LAS Links Paper
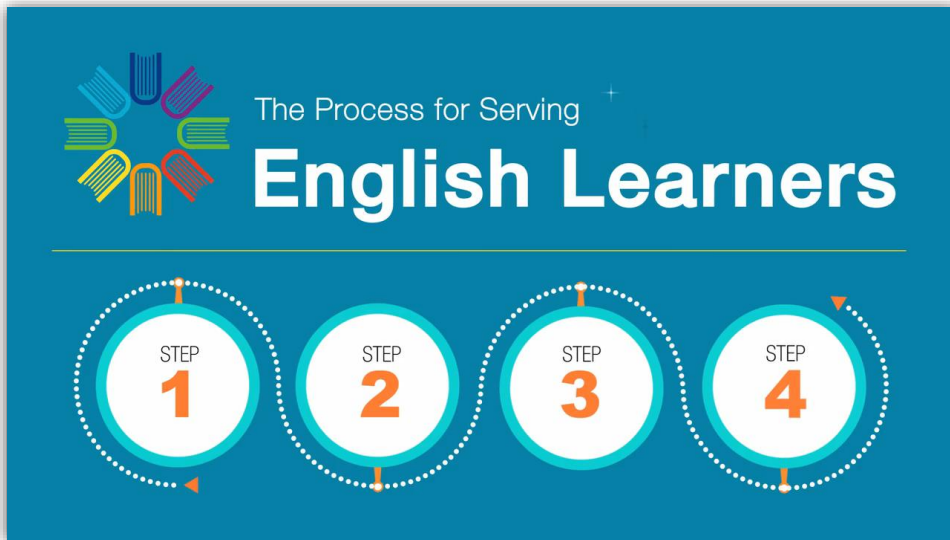# Administration Training

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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)

TEA Video: The Process for Serving English Learners

The Process for Serving **English Learners**

STEP 1   STEP 2   STEP 3   STEP 4

3

3

What is the LAS Battery of Assessments?

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

4

4

Texas Emergent Bilingual Identification: Program Overview

Grade Level	Approved Assessment(s) for Identification:
preK3, preK4, Kindergarten	• preLAS English Form C • preLAS Español Form C • Available in Online or Paper formats
1st Grade	• LAS Links Form A • Speaking and Listening Only • Available in Online or Paper formats
2nd – 12th Grade	• LAS Links Form A • Speaking, Listening, Reading and Writing • Available in Online or Paper formats
1st – 6th Grade*	• LAS Links Español Form A • Speaking and Listening • Available in Online or Paper formats

5

Training Part 1: Pre-Test Activities

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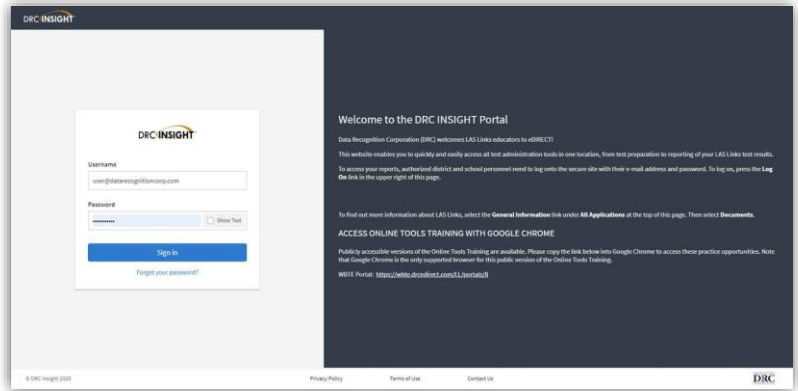Accessing the INSIGHT Portal and DRC's Professional Learning Courses

