



LAS Links Online Administration Training

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Training Agenda



- ✓ **Purpose of LAS Links Testing**
- ✓ **Program Overview**
- ✓ **Training Part 1:** Pretest activities (preparing to test)
- ✓ **Training Part 2:** Proctoring the test (student experience)
- ✓ **Training Part 3:** Post test activities (scoring and reporting)

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<https://www.txel.org/media/odafmp2j/english-learners-video.mp4>

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What is the LAS Battery of Assessments?

Meets the first step requirement for serving English learners (Emergent Bilinguals):
Assessing with a Proficiency Assessment



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Texas Emergent Bilingual 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 or 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

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Training Part 1: Pre-Test Activities

Activity 1:
Accessing the INSIGHT
Portal and DRC's
Professional Learning
Courses



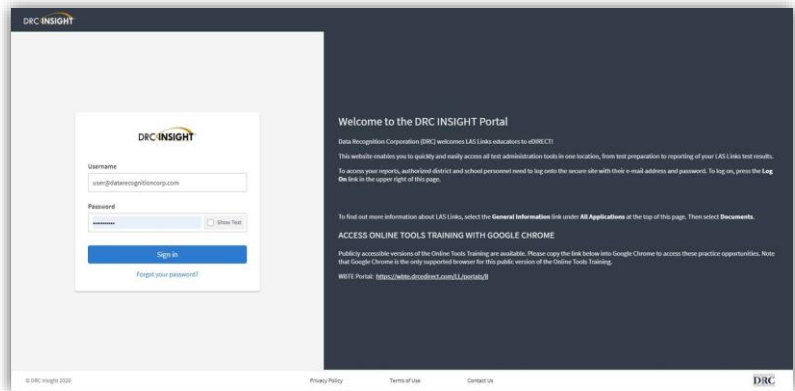
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Accessing the DRC INSIGHT Portal



www.drcdirect.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.

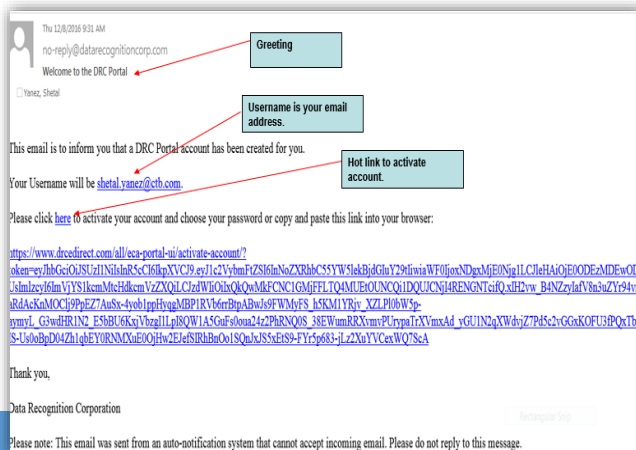


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Portal Activation Email



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

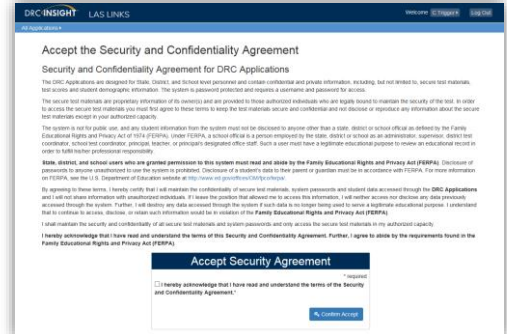
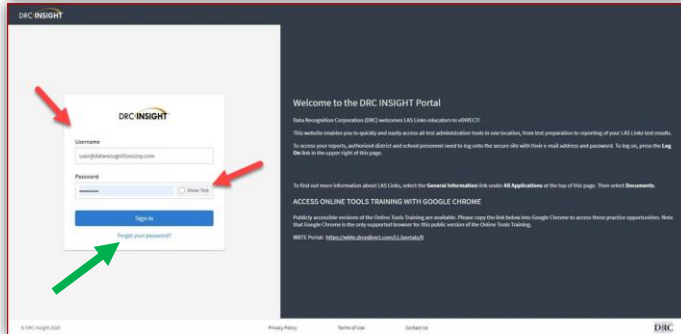


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Logging into the Portal



- 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.



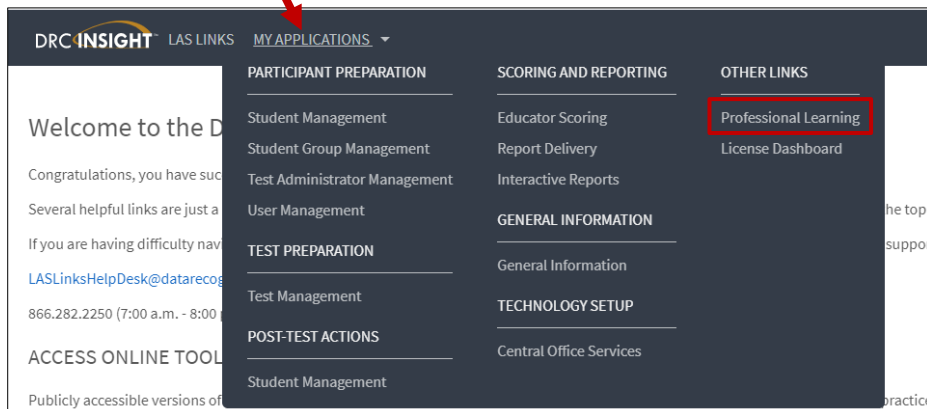
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Accessing the Professional Learning Courses



Click on MY APPLICATIONS >> Professional Learning:



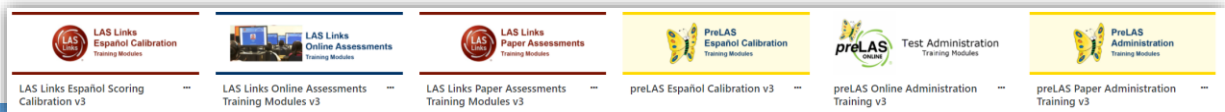
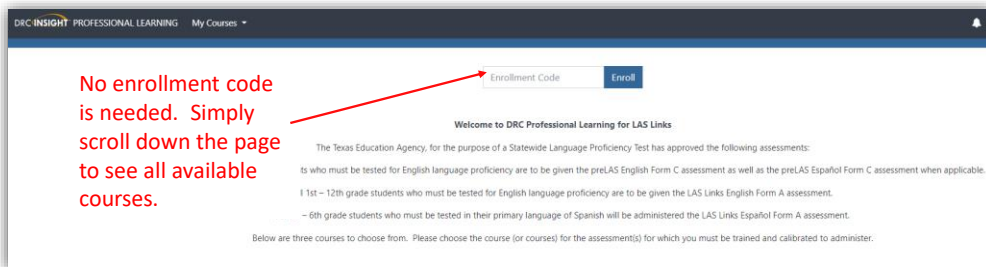
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Professional Learning Courses



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 6 courses.



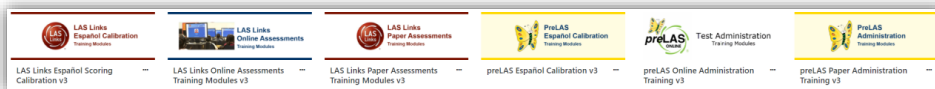
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Professional Learning Courses



- 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.



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Training Part 1: Pre-Test Activities

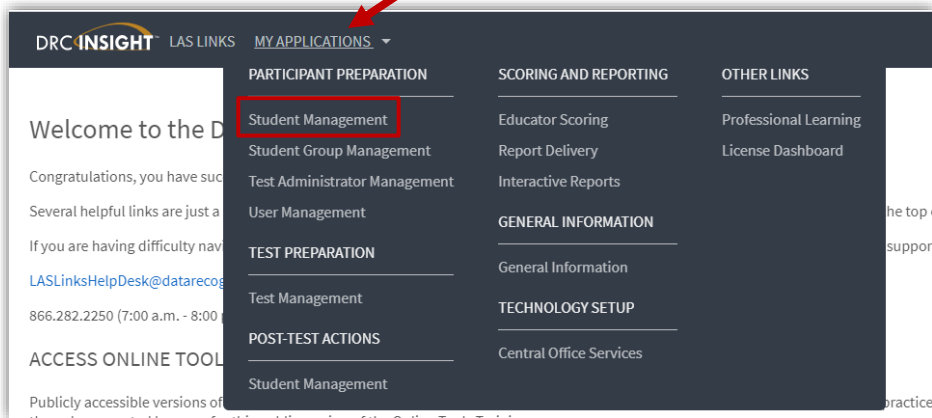
Activity 2:

Adding (registering)
Students in the INSIGHT
Portal



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Student Management Add/View/Edit



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Adding Students One-by-One



- Click Manage Students
- Choose a School from the drop-down menu
- Click Add Student at the bottom of the screen

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Adding Students One-by-One



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



- 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

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Student Management Accommodations and Demographics



Per the TEA: Accommodations may only be utilized during tested if the accommodations are listed on a student's IEP.

TEA Guidance regarding assessing Deaf/Hard of Hearing students can be found at:
Video: <https://www.youtube.com/watch?v=tUTjNl33go&feature=youtu.be>

PPT: <https://tea.texas.gov/sites/default/files/LPAC%20-%20Deaf-HH%20Guidance%20November%202019.pdf>

Please note, student demographic data will only be included in Interactive Reporting (an additional purchase), not the OnDemand report, when you add this information to the INSIGHT portal.

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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: LAS Links * District: Sales and Training District - * School: Sales and Training Site 1 -

File: Browse... *

District Name	District Code	State Abb	School Name	School Code	Grade	Last Name	First Name	Middle In	Date of Birth	Gender	Student ID
	999999			999999	7	TESTER	STUDENT		1/1/1990	M	99999991
	999999			999999	8	TESTER 1	STUDENT		1/1/1990	M	99999992
	999999			999999	K	TESTER-2	STUDENT		1/1/1990	M	99999993
	999999			999999	2	TESTER3	STUDENT1		1/1/1991	O	99999994
	999999			999999	5	TESTER4	STUDENT-A		1/1/1991	F	99999995
	999999			999999	7	TESTER'S	STUDENT 2		1/1/1992	F	99999996

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.

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 and
Monitoring Student
Progress



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Texas Emergent Bilingual Identification: Program Overview

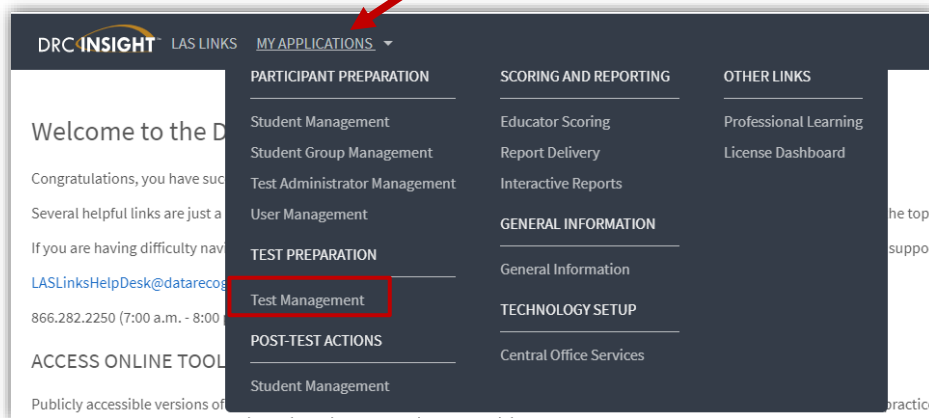


Grade Level	Approved Assessment(s) for Identification:
preK3, preK4, Kindergarten	<ul style="list-style-type: none"> • preLAS English Form C • preLAS Español Form C • Available in Online or Paper formats
1 st Grade	<ul style="list-style-type: none"> • LAS Links Form A • Speaking and Listening Only •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

* Spanish testing is required by the TEA when you have a bilingual program

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Test Management – Creating a Session



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Creating a Session



Sessions are necessary in order to provide students with test tickets to enter an online test. Note: at least one student must be registered in a grade span in order to create a test session for that grade span.

To create a session:

- Click Manage Test Sessions
- Choose LAS Links under Administration
- Choose the School (as applicable) from the drop-down menu
- Click Add Session, found at the bottom of the page.

