Guide to Scoring the preLAS

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

Score	Characteristics of the Story Response
0	• No response. • No response in English. • Entire response is in a language other than English.
1	• Response may be only one word in English. • Response may be only isolated words, phrases, or verbal expressions such as "Good morning" or "How are you?" • Response has no sentence structure. • Response may include some non-English words.
2	• Response contains at least one sentence. • Response is in phrases or simple sentences (with a subject and a predicate) that are difficult to associate with a story line. • Response is often full of repetitions and unconnected ideas. • Response may include some non-English words.
3	• Response contains a recognizable story line or string of connected thoughts, although detail may be minimal. • Response, no matter how skillfully constructed or complete in detail, contains errors in grammar, syntax, vocabulary, or usage not likely to be made by proficient speakers of Standard American English. (See endnote 2.) • Sentences are longer and more coherent than Score 2 responses. • Response may contain many hesitations. • Response may include some non-English words.
4	• Response is a recognizable version of a story in coherent, fluent sentences. • Sentence construction is usually simple, often a list of events told in plain vocabulary. • Response may include hesitations or digressions that do not impede the narrative. • Errors made are typical among proficient speakers of Standard American English and do not detract from basic fluency. • Clauses are often joined by "and," "then," or "and then." • Response may include an occasional non-English word.
5	• Response is fluent, articulate, and elaborated with detailed sequence, vivid vocabulary, and complex constructions. • Response includes a variety of adverbs and transitional signals ("First," "So then," "and after that," "because," "Finally," etc.). • Response may contain one or two minor errors commonly heard in speech of articulate, proficient speakers of Standard American English. • Response may include an occasional non-English word.

Annotations: "I don't know", Isolated Words

Is there a storyline?

yes = 3, 4 or 5

no = 2, 1, or 0

Are there errors throughout?

Yes = 3

No = 4 or 5

Fluent

To holistically score the student responses in Let's Tell Stories, please find the rubric either in your handouts or in your Examiner's manual on page 26 behind the tab titled "Holistic Scoring".
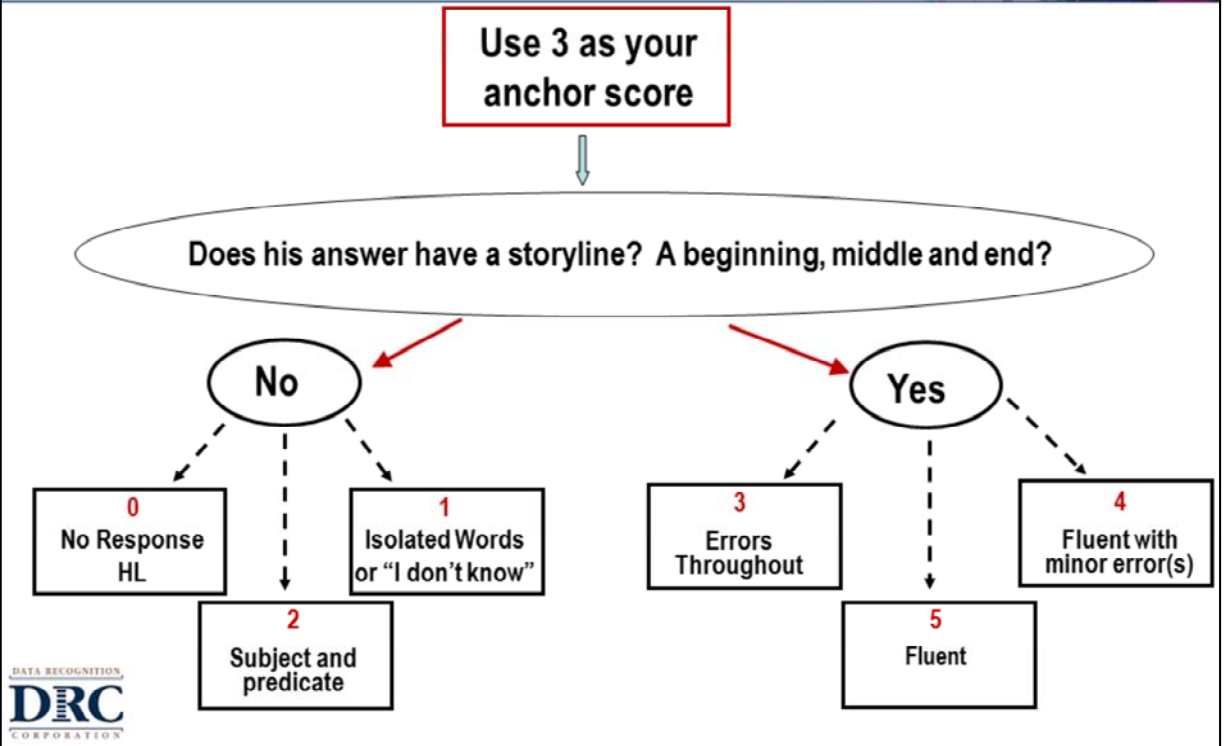
After taking a moment to read through the rubric, please consider a 3 to be your anchor score. When the student responds, is their response a storyline, meaning, does it have a beginning, middle and clear end or conclusion. If the answer is yes, then it will be a 3, 4 or 5. Once you have determined it is a 3, 4, or 5, you ask, are there errors throughout? Errors can be in grammar, word choice, word tense, word omission, or even code switching where while the words all might work together correctly, as soon as you remove the non-English words (English test) there are errors throughout. If you answer yes, there are errors throughout, then it cannot be higher than a 3.

