



# preLAS Online Administration Training

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## Agenda



- ✓ **What is *preLAS* Online?**
- ✓ **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)

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## What is preLAS Online?



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## 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 Emergent Bilingual students in appropriate classroom settings
- Measure the developing language of first-language learners of Spanish
- Individually administered assessment
- Takes approximately 15 minutes to administer

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## Training Part 1: Pre-Test Activities

### Activity 1: Accessing the INSIGHT portal

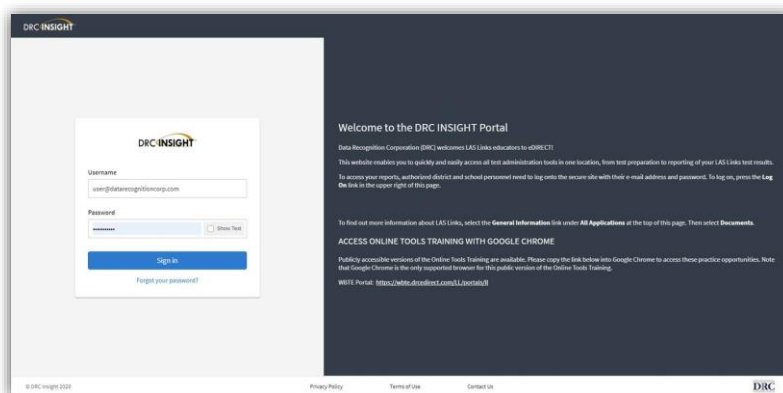


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## Accessing the DRC INSIGHT Portal

[www.drccdirect.com](http://www.drccdirect.com)

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.



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# Portal Activation Email

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

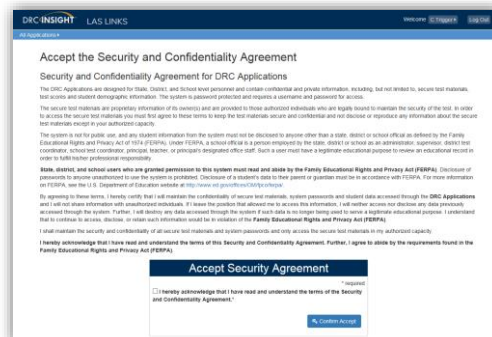
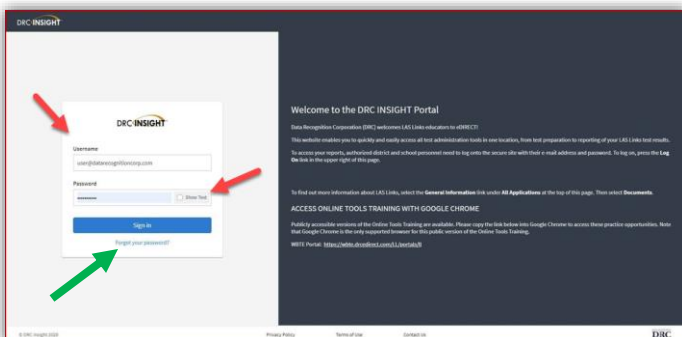


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# Logging into the Portal



- Click on “Forgot your password?” if unable to locate your welcome email
- Your Username is your email address
- If the system does recognize you as a User, please check with your LEA director who will need to add you as a User to the portal.



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## Training Part 1: Pre-Test Activities

### Activity 2: Adding (registering) Students in the INSIGHT portal



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## Student Management: Add/View/Edit



DRC INSIGHT LAS LINKS MY APPLICATIONS ▾

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

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# Adding Students One-by-One



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# Adding Students One-by-One



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# 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  \* (mm/dd/yyyy) Grade  \* Gender  \*

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]"

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# 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  \* District  School  \*

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

Last Name	First Name	Student ID	Date Of Birth	Grade	Action
A	A	37870	4/18/2010	02	<input type="button" value="View/Edit"/>

- 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 (i.e. Name and/or Student ID)
- Click Find Students
- Roster will appear below

View/Edit



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## Student Management: Adding Student 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.

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## Student Management: Multiple Student Upload (MSU)



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.