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Scheduling Test Sessions with TMA



1. Session Name should be unique so you can easily search for it later
2. Choose the desired **Form**
3. Choose from the **Available Subtest**
Note: Subtests MUST be contained in the same session in order to generate composite scores
4. Select your dates which determines student test availability
5. Test Monitoring drop down will default to **none** but choose required or optional if you would like to use TMA.
 - **Required:** student must have a code to enter the test
 - **Optional:** Student, although prompted for a code, will not be required to enter one
6. The Restricted Access will default to **"False"**. Change this to **True** so the student(s) may not access the test until the TA has granted access during testing.

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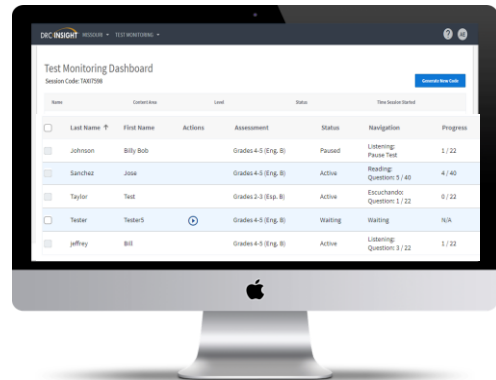
Test Monitoring Application



The new Test Monitoring Application (TMA) allows test administrators to securely monitor participants' testing status in real-time during LAS Links **Remote** and/or **in-person/onsite** Test Sessions.

TAs may monitor the following:

- Which students have logged in to the test?
- Which students have started the test?
- Are students progressing through the test?
- What question are they on?
- Which students have completed the test?
- Have any students paused their test?
- Are any students seeing an error message?



For more detailed guidance on the TMA go to www.LASLinks.com/Texas under Professional Development >> Online Test Administration >> Testing Activities

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Creating a Session, con't



7. Click the Find Students button
8. Students can only be added to assessments corresponding to their grade level
9. Highlight the students to be added to the session and click the blue right arrow to assign them to the session.

Add Test Sessions

Testing Window: 06/17/2019 - 08/31/2023
 This date range indicates the amount of time your account will be active with LAS Links Online. To extend your LAS Links Online account, a yearly purchase is required.

Eligible Grades: 02, 03

***Instructions**

***Indicates required fields**

Session Name: 2nd Gr Eng ID Scoring Option Status: Educator Scored [Change to DRC Scored](#) Test Administrator

LAS Links Test Form: English Form A, Grade 1 Available Subtests: ☒ Speaking ☒ Listening ☒ Reading ☒ Writing Subtest(s) Chosen for Session: ☒ Speaking Grades 2-3 (Eng. A) ☒ Listening Grades 2-3 (Eng. A) ☒ Reading Grades 2-3 (Eng. A) ☒ Writing Grades 2-3 (Eng. A)

Begin Date: 6/17/2019 End Date: 6/29/2020 Mode: Online

Search for Available Students: Student Last Name: Student First Name: Student ID: Grade: (All)

Demographic: (All) Accommodation: (All) Test Administrator: (All) Student Group: (All)

[Find Students](#) [New Student](#) [Clear](#)

Available Students: Students in Session:

Double-click to edit Student Double-click to edit Student

[Save](#) [Save & Add Another](#) [Cancel](#)

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Creating Multiple Sessions




1. Click on Upload Multiple Test Sessions
2. Download the File Layout (for guidance)
3. Download the Sample File to add your sessions to be uploaded
4. Fill in the file according to the File Layout
5. Save the file then click browse to find the file
6. Click upload

Note: students must pre-exist at every grade band (1, 2-3, 4-5, 6-8, 9-12) to be able to utilize the Multiple Test Sessions upload file.

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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.

Show Sessions

Print All Tickets

Sessions

Status Summary

Instructions

Session Detail

	District	School	Session Name	Assessment	Status	Begin Date	End Date	Scoring Option	Action
	District	Training School	S-C	(Eng. C)					
<input type="checkbox"/>	Sales and Training District	Brian Shedd Sales and Training School	SDHSD Eng 9-12 C	Grades 9-12 (Eng. C)	Completed	2/26/2018	1/9/2019	Educator Scored	
<input type="checkbox"/>	Sales and Training District	Brian Shedd Sales and Training School	Form C/4-5	Grades 4-5 (Eng. C)	In Progress	10/11/2017	12/31/2024	Educator Scored	
<input type="checkbox"/>	Sales and Training District	Brian Shedd Sales and Training School	English Form C, Grades 4-5	Grades 4-5 (Eng. C)	In Progress	10/11/2017	12/31/2024	Educator Scored	
<input type="checkbox"/>	Sales and Training District	Brian Shedd Sales and Training School	Espanol B/4-5	Grades 4-5 (Esp. B)	In Progress	10/11/2017	12/31/2024	Educator Scored	
<input type="checkbox"/>	Sales and Training District	Brian Shedd Sales and Training School	LVUSD 4-5 Esp B	Grades 4-5 (Esp. B)	In Progress	1/8/2018	1/9/2020	Educator Scored	

Add Session

Export to Excel

Unlink Selected

Unlink All

Export Student Details

Change to DRC Scored

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Test Tickets



LAS Links Student Test Roster

District: Sales and Training District
School: Cain Quinn 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 5/28/2021

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		

Student Roster is for
the administrator


Test Ticket is for the student

LAS Links Online Test Ticket English Form A - Grades 2-3 (Eng. A) Charlie Garza Date of Birth: 7/23/2010 Accommodation(s): N/A Test Session Name: 2-3 EL Identification Student ID: 123453427 Username: [redacted] Password: [redacted]	LAS Links Online Test Ticket English Form A - Grades 2-3 (Eng. A) Felix Hernandez Date of Birth: 2/5/2012 Accommodation(s): N/A Test Session Name: 2-3 EL Identification Student ID: 10012345 Username: [redacted] Password: [redacted]
LAS Links Online Test Ticket English Form A - Grades 2-3 (Eng. A) Ryan Jeffrey Date of Birth: 10/12/2005 Accommodation(s): N/A Test Session Name: 2-3 EL Identification Student ID: 012345678 Username: [redacted] Password: [redacted]	LAS Links Online Test Ticket English Form A - Grades 2-3 (Eng. A) Robin Kim Date of Birth: 9/23/2015 Accommodation(s): N/A Test Session Name: 2-3 EL Identification Student ID: 132870 Username: [redacted] Password: [redacted]

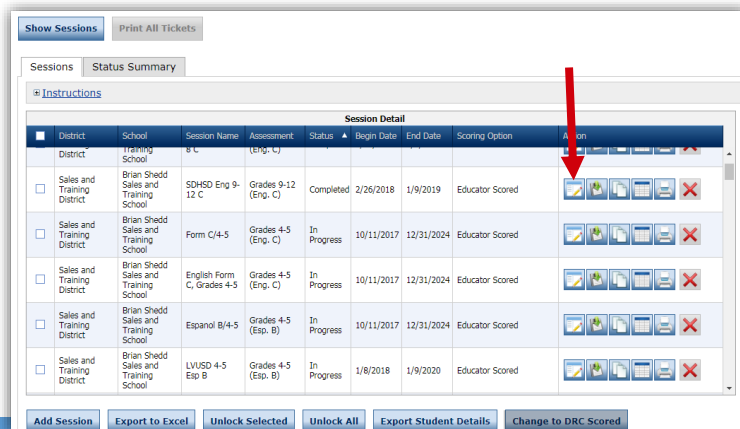
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Editing a Test Session



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.

NOTE: To add TMA to existing sessions previously created, you must edit each session and update the Test Monitoring and Restricted Access drop down menus for each session.



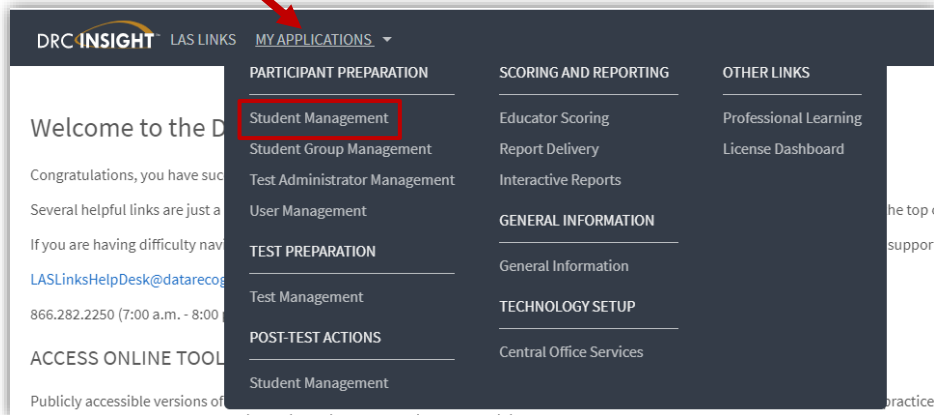
District	School	Session Name	Assessment	Status	Begin Date	End Date	Scoring Option	Action
Sales and Training District	Brian Shedd Sales and Training School	SDHSD Eng 9-12 C	Grades 9-12 (Eng. C)	Completed	2/26/2018	1/9/2019	Educator Scored	
Sales and Training District	Brian Shedd Sales and Training School	Form C/4-5	Grades 4-5 (Eng. C)	In Progress	10/11/2017	12/31/2024	Educator Scored	
Sales and Training District	Brian Shedd Sales and Training School	English Form C, Grades 4-5	Grades 4-5 (Eng. C)	In Progress	10/11/2017	12/31/2024	Educator Scored	
Sales and Training District	Brian Shedd Sales and Training School	Espanol B/4-5	Grades 4-5 (Esp. B)	In Progress	10/11/2017	12/31/2024	Educator Scored	
Sales and Training District	Brian Shedd Sales and Training School	LVUSD 4-5 Esp B	Grades 4-5 (Esp. B)	In Progress	1/8/2018	1/9/2020	Educator Scored	

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Student Status Dashboard

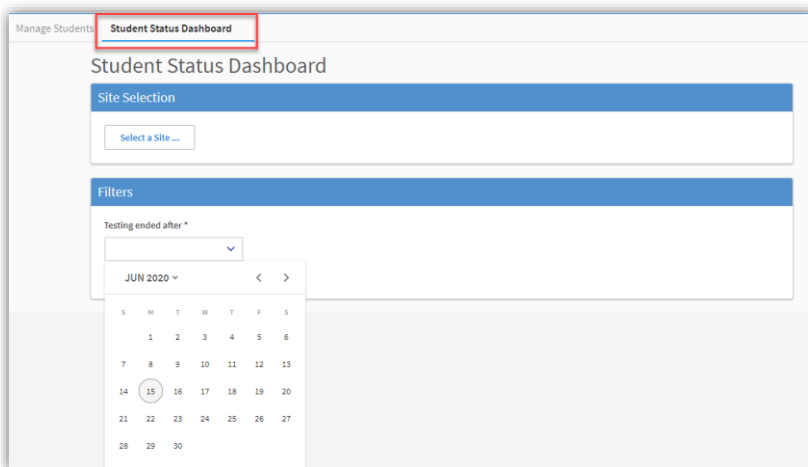


- The Student Status Dashboard allows you to monitor testing progress of students at the school level
- Click on MY APPLICATIONS >> Student Management:



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Student Status Dashboard



Under Student Management, click “select a site” and type in the school's name.

Once the site is chosen, pick the “Testing ended after” date.

