



preLAS Online Administration Training

● ● ● Coordinator and Proctor Training Agenda



- ✓ **Training Part 1:** Pre-test activities (preparing to test)
- ✓ **Training Part 2:** Administering *preLAS* Online, includes holistic scoring training
- ✓ **Training Part 3:** Post-test activities (Generating and Interpreting Scores)



Training Part 1: Pre-Test Activities

Activity 1:

Accessing the INSIGHT portal and
DRC's Professional Learning
courses



● ● ● Access the DRC INSIGHT Portal



www.drcedirect.com

The screenshot shows the login interface for the DRC INSIGHT Portal. On the left, there is a white login box with the DRC INSIGHT logo at the top. Below the logo, there are two input fields: 'Username' with the text 'user@datarecognitioncorp.com' and 'Password' with a masked password '*****' and a 'Show Text' checkbox. A blue 'Sign in' button is positioned below the password field, and a link for 'Forgot your password?' is located at the bottom of the login box. On the right, a dark blue sidebar contains the following text: 'Welcome to the DRC INSIGHT Portal', 'Data Recognition Corporation (DRC) welcomes IAS Links educators to eDIRECT!', 'This website enables you to quickly and easily access all test administration tools in one location, from test preparation to reporting of your IAS Links test results.', 'To access your reports, authorized district and school personnel need to log onto the secure site with their e-mail address and password. To log on, press the **Log On** link in the upper right of this page.', 'To find out more information about IAS Links, select the **General Information** link under **All Applications** at the top of this page. Then select **Documents**.' Below this is the heading 'ACCESS ONLINE TOOLS TRAINING WITH GOOGLE CHROME' followed by the text 'Publicly accessible versions of the Online Tools Training are available. Please copy the link below into Google Chrome to access these practice opportunities. Note that Google Chrome is the only supported browser for this public version of the Online Tools Training.' and the URL 'WBTE Portal: <https://wbte.drcedirect.com/LL/portals/>'. At the bottom of the page, there is a footer with '© DRC insight 2020', 'Privacy Policy', 'Terms of Use', 'Contact Us', and the DRC logo.

Use the INSIGHT portal for Test Administrative functions such as professional learning, rostering students, creating test sessions, scoring student responses and for On-Demand reporting.

Portal Activation Email



- Sent from: no-reply@datarecognitioncorp.com
- Check your clutter/spam if you do not find the email in your inbox

Thu 12/8/2016 9:31 AM
no-reply@datarecognitioncorp.com
Welcome to the DRC Portal

Yanez, Shetal

This email is to inform you that a DRC Portal account has been created for you.

Your Username will be shetal.yanez@ctb.com.

Please click [here](#) to activate your account and choose your password or copy and paste this link into your browser:

https://www.drceirect.com/all/eca-portal-ui/activate-account/?token=eyJhbGciOiJIUzU1NiIsInR5cCI6IkpXVCJ9.eyJ1c2VybmFtZSI6ImNoZXRhbC55YW5lekBjdGluY291IiwiaWF0IjoxNDgxMjE0Njg1LCJleHAiOiJlODUwMDEzMDUwLjU1mlzcvl6lmVjYS1kcmMtcHdkcmVzZXQiLCJzdWIiOiJkcmMkFCNC1GMjFLLTQ4MUEtOUNCQi1DQUJCNjI4RENGNTcifQ.xIH2vw_B4NZzylafV8n3uZYr94vmhRdAcKnMOCiJ9PpEZ7AuSx-4yob1ppHyqgMBP1RVb6rrBtpABwJs9FWMYFS_h5KM1YRjv_XZLP10bW5p-aymyL_G3wdHRIN2_E5bBU6KxjVbzgl1Lpl8QW1A5GuFs0oua24z2PhRNQ0S_38EWumRRXvmvPUrypaTrXVmxAd_yGU1N2qXWdvjZ7Pd5c2vGGxKOFU3fPQxTbwS-Us0oBpD04Zh1qbEY0RNMXuE00jHw2EJefSIRhBnOo1SQn/xJS5xEtS9-FYr5p683-jL2XuYVCexWQ7ScA

Thank you,

Data Recognition Corporation

Please note: This email was sent from an auto-notification system that cannot accept incoming email. Please do not reply to this message.

Rectangular Snip

Callout boxes:
- Greeting (points to 'Welcome to the DRC Portal')
- Username is your email address. (points to 'shetal.yanez@ctb.com')
- Hot link to activate account. (points to 'here' and the long URL)

● ● ● Activating your INSIGHT account



Activate Account

* required

New Password *

Confirm New Password *

Activate Account



● ● ● Logging into the Portal



DRC INSIGHT

DRC INSIGHT

Username
user@datarecognitioncorp.com

Password
***** Show Text

Sign in

[Forgot your password?](#)

Welcome to the DRC INSIGHT Portal

Data Recognition Corporation (DRC) welcomes LAS Links educators to eDIRECT!

This website enables you to quickly and easily access all test administration tools in one location, from test preparation to reporting of your LAS Links test results.

To access your reports, authorized district and school personnel need to log onto the secure site with their e-mail address and password. To log on, press the **Log On** link in the upper right of this page.

To find out more information about LAS Links, select the **General Information** link under **All Applications** at the top of this page. Then select **Documents**.

ACCESS ONLINE TOOLS TRAINING WITH GOOGLE CHROME

Publicly accessible versions of the Online Tools Training are available. Please copy the link below into Google Chrome to access these practice opportunities. Note that Google Chrome is the only supported browser for this public version of the Online Tools Training.

WBTE Portal: <https://wbte.drcdirect.com/LL/portals/!/>

© DRC Insight 2020 [Privacy Policy](#) [Terms of Use](#) [Contact Us](#) **DRC**

● ● ● Logging into the INSIGHT portal



- Click on “Forgot your password?” if unable to locate your welcome email
- Your Username is your email address

A screenshot of the DRC INSIGHT login portal. The page features the DRC INSIGHT logo at the top. Below the logo are two input fields: "Username" with the text "user@datarecognitioncorp.com" and "Password" with a masked password "*****" and a "Show Text" checkbox. A blue "Sign in" button is positioned below the password field, with a red arrow pointing to it. Below the button is a link that says "Forgot your password?".

- If the system does recognize you as a User, please check with your LEA’s director who will need to add you as a User to the portal.

Security Agreement



Accept the Security and Confidentiality Agreement

Security and Confidentiality Agreement for DRC Applications

The DRC Applications are designed for State, District, and School level personnel and contain confidential and private information, including, but not limited to, secure test materials, test scores and student demographic information. The system is password protected and requires a username and password for access.

The secure test materials are proprietary information of its owner(s) and are provided to those authorized individuals who are legally bound to maintain the security of the test. In order to access the secure test materials you must first agree to these terms to keep the test materials secure and confidential and not disclose or reproduce any information about the secure test materials except in your authorized capacity.

The system is not for public use, and any student information from the system must not be disclosed to anyone other than a state, district or school official as defined by the Family Educational Rights and Privacy Act of 1974 (FERPA). Under FERPA, a school official is a person employed by the state, district or school as an administrator, supervisor, district test coordinator, school test coordinator, principal, teacher, or principal's designated office staff. Such a user must have a legitimate educational purpose to review an educational record in order to fulfill his/her professional responsibility.

