



LAS Links Student Proficiency Data Review

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Agenda



- Accessing the Student Proficiency Reports
- Understanding the Data
- Reviewing and Interpreting the Student Proficiency Reports
- Activities Using the Data

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LAS Links Online Overview Video
www.LASLinks.com

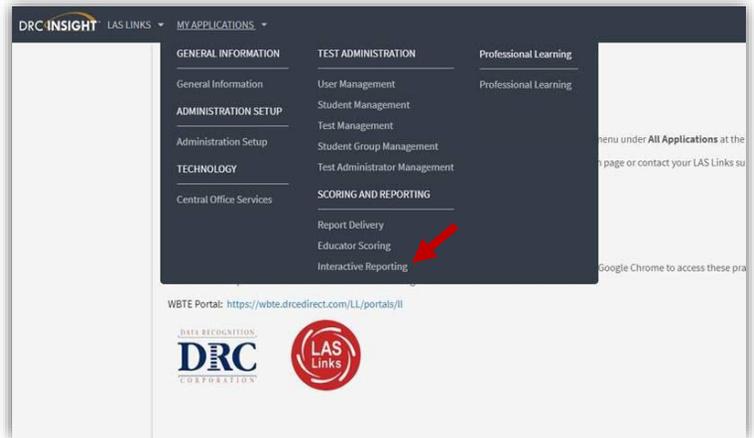


Accessing the Student Proficiency Reports

Accessing the Reports



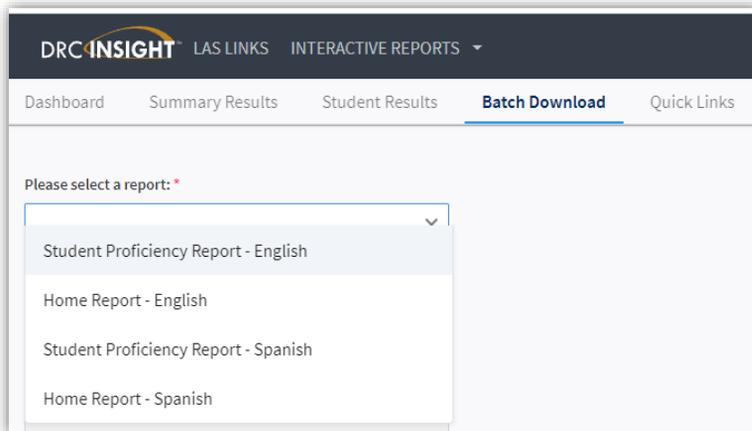
1. Log into your INSIGHT account at www.drceirect.com
2. Click on My Applications
3. Click on Interactive Reports



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Batch Download Reports



Provides individual Student Proficiency and Home Reports.

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Batch Download Reports



Dashboard Summary Results Student Results **Batch Download** Quick Links

Please select a report: *

- Student Proficiency Report - English
- Home Report - English
- Student Proficiency Report - Spanish
- Home Report - Spanish

Exam:

Assessment Date:

Grade:

Class:

Display Students Download Students

1. Click on the dropdown arrow and choose the Student Proficiency Report - English
2. Click on the School box to choose the school
3. Click on Exam to choose the form of the test taken by the students
4. Click on Assessment Date to choose the testing event you for which you are running reports
5. Click on Grade to choose the grade
6. Classes will appear if classes had been set up ahead of testing.

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Batch Download Reports



- “Display Students” provides you a list of students at the bottom of the screen to choose from
- “Download Students” provides you with file containing pdfs of all Students’ Reports

Display Students Download Students

You may also download each Student Report individually.