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## Training Part 1: Pre-Test Activities

### Activity 3: Creating Test Sessions



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## Test Management: Creating Test Sessions



DRC INSIGHT LAS LINKS MY APPLICATIONS ▾

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

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## 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.

## 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.

# Printing Test Tickets



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.

The screenshot shows the 'Test Sessions' interface. At the top, there are tabs for 'Manage Test Sessions' and 'Upload Multiple Test Sessions'. Below this is a form with various fields for session configuration, including Administration, District, School, Last Name, First Name, Student ID, Session, Test Administrator, Scoring Option, LAS Links Form, Assessment, and Date Range. At the bottom of the form, there are two buttons: 'Show Sessions' and 'Print All Tickets'. A red arrow points to the 'Print All Tickets' button. Below the form is a 'Sessions Detail' table with columns for Select, District, School, Session Name, Assessment, Status, Begin Date, End Date, Scoring Option, and Action. The 'Print All Tickets' icon is also highlighted with a red arrow in the Action column of the table.

# preLAS Online 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.

<p>preLAS Online Online Test Ticket English Form C - English Form C</p> <p><b>Doe Jane</b>                  Date of Birth: 5/25/2018                  Accommodation(s): N/A                  Test Session Name: preK3 ID English                  Student ID: Temp02                  Username: DJANE1                  Password: RICE4675</p>	<p>preLAS Online Online Test Ticket English Form C - English Form C</p> <p><b>Doe John</b>                  Date of Birth: 5/25/2018                  Accommodation(s): N/A                  Test Session Name: preK3 ID English                  Student ID: Temp03                  Username: DJOHN1                  Password: FORM2264</p>
<p>preLAS Online Online Test Ticket English Form C - English Form C</p> <p><b>Test Test</b>                  Date of Birth: 5/25/2018                  Accommodation(s): N/A                  Test Session Name: preK3 ID English                  Student ID: temp01                  Username: TTEST1                  Password: BIRD2592</p>	<p>Test Ticket is for the Test Administrator</p>

## 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.

The screenshot shows the 'Test Sessions' interface. At the top, there are tabs for 'Manage Test Sessions' and 'Upload Multiple Test Sessions'. Below this is an 'Instructions' section with a red asterisk indicating required fields. The form includes dropdown menus for 'Administration' (preLAS Online), 'District' (Sales and Training District), and 'School' (Cara Quinn Sales and Training School). There are input fields for 'Last Name', 'First Name', and 'Student ID'. Other fields include 'Session', 'Test Administrator' (set to 'All'), and 'Scoring Option' (set to 'All'). There are also dropdowns for 'LAS Links Form' and 'Assessment', both set to 'All'. Date range fields for 'Date Range FROM' and 'Date Range TO' are present. Below the form are buttons for 'Show Sessions' and 'Print All Tickets'. At the bottom, there is a table with columns: 'Select', 'District', 'School', 'Session Name', 'Assessment', 'Status', 'Begin Date', 'End Date', 'Scoring Option', and 'Action'. The first row shows a session for 'Sales and Training District' at 'Cara Quinn Sales and Training School' with 'Session Name' 'preK3 ID English', 'Assessment' 'English Form C', 'Status' 'Not Started', 'Begin Date' '8/17/2020', 'End Date' '9/30/2020', and 'Scoring Option' 'Educator Scored'. The 'Action' column for this row contains several icons, with the first icon (a magnifying glass) highlighted by a red arrow.

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## Training Part 2: Administering preLAS Online

### Activity 1: Testing Experience

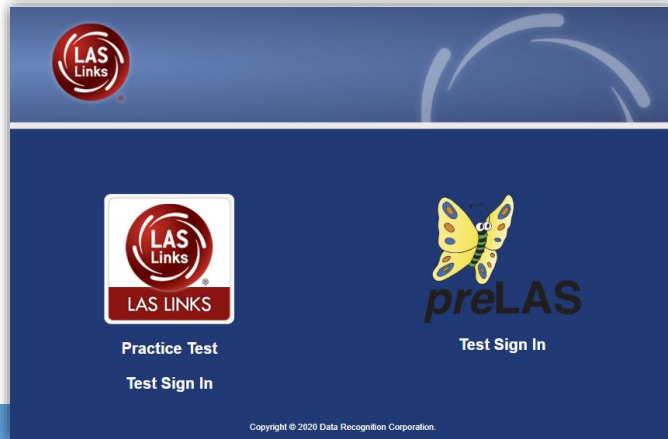


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## Logging into the Assessment



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.