State, district, and school users who are granted permission to this system must read and abide by the Family Educational Rights and Privacy Act (FERPA). Disclosure of passwords to anyone unauthorized to use the system is prohibited. Disclosure of a student's data to their parent or guardian must be in accordance with FERPA. For more information on FERPA, see the U.S. Department of Education website at <http://www.ed.gov/offices/OM/fpco/ferpa/>.

By agreeing to these terms, I hereby certify that I will maintain the confidentiality of secure test materials, system passwords and student data accessed through the **DRC Applications** and I will not share information with unauthorized individuals. If I leave the position that allowed me to access this information, I will neither access nor disclose any data previously accessed through the system. Further, I will destroy any data accessed through the system if such data is no longer being used to serve a legitimate educational purpose. I understand that to continue to access, disclose, or retain such information would be in violation of the **Family Educational Rights and Privacy Act (FERPA)**.

I shall maintain the security and confidentiality of all secure test materials and system passwords and only access the secure test materials in my authorized capacity.

I hereby acknowledge that I have read and understand the terms of this Security and Confidentiality Agreement. Further, I agree to abide by the requirements found in the Family Educational Rights and Privacy Act (FERPA).



Accept Security Agreement

* required

I hereby acknowledge that I have read and understand the terms of the Security and Confidentiality Agreement.*

Confirm Accept

● ● ● Professional Learning Courses



- Click on MY APPLICATIONS >> Professional Learning:

DRC INSIGHT™ LAS LINKS MY APPLICATIONS ▾

| PARTICIPANT PREPARATION | SCORING AND REPORTING | OTHER LINKS |
|-------------------------------|-----------------------|------------------------------|
| Student Management | Educator Scoring | Professional Learning |
| Student Group Management | Report Delivery | License Dashboard |
| Test Administrator Management | Interactive Reports | |
| User Management | | |

TEST PREPARATION

| |
|-----------------|
| Test Management |
|-----------------|

GENERAL INFORMATION

| |
|---------------------|
| General Information |
|---------------------|

TECHNOLOGY SETUP

| |
|-------------------------|
| Central Office Services |
|-------------------------|

POST-TEST ACTIONS

| |
|--------------------|
| Student Management |
|--------------------|

>Welcome to the D
Congratulations, you have suc
Several helpful links are just a
If you are having difficulty nav
LASLinksHelpDesk@datarecog
866.282.2250 (7:00 a.m. - 8:00
ACCESS ONLINE TOOL
Publicly accessible versions of

DRC's Professional Learning



No enrollment code is needed. Scroll down to find the courses you are pre-enrolled in and select the course you'd like to take.



Welcome to DRC Professional Learning for LAS Links

The Texas Education Agency, for the purpose of a Statewide Language Proficiency Test has approved the following assessments:

All preK3, preK4 and Kindergarten students who must be tested for English language proficiency are to be given the preLAS English Form C assessment as well as the preLAS Español Form C assessment when applicable.

All 1st – 12th grade students who must be tested for English language proficiency are to be given the LAS Links English Form A assessment.






All 1st – 6th grade students who must be tested in their primary language of Spanish will be administered the LAS Links Español Form A assessment.

Below are three courses to choose from. Please choose the course (or courses) for the assessment(s) for which you must be trained and calibrated to administer.

You are enrolled in these courses:

▼ All

Sort by Course name Card

- | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
|  LAS Links Español Calibration Training Modules |  LAS Links Online Assessments Training Modules |  LAS Links Paper Assessments Training Modules |  PreLAS Administration Training Modules |  PreLAS Español Calibration Training Modules |
| LAS Links Español Scoring Calibration ... | LAS Links Online Assessments Training Modules ... | LAS Links Paper Assessments Training Modules ... | preLAS Administration Training ... | preLAS Español Calibration ... |

● ● ● DRC's Professional Learning



DRC's Professional Learning is a system designed to provide LEAs with a single robust, integrated platform of preLAS and LAS Links training courses. This virtual training platform, available 24/7, provides 5 courses:

| DRC Professional Learning System | |
|--------------------------------------------------------|----------------------------|
| Course Name | Estimated Time to Complete |
| preLAS administration, scoring and reporting | Up to 2.5 hours* |
| preLAS Español scoring calibration | Up to 2.5 hours* |
| LAS Links paper administration, scoring and reporting | Up to 2.5 hours* |
| LAS Links Online administration, scoring and reporting | Up to 2.5 hours* |
| LAS Links Español scoring calibration | Up to 2.5 hours* |

*estimated time as each course is self-paced and can be taken over the course of a few days and can be taken as many times as desired.

- Onsite training and webinar training allows Users to bypass the training videos embedded in each course. Utilize the videos as needed to supplement your onsite/webinar training.

● ● ● DRC's Professional Learning



- Each course is its own individual course so test administrators may take any or all of the courses based on their assessment assignment(s);
- Test administrators will receive a certificate of calibration once they receive a 90% or better on the “check your knowledge” and “scoring calibration” quizzes associated with each course.



LAS Links Español
Scoring Calibration



LAS Links Online
Assessments Training
Modules



LAS Links Paper
Assessments Training
Modules



preLAS Administration
Training



preLAS Español
Calibration





Training Part 1: Pre-Test Activities

Activity 2:

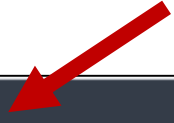
Adding (registering) Students in
the INSIGHT portal





Student Management

Add/View/Edit



DRC INSIGHT™ LAS LINKS MY APPLICATIONS ▾

WELCOME TO THE DRC INSIGHT™ LAS LINKS

Congratulations, you have successfully completed your registration. Several helpful links are just a click away. If you are having difficulty navigating the system, please contact the top of page support team at LASLinksHelpDesk@datarecognition.com or call 866.282.2250 (7:00 a.m. - 8:00 p.m. EST).

ACCESS ONLINE TOOLS

Publicly accessible versions of the system are available for practice.

PARTICIPANT PREPARATION

- Student Management**
- Student Group Management
- Test Administrator Management
- User Management

TEST PREPARATION

- Test Management

POST-TEST ACTIONS

- Student Management

SCORING AND REPORTING

- Educator Scoring
- Report Delivery
- Interactive Reports

GENERAL INFORMATION

- General Information

TECHNOLOGY SETUP

- Central Office Services

OTHER LINKS

- Professional Learning
- License Dashboard

● ● ● Adding Students One-by-One



DRC INSIGHT™ LAS LINKS ▾ STUDENT MANAGEMENT ▾

Student Management **Manage Students** Student Status Dashboard

Manage Students

Manage Students Upload Multiple Students

[+ Instructions](#)

* Indicates required fields

Administration School

Student ID

Accommodation

Grade Demographic Test Administrator

Student Group LAS Links Form Session

Online Test Status Session Assignment

1) Click Manage Students
2) Choose preLAS Online



● ● ● Adding Students One-by-One



DRC INSIGHT LAS LINKS STUDENT MANAGEMENT

Student Management Manage Students Student Status Dashboard

Manage Students

Manage Students Upload Multiple Students

[Instructions](#)

* Indicates required fields

Administration * District * School

Last Name First Name Student ID

Accommodation LAS Links Form Accommodation

Grade Demographic

Student Group LAS Links

Online Test Status Session Assignment

| Last Name | First Name |
|--------------------------|------------|
| <input type="checkbox"/> | Student |
| <input type="checkbox"/> | Sample |

Page 1 of 1 (1 items) < Prev 1 Next >

- 1) Click Manage Students
- 2) Choose preLAS Online from the "Administration" drop down menu
- 3) Choose a School from the drop down menu
- 4) Click Add Student at the bottom of the screen

● ● ● Adding Students One-by-One



Add Student

⊕ [Instructions](#)

* Indicates required fields

Last Name * First Name * Middle Initial Student ID *

Student Detail | Accommodations | Demographics | Student Groups | Testing Codes

Administration * District * School *
Date of Birth * Grade * Gender *
(mm/dd/yyyy)

- (Select)
- PK
- K
- 01

Any cell with an asterisk* next to it is required student information.

