



EB Assessment: Use of Valuable LAS Data to Guide Instruction

TABE Back to School Institute

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Purpose of the Session



Today, we will focus on:

- The LAS Battery of Assessments Program in Texas – a quick review
- Connecting the [preLAS data](#) generated during the identification process to gain a better understanding of students' Oral proficiency and how it informs instruction; will include discussion regarding the optional Pre-Literacy component
- Connecting the [LAS Links data](#) generated during the identification process to gain a better understanding of students' proficiency in each of the 4 domains and how it informs instruction
- Relative Language Proficiency (RLP) which compares a student's English proficiency scores relative to their Spanish proficiency scores to gain a better understanding of the [full linguistic profile](#) of each student.

LAS Battery of Assessments: The Identification of Emergent Bilinguals (EB)



The LAS Battery of Assessments meets the first step requirement for serving Emergent Bilinguals: Assessing with a Language Proficiency Assessment for the purpose of EB identification.



Texas Emergent Bilingual Identification: Program Overview




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

* Spanish testing is required by the TEA when you have a bilingual program



Connecting Your *preLAS* Identification Data to Instruction

Interpreting the preLAS Student Proficiency Report



Student Proficiency Report

Name: FirstName M LastName Student ID #: 1234567890
 Birthdate: 11/06/2013 School: Any High School
 Gender: M District: Any Public School District
 Age: 05 Form: C

STUDENT ORAL LANGUAGE PROFICIENCY LEVEL Test Complete Date: 01/08/2020

Level 1	Level 2	Level 3	Level 4	Level 5
		✓		

Oral Language Proficiency Level Definitions

Level 1 – Non-English Speaker (NES) student is beginning to develop receptive and productive skills in English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.	Level 2 – Limited English Speaker (LES) student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.	Level 3 – Limited English Speaker (LES) student is developing the ability to communicate effectively in English across a range of grade-level appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	Level 4 – Fluent (proficient) English Speaker (FES) student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	Level 5 – Fluent (proficient) English Speaker (FES) student communicates effectively in English, with few if any error, across a wide range of grade-level appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
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STUDENT PRE-LITERACY PROFICIENCY LEVEL Test Complete Date: 01/08/2020

Level 1	Level 2	Level 3
	✓	

Pre-Literacy Proficiency Level Definitions

Level 1 – “Low” level student is beginning to develop receptive and productive skills in English, beginning to identify upper and lower case letters, beginning to identify some numbers and figures, and beginning to try to write one or more words to explain a preference.	Level 2 – “Mid” level student generally identifies frequent sounds at the beginning and end of words, decodes basic words, matches words and numbers to pictures, identifies various colors, distinguishes between beginning and ending sounds, reads some letters and counts objects in photos, and writes one or more words including their name.	Level 3 – “High” level student generally reads words fluently, identifies the meaning of common signs, uses context clues to determine the meaning of words, and writes some numbers and high frequency words.
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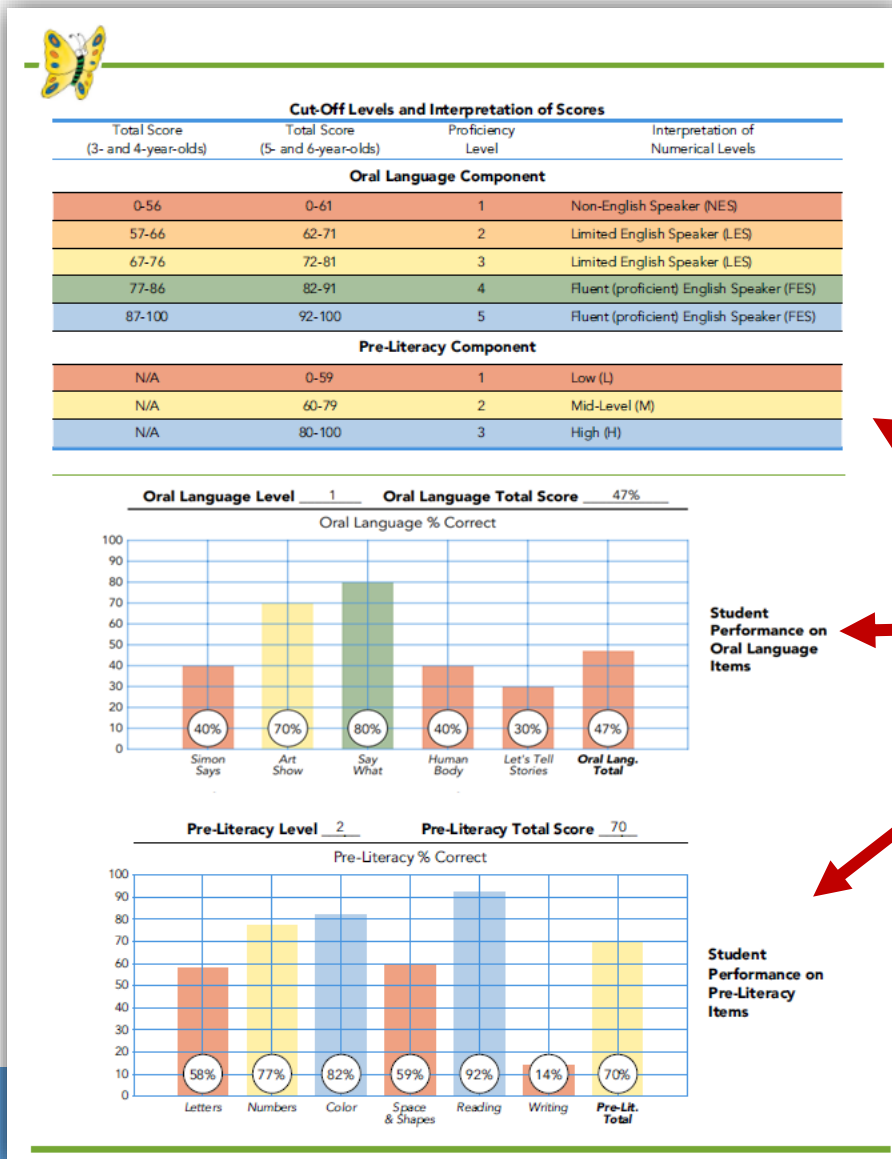
Per State and Federal Guidelines

preK3, preK4, Kindergarten

- If a student receives a 1, 2 or 3 Oral Language proficiency level, they are to be classified as an Emergent Bilingual.
- If a student receives a 4 or 5 Oral Language proficiency level – they are to be considered Fluent - not to be identified as an Emergent Bilingual.

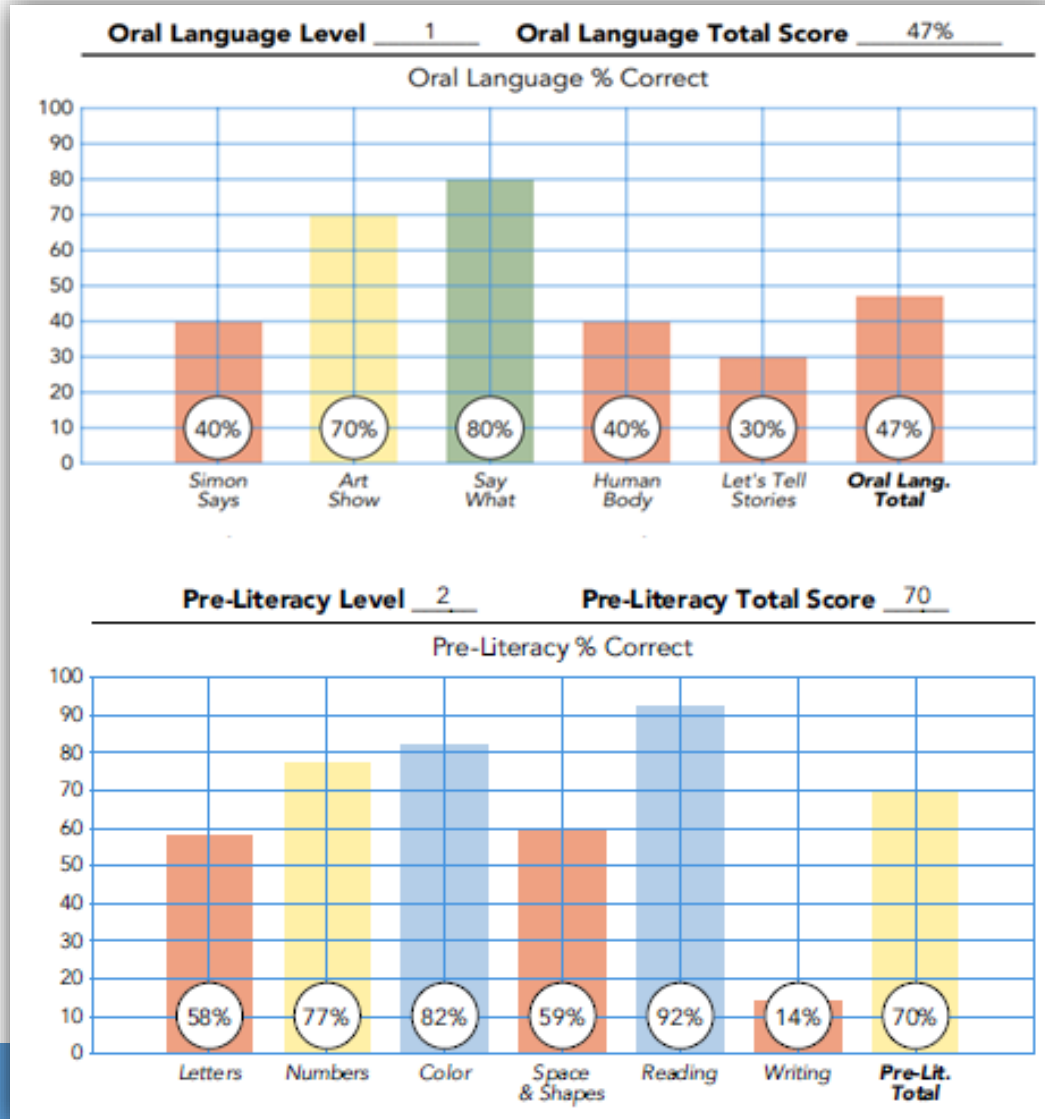
The preLAS Pre-Literacy component is not required for identification but additional data is provided at no additional charge if the component is administered.