Select	Name ↑	Student ID	Form Level	Action
<input type="checkbox"/>	[REDACTED]	2914269692	C/1	
<input type="checkbox"/>	[REDACTED]	9438233199	C/1	
<input type="checkbox"/>	[REDACTED]	1584718625	C/1	
<input type="checkbox"/>	[REDACTED]	8673542448	C/1	

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Understanding the Data

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LAS Links Score Types



All 4 domains provide:

- Number correct
- Scale Scores
- Proficiency Levels

Composite Scores include:

- Oral (Speaking + Listening): Scale Scores, Proficiency Levels
- Literacy (Reading + Writing): Scale Scores, Proficiency Levels
- Productive (Speaking + Writing): Scale Scores, Proficiency Levels
- Comprehension (Listening + Reading): Scale Scores, Proficiency Levels
- Overall (Speaking + Listening + Reading + Writing) Scale Scores, Proficiency Levels

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LAS Links Data Point Definitions



- Scale Scores (SS) = equal interval unit of measurement
 - Important to determine where in the scale a student performs
 - Is the most accurate data point to use to monitor student growth
- LAS Links provides 5 proficiency levels across all domains and composites:
 - Level 1: Beginning
 - Level 2: Early Intermediate
 - Level 3: Intermediate
 - Level 4: Proficient
 - Level 5: Above Proficient
- The LAS Links Proficiency Level Descriptors allow all stakeholders to know what the students can do and what they need to be able to do to move to the next level.

LAS Links Overall Proficiency Level Definitions

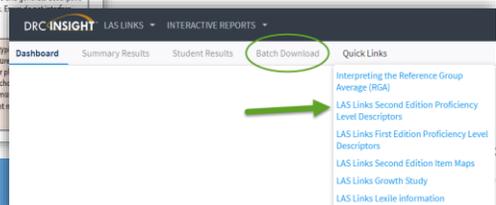


PROFICIENCY LEVEL DESCRIPTORS – KINDERGARTEN

KINDER	Speaking	Listening	Reading	Writing
1 Beginning	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2 Early Intermediate	Early Intermediate students typically use basic vocabulary and simple phrases to name or describe common objects and express opinions or preferences in social and academic situations. They narrate a story related to a sequence of pictures about school-related activities using basic vocabulary. Restricted vocabulary and developing grammar limit expression. Errors frequently impede communication.	Early Intermediate students typically follow some simple oral directions using knowledge of everyday facts and basic academic vocabulary. They identify common shapes, letters, numbers, and familiar locations. They identify details in simple oral stories. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede communication and comprehension.	Early Intermediate students typically identify capital and lowercase letters in isolation and identify beginning, middle, and ending sounds. They identify main ideas and details in simple text, match text to pictures, and apply letter-sound relationships. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede comprehension.	Early Intermediate students copy simple words and sentences that describe pictures or respond to other prompts. Students are beginning to recognize correct sentence format. Errors frequently impede communication.
3 Intermediate	Intermediate students typically use appropriate words and phrases when conducting transactions, making requests and asking for clarification in social and academic settings. They narrate a story related to a sequence of pictures about school-related activities using mostly accurate, although limited, vocabulary. They provide mostly clear information although errors interfere with communication.	Intermediate students typically follow simple oral directions and identify locations. They identify main ideas and make some inferences from simple oral stories. Errors interfere with communication and comprehension.	Intermediate students typically decode words with short vowel sounds, match text to pictures, and recall details and main ideas in short passages. Students make simple inferences and recognize words that relate to spatial relationships. Errors interfere with comprehension.	Intermediate students typically write one or more words to describe a picture or respond to other prompts. Students are beginning to recognize correct sentence format. Errors interfere with communication.
4 Proficient	Proficient students typically produce simple and accurate sentences when making requests and asking for clarifications. They use appropriate words and phrases to label and describe the purpose of less common objects. They narrate a story related to a sequence of pictures about school-related activities using accurate vocabulary. Minor errors do not interfere with communication.	Proficient students typically follow oral directions to distinguish the location of an object in relation to another object, recall details in an oral story, and make inferences. They identify main ideas in more complex stories.	Proficient students typically identify rhyming words, match words to definitions or descriptions, make inferences, recall events from short passages, and read simple sentences independently. Errors do not interfere with comprehension.	Proficient students typically use correct basic grammar, capitalize the beginning of a sentence, and use correct ending punctuation in declarative, interrogative, and imperative sentences. They identify standard sentence structure and generate descriptive and explanatory sentences. Errors do not interfere with communication.
5 Above Proficient	Above Proficient students typically produce simple sentences and use correct grammar when making requests, asking for clarifications, and describing situations. They narrate a story with extensive and accurate vocabulary and grammar appropriate to their age.	Above Proficient students typically recall details and sequence of events, and determine main ideas in oral stories that have advanced vocabulary.	Above Proficient students typically use context clues to determine meanings of words and recall subtle details. They identify sequence in short passages, and recognize words that relate to spatial relationships.	Above Proficient students typically write one or more words to describe a picture or respond to other prompts. They form regular plural nouns, use ending punctuation. Commands are complete, although context errors.