If you do not have a student ID number established by the time you are testing the student, one recommendation is to enter a temporary ID number and once the student ID is available, find the student, click edit and update the student ID. Student IDs must be unique throughout your district therefore a suggested temporary ID would be "temp01[schoolname]"



Student Management

Find and Edit Students



Student Management **Manage Students** Student Status Dashboard

Manage Students

Manage Students Upload Multiple Students

[Instructions](#)

* Indicates required fields

Administration: preLAS Online * District: Sales and Training District - School: Sales and Training Site 1 - 1

Last Name: [] First Name: [] Student ID: []

Accommodation LAS Links Form: [] Accommodation Type: [] Accommodation: []

Grade: [] Demographic: [] Test Administrator: []

Student Group: [] LAS Links Form: [] Session: []

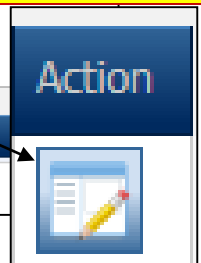
Online Test Status: [] Session Assignment: []

Find Students **Clear**

| Students | | | | | |
|--------------------------|-----------|------------|------------|---------------|-------|
| <input type="checkbox"/> | Last Name | First Name | Student ID | Date Of Birth | Grade |
| <input type="checkbox"/> | A | A | 37870 | 4/18/2010 | 02 |

- To see a roster of all students rostered in INSIGHT
 - Choose “all” from the drop down menu
- To see a roster of all students at a School
 - Choose the School from the dropdown menu
- To find a particular student:
 - Fill the one or more of the search fields (ie Name and/or Student ID)
- Click Find Students
- Roster will appear below

View/Edit



● ● ● Accommodations



Add Student

[+ Instructions](#)

* Indicates required fields

Last Name * First Name * Middle Initial Student ID *

* * *

Student Detail Accommodations Demographics Student Groups Testing Codes

Accommodations are not applicable for the preLAS Online administration.

Save

Save & Add Another

Cancel



Student Management

Adding Demographics



Please note, student demographic data will not be included on the *preLAS* Online On-Demand Report therefore it is not necessary to apply this information to the student profile.

Add Student

[+ Instructions](#)

*** Indicates required fields**

Last Name * First Name * Middle Initial Student ID *

Student Detail Accommodations **Demographics** Student Groups Testing Codes

Hispanic/Latino

Race (Choose all that apply)

- Race - American Indian or Alaskan Native
- Race - Asian
- Race - Black or African American
- Race - Native Hawaiian or Other Pacific Islander
- Race - White

Program (Choose all that apply)

- Program - Bilingual
- Program - English Language Development
- Program - ESL
- Program - Mainstream
- Program - Two-Way



Student Management: Multiple Student Upload (MSU)



Student Management **Manage Students** Student Status Dashboard

Manage Students

Manage Students **Upload Multiple Students**

Download the [File Layout](#) (PDF document) and a [Sample File](#) (CSV Text File).

[Instructions](#)

* Indicates required fields

Administration: preLAS Online *
District: Sales and Training District - *
School: Sales and Training Site 1 - 1
File: Browse... *

Upload

Caution: DO NOT utilize the MSU to edit students' first and last names, IDs, nor DOB. If you change any of these via the MSU, you will create a duplicate student. Only use "edit student" to change these elements.

| District Name | District Code | State Abbreviation | School Name | School Code | Grade | Last Name | First Name | Middle Initial | Date of Birth | Gender | Student ID |
|---------------|---------------|--------------------|-------------|-------------|-------|-----------|------------|----------------|---------------|--------|------------|
| | 100999999 | | | 999991 | PK | Garza | John | | 01/01/2016 | M | 9999991 |
| | 100999999 | | | 999992 | K | Sanchez | Samantha | | 01/01/2015 | F | 9999992 |
| | 100999999 | | | 999992 | 1 | Adams | Jonathon | | 01/01/2014 | O | 9999993 |

Require cells are highlighted.

District Code and School Code can be found by clicking on the District and School tabs above.

If you are a large district and need a list of your school codes (as opposed to using the drop down school list), please contact Texas Tech Support.



Training Part 1: Pre-Test Activities

Activity 3:

Creating Test Sessions



Texas English Learner Identification: Program Overview



| Grade Level | Approved Assessment(s) for Identification: |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| preK3, preK4, Kindergarten | <ul style="list-style-type: none">• preLAS English Form C• preLAS Español Form C• Available in Online and Paper formats |
| 1 st Grade | <ul style="list-style-type: none">• LAS Links Form A• Speaking and Listening Only• Available in Online or Paper formats |
| 2 nd – 12 th Grade | <ul style="list-style-type: none">• LAS Links Form A• Speaking, Listening, Reading and Writing• Available in Online or Paper formats |
| 1 st – 6 th Grade | <ul style="list-style-type: none">• LAS Links Español Form A• Speaking and Listening• Available in Online or Paper formats |

❖ Norm Reference Tests are no longer utilized for the identification of English learners.

● ● ● Test Management – Creating a Session



DRC INSIGHT™ LAS LINKS MY APPLICATIONS ▾

| PARTICIPANT PREPARATION | SCORING AND REPORTING | OTHER LINKS |
|-----------------------------------------------|-----------------------------------------|---------------------------------------|
| Student Management | Educator Scoring | Professional Learning |
| Student Group Management | Report Delivery | License Dashboard |
| Test Administrator Management | Interactive Reports | |
| User Management | | |
| TEST PREPARATION | GENERAL INFORMATION | |
| Test Management | General Information | |
| POST-TEST ACTIONS | TECHNOLOGY SETUP | |
| Student Management | Central Office Services | |

● ● ● Creating a Test Session



To add a session, choose preLAS Online from the Administration dropdown.

Choose the School (as applicable) from the dropdown menu, then click Add Session, found at the bottom of the page.

The screenshot shows the 'TEST MANAGEMENT' interface with the 'Test Sessions' form. The 'Administration' dropdown is highlighted with a red box and contains 'preLAS Online'. The 'School' dropdown is also highlighted with a red box and contains 'Cara Quinn Sales and Training'. A red arrow points to the 'Add Session' button at the bottom left of the page.

