



# LAS Links Paper Administration Training

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## Training Agenda

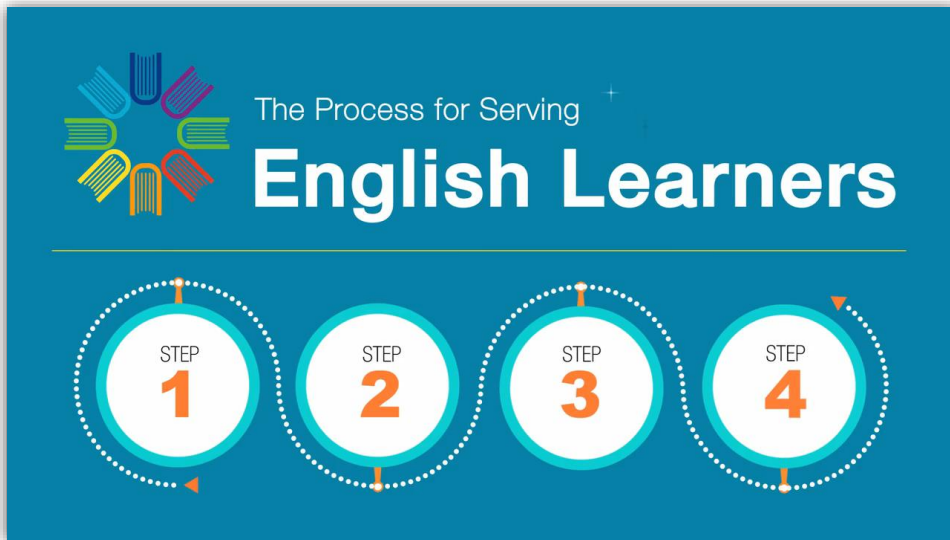


- ✓ **Purpose of LAS Links Testing**
- ✓ **Program Overview**
- ✓ **Training Part 1:** Pre-test activities (preparing to test)
- ✓ **Training Part 2:** Administering the test
- ✓ **Training Part 3:** Post-test activities (scoring and reporting)

2

2

1



<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



4

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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"><li>• preLAS English Form C</li><li>• preLAS Español Form C</li><li>• Available in Online or Paper formats</li></ul>
1 <sup>st</sup> Grade	<ul style="list-style-type: none"><li>• LAS Links Form A</li><li>• Speaking and Listening Only</li><li>• Available in Online or Paper formats</li></ul>
2 <sup>nd</sup> – 12 <sup>th</sup> Grade	<ul style="list-style-type: none"><li>• LAS Links Form A</li><li>• Speaking, Listening, Reading and Writing</li><li>• Available in Online or Paper formats</li></ul>
1 <sup>st</sup> – 6 <sup>th</sup> Grade*	<ul style="list-style-type: none"><li>• LAS Links Español Form A</li><li>• Speaking and Listening</li><li>• Available in Online or Paper formats</li></ul>

## Training Part 1: Pre-Test Activities

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

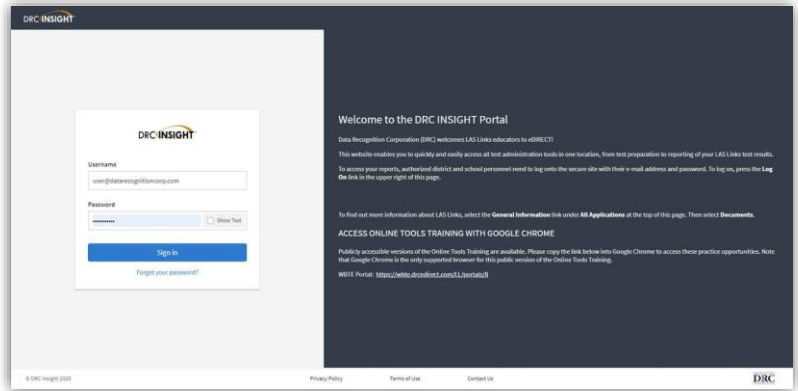


# Accessing the DRC INSIGHT Portal



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

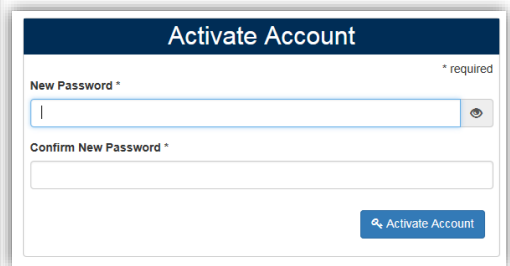
Use the INSIGHT portal for Test Administrative functions such as professional learning, rostering students, creating test sessions, scoring student responses and for On-Demand reporting.



# Portal Activation Email



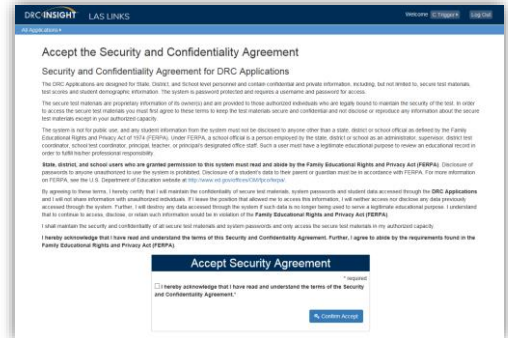
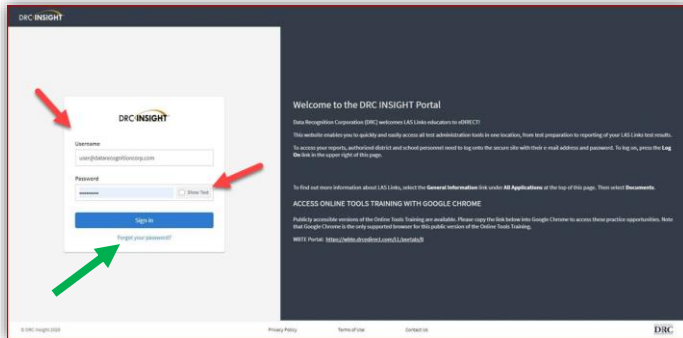
- Sent from: [no-reply@datarecognitioncorp.com](mailto:no-reply@datarecognitioncorp.com)
- Check your clutter/spam if you do not find the email in your inbox



## Logging into the Portal



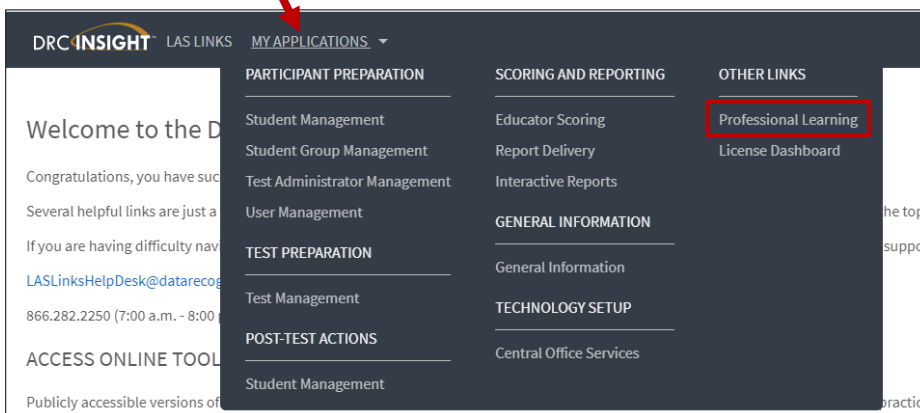
- Click on “Forgot your password?” if unable to locate your welcome email
- Your Username is your email address
- If the system does not recognize you as a User, please check with your LEA director who will need to add you as a User to the portal.



## Accessing the Professional Learning Courses



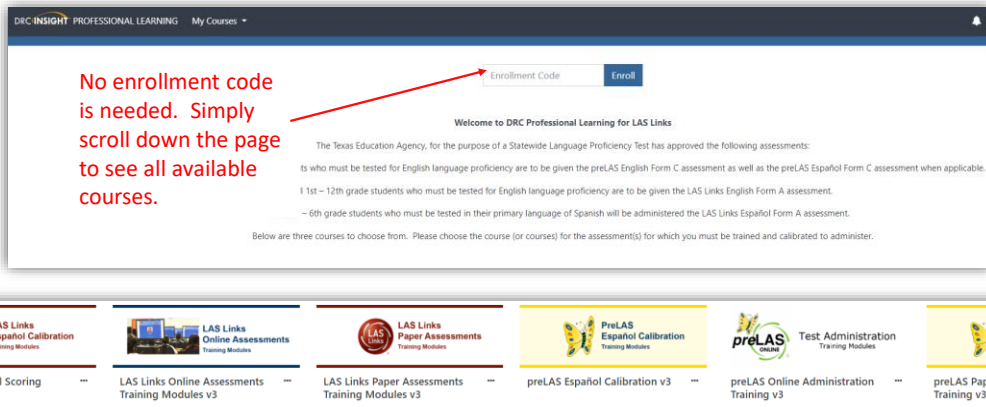
Click on MY APPLICATIONS >> Professional Learning:



# 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.

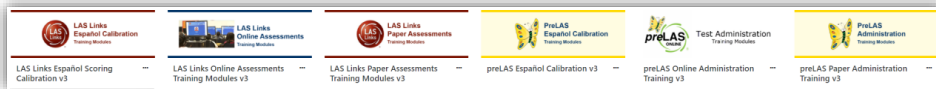


No enrollment code is needed. Simply scroll down the page to see all available courses.