6

3

## Accessing the DRC INSIGHT Portal

www.drcedirect.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

- Check your clutter/spam if you do not find the email in your inbox
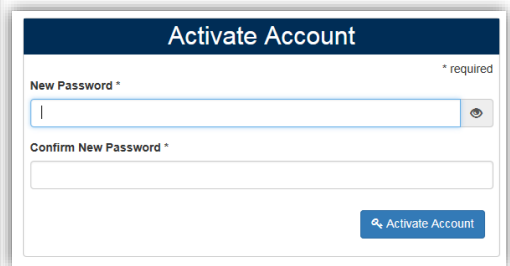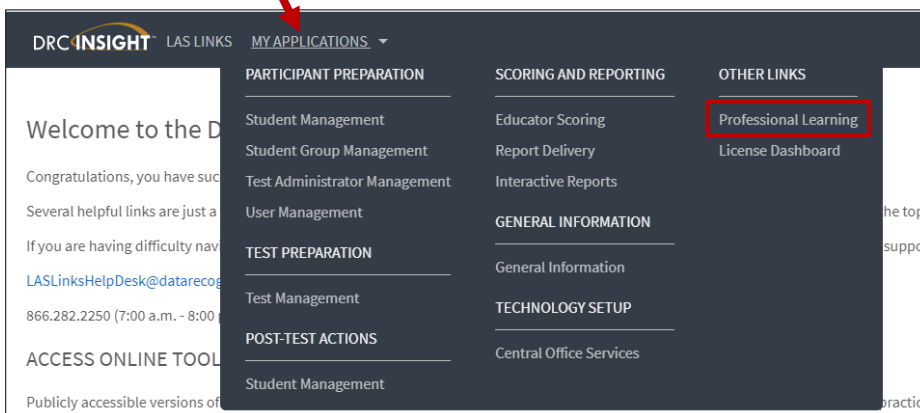
Logging into the Portal

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

9

9
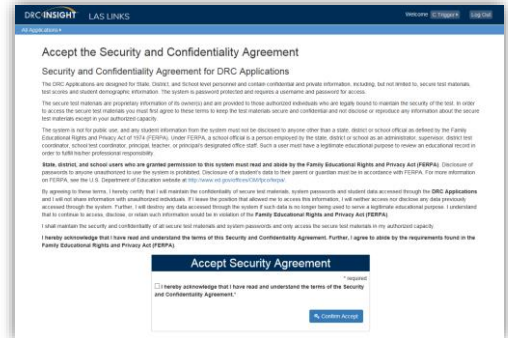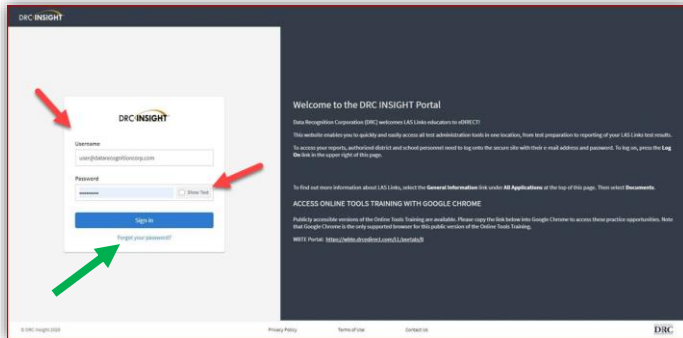
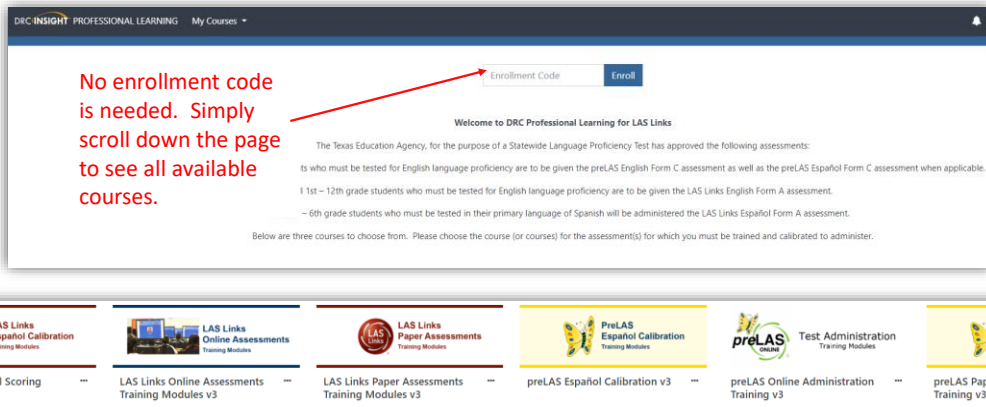## Accessing the Professional Learning Courses

Click on MY APPLICATIONS >> Professional Learning:

10

10

5

Professional Learning Courses

DRC's Professional Learning is a system designed to provide LEAs with a single robust, integrated platform of *pre*LAS 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.
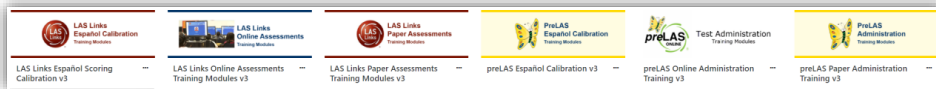
**Training Part 1:
Pre-Test Activities**

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

13

Texas Emergent Bilingual Identification: Program Overview

| Grade Level	Approved Assessment(s) for Identification:
preK3, preK4, Kindergarten	• preLAS English Form C • preLAS Español Form C • Available in Online or Paper formats
1st Grade	• LAS Links Form A • Speaking and Listening Only • Available in Online or Paper formats
2nd – 12th Grade	• LAS Links Form A • Speaking, Listening, Reading and Writing • Available in Online or Paper formats
1st – 6th Grade*	• LAS Links Español Form A • Speaking and Listening • Available in Online or Paper formats

14

14

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)

15

15

Test Materials

Grades 1 – 3
Cue Books
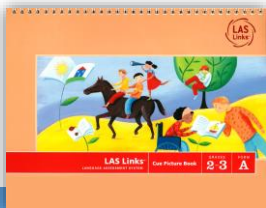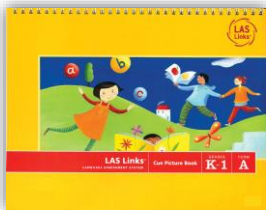
Grades 4 – 12
Student Books
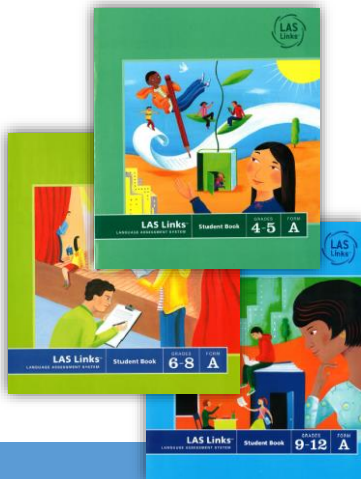
Grades 1 – 12
Student Answer Books

16

16
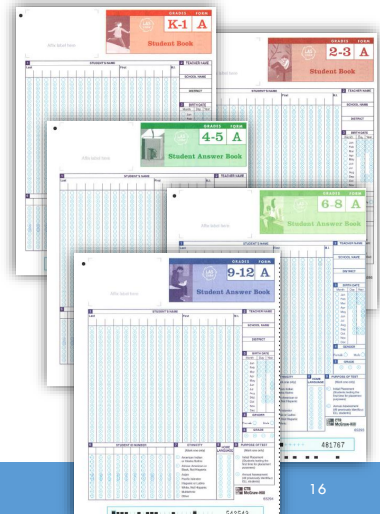
Training Part 2: Administering LAS Links

Includes Holistic Scoring Training

17

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

18

18

Student Answer Book

LAS Links Examiner's Guide
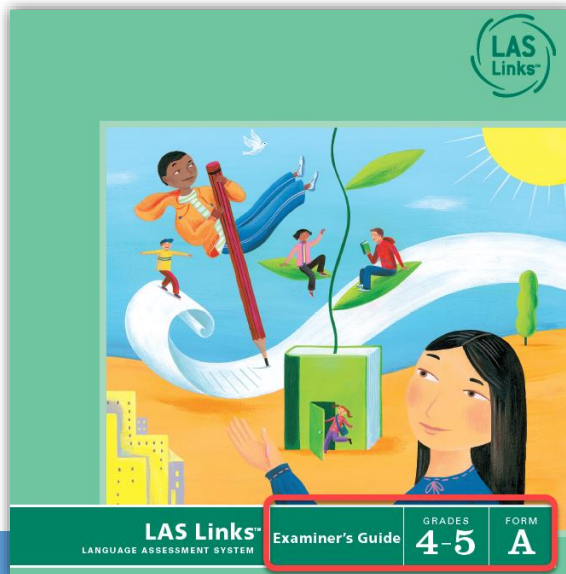
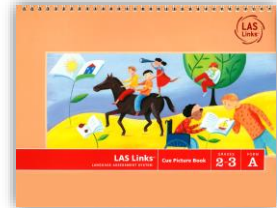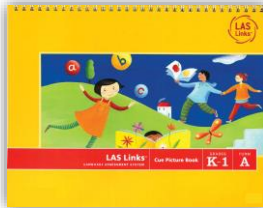# LAS Links Speaking