DRC INSIGHT LAS LINKS TEST MANAGEMENT

Test Management | Manage Test Sessions | Manage Testing Windows

Test Sessions

Manage Test Sessions | Upload Multiple Test Sessions

*** Indicates required fields**

Administration: preLAS Online *
District: Sales and Training District -
School: Cara Quinn Sales and Training

Last Name: _____ First Name: _____ Student ID: _____
Session: _____ Test Administrator: (All) Scoring Option: (All)
LAS Links Form: (All) Assessment: (All)
Date Range FROM: _____ Date Range TO: _____

Show Sessions | Print All Tickets

Sessions | Status Summary

Session Detail

| Select | District | School | Session Name | Assessment | Status | Begin Date | End Date | Scoring Option | Action |
|----------------------------------------------------------------------------------------|----------|--------|--------------|------------|--------|------------|----------|----------------|--------|
| Choose from the above filters and click on 'Find Sessions' to view matching 'Sessions' | | | | | | | | | |

Add Session | Export to Excel | Unlock Selected | Unlock All | Export Student Details | Change to DRC Scored

● ● ● Creating a Test Session



1. Uniquely name your session so you can easily search for it later
2. Choose the desired Test Form
3. Choose from the available subtest
 - Note: Only Oral Language is required for Identification purposes.
 - Pre-Literacy may be utilized at no additional cost
4. Highlight the students to be added to the session and click the blue right arrow to assign them to the session.

* Indicates required fields

Session Name: preK3 ID - English * Scoring Option Status: Educator Scored Change to DRC Scored Test Administrator: [dropdown]

LAS Links Test Form: English Form C (selected), English Form D, Espanol Form C

Available Subtests: Oral Language, Pre-Literacy

Subtest(s) Chosen for Session: Oral Language English Form C

Begin Date: 9/1/2020 * End Date: 9/30/2020 * Mode: Online *

Search for Available Students

Student Last Name: [input] Student First Name: [input] Student ID: [input] Grade: (All) [dropdown]

Demographic: (All) [dropdown] Accommodation: (All) [dropdown] Test Administrator: (All) [dropdown] Student Group: (All) [dropdown]

Find Students New Student Clear

Available Students: Test, Test (temp01)

Students in Session: [empty list]

Double-click to edit Student


Save Save & Add Another Cancel



Generating Test Tickets

Print All / Print Selected



To print all of the test tickets for the students in a test session, click the Print All Tickets icon () in the Action column of the Sessions Detail window for the test session.

Test Sessions

Manage Test Sessions | Upload Multiple Test Sessions

[Instructions](#)

* Indicates required fields

Administration: preLAS Online * | District: Sales and Training District - | School: Cara Quinn Sales and Training School

Last Name: | First Name: | Student ID: |

Session: | Test Administrator: (All) | Scoring Option: (All) |


LAS Links Form: (All) | Assessment: (All) |

Date Range FROM: | Date Range TO: |

Show Sessions | Print All Tickets

Sessions | Status Summary

[Instructions](#)

| Session Detail | | | | | | | | | |
|--------------------------|-----------------------------|--------------------------------------|------------------|----------------|-------------|------------|-----------|-----------------|---------------------------------------------------------------------------------------|
| Select | District | School | Session Name | Assessment | Status | Begin Date | End Date | Scoring Option | Action |
| <input type="checkbox"/> | Sales and Training District | Cara Quinn Sales and Training School | preK3 ID English | English Form C | Not Started | 8/17/2020 | 9/30/2020 | Educator Scored |  |

● ● ● Test Tickets



preLAS Online Student Test Roster

Student Roster is for the Test Administrator

District: Sales and Training District
School: Cara Quinn Sales and Training School
LAS Links Form: English Form C
Assessment: English Form C
Test Session: preK3 ID English
Test Session Window: 8/17/2020 to 9/30/2020

| Completed | Accommodation(s) | Student Name | Date of Birth | Student ID | User Name | Password |
|--------------------------|------------------|--------------|---------------|------------|-----------|----------|
| <input type="checkbox"/> | N/A | Jane, Doe | 5/25/2018 | Temp02 | DJANE1 | RICE4675 |
| <input type="checkbox"/> | N/A | John, Doe | 5/25/2018 | Temp03 | DJOHN1 | FORM2264 |
| <input type="checkbox"/> | N/A | Test, Test | 5/25/2018 | temp01 | TTEST1 | BIRD2592 |


The Test Administrator uses the Test Ticket information to log into the test. NOT the student.

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Accommodation(s): N/A Test Session Name: preK3 ID English Student ID: Temp02 Username: DJANE1 Password: RICE4675 | Accommodation(s): N/A Test Session Name: preK3 ID English Student ID: Temp03 Username: DJOHN1 Password: FORM2264 |
| preLAS Online Online Test Ticket English Form C - English Form C | |
| Test Test Date of Birth: 5/25/2018 Accommodation(s): N/A Test Session Name: preK3 ID English Student ID: temp01 Username: TTEST1 Password: BIRD2592 | |

Test Ticket is for the Test Administrator

● ● ● Editing a Test Session



To edit a test session, click the View/Edit icon () in the Action column. Once one student has started testing in that particular test session, the only edits you can make to a test session is to **change the test session end date**, add additional students to the session, or to remove students (who have not started testing) from the test session.

Test Sessions

Manage Test Sessions | Upload Multiple Test Sessions

[Instructions](#)

* Indicates required fields

Administration: preLAS Online * | District: Sales and Training District - | School: Cara Quinn Sales and Traini |

Last Name: | First Name: | Student ID: |

Session: | Test Administrator: (All) | Scoring Option: (All) |

LAS Links Form: (All) | Assessment: (All) |






Date Range FROM: | Date Range TO: |

Show Sessions | Print All Tickets

Sessions | Status Summary

[Instructions](#)

Session Detail

| Select | District | School | Session Name | Assessment | Status | Begin Date | End Date | Scoring Option | Action |
|--------------------------|-----------------------------|--------------------------------------|------------------|----------------|-------------|------------|-----------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Sales and Training District | Cara Quinn Sales and Training School | preK3 ID English | English Form C | Not Started | 8/17/2020 | 9/30/2020 | Educator Scored |      |



Training Part 2: Administering *preLAS* Online

Activity 1: Test Administrator Testing Experience



● ● ● preLAS Online Testing



When you, the Test Administrator, are ready to administer the test, click on the DRC INSIGHT App installed on your device
-OR- for Remote Testing, go to the Public URL.



A screenshot of the preLAS Test Sign In interface. The background is dark blue. At the top left is the LAS Links logo. In the center is a white square containing the LAS Links logo and the text 'LAS LINKS' below it, with 'Practice Test' and 'Test Sign In' written below the square. To the right is a yellow butterfly logo with the text 'preLAS' and 'Test Sign In' below it. A large red arrow points to the butterfly logo.

Sign In



preLAS

Sign in to DRC INSIGHT with the Username and Password provided to you.

