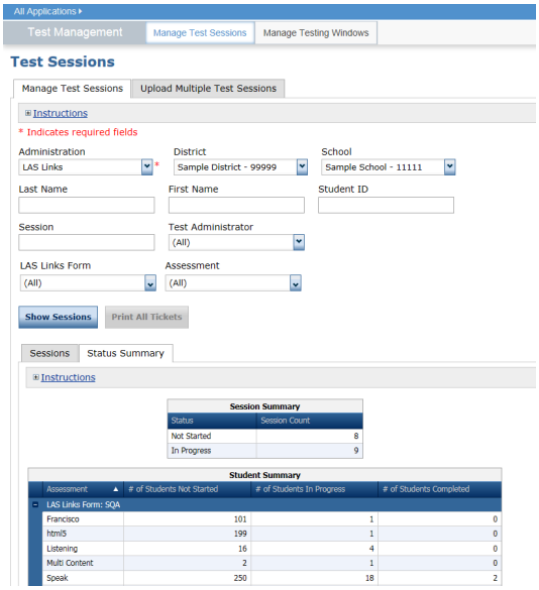

Click **Show Sessions**.

When the test sessions display, click the **View/Edit** icon ( ) in the Action column to display the Edit Test Session window for the session.

# Student Management
# Student Status




# Check the Status of a Test Session

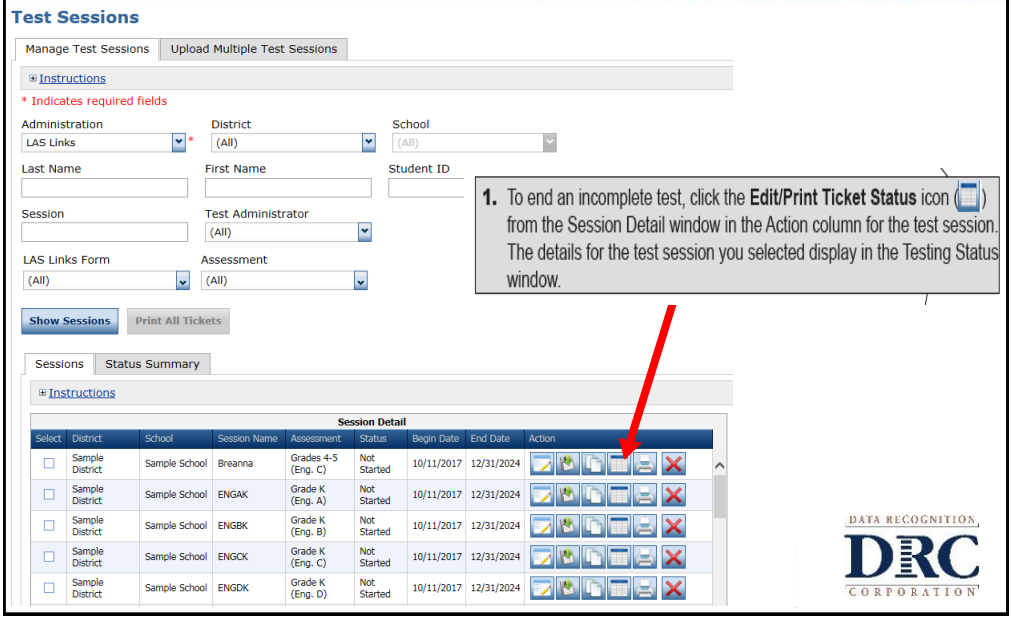


# Stopping the Test Due to Insufficient Language

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.

# Ending Incomplete Tests



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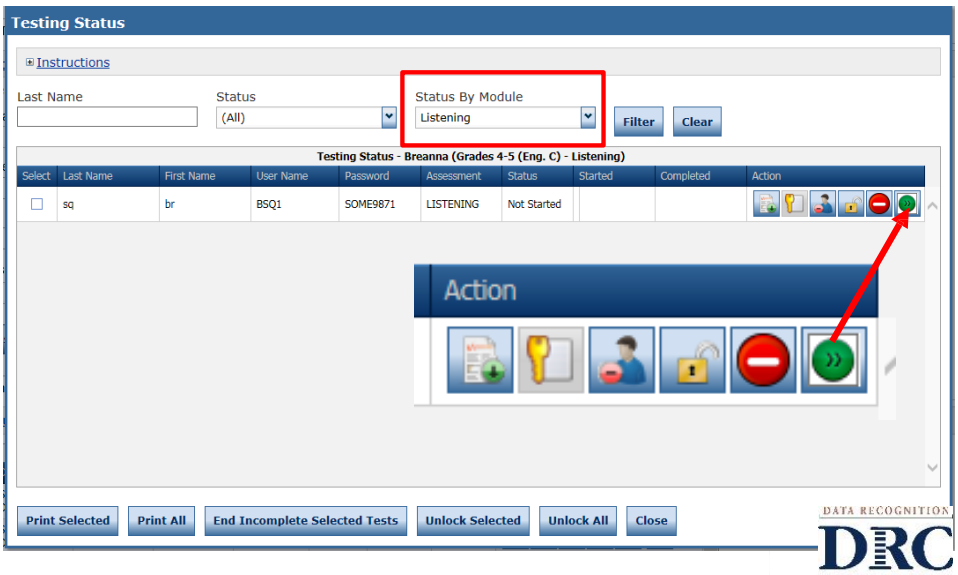
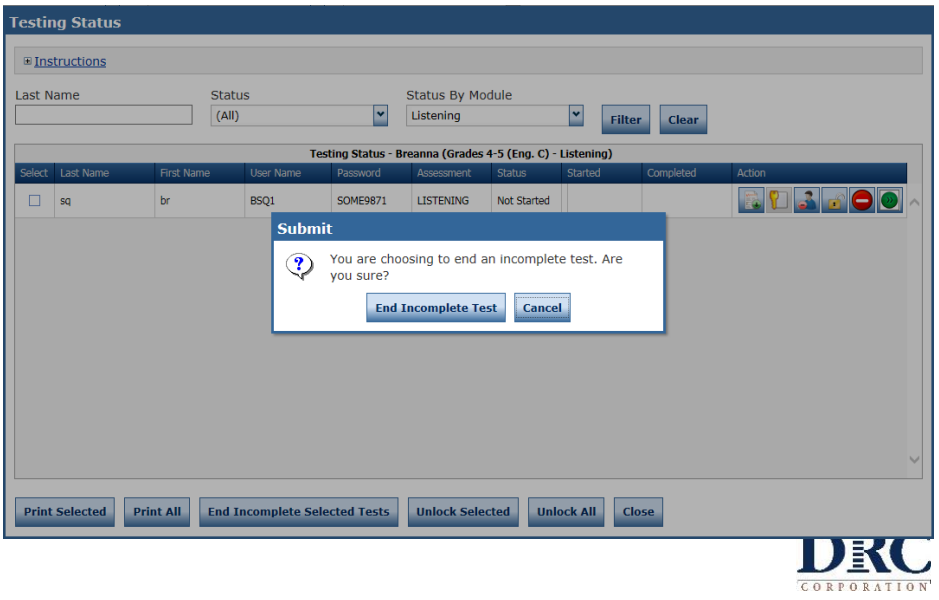