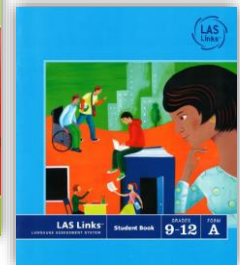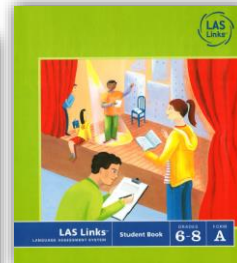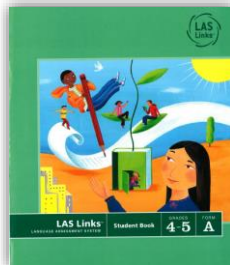Administered One-to-One

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

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

Stopping Due to Insufficient Language

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.

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Part 2: Speak in Sentences

Handouts and Worksheets

27

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	
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.

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Speak in Sentences Flow Chart

Scoring: Speak in Sentences and Make Conversation

Use 2 as your anchor score

Does his answer satisfy the task by telling you a sentence that relates to the prompt?

NO

YES

| 0 No Response HL | 1 Isolated Words | 2 Errors Present | 3 No Errors Present |

29

29
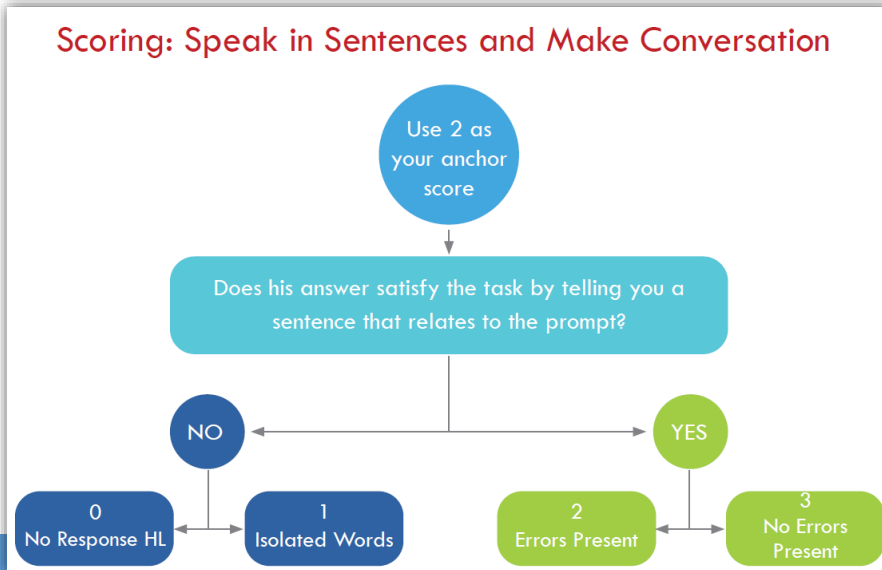
Speak in Sentences Flow Chart

LAS Links
Paper Administration Training
Handouts & Worksheets

DRC

30

30

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.		

31

Speak in Sentences – Number 15

SPEAKING *Speak in Sentences*

Practice C

11

12

13

14

15

2 Speaking

32

32

16

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 sho... to the museum.*

18   [Student Response]
     Score:

SAY *Describe how to measure o... 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

33

Make Conversation Flow Chart

Scoring: Speak in Sentences and Make Conversation

Use 2 as your anchor score

Does his answer satisfy the task by telling you a sentence that relates to the prompt?