Activity:

- Download the PLDs from the Quick Links in Interactive Reporting
- Examine the PLDs and highlight/underline key words and phrases for each level within each domain.





Reviewing and Interpreting the Student Proficiency Reports

Student Report
JANE DOE

Student ID #: 08F026
Birthdate: 12/9/2008
Gender: F
Grade: 04
Class: MARTINEZ, B

School: PARK ELEMENTARY
District: USA SCHOOL DISTRICT
Test Date: 02/19/2019
Form/Level: D Level 4-5

About the LAS Links Assessments
LAS Links® is an integrated suite of English and Spanish language proficiency assessments and instructional tools designed to strengthen your language learning program.

Student Overall Proficiency Level

Level 1: Beginning	Level 2: Early Intermediate	Level 3: Intermediate	Level 4: Proficient	Level 5: Above Proficient
		✓		

Proficiency Level Definitions

<p>Level 1: Beginning All Level 1 student is beginning to develop the ability to communicate at school. The student may communicate nonverbally or through the home language.</p>	<p>Level 2: Early Intermediate All Level 2 student is developing the ability to communicate for different purposes at school. The student makes errors that interfere with communication.</p>	<p>Level 3: Intermediate All Level 3 student is developing the ability to communicate for different purposes at school. The student may make errors that interfere with communication.</p>	<p>Level 4: Proficient All Level 4 student can effectively communicate for different purposes at school. The student may produce some errors.</p>	<p>Level 5: Above Proficient All Level 5 student effectively communicates for social and academic purposes with few, if any, errors.</p>
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Student Results

340	Level 1 Beginning	452	Level 2 Early Intermediate	490	Level 3 Intermediate	525	Level 4 Proficient	578	Level 5 Above Proficient	658
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512 - Overall Scale Score*

Reporting Category	Scale Score	Proficiency Level	Student's Performance				
			Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Listening (LB)	492	3	100%	100%	100%	100%	100%
Speaking (SP)	500	3	100%	100%	100%	100%	100%
Reading (RD)	547	4	100%	100%	100%	100%	100%
Writing (WR)	509	3	100%	100%	100%	100%	100%
Comprehension (L + RD)	519	3	100%	100%	100%	100%	100%
Oral (SP + LB)	496	3	100%	100%	100%	100%	100%
Literacy (RD + WR)	528	3	100%	100%	100%	100%	100%
Productive (SP + WR)	504	3	100%	100%	100%	100%	100%

N/A = Not Applicable INV = Test Invalidation
*Overall Scale Score is an average of Listening, Speaking, Reading, and Writing. Composite score is an average of Listening and Reading scores. Productive is based on all items in the Reading and Writing sub areas.
Overall Scale Score is based on all items in the Speaking and Listening sub areas.

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Student Proficiency Report



➔ Indicates Overall Proficiency Level

➔ Proficiency Level Definitions provide stakeholders with information about each level

➔ Shows Scale Score and Proficiency Level for each domain and composite score as well as where “in the level” the student is performing

LAS Links Domain Proficiency Level Definitions



PROFICIENCY LEVEL DESCRIPTORS – GRADES 2-3

GR 2-3 READING WRITING

Beginning students are starting to develop receptive and productive skills in English. Beginning students are starting to develop receptive and productive skills in English.

OVERALL PROFICIENCY LEVEL DEFINITIONS SECOND EDITION

Level 1 Students are starting to develop receptive and productive use of English in social, school, and academic contexts. Their comprehension may be demonstrated numerically or through their native language rather than in English.

