



*preLAS* Online Administration Training  
Handouts & Worksheets

Table 2

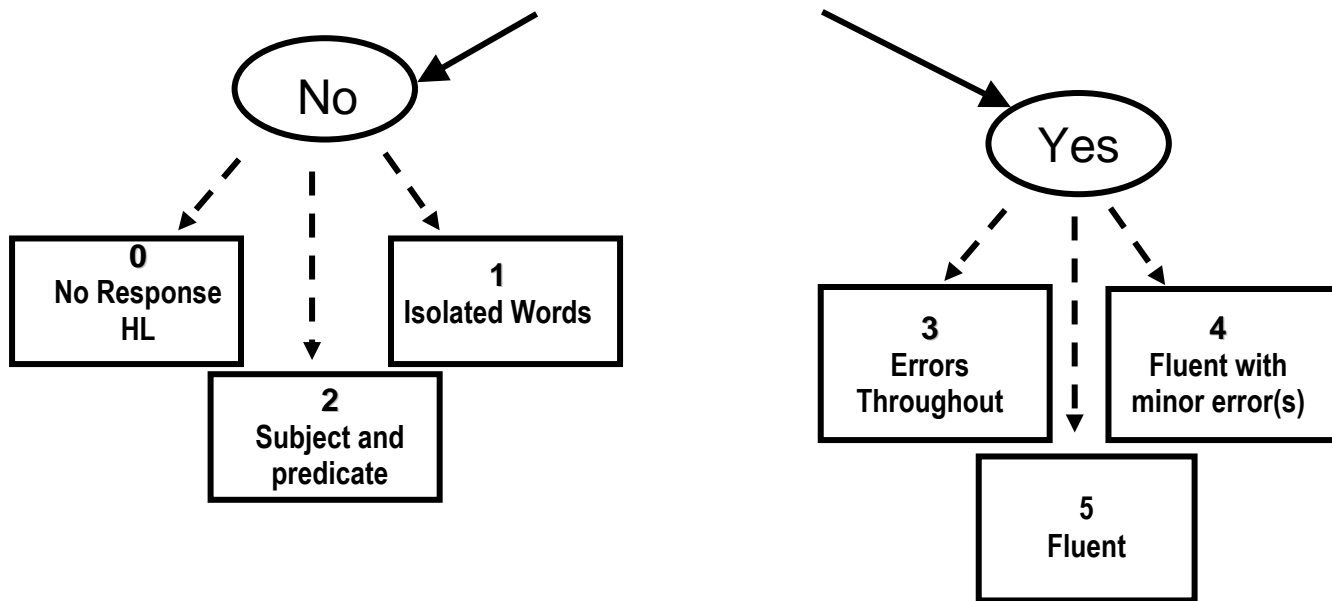
## Description of Scoring Levels for Let's Tell Stories

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

# Scoring: Let's Tell Stories

Use 3 as your anchor score

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

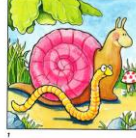
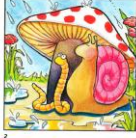






# preLAS Speaking Scoring Calibration Practice Grades preK3 - Kindergarten





## Story: RAINSTORM

Students are asked to listen to a story then tell what happened in the story.

| # | Sample Response   | Score | Prompt   |
|---|---|-------|--|
| 1 | It rain. The snail say, "Why it was a rainbow?" (Porque estaba lloviendo.)  |       | <p style="text-align: center;"><i>Rainstorm</i></p>   <p style="text-align: center;">.....</p>   |
| 2 | One day the snail and the snake went for a walk. Then it was raining and they walk and the snail say, "Why is there a rainbow?" "Because there is rain." And that's the end.  |       |  |
| 3 | It rained and rainbow come. Sun just drop.  |       |  |
| 4 | They see a rainbow and they walk and they can look and they head to the wall.   |       |  |
| 5 | They were walking...There were rain...Then they were rainbow and then they played.  |       |  |
| 6 | One day they go to play then was a rain coming they, they don't know where to go. They color in a shovel and they said he they saw a colors and they said, "Why does a rainbow on here?" "Because the rain and the sun are both and they make a rainbow." |       |  |