# 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.





## Training Part 1: Pre-Test Activities

### Activity 2: Identifying and Gathering the Appropriate LAS Links Test Materials



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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"> <li>• preLAS English Form C</li> <li>• preLAS Español Form C</li> <li>• Available in Online or Paper formats</li> </ul>
1 <sup>st</sup> Grade	<ul style="list-style-type: none"> <li>• LAS Links Form A</li> <li>• Speaking and Listening Only</li> <li>• Available in Online or Paper formats</li> </ul>
2 <sup>nd</sup> – 12 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• LAS Links Form A</li> <li>• Speaking, Listening, Reading and Writing</li> <li>• Available in Online or Paper formats</li> </ul>
1 <sup>st</sup> – 6 <sup>th</sup> Grade*	<ul style="list-style-type: none"> <li>• LAS Links Español Form A</li> <li>• Speaking and Listening</li> <li>• Available in Online or Paper formats</li> </ul>

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# Materials Needed for Testing

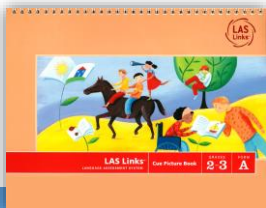
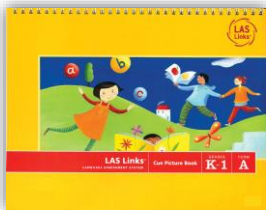


Grade Span	Student Materials	Teacher Materials
1	Student Book	Cue Book, Listening CD (or Audio Files) Examiner's Guide Student Profile Sheet (for Grades 1-12) Interpretation Guide(for Grades 1-12)
2-3	Student Book	Cue Book, Listening CD (or Audio Files) Examiner's Guide Student Profile Sheet (for Grades 1-12) Interpretation Guide(for Grades 1-12)
4-5	Student Book Student Answer Book	Listening CD (or Audio Files) Examiner's Guide Student Profile Sheet (for Grades 1-12) Interpretation Guide(for Grades 1-12)
6-8	Student Book Student Answer Book	Listening CD (or Audio Files) Examiner's Guide Student Profile Sheet (for Grades 1-12) Interpretation Guide(for Grades 1-12)
9-12	Student Book Student Answer Book	Listening CD CD (or Audio Files) Examiner's Guide Student Profile Sheet (for Grades 1-12) Interpretation Guide(for Grades 1-12)

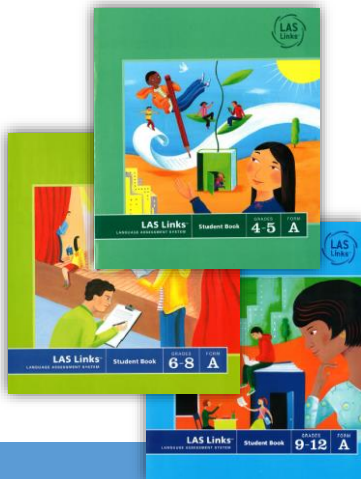
# Test Materials



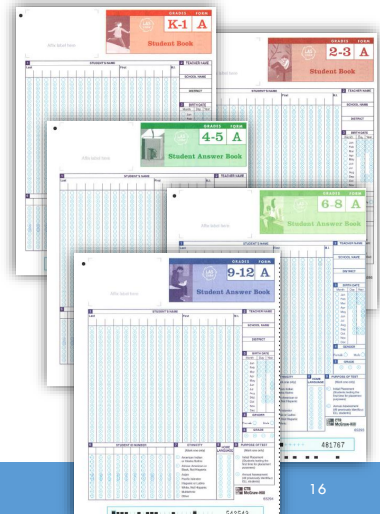
Grades 1 – 3  
Cue Books



Grades 4 – 12  
Student Books



Grades 1 – 12  
Student Answer Books





## Training Part 2: Administering LAS Links

Includes Holistic Scoring  
 Training



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### Estimated Testing Time



Subtest Area	Estimated Time	Grade Level
Speaking	10 minutes Individual Testing when Utilizing Paper	1 - 12
Listening	15 minutes Group and/or Individual Testing	1 - 12
Reading	35-45 minutes Group and/or Individual Testing	2 - 12
Writing	35-45 minutes Group and/or Individual Testing	2 - 12

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# Student Answer Book



GRADES FORM  
**4-5 A**

Student Answer Book

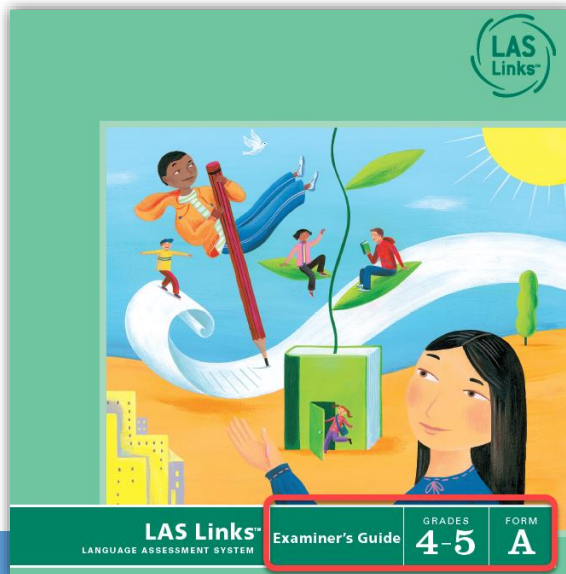
Affix label here

STUDENT'S NAME										TEACHER NAME									
Last					First					M.L.					SCHOOL NAME				
DISTRICT																			
BIRTH DATE										GRADE									
Month					Day					Year					Grade				
STUDENT ID NUMBER										ETHNICITY									
[Bubble grid]										<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> African American or Black, Not Hispanic <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> White, Not Hispanic <input type="checkbox"/> Multiracial <input type="checkbox"/> Other									
HOME LANGUAGE										PURPOSE OF TEST									
<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Vietnamese <input type="checkbox"/> Chinese <input type="checkbox"/> Other										<input type="checkbox"/> Initial Placement (for new testing the first time for placement purposes) <input type="checkbox"/> Annual Assessment (all previously identified ELL students) <input type="checkbox"/> CTE <input type="checkbox"/> McGraw-Hill 65292									

238487

10 DATE TESTING COMPLETED			11 TEST INVALIDATION			12 TEST EXEMPTIONS			13 ABSENT					
Month Day Year			(Mark all that apply)			(Mark all that apply)			(Mark all that apply)					
Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec			<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing			<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing			<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing					
14 USA SCHOOL ENROLLMENT			15 MOBILITY			16 PROGRAM PARTICIPATION			17 SPECIAL EDUCATION			18 DISABILITY		
(Mark the year this student first enrolled in a school in the United States)			(Mark the grade this student's continuous enrollment began in this school)			(Mark all that apply)			(Mark all that apply)			(Mark one only)		
Year: [Bubble grid]			GRADE: [Bubble grid]			<input type="checkbox"/> ESEA Title I <input type="checkbox"/> English Language Learner (ESL/Title III) <input type="checkbox"/> Gifted and Talented <input type="checkbox"/> Indian Education <input type="checkbox"/> Migrant Education			<input type="checkbox"/> IEP <input type="checkbox"/> 504			<input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> LN <input type="checkbox"/> HI <input type="checkbox"/> MU <input type="checkbox"/> CI <input type="checkbox"/> OI <input type="checkbox"/> SED <input type="checkbox"/> LN <input type="checkbox"/> BI <input type="checkbox"/> TI <input type="checkbox"/> VI <input type="checkbox"/> ME		
19 ACCOMMODATIONS						20 SPECIAL CODES								
(Mark all that apply)						(Mark all that apply)								
DC [Bubble grid] L [Bubble grid] RD [Bubble grid] WR [Bubble grid]						[Bubble grid] [Bubble grid] [Bubble grid] [Bubble grid] [Bubble grid] [Bubble grid] [Bubble grid] [Bubble grid] [Bubble grid] [Bubble grid] [Bubble grid] [Bubble grid]								

# LAS Links Examiner's Guide





# LAS Links Speaking

Administered One-to-One

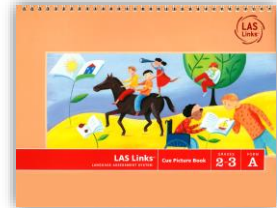
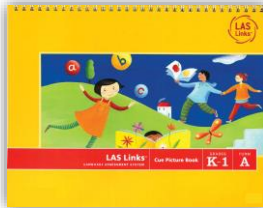
Grades 1 - 12

## Speaking Test Content

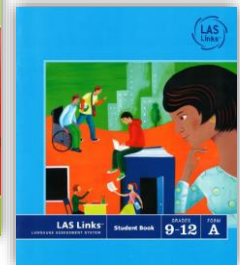
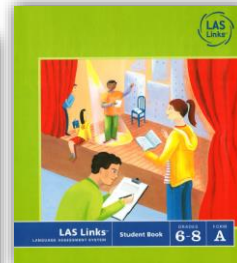
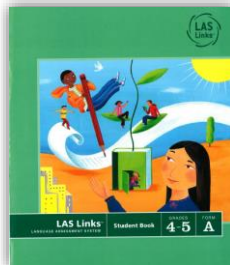


### Speaking:

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



For grades 1-3, examiners will utilize the cue picture books for student picture prompts while grades 4-12 picture prompts are found in the student books also referred to as the Student books with cue pictures on the order form.



# Part 1: Speak In Words



**SPEAKING** *Speak in Words*

See Step 7 and Appendix A of the Examiner's Guide for complete instructions for scoring the Speaking items.

As you answer each question, point to the corresponding illustration in the Student Book. Then fill in the appropriate circle below.

**SAY** I am going to show you some pictures. Tell me what you see. Try this one for practice. What is this?  
Practice A: chair  
Pause to allow students to respond. If no response.