Student Proficiency Report



Page 2:
 Provides Cut-Off Levels and Interpretation of Scores as well as a break down of student performance within each component.

Determining Instruction Based on Student Results



Using this data:

- Examine each students' performance on each part of the Oral Language and/or the Pre-Literacy component
- LEAs should set their "threshold"
- Implement strategies for students who fall below the threshold you have established

preLAS Instructional Strategies

- Available for download (at no additional cost!) from the Parent and Teacher Resources page, the preLAS Instructional Strategies:
 - Provides teaching activities and strategies designed for preK and Kindergarten classrooms
 - Strategies promote oral language (39 strategies) and pre-literacy growth (40 strategies)

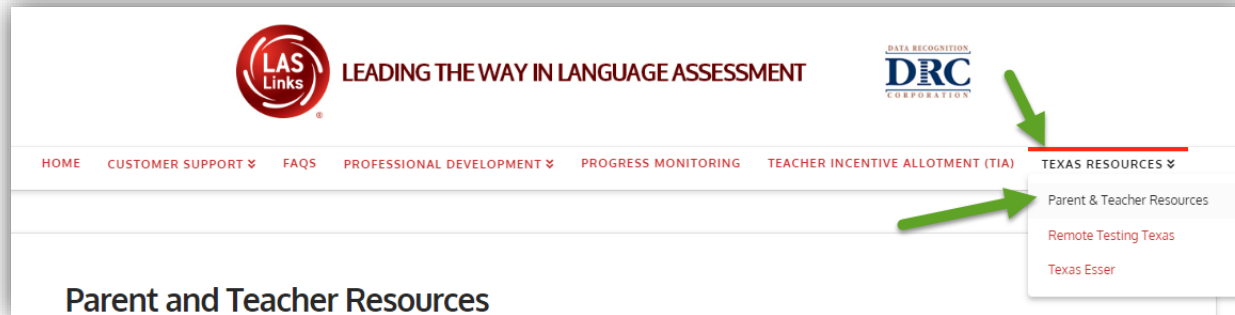


Downloading the *preLAS* Instructional Strategies



www.LASLinks.com

- Click on the dropdown menu next to “Texas Resources”
- Click on Parent and Teacher Resources



Parent and Teacher Resources

Proficiency Level Definitions

preLAS Proficiency Level Definitions
(English) (Spanish)

LAS Links Form A Proficiency Level Definitions
(English) (Spanish)

LAS Links Español Form A Proficiency Level Definitions
(English) (Spanish)

Professional Development

LAS Links Online and *preLAS* Online Implementation Guidance

Navigating the Test Monitoring Application

DRC Professional Learning –Certificate Tracking Process

LAS Links Texas Tuesdays

Guide to Accessing the Enhanced Student Reports

Enabling *preLAS* Online Content

Adding Existing Users to *preLAS* Online

Home Letters

LAS Links Parent Explanation of Student Reports, Forms A and B

English

Arabic

Chinese (Mandarin/Simplified)

Polish

Portuguese

Spanish

Haitian-Creole

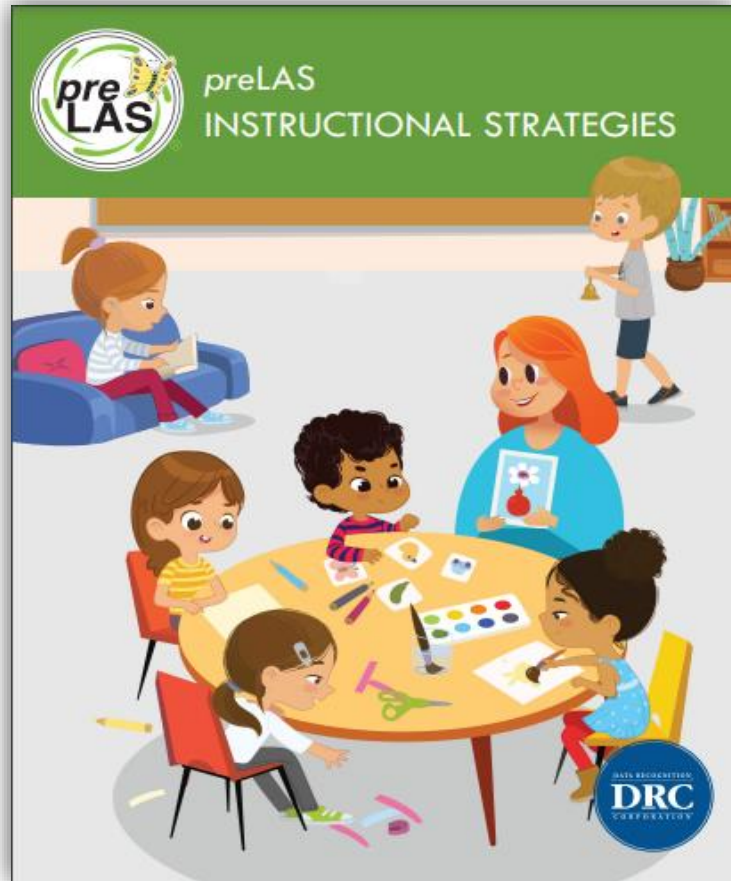
Instructional Strategies

preLAS Instructional Strategies
LAS Links Instructional Strategies

Symposium Series

- Using Your LAS Links Data to Inform Instruction
PDF | Video Link
- Progress Monitoring and Obtaining the LOTE Credit with LAS Links
PDF | Video Link
- Using Your *preLAS* Identification Data to Inform Instruction
PDF | Video Link
- Using LAS Links to Determine Relative Language Proficiency/Language Dominance
PDF | Video Link

preLAS Oral Language Component: Multiple Strategies Based on Student Performance



Multiple strategies that focus on all 5 parts of the preLAS Oral Language component:

1. Simon Says
2. Art Show
3. Say What You Hear
4. The Human Body
5. Let's Tell Stories

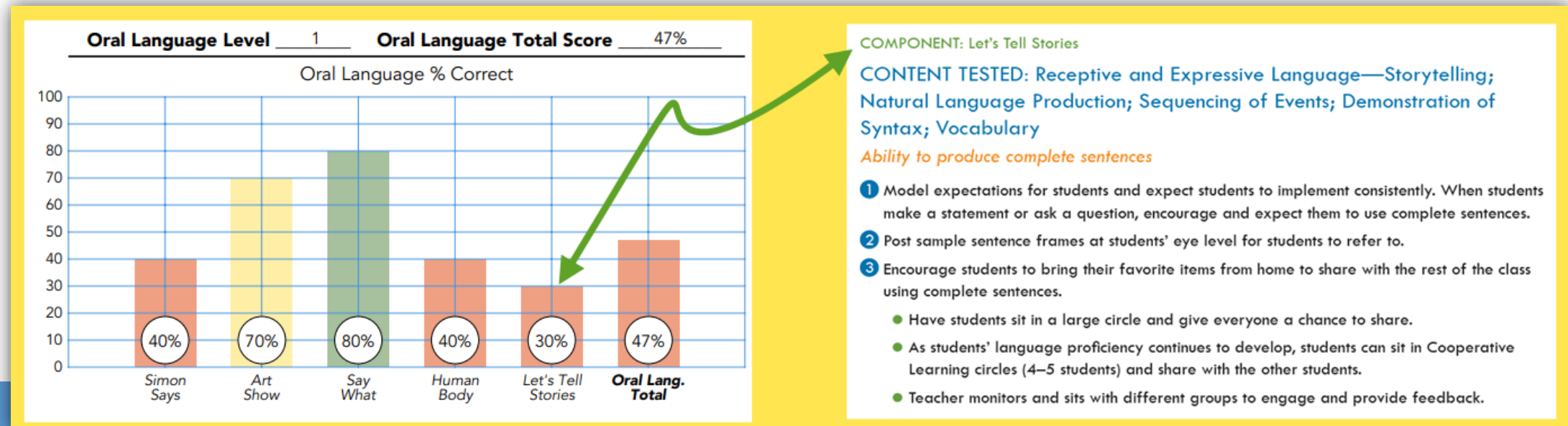
Connecting Oral Language Data to Instruction

Using the 2nd page of the *preLAS* report, teachers can crosswalk the data to a specific strategy.