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## Logging into the Assessment



preLAS

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

Username:

Password:

Back

Copyright © 2020 Data Recognition Corporation.

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

LAS Links  
Student Test Roster

Series: Sales and Training District  
School: Carril Con Sales and Training School  
LAS Links Form: English (Eng. A)  
Assessment: Grades 2-3 (Eng. A)  
Test Session: 2-3 EL Men  
Test Session Window: 8/3/2020 8:00 AM - 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		

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## Materials Needed to Test



**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



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## Test Item Response Guidance



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.

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## 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

Review/End Test Pause Flag

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

Say →

Say →

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.

## 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 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

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

Review/End Test Pause Flag Next

## 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.

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## When/How 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

Review/End Test Pause Flag Next

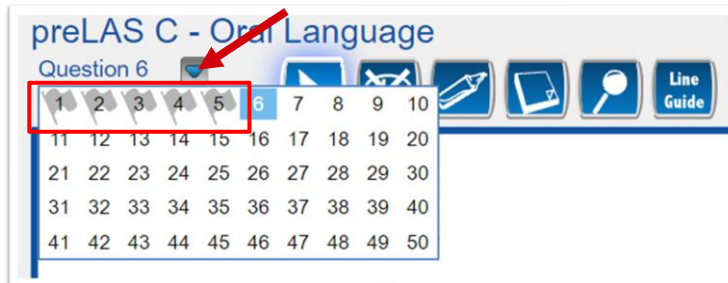
Tip: To keep track of items missed, flag each item that is marked as Incorrect or No Response.

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## When/How to Stop Testing



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

- Click the drop-down button at the top left of the page to see if you have 5 flags (incorrect items) in a row.
- If your student has missed 5 in a row, you may go onto the next section of the test (in this case, the next section starts at number 13 (click 13 on this chart and it will take you directly to that item)).

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## Moving to the Next Section After Stopping a Section



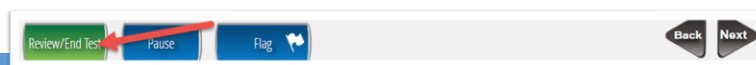
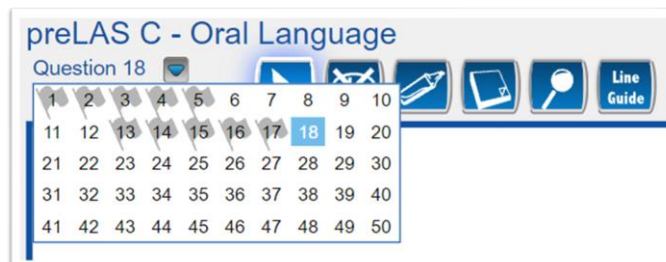
- If the student has 5 in a row in 2 sections in a row, you may end the test by clicking the end/review button on the bottom of the screen.

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



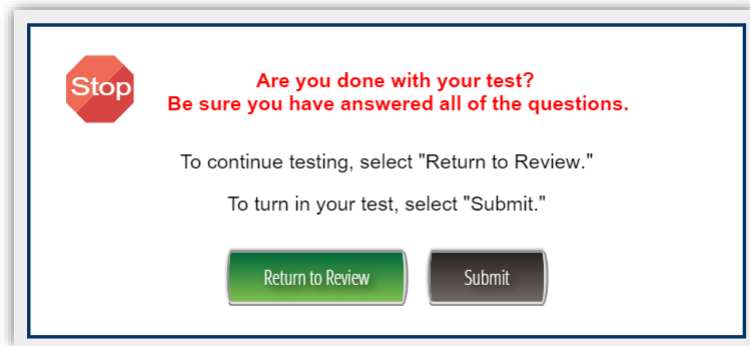
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## Ending the Test Due to Insufficient Language



- 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.