**SAY** This is a chair. Now you tell me. What is it?  
Pause.

**SAY** What is it used for?  
Practice B: to sit on  
If no response.

**SAY** You use it to sit on. Now you tell me. What is it used for?

**SAY** Now let's begin. What is this?  
1 roof

**SAY** What is it used for?  
2 to cover a building

**SAY** What is this?  
3 piano

If student does not respond or has no correct response to Items 1 through 3, you may go on to *Speak in Sentences*.

**SAY** What can you do with it?  
4 play music

**SAY** What is this person?  
5 cashier

**SAY** What does he do?  
6 collects money, rings up groceries, makes change

**SAY** What is this?  
7 neck

**SAY** What is it used for?  
8 to move your head, to hold your head up

**SAY** What is this?  
9 trophy, prize, award


**SAY** What is it for?  
10 winning

GO Speaking 1


**SPEAKING** *Speak in Words*

Practice A and B


1 and 2



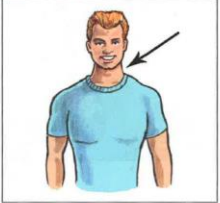
3 and 4




5 and 6



7 and 8



9 and 10



1 Speaking

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# Speak in Words – Sample Responses



**SPEAK IN WORDS**  
Responses can be scored as correct [C], incorrect [I], or no response [NR].

Prompt	Anticipated Response	Additional Correct Responses
1. What is this?	roof	
2. What is it used for?	to cover a building	protect from rain, weather, to keep the warm air in or cold air out
3. What is this?	piano	musical instrument, instrument, grand piano
4. What can you do with it?	play music	give a concert, give a recital, play a song, make music, entertain
5. What is this person?	cashier*	employee, worker, store clerk, salesperson
6. What does he do?	collects money, rings up groceries, makes change	accepts checks, gets payments, takes money, sells things
7. What is this?	neck**	
8. What is it used for?	to move your head, to hold your head up	to turn your head
9. What is this?	trophy, prize, award	
10. What is it for?	winning	being the best in a contest or competition, getting first place

\* If student says "man," or "boy," ask, "Is there any other word for this man/boy?"  
\*\* If students say "man," ask, "What part of the man's body is it?"

This chart is found on page 44 of the 4-5 Examiner's Guide

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# Stopping Due to Insufficient Language



**SPEAKING** *Speak in Words*

See Step 7 and Appendix A of the Examiner's Guide for complete instructions for scoring the Speaking items.

**E3:** As you ask each question, point to the corresponding illustration in the Student Book. Then fill in the appropriate circle below.

**SAY** I am going to show you some pictures. Tell me what you see. Try this one for practice. What is this?  
Practice A: chair. Pause to allow students to respond. If no response,

**SAY** This is a chair. Now you tell me. What is it?  
Pause.

**SAY** What is it used for?  
Practice B: to sit on. If no response,

**SAY** You use it to sit on. Now you tell me. What is it used for?  
Pause.

**SAY** Now let's begin. What is this?

1 roof

**SAY** What is it used for?

2 to cover a building

**SAY** What is this?

3 piano

If student does not respond or has no correct response to Items 1 through 3, you may go on to *Speak in Sentences*.

**SAY** What can you do with it?

4 play music

**SAY** What is this person?

5 cashier

**SAY** What does he do?

6 collects money, rings up groceries, makes change

**SAY** What is this?

7 neck

**SAY** What is it used for?

8 to move your head, to hold your head up

**SAY** What is this?

9 trophy, prize, award

**SAY** What is it for?

10 winning

GO Speaking 1

Please note, that if the student does not respond, or has no correct responses for items 1-3, you may go on to *Speak in Sentences*. You may not stop testing all together as you must attempt to administer all sections of speaking.

Every section in speaking has a clear stop point.

# Part 2: Speak in Sentences



**SPEAKING** *Speak in Sentences*

Use the checklist on Page 3 to score the *Speak in Sentences* items.

As you ask each question, point to the corresponding illustration in the Student Book.

**SAY** I am going to show you some pictures. Tell me what you see. Try this one for practice. Pause.

**SAY** Tell me what is happening in the picture.  
Practice C: He/She is riding a bike. If no response,

**SAY** You might say, "He is riding a bike." Pause to answer questions.

**SAY** Now let's begin. Tell me what is happening in the picture.

11 He is sitting at a bus stop looking at his watch.

**SAY** Tell me what is happening in the picture.

12 A cat is climbing a tree.

If student does not respond or has no correct response to Items 11 and 12, you may go on to *Make Conversation*.

2 Speaking

**SPEAKING** *Speak in Sentences*

Practice C

11

12

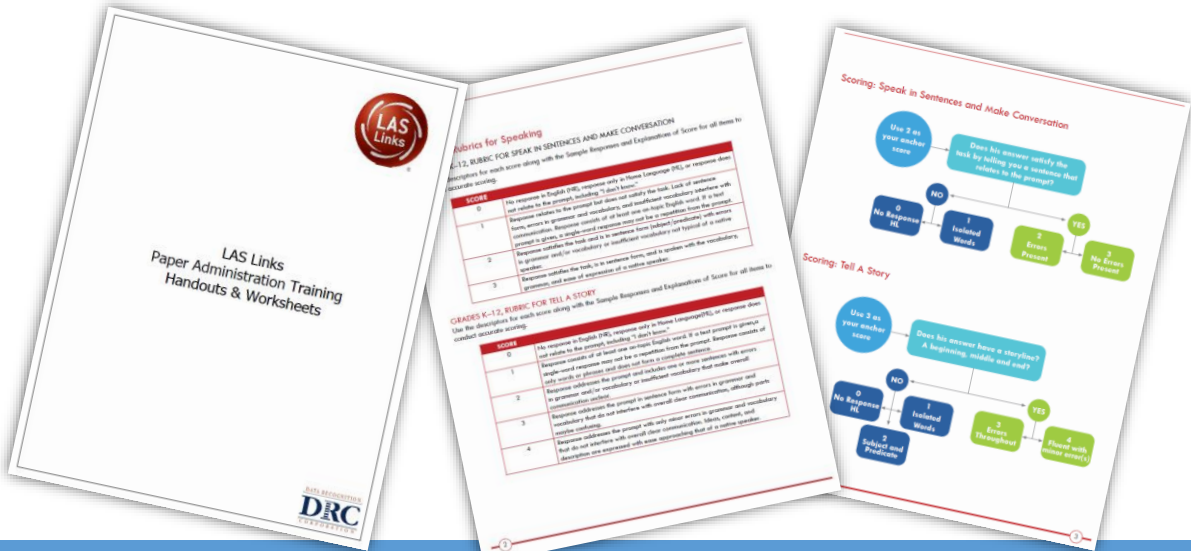
13

14

15

2 Speaking

# Handouts and Worksheets



# Speak in Sentences Rubric



## Examiner's Guide Page 43

### Scoring Rubrics for Speaking

#### GRADES K-12, RUBRIC FOR SPEAK IN SENTENCES AND MAKE CONVERSATION

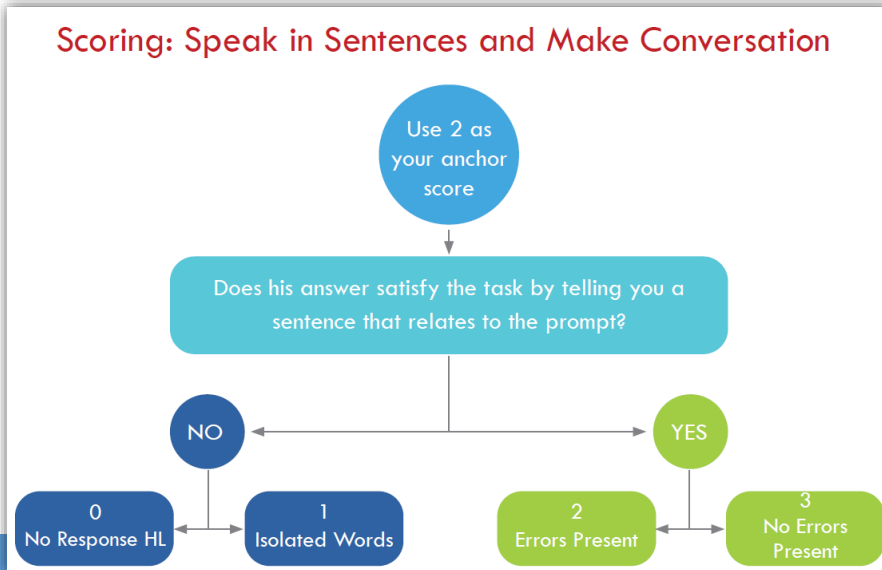
Use the descriptors for each score along with the Sample Responses and Explanations of Score for all items to conduct accurate scoring.

SCORE	DESCRIPTION
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.

# Speak in Sentences Flow Chart



## Scoring: Speak in Sentences and Make Conversation



# Speak in Sentences Flow Chart



**LAS Links**  
Paper Administration Training  
Handouts & Worksheets

**LAS Links Speaking Calibration Practice**  
Form A, Grades 1-12

**Section 2: SPEAK IN SENTENCES**

**Speak in Sentences 2-1**  
Students are asked to "Tell me what is happening in the picture?"

Sample Response	Score	Picture Prompt
1. She is jumping rope in the yard.		
2. She has the rope.		
3. She has the rope.		

**Speak in Sentences 2-2**  
Students are asked to "Tell me what is happening in the picture?"

Sample Response	Score	Picture Prompt
1. She is sitting in the chair.		
2. She is reading.		
3. She is reading a book.		