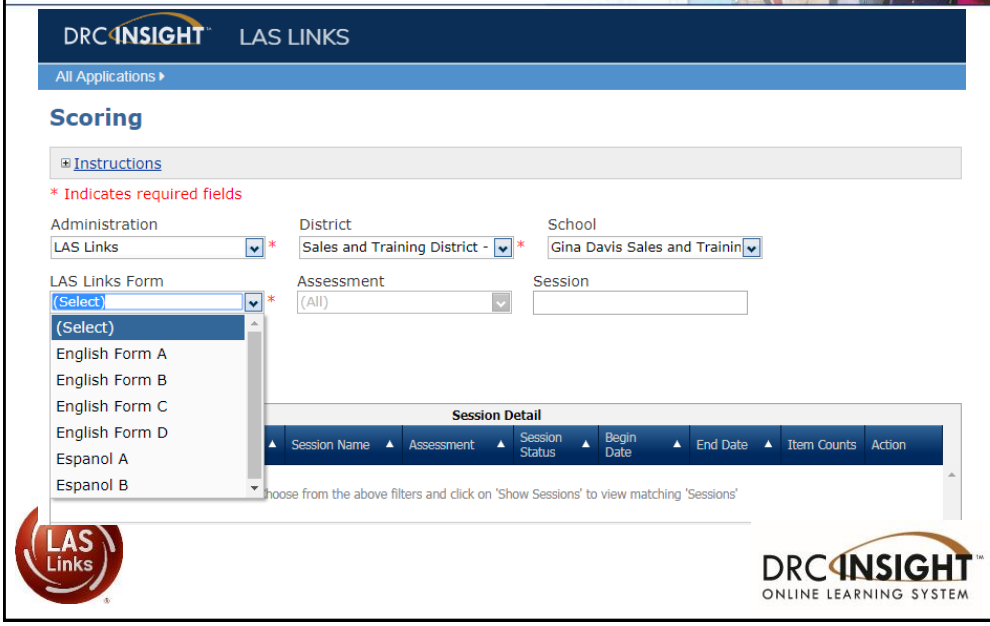

# Ending Incomplete Tests

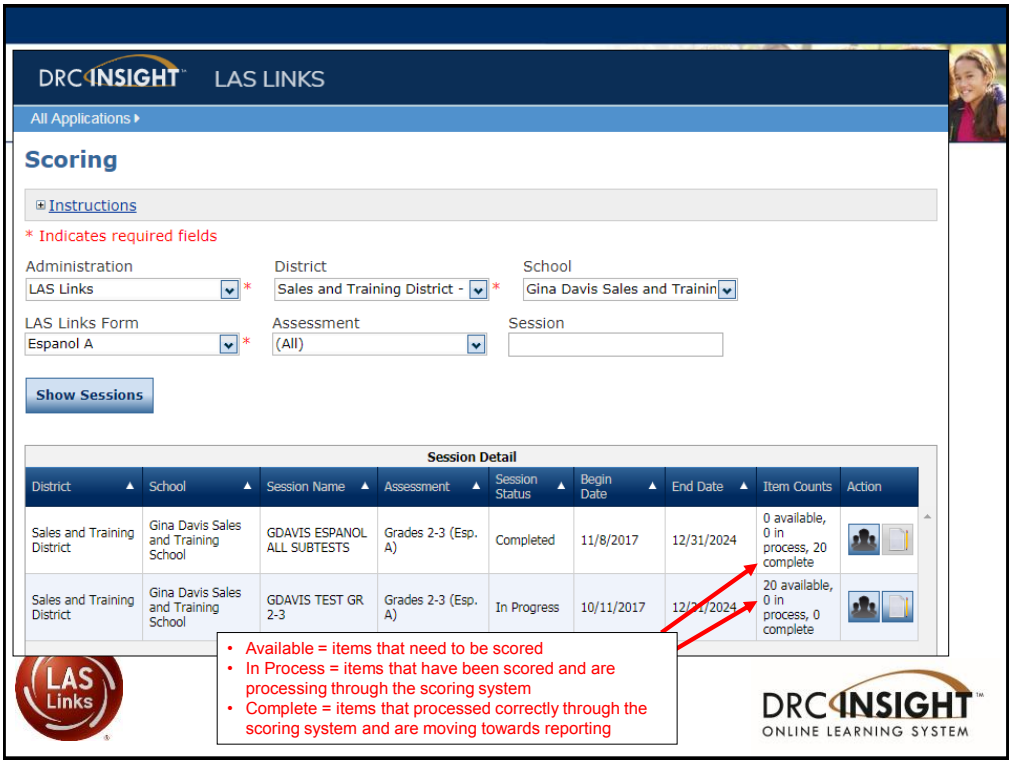


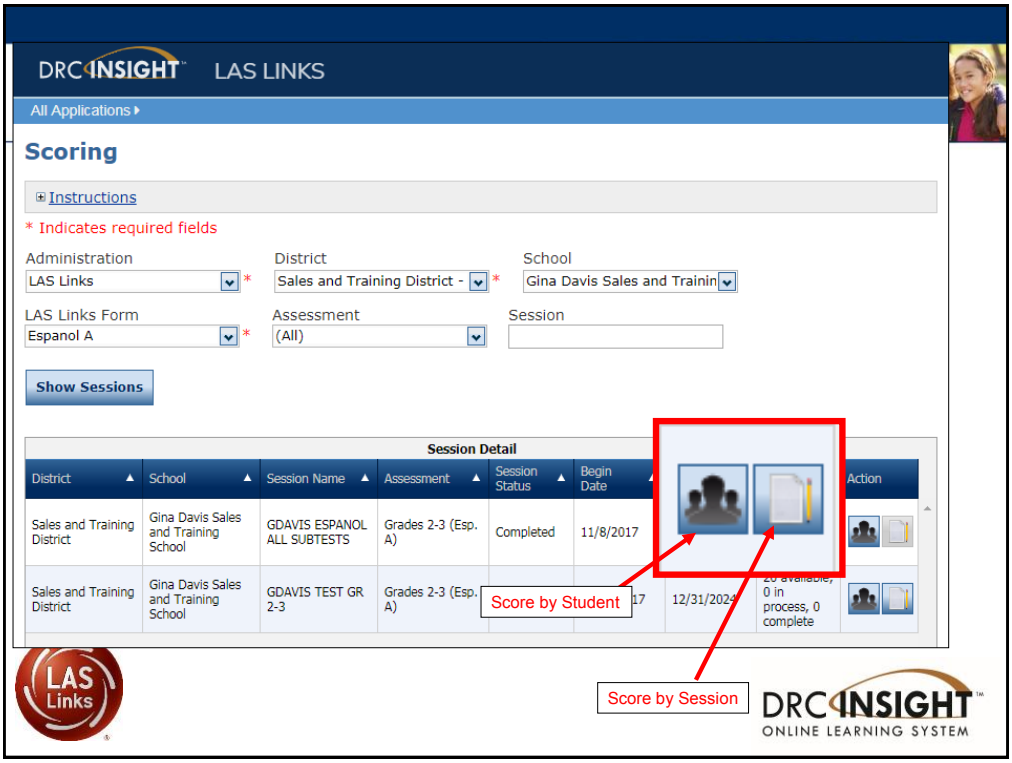
# Educator Scoring

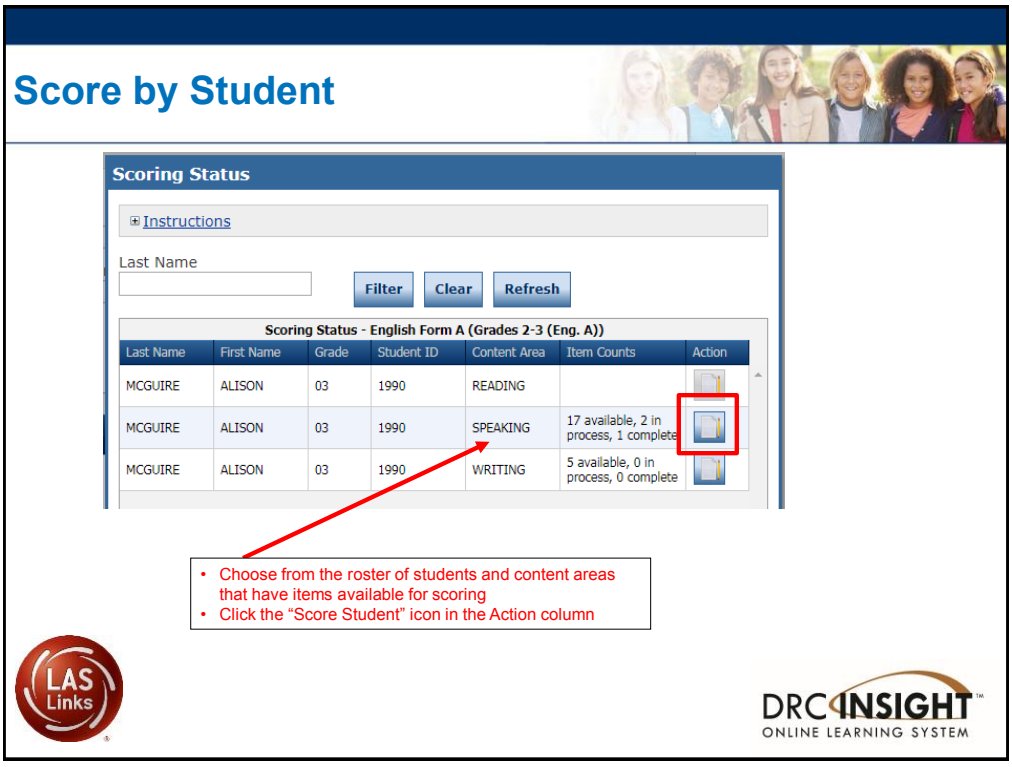
# Educator Scoring

# Educator Scoring




DRC INSIGHT
LAS LINKS
All Applications
Scoring
Instructions
* Indicates required fields
Administration
LAS Links
District
Sales and Training District -
School
Gina Davis Sales and Trainin
LAS Links Form
Espanol A
Assessment
(All)
Session
Show Sessions
Session Detail
District
School
Session Name
Assessment
Session Status
Begin Date
Action
Sales and Training District
Gina Davis Sales and Training School
GDAVIS ESPANOL ALL SUBTESTS
Grades 2-3 (Esp. A)
Completed
11/8/2017
Sales and Training District
Gina Davis Sales and Training School
GDAVIS TEST GR 2-3