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Student Status Dashboard

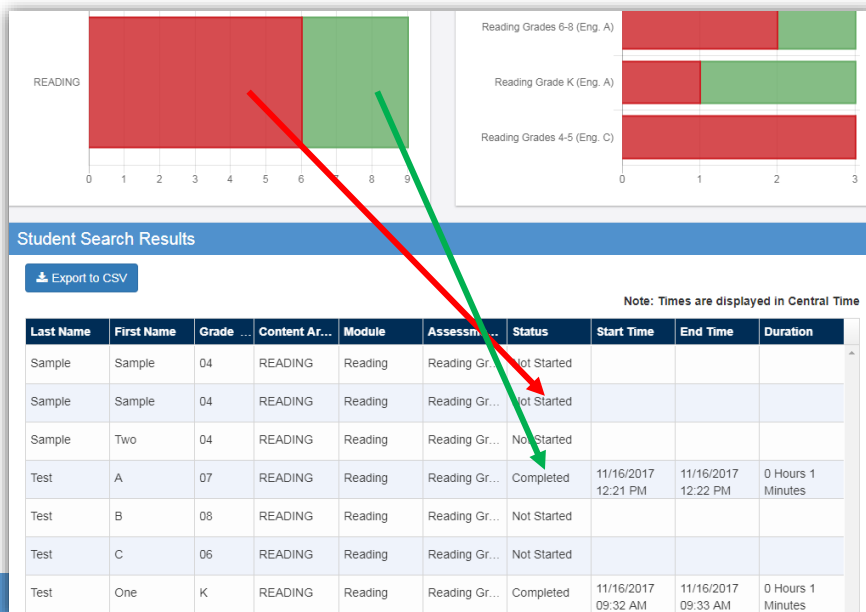


The student status dashboard will provide you status by School overall, by grade, by content area and by assessment.

When you hover over any color, it will give you student counts.

Click on the icon in the right-hand corner of each chart to make it a list as opposed to a chart.

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When you click on one of bars (or circle), it will provide you with a student roster with time stamps, at the bottom of the page.

This is a report that can be exported.

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Training Part 2: Student Readiness and Proctoring the Test

Activity 1:

The Student Practice Test



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LAS Links Online: Student Practice Test



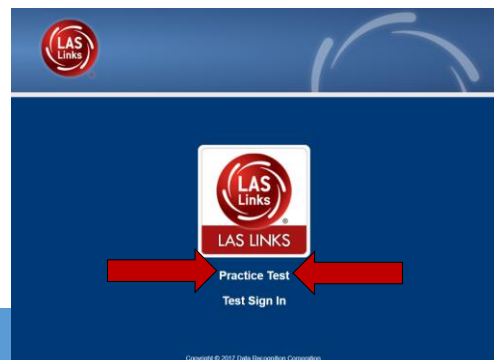
Student Access:

PC/MAC/iPAD/Chromebook

Practice Test:

- Highly recommended prior to live testing.
- Student technology readiness should be determined during the practice test.
- Students may access the practice test two ways: click on the DRC INSIGHT app or using CHROME go to:
<https://wbte.drcedirect.com/LL/portals/II>

Note: do NOT give the student live test credentials (their test ticket) until they are ready to actually take the real test.



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Practice Test Tips



You may have students take the practice test individually or as a whole group:

- The practice test in its entirety should take approximately 20/25 minutes or less
- Have the link to the Practice Test open on another tab on your computer:
<https://wbte.drcedirect.com/LL/portals/II> and show it as a whole group –or–
- Have each student go to this URL, put their headsets on and take the practice test. Remember, they can also click on the INSIGHT app to access the practice test.
- If you take the students through the practice test(s) as a whole group, if you show the speaking domain, you will need a head set that you will plug in when you are prompted to record an answer, or your device microphone needs to be enabled.

Time Saving Tip: The embedded videos regarding the tools provided in each of the 4 domains are the same videos. Once the student has watched those videos and practiced with the tools during the first domain, they may skip the videos and the tools practice in the remaining domains and go straight to the specific domain practice items.

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Training Part 2: Student Readiness and Proctoring the Test

Activity 2: Proctoring Student Testing

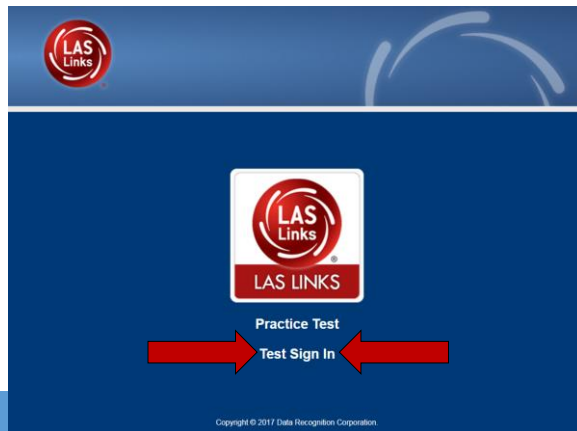


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LAS Links Online: Student Experience



When the student is ready to take the live test, he/she should be given the test ticket and should click on the DRC INSIGHT App installed on the student device.

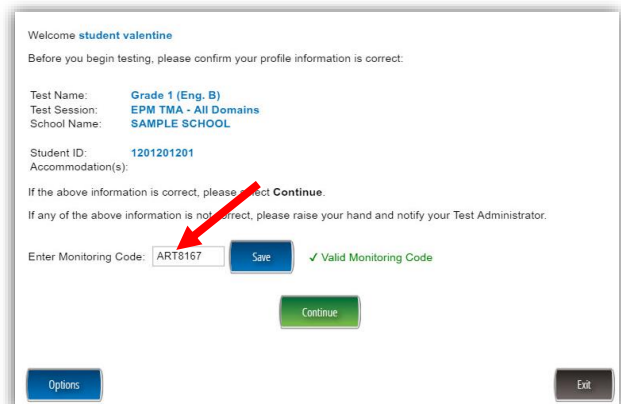


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If Using the Test Monitoring Application



Once the student has entered their test ticket UN and PW, they are then asked for a Test Monitoring Code:



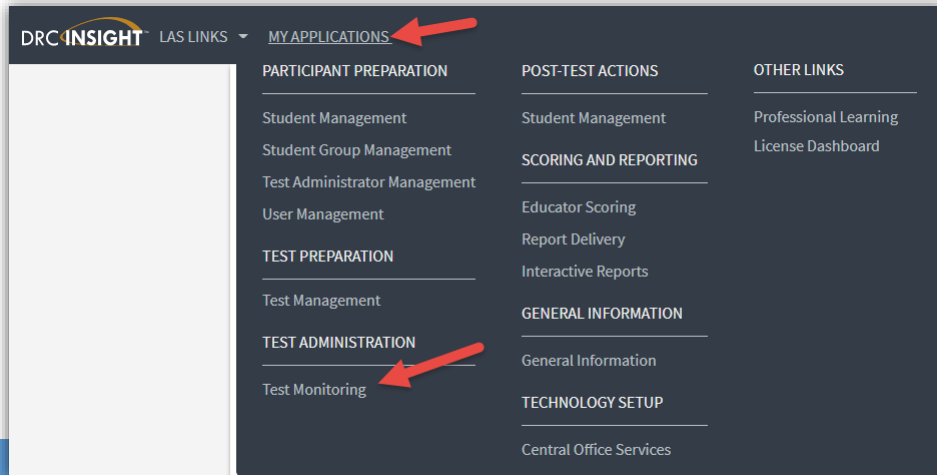
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If Using the Test Monitoring Application



The Test Administer will need to generate the code to provide to the student(s). This may be handed out individually or posted somewhere for all students to use:





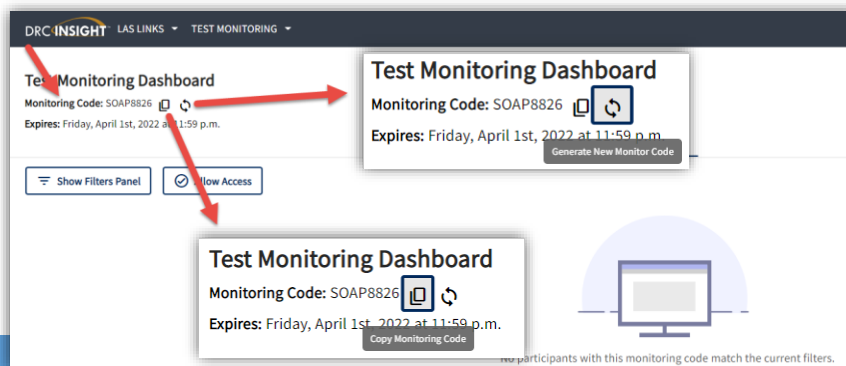
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Generating a Test Monitoring Code



2. TMA will automatically generate a “Monitoring Code” that expires in 24 hours.
 - Provide the Monitoring Code to the student when you provide them with their Username and Password (test ticket information)
 - To email/post the code, you may click on the copy monitoring code by clicking on 
3. You may extend the monitoring code to last for up to 5 days by clicking on 



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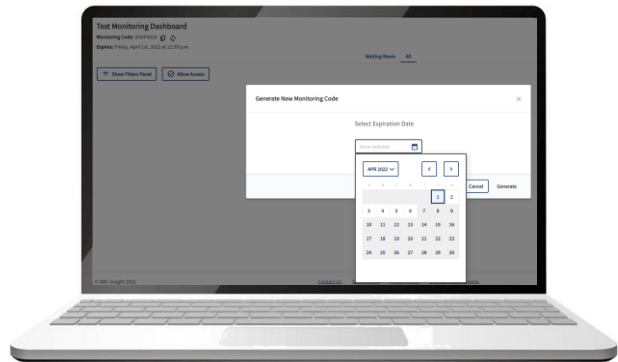
Generating a Test Monitoring Code



If you want to extend the code for 5 days:

1. Once you click the generate new code, a pop-up will appear
2. Choose your expiration date
3. Click generate and provide the new code to students

Warning: If a new code is generated while students are using the prior code, they will no longer be monitored utilizing the previous code.



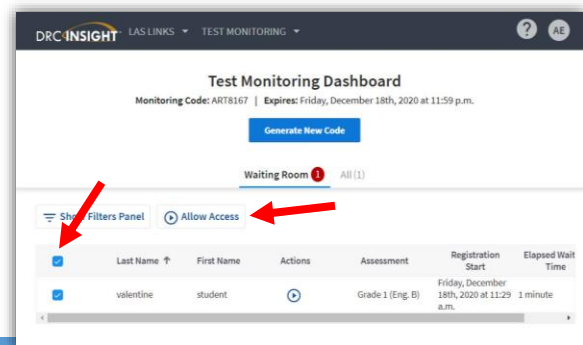
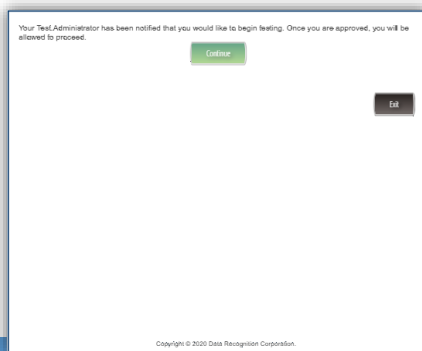
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If Using the Test Monitoring Application



- Students are placed in a “Waiting Room” until the TA allows them to start the assessment
- The student’s status will be “Waiting” on the Test Monitoring Dashboard
- Once the TA clicks on Allow Access, the student(s) can begin their assessment(s)





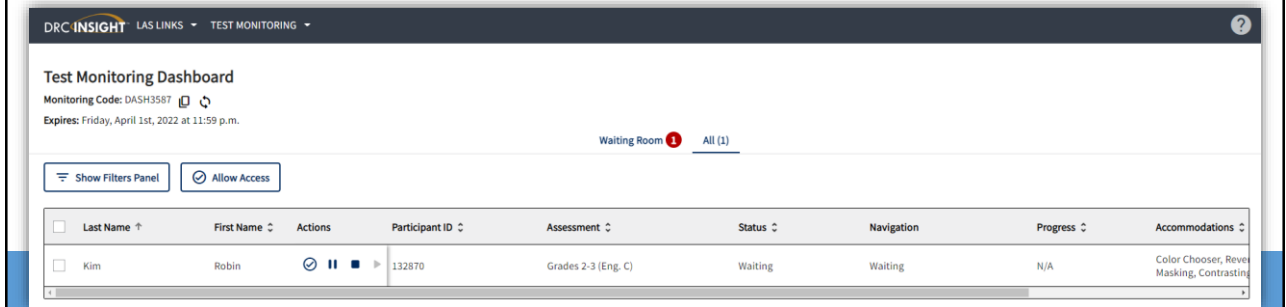
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TMA – Test Administrator Experience








- Once the student(s) enter the Test Monitoring Code, the student test information will appear on the TA's dashboard
- When ready, the TA allows test access to all or individual students
 - All = TA clicks the radio button in the header row + the  button
 - Individual Students = TA clicks the allow access  button
- Once allowed access by the TA, the student(s) can begin their assessment



Test Monitoring Dashboard
Monitoring Code: DASH3587
Expires: Friday, April 1st, 2022 at 11:59 p.m.