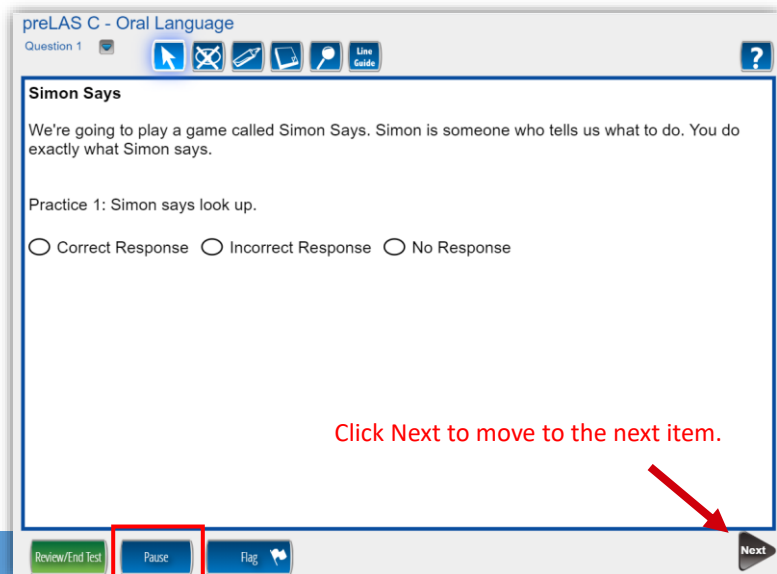
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## Pausing the Test



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



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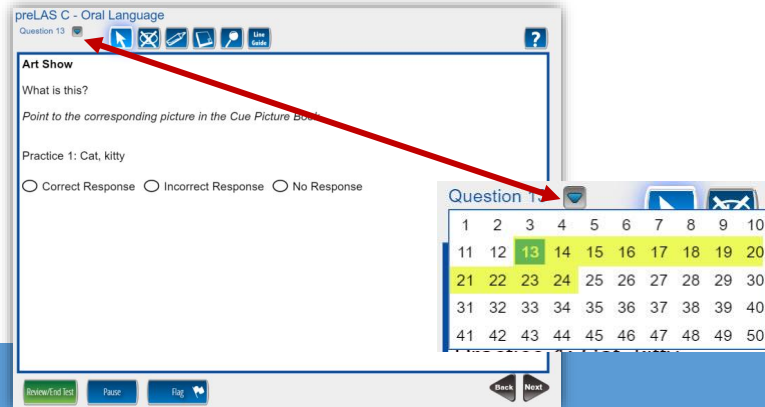
## Part 2: Art Show



**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

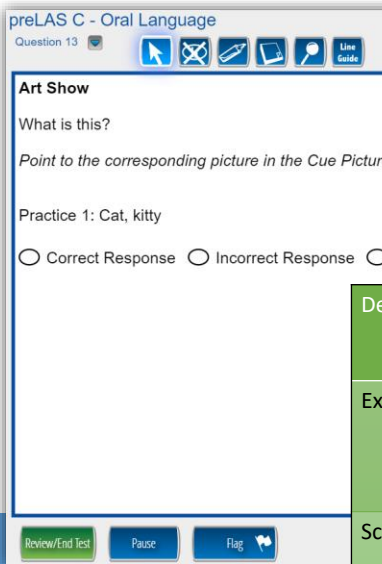


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## Part 2: Art Show



Say →



- 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

**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?



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

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## Part 2: Art Show Cue Picture Prompts



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## Part 3: Say What You Hear



### 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

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## Part 3: Say What You Hear



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 Response

Review/End Test Pause Flag

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

**Description:** The student repeats what he or she hears.

**Examples:** Don't forget your coat  
The principal looked at me  
My cousin washes the windows

**Scoring:** The response is correct if the underlined structures are repeated exactly as shown in the examiner's manual.

