



LAS Links Online
Administration Training
Handouts & Worksheets

Scoring Rubrics for Speaking

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.

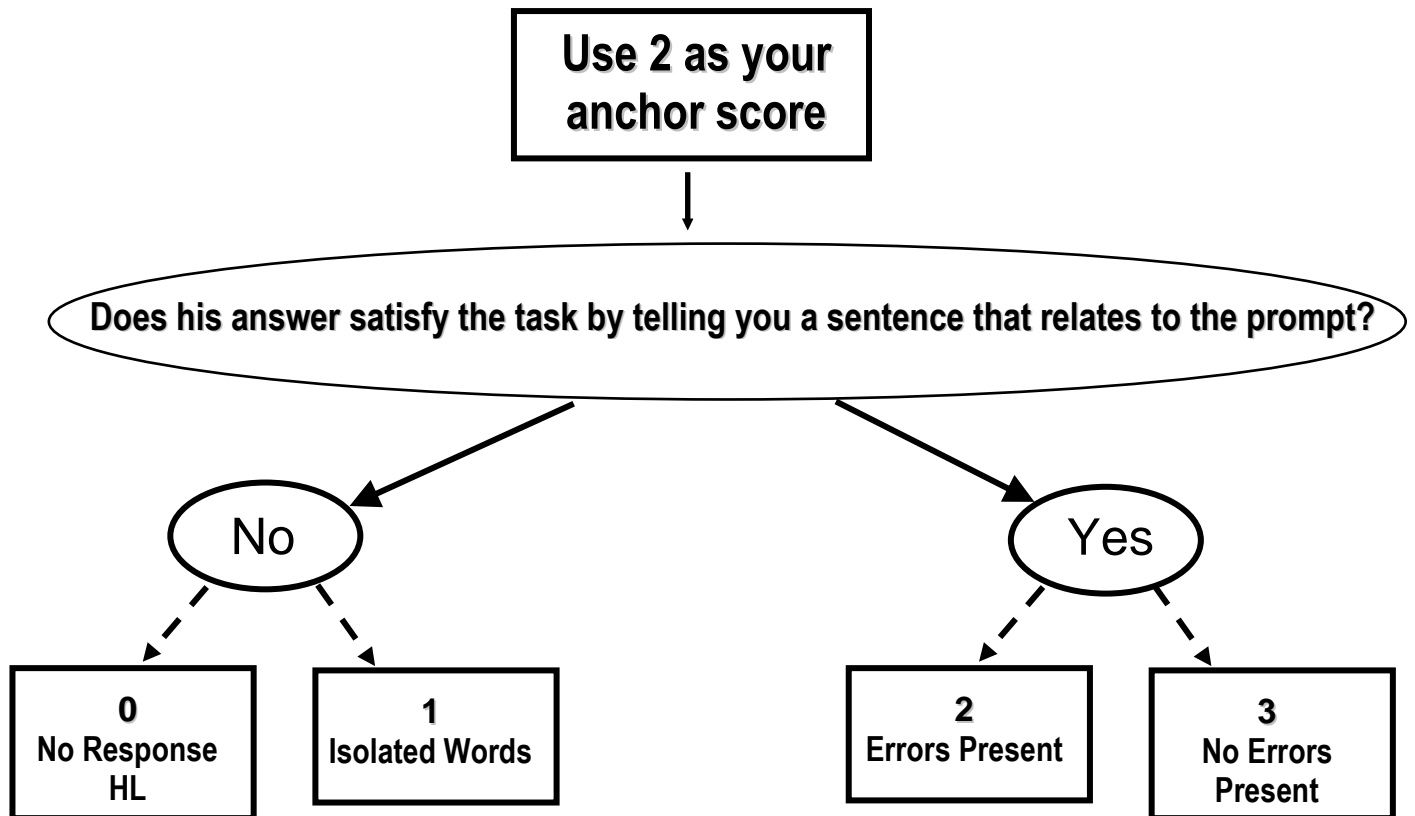
| Score | |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |

GRADES K-12, RUBRIC FOR TELL A STORY

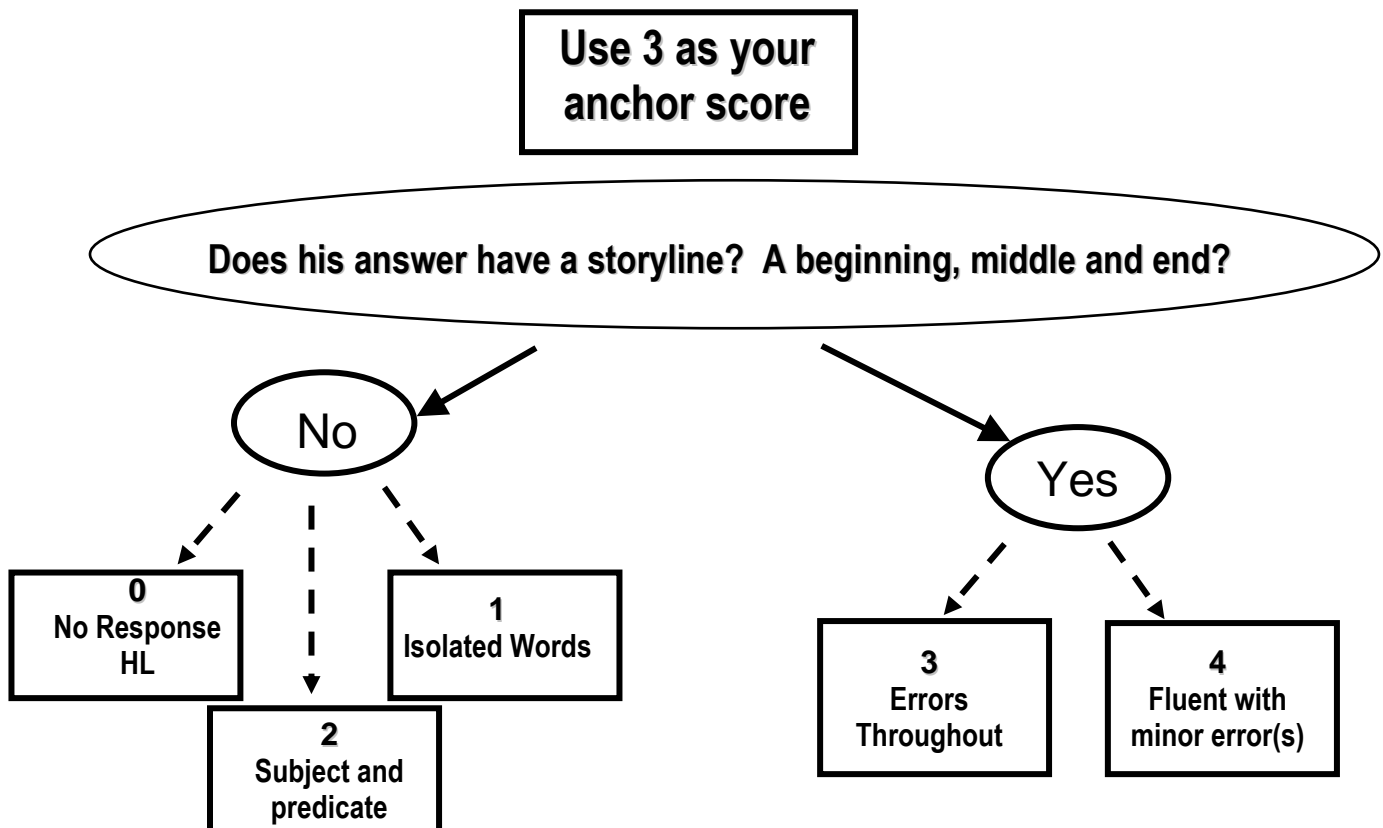
Use the descriptors for each score along with the Sample Responses and Explanations of Score for all items to conduct accurate scoring.

| 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. |

Scoring: Speak in Sentences and Make Conversation



Scoring: Tell A Story






LAS Links Speaking Calibration Practice Form A, Grades 1-12

Section 2: SPEAK IN SENTENCES

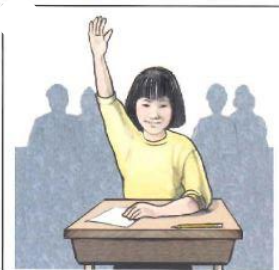
Speak in Sentences K-1

Students are asked to "Tell me what is happening in the picture".