## Story: BOBBY AND THE SHOEMAKER

Students are asked to listen to a story then tell what happened in the story.





| # | Sample Response   | Score | Prompt   |
|---|---|-------|--|
| 1 | Black shoe, blue, red. Good morning. Thank you.   |       | <p style="text-align: center;"><i>Bobby and the Shoemaker</i></p>   <p style="text-align: center;">.....</p>   |
| 2 | Bobby's shoe have a, what? Hole in it. He go to the fake to her to him he help it and he fix the shoe and he was very happy he help him clean his house. He fix his shoe. He was very happy.  |       |  |
| 3 | One day is boy, oh is my shoes. And Bobby, "No, I can't do it to you." Bobby in house is clean-up time and Bobby, is your shoes good, Bobby.  |       |  |
| 4 | One day Bobby sat. He looked on his shoe was a hole in it, so he go to the fixer and he say, "I don't have time to..." I forgot. He say, "I can help you do my shoe." Then when it was lunchtime he look on his shoe was brand new and was the same when he have. |       |  |
| 5 | I am holding my shoes. I'm gonna help you.  |       |  |
| 6 | One day when Bobby woke up, he said, "Oh, oh, I have a hole in my shoe." So Bobby went to the shoemaker and the shoemaker said, "I can't help you now." So Bobby went home and he had to clean, and then after dinner his shoe was fit.                           |       |  |



preLAS Speaking Scoring Calibration Practice  
 Grades preK3 - Kindergarten

**BUTTERFLY** – this story is not found on preLAS form C but provides additional practice if desired.

*Students are asked to listen to a story then tell what happened in the story.*

| # | Sample Response  | Score | Prompt   |
|---|--|-------|--|
| 1 | Butterfly he catch it.   |       | <p><i>Butterfly</i></p>   <p>.....</p>   |
| 2 | Be friends. He caught the butterfly, take in both hands, then he free and take him.  |       |  |
| 3 | Catch it. Catch butterfly. Go by, butterfly.   |       |  |
| 4 | The boy saw a beautiful butterfly. The butterfly was on the fence. Then the butterfly say, "I will come at your house so you can watch me fly." The butterfly run.   |       |  |
| 5 | Johnny went to see something and then he see a beautiful butterfly and he try to catch it and Johnny she could catch it and run away. He catch it and he said, "I can be your friend, you let me go." He let go and he stays.      |       |  |
| 6 | One day butterfly free saw a butterfly. He caught it. He was going to catch it. "Please, if you let me go, I'll be your best friend. I'll let you watch me fly away in the blue sky." And he let it go and it fly in the blue sky. |       |  |



# Student Proficiency Report

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

## 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

|  |   |   |  |  |
|--|---|---|--|--|
| <p><b>Level 1</b> – 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.</p> | <p><b>Level 2</b> – 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.</p> | <p><b>Level 3</b> – 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.</p> | <p><b>Level 4</b> – 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.</p> | <p><b>Level 5</b> – 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.</p> |
|--|---|---|--|--|

## STUDENT PRE-LITERACY PROFICIENCY LEVEL

Test Complete Date: 01/08/2020

| Level 1 | Level 2 | Level 3 |
|---------|---------|---------|
|         | ✓       |         |

### Pre-Literacy Proficiency Level Definitions

|  |   |  |
|--|---|--|
| <p><b>Level 1</b> – “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.</p> | <p><b>Level 2</b> – “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.</p> | <p><b>Level 3</b> – “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.</p> |
|--|---|--|