In the figure below, the student has achieved a score of 30% on the section titled “Let’s Tell Stories” indicating that this is an area of focus for this student.

Using the *preLAS* Instructional Strategies, the teacher (certified EB and non-EB certified) will be able to find

- 1) what the section is measuring (i.e., Receptive and Expressive Language), and
- 2) strategies to increase proficiency in this specific area.



Targeted Strategy: Let's Tell Stories

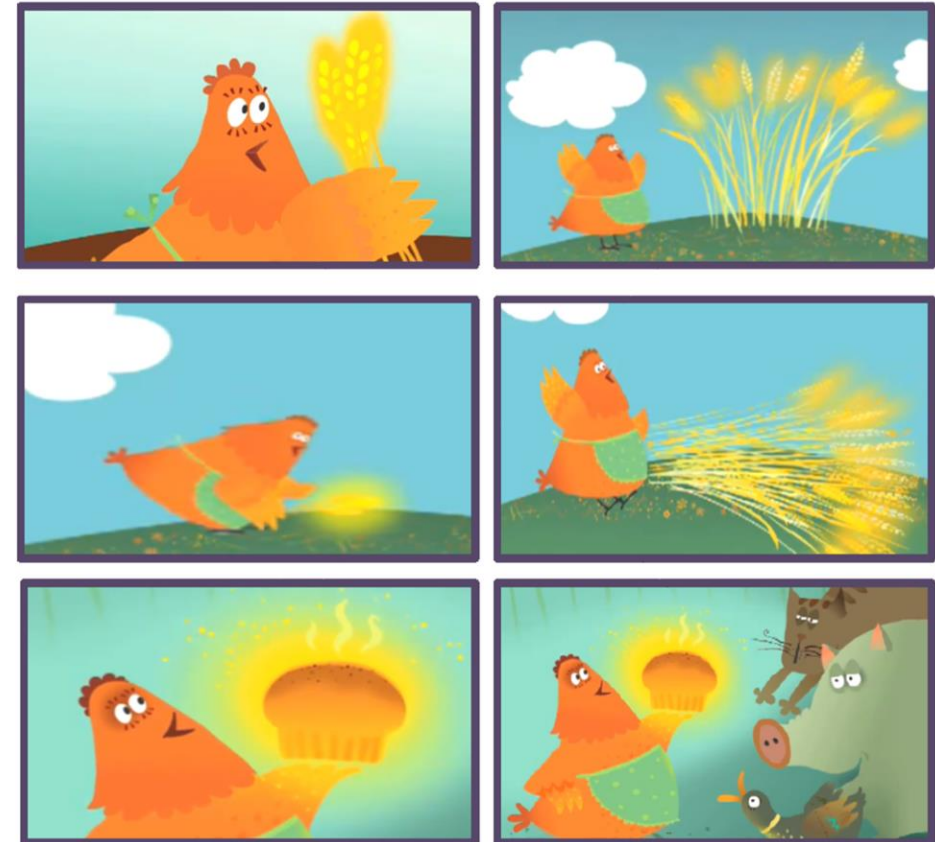
Focus of the Strategy: Ability to retell a simple narration with picture cues.

This section provides teachers with strategies to engage students in retelling storylines—the beginning, middle, and end in that order. This builds their skill of summarizing and confidence in communicating in a complete and coherent manner.

COMPONENT: Let's Tell Stories

Ability to retell a simple narration with picture cues

- 1 Graphic organizers, thinking maps, and visuals are excellent tools to support story retelling. Begin by introducing the b
- 2 Have books, texts, poems, songs, etc and have students “read” to their st materials.
- 3 Finger Puppets: <https://drc.tiny.us/b>
- 4 Dramatic Play
- 5 Sequencing Games/Cards
- 6 Describe and Drive (Receptive and
- 7 Describe It (Practicing Receptive and
- 8 Snake Stories (Story Retelling): <https>





Art Show and The Human Body



COMPONENTS: Art Show and The Human Body

CONTENT TESTED: Expressive Language—Vocabulary

Ability to produce oral vocabulary and verb phrases at appropriate level of development

Promote students' ability to produce oral vocabulary by doing the following:

- 1 Allow students continuous exposure to words through games, chants, songs, poems, and a print-rich classroom environment.
- 2 Environmental print: Bring the outside world into the classroom. Post words and signs students see in their everyday lives; teacher can add some of his/her own. Students can also bring their own words.
- 3 Do classroom "vocabulary walks" to discuss posted environmental print.
- 4 Students must have knowledge and understanding of all posted vocabulary, so that they can use the words as learning tools when they speak and write. Avoid posting words that are meaningless to students.

Targeted Strategy: Art Show



Focus of the Strategy: Ability to produce oral vocabulary and verb phrases at appropriate level of development

Invite students to bring the outside world into the classroom with environmental print!

Conduct "Vocabulary Walks" to discuss the environmental print!





Say What You Hear



COMPONENT: Say What You Hear

CONTENT TESTED: Receptive and Expressive Language—Morphological and Syntactical Features*

Ability to repeat specific morphological and syntactical features

- 1 Expose students to the rhythm, rhyme, and repetition of the English language. Use chants, rhymes, songs, and word parts such as affixes, root words, word endings, etc.
- 2 Have students play word games such as “Quick Erase” (erase the first letter of the word quickly to make another word; have students read words [sat, mat, bat, etc.])
- 3 Say What You Hear Activities:

LISTENING ACTIVITIES FOR KIDS:

<https://drc.tiny.us/2p877mp>

Listening Games: <https://drc.tiny.us/2v6xhn4j>

Building Good Listening Skills: <https://drc.tiny.us/5c932pwc>

* Morphology is the study of words and word parts. Syntax is the order of words to form phrases and sentences.

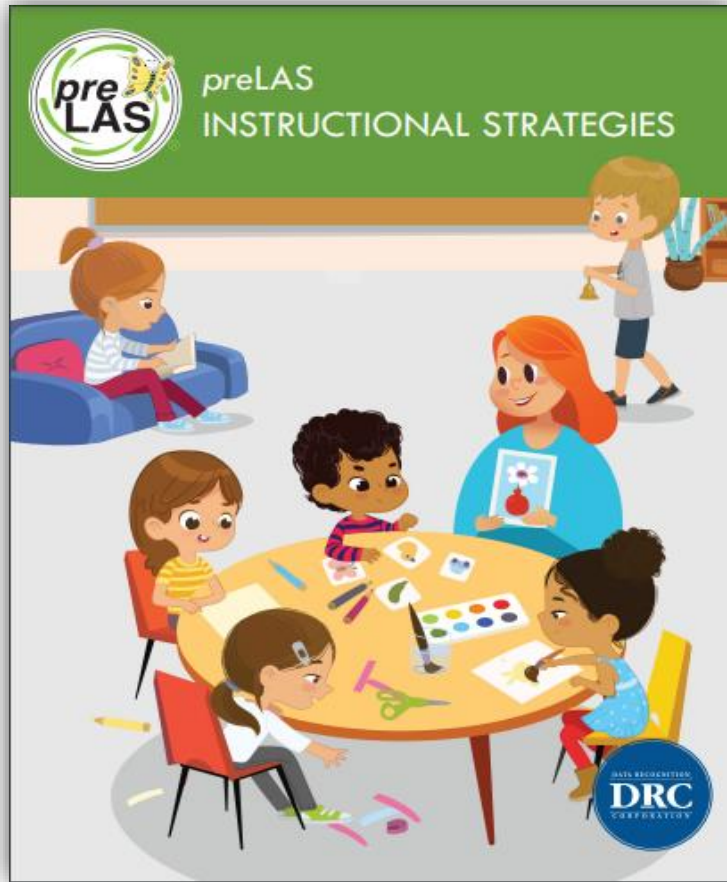
Targeted Strategy: Say What You Hear



Focus of the Strategy: Ability to repeat specific morphological and syntactical features.

I Went to the Zoo and I Saw a...