| # | Sample Response | Score | Picture Prompt |
|---|--------------------------------------|-------|-------------------------------------------------------------------------------------|
| 1 | Her is putted the dish in the table. | |  |
| 2 | The girl. | | |
| 3 | She have the dishes. | | |


Speak in Sentences 2-3

Students are asked to "Tell me what is happening in the picture".

| # | Sample Response | Score | Picture Prompt |
|---|------------------|-------|---------------------------------------------------------------------------------------|
| 1 | She moves it up. | |  |
| 2 | Girl, hand. | | |
| 3 | She raise hand. | | |

Speak in Sentences 4-5

Students are asked to "Tell me what is happening in the picture".

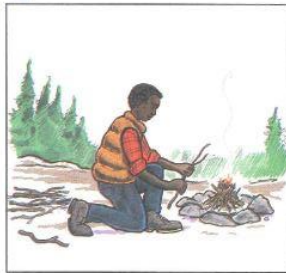
| # | Sample Response | Score | Picture Prompt |
|---|--------------------------------------------|-------|---------------------------------------------------------------------------------------|
| 1 | Him seeing what time is. | |  |
| 2 | He looks at his watch and waits for a bus. | | |
| 3 | He watch. | | |



LAS Links Speaking Calibration Practice Form A, Grades 1-12

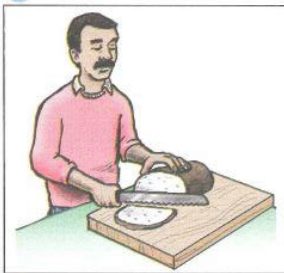
Speak in Sentences 6-8

Students are asked to "Tell me what is happening in the picture".

| # | Sample Response | Score | Picture Prompt |
|---|---------------------|-------|-------------------------------------------------------------------------------------|
| 1 | Her fixes her fire. | |  |
| 2 | He has it. | | |
| 3 | He makes fire. | | |

Speak in Sentences 9-12

Students are asked to "Tell me what is happening in the picture".

| # | Sample Response | Score | Picture Prompt |
|---|---------------------------|-------|--------------------------------------------------------------------------------------|
| 1 | He has the bread. | |  |
| 2 | Cut. | | |
| 3 | He is cutting some bread. | | |

Section 3: MAKE CONVERSATION

Make Conversation K-1

Student will be asked to listen to directions and then answer the best that they can.

| # | Sample Response | Score | Prompt |
|---|----------------------------------|-------|-------------------------------------|
| 1 | At school, I like best the play. | | Tell me what you like about school. |
| 2 | I to school. | | |
| 3 | Is good when we read. | | |



LAS Links Speaking Calibration Practice Form A, Grades 1-12

Make Conversation 2-3

Student will be asked to listen to directions and then answer the best that they can.

| # | Sample Response | Score | Prompt |
|---|-----------------------------|-------|-------------------------------------------|
| 1 | I saying "What time it is?" | | Tell me how you find out what time it is. |
| 2 | You ask, "What time is it?" | | |
| 3 | Time, know? | | |

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. | | |

Make Conversation 6-8

Student will be asked to listen to directions and then answer the best that they can.

| # | Sample Response | Score | Prompt |
|---|---------------------|-------|---------------------------------------------------------------|
| 1 | Game 6 PM. | | Tell your friend the play starts at 6:00pm in the auditorium. |
| 2 | The play. | | |
| 3 | Play being at 6:00. | | |



LAS Links Speaking Calibration Practice Form A, Grades 1-12

Make Conversation 9-12

Student will be asked to listen to directions and then answer the best that they can.

| # | Sample Response | Score | Prompt |
|---|-------------------------------------|-------|-------------------------------------------------------------|
| 1 | I go ... the dentist 2:00. | | Tell your teacher you have a dentist appointment at 2:00pm. |
| 2 | To dentist. | | |
| 3 | Me having the dentist time at 2:00. | | |

