



Progress Monitoring and Obtaining LOTE Credit with LAS Links

1

1

DRC Presenters



Taleisha Taylor
Brand Ambassador- TEXAS

2

2

1

Purpose of this Webinar



- Provide you with information regarding:
 - The additional forms of LAS Links (beyond Identification) for the purpose of progress monitoring the language of your Emergent Bilinguals and Dual Language students to:
 - Inform instruction
 - Prepare for the TELPAS
 - Monitor program efficacy
 - Meet the TEA's Dual Language Immersion Program Requirements
 - Achieve the LOTE credit
 - The data/reports available with the additional LAS Links forms
 - How to implement the additional forms

3

Language + Achievement



- LAS Links assessments are **authentic** language proficiency assessments:
 - Authentic language proficiency tests provide information on students' English/Spanish **language proficiency** associated with content areas
 - Achievement tests measures **knowledge attainment** and intellectual competencies in a subject (i.e. Math, Science, Reading/Language Arts)
 - Language proficiency items embedded in an achievement test typically provides you with the short cycle assessment need where LAS Links provides you with the medium to long cycle formative cycle.
 - Assessing with both an authentic language proficiency test (LAS Links) and an achievement test (ie MAP) allows stakeholders to have a complete and reliable profile of the student.

4

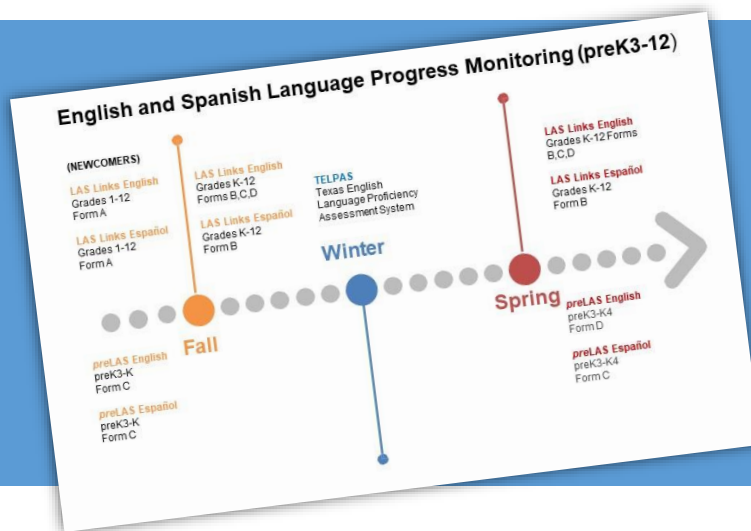
Current Texas Program & Progress Monitoring Forms



	Approved Assessment(s) for Identification	Progress Monitoring Forms
preK3, preK4	<ul style="list-style-type: none"> preLAS English Form C preLAS Español Form C 	<ul style="list-style-type: none"> preLAS English Form D preLAS Español Form C Pre-Literacy component – you already have this!
Kindergarten	<ul style="list-style-type: none"> preLAS English Form C preLAS Español Form C 	<ul style="list-style-type: none"> preLAS English Form D preLAS Español Form C LAS Links Form B LAS Links Form C LAS Links Form D LAS Links Español Form A LAS Links Español Form B
1-12 Grades	<ul style="list-style-type: none"> LAS Links English Form A 	<ul style="list-style-type: none"> LAS Links English Form B LAS Links English Form C LAS Links English Form D
1-6 Grades	<ul style="list-style-type: none"> LAS Links Español Form A 	<ul style="list-style-type: none"> LAS Links Español Form A (Grades 1-12) LAS Links Español Form B (Grades K-12)

5

Progress Monitoring Towards TELPAS Success!



6

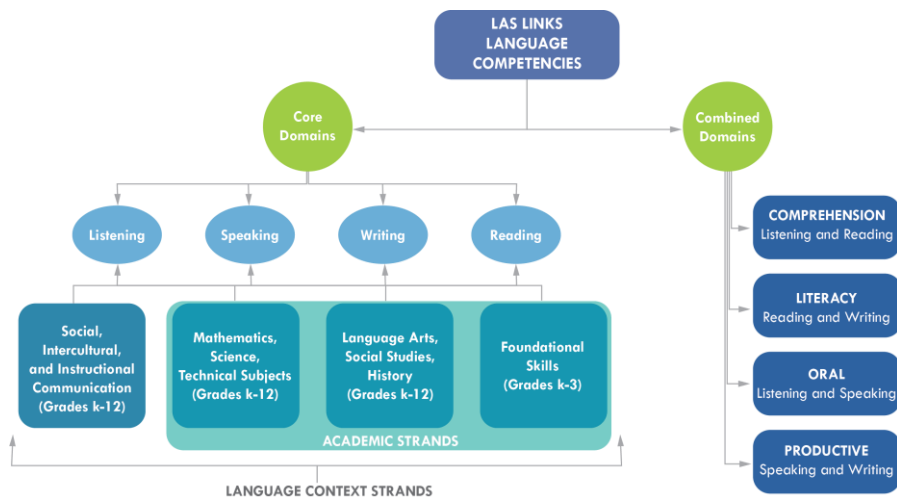


Benefits of Utilizing LAS Links Progress Monitoring in your Emergent Bilingual, Dual Language and LOTE Programming