Grades 2-3 (Esp. A)
12/31/2024
0 in process, 0 complete
Score by Student
Score by Session
LAS Links
DRC INSIGHT
ONLINE LEARNING SYSTEM


Score by Student
Scoring Status
Instructions
Last Name
Filter
Clear
Refresh
Scoring Status - English Form A (Grades 2-3 (Eng. A))
Last Name
First Name
Grade
Student ID
Content Area
Item Counts
Action
MCGUIRE
ALISON
03
1990
READING
MCGUIRE
ALISON
03
1990
SPEAKING
17 available, 2 in process, 1 complete
MCGUIRE
ALISON
03
1990
WRITING
5 available, 0 in process, 0 complete
• Choose from the roster of students and content areas that have items available for scoring
• Click the "Score Student" icon in the Action column
LAS Links
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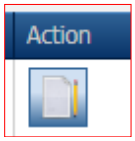
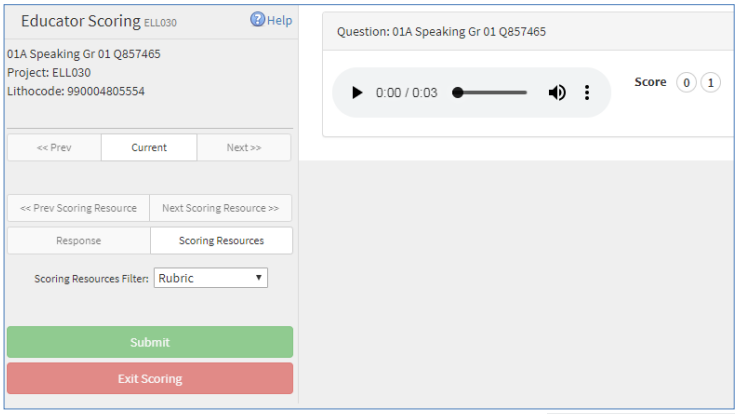
# Educator Scoring