Say →  
Say →

## Say What You Hear - Exemplars



For the entire chart, refer to:  
Page 18 of the Examiner's Manual

Prompt	Structure Tested	Correct Responses	Incorrect Responses
Don't <u>forget</u> your coat.	negative command	Don't <u>forget</u> your coat. Don't <u>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.

## Part 4: The Human Body



### 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

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## Part 4: The Human Body



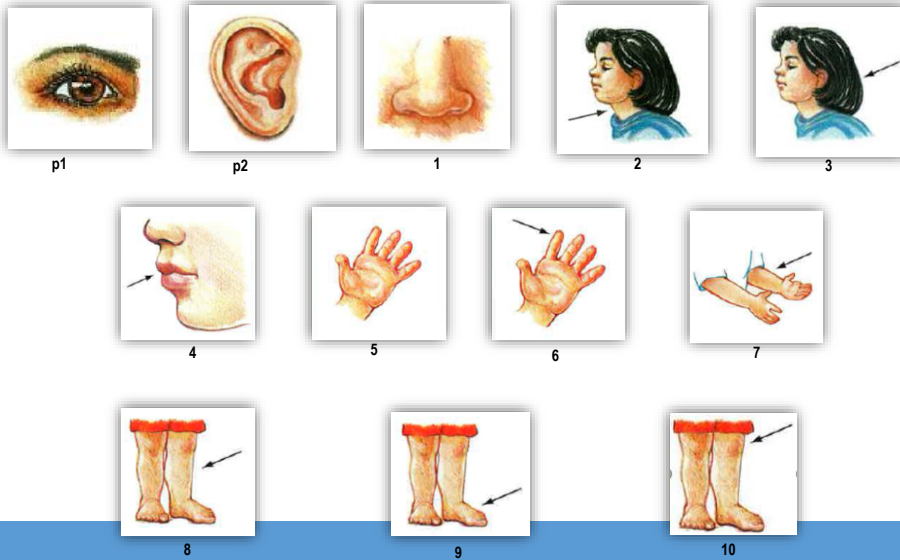
Say →

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

<b>Description:</b>	Using the Cue Picture Book, students are asked to look at the picture and identify the body part
<b>Examples:</b>	
<b>Scoring:</b>	Using the student answer sheet, fill in the circle for correct responses

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## Part 4: The Human Body



## Part 5: Let's Tell Stories



### 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 Points (No Response)

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

# Accessing the Audio Files



DRC INSIGHT LAS LINKS GENERAL INFORMATION

General Information Announcements Documents Downloads Online Training

**Documents**

Documents

Instructions

Administration  
LAS Links

Document Type  
Assessment Resources

Show Documents

LAS Links	Assessment Resources	LAS Link Home Letter - English	LAS Links Home Letter - English (Word Version)	7/30/2020	
LAS Links	Assessment Resources	LAS Link Home Letter - English	LAS Links Home Letter - English (PDF Version)	7/30/2020	
LAS Links	Assessment Resources	LAS Link Home Letter - Spanish	LAS Links Home Letter - Spanish (PDF Version)	7/30/2020	
LAS Links	Assessment Resources	LAS Link Home Letter - Spanish	LAS Links Home Letter - Spanish (Word Version)	7/30/2020	
LAS Links	Assessment Resources	LAS Link Proficiency Level Descriptors	Proficiency Level Descriptors	7/31/2020	
LAS Links	Assessment Resources	preLAS and LAS Links Paper Audio Files	Audio Files: preLAS Form C, preLAS Esp Form C, LAS Links Form A	7/31/2020	

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# 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

Review/End Test Pause Flag Back Next

- 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

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# Test Completion and Reporting



preLAS C - Oral Language

You have answered all questions. Click on the question line to return to the question.