Level 2 Students are developing the ability to communicate in English in social, school, and academic contexts. Errors frequently impede basic communication and comprehension. Their receptive and productive control of lexical, syntactic, phonological, and discourse features of English is emerging. Early Intermediate students have minimal vocabulary and grammar skills. They identify, describe, and discuss simple problems in their projects. Students integrate language related to familiar social, school, and academic topics. They make simple references and make simple comparisons. They relate other than their own original expressions. Restricted vocabulary and rudimentary grammar limit their expressions and comprehension.

Level 3 Students communicate in English across a range of grade level appropriate language demands in social, school, and academic contexts. However, errors interfere with their communication and comprehension. Repetitive and formulaic are often visible. The students exhibit limited range of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.

Level 3 students use limited vocabulary when defining concepts across and within academic disciplines. They can compare, contrast, summarize, and relate text to graphic organizers. They describe words, use grammar conventions, and use context clues to identify word meaning. They identify correct and incorrect use of basic grammar. Although their language is generally coherent, it lacks significant coherence or detail.

Level 4 students communicate effectively in English, both with some errors, across a range of grade level appropriate language demands in social, school, and academic contexts. The students exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.

Level 4 students interpret, analyze, and evaluate written and oral information, basing their responses on explicit and implicit content clues and information from general and academic experience. They adequately express themselves and organize their responses in logical and sequenced order. They distinguish nuances of meaning and incorporate discourse expressions and academic vocabulary.

Level 5 students communicate effectively in English, with few if any errors, across a wide range of grade level appropriate language demands in social, school, and academic contexts. The students command a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.

Level 5 students apply their language readily to critically evaluate and compare written and oral information and to formulate hypotheses. They fluently use language to share their analysis information, make sophisticated references, and explain their reasoning. They deftly organize information for presentation and can express subtle nuances of meaning. They apply diverse techniques such as identifying author tone and point of view and can tailor language to a particular purpose and audience.

PROFICIENCY LEVEL DESCRIPTORS – GRADES 2-3

GR 2-3 SPEAKING LISTENING

Beginning students are starting to develop receptive and productive skills in English. Beginning students are starting to develop receptive and productive skills in English.

Early Intermediate students typically use basic vocabulary and grammar, and simple phrases or sentences to make requests or comparisons, ask questions, express opinions or preferences, or describe a sequence of pictures about familiar events and situations. Errors frequently impede communication.

Early Intermediate students typically follow simple oral directions and identify high-frequency vocabulary. They identify a few details and make simple inferences from oral stories. Errors frequently impede communication and comprehension.

Intermediate students typically use appropriate words and phrases when expressing a preference, asking questions, providing information and explanations, naming common objects, and describing common functions. They produce mostly accurate sentences when narrating simple stories about familiar events and situations. Errors interfere with communication.

Intermediate students typically understand a limited range of vocabulary. They recall details, identify main ideas, and draw inferences to more complex oral stories. Errors interfere with communication and comprehension.

Proficient students typically produce complete sentences with few grammatical and vocabulary errors when describing situations, explaining their reasoning, or reacting to text. They use broad vocabulary to accurately express opinions or preferences and ask appropriate questions. Minor errors do not interfere with communication.

Proficient students typically understand academic vocabulary and follow some complex directions. They recall subtle details, determine main ideas, and identify speaker purpose.

Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar when providing information, describing situations, or explaining their reasoning.

Above Proficient students typically recall details and sequences of events, and determine main ideas in oral stories that have advanced information.

Beginning 1
Early Intermediate 2
Intermediate 3
Proficient 4
Above Proficient 5

- Run the Batch Download Reports. Using your PLD handouts, plot a few students within their appropriate PL.
- What are some trends you are finding among your students?
- What are some appropriate and targeted lessons you can implement based on these trends?

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LAS Links Instructional Resources



- Available for download (at no additional cost) from the INSIGHT portal
- Standards-based lesson plans
- Teaching activities and strategies cover Grades K–12, with proficiency levels from Beginning through Advanced
- Theme-based content in Language Arts, Science, Math and Social Studies
- Strategies cover academic content and test-taking skills

Select lessons by content focus and/or language proficiency level

Each lesson has an expected outcome

Ideas to spur classroom interaction

Sample Lesson

Sample Lesson

Made in the U.S.A. (Lesson A) 8.89

CONTENT FOCUS: Social Studies

PROFICIENCY: Beginning to Early Intermediate

OBJECTIVE: Students locate products on a map.