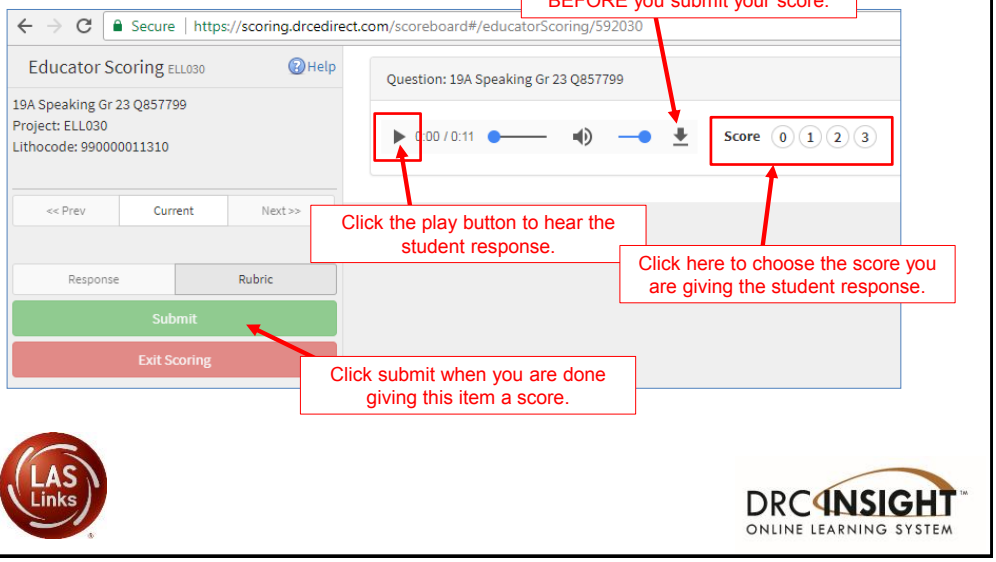



When you clicked on the Action button (as shown in the previous slide) a new page will pop up taking you to a new URL.

**IMPORTANT:**
**Be sure to enable popups from**
**scoring.drecedirect.com**
**so that you are able to complete scoring**