**Speak in Sentences 2-3**  
Students are asked to "Tell me what is happening in the picture?"

Sample Response	Score	Picture Prompt
1. He is sitting on the bench and waiting for a bus.		
2. He is waiting for the bus.		
3. He is sitting on the bench and waiting for a bus.		

**LAS Links Speaking Calibration Practice**  
Form A, Grades 1-12

**Speak in Sentences 2-8**  
Students are asked to "Tell me what is happening in the picture?"

Sample Response	Score	Picture Prompt
1. Her eyes have fun.		
2. He has it.		
3. He makes fun.		

**Speak in Sentences 2-12**  
Students are asked to "Tell me what is happening in the picture?"

Sample Response	Score	Picture Prompt
1. He has the bread.		
2. Cut.		
3. He is cutting some bread.		

# 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.		

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# Speak in Sentences – Number 15



**SPEAKING** *Speak in Sentences*

Practice C

11

12

13

14

15

2 Speaking

32

32



# Part 3: Make Conversation



## SPEAKING *Make Conversation*

✓ Use the checklist below to score the student's response.

**SAY** *We are going to do another activity. Listen to the directions. Then answer the best that you can. Let's practice.*

Practice D

**SAY** *Tell your teacher you found a notebook. What would you say? Pause to allow student to respond. If no response,*

**SAY** *You might say, "Teacher, I found a notebook." Pause to answer questions.*

**SAY** *Now let's begin. Tell the bus driver this is your bus stop.*

16 [Student Response] Score: ○○○○

**SAY** *Ask for the math assignment the teacher gave when you were not in the classroom.*

17 [Student Response] Score: ○○○○

If student does not respond or has no correct response to Items 16 and 17, you may go on to *Tell a Story*.

**SAY** *Explain why your class should go to the museum.*

18 [Student Response] Score: ○○○○

**SAY** *Describe how to measure one-half cups of water.*

19 [Student Response] Score: ○○○○

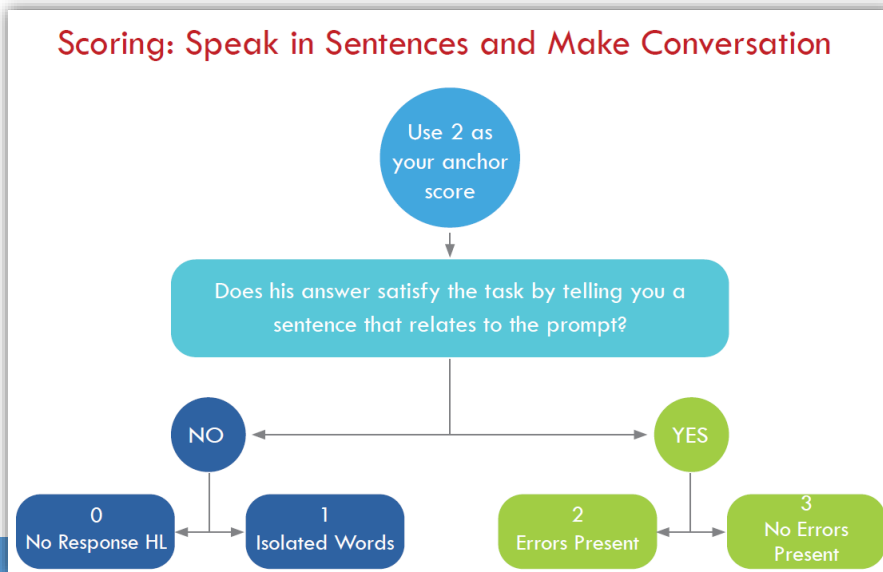
### Scoring Checklist for *Speak in Sentences and Make Conversation* (see complete rubric descriptions and examples in Examiner's Guide)

- Score 0 if there is no response, no response in English, or no English words that relate to prompt
- Score 1 if English words relate to prompt **and**
- response does not clearly satisfy the task **and/or**
  - language errors (word choice/order, grammar) interfere with communication
- Score 2 if English words relate to prompt **and**
- response satisfies the task without ambiguity **and**
  - response contains errors not typical of a native speaker (e.g., subject/verb disagreement, incorrect gender)
- Score 3 if response clearly satisfies the task and approximates the ease of expression of ideas, vocabulary, and grammar of a native speaker

# Make Conversation Flow Chart



## Scoring: *Speak in Sentences and Make Conversation*



# Make Conversation Scoring Practice



## Make Conversation 4-5

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

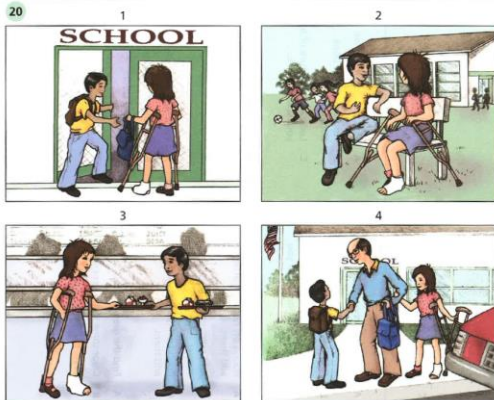
#	Sample Response	Score	Prompt
1	Bus driver, now.		Tell the bus driver this is your bus stop.
2	Bus driver, may you please stop here for me?		
3	Here's my stop.		

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# Speaking Part 4: Tell a Story



SPEAKING *Tell a Story*



3 Speaking

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

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

SPEAKING *Tell a Story*

✓ Use the checklist on this page and additional instructions in Step 7 and Appendix A of the Examiner's Guide for complete instructions for scoring Item 20. You may use the next page to make notes on the student's response.

☞ Point to the illustrations in the Student Book.

**SAY** Now you will tell a story about some pictures. Look at all the pictures. I will start the story, and then you will tell me the story that you see in the pictures. (Pause.) Jay helps his friend Marina.

If the student does not respond,

**SAY** Tell me the story.

20 [Student response] Score: ○○○○○

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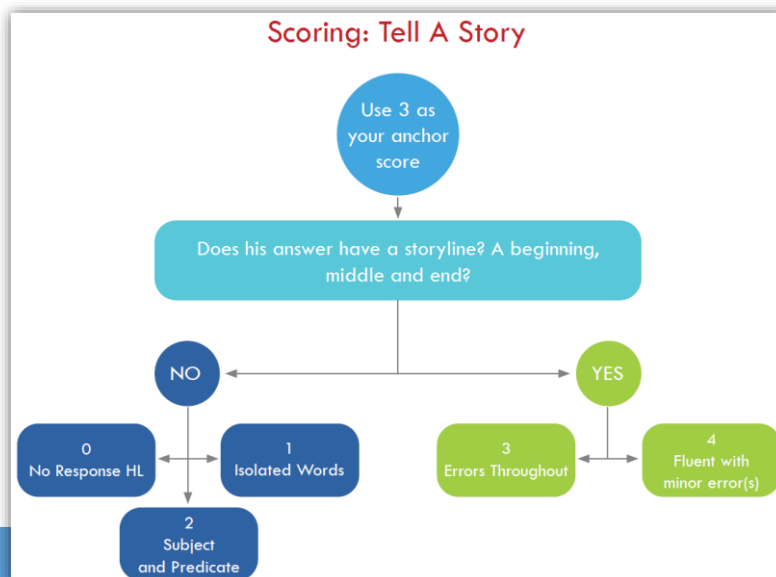
# Tell a Story Rubric



## 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.

# Tell a Story Flow Chart



# Tell a Story 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.		

# Documenting Student Responses

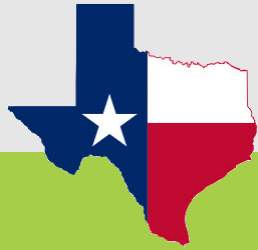


## SPEAKING *Tell a Story*

Examiner's Notes (optional)

Blank lined area for writing Examiner's Notes.

Be sure to transcribe student verbal responses in order to provide supporting evidence to the score you determine for the student response.



## LAS Links Listening

May be group administered.

Grades 1 - 12

41

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### Listening (1<sup>st</sup> – 12<sup>th</sup> Grade)