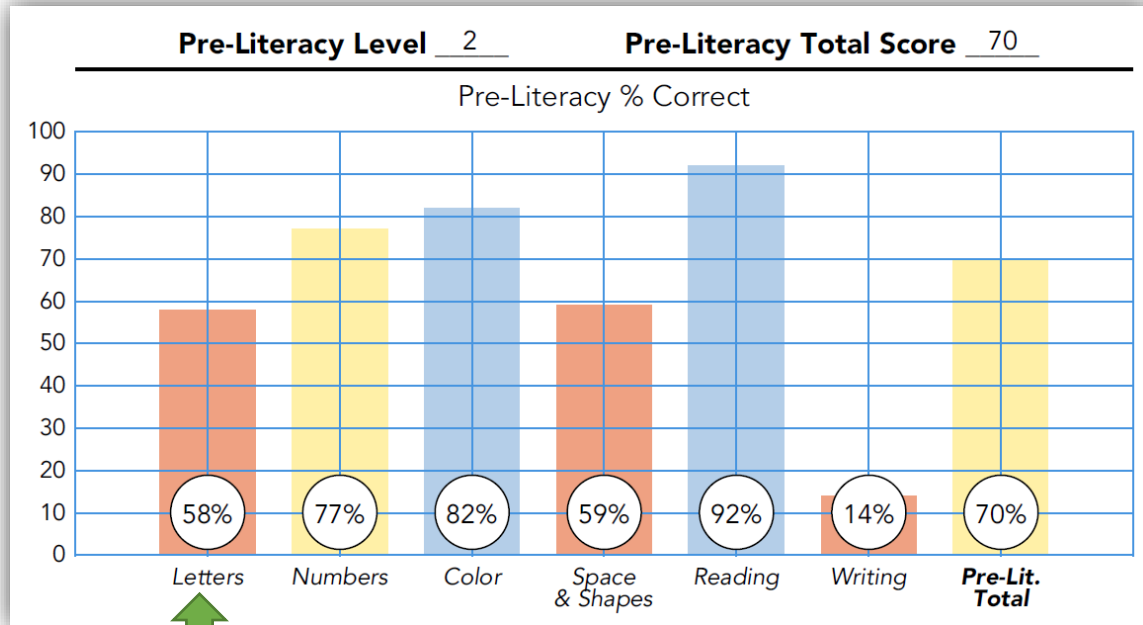
- This game involves listening as well as memorizing.
- Choosing any animal names, start the game by saying “I went to the zoo and I saw a monkey.”
- Your child then responds with “I went to the zoo and I saw a monkey and a lion.”



Multiple strategies that focus on all 6 categories of the *preLAS* Pre-Literacy component:

1. Letter Recognition
2. Number Recognition
3. Color Recognition
4. Recognition of Geometric Shapes and Spatial Relationships
5. Reading: Sight Words
6. Writing: Grammatical Constructions

Connecting the Pre-Literacy Data to Instruction



COMPONENT: Pre-Literacy Component Strategies

CONTENT TESTED: Receptive and Expressive Language—Letter Recognition

Ability to identify uppercase and lowercase letters

- 1 Language experience approach: Students engage in a classroom experience/activity and then share with the whole group their own interpretation of the experience/activity.
 - Teacher guides discussion through questions and annotates students' responses on chart paper in the form of a story or paragraph.
 - As the teacher records the students' input, the teacher uses the opportunity to discuss uppercase and lowercase letters and explains "the why."
 - Teachers can use different color markers to distinguish uppercase and lowercase letters. Ensure proper use of terminology.
 - Teachers can also include students as part of the discussion by having them go up to the chart paper and circle an uppercase letter or correct an uppercase letter that should have been a lowercase letter.
 - Changes are made to the story as needed.
 - At the end, students and teacher read the story. Students take the story home and read it to their parents, siblings, stuffed animals, etc.

Targeted Strategy: Receptive & Expressive Language: Letter Recognition

COMPONENT: Pre-Literacy Component Strategies

CONTENT TESTED: Receptive and Expressive Language—Letter Recognition

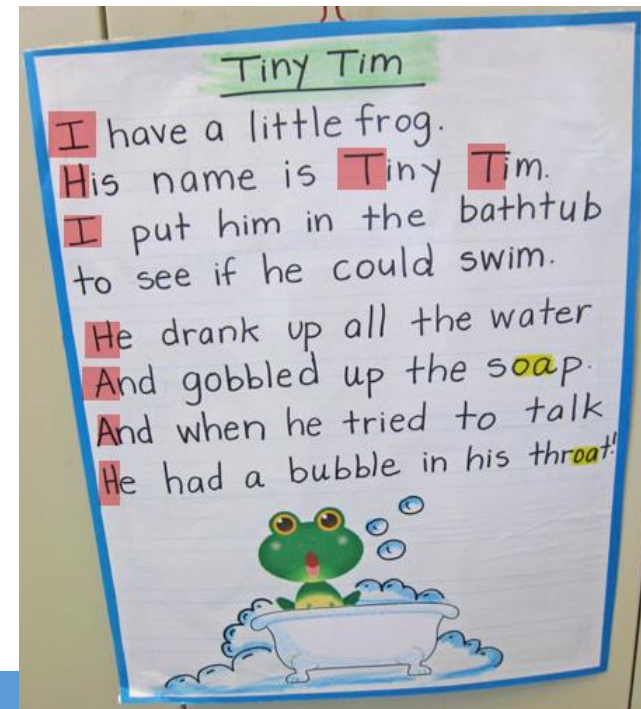
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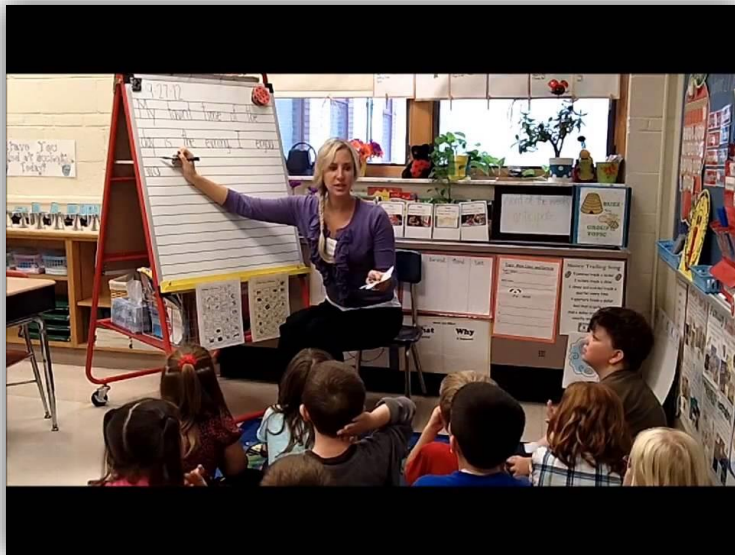
- 2 Use picture books such as *Chicka Chicka Boom Boom* by Bill Martin Jr. (author), John Archambault (author), and Lois Ehlert (illustrator) to engage students in differentiating between uppercase and lowercase letters.
- 3 Students can trace letters using materials such as foam, sand, paint, etc. to help them retain the difference between uppercase and lowercase letters.
- 4 Pick a Letter from the Tree (Letter Recognition): <https://drc.tiny.us/2797zuhz>

Embedding letter recognition in shared reading and writing activities brings that recognition, but also the meaning behind why we use upper/lowercase letters.



Targeted Strategy: Writing: Grammatical Constructions

Focus of the Strategy: Ability to demonstrate internalized command of grammatical constructions.



For students to grasp the concept of grammatical constructs, educators must provide them with opportunities to see grammar embedded in meaningful phrases or sentences.

COMPONENT: Pre-Literacy Component Strategies

Ability to demonstrate internalized command of grammatical constructions

- 1 The teacher models creating sentences with students.
 - Teacher dialogues with students as she is creating the sentences or phrases, highlighting proper syntax.
 - Post class-created sentences so that students can refer to them during lessons. This will encourage students when creating their own writing.
 - Keep the sentences/phrases short, and depending on students' levels of English proficiency, accept inventive spelling.



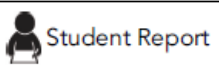
Additional Resource:

Kagan Cooperative Learning Structures
<https://drc.tiny.us/45kwbdry>





Connecting Your LAS Links Identification Data to Instruction



Student Report



Student ID #:	21296	School:	A EL
Birthdate:	12/29/2009	District:	SCHOOL.ISD
Gender:	M	Test Date:	05/20/2021
Grade:	05	Form/Level:	A Level 4-5
Class:	English1		

About the LAS Links Assessments

LAS Links® is an integrated suite of English and Spanish language proficiency assessments and instructional tools designed to strengthen your language learning program.