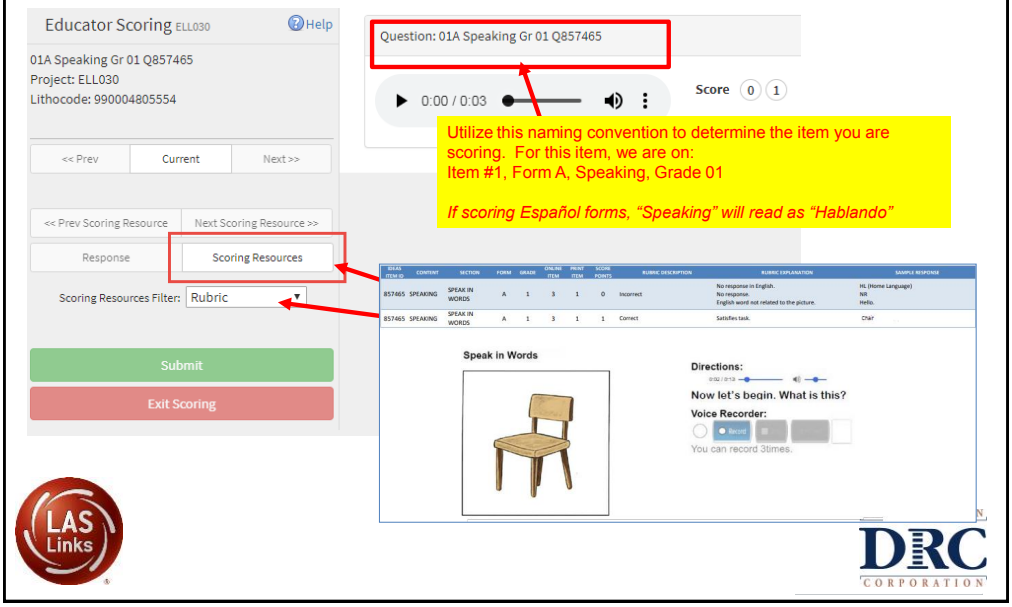



# Educator Scoring

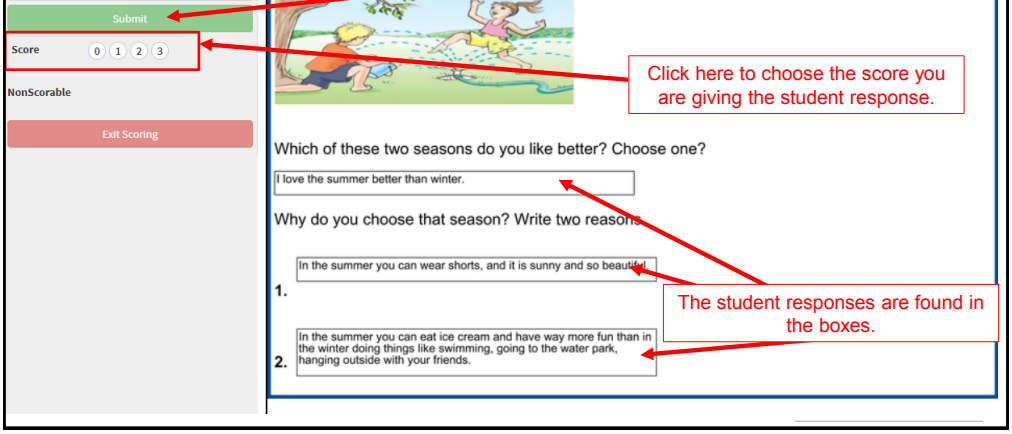



DRC INSIGHT ONLINE LEARNING SYSTEM

# Educator Scoring




# Educator Scoring



# Holistically Scoring Student Responses
## Speaking and Writing

## Section 1: Speak in Words Scoring

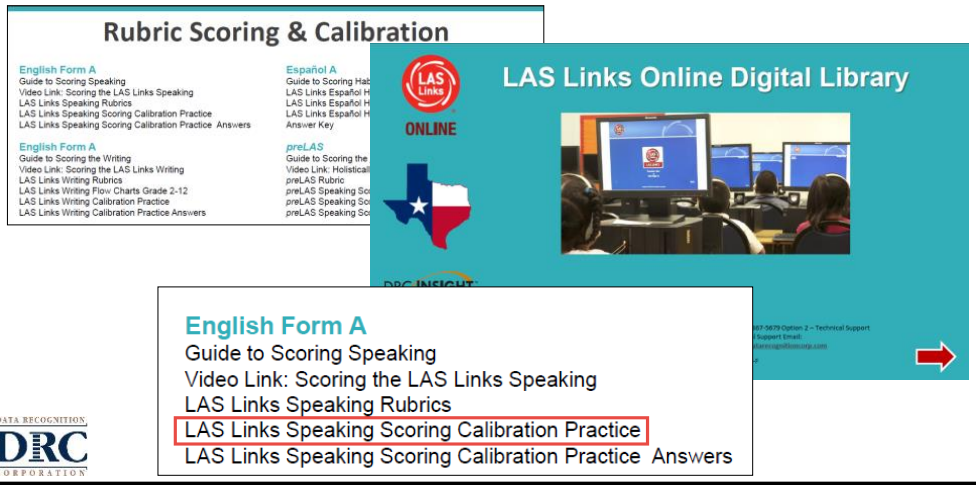
| IDEAS ITEM ID | CONTENT | SECTION | FORM | GRADE | ONLINE ITEM | PRINT ITEM | SCORE POINTS | RUBRIC DESCRIPTION | RUBRIC EXPLANATION | SAMPLE RESPONSE |
|---|---|---|---|---|---|---|---|---|---|---|
| 857465 | SPEAKING | SPEAK IN WORDS | A | 1 | 3 | 1 | 0 | Incorrect | No response in English.<br>No response.<br>English word not related to the picture. | HL (Home Language)<br>NR<br>Hello. |
| 857465 | SPEAKING | SPEAK IN WORDS | A | 1 | 3 | 1 | 1 | Correct | Satisfies task. | Chair |

Students are asked to name objects and to say what the are used for. Students are to receive a 1 for correct or a 0 for incorrect.

Item prompt and acceptable answers are provided when you click Scoring Resources.

## Scoring Calibration Resources for Rubric Scoring

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




## Speak in Sentences Rubric

**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. |

## Speaker Notes – Scoring: Speak in Sentences

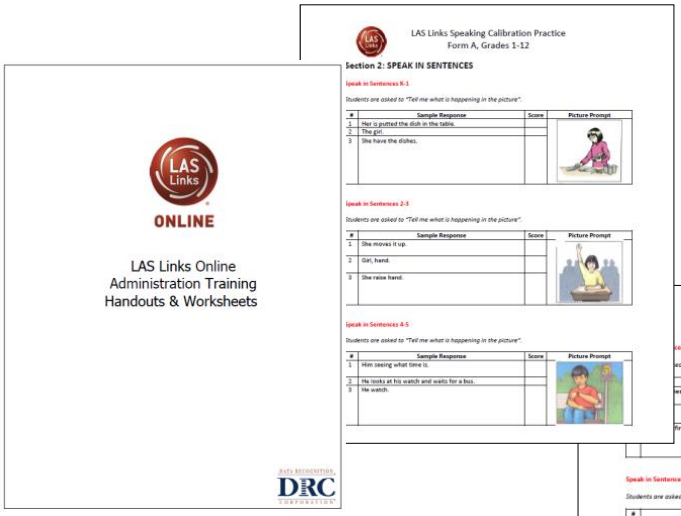
Use 2 as your anchor score

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 4




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. | | |

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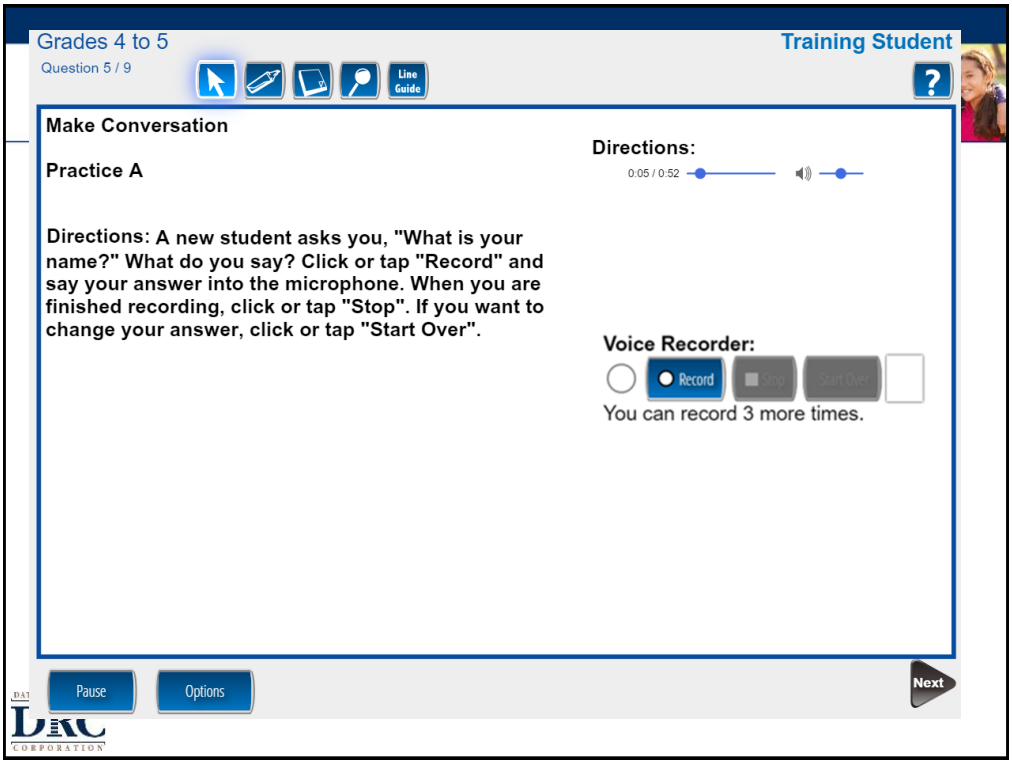
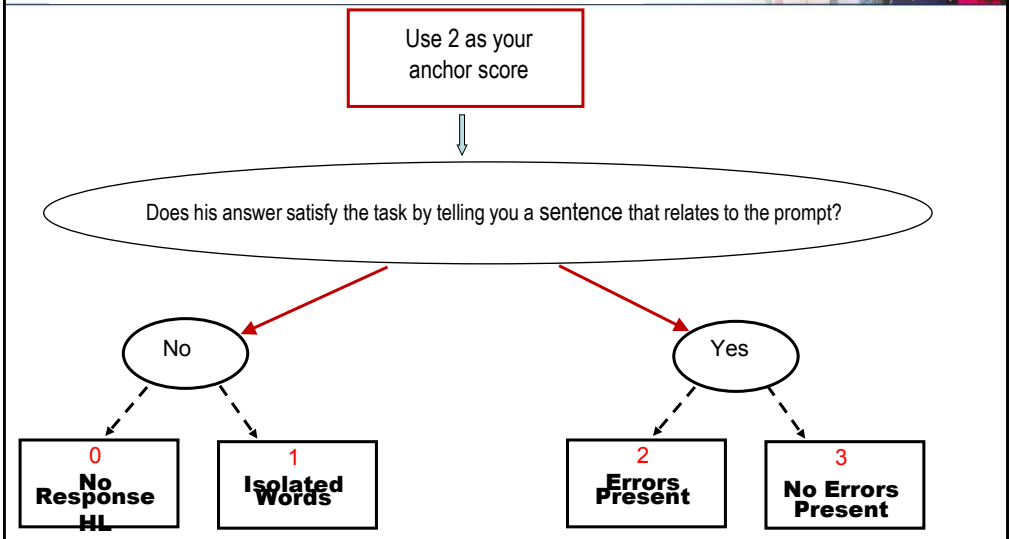