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

preLAS D - Oral Language    Training Student

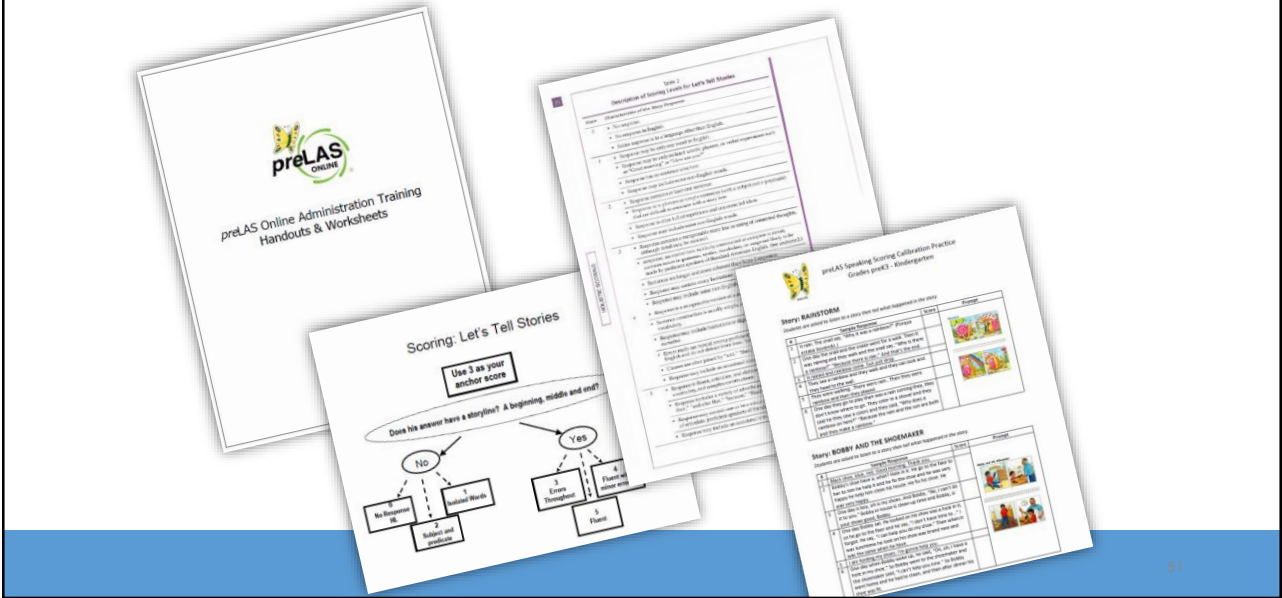
**Stop** You have answered all questions. To check or change your answers, select "Return to Review." To turn in your test, select "Submit."

- 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.

## Training Part 2: Administering preLAS Online

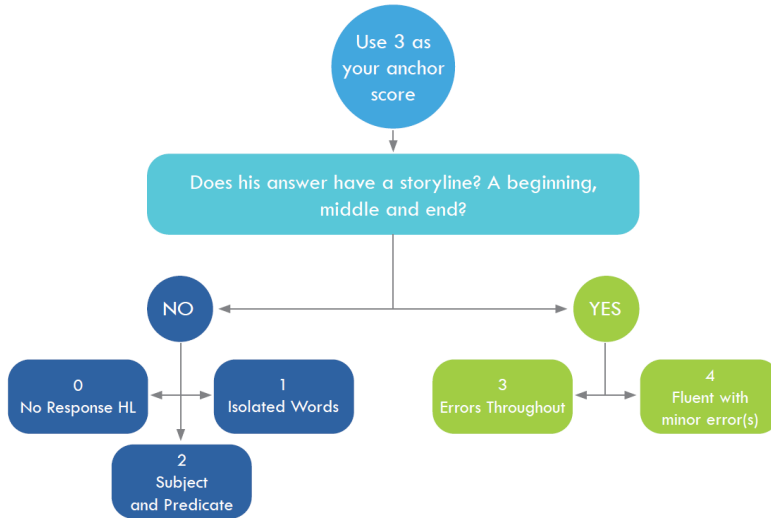
### Activity 2: Holistically Scoring Part 5: Let's Tell Stories





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

# Let's Tell Stories – Flow Chart



# Let's Tell Stories – Scoring Practice



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

Student	Sample Response	Score
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!"	



## Training Part 3: Post Test Activities

### Generating and Interpreting Reports



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## On-Demand Reports



Student Proficiency Reports are available 15-30 minutes after test completion.