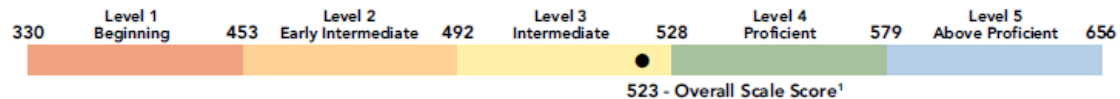
Student Overall Proficiency Level

Level 1: Beginning	Level 2: Early Intermediate	Level 3: Intermediate	Level 4: Proficient	Level 5: Above Proficient
		✓		

Proficiency Level Definitions

Level 1: Beginning At Level 1, student is beginning to develop the ability to communicate at school. The student may communicate nonverbally or through the home language.	Level 2: Early Intermediate At Level 2, student is developing the ability to communicate for different purposes at school. The student makes errors that can interfere with communication.	Level 3: Intermediate At Level 3, student is developing the ability to effectively communicate for different purposes at school. The student may make errors that interfere with communication.	Level 4: Proficient At Level 4, student can effectively communicate for different purposes at school. The student may produce some errors.	Level 5: Above Proficient At Level 5, student effectively communicates for social and academic purposes with few, if any, errors.
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Student Results



Reporting Category	Scale Score	Proficiency Level	Student's Performance									
			Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient					
Listening (LI)	520	3	350	452	453	485	486	520	521	571	572	630
Speaking (SP)	613	5	320	448	449	472	473	509	510	556	557	635
Reading (RD)	482	2	340	469	470	499	500	535	536	589	590	680
Writing (WR)	477	2	290	431	432	494	495	537	538	574	575	680
Comprehension ² (LI + RD)	505	2	340	486	487	505	506	527	528	570	571	670
Oral ³ (SP + LI)	573	4	300	450	451	482	483	515	516	573	574	680

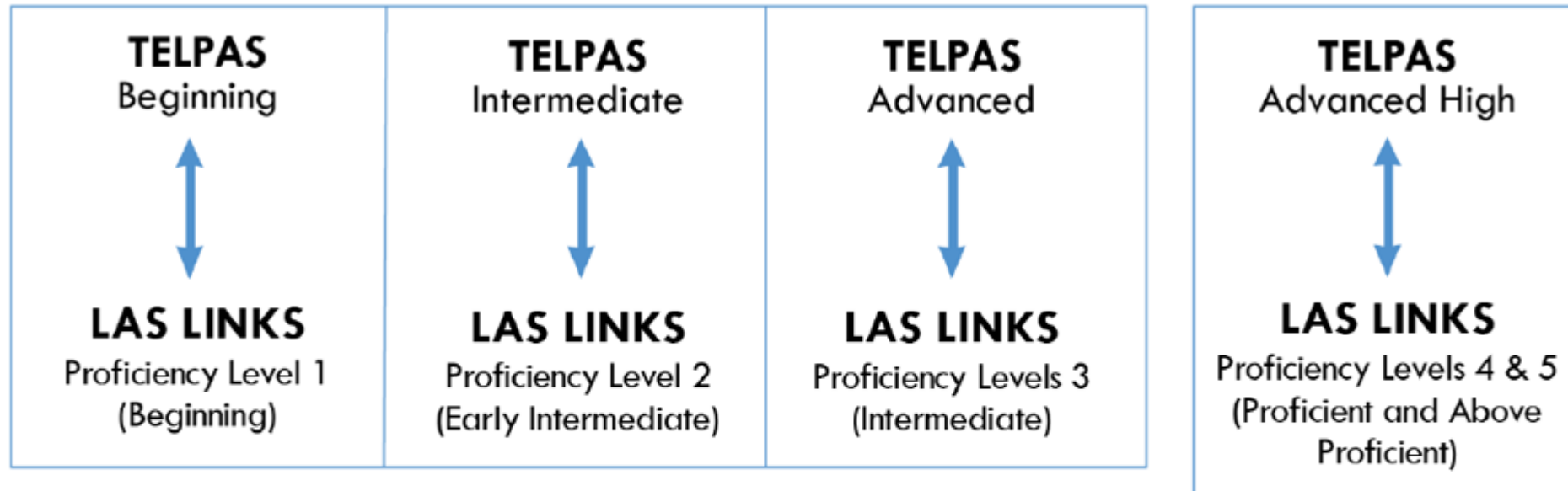
N/A = Not Applicable INV = Test Invalidation

➔ Indicates Overall Proficiency Level

➔ Proficiency Level Definitions provide stakeholders with information about each level

➔ Shows Scale Score and Proficiency Level for each domain and composite score as well as where “in the level” the student is performing

LAS Links & TELPAS Proficiency Level Correspondence



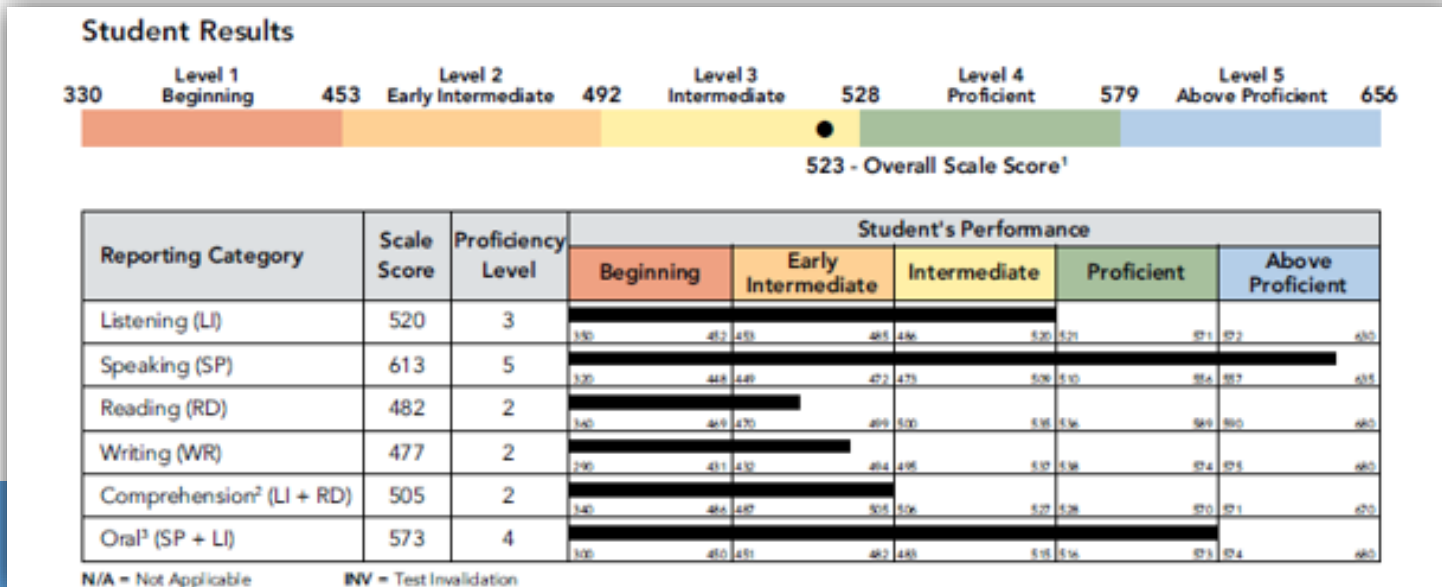
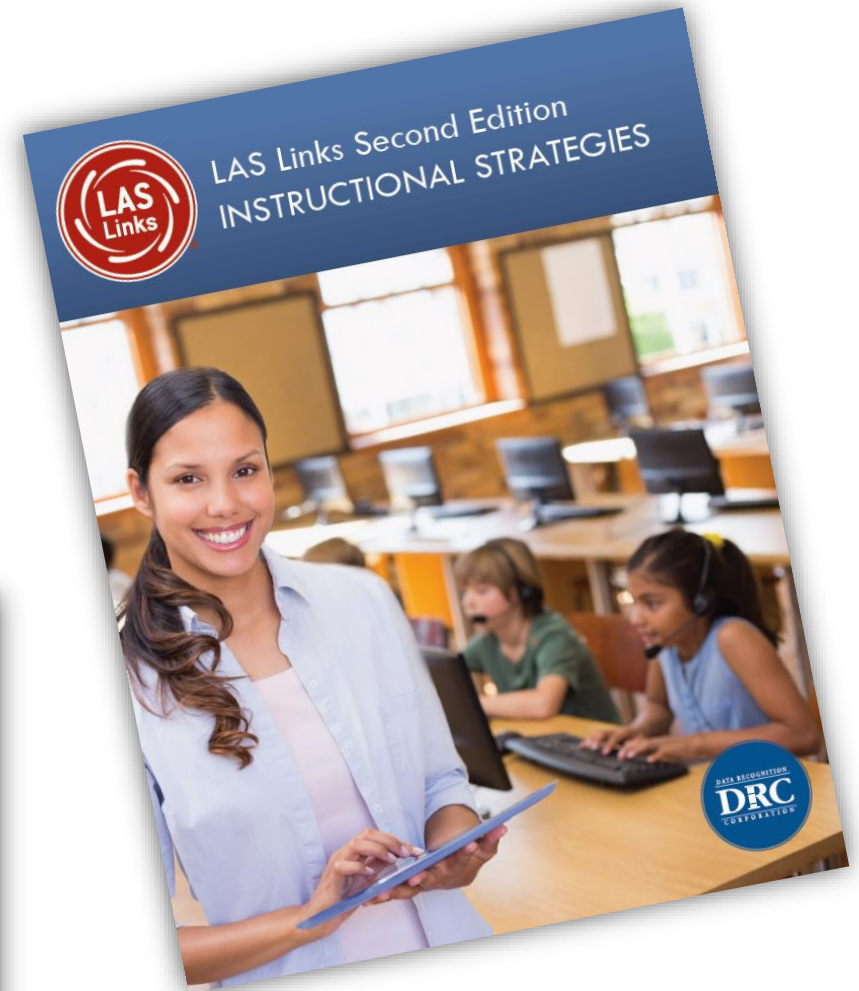
“Limited English Proficiency” across TELPAS, *preLAS* and LAS Links

“Fluent” across TELPAS, *preLAS* and LAS Links

Across all domains and composite scores, including Overall.