Username:

Password:

Back

Copyright © 2020 Data

Type in the Username and Password provided to you on the Test Ticket

LAS Links

Student Test Roster

District: Sales and Training District
School: Cara Conn Sales and Training School
LAS Links Form: English Form A
Assessment: Grades 2-3 (Eng. A)
Test Session: 2-3 EL Identification
Test Session Window: 8/3/2020 to 8/27/2021

| Completed | Accommodation(s) | Student Name | Date of Birth | Student ID | User Name | Password |
|--------------------------|------------------|------------------|---------------|------------|-----------|----------|
| <input type="checkbox"/> | N/A | Garza, Charlie | 7/23/2010 | 123453427 | | |
| <input type="checkbox"/> | N/A | Hernandez, Felix | 2/5/2012 | 10012345 | | |
| <input type="checkbox"/> | N/A | Jeffrey, Ryan | 10/12/2005 | 012345678 | | |
| <input type="checkbox"/> | N/A | Kim, Robin | 9/23/2015 | 132870 | | |
| <input type="checkbox"/> | N/A | mary, garza | 8/22/2005 | 1234 | | |

preLAS Test Materials Needed for Online Testing



**Student licenses in DRC's
INSIGHT Portal**

Examiner's Manual:
provides in-depth test
directions, rubrics and
scoring

Cue Picture Book:
provides picture prompts to
use while testing

**Audio CD and/or Audio
Files** found in INSIGHT



● ● ● Accessing the Audio Files



DRC INSIGHT LAS LINKS MYAPPLICATIONS

GENERAL INFORMATION TEST ADMINISTRATION Professional Learning

General Information Announcements Documents Downloads On-Demand Tutorials

Documents

Documents

Instructions

Administration LAS Links Document Type Assessment Resources

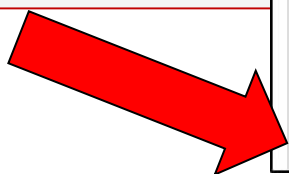
Show Documents

Drag a column header here to group by that column

| Administration | Document Type | Title | Description |
|----------------|----------------|------------------------------------------------------|----------------------------------------------------|
| LAS Links | Manuals/Guides | LAS Links Central Office Services (COS) Installation | COS Installation Quick Start Guide |
| LAS Links | Manuals/Guides | LAS Links National Digital Library | Digital Library: Navigational Guides and Videos |
| LAS Links | Manuals/Guides | LAS Links Online Headset Recommendations | Guidance on headsets to use for student testing |
| LAS Links | Manuals/Guides | LAS Links Portal User Guide | INSIGHT Portal Guide |
| LAS Links | Manuals/Guides | LAS Links TUG - Volume I | Technical User Guide Volume I - Intro to LAS Links |
| LAS Links | Manuals/Guides | LAS Links TUG - Volume II | Technical User Guide Volume II - Central Office |
| LAS Links | Manuals/Guides | LAS Links TUG - Volume III | Technical User Guide Volume III - INSIGHT |
| LAS Links | Manuals/Guides | LAS Links TUG - Volume IV | Technical User Guide Volume IV - Troubleshooting |
| LAS Links | Manuals/Guides | preLAS and LAS Links Audio Files | Links to preLAS and LAS Links Audio Files |

WBTE Portal: <https://wbte.drccedirect.com/LL/portals>

DRC CORPORATION **LAS Links**



● ● ● What is the preLAS?



The preLAS is language proficiency assessment consisting of an Oral Language component in **English and Spanish** for preK3-, preK4-, and Kindergarten students. Test results are used to:

- Identify and place English Language Learners (EL's) in appropriate classroom settings
- Measure the developing language of first-language learners of Spanish
- Individually administered assessment
- Takes approximately 15 minutes to administer

● ● ● Test Response Time



Refer to page 14 of the Examiner's Manual

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

● ● ● *preLAS* Part 1: Simon Says



preLAS C - Oral Language

Question 1



For more detailed information, refer to:
Page 15 of the Examiner's Manual

Simon Says

We're going to play a game called Simon Says. Simon is someone who tells us what to do. You do exactly what Simon says.

Practice 1: Simon says look up.

Correct Response Incorrect Response No Response

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: Test Administrator clicks on the circle for Correct, Incorrect and No responses.

Review

● ● ● preLAS Part 1: Simon Says



Simon Says

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

Online items: 1 - 12

preLAS C - Oral Language
Question 1

Simon Says

We're going to play a game called Simon Say. Simon is someone who tells us what to do. You do exactly what Simon says.

Practice 1: Simon says look up.

Correct Response Incorrect Response No Response

Review/End Test Pause Flag Next

preLAS C - Oral Language
Question 1

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

exactly what Simon says

● ● ● When to Stop Testing





Refer to Page 14 of the Examiner's Manual for detailed information.

- 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.

● ● ● When to Stop Testing



preLAS C - Oral Language

Question 1  

Simon Says

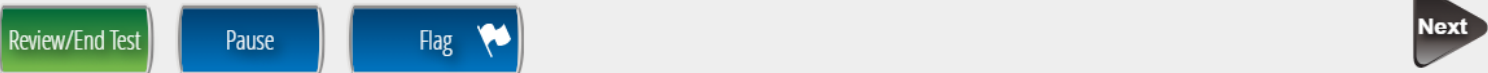
We're going to play a game called Simon Says. Simon is someone who tells us what to do. You do exactly what Simon says.

Practice 1: Simon says look up.

Correct Response Incorrect Response No Response

Tip: To keep track of items missed, flag each item that is marked as Incorrect or No Response.

- Click the Review/End button at the bottom of the page to see if you have 5 flags (incorrect items) in a row
- Follow this process again if you think the student has missed 5 in a row in 2 sections in a row



When to Stop Testing








preLAS C - Oral Language

Training Student

Filter:

Please be sure you have answered all of the questions.
Click on the question line to move to that question.

| Question | Question | Question |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------|
| 1  <input checked="" type="checkbox"/> | 18 <input type="checkbox"/> | 35 <input type="checkbox"/> |
| 2  <input checked="" type="checkbox"/> | 19 <input type="checkbox"/> | 36 <input type="checkbox"/> |
| 3  <input checked="" type="checkbox"/> | 20 <input type="checkbox"/> | 37 <input type="checkbox"/> |
| 4  <input checked="" type="checkbox"/> | 21 <input type="checkbox"/> | 38 <input type="checkbox"/> |
| 5  <input checked="" type="checkbox"/> | 22 <input type="checkbox"/> | 39 <input type="checkbox"/> |

Tip: Each item that is Flagged was marked as Incorrect or No Response.

- Click the Review/End button at the bottom of the page to see if you have 5 flags (incorrect items) in a row.
- Follow this process again if you think the student has missed 5 in a row in 2 sections in a row.



Answered



Unanswered



Flagged

Once you have finished taking the test, click the "End Test" button to end your test.
To continue testing, click the "Return to Questions" button.

Return to Questions

End Test

● ● ● To Skip To Next Set of Questions



If you know you need to skip to the next section, scroll to the first item of the next section and click on it. It will take you back to the test to continue from the item you selected.

Simon Says:
Online items #1 – 12






Art Show:
Online items #13 - 24

Say What You Hear:
Online items #25 – 36


The Human Body:
Online items #37 - 48

preLAS C - Oral Language Training Student
Filter: Show all

Please be sure you have answered all of the questions.
Click on the question line to move to that question.

| Question | Question | Question |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------|
| 1  <input checked="" type="checkbox"/> | 18 <input type="checkbox"/> | 35 <input type="checkbox"/> |
| 2  <input checked="" type="checkbox"/> | 19 <input type="checkbox"/> | 36 <input type="checkbox"/> |
| 3  <input checked="" type="checkbox"/> | 20 <input type="checkbox"/> | 37 <input type="checkbox"/> |
| 4  <input checked="" type="checkbox"/> | 21 <input type="checkbox"/> | 38 <input type="checkbox"/> |
| 5  <input checked="" type="checkbox"/> | 22 <input type="checkbox"/> | 39 <input type="checkbox"/> |
| 6 <input type="checkbox"/> | 23 <input type="checkbox"/> | 40 <input type="checkbox"/> |
| 7 <input type="checkbox"/> | 24 <input type="checkbox"/> | 41 <input type="checkbox"/> |

Scroll Down To See More

Answered Unanswered  Flagged

Once you have finished taking the test, click the "End Test" button to end your test.
To continue testing, click the "Return to Questions" button.