- ✓ Monitor students' social and academic language proficiency
- ✓ Identify language capabilities in English and Spanish
- ✓ Plan instructional programs
- ✓ Use the data to group your heritage and non-heritage students together in a meaningful way
- ✓ Monitor student progress in your Dual Language program towards language proficiency throughout the school year (pre- and post-test opportunities)
- ✓ Create a comprehensive student language profile for planning bilingual or dual language curricula
- ✓ Measure student growth longitudinally, year over year
- ✓ LAS Links is aligned to Texas ELPS, TELPAS, and ACTFL Standards

7

The LAS Links Framework Developed in Correspondence to English Language Proficiency Standards



8

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

Student Results

Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
340	452	490	525	658

512 - Overall Scale Score

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

N/A = Not Applicable NV = Test Invalidation *Score is based on all items in the Reading and Writing skill areas.
 *Score is based on all items in the Speaking and Listening skill areas.

Page 1

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

9

Student Report
JANE DOE

Academic Report	Speaking			Listening			Reading			Writing		
	Points Observed	Points Possible	RGA	Points Observed	Points Possible	RGA	Points Observed	Points Possible	RGA	Points Observed	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Art, 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 NV = 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 Pole	Draher, 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	Peck, Richard	610L
M.C. Higgins, the Great	Hamilton, Virginia	620L
The Transil Saga	Paulson, Gary	630L
Spaceline	Muller, Rachel Driscoll	640L
Action Jackson	Greenberg, Jan and Jordan, Sandra	650L
Holes	Serfer, Louis	660L
Step from Heaven	Nia, An	670L
The Shackleton Expedition	Fine, Jill	680L
Gold Dust	Lynch, Chris	690L
Miraculous 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 Beaches	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 © 2009 MetaMetrics, Inc. All rights reserved. For proper use and copyright, see www.metametrics.com/metametrics-branding-guidelines.

Page 2

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

10

LAS Links Reporting



- Student Proficiency Reports (individual student PDF reports) are available shortly after test completion, allowing for just-in-time data for just-in-time instruction.
- LAS Links Interactive Reporting (robust reports) becomes available after the test window has closed.

Student Reports	Roster Reports	Summary Reports
<ul style="list-style-type: none"> • Student Proficiency Report • Student Dashboard Report • Home Report • Reading Links/Lexile Report 	<ul style="list-style-type: none"> • Student Roster • Longitudinal Roster • Reading Links/Lexile Roster • Item Roster 	<ul style="list-style-type: none"> • Summary of Skill Areas • Summary of Strands • Cohort Comparison • Matched Comparison • Item Summary

Report samples are available at: https://laslinks.com/PDFs/LAS_Links_Interactive_Reports_Samples.pdf

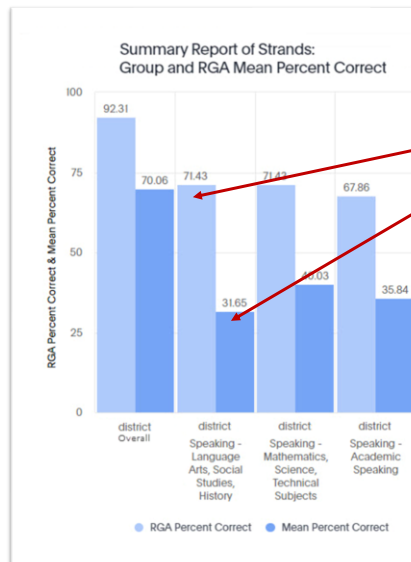
11

11

- Provides data across cohorts and their performance compared to the RGA
- Provides diagnostic information regarding the strengths and areas of growth for the whole group
- Informs teachers, districts, and school systems in their strategic planning
- Provides effective and appropriate scaffolding for all students from all backgrounds who may be struggling academically with language proficiency