Connecting the Data to Instruction

- Strategies are available for download at www.LASLinks.com/Texas
- All teachers, not just the EB teachers, can use these strategies
- In the example below:
 - The student is showing fluency in Speaking but areas for growth in Listening, Reading and Writing.
 - The strategies allow the educator to focus on the areas of need while leveraging the student's strength in the Speaking domain.



GIST is a summarization strategy that:

- Chunks information
- Focuses on building academic language across all 4 domains
- Is appropriate for all levels of proficiency

STRATEGY: GIST (GETTING INTERACTIONS BETWEEN SCHEMATA AND TEXTS)

This is a summarization strategy that helps students with “getting the gist” from longer texts. The goal is for students to use this strategy on their own when encountering longer texts. The frequency of repeated words or terms can support the understanding of a passage or text.

- Use longer texts, and divide the text into shorter chunks, 150-300 words per chunk.
- Work along with the students in identifying 10 or more terms, phrases, or concepts that are critical to understanding the portion of the text.
- Create a word bank using the identified list of words, phrases, or concepts.
- Engage students in academic discussions and predictions about the section based on the terms.
- Use the word bank to write a summary sentence predicting the text.
- Repeat the process with the rest of the text.
- Finally, assist students to develop a topic sentence to create the GIST of the text resulting in a paragraph.
- Adjust the length of the text depending on the students’ levels of English proficiency.

LANGUAGE DOMAIN FOCUS

Reading

- Read Academic Texts
- Understand Classroom Task (Gr. 1-12 Only)

Writing

- Use Grammar and Conventions
- Write Academic Sentences

Speaking

- Use Academic Words
- Present and Explain Information

Listening

- Listen for Academic Information
- Listen to Classroom Discussion

Proficiency Level Focus:

- Beginner
- Early Intermediate
- Intermediate
- Proficient
- Above Proficient

LAS Links Subskills/Objectives:

L1, L2, L3, L4, R1, R2, R3, S1, S2, S3, S6, W1, W2, W3, W4, W5, W6, W8

Citation:

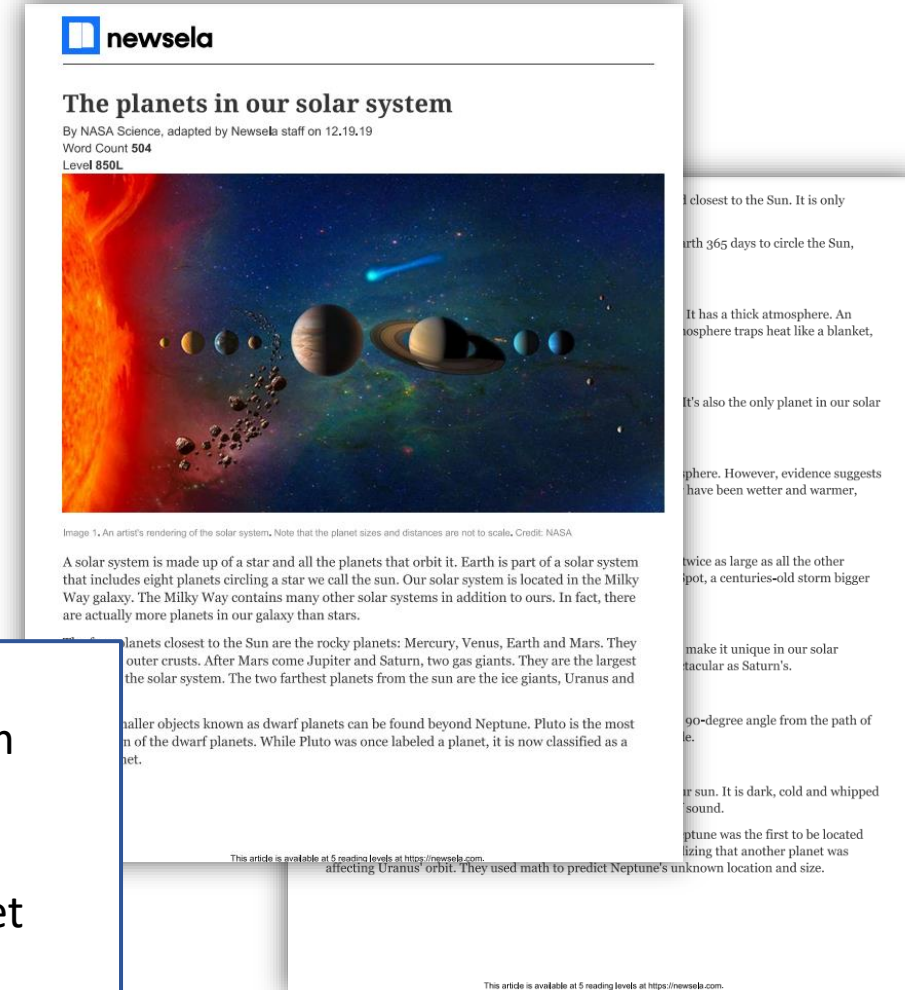
Cunningham, P. M. (2004). *Phonics they use: Words for reading and writing* (4th ed.). New York: Harper-Collins College Press.

GIST: (Getting Interactions Between Schemata and Text)

- Chunk text (by subheading works well)
- Work with students, in small groups or pairs to identify a preselected number of terms, phrases, or concepts that are critical to understanding the portion of text
- Create a word bank using the list or words, phrases, or concepts
- Engage in academic discussions and predictions about the text
- Use word bank to write a summary sentence predicting the text
- Repeat the process for the rest of the text.
- Finally, assist students to develop a topic sentence to create the GIST of the text resulting in a paragraph

Word Bank

- Solar system
- Planet
- Orbit
- Dwarf planet
- Galaxy



newsela

The planets in our solar system

By NASA Science, adapted by Newsela staff on 12.19.19
Word Count 504
Level 850L




Image 1. An artist's rendering of the solar system. Note that the planet sizes and distances are not to scale. Credit: NASA

A solar system is made up of a star and all the planets that orbit it. Earth is part of a solar system that includes eight planets circling a star we call the sun. Our solar system is located in the Milky Way galaxy. The Milky Way contains many other solar systems in addition to ours. In fact, there are actually more planets in our galaxy than stars.

The planets closest to the Sun are the rocky planets: Mercury, Venus, Earth and Mars. They have solid surfaces. After Mars come Jupiter and Saturn, two gas giants. They are the largest planets in the solar system. The two farthest planets from the sun are the ice giants, Uranus and Neptune. They are smaller than the gas giants.

Smaller objects known as dwarf planets can be found beyond Neptune. Pluto is the most famous of the dwarf planets. While Pluto was once labeled a planet, it is now classified as a dwarf planet.

This article is available at 5 reading levels at <https://newsela.com>.

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LAS Links Instructional Resources

- Available for download (at no additional cost) from the INSIGHT portal
 - Standards-based lesson plans
 - Teaching activities and strategies cover Grades K–12, with proficiency levels from Beginning through Advanced
 - Theme-based content in Language Arts, Science, Math and Social Studies
 - Strategies cover academic content and test-taking skills


Each lesson has an expected outcome

Select lessons by content focus and/or language proficiency level

Ideas to spur classroom interaction

Sample Lesson

Sample Lesson

Made in the U.S.A. (Lesson A)		3.29
	CONTENT FOCUS: Social Studies PROFICIENCY: Beginning to Early Intermediate	GRADES 4-5
	OBJECTIVE: Students locate products on a map.	TOT

ACTIVITIES: Students identify and describe familiar products, study a product map and map key, review state abbreviations and name products, discuss which states produce particular products, and play "I Spy" to locate products.

PREPARATION:

- a transparency, listing the states and their abbreviations
- copies of "Made in the U.S.A." worksheet for each student

Discuss Discuss Product Map

1. Distribute the "Made in the U.S.A." worksheet, a product map of the United States. Ask students to find the state where they live on the map. Next, review the state abbreviations and practice switching from state abbreviation to state name, e.g., *Find "TX" on the map.* Have students point to "TX." Ask: *What is the name of the state labeled "TX"?* Point to the state abbreviation list and show that this is "Texas." *Yes, "TX" stands for "Texas."* Continue this activity, practicing with several more state abbreviations.
2. Allow pairs of students time to work with the abbreviations, naming what abbreviations "stand for" on the map, using the following script:

A: Find (state abbreviation).
B: (B points to state.)
A: What does (state abbreviation) stand for?
B: (B says state name.)

Log into INSIGHT >
General Information >
Assessment Resources

LAS Links Instructional Resources: Sample Lesson

3.84 Magnetism (Lesson A)

Student: _____ Date: _____

Research Question 1:
What will happen when you put two like poles of a magnet together?

Hypothesis 1:
 When two like poles are put together, I think they will _____.

Research Question 2:
What will happen when you put two unlike poles of a magnet together?

Hypothesis 2:

Procedure	Observations
Question 1. We put two <u>like</u> poles together.	
Question 2. We put two <u>unlike</u> poles together.	