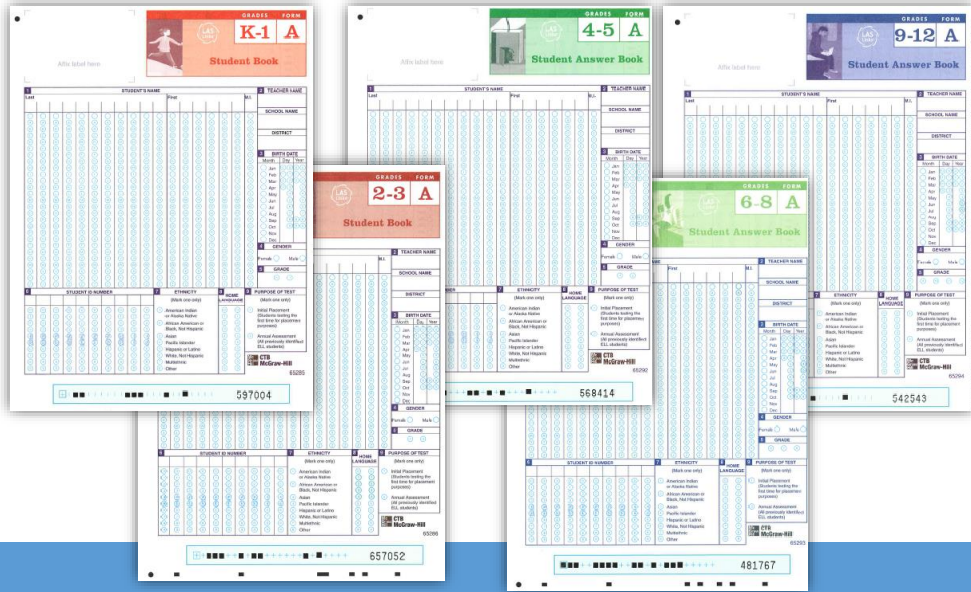


- Listen for Information
- Listen in the Classroom
- Listen and Comprehend

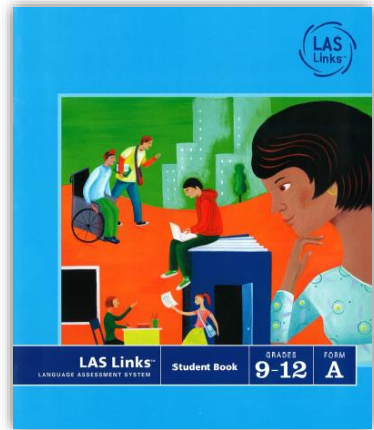
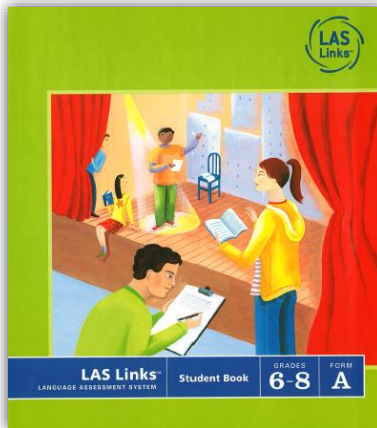
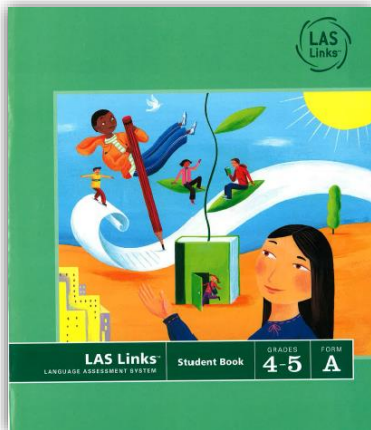
All Listening items are multiple choice in format and evaluate listening comprehension of stated facts, inference and critical thinking skills.

42

# Student Answer Documents Grades 1-12



# Student Books – Grades 4-12



# LAS Links Listening Audio Files



**SAY** In this part of the test you are going to listen. Then you will answer questions about what you hear. Find Practice A.

**Practice A**

A. Find a science book.  
B. Use an encyclopedia.  
C. Complete Chapter 2.

*Please to make sure all the students find Practice A.*

**SAY** Under Practice A you see three answer choices, A, B, and C.  
*Hold up your copy of the Student Answer Book to demonstrate.*

**SAY** This is your Student Answer Book. Turn to Page 7.  
*Please to make sure all the students find the correct page.*

**SAY** You will use Page 7 to mark your answers for this part of the test. In your Student Answer Book, find Practice A at the top of the first box.  
*Please to make sure all the students find Practice A under Listen for Information.*

**SAY** Next to Practice A you see circles A, B, and C. You will fill in the circle that goes with the answer you choose.  
*Hold up your copy of the Student Answer Book to demonstrate how to fill in the circle completely and how to erase carefully.*

**SAY** Now you will listen to some directions that you might hear in a classroom. First you will be told to do something. Then you will hear a question about what you were told to do. I will say the answer choices aloud as you read them in your Student Book. Let's try one together for practice.  
*Please.*

**PRACTICE A**

**SAY** Find Practice A in your Student Book.  
*Please to make sure all the students find Practice A. (Play CD or cassette.)*

**SAY\*** PRACTICE A. Find information about the Chapter 2 science words in the encyclopedia. What were you told to do?

A. Find a science book.  
B. Use an encyclopedia.  
C. Complete Chapter 2.

DURING TESTING 19

## Utilize the Audio CD or audio files to play the prompts

The screenshot shows the 'DRC INSIGHT LAS LINKS' interface. The 'Documents' menu is open, showing a list of documents. A red box highlights the 'Documents' menu, and a green arrow points to the 'Show Documents' button. Another red box highlights the 'Audio Filter: preLAS Form C, preLAS Esp Form C, LAS Links Form A' entry in the list, with a green arrow pointing to it.

Document Name	Document Type	Version	Expiry Date
LAS Links	Assessment Resources	9-12 LAS Links Instructional Guidance Lessons	7/31/2020
LAS Links	Assessment Resources	K-1 LAS Links Instructional Guidance Lessons	7/31/2020
LAS Links	Assessment Resources	LAS Links Home Letter - English	7/30/2020
LAS Links	Assessment Resources	LAS Links Home Letter - English (Word Version)	7/30/2020
LAS Links	Assessment Resources	LAS Links Home Letter - Spanish	7/30/2020
LAS Links	Assessment Resources	LAS Links Home Letter - Spanish (PDF Version)	7/30/2020
LAS Links	Assessment Resources	LAS Links Home Letter - Spanish (Word Version)	7/30/2020
LAS Links	Assessment Resources	LAS Links Proficiency Level Descriptors	7/31/2020
LAS Links	Assessment Resources	Audio Filter: preLAS Form C, preLAS Esp Form C, LAS Links Form A	7/31/2020

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# Stopping the Test Due to Insufficient Language



Per the TEA:

- 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.
- 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.

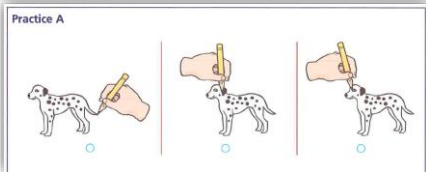
46

46

# LAS Links Listening



Students in grades 1-3 mark their answers directly in their student books (no transfer).



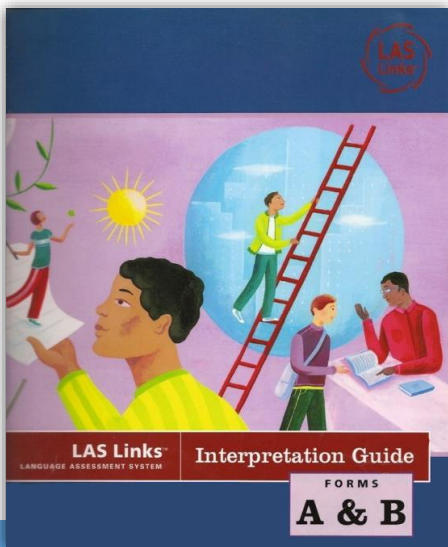
**ANSWER SHEET**

LISTENING	READING	READING	WRITING
Listen for Information	Analyze Words	Read for Understanding	Use Conventions
Practice A	Practice A	Practice D	Practice A
1	1	21	1
2	2	22	2
3	3	23	3
4	4	24	4
5	5	25	5
6	6	26	6
7	7	27	7
8	8	28	8
9	9	29	9
10	10	30	10
11	11	31	11
12	12	32	12
13	13	33	13
14	14	34	14
15	15	35	15
16	16		16
17	17		17
18	18		18
19	19		19
20	20		20

STOP Answer Sheet 7

Students in grades 4-12 mark their answers in their student answer books.

# Grading the Listening



**Form A**  
4-5 Scoring Keys

Listening				Listening Comprehension*			
Test Item #	Answer Key	Points	Check if correct	Test Item #	Answer Key	Points	Check if correct
<b>Listen for Information</b>				<b>LI - Listen for Information</b>			
1		1		2		1	
2		1		3		1	
3		1		4		1	
4		1		5		1	
5		1		6		1	
6		1		7		1	
7		1		8		1	
8		1		9		1	
9		1		10		1	
10		1		<b>Total Points</b>			
<b>Listen in the Classroom</b>				<b>LI - Listen in the Classroom</b>			
11		1		11		1	
12		1		12		1	
13		1		13		1	
14		1		14		1	
15		1		15		1	
16		1		16		1	
<b>Total Points</b>				<b>Total Points</b>			
<b>Listen and Comprehend</b>				<b>LI - Listen and Comprehend</b>			
17		1		18		1	
18		1		19		1	
19		1		20		1	
20		1		<b>Total Points</b>			
<b>Total Points</b>				<b>Total Points</b>			





## LAS Links Reading

May be group administered.

Grades 2 - 12

49

49

### Reading (2<sup>nd</sup> – 12<sup>th</sup> Grade)

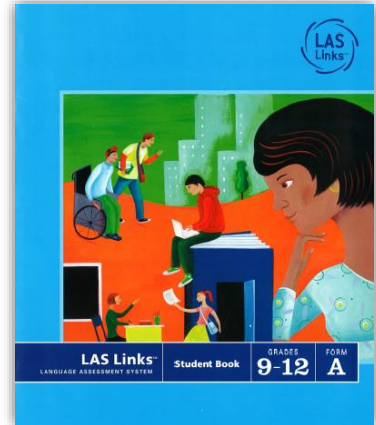
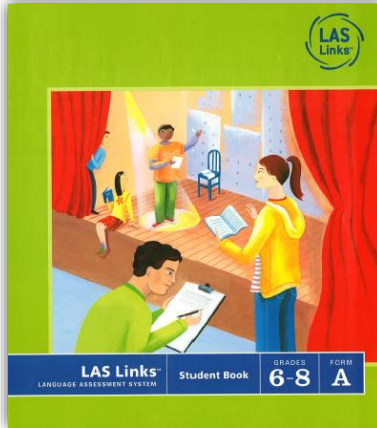
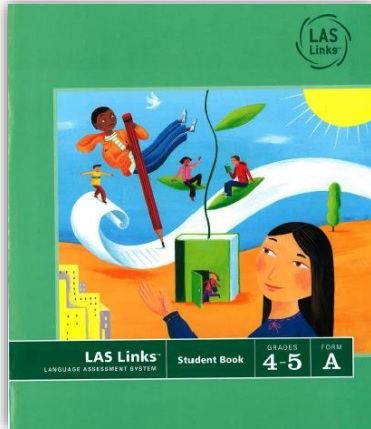