Waiting Room 1 All (1)

Show Filters Panel 

<input type="checkbox"/>	Last Name ↑	First Name ↓	Actions	Participant ID ↓	Assessment ↓	Status ↓	Navigation	Progress ↓	Accommodations ↓
<input type="checkbox"/>	Kim	Robin	   	132870	Grades 2-3 (Eng. C)	Waiting	Waiting	N/A	Color Chooser, Revealing, Masking, Contrasting

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TMA – Test Administrator Experience

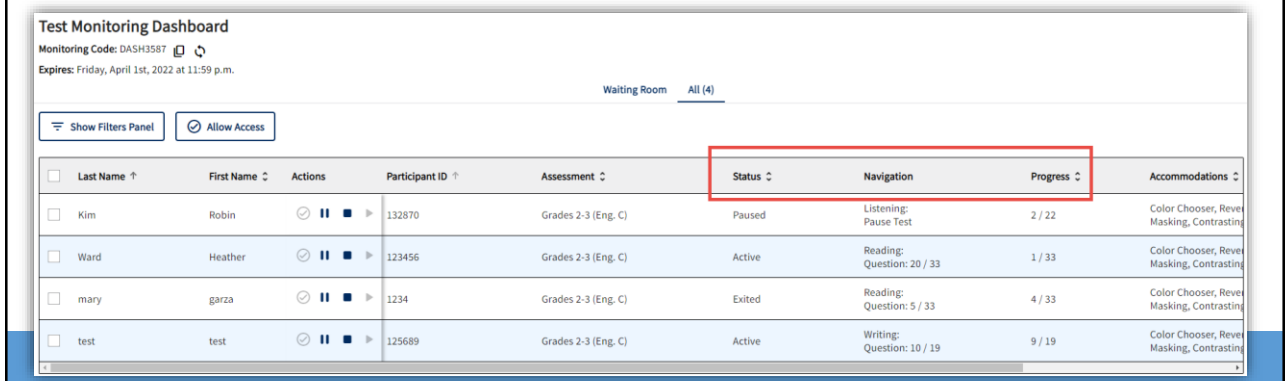


Test Administrators may monitor student progress via the Status, Navigation and Progress columns:

Status = indicates if the student is actively engaged with the assessment (definitions available on next slide)


Navigation = indicates what subtest the student is logged into and what question they are on within the subtest

















Progress = indicates how many items have been answered compared to number of items in the assessment. For instance, 2/22 means two items out of 22 have been answered.



Test Monitoring Dashboard
Monitoring Code: DASH3587
Expires: Friday, April 1st, 2022 at 11:59 p.m.

Waiting Room All (4)

Show Filters Panel 

<input type="checkbox"/>	Last Name ↑	First Name ↓	Actions	Participant ID ↓	Assessment ↓	Status ↓	Navigation	Progress ↓	Accommodations ↓
<input type="checkbox"/>	Kim	Robin	   	132870	Grades 2-3 (Eng. C)	Paused	Listening: Pause Test	2 / 22	Color Chooser, Revealing, Masking, Contrasting
<input type="checkbox"/>	Ward	Heather	   	123456	Grades 2-3 (Eng. C)	Active	Reading: Question: 20 / 33	1 / 33	Color Chooser, Revealing, Masking, Contrasting
<input type="checkbox"/>	many	garza	   	1234	Grades 2-3 (Eng. C)	Exited	Reading: Question: 5 / 33	4 / 33	Color Chooser, Revealing, Masking, Contrasting
<input type="checkbox"/>	test	test	   	125689	Grades 2-3 (Eng. C)	Active	Writing: Question: 10 / 19	9 / 19	Color Chooser, Revealing, Masking, Contrasting

46

TMA – Test Administrator Experience



Status columns definitions:

Active = student is actively answering questions

Paused = student or TA has paused the test and the timer is currently counting down from 20:00 minutes

Inactive = student is not actively engaging in the assessment

Exited = student or TA has ended and exited the assessment

Test Monitoring Dashboard
Monitoring Code: DASH3587
Expires: Friday, April 1st, 2022 at 11:59 p.m.

Waiting Room All (4)

Show Filters Panel Allow Access

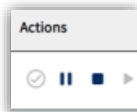
<input type="checkbox"/>	Last Name ↑	First Name ↓	Actions	Participant ID ↓	Assessment ↓	Status ↓	Navigation	Progress ↓	Accommodations ↓
<input type="checkbox"/>	Kim	Robin	⏸ ⏹ ▶	132870	Grades 2-3 (Eng. C)	Paused	Listening: Pause Test	2 / 22	Color Chooser, Reve Masking, Contrastin
<input type="checkbox"/>	Ward	Heather	⏸ ⏹ ▶	123456	Grades 2-3 (Eng. C)	Active	Reading: Question: 20 / 33	1 / 33	Color Chooser, Reve Masking, Contrastin
<input type="checkbox"/>	mary	garza	⏸ ⏹ ▶	1234	Grades 2-3 (Eng. C)	Exited	Reading: Question: 5 / 33	4 / 33	Color Chooser, Reve Masking, Contrastin
<input type="checkbox"/>	test	test	⏸ ⏹ ▶	125689	Grades 2-3 (Eng. C)	Inactive	Writing: Question: 10 / 19	9 / 19	Color Chooser, Reve Masking, Contrastin

47

TMA – Test Administrator Experience



Test Administrators have the option to **pause** and/or **stop** students' assessments individually using the "Actions" buttons on the Test Monitoring Dashboard:



Test Monitoring Dashboard
Monitoring Code: DASH3587
Expires: Friday, April 1st, 2022 at 11:59 p.m.

Waiting Room All (4)

Show Filters Panel Allow Access

<input type="checkbox"/>	Last Name ↑	First Name ↓	Actions	Participant ID ↓	Assessment ↓	Status ↓	Navigation	Progress ↓	Accommodations ↓
<input type="checkbox"/>	Kim	Robin	⏸ ⏹ ▶	132870	Grades 2-3 (Eng. C)	Paused	Listening: Pause Test	2 / 22	Color Chooser, Reve Masking, Contrastin
<input type="checkbox"/>	Ward	Heather	⏸ ⏹ ▶	123456	Grades 2-3 (Eng. C)	Active	Reading: Question: 20 / 33	1 / 33	Color Chooser, Reve Masking, Contrastin
<input type="checkbox"/>	mary	garza	⏸ ⏹ ▶	1234	Grades 2-3 (Eng. C)	Exited	Reading: Question: 5 / 33	4 / 33	Color Chooser, Reve Masking, Contrastin
<input type="checkbox"/>	test	test	⏸ ⏹ ▶	125689	Grades 2-3 (Eng. C)	Inactive	Writing: Question: 10 / 19	9 / 19	Color Chooser, Reve Masking, Contrastin

48

Stopping the Test due to Insufficient Language



Per the TEA:

In Texas, many LEAs continue to see (or will see) a rise in enrollment of students who have interrupted education or no education at all. While the Federal requirement that students **must be given the opportunity to attempt all assigned** subtests per the requirements set forth for the purpose of the identification of Emergent Bilinguals, please be reminded of the following when working with these students:

- When the student is new to the country, please allow the student at least a few days in the classroom to acclimate themselves to their new surroundings before testing to meet the requirement.
- At no time, can a student be labeled “unable to test due to language” without being allowed to attempt each subtest they are assigned.
- For each subtest, trained test administrators must give students as much time as they need, as long as they are working on the test.
- If, after a reasonable amount of time, a student appears to not be actively engaged in the subtest they are being presented, a trained test administrator may use his/her professional discretion and may stop the subtest and move the student on to the next subtest.
- Stopping the test must be documented and provided to the LPAC for consideration.

49

TMA – Stopping/Pausing the Test Via TMA



When the TA has either paused or stopped the test, they are prompted for a reason as well as what message to provide to the student:

Stop Test

1 Participants 2 Reason 3 Message

You have selected to stop (1) participant test(s).

- Heather Ward

Next

Stop Test

1 Participants 2 Reason 3 Message

Select the reason for stopping the test(s): *

- ☐ Test Irregularities: I found unusual or non-conforming testing behavior for the participant.
- ☐ Participant: The participant appears to have stepped away from testing or is having technical difficulty.
- ☐ Building/Global: Test Administrator or participant needs to step away due to fire alarm/violent intruder drill/lockdown etc.
- ☒ Other:

< enter free-form text up to 200 chars >

Back Next

50

TMA – Stopping/Pausing the Test Via TMA



To print/save as a pdf the reason provided, right click the screen and choose print or save as PDF:

Stop Test

Right click to either save or print the reason to be provided to LPAC.

Participants Reason

Select the reason for stopping the test(s): *

- ☐ Test Irregularities: I found unusual or non-conforming testing behavior for the participant.
- ☐ Participant: The participant appears to have stepped away from testing or is having technical difficulties.
- ☐ Building/Global: Test Administrator or participant needs to step away due to fire drill/lockdown etc.
- ☒ Other:

Student attempted the subtest but the Test Administrator stopped the test due to insufficient language based on the criteria provided by the TEA and DRC.

Back Next

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TMA – Stopping/Pausing the Test Via TMA



Stop Test

Participants Reason Message

Select the message that will appear to the participant(s): *

- ☐ Your test session has been stopped. Your Test Administrator will be reaching out to you shortly.
- ☐ Your test session has been stopped. Please contact your Test Administrator immediately.
- ☐ Other:

< enter free-form text up to 200 chars >

Back Stop Test

Stop

Your Test Administrator Has Stopped Your Test

Your test session has been stopped.

Your Test Administrator will be reaching out to you shortly.


Log Out of Test

The student test will automatically stop or pause, and the student will be given the TA's message.

52

TMA – Test Administrator Experience







- Stopping and/or Pausing by the Test Administrator is reflected on the Test Monitoring Dashboard
- The TA may allow the student to resume access to the assessment by clicking the resume access button 
- To resume testing, the student will need to log back into the test

Test Monitoring Dashboard
Monitoring Code: DASH3587
Expires: Friday, April 1st, 2022 at 11:59 p.m.

Waiting Room All (4)

Show Filters Panel Allow Access

<input type="checkbox"/>	Last Name ↑	First Name ↓	Actions	Status ↓	Navigation	Progress ↓	Accommodations ↓	Registration Start ↓
<input type="checkbox"/>	Kim	Robin		Active	Listening: Question: 4 / 22	2 / 22	Color Chooser, Reverse Contrast, Masking, Contrasting Text	Apr 01 9:30 AM
<input type="checkbox"/>	Ward	Heather		Stopped	Reading: Test Administrator Stopped	0 / 33	Color Chooser, Reverse Contrast, Masking, Contrasting Text	Apr 01 9:37 AM
<input type="checkbox"/>	mary	garza		Inactive	Reading: Question: 5 / 33	4 / 33	Color Chooser, Reverse Contrast, Masking, Contrasting Text	Apr 01 9:34 AM
<input type="checkbox"/>	test	test		Inactive	Writing: Question: 9 / 19	8 / 19	Color Chooser, Reverse Contrast, Masking, Contrasting Text	Apr 01 9:35 AM

53

53

Student Experience When the TA Resumes Student Test



If the TA allows the student to resume testing, the student will receive this message:

Resume Test

Your Test Administrator has allowed you to resume the test.

Select the continue button to proceed.

Continue

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54

Ending Incomplete Tests



If you determine that a student test should be stopped based on the guidelines of the previous slide, those tests will remain “in limbo” until you “push” the tests to complete status.

To end an incomplete test, first, click the Edit/Print Ticket Status icon from the Session Detail window.

55

Ending Incomplete Tests



- The Testing Status pop up will appear.
- Note the Status by Module dropdown.
- You must End Incomplete Tests by Module (or subtest).
- Click on the green action button which, when hovered over says “End Incomplete Tests”.

56

Ending Incomplete Tests



The screenshot shows the 'Testing Status' window for 'Breanna (Grades 4-5 (Eng. C) - Listening)'. It includes a table with columns: Select, Last Name, First Name, User Name, Password, Assessment, Status, Started, Completed, and Action. A 'Submit' dialog box is overlaid on the table, asking 'You are choosing to end an incomplete test. Are you sure?' with 'End Incomplete Test' and 'Cancel' buttons. At the bottom of the window are buttons for 'Print Selected', 'Print All', 'End Incomplete Selected Tests', 'Unlock Selected', 'Unlock All', and 'Close'.