[Return to Questions](#) [End Test](#)

When to Stop Testing



preLAS C - Oral Language Training Student
Filter: Show all

Please be sure you have answered all of the questions.
Click on the question line to move to that question.

| Question | Question | Question |
|----------|-------------------------------------|----------|
| 1 | <input checked="" type="checkbox"/> | 18 |
| 2 | <input checked="" type="checkbox"/> | 19 |
| 3 | <input checked="" type="checkbox"/> | 20 |
| 4 | <input checked="" type="checkbox"/> | 21 |
| 5 | <input checked="" type="checkbox"/> | 22 |
| 6 | <input type="checkbox"/> | 23 |
| 7 | <input type="checkbox"/> | 24 |

Answered

Once you have finished taking the test, click the "End Test" button to end your test.
To continue testing, click the "Return to Questions" button.

preLAS C - Oral Language Training Student
Filter: Show all

Please be sure you have answered all of the questions.
Click on the question line to move to that question.

Scroll Up To See More

| Question | Question | Question |
|-----------------------------|-------------------------------------|-----------------------------|
| 11 <input type="checkbox"/> | 28 <input type="checkbox"/> | 45 <input type="checkbox"/> |
| 12 <input type="checkbox"/> | 29 <input type="checkbox"/> | 46 <input type="checkbox"/> |
| 13 | <input checked="" type="checkbox"/> | |
| 14 | <input checked="" type="checkbox"/> | |
| 15 | <input checked="" type="checkbox"/> | |
| 16 | <input checked="" type="checkbox"/> | |
| 17 | <input checked="" type="checkbox"/> | |

Answered Unanswered Key Flagged

Once you have finished taking the test, click the "End Test" button to end your test.
To continue testing, click the "Return to Questions" button.

- Flags indicate Incorrect or No Response
- If 5 in a row (may include practice items), 2 sections in a row, you may stop testing the child.
- Click End Test



● ● ● Ending the Test Due to Insufficient Language



- If you stop the test without answering all the questions, you will get this pop up.
- Click Submit for the test to move towards reporting.



**Are you done with your test?
Be sure you have answered all of the questions.**

To continue testing, select "Return to Review."

To turn in your test, select "Submit."

Return to Review

Submit

preLAS Part 1: Simon Says



preLAS C - Oral Language

Question 1



Simon Says

We're going to play a game called Simon Says. Simon is someone who tells us what to do. You do exactly what Simon says.

Practice 1: Simon says look up.

Correct Response Incorrect Response No Response

Pause = allows you to take a 20 minute break or to pause until you are ready to resume testing at another time

Click Next to move to the next item.



Review/End Test

Pause

Flag

Next

● ● ● preLAS test components



Art Show

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?

Cue Book: Part 2: Items # 1 - 10

Online Items: 13 - 24

preLAS C - Oral Language

Question 13

Art Show

What is this?

Point to the corresponding picture in the Cue Picture Book.

Practice 1: Cat, kitty

Correct Response Incorrect Response No Response

Review/End Test Pause Flag

Back Next

Question 13

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

● ● ● Part 2: Art Show



- Using the **Cue Picture Book**, point to the picture and ask “What is this?”
- For more detailed information, refer to Page 16 of the Examiner’s Manual

preLAS C - Oral Language

Question 13



Art Show

What is this?

Point to the corresponding picture in the Cue Picture Book.

Practice 1: Cat, kitty

Correct Response Incorrect Response No Response

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?

Examples:



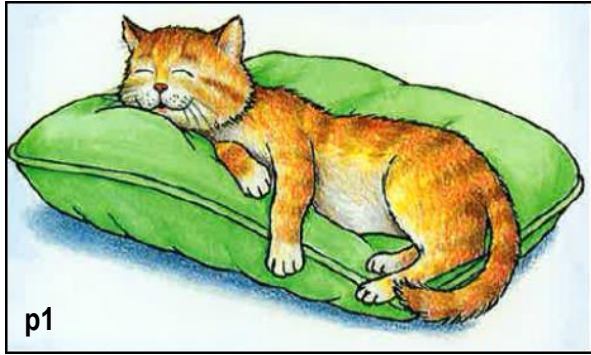
Scoring:

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

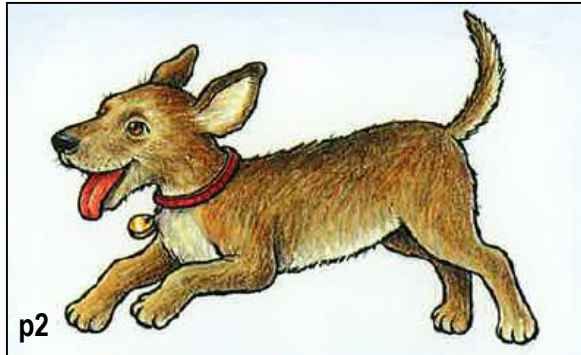
Review/End Test

Say →

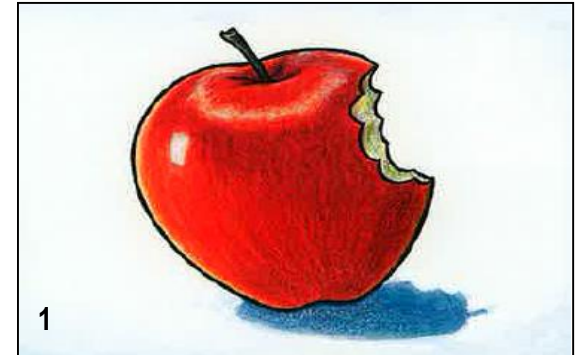
● ● ● Part 2: Art Show Picture Prompts



p1



p2



1



2



3



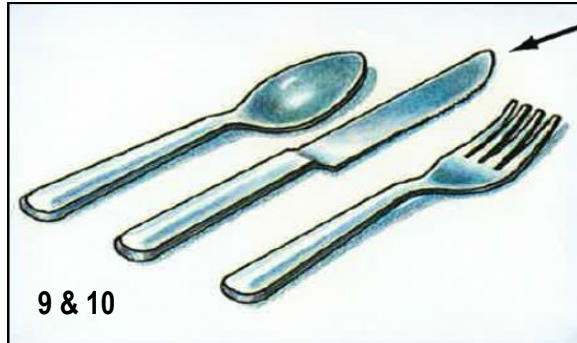
4



5 & 6



7 & 8



9 & 10

preLAS test components



Say What You Hear

The student repeats what he or she hears.

Online items # 25 - 36

preLAS C - Oral Language

Question 25

Say What You Hear

Say: Listen to me (or the audio file) and say what you hear.

Practice 1: Good morning.

Correct Response Incorrect Response No

preLAS C - Oral Language

Question 25

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

Review/End Test Pause Flag Back Next

● ● ● Part 3: Say What You Hear



Say →

Say →

preLAS C - Oral Language
 Question 25 [dropdown] [mouse] [no audio] [pencil] [document] [magnifying glass] [Line Guide] [?]