12

Cohort Strand Reports



Your second graders' performance compared to the RGA

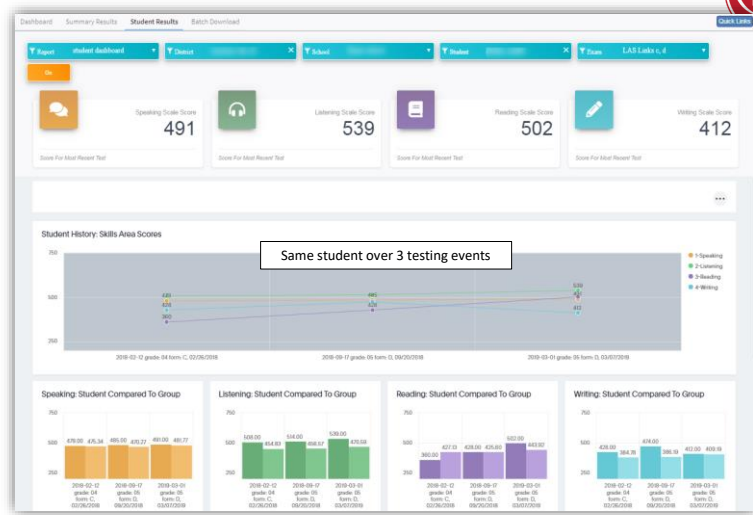
What resources do you already have available to foster student growth in the area of Speaking – Language Arts, Social Studies, History?

12

The Student Dashboard Report



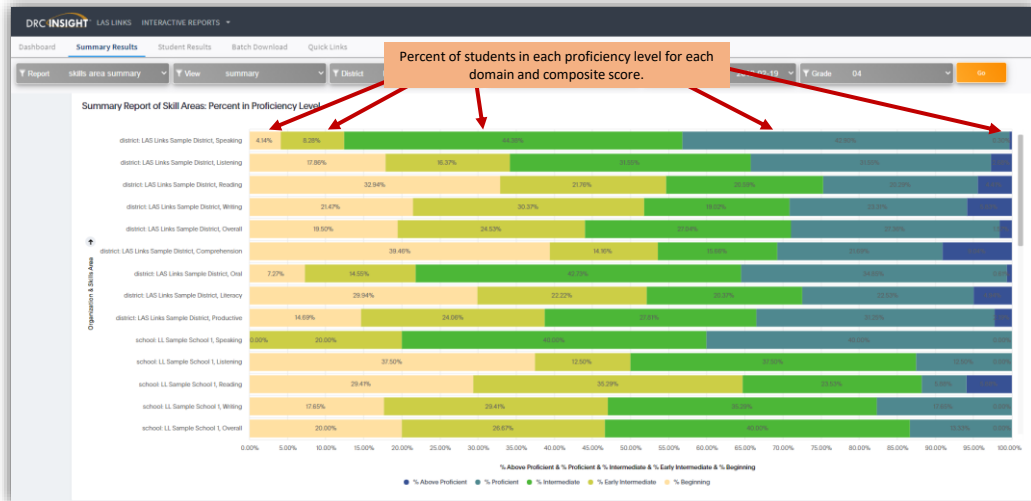
Provides an individual student's data points from multiple progress monitoring administrations.



13

[Report Samples](#)

Summary of Skill Areas



Allows you to analyze grades as a whole throughout the district and/or school.

14

[Report Samples](#)

LAS Links and TELPAS Proficiency Level Alignment



ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
↕	↕	↕	↕
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4&5 (Proficient & Above Proficient)

"Limited English Proficiency" across TELPAS, preLAS and LAS Links (all domains)

"Fluent" across TELPAS, preLAS and LAS Links (all domains)

LAS Links Español for LOTE Credit

Meeting DLI Program Model Requirements & Obtaining LOTE Credit with LAS Links Español



[Chapter 74. Curriculum Requirements; Subchapter B. Graduation Requirements; Page 8](#)

Graduation Requirements

§74.B.

- (F) A student who successfully completes a dual language immersion/two-way or dual language immersion/one-way program in accordance with §89.1210(d)(3) and (4) of this title (relating to Program Content and Design), §89.1227 of this title (relating to Minimum Requirements for Dual Language Immersion Program Model), and §89.1228 of this title (relating to Two-Way Dual Language Immersion Program Model Implementation) at an elementary school may satisfy one credit of the two credits required in a language other than English.

(i) To successfully complete a dual language immersion program, a student must:

- (I) have participated in a dual language immersion program for at least five consecutive school years;
- (II) achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on both the mathematics and reading State of Texas Assessments of Academic Readiness (STAAR®) in English or Spanish, as applicable, in at least one grade level; and
- (III) achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages.

17

17

Obtaining Performance Acknowledgement in Bilingualism and Biliteracy/Seal of Biliteracy with LAS Links Español



Graduation Requirements

§74.B.

- (b) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in bilingualism and biliteracy as follows.

- (1) A student may earn a performance acknowledgment by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:
- (A) completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
 - (B) satisfying one of the following:
 - (i) completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - (ii) demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - (iii) completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
 - (iv) demonstrated proficiency in one or more languages other than English through one of the following methods:
 - (I) a score of 3 or higher on a College Board Advanced Placement examination for a language other than English; or
 - (II) a score of 4 or higher on an International Baccalaureate examination for a higher-level languages other than English course; or
 - (III) performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.