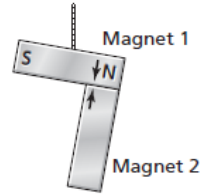
Conclusions:

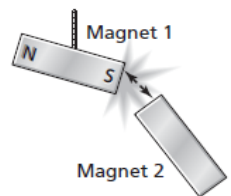
Magnetism (Lesson B) 3.89

Student: _____ Date: _____


Opposites Attract

DIRECTIONS: Use what you know about magnets to describe the pictures. What is happening in each picture? Write at least two sentences for each one.





Magnetism (Lesson A) 3.79



CONTENT FOCUS: Science

PROFICIENCY: Early Intermediate to Intermediate

OBJECTIVE: Students describe actions in speaking and in writing.

GRADES
4-5

TOT

ACTIVITIES: Students learn about magnets, test magnetic force, write observations, and use “be” + “ing” to report actions.

PREPARATION:

- paper clip
- other small metallic and non-metallic objects
- copies of “Magnetism” worksheet for each student

For each pair of students:

- 2 bar magnets with poles labeled
- a 12” piece of string
- 2” strips of electrical tape (available at large grocery stores and hardware stores)

Note: Preteach new vocabulary, such as iron, steel, pole, force, research, hypothesis, prediction, procedure, observations, and conclusions.

Learn about Magnets

Introduce

- Hold up a paper clip and ask: *What is this? What is it used for?* Demonstrate how magnets work by using a bar magnet to pick up the paper clip. Refer to the magnet and ask: *What is this? What does it do?* Help students to explain what they see happening. *This is a magnet. It is a piece of metal that attracts (picks up) iron or steel.* Emphasize the word “attract” and write it on the board. Note that it means to pick up or pull together. (Put your hands together to show the action.) Ask if students know the opposite word. (Pull your hands apart to emphasize “repel” or “push apart” and write this new vocabulary on the board.) Illustrate the “attract” and “repel” concepts with a set of arrows, either pointing together or pointing away from one another. (S2.1: Identify an object and describe its purpose or use, using words or phrases) **OBSERVATIONAL OPPORTUNITY #1** (See rubric in Lesson B.)
- Guide students in experimenting with other objects (metallic and non-metallic) to see if the magnet will attract them. With each new object being tested, ask: *What is this? What is it used for? or What does it do?* Reinforce the idea that magnets attract iron or steel by asking: *Is this object made of iron or steel? How do you know?* (If it is attracted to the magnet, it is made of iron or

Accessing the Instructional Resources



DRC INSIGHT LAS LINKS MY APPLICATIONS

- PARTICIPANT PREPARATION
 - Student Management
 - Student Group Management
 - Test Administrator Management
 - User Management
- POST-TEST ACTIONS
 - Student Management
- ORDERING
 - Ordering Home
- SCORING AND REPORTING
 - Educator Scoring
 - Report Delivery
 - Interactive Reports
- OTHER LINKS
 - Professional Learning
 - DRC INSIGHT Dashboard
 - License Dashboard
- TEST PREPARATION
 - Administration Setup
 - Test Management
- TEST ADMINISTRATION
 - Test Monitoring
- GENERAL INFORMATION
 - General Information
- TECHNOLOGY SETUP
 - Central Office Services

DRC INSIGHT LAS LINKS GENERAL INFORMATION

General Information | Announcements | Documents | Downloads | Online Training

Documents

Documents | Upload Document

Administration: LAS Links | Document Type: Assessment Resources

Show Documents

Drag a column header here to group by that column

Administration	Document Type	Title	Description
LAS Links	Assessment Resources	LAS Links Instructional Guidance - Grade 4-5	Grades 4-5: Lessons to Increase English Language Proficiency
LAS Links	Assessment Resources	LAS Links Instructional Guidance - Grade 6-8	Grades 6-8: Lessons to Increase English Language Proficiency
LAS Links	Assessment Resources	LAS Links Instructional Guidance - Grade 9-12	Grades 9-12: Lessons to Increase English Language Proficiency
LAS Links	Assessment Resources	LAS Links Instructional Guidance - Grades 2-3	Grades 2-3: Lessons to Increase English Language Proficiency
LAS Links	Assessment Resources	LAS Links Instructional Guidance - Grades K-1	Grades K-1: Lessons to Increase English Language Proficiency

- Each grade span is represented
- Blackline masters so feel free to download make copies as needed



Using *preLAS* and LAS Links Data to Determine Student's Relative Language Proficiency/Language Dominance

Examining and Plotting the Scores



- Start by running reports for both English and Spanish assessments for all students
- Looking at the English and Spanish reports side-by-side, plot where each student falls in the matrix

Student Report

English Results

Student ID #: [redacted]
 Birthdate: [redacted]
 Gender: [redacted]
 Grade: 04
 Class: Grade 4-5

School: [redacted]
 District: [redacted]
 Test Date: [redacted]
 Form/Level: A Level 4-5

About the LAS Links Assessments
 LAS Links® is an integrated suite of English and Spanish language proficiency assessments and instructional tools designed to strengthen your language learning program.

Student Overall Proficiency Level

Level 1: Beginning	Level 2: Early Intermediate	Level 3: Intermediate	Level 4: Proficient	Level 5: Above Proficient
✓				

Proficiency Level Definitions

Level 1: Beginning	Level 2: Early Intermediate	Level 3: Intermediate	Level 4: Proficient	Level 5: Above Proficient
At Level 1, student is beginning to develop the ability to communicate at school. The student may communicate nonverbally or through the home language.	At Level 2, student is developing the ability to communicate for different purposes at school. The student makes errors that can interfere with communication.	At Level 3, student is developing the ability to effectively communicate for different purposes at school. The student may make errors that interfere with communication.	At Level 4, student can effectively communicate for different purposes at school. The student may produce some errors.	At Level 5, student effectively communicates for social and academic purposes with few, if any, errors.

Student Results

330

Level 1
Beginning

Level 2
Early Intermediate

Level 3
Intermediate

Level 4
Proficient

Level 5
Above Proficient

656

444 - Overall Scale Score¹

Reporting Category	Scale Score	Proficiency Level	Student's Performance				
			Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Listening (LI)	434	1	[Progress bar]				
Speaking (SP)	394	1	[Progress bar]				
Reading (RD)	473	2	[Progress bar]				
Writing (WR)	476	2	[Progress bar]				
Comprehension ² (LI + RD)	465	1	[Progress bar]				
Oral ³ (SP + LI)	393	1	[Progress bar]				

N/A = Not Applicable INV = Test Invalidation

¹Overall Scale Score is an average of Speaking, Listening, Reading, and Writing.
²Comprehension is based on all items in the Listening and Reading skill areas.
³Oral is based on all items in the Speaking and Listening skill areas.

Page 1

Informe del Estudiante

Español Results

ID del estudiante: [redacted]
 Fecha de nacimiento: [redacted]
 Género: [redacted]
 Grado: 04
 Clase: Grade 4-5

Escuela: [redacted]
 Distrito: [redacted]
 Fecha de la prueba: [redacted]
 Forma/Nivel: Español A Level 4-5

Acerca de las evaluaciones LAS Links
 LAS Links® es un conjunto integrado de evaluaciones de proficiencia de los idiomas inglés y español y de herramientas didácticas diseñadas para reforzar su programa de aprendizaje de idiomas.

Nivel de Competencia General del Estudiante

Nivel 1: Principiante	Nivel 2: Pre-Intermedio	Nivel 3: Intermedio	Nivel 4: Competente	Nivel 5: Superior

Definición de niveles de proficiencia

Nivel 1: Principiante	Nivel 2: Pre-Intermedio	Nivel 3: Intermedio	Nivel 4: Competente	Nivel 5: Superior
En el Nivel 1, el estudiante comienza a desarrollar la capacidad de comunicarse en la escuela. El estudiante puede comunicarse no verbalmente o a través del idioma del hogar.	En el Nivel 2, el estudiante está desarrollando la capacidad de comunicarse para diferentes propósitos en la escuela. El estudiante puede cometer errores que interfieren con la comunicación.	En el Nivel 3, el estudiante está desarrollando la capacidad de comunicarse efectivamente para diferentes propósitos en la escuela. El estudiante puede cometer errores que interfieren con la comunicación.	En el Nivel 4, el estudiante puede comunicarse efectivamente para diferentes propósitos en la escuela. El estudiante puede cometer algunos errores.	En el Nivel 5, el estudiante se comunica efectivamente para propósitos sociales y académicos con pocos, si los hay, errores.

Resultados del estudiante

330

Nivel 1
Principiante

Nivel 2
Pre-Intermedio

Nivel 3
Intermedio

Nivel 4
Competente

Nivel 5
Superior

656

444 - Overall Scale Score¹

Categorías del informe	Puntaje en la escala	Nivel de Competencia	Desempeño del estudiante				
			Principiante	Pre-Intermedio	Intermedio	Competente	Superior
Comprensión Auditiva (CA)	475	3	[Progress bar]				
Interacción Oral (EO)	477	3	[Progress bar]				
Lectura (LE)			[Progress bar]				
Escritura (ES)			[Progress bar]				
Comprensión ² (CA + LE)			[Progress bar]				
Interacción Oral ³ (EO + CA)	477	3	[Progress bar]				

N/A = No hay datos disponibles del estudiante INV = Datos del estudiante no son válidos

¹El resultado general de la escala es un promedio de la Expresión oral, Comprensión auditiva, Lectura y Escritura.
²La comprensión se basa en todos los elementos en las áreas de Comprensión auditiva y Lectura.
³La Interacción Oral se basa en todos los elementos en las áreas de Lectura y Escritura.