- Analyze Words
- Read Words
- Read for Understanding

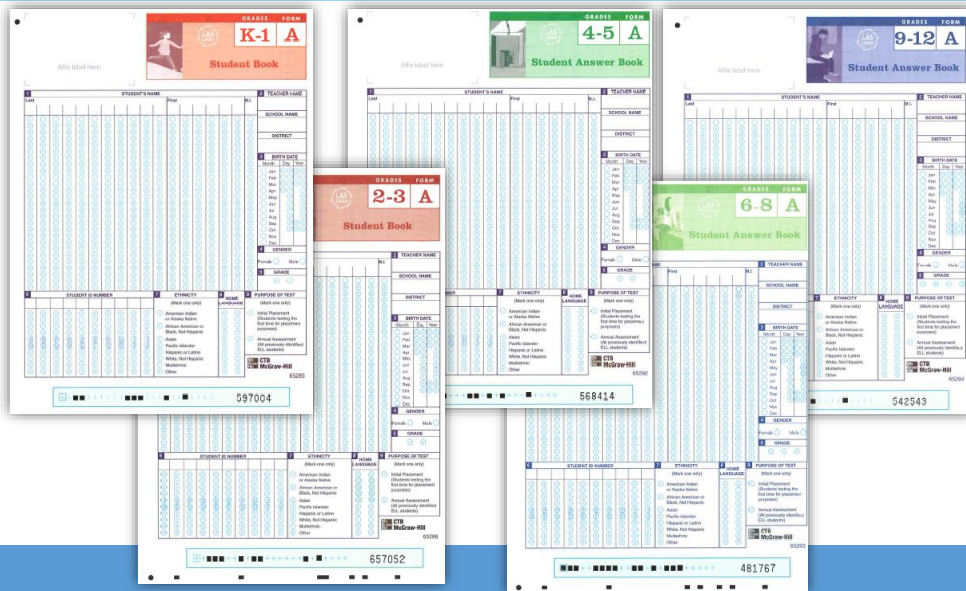
All Reading items are multiple choice in format and evaluate reading comprehension and critical thinking skills.

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# Student Books – Grades 4-12



# Student Answer Documents Grades 2 -12



# Administering the Reading Subtest



## Starting the Reading Test

Examiner's Guide Page 29

### ANALYZE WORDS, NUMBERS 1 THROUGH 10

Hold up your copy of the Student Book to demonstrate.

**SAY** This is your Student Book. Turn to Page 8. This section is called Analyze Words.

**SAY** In this part of the test, you are going to answer some reading questions. Find Practice A.

#### Practice A

Which shows the word instruct divided correctly into root word and suffix?

- A instruct|or
- B Instruct|tor
- C In|structor

#### Practice B

If educate means "teach," then educator means

- A teach over again
- B someone who teaches
- C not ever teaching

2-3 Example (no transfer)

#### Practice A

nest



pet



send



STOP

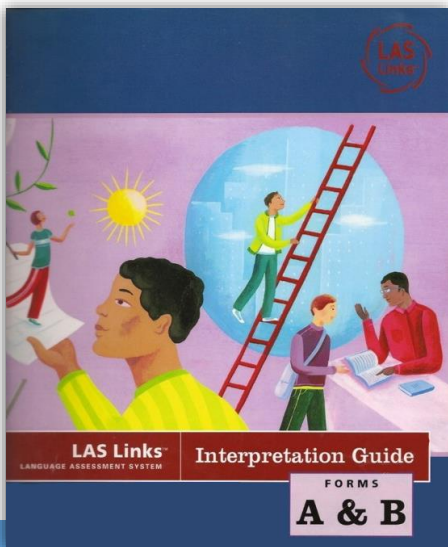
## ANSWER SHEET

LISTENING	READING	READING	WRITING
Listen for Information	Analyze Words	Read for Understanding	Use Conventions
Practice A	Practice A	Practice D	Practice A
Practice B	Practice B	Practice E	Practice B
1	1	21	1
2	2	22	2
3	3	23	3
4	4	24	4
5	5	25	5
6	6	26	6
7	7	27	7
8	8	28	8
9	9	29	9
10	10	30	10
Listen in the Classroom	Read Words	31	11
Practice B	Practice C	32	12
11	11	33	13
12	12	34	14
13	13	35	15
14	14		16
15	15		17
16	16		18
Listen and Comprehend			19
17	17		20
18	18		
19	19		
20	20		

4-12 transfer answers to student answer book

STOP Answer Sheet 7

# Grading the Reading



## Form A Scoring Keys 117

### Form A 4-5 Scoring Keys

Reading				Reading Comprehension*			
Test Item #	Answer Key	Points	Check if correct	Test Item #	Answer Key	Points	Check if correct
<b>Analyze Words</b>				<b>RD - Analyze Words</b>			
1		1		8		1	
2		1		9		1	
3		1		10		1	
4		1		<b>Total Points</b>			
5		1		<b>RD - Read Words</b>			
6		1		11		1	
7		1		12		1	
8		1		13		1	
9		1		14		1	
10		1		15		1	
<b>Total Points</b>				16		1	
<b>Read Words</b>				17		1	
11		1		18		1	
12		1		19		1	
13		1		20		1	
14		1		<b>Total Points</b>			
15		1		<b>RD - Read for Understanding</b>			
16		1		21		1	
17		1		22		1	
18		1		23		1	
19		1		24		1	
20		1		25		1	
<b>Total Points</b>				26		1	
<b>Read for Understanding</b>				27		1	
21		1		28		1	
22		1		29		1	
23		1		30		1	
24		1		31		1	
25		1		32		1	
26		1		33		1	
27		1		34		1	
28		1		35		1	
29		1		<b>Total Points</b>			
30		1					
31		1					
32		1					
33		1					
34		1					
35		1					
<b>Total Points</b>							

\*Use only the Comprehension items listed in the Listening Comprehension and Reading Comprehension Scoring Keys for each grade to determine the number correct for Comprehension.



## LAS Links Writing

May be group administered.

Grades 2 - 12

55

55

### Writing (2<sup>nd</sup> – 12<sup>th</sup> 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.

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# Writing Part 1: Use Conventions



USE CONVENTIONS, NUMBERS 1 THROUGH 20



Hold up your copy of the Student Book to demonstrate.

**SAY** This is your Student Book. Turn to Page 20.

Pause to make sure all the students find the correct page.

**SAY** This section is called Use Conventions. In this part of the test, you are going to read and answer some writing questions. Find Practice A.

**Examiner's Guide Page 34**

**Practice A**

Choose the word that correctly completes this sentence.

Please pick up your trash and place it \_\_\_\_\_ the trash can.

- A at
- B on
- C in

**Practice B**

Choose the sentence that has the correct punctuation.

- A He needs to buy milk, cereal, and, fruit at the grocery store.
- B He needs to buy milk, cereal, and fruit at the grocery store.
- C He needs to buy, milk, cereal, and fruit at the grocery store.

**2-3 Example (no transfer)**

A

The man \_\_\_\_\_ his food.

- eat
- eats
- eating

**STOP**

## ANSWER SHEET

LISTENING	READING	READING	WRITING
Listen for Information	Analyze Words	Read for Understanding	Use Conventions
Practice A	Practice A	Practice D	Practice A
1	1	21	1
2	2	22	2
3	3	23	3
4	4	24	4
5	5	25	5
6	6	26	6
7	7	27	7
8	8	28	8
9	9	29	9
10	10	30	10
Listen in the Classroom	Read Words	Practice E	Practice B
Practice B	Practice C	31	11
11	11	32	12
12	12	33	13
13	13	34	14
14	14	35	15
15	15		16
16	16		17
Listen and Comprehend			18
17			19
18			20
19			
20			

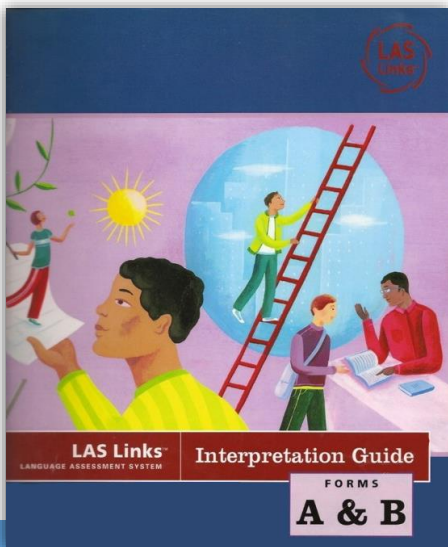
**4-12 transfer answers to student answer book**

STOP Answer Sheet 7

57

57

# Grading Writing: Use Conventions



Writing			
Test Item #	Answer Key	Points	Check if correct
<b>Use Conventions</b>			
1		1	
2		1	
3		1	
4		1	
5		1	
6		1	
7		1	
8		1	
9		1	
10		1	
11		1	
12		1	
13		1	
14		1	
15		1	
16		1	
17		1	
18		1	
19		1	
20		1	
<b>Total Points</b>			


58

58

## Writing Part 2: Write About



**Practice A**



1) The boy is trying on a new jacket.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Student is scored on a 0-3 rubric.