PARTICIPANT PREPARATION	SCORING AND REPORTING	OTHER LINKS
Student Management	Educator Scoring	Professional Learning
Student Group Management	<b>Report Delivery</b>	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	

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# 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 \*  
LAS Links \* Language Grade (All) \*  
preLAS Online \* First Name  
Student ID Session

Find Students Clear

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# On-Demand Reports



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

Choose if you want the report in English or Spanish.

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# Student Proficiency Report



**preLAS Student Proficiency Report**

Name: FazName M LastName Student ID #: 1234567890  
 Birthdate: 11/04/2013 School: Any High School  
 Gender: M District: Any Public School District  
 Age: 05 Form: C

**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**

**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 use of language, rather than in English.

**Level 2 - Limited English Speaker (LES)** Student is developing the ability to communicate effectively in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.

**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.

**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.

**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.

**STUDENT PRE-LITERACY PROFICIENCY LEVEL** Test Complete Date: 01/08/2020

Level 1	Level 2	Level 3
	✓	

**Pre-Literacy Proficiency Level Definitions**

**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 express a preference.

**Level 2 - "Mid"** level student generally identifies frequent sounds at the beginning and end of words, identifies basic words, matches words and numbers to pictures, identifies various colors, distinguishes between beginning and ending words, reads some letters and counts objects in photos, and writes one or more words including their name.

**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.

**Per State and Federal Guidelines**

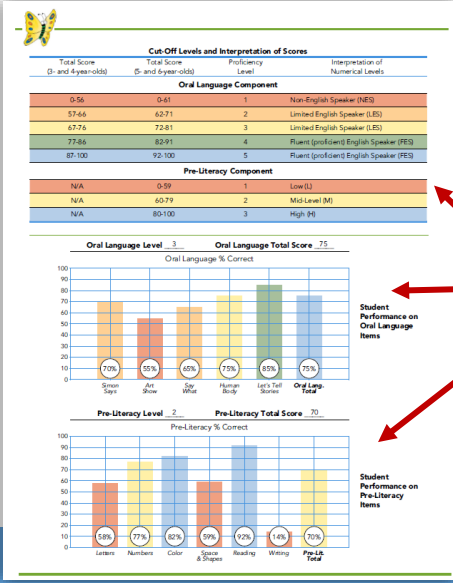
preK3, preK4, Kindergarten

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

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**

# Student Proficiency Report



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

[www.LASLinks.com](http://www.LASLinks.com)

The screenshot shows the LAS Links website interface. At the top, the LAS Links logo and the tagline "LEADING THE WAY IN LANGUAGE ASSESSMENT" are visible, along with the DRC CORPORATION logo. The navigation menu includes: HOME, ASSESSMENT SOLUTIONS, RESOURCES, DIGITAL LIBRARY, ORDER FORMS, IMPLEMENTATION SERVICES, STATE PAGES, and CUSTOMER LOG. A search bar is located under "TESTIMONIALS" and "FAQS". A green arrow points to the "DIGITAL LIBRARY" menu item. Below the navigation, a list of resources is provided: Training Resources, Online Assessment Administration, Student Testing Experience, Scheduling Test Sessions, Rubric Scoring & Calibration, Reporting, and Technology Installation. An inset titled "Parent and Teacher Resources" shows a woman and a child working together, with a red arrow pointing to a list of resources: preLAS Proficiency Level Definitions (English, Spanish), LAS Links Form A Proficiency Level Definitions (English, Spanish), and LAS Links Español Form A Proficiency Level Definitions (English, Spanish). Below this, a navigation instruction states: "To navigate this site, choose a topic below or use the menu on the left hand side of the page." A grid of buttons offers various topics: Ordering & General Program Information, preLAS Program FAQs (highlighted with a green arrow), LAS Links Program FAQs, INSIGHT Portal and Technology FAQs, Remote Testing, and Progress Monitoring FAQs. The number "61" is in the bottom right corner of the screenshot.

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## Support

For assistance, please contact the LAS Links Help Desk:

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

Email: [LASLinksHelpDesk@datarecognitioncorp.com](mailto:LASLinksHelpDesk@datarecognitioncorp.com)

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