Section 4: TELL A STORY

Tell A Story K-1

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

| # | Sample Response | Score | Prompt |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|
| 1 | His mom and him... look the dog. His mom and his say "The dog" Him and his mom put the dog in the, the chair. Him and him. Mom... the girl and dog. | | |
| 2 | The boy and his mama see the picture of the dog. They see the dog. She calls. The girl, she, she gets the dog. She is happy. | | |
| 3 | His mom and him, the dog. Him and his mom and the dog... the girl and dog. | | |
| 4 | His mom and him... look the dog. His mom and his say "The dog" Him and his mom put the dog in the, the chair. Him and him. Mom... the girl and dog. | | |
| 5 | They see the picture of a lost dog. Then they see the dog. The boy, he points to the dog. The mom calls. The girl comes. She gets the dog and she takes him. | | |
| 6 | The mom and boy look at the dog. The boy say, "Look! Here is that dog." The mom tells to the girl. The boy, he petted the dog. The mom and boy wave at the girl. The girl, she holded the dog. | | |



LAS Links Speaking Calibration Practice

Form A, Grades 1-12

Tell A Story 2-3

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

| # | Sample Response | Score | Prompt |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Them go in car. They Grandma and Grandpa. Eat the cakes. | | <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> </div> <div style="width: 50%;"> </div> <div style="width: 50%;"> </div> <div style="width: 50%;"> </div> </div> |
| 2 | The girls and the mom made a pie and went to see their grandparents. The grandma and grandpa are happy to see them and give them hugs. Then they make the food and eat dinner. | | |
| 3 | Girl. Mom. Car. | | |
| 4 | The girls and Mother make the dessert of pie for present Grandma and Grandpa. They take it at their house and hug and then eating. | | |
| 5 | Two students are cooking a pie. They go with the mom, to grandma and grandpa's house. They say hello and are happy. Then they eat that special sweets. | | |
| 6 | They and Mama...car. See Grandma and Grandpa. | | |



LAS Links Speaking Calibration Practice

Form A, Grades 1-12

Tell A Story 4-5

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

| # | Sample Response | Score | Prompt |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Her and him. | | <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>20 1 SCHOOL</p> </div> <div style="width: 50%;"> <p>2</p> </div> <div style="width: 50%;"> <p>3</p> </div> <div style="width: 50%;"> <p>4</p> </div> </div> |
| 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. | | |



LAS Links Speaking Calibration Practice Form A, Grades 1-12

Tell A Story 6-8

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

| # | Sample Response | Score | Prompt |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|
| 1 | The person and the trashes for that place of the school. | | |
| 2 | The class have a lesson. They seed the cans. Boy say to them "Recycle" She throwed that food there and puts the bottle to a different place. | | |
| 3 | It's a class. They see apples and cans. | | |
| 4 | Lesson, students | | |
| 5 | The class has a lesson about recycling. Then they eat their lunches. They think about where they should put the garbage from their lunches and they recycle it. | | |
| 6 | The boy tell. Then the kid say... "What?" | | |



LAS Links Speaking Calibration Practice

Form A, Grades 1-12

Tell A Story 9-12

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

| # | Sample Response | Score | Prompt |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|
| 1 | Car is no work. He call. The man fix. They go. | | |
| 2 | The car not work, so they call. A man comes to help them and he fixed it. Now they car work. | | |
| 3 | The boy and girl. Stop. | | |
| 4 | Their car is not working. The man calls for a tow truck and after a while the tow truck gets to them, and the driver fixes the car. Then they drive away and wave good-bye to the tow truck driver. | | |
| 5 | He don't know and his is wait. And she say and a help. And look in ... and going | | |
| 6 | The man calls. He say, "My car broke." That guy come in a truck to fix. Now the car not broke. | | |