Say What You Hear

Say: *Listen to me (or the audio file) and say what you hear.*

Practice 1: Good morning.

Correct Response Incorrect Response No Response

For more detailed information, refer to:
Page 18 of the Examiner's Manual

| | |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Description: The student repeats what he or she hears. | |
| Examples: | <u>Don't forget</u> your coat The principal <u>looked</u> at me My cousin <u>washes</u> the windows |
| Scoring: | The response is correct if the underlined structures are repeated exactly as shown in the examiner's manual. |

● ● ● Say What You Hear Scoring Examples



- Refer to Page 18 of the Examiner's Manual

| 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. |

● ● ● preLAS test components



The Human Body

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

Cue Book: Part 4: Items # 1 - 10
Online items # 37 – 48

preLAS C - Oral Language:
Question 37

The Human Body

I'll point to a part of the body. You tell me what it's called.
Point to the corresponding picture in the Cue Picture Book.

Practice 1: Eye

Correct Response Incorrect Response No Response

Review/End Test Pause Flag Back Next

Question 37

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

Part 4: The Human Body



preLAS C - Oral Language:

Question 37



The Human Body

I'll point to a part of the body. You tell me what it's called.

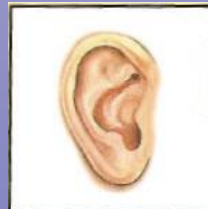
Point to the corresponding picture in the Cue Picture Book.

Say →

Using the **Cue Picture Book**, point to the picture and ask “What is this?”
For more detailed information, refer to Page 20 of the Examiner’s Manual

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

● ● ● Part 4: The Human Body Prompts



p1



p2



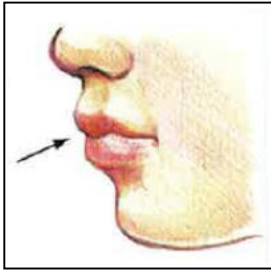
1



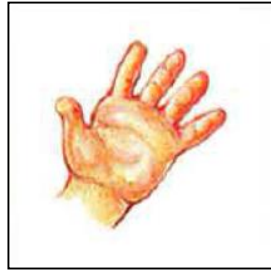
2



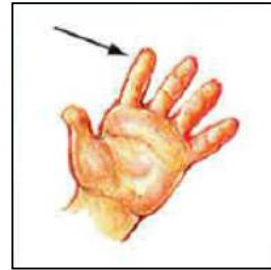
3



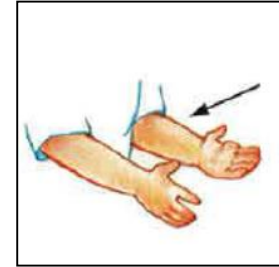
4



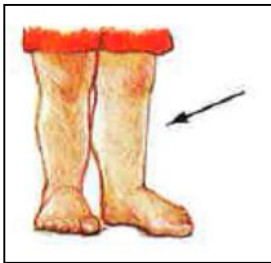
5



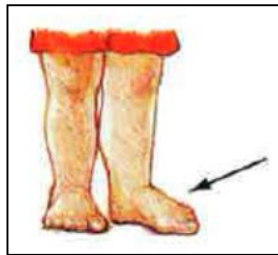
6



7



8



9



10

● ● ● preLAS test components



Let's Tell Stories

Using the Cue Picture Book and the Audio Files, the student listens to a story and looks at corresponding pictures in the cue picture book. When the story is done, the student tells the examiner what happened in the story.

Online items: #49 - 50

preLAS C - Oral Language
Question 49

Let's Tell Stories

Now you're going to hear a story. Look at the pictures that go with it. Listen very carefully. When it's done, I want you to tell me what happened.

Now, [student's name], start here and tell me what happened in the story.

Story #1:

Please record the student's oral response in the space below.

0/2500

0 Points (No Response)

Review/End Test Pause Flag

Back Next

Question 49

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

Part 5: Let's Tell Stories



preLAS C - Oral Language

Training Student

Question 49



Story #1:

Please record the student's oral response in the space below.

The snail and the worm went for a walk. It rain. The snail say why is there a rain? I don't know.

100/2500

- 0 Points (No Response)
- 1 Point
- 2 Points
- 3 Points
- 4 Points
- 5 Points

- Using the **Cue Picture Book and Audio Files/CDs**, play the first story the for the student and ask them to repeat the story they heard.
- Choose the score (0-5 points)
- Click next
- Repeat the process for the second story.
- Transcribe each story in the space provided.

For more detailed information, refer to Page 21 of the Examiner's Manual

Review/End Test

Pause

Flag

Back

Next

● ● ● Test Completion and Reporting



- Review that you have completed all the test items
- Click End Test
- Click Submit on the pop up
- The student report will be available 30-60 minutes after test submission.

preLAS C - Oral Language:

Click

| Question | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 35 | 36 |
|----------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | | | | | | | | | | | | | | | | |

preLAS D - Oral Language

Training Student

You have answered all questions.

To check or change your answers, select "Return to Review."

To turn in your test, select "Submit."

Scroll Down To See More

Answered Unanswered Flagged

Once you have finished taking the test, click the "End Test" button to end your test.
To continue testing, click the "Return to Questions" button.



Training Part 2: Administering *preLAS* Online

Activity 2:

Holistically Scoring Student Responses
While Administering “Let’s Tell Stories”



Open Your Handouts and Worksheets packet – Page 2



preLAS Online Administration Training
Handouts & Worksheets

26

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, although detail may be minimal. Response, no matter how skillfully constructed or constructed errors in grammar, syntax, vocabulary, or use made by proficient speakers of Standard American English. Sentences are longer and more coherent than Score 2. 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 narrative. Sentence construction is usually simple, often a list of vocabulary. Response may include hesitations or digressions that detract from the narrative. Errors made are typical among proficient speakers of English and do not detract from basic fluency. Clauses are often joined by "and," "then," or "and like." Response may include an occasional non-English word. |
| 5 | <ul style="list-style-type: none"> Response is fluent, articulate, and elaborated with detailed vocabulary and complex constructions. Response includes a variety of adverbs and transition words, "and after that," "because," "Finally," etc. Response may contain one or two minor errors common to articulate, proficient speakers of Standard American English. Response may include an occasional non-English word. |

HOLESTIC SCORING



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.) | | |
| 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. | | |
| 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. | | |

Scoring: Let's Tell Story

Use 3 as your anchor score

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

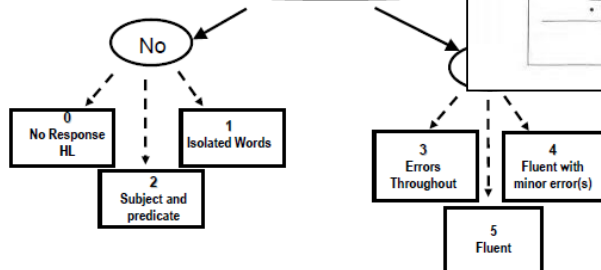


Table 2

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

● ● ● Let's Tell Stories Flow Chart



Use 3 as your anchor score



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

No

0
No Response
HL

2
Subject and
predicate

1
Isolated Words
or "I don't know"

Yes

3
Errors
Throughout

5
Fluent

4
Fluent with
minor error(s)

● ● ● Let's Tell Stories Scoring Practice



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><i>Rainstorm</i></p> <p>.....</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." | | |