Select	Last Name	First Name	User Name	Password	Assessment	Status	Started	Completed	Action
<input type="checkbox"/>	sq	br	BSQ1	SOME9871	LISTENING	Not Started			

- A pop up will appear confirming that you would like to end this incomplete test.
- When clicked, all Speaking items that were completed will then become available for scoring.
- Once this process is applied to the Listening test, the score will auto-generate (based on scoring items as correct or incorrect on completed items and auto applying a number correct of 0 on any items not attempted) on the On-Demand report.

57

Training Part 3: Post Test Activities

Activity 1: Navigating Educator Scoring

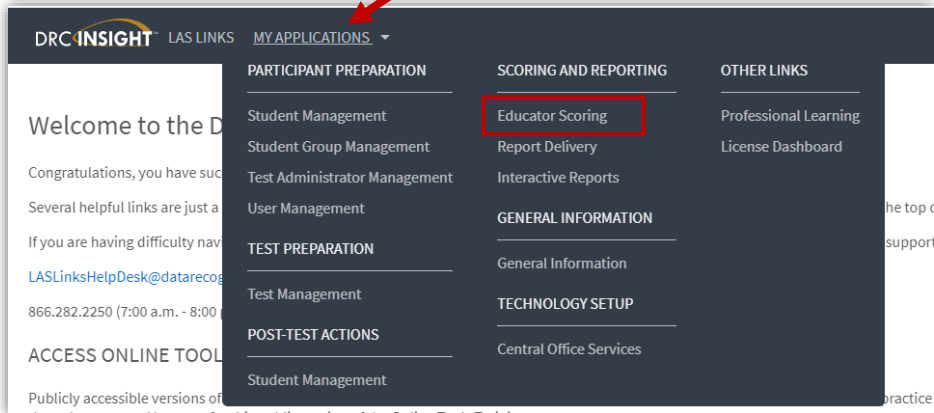


58

Educator Scoring



To Score Student Data, choose the “Educator Scoring” application.



59

Educator Scoring



Scoring

[Instructions](#)

* Indicates required fields

Administration: LAS Links
District: Sales and Training District
School: Gina Davis Sales and Training
LAS Links Form: (Select)
Assessment: (All)
Session:

English Form A
English Form B
English Form C
English Form D
Espanol A
Espanol B

Choose from the above filters and click on 'Show Sessions' to view matching 'Sessions'.

Session Name	Assessment	Session Status	Begin Date	End Date	Item Counts	Action
--------------	------------	----------------	------------	----------	-------------	--------

- Choose the form you need to score
- Filter by grade span by clicking on the Assessment dropdown
- Filter by session by typing in the session name in the Session search field

60

Educator Scoring



Scoring

[Instructions](#)

* Indicates required fields

Administration: LAS Links * District: Sales and Training District - * School: Gina Davis Sales and Training *
 LAS Links Form: Espanol A * Assessment: (All) Session:

Show Sessions

District	School	Session Name	Assessment	Session Status	Begin Date	End Date	Item Counts	Action
Sales and Training District	Gina Davis Sales and Training School	GDAVIS ESPANOL ALL SUBTESTS	Grades 2-3 (Esp. A)	Completed	11/8/2017	12/31/2024	0 available, 0 in process, 20 complete	
Sales and Training District	Gina Davis Sales and Training School	GDAVIS TEST GR 2-3	Grades 2-3 (Esp. A)	In Progress	10/11/2017	12/31/2024	20 available, 0 in process, 0 complete	

Click the Show Sessions button

Item Counts:

- Available = items that need to be scored
- In Process = items that have been scored and are processing through the scoring system
- Complete = items that processed correctly through the scoring system and are moving towards reporting

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Educator Scoring



Scoring

[Instructions](#)

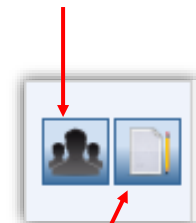
* Indicates required fields

Administration: LAS Links * District: Sales and Training District - * School: Gina Davis Sales and Training *
 LAS Links Form: Espanol A * Assessment: (All) Session:

Show Sessions

District	School	Session Name	Assessment	Session Status	Begin Date	End Date	Item Counts	Action
Sales and Training District	Gina Davis Sales and Training School	GDAVIS ESPANOL ALL SUBTESTS	Grades 2-3 (Esp. A)	Completed	11/8/2017	12/31/2024	0 available, 0 in process, 20 complete	
Sales and Training District	Gina Davis Sales and Training School	GDAVIS TEST GR 2-3	Grades 2-3 (Esp. A)	In Progress	10/11/2017	12/31/2024	20 available, 0 in process, 0 complete	

Score by Student



Score by Session

62

Educator Scoring



Scoring Status

[Instructions](#)

Last Name

[Filter](#) [Clear](#) [Refresh](#)

Scoring Status - English Form A (Grades 2-3 (Eng. A))						
Last Name	First Name	Grade	Student ID	Content Area	Item Counts	Action
MCGUIRE	ALISON	03	1990	READING		
MCGUIRE	ALISON	03	1990	SPEAKING	17 available, 2 in process, 1 complete	
MCGUIRE	ALISON	03	1990	WRITING	5 available, 0 in process, 0 complete	

Educator Scoring ELL030 [Help](#)

01A Speaking Gr 01 Q857465
Project: ELL030
Lithocode: 990004805554

Question: 01A Speaking Gr 01 Q857465

0:00 / 0:03

Score 0 1

<< Prev Current Next >>

<< Prev Scoring Resource Next Scoring Resource >>

Response Scoring Resources

Scoring Resources Filter: Rubric

[Submit](#)

[Exit Scoring](#)

Score by Student:

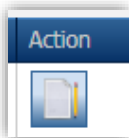
- Choose from the roster of students and content areas that have items available for scoring
- Click the “Score Student” icon in the Action column

Score by Session:

- Puts you right into the scoring page
- Score without knowing who the student is
- Score the same item over and over until all like items in that session are scored
- Automatically takes you to the next batch of like items

63

Educator Scoring



IMPORTANT:

Be sure to enable popups from scoring.drctdirect.com so that you are able to complete scoring

When you clicked on the Action button (as shown in the previous slide) a new page will pop up taking you to a new URL.

Educator Scoring ELL030 [Help](#)

01A Speaking Gr 01 Q857465
Project: ELL030
Lithocode: 990004805554

Question: 01A Speaking Gr 01 Q857465

0:00 / 0:03

Score 0 1

<< Prev Current Next >>

<< Prev Scoring Resource Next Scoring Resource >>

Response Scoring Resources

Scoring Resources Filter: Rubric

[Submit](#)

[Exit Scoring](#)

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Educator Scoring

For this item, we are on: Item #1, Form A, Speaking, Grade 01
If scoring *Español* forms, "Speaking" will read as "Hablando"

The screenshot shows the Educator Scoring interface for item 01A Speaking Gr 01 Q857465. The interface includes a sidebar with navigation buttons (Prev, Current, Next) and a main content area. The main content area displays the question, a video player, and a score field. Annotations with red arrows point to various elements:

- Question: 01A Speaking Gr 01 Q857465
- Score 0 / 1
- Click the play button to hear the student response.
- Click here to choose the score you are giving the student response.
- Click Scoring Resources to access the item and rubric information.
- Click submit when you are done giving this item a score.

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Educator Scoring

The screenshot shows the Educator Scoring interface with the Scoring Resources window open. The window displays the question, a video player, and a score field. A red arrow points to the "Scoring Resources Window" checkbox, which is checked. A yellow box contains the following text:

Once you have clicked on Scoring Resources, to have the resources open on a separate page (for easy toggling), check the radio button next to "Scoring Resources Window".

Scoring resources include the item presented to the student, the rubric and exemplars.

66

Educator Scoring



Secure | <https://scoring.drcdirect.com/scoreboard#/educatorScoring/592030>

Educator Scoring ELL030

23 Writing I23A Q858395
Project: ELL030
Lithocode: 990000009566

<< Prev Current Next >>

Response Rubric

Submit


Score 0 1 2 3

NonScorable

Exit Scoring

Write Why
Directions: Read the question and make a choice. Write two reasons. Write one reason in box 1, and write a different reason in box 2.

Directions:



Click submit when you are done giving this item a score.

Click here to choose the score you are giving the student response.

Which of these two seasons do you like better? Choose one?

I love the summer better than winter.

Why do you choose that season? Write two reasons.

In the summer you can wear shorts, and it is sunny and so beautiful.

1.

In the summer you can eat ice cream and have way more fun than in the winter doing things like swimming, going to the water park, hanging outside with your friends.

2.

The student responses are found in the boxes.

67

Training Part 3: Post Test Activities

Activity 2: Holistically Scoring Speaking and Writing



68

Speaking (1st – 12th Grade)



- Speak in Words
- Speak in Sentences
- Make Conversation
- Tell a Story



All Speaking items are performance-based (constructed response) and evaluate vocabulary, social language and grammatically correct verbal expressions.

All Speaking items must be scored locally or by DRC Scoring Services.

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Speaking Part 1: Speak in Words




Speaking
Question 1 / 24

Training Student

Speak in Words

Practice A

Directions: Look at the picture. What is this?



0.39 / 0.45

Voice Recorder:

☒ Record

You can record 3 more times.

Student(s) click the record button to record their answer(s).

Pause Options Next

Students are asked to name objects and to say what they are used for. Students are to receive a 1 for correct or a 0 for incorrect.

Item prompt and acceptable answers are provided when you click Scoring Resources in Educator Scoring.

70

70

Speaking Part 2: Speak in Sentences



Practice C

Directions: Look at the picture. What is happening in this picture?



Directions:

0:16 / 0:37

Voice Recorder:

You can record 3 times.

Check Your Answer:

0:00 / 0:18

Students are asked questions such as “What is happening in this picture?”

Students are scored a 0-3 based on a rubric.

71

Speak in Sentences Rubric



GRADES 1–12, RUBRIC FOR SPEAK IN SENTENCES AND MAKE CONVERSATION

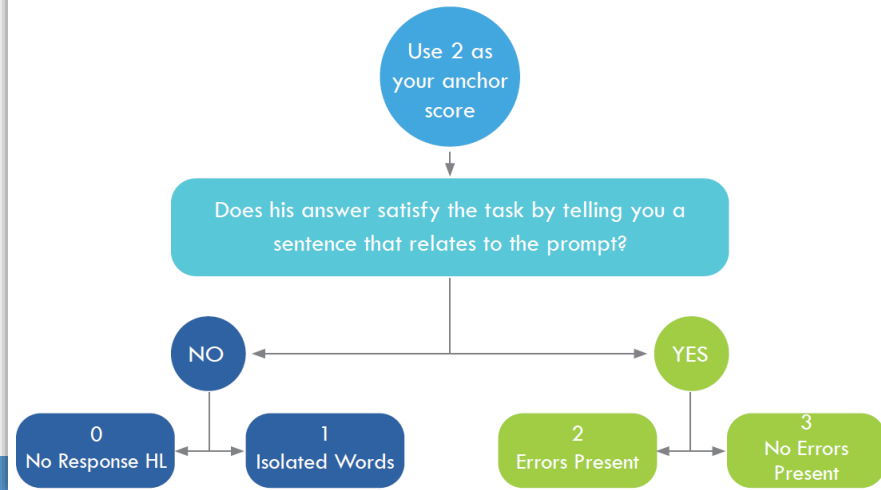
SCORE	
0	No response in English (NR), response only in Home Language (HL), or response does not relate to the prompt, including “I don’t know.”
1	Response relates to the prompt but does not satisfy the task. Lack of sentence form, errors in grammar and vocabulary, and insufficient vocabulary interfere with communication. Response consists of at least one on-topic English word. If a text prompt is given, a single-word response may not be a repetition from the prompt.
2	Response satisfies the task and is in sentence form (subject/predicate) with errors in grammar and/or vocabulary or insufficient vocabulary not typical of a native speaker.
3	Response satisfies the task, is in sentence form, and is spoken with the vocabulary, grammar, and ease of expression of a native speaker.

