



Language Assessment Skills Training preLAS[©]



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Today's Agenda



- preLAS™
 - Introduction & Overview
 - Implementation
 - Scoring
 - Determining Proficiency Levels



What is preLAS[©]?



preLAS is...

- A proficiency assessment consisting of an Oral Language component and a Pre-Literacy Component for three-, four-, five-, and six-years old. Test results are used to:
 - Place English Language Learners (ELL's) in appropriate classroom settings
 - Measure the developing language of first-language learners of English



Materials Needed



- Examiner's Manual
- Answer Sheet
- Cue Picture Book
- Quick Reference Guide
- Pre-Literacy Game Board (optional component)
- Pencil
- Blank sheet of paper
- CD's/Blank Audio Cassette tapes (optional)



PreLAS Administration



- Individually administered by a proficient English speaker
- Approximate Time
 - Oral Language 10 minutes

NOTE: Test in a quiet area away from distractions



Test Response Time



- PreLAS is not a timed test
- Test can be administered in several sessions
- Test can be administered in any order



Part 1: Simon Says



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

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

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



Refer to

- Page 15 of the Examiner's Manual
- Page 2 of the Student Answer Sheet

Test Response Time



- Allow 3 - 5 seconds for each response. If there is no response, prompt a second time. If there is still no response continue to the next item
- Prompts may be said no more than twice



Refer to page 14 of the Examiner's Manual



When to Stop Testing



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



Refer to page 14 of the Examiner's Manual

Part 2: Art Show



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

Example:



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



Refer to

- Page 16 of the Examiner's Manual
- Page 2 of the Student Answer Sheet

Part 3: Say What You Hear



Description: The student repeats what he or she hears.

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

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



Refer to

- Page 17 of the Examiner's Manual
- Page 2 of the Student Answer Sheet



Say What You Hear Scoring Examples



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



Refer to

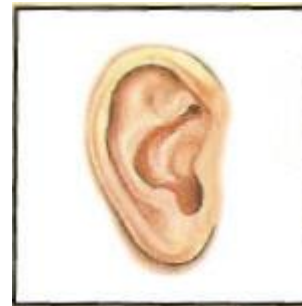
- Page 18 of the Examiner's Manual

Part 4: The Human Body



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

Examples:



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



Refer to

- Page 20 of the Examiner's Manual
- Page 2 of the Student Answer Sheet

Part 5: Let's Tell Stories



Description:

Using the audio cassette or reading the story from the Quick Reference Guide, students listen to a story and look at corresponding pictures. When the story is done the student tells the examiner what happened. The examiner writes the response verbatim in the answer book.



Refer to

- Page 21 of the Examiner's Manual
- Page 3 of the Student Answer Sheet

Table 2

Description of Scoring Levels for Let's Tell Stories

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

"I don't know"

Isolated Words

a subject and a predicate



Is there a storyline?

yes = 3, 4 or 5

no = 2, 1, or 0

Are there errors throughout?

Yes = 3

No = 4 or 5

Fluent



Speaker Notes – Scoring: Let's Tell Stories



Use 3 as your anchor score



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

No

Yes

0

No Response
HL

1

Isolated Words
or "I don't know"

2

Subject and
predicate

3

Errors
Throughout

4

Fluent with
minor error(s)

5

Fluent



PreLAS “Let’s Tell Stories” Scoring Samples



“Butterfly”

1. The boy catch the butterfly, he catch it in net. The butterfly say he want to go home and then the boy letting the butterfly go. He flying in the sky. **3**
2. The butterfly flying and flying. He, he, the boy, he catch him in his paper. The butterfly say that he not happy so the boy let him go and they friends and he see him fly to the sky. **3**
3. The butterfly...he...he...fly...(HL) **2**
4. Butterfly try to flying. He tried to catched him and he fly in the sky and he.... Butterfly...um... **2**
5. One day the snail and worm went to a walk. Suddenly a big cloud came and it rained. When it finished raining, the sun came out in the sky and they saw a rainbow. Then the snail asked the worm, why is there a rainbow? And the snail said because the sun and the rain make a rainbow. Then they went to play. **4**
6. No response. **0**
7. There was a butterfly and the boy wants to catch him. He caught him in his net and the butterfly say that he want to be his friend but that the boy had to let him go. So the boy said okay and let him go. And then they friends. **3**
8. There a butterfly, and he tried to catched him. He caught him and then let him go. The butterfly start to fly, flying in sky. Then they friends. **3**
9. The butterfly, the butterfly flying he fly high, he fly in the sky, the butterfly, the butterfly the boy he fly, they fly...he fly...the butterfly is red, the boy caught him....the boy is red...and that's it. **2**





Add it Up



FOR HAND-SCORING ONLY:

Oral Language	# correct		
Simon Says	3	× 2 =	6
Art Show	2	× 1 =	2
Say What	1	× 2 =	2
Human Body	4	× 1 =	4
Story #1 score	2	× 4 =	8
Story #2 score	1	× 4 =	4
Oral Language Total = Level	26	=	1



Using Table 3 – Cut-Off Levels and Interpretation of Scores, the tester finds the Total Score range....

The tester then finds the corresponding proficiency level to the right and puts that number in the box.

Table 3
Cut-Off Levels and Interpretation of Scores

Total Score (4-year-olds)	Total Score (5- and 6-year-olds)	Proficiency Level	Interpretation of Numerical Levels
Oral Language Component			
0–56	0–61	1	Non-English Speaker (NES)
57–66	62–71	2	Limited English Speaker (LES)
67–76	72–81	3	Limited English Speaker (LES)
77–86	82–91	4	Fluent (proficient) English Speaker (FES)
87–100	92–100	5	Fluent (proficient) English Speaker (FES)
Pre-Literacy Component			
N/A	0–59	1	Low (L)
N/A	60–79	2	Mid-level (M)
N/A	80–100	3	High (H)

Hand Scoring – Determining Proficiency



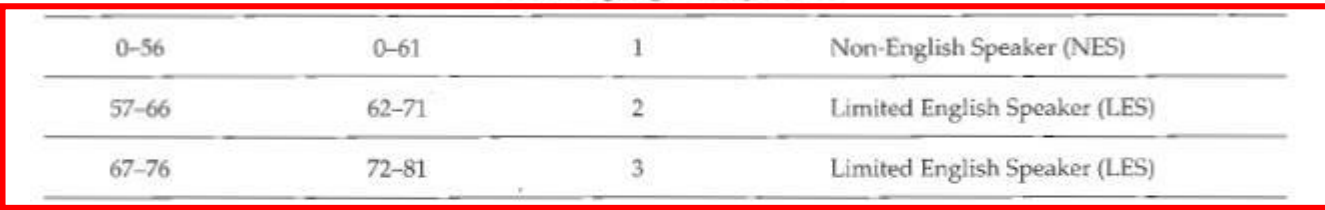
Using the total calculated scores, find the total score and proficiency level using the Cut-Off Levels and Interpretation of Scores table below.

Oral Language Total = Level 61 = 1
 Pre-Literacy Total = Level 48 = 1

Cut-Off Levels and Interpretation of Scores

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57-66	62-71	2	Limited English Speaker (LES)
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77-86	82-91	4	Fluent (proficient) English Speaker (FES)
87-100	92-100	5	Fluent (proficient) English Speaker (FES)
Pre-Literacy Component			
N/A	0-59	1	Low (L)
N/A	60-79	2	Mid-level (M)
N/A	80-100	3	High (H)

LEP →



Refer to page 43 of the Examiner's Manual





Thank you!