## Scoring Write About



### Scoring Rubrics for Writing

GRADES 2–12, WRITING RUBRIC 0–3

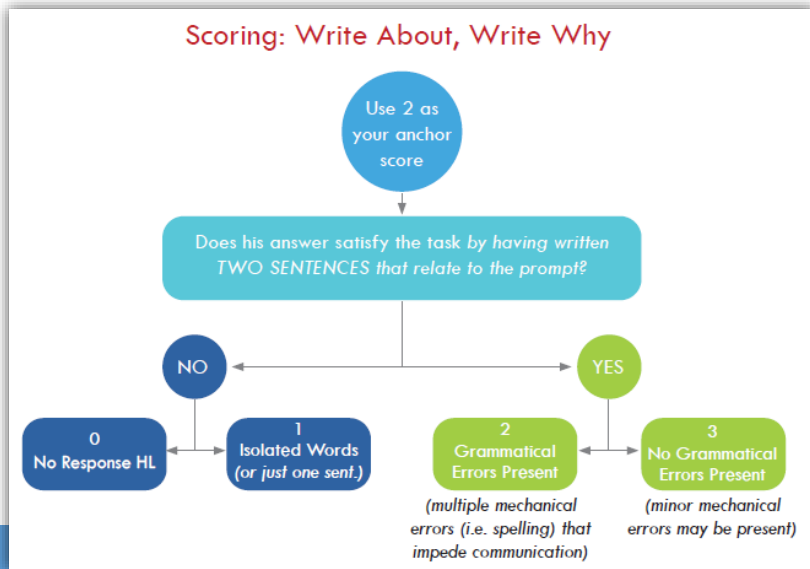
**Write About**—Student will write two sentences to describe who/what is in a picture and what is happening.

**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	<b>ERRORS PREVENT COMMUNICATION</b>
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
	For <b>Write About</b> : no recognizable sentence structure
1	<b>ERRORS INTERFERE WITH COMMUNICATION</b>
Beginning Communication	For <b>Write About</b> : Response includes at least rudimentary sentence structure subject verb ("The 3 student is") ("The teacher explication a student)
	For <b>Write Why</b> : 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
	Response may be in rudimentary sentence structure
2	<b>ERRORS DO NOT IMPEDE UNDERSTANDING</b>
Basic Communication	Two responses that clearly satisfy the task with one or more grammatical errors
	Two fluent responses that both satisfy the task and contain numerous mechanical errors (may include one general response)
3	<b>FLUENT COMMUNICATION</b>
Effective 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 <b>Write About</b> : Complete sentence required
	For <b>Write Why</b> : No complete sentence required

Examiner's Guide Page 53

# Write About Flow Chart



# 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	They wot to take a picor to reendor the trip. They a picor to rendor the family.		

## Writing Part 3: Write Why



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

Practice B

Which of these animals would you choose for a pet? Circle one.

a rabbit                      a fish

Why did you choose that animal? Write two reasons.

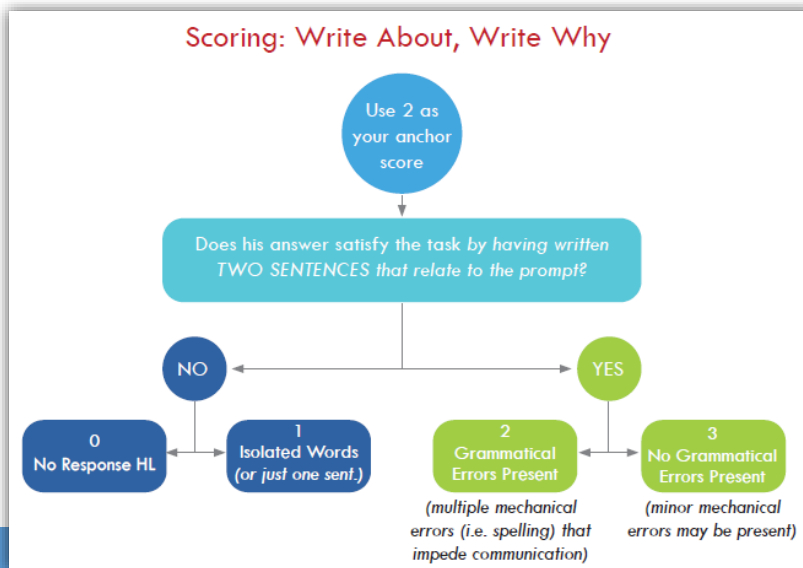
1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

## Write Why Flow Chart





## 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		

65

## Writing Part 4: Write In Detail



### WRITING *Write in Detail*

- 25 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.

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- 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

66



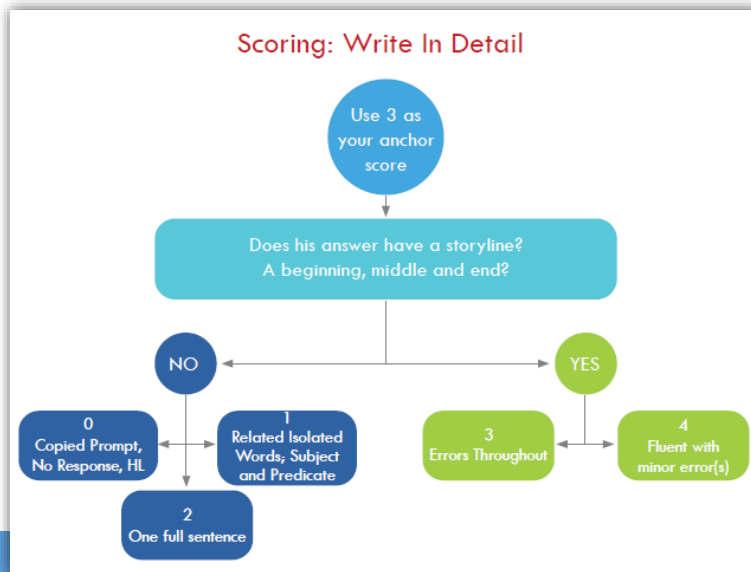
GRADES 2–12, WRITING RUBRIC 0–4

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 <b>Limited Words</b>	<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 <b>Sentence Structure</b>	<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 maybe incorrect and punctuation maybe 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 <b>Basic Communication</b>	<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 <b>Native-like Writing</b>	<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>



## Write in Detail Flow Chart



## 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.		

69

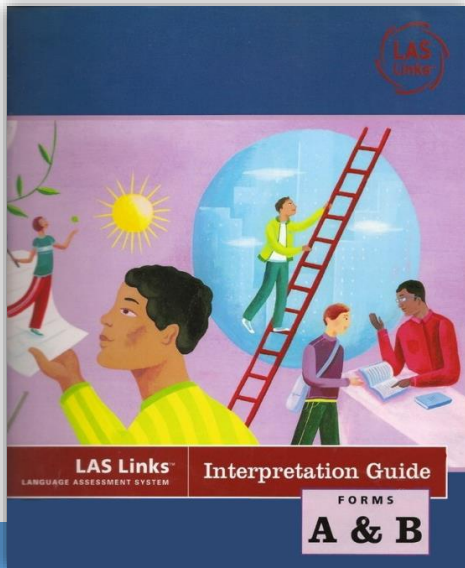
## Training Part 3: Post-Test Activities

**Reporting:**  
Tabulating, Reporting and  
Interpreting the LAS Links  
Scores



70

# Materials Needed for Scoring and Reporting



**LAS Links™ Student Profile Sheet**

1 Complete the following information for each student.  
 Student Name \_\_\_\_\_ Student ID Number \_\_\_\_\_  
 Birth Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Grade \_\_\_\_\_  
 Form \_\_\_\_\_ Test Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Test Book ID \_\_\_\_\_  
 Teacher \_\_\_\_\_ School \_\_\_\_\_ District \_\_\_\_\_

The LAS Links Student Profile Sheet is used for tabulating the student's score. This profile sheet should be used with the LAS Links Interpretation Guide. Once completed, this form can be included in the student's school records. Because the validity of these scores depends on the accuracy of scoring individual items, Examiners must be familiar with the test and the scoring information contained in the Examiner's Guide.

2 Tabulate the Number Correct for each skill area. Use the answer keys in the Interpretation Guide to determine the Number Correct for each sub-test (i.e., Speak in Words). Enter the Number Correct in each box. Then add these numbers to determine the total of each skill area (i.e., Speaking).

Speaking		Listening	
Number Correct		Number Correct	
Speak in Words	<input type="text"/>	Listen for Information	<input type="text"/>
Speak in Sentences	<input type="text"/>	Listen in the Classroom	<input type="text"/>
Make Conversation	<input type="text"/>	Listen and Comprehend	<input type="text"/>
Tell a Story	<input type="text"/>	Total Listening	<input type="text"/>
Total Speaking	<input type="text"/>		

Reading		Writing	
Number Correct		Number Correct	
Analyze Words	<input type="text"/>	Use Conventions	<input type="text"/>
Read Words	<input type="text"/>	Write About	<input type="text"/>
Read for Understanding	<input type="text"/>	Write Why	<input type="text"/>
Total Reading	<input type="text"/>	Write in Detail	<input type="text"/>
		Total Writing	<input type="text"/>

3 Convert Totals to Overall Scale Scores. Refer to the conversion table in the Interpretation Guide to find the Scale Scores for each skill area. Enter the Scale Score in the box adjacent to each Total. Divide the sum of all Scale Scores by 4 to find the Overall Scale Score. Disregard any fraction or decimal—do not round—and enter the Overall Scale Score. Then find the Overall Proficiency Level in the Interpretation Guide for the corresponding Overall Scale Score.

Overall Score	Scale Proficiency
Total Speaking	Total Scale Score
Total Listening	
Total Reading	Overall Scale Score
Total Writing	
Scale Score Total	$\div 4 =$

4 Tabulate the Oral Score. To find the Oral Scale Score, enter the Number Correct for Total Listening and Total Speaking (from Number 2) in the appropriate boxes below. Find the corresponding Oral Scale Score in the Interpretation Guide.