72

Speak in Sentences Flow Chart



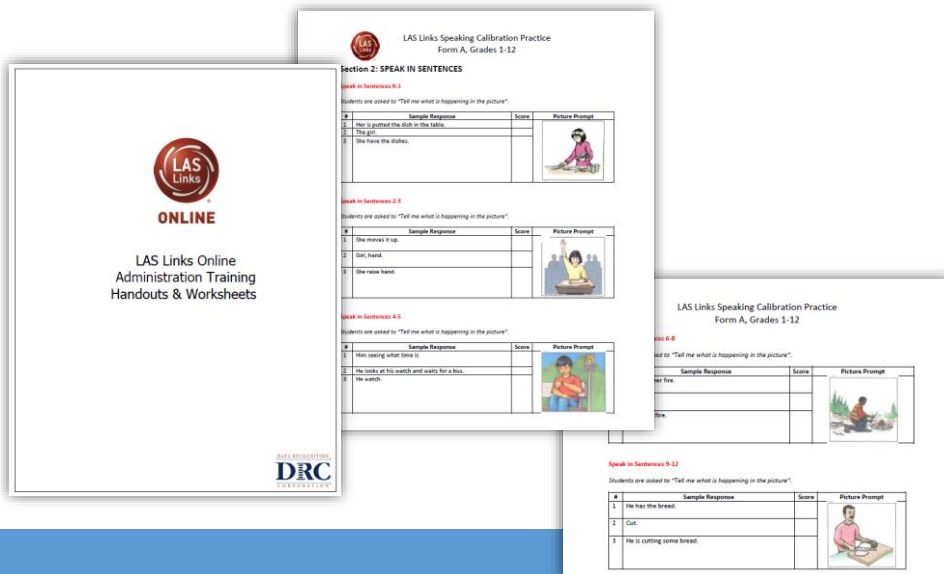
Scoring: Speak in Sentences and Make Conversation



73

73

Handouts and Worksheets Packet




74

Speak in Sentences Scoring Practice



Speak in Sentences 4-5

Students are asked to "Tell me what is happening in the picture".

#	Sample Response	Score	Picture Prompt
1	Him seeing what time is.		
2	He looks at his watch and waits for a bus.		
3	He watch.		

75

Speaking Part 3: Make Conversation



Grades 4 to 5

Question 5 / 9

Training Student

?

Make Conversation

Practice A

Directions: A new student asks you, "What is your name?" What do you say? Click or tap "Record" and say your answer into the microphone. When you are finished recording, click or tap "Stop". If you want to change your answer, click or tap "Start Over".

Directions:

0:05 / 0:52

Voice Recorder:

☐ ☒ Record ☐ Stop ☐ Start Over

You can record 3 more times.

Pause

Options

Next

Students are asked to make conversation by asking a question or providing an answer to a question.

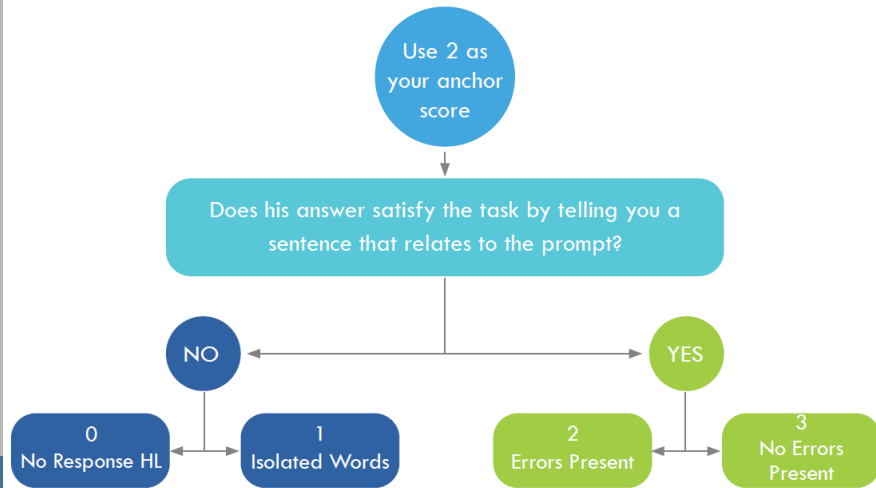
Students are scored a 0-3 based on a rubric.

76

Make Conversation Flow Chart



Scoring: Speak in Sentences and Make Conversation



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Make Conversation Scoring Practice



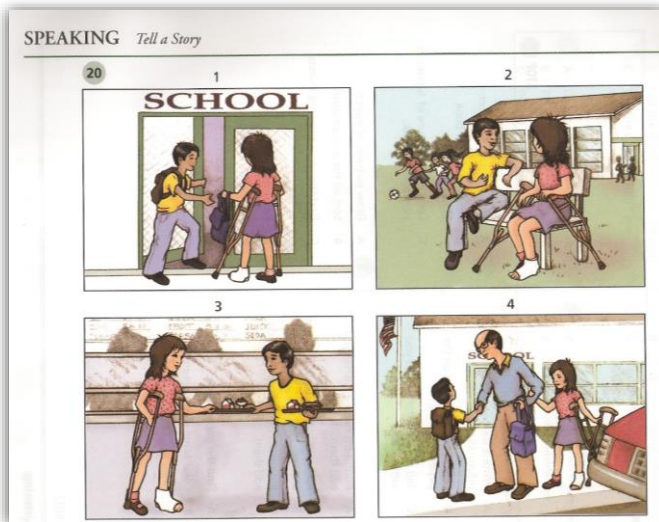
Make Conversation 4-5

Student will be asked to listen to directions and then answer the best that they can.

#	Sample Response	Score	Prompt
1	Bus driver, now.		Tell the bus driver this is your bus stop.
2	Bus driver, may you please stop here for me?		
3	Here's my stop.		

78

Speaking Part 4: Tell a Story



Students are asked to tell the story that they see in the pictures.

Students are scored a 0-4 based on a rubric.

79

Tell a Story Rubric



GRADES 1–12, RUBRIC FOR TELL A STORY

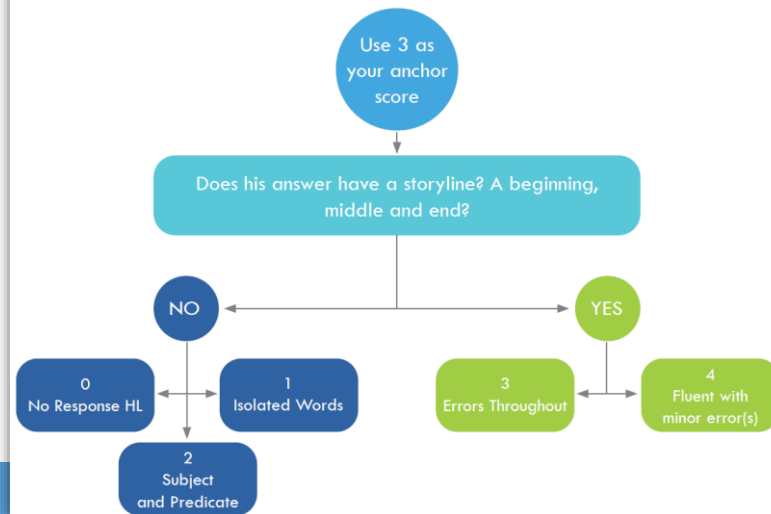
SCORE	
0	No response in English (NR), response only in Home Language(HL), or response does not relate to the prompt, including "I don't know."
1	Response consists of at least one on-topic English word. If a text prompt is given, a single-word response may not be a repetition from the prompt. Response consists of only words or phrases and does not form a complete sentence.
2	Response addresses the prompt and includes one or more sentences with errors in grammar and/or vocabulary or insufficient vocabulary that make overall communication unclear.
3	Response addresses the prompt in sentence form with errors in grammar and vocabulary that do not interfere with overall clear communication, although parts maybe confusing.
4	Response addresses the prompt with only minor errors in grammar and vocabulary that do not interfere with overall clear communication. Ideas, content, and description are expressed with ease approaching that of a native speaker.

80

Tell a Story Flow Chart



Scoring: Tell A Story



81

81

Let's Tell Stories Scoring Practice



Tell A Story 4-5

Student is asked to tell the story that they see in the pictures.

#	Sample Response	Score	Prompt
1	Her and him.		
2	He's gets her food. He have the books. They eat. By the car.		
3	The girl has crutches so her friend helps her. He carries her books and her lunch. After school, her dad says "Thank you for helping my daughter."		
4	He say "You need some help?" Then he carry her books. And he get her food. The man hold his hand.		
5	The boy... helping the girl. She hurt.		
6	The girl, she hurt. She have those things. That boy help her. He take her books and her food. Then the man, he shake hands.		

82

Listening (1st – 12th Grade)



- Listen for Information
- Listen in the Classroom
- Listen and Comprehend

All Listening items are multiple choice in format and evaluate listening comprehension of stated facts, inference and critical thinking skills.

All items are auto-scored (no Educator Scoring required)

Listening
Question 1 / 22

Listen for Information

Practice A

Directions: Click or tap "Question" to hear a direction. Choose the answer that goes with the direction. To mark your answer, click or tap the letter that goes with the correct answer. After you have marked your answer, click or tap "Check Your Answer."

Question:
▶ 0:00 / 0:24

- (a) Find a science book.
- (b) Use an encyclopedia.
- (c) Complete Chapter 2.

Check Your Answer:
▶ 0:00 / 0:16

All directions are given via the computer. No TA script is needed.

Pause Options Next

83

Reading (2nd – 12th Grade)



- Analyze Words
- Read Words
- Read for Understanding

All Reading items are multiple choice in format and evaluate reading comprehension and critical thinking skills.

All items are auto-scored (no Educator Scoring required)

Reading
Question 24 / 40

Read for Understanding

Directions:
0:26 / 0:33

Now you will read a story and answer two questions for practice. Be sure to read the entire story. You may need to use the scroll bar on the right side of the story to view the whole story. To mark your answer, click or tap the letter next to the correct answer. After you have chosen your answer, click or tap "Check Your Answer" to hear more.

A Science Museum Field Trip

Ms. Carter's class waited for the bus to take them back to school after the field trip.

"What was your favorite part of the Science Museum?" Ms. Carter asked.

Practice D

What did the class see in the planetarium?

- (a) images of planets and stars
- (b) real planets and stars in the sky
- (c) rockets and spaceships
- (d) plants and trees

Check Your Answer:
▶ 0:00 / 0:11

Students read the passage and choose their answer.

Review/End Test Pause Flag Options Back Next

84

Writing (2nd – 12th Grade)



- Use Conventions
- Write About
- Write Why
- Write in Detail



Use Conventions and Use Grammar and Conventions items are multiple choice in format. Write About, Write Why and Write in Detail items are all holistically scored.

Some items are auto-scored while constructed responses must be scored locally or by DRC Scoring Services.

85

Writing Part 2: Write About



Writing
Question 23 / 29


Andrea Tester

Write About

Practice C

Directions:
0:08 / 0:40

Directions: Click or tap inside the box and write a complete sentence about what is happening in the picture.



1. The boy is trying on a new jacket.

2.

Check Your Answer:
0:00 / 0:10

Review/End Test Pause Flag Options Back Next

Students are asked to write two sentences about what they see in the picture.

Writing Sheets are available as/if needed at <https://laslinks.com/texas-student-testing-experience/>

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Writing Sheets – in lieu of student keyboarding



Writing Sheets are available for download at <https://laslinks.com/texas-student-testing-experience/>

- May be used in conjunction with the LAS Links Online Writing Test **when you have determined that a student lacks sufficient keyboarding skills** to be administered the online Writing test.
 - Lack of sufficient keyboarding skills **is not to be assumed** and should be determined when the student is administered the LAS Links Online practice test (prior to the live test).
- Writing sheets should only be used for the Write About, Write Why and Write in Detail portions of the Writing Assessment.
- The student should answer all MULTIPLE-CHOICE writing items on the computer by clicking on his/her answer of choice.
- Students will look at the writing prompt on their testing device and will write their answer on the writing sheet.
- **PLEASE NOTE:** Student writing sheets MUST be retained and put in the student folder for documentation purposes.