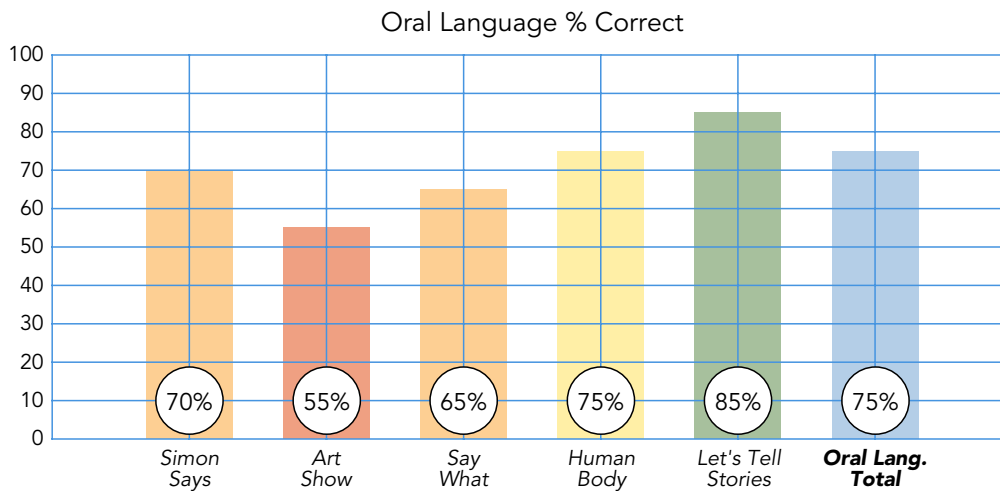




### Cut-Off Levels and Interpretation of Scores

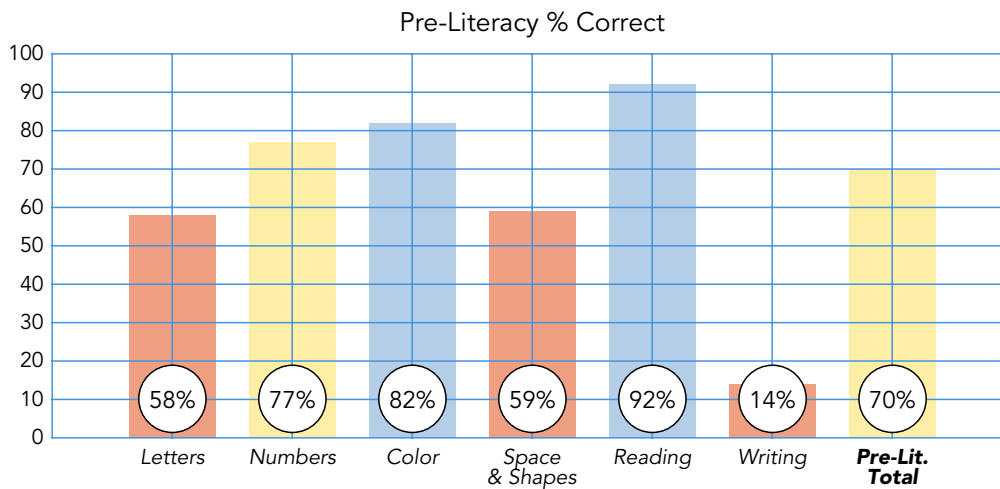
| Total Score<br>(3- and 4-year-olds) | Total Score<br>(5- and 6-year-olds) | Proficiency<br>Level | Interpretation of<br>Numerical Levels     |
|-------------------------------------|-------------------------------------|----------------------|---|
| <b>Oral Language Component</b>      |                                     |                      |   |
| 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) |
| <b>Pre-Literacy Component</b>       |                                     |                      |   |
| N/A                                 | 0-59                                | 1                    | Low (L)                                   |
| N/A                                 | 60-79                               | 2                    | Mid-Level (M)                             |
| N/A                                 | 80-100                              | 3                    | High (H)                                  |

**Oral Language Level** 3      **Oral Language Total Score** 75



**Student  
Performance on  
Oral Language  
Items**

**Pre-Literacy Level** 2      **Pre-Literacy Total Score** 70



**Student  
Performance on  
Pre-Literacy  
Items**