Scoring Rubrics for Writing

GRADES 2–12, WRITING RUBRIC 0–3

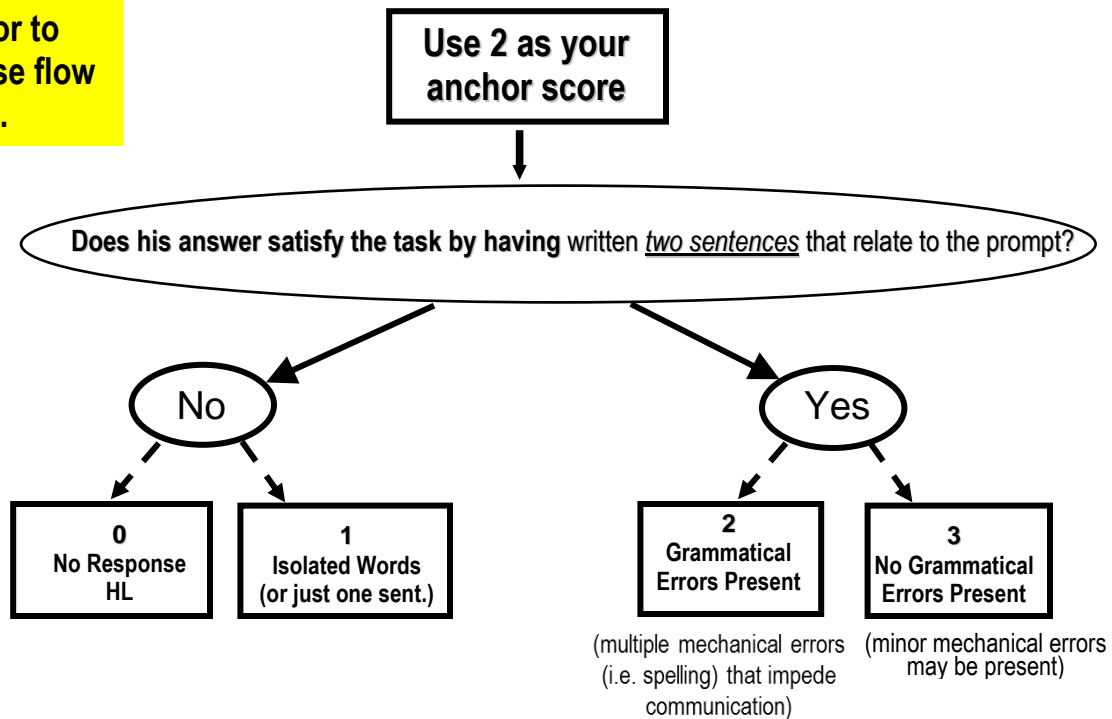
Write About—Student will write two sentences to describe who/what is in a picture and what is happening.

Write Why—Student will make a choice and write two reasons in support of that decision. (Do you prefer rain or snow?)