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Writing Sheets – Entering Student Responses



Write Why

Practice D

Directions:

0:07 / 0:55

Directions: Read the question and make a choice. Write two reasons. Write one reason in box 1, and write a different reason in box 2.

Which of these animals would you choose for a pet?

a rabbit a fish

Test Administrator either types the student answers in each corresponding box or they can type the score they give the student response.

Choose one and type it in the space below.

Your Choice:

Why did you choose that animal? Write two reasons.

1.

*Either type the student response. Example:
I choose the rabbit because it is cute.*

2.

Or type the score that you give for the response the student wrote on their sheet. Example: 2

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Scoring Rubrics for Writing

GRADES 2-12, WRITING RUBRIC 0-3

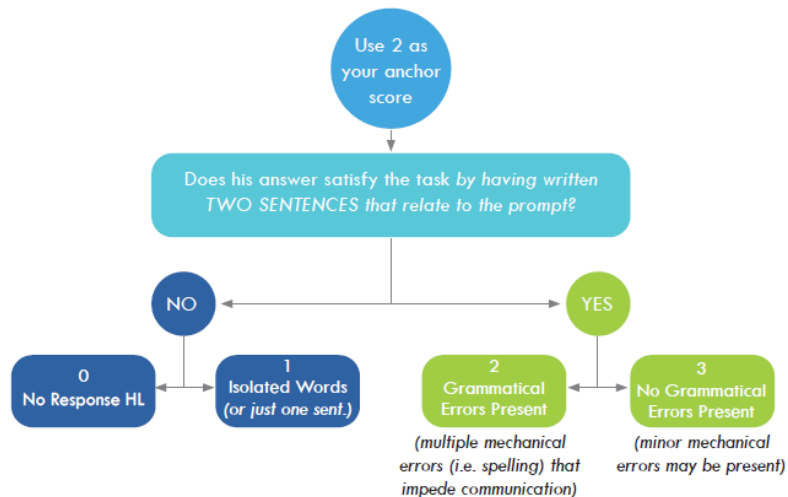
Write About—Student will write two sentences to describe who/what is in a picture and what is happening.

Write Why—Student will make a choice and write two reasons in support of that decision.
(Do you prefer rain or snow?)

SCORE	DESCRIPTORS OF SCORES
0	ERRORS PREVENT COMMUNICATION
Minimal or No Communication	No English word
	"I don't know"
	A repetition of an earlier response
	The only clear English word(s) are copied from the item prompt or environmental print
	Isolated English words in a response that is otherwise incomprehensible
	A clearly off-topic response
	Response is incomprehensible
1	For Write About : no recognizable sentence structure
	ERRORS INTERFERE WITH COMMUNICATION
	For Write About : Response includes at least rudimentary sentence structure subject verb ("The 3 student is") ("The teacher explication a student")
	For Write Why : Response provides at least one reasonable answer to the question why? not necessarily in a full sentence
	Only one response written (may be a general response) and it satisfies the task with or without error
	Two responses written, and one or both satisfy the task but with serious errors that interfere with communication (spelling, missing words, incorrect words)
	May also be two general responses
2	Response may be in rudimentary sentence structure
	ERRORS DO NOT IMPEDE UNDERSTANDING
	Two responses that clearly satisfy the task with one or more grammatical errors
Basic Communication	Two fluent responses that both satisfy the task and contain numerous mechanical errors (may include one general response)
3	FLUENT COMMUNICATION
	Two fluent responses that effectively communicate and may contain only a few minor mechanical errors (missing periods, incorrect or missing capitals, run-on sentences caused by overuse of "and," comma splices, extra or missing commas or apostrophes, and minor spelling errors that do not confuse the meaning)
	For Write About : Complete sentence required
	For Write Why : No complete sentence required
Effective Communication	

Write About Flow Chart

Scoring: Write About, Write Why



Write About Scoring Practice



Write About 4-5

Student will write two sentences to describe who/ what is in a picture and what is happening.

#	Sample Response	Score	Picture Prompt
1	They taking a parctor. they sing and a char		
2	A family is spending the time in the Island The photographer is taking a picture to the family.		
3	Thay wot to take a pieor to renedor the trip. They a picor to rendor the family.		

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Writing Part 3: Write Why



Writing Training Student
Question 26 / 29

Write Why

Practice D

Directions: 0:10 / 0:55

Directions: Read the question and make a choice. Write two reasons. Write one reason in box 1, and write a different reason in box 2.

Which of these animals would you choose for a pet?

a rabbit a fish

Choose one and type it in the space below.

Your Choice:

Why did you choose that animal? Write two reasons.

1.

2.

Student uses the keyboard and types their answer(s) into the boxes.

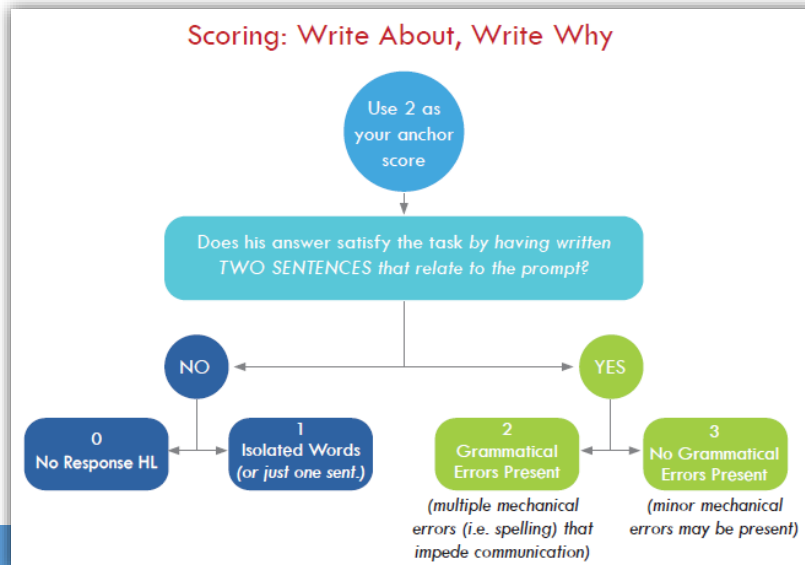
Review/End Test Pause Flag Options Back Next

Students are asked to pick one of the two options and then write two sentences about why they chose what they chose.

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Write Why Flow Chart



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Write Why Scoring Practice



Write Why 4-5

Student will make a choice and write two reasons in support of that decision.

#	Sample Response	Score	Prompt
1	the gitar is a good is a good interment that why I pick it. Because I like it and the Drums I dont lik them.		If you could learn how to play one of these musical instruments, which one would you choose? Circle one. guitar drums Why did you choose that instrument? Write <u>two</u> reasons.
2	It make a better music than a Guitar. It is more funer.		
3	Guita the father sing the Guita My Fanther sing Guita		

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Writing Part 4: Write In Detail



Writing Question 29 / 29 **Andrea Tester**

Write in Detail

Directions:
0:06 / 0:33

Think about a place you would like to go with your class. Write some sentences to explain where you want to go and why you want to go there. Use details and check your work.

- Students read the topic then write what they want about it.
- Students should pay close attention to:
 - Organization
 - Use of detail
 - Correct spelling, grammar and sentence structure

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GRADES 2–12, WRITING RUBRIC 0–4

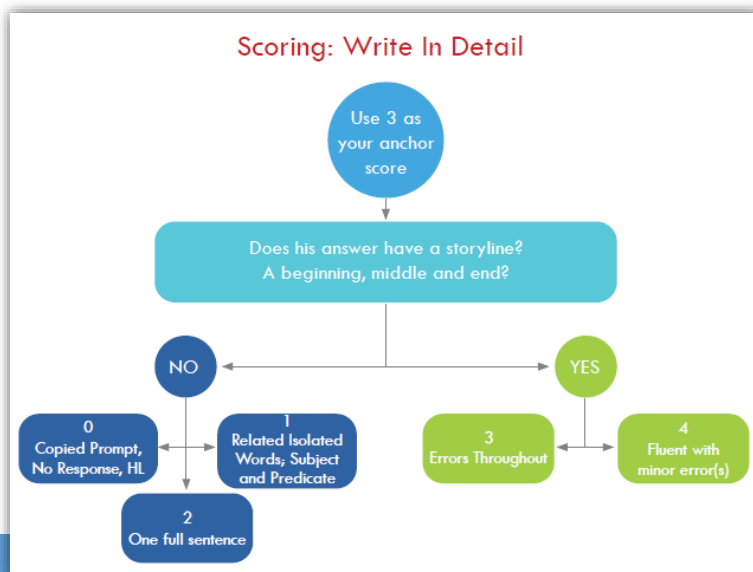
Write in Detail—Student will write a short composition.

SCORE	DESCRIPTORS OF SCORES
0	<p>ONE OF THE FOLLOWING:</p> <p>Response entirely in a language other than English (HL)</p> <p>Response in English that does not relate to the prompt, including "I don't know"</p> <p>Response with no correctly spelled English word</p> <p>A single English word or only words copied from the item prompt or environmental print</p> <p>An off-topic response</p>
1 Limited Words	<p>Response is an attempt to satisfy the task and relates very minimally to the prompt</p> <p>Response contains at least one or more correctly spelled substantive English words (noun or verb) in phrases (a group of words related to each other that convey some meaning or thought but are not expressed in a complete manner)</p> <p>Response contains no complete sentence because subject or verb is missing or incomplete</p> <p>Overall communication is unclear and unconnected, typical of a student who has emergent vocabulary</p>
2 Sentence Structure	<p>Response is an attempt to satisfy the task and relates at least minimally to the prompt with limited expression compared to a native writer</p> <p>Response contains at least one or more English sentences that include subject and complete verb although grammar and spelling may be incorrect and punctuation may be lacking</p> <p>Response may need to be read several times to be understood</p> <p>Response may contain digressions, repetitions, limited vocabulary, or errors in grammar, word choice, spelling, and punctuation that interfere with all or part of the communication</p>
3 Basic Communication	<p>Expresses content, description, action, and/or dialog clearly and yet with difficulty compared to a native writer</p> <p>Expresses most ideas clearly but lacks the grammatical fluency of a mainstream writer</p> <p>Response may contain digressions, repetitions, missing words, or errors in vocabulary, grammar, spelling, and punctuation that do not impede overall communication</p> <p>Sentences may be run-on and connected by "and" or "and then"</p>
4 Native-like Writing	<p>Communication is clear and complete throughout with no errors in vocabulary or grammar that identify a non-native writer. Expresses ideas, content, description, action, and/or dialog with precise vocabulary and ease approaching a native writer</p> <p>Sentences may be simple or complex with only minor digressions, repetitions, or mechanical and grammatical errors which are acceptable in first-draft work</p> <p>Any minor errors or digressions do not interfere with the overall ease of expression or clarity of thought</p> <p>Differences in handwriting do not interfere with clarity of communicative intent</p>



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Write in Detail Flow Chart



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Write In Detail Scoring Practice



Write in Detail 4-5

Student will write a short composition.

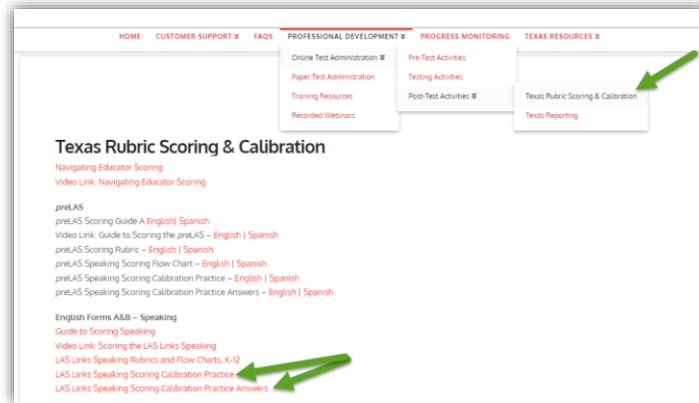
#	Sample Response	Score	Prompt
1	My favorite activity is to play soccer. I like soccer because you have to run, and I like to run. Also because I have to play with my friends. In soccer you can't play by your self you have to pass. Also I like to slide for the ball. I play soccer because it's a little rough sport. I don't like football because it very roughs sport and some people can get hurt. I enjoy playing soccer because I'm with my friends. In soccer you have to use your brain to trick other players. Also I like to practis my kicking. And check how powerful by kick is.		"Think about your favorite activity. Write some sentences to explain why it is your favorite activity and why you enjoy doing the activity. Use details and check your work."
2	My favorite activity is singing and dancing. Because my other wants I like singing and dancing.		