ACTIVITIES: Students identify and describe familiar products, study a product map and map key, review state abbreviations and name products, discuss which states produce particular products, and play "I Spy" to locate products.

PREPARATION: → a transparency, listing the states and their abbreviations
→ copies of "Made in the U.S.A." worksheet for each student

Discuss Product Map

1. Distribute the "Made in the U.S.A." worksheet, a product map of the United States. Ask students to find the state where they live on the map. Next, review the state abbreviations and practice switching from state abbreviation to state name, e.g., Find "TX" on the map. Have students point to "TX." Ask: *What is the name of the state labeled "TX"?* Point to the state abbreviation list and show that this is "Texas." Yes, "TX" stands for "Texas." Continue this activity, practicing with several more state abbreviations.
2. Allow pairs of students time to work with the abbreviations, naming what abbreviations "stand for" on the map, using the following script:
 - A: Find (state abbreviation).
 - B: (B points to state).
 - A: What does (state abbreviation) stand for?
 - B: (B says state name.)

Log into INSIGHT >
General Information >
Assessment Resources

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Student Report
JANE DOE

Academic Report	Speaking			Listening			Reading			Writing		
	Points Obtained	Points Possible	RGA									
Social, Intercultural, and Instructional Communication	13▲	13	11	7▲	8	6	13▲	14	9	8▲	10	8
Academic	13	28	20	5	12	7	7	16	8	10	22	13
Foundational Skills	N/A	N/A	N/A									
Language Arts, Social Studies, History	6	14	9	3	6	4	4▲	8	4	5	11	6
Mathematics, Science, Technical Subjects	7	14	11	2	6	3	3	8	4	5	11	6
Total Score	26			12			20			18		

N/A - Not Applicable NY - Test Invalidation RGA - Reference Group Average ▲ - Student achieved at or above the RGA

Reading Links - LAS Links 2nd Edition
This report provides a list of books based on your student's performance. It can be used to assist your student in improving reading skills.

Recommended Lexile® Range = 570L-720L
Student's Lexile® Measure = 670L

Suggested Titles	Author	Lexile
The Bamboo Plute	Disher, Gary	570L
A Year at a Construction Site	Harris, Nicholas	580L
Houdini Graphic Biography	Saddleback Graphic Biographies	590L
Cesar Chavez	Matthews, J. L.	600L
A Year Down Yonder	Pack, Richard	610L
M.C. Higgins, the Great	Hamilton, Virginia	620L
The Transal Saga	Paulson, Gary	630L
Squeeze	Muller, Rachel Dunstan	640L
Action Jackson	Greenberg, Jan and Jordan, Sandra	650L
Holes	Sadhar, Louis	660L
Step from Heaven	Na, An	670L
The Shackleton Expedition	Pine, Jill	680L
Gold Dust	Lynch, Chris	690L
Misculous Journey of Edward Tulane	DiCamillo, Kate	700L
If the World Were a Village	Smith, David J. Armstrong, Shelagh	710L
Sherlock Holmes and the Adventure at the Copper Beeches	Rohrbach, Sophie Morrow, J. T.	720L

General Interpretation
Listed above is a selection of books that should provide an appropriate reading challenge for your student based on his or her performance on the LAS Links Reading test. The books have been chosen from reading lists published by various professional organizations and associations and have been reviewed to ensure content appropriateness. All of the books listed should be available at public libraries, school libraries, or bookstores. The Lexile measure and Lexile range have been provided to assist you in determining other titles that may offer an appropriate challenge for your student. For more information about Lexile measures and additional reading materials, visit www.lexile.com.
LEXILE and LEXILE® Framework are registered trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. Copyright ©2019 MetaMetrics, Inc. All rights reserved. For proper use and copyright, see www.metametrics.com/metametrics-reading-guidelines.
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Student Proficiency Report



➔ Provides specific academic language strand scores, allowing teachers to pinpoint areas of need and focus

➔ Provides Lexile levels and suggested reading titles

Reference Group Average (RGA)

- Teachers may use the RGA to compare a student's performance against the field-testing sample (which serves as the reference group) to see if it is below or at/above the RGA on a given Language Content Strand category.
- The LAS Links RGA provides teachers a more complete picture about a student's strengths and weaknesses on relevant Language Content Strands and help teachers target instruction accordingly.