Página 1

Relative Language Proficiency in the Speaking Domain

Relative Language Proficiency (RLP)

	Hablando				
	1	2	3	4	5
1	Lopez, Anthony Canales, Missy Smith, Carla	Trevino, Sasha	Collette, Nannette	Gonzales, Pedro Valdez, John Sanchez, Mark Garcia, Rick	Villareal, Crystal
2	Garcia, Maria Michaels, Pete	Brown, Jimmy		Hardin, Mary	
3			Garcia, Lupe Fernandez, Mario	Benevides, Steven	
4					
5					

Speaking

Connecting Relative Language Proficiency to LAS Links Strategies for Proficiency Levels



LAS Links Strategies for Language Proficiency Levels

- Total Physical Response (TPR):** This strategy involves using physical movements and gestures to reinforce vocabulary and language comprehension. Students can act out instructions or respond to commands, enhancing their understanding and retention.
- Visual Aids:** Visuals such as charts, graphs, diagrams, and images can aid English learners in understanding and remembering new vocabulary and concepts. Visual aids make the content more accessible and engaging.
- Language Games:** Incorporating language games into lessons can make learning enjoyable and interactive. Games like charades, word puzzles, board games, and online quizzes encourage active participation and reinforce language skills.
- Scaffolded Instruction:** Providing gradual support and breaking down complex tasks into smaller, manageable steps allows English learners to build their language skills incrementally. Scaffolding helps them develop confidence and competence in using English.
- Real-life Contexts:** Connecting language learning to real-life situations and contexts helps English learners see the practical relevance of what they are learning. Authentic materials, field trips, and role-playing activities can be used to provide meaningful language experiences.
- Language Models:** Exposing English learners to proficient English speakers as language models can greatly enhance their language acquisition. Teachers can invite guest speakers, play audio recordings, or show videos of native speakers to provide authentic language input.

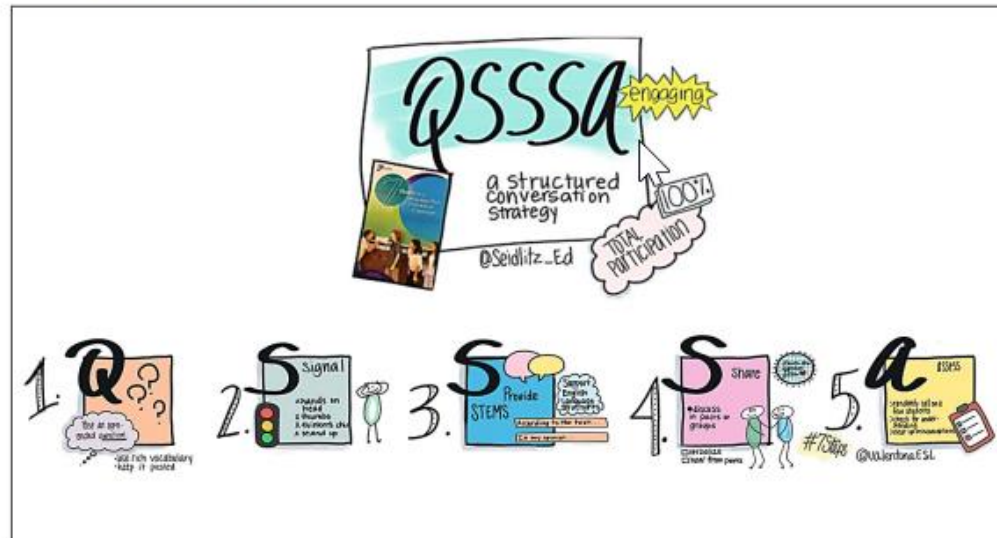
Relative Language Proficiency (RLP)

		Spanish				
		1	2	3	4	5
English	1	- Total Physical Response - Visual Aids - Real Life Context - SIOP Model - Multimodal Approach	- SIOP Model - Multimodal Approach - Language Games - Total Physical Response - Real Life Context	- SIOP Model - Language Toolkit - Multimodal Approach - Language Games - Total Physical Response - Real Life Context	- SIOP Model - Language Models - Multimodal Approach - Voice Typing Google - Total Physical Response - Real Life Context	- Total Physical Response - Visual Aids - Real Life Context - SIOP Model - Multimodal Approach
	2	- SIOP Model - Multimodal Approach - Total Physical Response - Visual Aids - Real Life Context - Teach academic vocabulary	- Anchor Charts - SIOP Model - Language Toolkit - Multimodal Approach - Teach academic vocabulary - Total Physical Response	- Language Toolkit - SIOP Model - Multimodal Approach - Language Games - Total Physical Response - Voice Typing Google - Anchor Charts	- SIOP Model - Language Models - Scaffolding - Voice Typing Google - Teach academic vocabulary - Language Toolkit	- Language Models - Scaffolding - Teach academic vocabulary - Voice Typing Google - Language Toolkit
	3	- SIOP Model - Language Games - Total Physical Response - Visual Aids - Real Life Context - Language Toolkit	- SIOP Model - Language Toolkit - Language Games - Total Physical Response - Teach academic vocabulary	- Voice Typing Google - Multimodal Approach - HOTS - Scaffolding - SIOP Model - Teach academic vocabulary	- Scaffolding - Voice Typing Google - Closed Caption - Language Models - Teach academic vocabulary - HOTS	- HOTS - Scaffolding - Voice Typing Google - Teach academic vocabulary - Closed Caption
	4	- Multimodal Approach - Real Life Context - Total Physical Response - Visual Aids - Language Games - Language Toolkit	- Multimodal Approach - Scaffolding - Ongoing informal assessments - Anchor Charts - Voice Typing Google	- Multimodal Approach - Scaffolding - Ongoing informal assessments - HOTS - Anchor Charts - Voice Typing Google	- Anchor Charts - Closed Caption - Scaffolding - Ongoing informal assessments - HOTS - Teach academic vocabulary - HOTS	- Ongoing informal assessments - Scaffolding - Voice Typing Google - HOTS - Teach academic vocabulary
	5	- Language Toolkit - Total Physical Response - Visual Aids - Multimodal Approach - Real Life Context	- Ongoing informal assessments - Language Toolkit - Multimodal Approach - Teach academic vocabulary - Anchor Chart - Language Model	- Ongoing informal assessments - Language Toolkit - Scaffolding - HOTS - Anchor Charts	- Ongoing informal assessments - Scaffolding - Closed Caption - Teach academic vocabulary - HOTS	- Ongoing informal assessments - Scaffolding - Closed Caption - Teach academic vocabulary - HOTS

STRATEGY: QSSSA (QUESTION, SIGNAL, STEM, SHARE, ASSESS)

QSSSA is a method for structuring conversations that can be used in any grade level or content area. Any teacher can use QSSSA to engage students in academic conversations.

- Pose open-ended Question.
- Teacher has the student give a Signal when ready to answer.
- Teacher provides a sentence Stem.
- Share: partner, small group, etc.
- Assess: call on random students for responses.



LANGUAGE DOMAIN FOCUS

- | | | | |
|--|--|---|--|
| Reading <input checked="" type="checkbox"/> | Writing <input checked="" type="checkbox"/> | Speaking <input checked="" type="checkbox"/> | Listening <input checked="" type="checkbox"/> |
| • Read Words | • Start Writing | • Make Conversation | • Listen for School Information |
| • Read for School Information | • Use Grammar and Conventions | • Tell a Story | |
| | • Write in Detail | | |

Proficiency Level Focus:	LAS Links Subskills/ Objectives:	Citation:
<input checked="" type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input checked="" type="checkbox"/> Above Proficient	<input checked="" type="checkbox"/> Early Intermediate <input checked="" type="checkbox"/> Proficient R2, R3, S1, L1, L3, L4, W1, W2, W3, W4, W5, W6, WB	Gonzalez, V. (2019, March 27). QSSSA: More than Turn & Talk. Seidlitz Education. https://drc.tiny.us/yc7pw4ds

Q- Question
 S- Signal
 S- Stem
 S- Share
 A- Answer/Assess

<p>(QUESTION) Class, without calling out answers, think about this question...</p>	<p>Linked to objectives and lesson goals, to activates prior knowledge for Emergent Bilinguals.</p>
<p>(SIGNAL) When you think you have an answer in mind, let me know by ____.</p>	<p>Build in wait time for Emergent Bilinguals to process.</p>
<p>(STEM) When you discuss your answers, I want you to respond in this format...</p>	<p>Provides opportunity for students to practice targeted academic language.</p>
<p>(SHARE) Turn to your partner and discuss...</p>	<p>Increases student talk, chance to compare their response with others, and 100% of class practices targeted language.</p>
<p>(ANSWER) Using your sentence stems, respond when I randomly call on you or write your response.</p>	<p>Scaffolds for Emergent Bilinguals ensure students are prepared to respond.</p>

Thank you!



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