## Speaker Notes – Scoring: Make Conversation




**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*

20

1

2

3

4

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**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

**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
  - **2** Subject and predicate
- Yes
  - **3** Errors Throughout
  - **4** Fluent with minor error(s)

**FOUND IN YOU PACKET OF HANDOUTS AND WORKSHEETS**

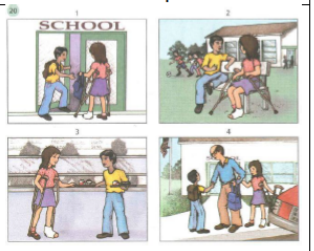
## Let's Tell Stories Scoring Practice

**Tell A Story 4-5**

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

| # | Sample Response | Score |
|---|---|---|
| 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. | |

**Prompt**



## 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.

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## 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 |

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## LAS Links™ Listening
## Group Administered

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## 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

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## 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.

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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.

## LAS Links™ Writing

**Group Administered in English to Grades 2 - 12**

## LAS Links™ – Writing Test Content

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

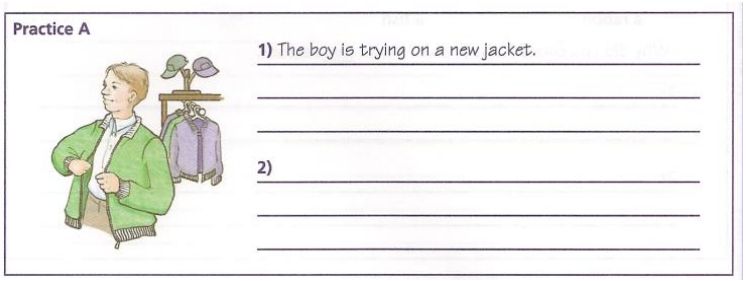
Use Conventions and Use Grammar and Conventions items are multiple choice in format. Write About, Write Why and Write in Detail items are all holistically scored.

## Writing Sheets – in lieu of student keyboarding

- Writing Sheets are available for download in Module 1 of the Digital Library and posted to www.laslinks.com/Texas
  - may be used in conjunction with the LAS Links Online Writing Test when you have determined that a student lacks sufficient keyboarding skills to be administered the online Writing test.
    - Lack of sufficient keyboarding skills is not to be assumed and should be determined when the student is administered the LAS Links Online practice test (prior to the live test).
  - Writing sheets should only be used for the Write About, Write Why and Write in Detail portions of the Writing Assessment.
  - The student should answer all MULTIPLE CHOICE writing items on the computer by clicking on his/her answer of choice.
  - Students will look at the writing prompt on their testing device and will write their answer on the writing sheet.
  - **PLEASE NOTE:** Student writing sheets MUST be retained and put in the student folder for documentation purposes.

## Writing Administration – Write About

Students are asked to write two sentences about what they see in the picture.




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 |
| | For **Write About:** no recognizable sentence structure |
| 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")<br>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 | **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 |

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

**Use 2 as your anchor score**

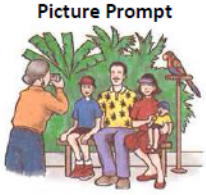
Does his answer satisfy the task by having written *two sentences* that relate to the prompt?

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

## 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.<br>they sing and a char | |  |
| 2 | A family is taking a picuture<br>A family is getting a picture taken whith a pirrot. | | |
| 3 | The family are taking picturs in Florida.<br>The family want to remembe the fun time by taking a picture. | | |

## Writing Administration – Write Why

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.<br>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.<br>guitar drums<br>Why did you choose that instrument? Write <u>two</u> reasons. |
| 2 | It make a better music than a Guitar.<br>It is more funer. | | |
| 3 | Guita the father sing the Guita<br>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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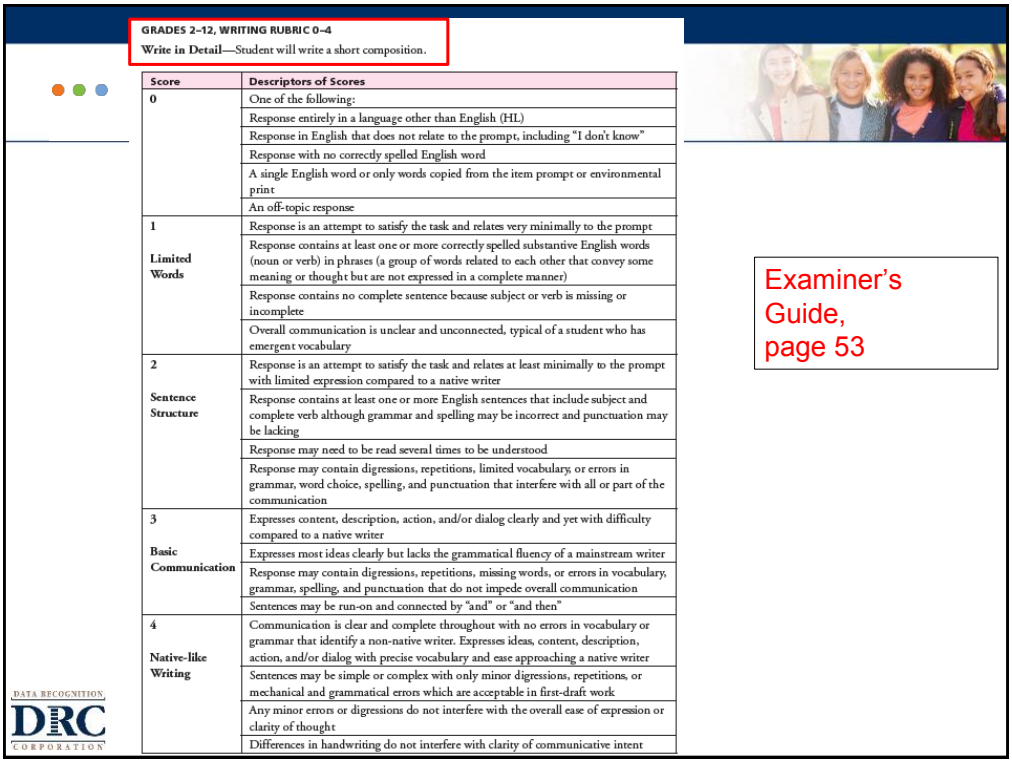