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Scoring Calibration Resources



Scoring practice handouts and answer keys are found at <https://laslinks.com/texas-rubric-scoring-calibration/>



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Training Part 3: Post Test Activities

Activity 3: Generating and Interpreting Reports

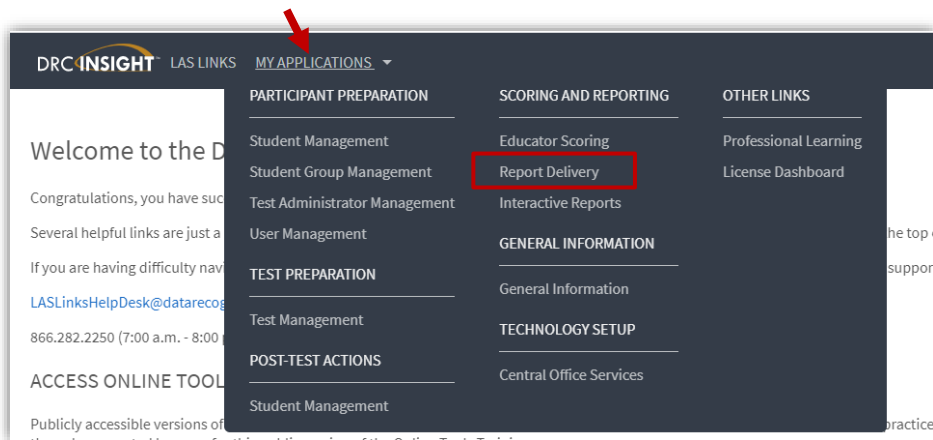


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On-Demand Reports



Click on My Applications > Report Delivery to access the On-Demand Reports



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On-Demand Reports



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: LAS Links
 District: Sales and Training District
 School: Gina Davis Sales and Training
 Report: English A/B, Spanish A
 Language: English
 Grade: (All)
 First Name:
 Session:
 Student ID:
 Find Students | Clear

Select	Last Name	First Name	State Standard	Date of Birth	Grade	Action
<input type="checkbox"/>	Brown	George	123578	06/18/2005	09	
<input type="checkbox"/>	Carrasco	Joel	1991	08/16/2010	04	
<input type="checkbox"/>	Chapa	Oscar	2468	12/23/2010	04	

LAS Links
Student Proficiency Report

Test Date: Mar 03, 2018
 District: SAMPLE
 School: SAMPLE

Test Name: LAS Links Form A Level 2-3
 Form: A
 ID:

Proficiency Report
 Student: SAMPLE, Grade: 2

	Proficiency Level	Scale Score	Raw Score
Listening	1	421	8
Speaking	2	458	20
Oral	2	443	28
Reading	3	483	24
Writing	2	451	17
Comprehension	2	466	29
OVERALL	2	453	69

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Scores Used to Determine Proficiency



LAS Links, Grades 1 – 12:

Per State and Federal Guidelines	
1 st Grade	<ul style="list-style-type: none"> If a student receives a 1, 2 or 3 proficiency level in either Speaking and/or Listening, they are to be classified as an Emergent Bilingual If a student receives a 4 or 5 proficiency level in BOTH Speaking and Listening – they are to be considered Fluent (not identified as an Emergent Bilingual)
2 nd – 12 th Grade	<ul style="list-style-type: none"> If a student receives a 1, 2 or 3 proficiency level in ANY domain/subtest: Speaking, Listening, Reading and/or Writing, they are to be classified as an Emergent Bilingual If a student receives a 4 or 5 proficiency level in ALL domains/subtests: Speaking, Listening, Reading and Writing, they are to be considered Fluent (not identified as an Emergent Bilingual)

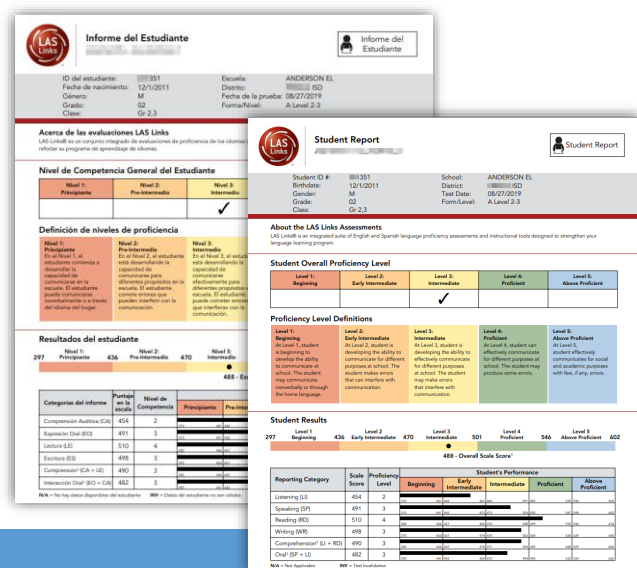
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Batch Download: Enhanced Student Reports



Reports are available in both English and Spanish for both LAS Links English and/or LAS Links Español.

Reports provide all the information provided on the On-Demand reports but also includes Proficiency Level Definitions as well as a view as to where in the proficiency level a student performed.

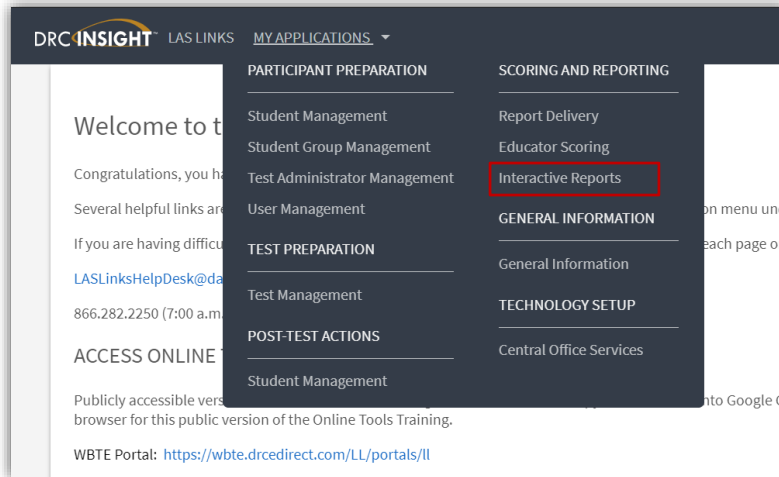


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Interactive Reports

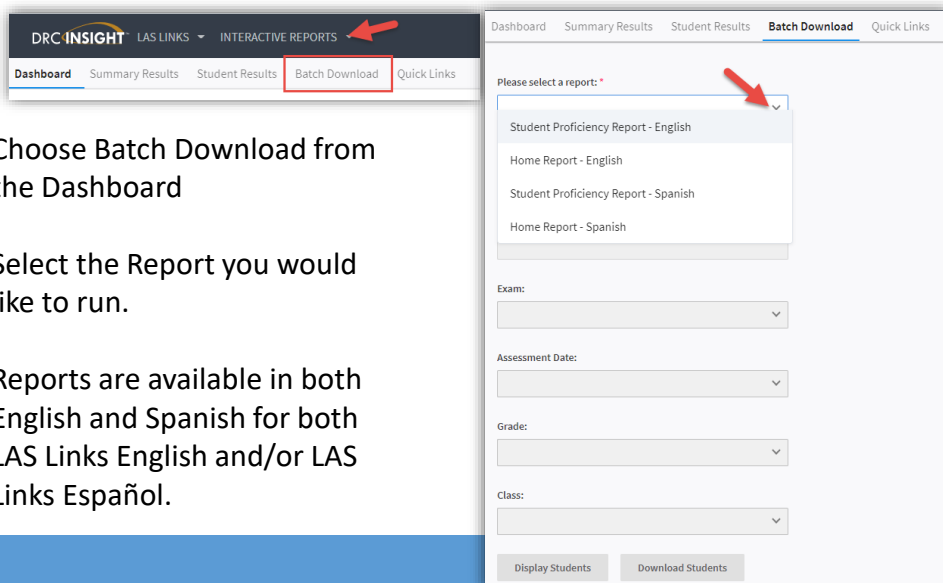


Go to: My Applications > Interactive Reports



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Batch Download: Enhanced Student Reports



- 1) Choose Batch Download from the Dashboard
- 2) Select the Report you would like to run.
- 3) Reports are available in both English and Spanish for both LAS Links English and/or LAS Links Español.

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Batch Download: Enhanced Student Reports



Please select a report: *

Student Proficiency Report - English

District: *

ISD

School: *

ANDERSON EL

Exam: *

LAS Links A, B

Assessment Date: *

2020-07-01

2019-08-30

2019-06-17

Class:

1) Choose your District

2) Choose your School

3) Choose your Exam

4) Choose your assessment date.

Note: Going forward, you will have one date per school year. In this example 2020-07-01 represents the 2020-2021 School Year.

As the year progress, and you continue to test students, you will have more and more reports in this batch for this date/school year.

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Batch Download: Enhanced Student Reports



Display Students Download Students

Students

Select	Name ↑	Student ID	Form Level	Action
<input type="checkbox"/>	[REDACTED]	351	A/2	
<input type="checkbox"/>	[REDACTED]	329	A/2	
<input type="checkbox"/>	[REDACTED]	373	A/2	
<input type="checkbox"/>	[REDACTED]	687	A/2	
<input type="checkbox"/>	[REDACTED]	781	A/2	
<input type="checkbox"/>	[REDACTED]	271	A/2	
<input type="checkbox"/>	[REDACTED]	558	A/2	

1) Choose either Display Students to see your list of Students or Download Students to generate one pdf of all student reports.

2) Click the download action button to download an individual student report.

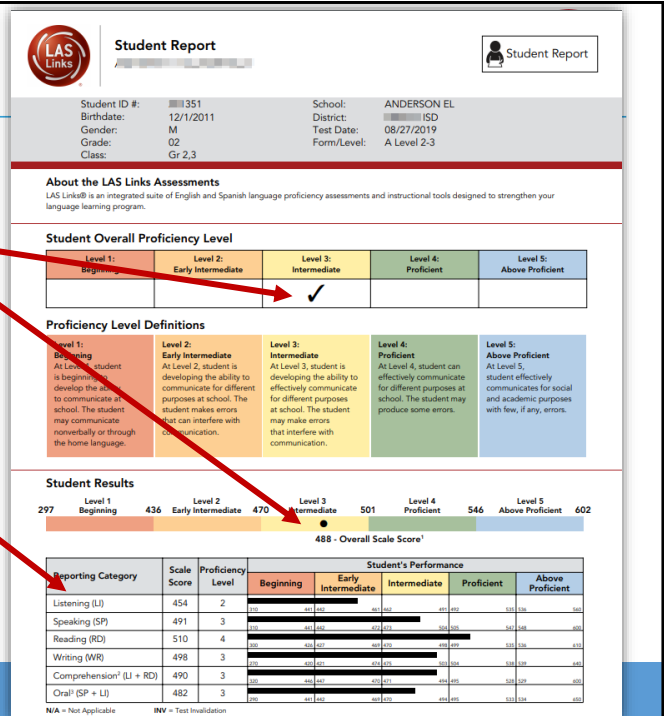
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Batch Download: Enhanced Student Reports

Overall check mark and dot in the scale will only appear when all 4 domains are administered.

Use the information in the bar chart to determine Emergent Bilingual Status. Data also may be used to determine where in the level the student performed for more accurate placement and targeted instruction.

Available in Spanish which may be used as a home report as/if desired.

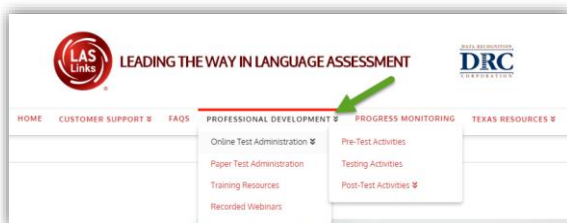


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Resources: www.LASLinks.com/Texas



- Training PPTs, Guidance Documents and Videos
- FAQs
- Parent and Teacher Resources
- And more....



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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