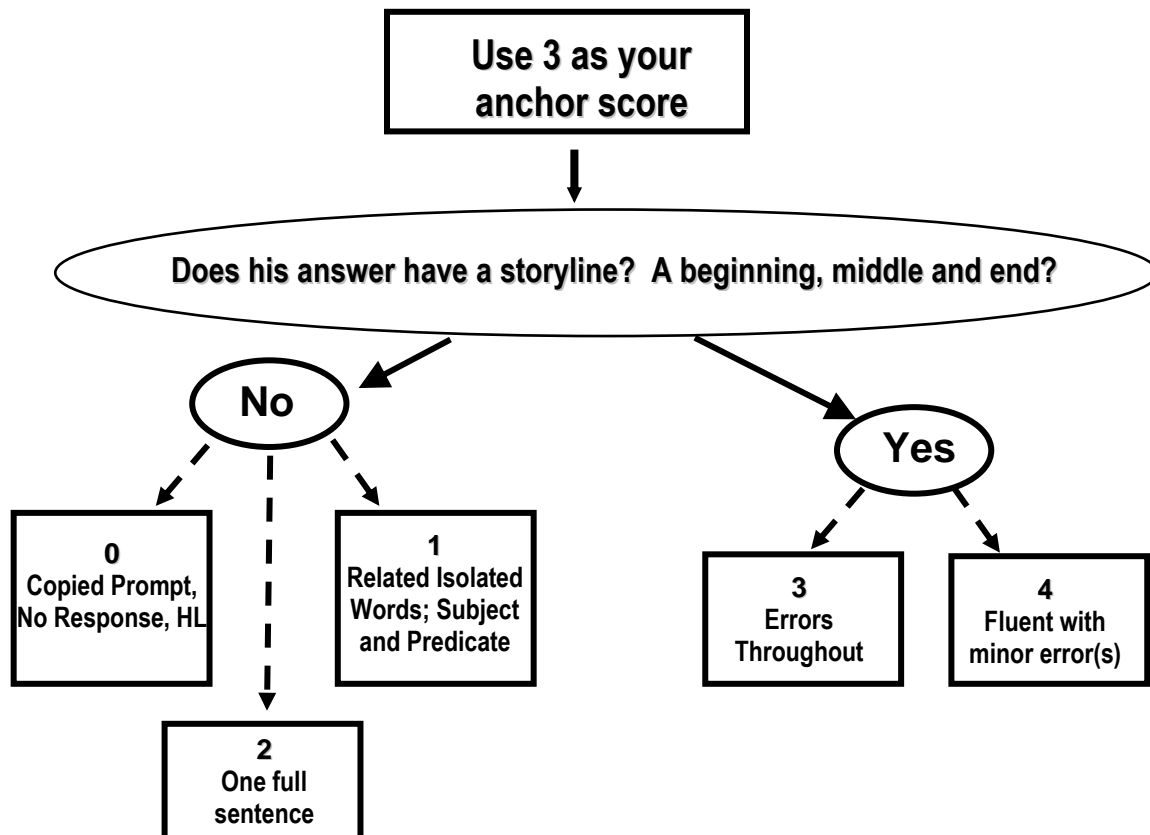
| Score | Descriptors of Scores |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 Minimal or No Communication | ERRORS PREVENT 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 Beginning Communication | ERRORS INTERFERE WITH COMMUNICATION |
| | For Write About : Response includes at least rudimentary sentence structure subject/verb (“The 3 student is”) (“The teacher explication a student”) |
| | 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 Basic Communication | ERRORS DO NOT IMPEDE UNDERSTANDING |
| | 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 Effective Communication | FLUENT 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 |

Note: It is highly recommended that you become proficient in the rubric prior to utilizing these flow charts.

Scoring: Write About, Write Why



Scoring: Write In Detail





LAS Links Writing Calibration Practice

Form A, Grades 2-12

Section 1: WRITE ABOUT

Write About 2-3

Student will write two sentences to describe who/ what is in a picture and what is happening.

| # | Sample Response | Score | Picture Prompt |
|---|-------------------------------------------------------|-------|----------------|
| 1 | the boy is at lunch. He wait his turn. | | |
| 2 | The children are geting food. The boy has popcorn. | | |
| 3 | The boy is have milk. | | |

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

Write About 6-8

Student will write two sentences to describe who/ what is in a picture and what is happening.

| # | Sample Response | Score | Picture Prompt |
|---|----------------------------------------------------------------------------------------|-------|----------------|
| 1 | People trying to write the flowers. The people wearing some apron. | | |
| 2 | The children are painting a picture The children are painting a picture of a plant. | | |
| 3 | The tree peplo is driing. The person is draing I flavor. | | |



LAS Links Writing Calibration Practice

Form A, Grades 2-12

Write About 9-12

Student will write two sentences to describe who/ what is in a picture and what is happening.

| # | Sample Response | Score | Picture Prompt |
|---|----------------------------------------------------------------------|-------|----------------|
| 1 | she pay, the lunch she the change as the madam. | | |
| 2 | The girl works at the store The woman is looking for money. | | |
| 3 | The women have milk in you hand. The women sopping in the market. | | |

Section 2: WRITE WHY

Write Why 2-3

Student will make a choice and write two reasons in support of that decision.

| # | Sample Response | Score | Prompt |
|---|----------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | I like zoo. I like in the zoo. | | <p>Where would you rather go on a field trip? Circle one.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>the zoo</p> </div> <div style="text-align: center;"> <p>the aquarium</p> </div> </div> <p>Why did you choose that place? Write <u>two</u> reasons.</p> |
| 2 | An aquarium, because they have sharcks. Sarcks are fast. | | |
| 3 | I like fish aquarium is fun | | |