**GRADES 2–12, WRITING RUBRIC 0–4**

**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 |

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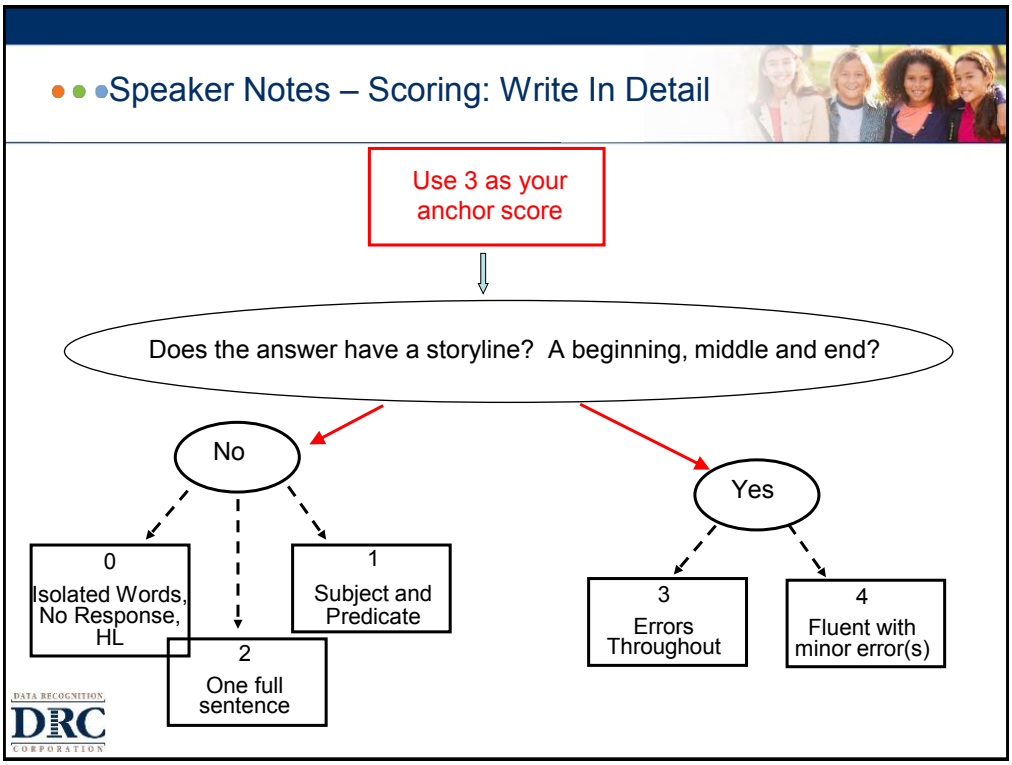

## Speaker Notes – Scoring: Write In Detail

Use 3 as your anchor score

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

- No
  - 0 Isolated Words, No Response, HL
  - 1 Subject and Predicate
  - 2 One full sentence
- Yes
  - 3 Errors Throughout
  - 4 Fluent with minor error(s)

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## 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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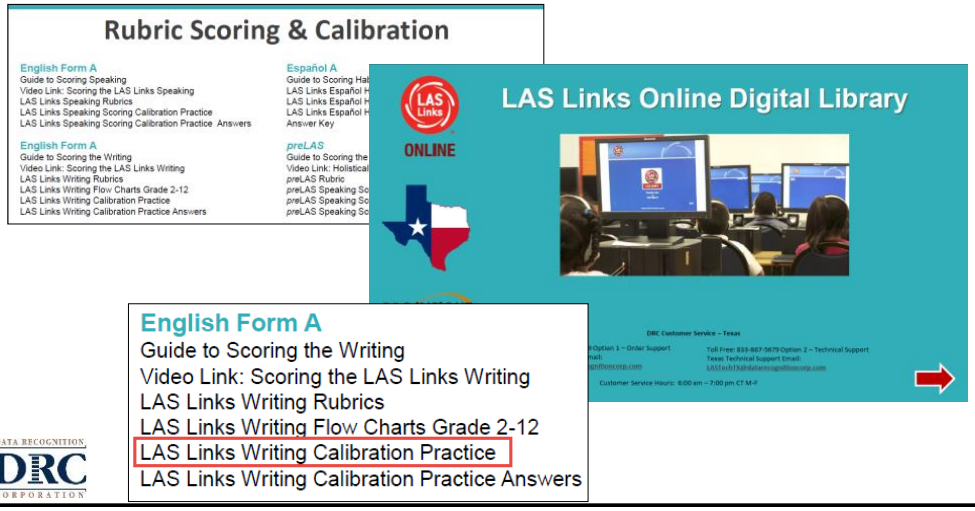
## Scoring Calibration resources