If you answer no, there are not errors throughout, then it is either a 4 or 5. Both 4 and 5 are considered fluent, 5 just provides more elaborate response that flows and provides transitional signals.

First question, "is there a story line?" If your answer is "no", the student just gave me one or two sentences but not a storyline, then it is a 2. If the student provides just isolated words, or a common verbal expression, or even says I don't know in the language of the test, then it is a 1.

A zero is no response, no response in English. If the student speaks a language other than English and in his response says one word in English, he gets credit for that one English word and should receive a 1.

Speaker Notes – Scoring: Let's Tell Stories

Use 3 as your anchor score

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

No

0
No Response
HL

1
Isolated Words
or "I don't know"

2
Subject and
predicate

Yes

3
Errors
Throughout

4
Fluent with
minor error(s)

5
Fluent

Here is a rubric that you may use as a quick reference guide as you administer Let's Tell Stories.

Part 5: Let's Tell Stories – Practice Scoring

- To practice scoring, please utilize the preLAS Speaking Scoring Calibration resources found the Paper Administration Digital Library

LAS Links Paper Administration – Digital Library

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

To practice scoring, please utilize the preLAS Speaking Scoring Calibration resources found the Paper Administration Digital Library
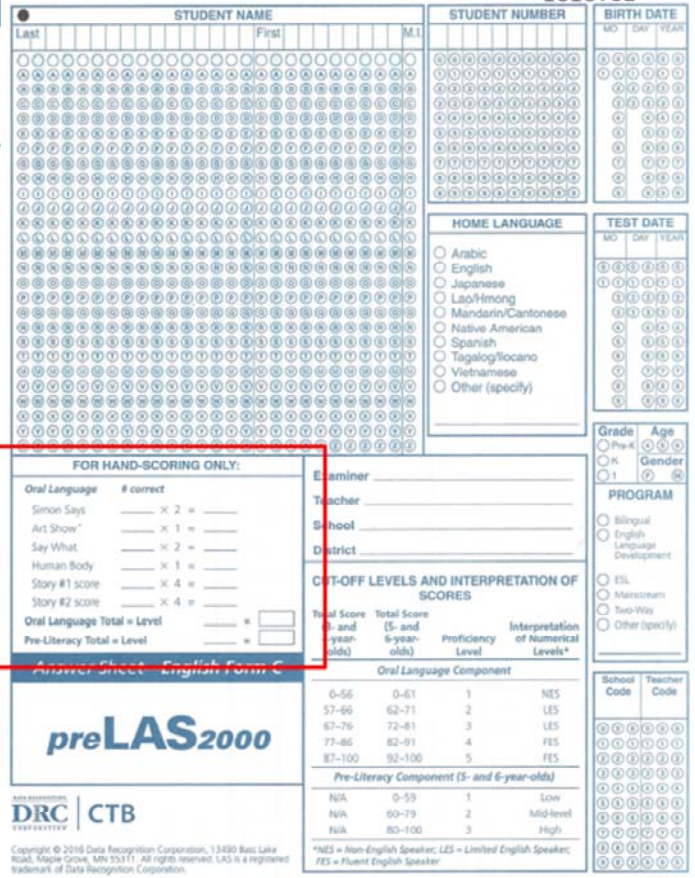
preLAS:
Scoring and Reporting