Write Why 4-5

Student will make a choice and write two 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. Because I like it and the Drums I dont lik them. | | <p>If you could learn how to play one of these musical instruments, which one would you choose? Circle one.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> guitar drums </div> <p>Why did you choose that instrument? Write <u>two</u> reasons.</p> |
| 2 | It make a better music than a Guitar. It is more funer. | | |
| 3 | Guita the father sing the Guita My Fanther sing Guita | | |



LAS Links Writing Calibration Practice Form A, Grades 2-12

Write Why 6-8

Student will make a choice and write two reasons in support of that decision.

| # | Sample Response | Score | Prompt |
|---|----------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Listen to music because is coul. Because the music is very very crisi. | | Which activity would you rather do? Circle one. exercise listen to music Why did you choose that activity? Write <u>two</u> reasons. |
| 2 | I chose to exercise because its good for your body. Il chose exercise because I like sports. | | |
| 3 | We listen to music can relx ourselves Listening to music can broaden our minds | | |

Write Why 9-12

Student will make a choice and write two reasons in support of that decision.

| # | Sample Response | Score | Prompt |
|---|----------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | I want to be an actor cause I like the Action. I like the movies and the Novels. | | Which career would you like to have when you are older? Circle one. actor architect Why did you choose that career? Write <u>two</u> reasons. |
| 2 | I like to act I thing is easier from Architect | | |
| 3 | The actor Hamson and romantic. Have body beautiful | | |

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 |



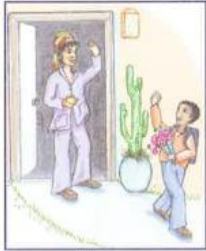



LAS Links Writing Calibration Practice

Form A, Grades 2-12

Section 3: WRITE IN DETAIL

Write in Detail 2-3

Look at the pictures. Write the story that they tell. Be sure your story tells who and where.

| # | Sample Response | Score | Prompt |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Toby has a flower on his hand and walking in to class. 3. Toby gave a flower to the teacher and grab it. 4 Then she puted it in a vase and puted it on her table. | |  1  2  3  4 <p>It was Toby's first day of school.</p> |
| 2 | He was so nervous he could hardly walk! When he came in the classroom he found the and gave her flowers. Then the teacher was really, really happy! | | |
| 3 | Toby do school flor. do clas and give flor tehr. tehr putflorinvas. | | |
| 4 | The boy is saying by to his mom and his mom is saying by to hem to. The boy is taking roses'es to his teacher. When he got to the classroom he gave the rose'es to his teacher. The teacher put it on her desk. | | |
| 5 | the boy take Flawrs to his tisre. his tisreis is happy to have a swiatt ittele boy. | | |
| 6 | Toby hos a floower for hes techter Toby geav her a flower. Toby is looking ot his techer. | | |



LAS Links Writing Calibration Practice Form A, Grades 2-12

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. | | |
| 3 | My favorite activity is doing Math. I like when we do adding, sub, moutian, and dividing. The most one I like is adding, and sub. I like school because we do math at school so I rilley like math for I can get a egecashan and a diploma for I can get a go jod. On all the jobs you need to now your math fakes. For you can add all the mony or the things they oll you. You need to now the told for every thing the tell you. The best thing you need to now is to now how the do math. As you can see I relly like math. | | |
| 4 | My favorite activity is making volcanos because it was fun and we can make a volcano explote and when you took the volcano home if your Parents let you can make your volcano explote and when I got home I made my volcano explote. I used different colors when my volcano explote I used blue Green and Red. | | |
| 5 | pent is art. I make pentin | | |
| 6 | My favorite activity is swimming because when it is hot you can go to the pool, and it is not that you have to take a bath. It feels goof when you go to the pool. You have to get hot water and cold water because, it is cold when you don't have a swimming suit on. Also it is fun to swim in the swimming pool and it's not fun to swim when you are taking a bath because you don't have any room to swim in the bath. You can fall when you are at the pool, and you can't fall when you are taking a bath, because you will hurt yourself, and that is not a good Idea, and you will end up in the hospital, and your mom has to pay money to doctor too, and because you will waste money. | | |