Training Part 3: Post Test Activities

Generating and Interpreting Reports



● ● ● On-Demand Reports



DRC INSIGHT™ LAS LINKS MY APPLICATIONS ▾

- PARTICIPANT PREPARATION**
 - Student Management
 - Student Group Management
 - Test Administrator Management
 - User Management
- TEST PREPARATION**
 - Test Management
- POST-TEST ACTIONS**
 - Student Management
- SCORING AND REPORTING**
 - Educator Scoring
 - Report Delivery**
 - Interactive Reports
- GENERAL INFORMATION**
 - General Information
- TECHNOLOGY SETUP**
 - Central Office Services
- OTHER LINKS**
 - Professional Learning
 - License Dashboard

Welcome to the D...
Congratulations, you have suc...
Several helpful links are just a...
If you are having difficulty nav...
LASLinksHelpDesk@datarecog...
866.282.2250 (7:00 a.m. - 8:00...
ACCESS ONLINE TOOL...
Publicly accessible versions of...

● ● ● On-Demand Reports



DRC INSIGHT™ LAS LINKS ▾ REPORT DELIVERY ▾

Report Delivery | Manage Reports | **On-Demand Reports**

On-Demand Reports

On-Demand Reports allows the user to search for Student Proficiency/Academic Reports. The user can view and save PDF reports. More comprehensive LAS Links reports can be found in Interactive Reports.

[+ Instructions](#)

* Indicates required fields

Administration: (Select) *
District: [] *
School: [] *
Language: []
Grade: (All) ▾

preLAS Online
First Name: []
Student ID: []
Session: []

Find Students **Clear**

Four red arrows are overlaid on the form: one points to the 'On-Demand Reports' tab, another points to the 'School' dropdown menu, a third points to the 'preLAS Online' option in the 'Administration' dropdown, and a fourth points to the 'Find Students' button.

On-Demand Reports



Administration: preLAS Online *
 District: Sales and Training District - *
 School: Cara Quinn Sales and Traininr *
 Report: Student Proficiency Report *
 Language: Language *
 Grade: (All)

Last Name:
 First Name:
 Student ID:
 Session:


Find Students **Clear**

| Students | | | | | | | |
|--------------------------|-------------|--------------|-------------------|-----------------|---------|--------|--|
| Select | Last Name ▲ | First Name ▲ | State StudentID ▲ | Date Of Birth ▲ | Grade ▲ | Action | |
| <input type="checkbox"/> | Jane | Doe | Temp02 | 05/25/2015 | K | | |
| <input type="checkbox"/> | John | Doe | Temp03 | 05/25/2016 | PK | | |
| <input type="checkbox"/> | Test | Test | temp01 | 05/25/2016 | PK | | |



On-Demand Reports





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>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Level 5 – Fluent (proficient) English Speaker (FES) student communicates effectively in English, with few if any errors, 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>Level 1 – “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>Level 2 – “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>Level 3 – “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> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Per State and Federal Guidelines

preK3, preK4, Kindergarten

- If a student receives a 1, 2 or 3 Oral Language proficiency level, they are to be classified as an English learner.
- If a student receives a 4 or 5 Oral Language proficiency level – they are to be considered Fluent - not to be identified as an English learner.

Additional data is provided at no additional charge if the Pre-Literacy component is given.

Note: The pre-literacy component is available as an optional online component, but it **DOES NOT FACTOR INTO ENGLISH LEARNER IDENTIFICATION**

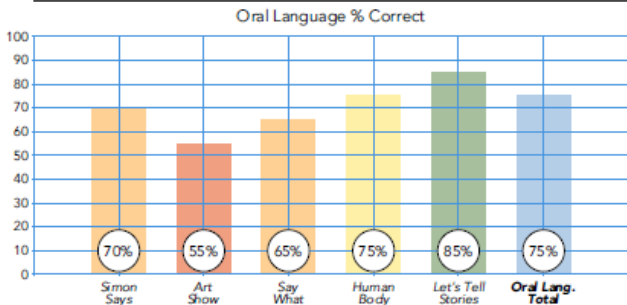
On-Demand Reports



Cut-Off Levels and Interpretation of Scores

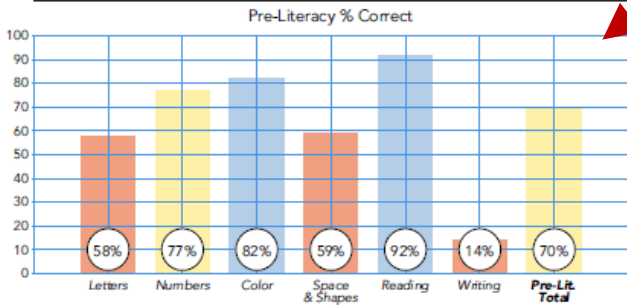
| Total Score (3- and 4-year-olds) | Total Score (5- and 6-year-olds) | Proficiency Level | Interpretation of Numerical Levels |
|-------------------------------------|-------------------------------------|----------------------|-------------------------------------------|
| Oral Language Component | | | |
| 0-56 | 0-61 | 1 | 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) |

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

Page 2:
Provides Cut-Off Levels and Interpretation of Scores as well as a break down of student performance within each component.



● ● ● Proficiency Level Definitions



- Found at www.laslinks.com/Texas
- Provides proficiency level interpretation information in English and Spanish

RESOURCES FOR PARENTS AND GUARDIANS

Supporting English Language Learners in Texas

preLAS Proficiency Level Definitions
(English) (Spanish)

LAS Links Form A Proficiency Level Definitions
(English) (Spanish)

LAS Links Español Form A Proficiency Level Definitions
(English) (Spanish)

preLAS

Separación Entre Niveles e Interpretacion del Puntaje

| Puntaje total (niños de 3 ó 4 años) | Puntaje total (niños de 5 ó 6 años) | Nivel de | Interpretación de niveles numéricos |
|----------------------------------------|----------------------------------------|----------|-------------------------------------|
| 0 - 56 | 0 - 61 | | |
| 57 - 66 | 62 - 71 | | |
| 67 - 76 | 72 - 81 | | |
| 77 - 86 | 82 - 91 | | |
| 87 - 100 | 92 - 100 | | |

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) |

Nivel 1-No fluente: El estudiante estudia español en un contexto de la escuela. Errores sintácticos, fonológicos y las características de la lengua materna son evidentes.

Nivel 2-Limitado: El estudiante estudia español en un contexto de la escuela. Errores sintácticos, fonológicos y las características de la lengua materna son evidentes.

Nivel 3 Limitado: El estudiante estudia español en un contexto de la escuela. Errores sintácticos, fonológicos y las características de la lengua materna son evidentes.

Nivel 4-Fluido: Estudiante se comunica en español en un contexto de la escuela. Errores sintácticos, fonológicos y las características de la lengua materna son evidentes.

Nivel 5-Fluido: Estudiante se comunica en español en un contexto de la escuela. Errores sintácticos, fonológicos y las características de la lengua materna son evidentes.

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.

● ● ● Support



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: 8:00 am – 4:30pm CT M-F

www.LASLinks.com/Texas