DRC INSIGHT LAS LINKS INTERACTIVE REPORTS

Dashboard Summary Results Student Results **Batch Downloads** Quick Links

Interpreting the Reference Group Average (RGA)

LAS Links Second Edition Proficiency Level Descriptors

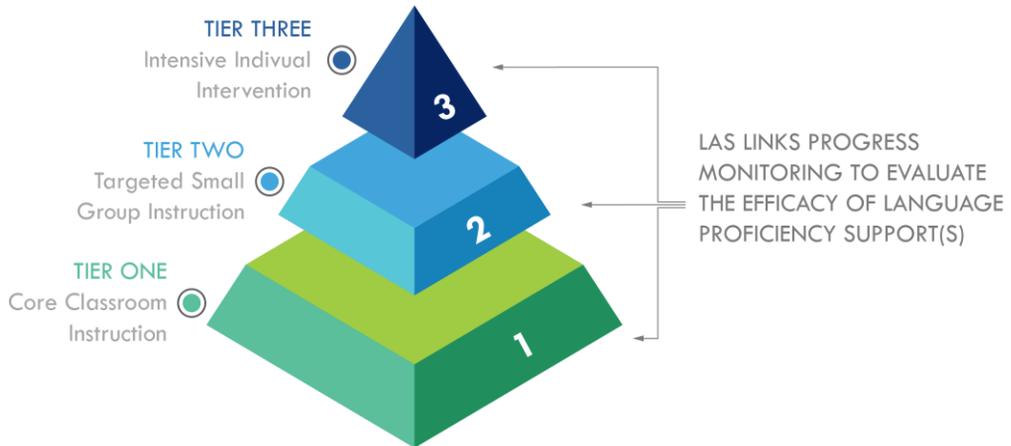
LAS Links First Edition Proficiency Level Descriptors

LAS Links Second Edition Item Maps

LAS Links Growth Study

LAS Links Lexile Information

LAS Links and MTSS: Multi-Tiered System of Supports Inclusive of All Students



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Strands Trends Activity



- Using the Student Proficiency Reports, plot your students within their appropriate percentage column.
- What are some trends you are finding among your students?
- What are some appropriate and targeted lessons you can implement based on these trends?

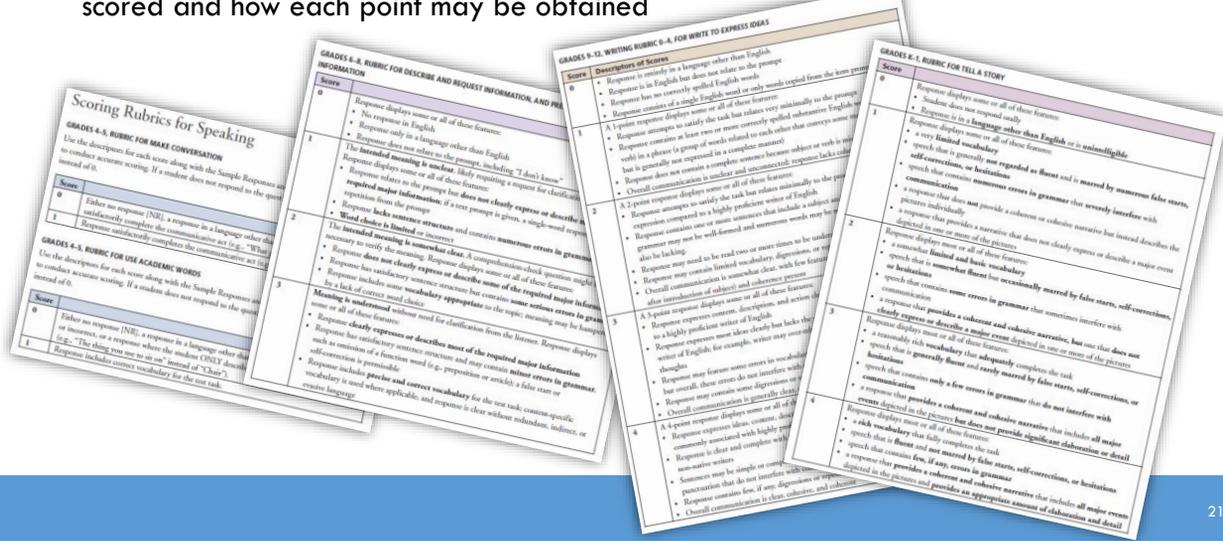
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Scoring Rubrics