Now that you have completed parts 1 to 5, you will need to tally the scores to determine the student's proficiency level.

preLAS allows for easy tabulation on the front of the student answer sheet as illustrated here. The preLAS reports in total score, proficiency level and provides proficiency level descriptors.

The first step in tabulating the student proficiency score is to count up the number of items correct from parts 1-5 and transfer those scores from each part to the front of the answer sheet. Do the multiplication across to the right of the number correct, then add up the Oral Language Total and add that to the line.

Uset eh Cut Off Level and Interpretation of Scores chart, located on the front of the answer sheet to do your raw score conversions.

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

CUT-OFF LEVELS AND INTERPRETATION OF SCORES

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

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

- 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.

Using Table 3 – Cut-Off Levels and Interpretation of Scores, the tester finds the Total Score range based on the student's age.

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

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.

Proficiency Levels 1-3 = Limited English Proficiency

CUT-OFF LEVELS AND INTERPRETATION OF SCORES

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

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

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

Students who score a proficiency level 1, 2 or 3 are considered to have Limited English Proficiency.

preLAS Proficiency Levels

Proficiency Levels	Description	Interpretation
1	Non speaker	Students at this level are beginning to develop receptive and productive skills. Language levels range and are at the very beginning stages of language acquisition.
2	Limited speaker	At this level, receptive skills are developing and many students can understand language. Productive skills range from one word responses, use of basic vocabulary words to phrase and fragments.
3	Limited speaker	Students at this level can communicate completely in the language of the test (English or Spanish) but have errors in grammar, syntax, vocabulary usage, not likely to be made by proficient speakers of the language. Receptive skills are usually well-developed at this level.
4	Fluent (Proficient) speaker	Students at this level can communicate using correct vocabulary, grammar, syntax with ease of a native speaker. Receptive skills are well-developed at this level.
5	Fluent (Proficient speaker)	Students at this level can communicate effectively with the ease of a native speaker of the language. Can use accurate and appropriate grammar. Language skills are equal to those of a proficient native speaker. Receptive skills are well-developed at this level.

Proficiency Level Descriptors can be found in the Examiner's manual.

Finally, the pre-literacy component, while available on the answer sheet and in the kit, is an optional component for each LEA, BUT IT DOES NOT FACTOR INTO EL IDENTIFICATION.

For assistance please contact:

DRC Customer Service – Texas

Toll Free: 833-867-5679 Option 1 – **Order Support**
Texas Order Support Email:
LASOrderTX@datarecognitioncorp.com

Toll Free: 833-867-5679 Option 2 – **Technical Support**
Texas Technical Support Email:
LASTechTX@datarecognitioncorp.com

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

DRC is excited to partner with the TEA and Texas districts. If you need any additional information, please refer to resources found at www.laslinks.com/Texas and starting May 28th 2019, please feel free to call DRC Customer Service for Texas LEAs at 833.867.5679 option 1

Once your order form is complete, please submit the completed order form(s), along with any district procurement required documents to the:

Texas ORDERING Support Email LASOrderTX@datarecognitioncorp.com

Please note: The dedicated Texas phone line and email are the only two methods for placing an order for Texas LEAs.