



preLAS

Cut off Levels and Proficiency Level Descriptors

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	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)

A **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.

A **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.

A **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.

A **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.

A **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.