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

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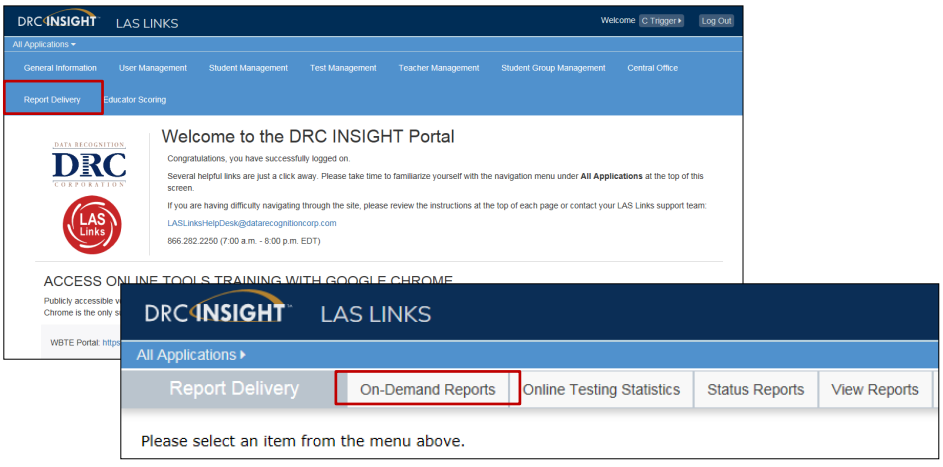
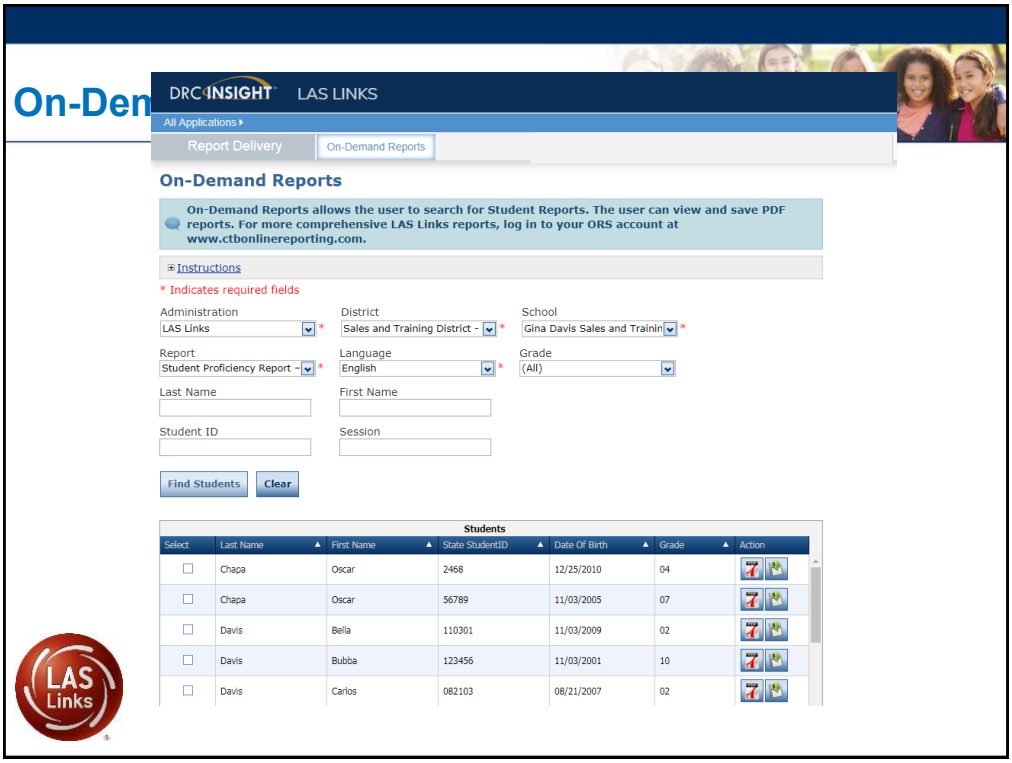
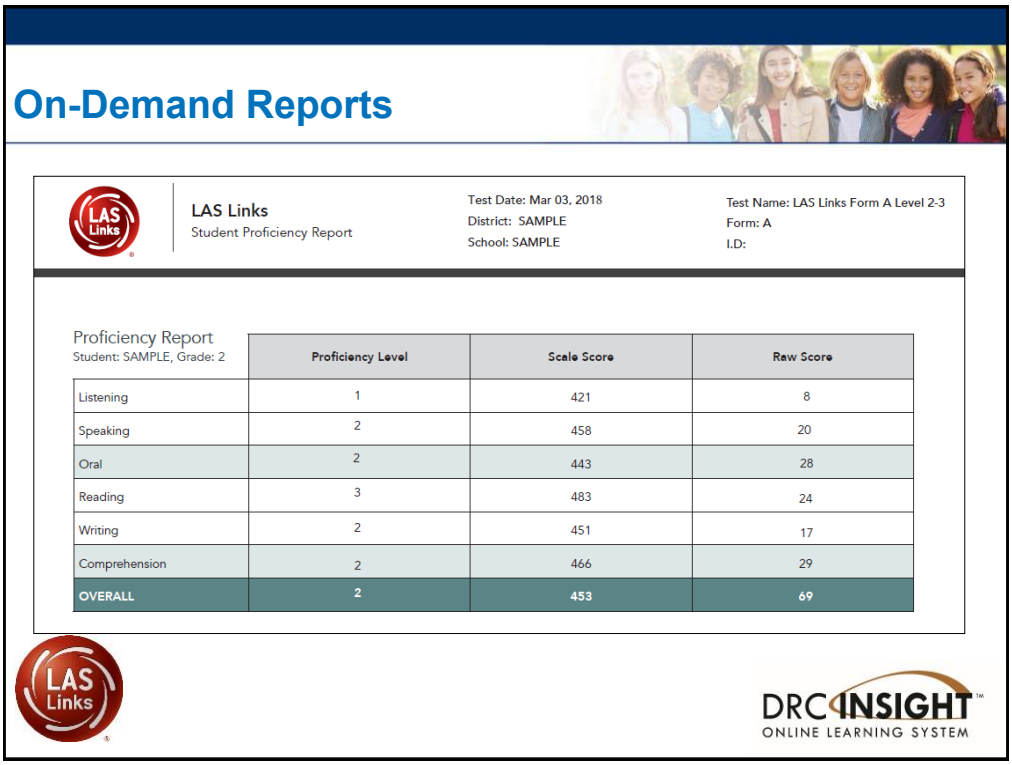
# On-Demand Reports

## On-Demand Reports




On-Den
DRC INSIGHT LAS LINKS
All Applications
Report Delivery
On-Demand Reports
On-Demand Reports
On-Demand Reports allows the user to search for Student Reports. The user can view and save PDF reports. For more comprehensive LAS Links reports, log in to your ORS account at www.ctbonlinereporting.com.
Instructions
* Indicates required fields
Administration
LAS Links
District
Sales and Training District -
School
Gina Davis Sales and Trainin
Report
Student Proficiency Report -
Language
English
Grade
(All)
Last Name
First Name
Student ID
Session
Find Students
Clear
Students
Select
Last Name
First Name
State StudentID
Date Of Birth
Grade
Action
Chapa Oscar 2468 12/25/2010 04
Chapa Oscar 56789 11/03/2005 07
Davis Bella 110301 11/03/2009 02
Davis Bubba 123456 11/03/2001 10
Davis Carlos 082103 08/21/2007 02
LAS Links


On-Demand Reports
LAS Links
Student Proficiency Report
Test Date: Mar 03, 2018
District: SAMPLE
School: SAMPLE
Test Name: LAS Links Form A Level 2-3
Form: A
I.D:
Proficiency Report
Student: SAMPLE, Grade: 2
Proficiency Level
Scale Score
Raw Score
Listening 1 421 8
Speaking 2 458 20
Oral 2 443 28
Reading 3 483 24
Writing 2 451 17
Comprehension 2 466 29
OVERALL 2 453 69
LAS Links
DRC INSIGHT
ONLINE LEARNING SYSTEM

## 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<br>• 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<br>• 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) |

## Technology Support

- DRC Customer Service - Texas
  - 833.867.5679
  - 6:00 a.m. - 7:00 p.m. CST
- LASTechTX@datarecognitioncorp.com
  - If you already called in and have a case, provide your case number for expedited service