[Chapter 74. Curriculum Requirements; Subchapter B. Graduation Requirements; Page 16](#)

18

18

Meeting DLI Program Model Requirements & Obtaining LOTE Credit with LAS Links Español



Requirement		LAS Links Español
Achieve proficiency in a language other than English	✓	Authentic Spanish language assessment
Demonstrated by scores of proficient or higher	✓	Provides 5 levels, two considered proficient and higher
Reading and Speaking domains (DLI); Speaking, Listening, Reading and Writing (LOTE)	✓	Provides flexibility to allow districts to assign only the domains they are needing to test
Show performance on a national assessment of language proficiency	✓	LAS Links Español is nationally (and internationally) normed and field tested

19

19

Implementation



If you already test with LAS Links Online for identification, upon purchase, your POC will gain access to your "PM" account. Additional forms will become available to you for use. No new set up required (just as Reclass was done)!

Additional forms are made available to you to choose from


Set your Progress Monitoring Test Window(s) as needed

Purchase DRC Scoring Services to score student responses!

20

Funding Source



Side-by-Side Guidance Document 

Side-by-Side Guidance Document: Allowable vs. Unallowable Use of Funds

Bilingual Education Allotment (BEA)	Title III, Part A Funds
<p>Assessment/Instructional Materials and Equipment</p> <p>Allowable</p> <ul style="list-style-type: none">Assessment for IdentificationAssessment for ReclassificationSmart boardsBilingual thesauruses and dictionaries and other manipulatives that are directly related to the enhancement of instruction to serve English learnersClassroom technology enhancements for teachers and students (i.e., computers, software licenses, etc.). <p>Unallowable</p> <ul style="list-style-type: none">Instructional material and equipment to be used by general education students only	<p><i>Please note: Local or State funds may not be decreased or diverted merely because of the availability of Title III, Part A funds.</i></p> <p>Allowable</p> <ul style="list-style-type: none">Educational technology/software or instructional materialsAccess to, and participation in, electronic networks for materials, trainingAssessments for progress monitoring of English learners <p>Unallowable</p> <ul style="list-style-type: none">LEAs may not use Title III funds for purposes related to identification and reclassification of English learners <p>Note: Equipment should be supplemental.</p>

TEA: Side-by-Side Guidance Document: Allowable vs. Unallowable Use of Funds To Support English Learners; pg 8

21

21

Pricing



Pricing may be found at www.LASLinks.com/Texas

Pricing for student licenses:

- All LAS Links Online student test licenses priced at deeply discounted Texas contract pricing
- Student test license includes the student proficiency reports

Additional services and reporting available for purchase:

- DRC Scoring Services (click [here](#) to learn about the scoring process)
- Interactive Reporting system (robust reports beyond the student report)
- Student data file
- Data Dive Training

22

22

Additional Resources



Progress Monitoring

All preLAS and LAS Links progress monitoring forms (forms not utilized for the purpose of English learner identification), as well as additional DRC services available for purchase, are independent of the TEA and the Texas English learner identification contract.

English and Spanish Language Progress Monitoring (preK3-12)

REFERENCES

- LAS Links English Grades 1-12 Family
- LAS Links Spanish Grades 1-12 Family
- LAS Links English Grades K-12 Family/ELL
- LAS Links Spanish Grades K-12 Family
- TELPAS Texas English Language Proficiency Assessment System
- LAS Links English Grades K-12 Family
- LAS Links Spanish Grades K-12 Family
- preLAS English preK-3 Family
- preLAS Spanish preK-3 Family

Brochure: Beyond EL Identification: Progress Monitoring with the preLAS and LAS Links

PowerPoint: Beyond EL Identification: Progress Monitoring with the preLAS and LAS Links

Video: Beyond EL Identification: Progress Monitoring with preLAS and LAS Links

LAS Links and Texas ELP/TELPAS Proficiency Level Alignment

LAS Links to the Texas ELP Alignment

LAS Links Sample Interactive Reports

<https://laslinks.com/progress-monitoring-2/>

For more in-depth information regarding our progress monitoring forms and alignments, please visit our Progress Monitoring page on our Texas site.

Thank you!



DRC Customer Service – Texas	
<p>Toll Free: 833-867-5679 Option 1 Order Support Texas Order Support Email: LASOrderTX@datarecognitioncorp.com</p>	<p>Toll Free: 833-867-5679 Option 2 Technical Support Texas Technical Support Email: LASTechTX@datarecognitioncorp.com</p>
<p>Customer Service Hours: 8:00 am – 4:30pm CT M-F www.LASLinks.com/Texas</p>	