- For Speaking and Writing, utilize the rubrics to better understand how each item was scored and how each point may be obtained



Determining Expected Gains/Growth

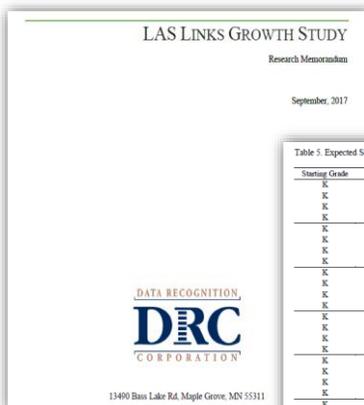


Table 5: Expected Score Gain from Regression and Standard Errors

Starting Grade	Test Scale	Starting Proficiency Level	Expected Score Gain	Standard Error
K	Speaking	1	68.99	1.61
K	Speaking	2	31.69	1.16
K	Speaking	3	23.04	1.11
K	Speaking	4	1.75	1.38
K	Listening	1	47.14	0.60
K	Listening	2	33.03	0.66
K	Listening	3	25.19	0.81
K	Listening	4	7.09	1.65
K	Reading	1	80.15	0.78
K	Reading	2	47.15	1.12
K	Reading	3	51.80	1.11
K	Reading	4	27.16	1.39
K	Writing	1	109.45	0.91
K	Writing	2	73.86	1.50
K	Writing	3	29.56	1.70
K	Writing	4	13.64	13.66
K	Overall	1	63.58	0.50
K	Overall	2	50.18	0.68
K	Overall	3	43.71	0.83
K	Overall	4	26.60	3.63
K	Oral	1	35.20	0.59
K	Oral	2	30.69	0.70
K	Oral	3	21.40	0.74
K	Oral	4	4.08	1.08
K	Comprehension	1	63.59	0.61
K	Comprehension	2	42.11	0.78
K	Comprehension	3	39.11	0.82
K	Comprehension	4	26.81	2.31
K	Literacy	1	86.49	0.67
K	Literacy	2	69.75	1.03
K	Literacy	3	57.75	1.44
K	Literacy	4	40.00	11.73
K	Productive	1	76.93	0.66
K	Productive	2	55.00	0.91
K	Productive	3	35.23	1.28
K	Productive	4	12.90	5.33

Starting with Table 5, find the grade level and domain of focus.

Find the students “starting” or “last” proficiency level (from the last testing event).

Use the Expected Score Gains column to see if the student made the gain expected.

NOTE: the gains are based on a 12-month gap between testing events. The SS gain may be prorated as needed.



Resources and Support

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In-Person Data Training



December 2, 2021

8:30 – 11:30am

Hosted by: ES BOCES

Registration Link: <https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=10057&I=3959131>

Overview: In this 3-hour session, participants will have hands-on experience with key features and functionality of the DRC INSIGHT Interactive Reporting System. The session will include a review of the LAS Links scores and the interpretation of those scores as found on an individual student's Profile Report, as well as School and District reports. Participants will discover the ease of using this tool to learn how to:

- Identify areas where students need targeted instruction
- Create and interpret reports from numeric data, charts, and graphs
- Aggregate or disaggregate data
- Download/Export reports
- Track student progress over multiple administrations with longitudinal reports
- Create reading links/lexile reports and utilize lexile.com to increase student's reading opportunities

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Thank you!



For assistance, please contact the
LAS Links Help Desk:

Phone:

866.282.2250 (8:00am to 4:30pm CST)

Email:

LASLinksHelpDesk@datarecognitioncorp.com