LAS Links Writing Calibration Practice Form A, Grades 2-12

Write in Detail 6-8

Student will write a short composition.

| # | Sample Response | Score | Prompt |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | I would be myself. I don't want to be in anyone else's shoes. I love my life now. It's not too boring but it isn't crazy and hectic. Unlike most people I don't want to be someone famous because they have everyone poking in their lives. I can make mistakes and not have to be watched by millions. I don't mind my life not being perfect, that's okay with me. I like the fact that I'm carving my own future. Sure I won't end up a millionaire with thousands of adoring fans. That's just fine with me. I love, my life and the people in it. | | "If you could be anyone who has ever lived, who would you be? Write some sentences to explain why you chose this person. Use details and check your work." |
| 2 | I want to be a teacher because I like the little kids. And teachers can help the kids want to play you play we play. And when is a problem you can help in the problem. | | |
| 3 | my grandma because I love my grandma and she is nice. She has her family she helps me she gives me many | | |
| 4 | If I could be anyone who has ever lived, I would be myself because I would be how Jesus made you it doesn't matter. All of you are something. | | |
| 5 | It would be Chelina Sanchez because he is my favorite singer. Because he is my family's favorite singer I think he was nice and he is cool I wish I could be him but it would be sad if I died and left my family behind. Because they would miss you but I wish I could be him for some reason. Because he is cool. | | |
| 6 | <p>I would like to be Rosa Parks because although she was not rich and glamorous she was an outstanding figure. Rosa Parks was an African-American woman who refused to move for the white people on the bus. She had to have had plenty of courage knowing that once apprehended she could go to jail or even be killed. But she did not let any of the threats get to her because she knew that what she was doing was right. From her actions, other African-Americans arose from the darkness and finally decided to do something about it.</p> <p>Martin Luther King Jr. did something by standing out and protesting against all the segregation and for that he was assassinated by someone who did not agree with his thoughts. So, he was "punished" for doing what he thought was right which was not good at all.</p> <p>Rosa Parks and Martin Luther King Jr. were only two people who might have started a revolution and taken a step towards the advancement of man-kind. There were</p> | | |



LAS Links Writing Calibration Practice

Form A, Grades 2-12

| | |
|--|---------------------------------------------------------------------------------------|
| | others who helped the cause as well and if they didn't thing might have never changed |
|--|---------------------------------------------------------------------------------------|

Write in Detail 9-12

Student will write a short composition.

| # | Sample Response | Score | Prompt |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | My the music because is beatubul and not ever y one the people the like. My like the pop, rock and romantic. Listen music every the day. Listen, cd o my estation. | | <p>"Think about the music you listen to and the music older people like. In some ways it is similar, and in some ways it is different. Write some sentences explaining how the music you listen to is similar to and different from the music older people like. Use details and check your work."</p> |
| 2 | The music from old people is boring they don't talk about girls they talk about boring stuff | | |
| 3 | I have defnepes Perients, and I have Mexicans Americans and that es I lub comieous food. Like me I like country Music And May mom she loved Rock and Rooll. May Perients hous living en Mexico that Like Mexican Music. Boot and Christian Music May mom She have different stillo and that es different End Me I have. New estilo. I like New Country. I see Much Peoples hauos has diferents estilos the Music I duno more. | | |
| 4 | The music that I listen to is different from the music older people listen to because it has a faster beat. I think that older people listen to music that is smoother in rythem. In ways our music is fairly the same because younger people sample music from older singers. The only difference is that we change some of the wording and the tempo. | | |
| 5 | because the music I like is new and the old people like the old music like my dad and my mom they don't like the music I hear cause they said its not like they want they like the old songs an I like the reggeaton, romantic and Country some of this are old just romantics and country the reggeaton is new. | | |
| 6 | I think there is a big difference between that music. Before the songs had more messages and now they say bad words and other things. The old music was popular, country or rock and now the same, well the rock is more ugly now. One similarity that both have is that most of the songs are of love, and most of the people get in love between the songs. I think the music is going to be always the base of the life. | | |



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 |