Oral	
Number Correct	
Total Listening	<input type="text"/>
Total Speaking	<input type="text"/>
Total Oral	Oral Scale Score

5 Calculate the Comprehension Score. Use the Comprehension scoring keys in the Interpretation Guide to determine the Number Correct for Comprehension. Enter the Number Correct for the subtests for Listening and Reading. Add these numbers for Total Comprehension. Then use the conversion table in the Interpretation Guide to find the Comprehension Scale Score.

Comprehension	
Number Correct	
Listen for Information	<input type="text"/>
Listen in the Classroom	<input type="text"/>
Listen and Comprehend	<input type="text"/>
RD-Analyze Words	<input type="text"/>
RD-Read Words	<input type="text"/>
RD-Read for Understanding	<input type="text"/>
Total Comprehension	Comprehension Scale Score

Comments: \_\_\_\_\_

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# Tabulate the Scores



Transfer total scores from each domain/subtest to section 2 on the Profile Sheet

Add up each subtest score and transfer total scores to Box 3

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 Form \_\_\_\_\_ Test Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Test Book ID \_\_\_\_\_  
 Teacher \_\_\_\_\_ School \_\_\_\_\_ District \_\_\_\_\_

The LAS Links Student Profile Sheet is used for tabulating the student's score. This profile sheet should be used with the LAS Links Interpretation Guide. Once completed, this form can be included in the student's school records. Because the validity of these scores depends on the accuracy of scoring individual items, Examiners must be familiar with the test and the scoring information contained in the Examiner's Guide.

2 Tabulate the Number Correct for each skill area. Use the answer keys in the Interpretation Guide to determine the Number Correct for each sub-test (i.e., Speak in Words). Enter the Number Correct in each box. Then add these numbers to determine the total of each skill area (i.e., Speaking).

Speaking		Listening	
Number Correct		Number Correct	
Speak in Words	<input type="text"/>	Listen for Information	<input type="text"/>
Speak in Sentences	<input type="text"/>	Listen in the Classroom	<input type="text"/>
Make Conversation	<input type="text"/>	Listen and Comprehend	<input type="text"/>
Tell a Story	<input type="text"/>	Total Listening	<input type="text"/>
Total Speaking	<input type="text"/>		

Reading		Writing	
Number Correct		Number Correct	
Analyze Words	<input type="text"/>	Use Conventions	<input type="text"/>
Read Words	<input type="text"/>	Write About	<input type="text"/>
Read for Understanding	<input type="text"/>	Write Why	<input type="text"/>
Total Reading	<input type="text"/>	Write in Detail	<input type="text"/>
		Total Writing	<input type="text"/>

3 Convert Totals to Overall Scale Scores. Refer to the conversion table in the Interpretation Guide to find the Scale Scores for each skill area. Enter the Scale Score in the box adjacent to each Total. Divide the sum of all Scale Scores by 4 to find the Overall Scale Score. Disregard any fraction or decimal—do not round—and enter the Overall Scale Score. Then find the Overall Proficiency Level in the Interpretation Guide for the corresponding Overall Scale Score.

Overall Score	Scale Proficiency
Total Speaking	Total Scale Score
Total Listening	
Total Reading	Overall Scale Score
Total Writing	
Scale Score Total	$\div 4 =$

4 Tabulate the Oral Score. To find the Oral Scale Score, enter the Number Correct for Total Listening and Total Speaking (from Number 2) in the appropriate boxes below. Find the corresponding Oral Scale Score in the Interpretation Guide.

Oral	
Number Correct	
Total Listening	<input type="text"/>
Total Speaking	<input type="text"/>
Total Oral	Oral Scale Score

5 Calculate the Comprehension Score. Use the Comprehension scoring keys in the Interpretation Guide to determine the Number Correct for Comprehension. Enter the Number Correct for the subtests for Listening and Reading. Add these numbers for Total Comprehension. Then use the conversion table in the Interpretation Guide to find the Comprehension Scale Score.

Comprehension	
Number Correct	
Listen for Information	<input type="text"/>
Listen in the Classroom	<input type="text"/>
Listen and Comprehend	<input type="text"/>
RD-Analyze Words	<input type="text"/>
RD-Read Words	<input type="text"/>
RD-Read for Understanding	<input type="text"/>
Total Comprehension	Comprehension Scale Score

Comments: \_\_\_\_\_

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# Calculate the Scale Scores and Proficiency Levels

Using the Interpretation Guide:

- Choose the corresponding grade Proficiency Tables
- Convert the number correct to the scale score to the proficiency level for each subtest.
- Composite scores will not be used for the purpose of English learner identification.

**Form A**  
**Grade 4 Proficiency Tables**

Grade 4	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient	5 Above Proficient
<b>Overall</b>	330-451	452-489	490-524	525-577	578-656
<b>Listening</b>	350-450	457-483	484-524	525-580	581-630
<b>Speaking</b>	320-440	449-474	475-509	510-558	559-635
<b>Reading</b>	360-467	468-603	504-534	535-587	588-680
<b>Writing</b>	290-433	434-497	498-532	533-583	584-680

Listening			Speaking			Reading			Writing		
NC	SS	PL	NC	SS	PL	NC	SS	PL	NC	SS	PL
1	350	Level 1	1	342	Level 1	1	360	Level 1	1	290	Level 1
2	350		2	368		2	360		2	290	
3	350		3	383		3	360		3	290	
4	350		4	394		4	360		4	290	
5	376		5	404		5	360		5	290	
6	403	Level 2	6	411	Level 2	6	390	Level 2	6	290	Level 2
7	420		7	418		7	360		7	326	
8	434		8	424		8	360		8	327	
9	447		9	430		9	382		9	375	
10	458		10	435		10	411		10	389	
11	470	Level 3	11	440	Level 3	11	428	Level 3	11	400	Level 3
12	482		12	444		12	440		12	410	
13	494		13	448		13	450		13	416	
14	508		14	452		14	458		14	428	
15	523		15	456		15	466		15	425	
16	539	Level 4	16	460	Level 4	16	473	Level 4	16	443	Level 4
17	557		17	464		17	479		17	450	
18	580		18	467		18	485		18	457	
19	617		19	471		19	491		19	463	
20	630		20	474		20	497		20	470	
21	478	Level 5	21	478	Level 5	21	503	Level 5	21	476	Level 5
22	481		22	481		22	509		22	482	
23	485		23	485		23	514		23	488	
24	488		24	488		24	521		24	495	
25	492		25	492		25	527		25	501	
26	496	Level 6	26	496	Level 6	26	534	Level 6	26	507	Level 6
27	500		27	500		27	541		27	514	
28	504		28	504		28	549		28	521	
29	508		29	508		29	557		29	530	
30	513		30	513		30	567		30	539	
31	517	Level 7	31	517	Level 7	31	578	Level 7	31	549	Level 7
32	522		32	522		32	589		32	562	
33	528		33	528		33	613		33	578	
34	534		34	534		34	648		34	599	
35	541		35	541		35	680		35	634	
36	549	Level 8	36	549	Level 8	36	589	Level 8	36	580	Level 8
37	559		37	559		37	600		37	600	
38	571		38	571		38	617		38	617	
39	583		39	583		39	635		39	635	
40	616		40	616		40	616		40	616	
41	635	41	635	41	635	41	635				

**Key**  
NC = Number Correct  
SS = Scale Score  
PL = Proficiency Level

# Calculate the Scale Scores and Proficiency Levels



Using the Interpretation Guide:

- Sample student scores a NC (number correct) of 16. Find 16 under NC.
- Look to the right of the 16, find the 3-digit number (460), that is the SS (Scale Score).
- Look to the right of the SS and find the PL (Proficiency Level) which in this case is a Level 2 for Speaking.

Speaking		
NC	SS	PL
0	320	Level 1
1	342	
2	368	
3	383	
4	394	
5	404	Level 2
6	411	
7	418	
8	424	
9	430	
10	435	Level 3
11	440	
12	444	
13	448	
14	452	
15	456	Level 4
16	460	
17	467	
18	467	
19	471	
20	474	Level 5
21	478	
22	481	
23	485	
24	488	
25	492	Level 6
26	496	
27	500	
28	504	
29	508	
30	513	Level 7
31	517	
32	522	
33	528	
34	534	
35	541	Level 8
36	549	
37	559	
38	571	
39	583	
40	616	
41	635	

Proficiency Level for Speaking

Mark the scores in Box 3 of the Student Profile Sheet:

3 Convert Totals to Overall Scale Scores. Refer to the conversion table in the Interpretation Guide to find the Scale Scores for each skill area. Enter the Scale Score in the box adjacent to each Total. Divide the sum of all Scale Scores by 4 to find the Overall Scale Score. Disregard any fraction or decimal—do not round—and enter the Overall Scale Score. Then find the Overall Proficiency Level in the Interpretation Guide for the corresponding Overall Scale Score.

Overall Score	Totals		Scale	Proficiency
Total Speaking				
Total Listening				
Total Reading				
Total Writing				
Scale Score Total			÷ 4 =	

## Scores Used to Determine Proficiency



- LAS Links reports in 5 levels for each domain and for the composites of Overall, Oral and Comprehension
- This chart provides the scores, that per State guidelines, are used to determine proficiency:

<b>1<sup>st</sup> Grade</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
<b>2<sup>nd</sup> – 12<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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 )</li> </ul>

## Resources: [www.LASLinks.com/Texas](http://www.LASLinks.com/Texas)



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

**Texas English Learner Identification Program**

Data Recognition Corporation (DRC) has been selected by the Texas Education Agency (TEA) to provide Texas LEAs with the LAS Battery of Assessments as the Statewide Language Proficiency Test for the purpose of English learner identification.

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