NO ← → YES

| 0 No Response HL | 1 Isolated Words | 2 Errors Present | 3 No Errors Present |

34

34

17
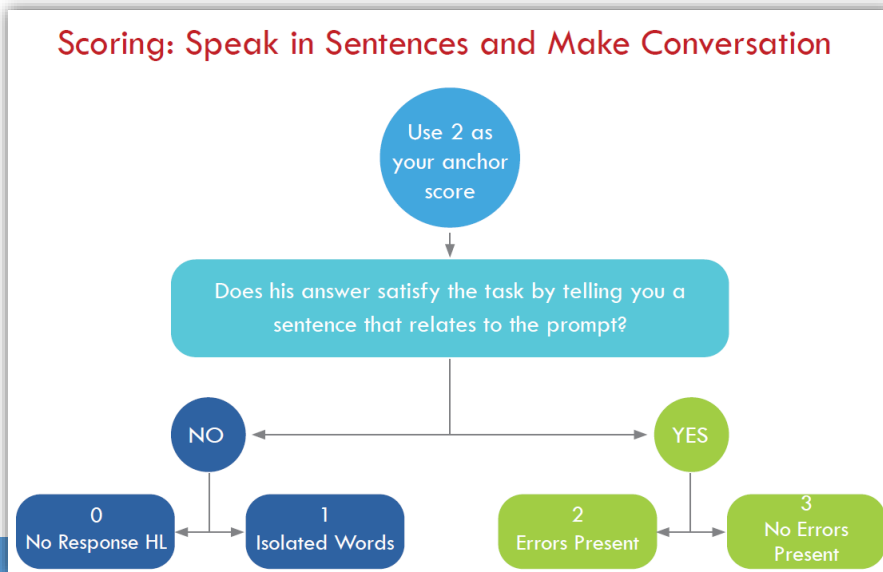
Make Conversation Scoring Practice

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.		

Speaking Part 4: Tell a Story

SPEAKING *Tell a Story*
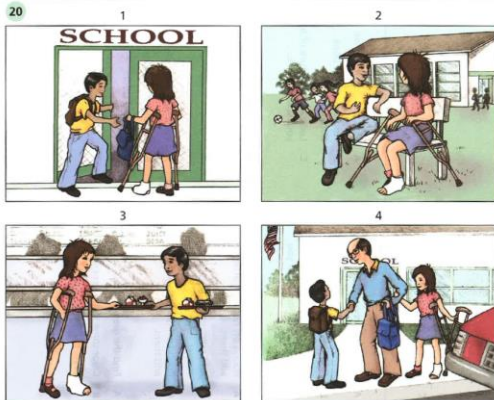
Students are asked to tell the story that they see in the pictures.

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

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: ⓪①②③④

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.

37

Tell a Story Flow Chart

38
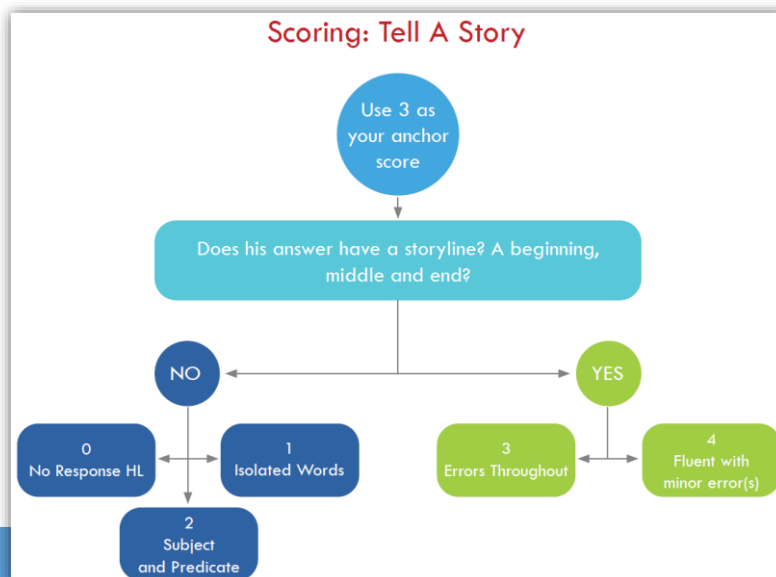
Tell a Story Scoring Practice

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)

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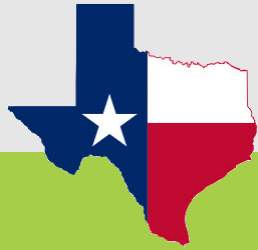
LAS Links Listening

May be group administered.

Grades 1 - 12

41

Listening (1st – 12th Grade)
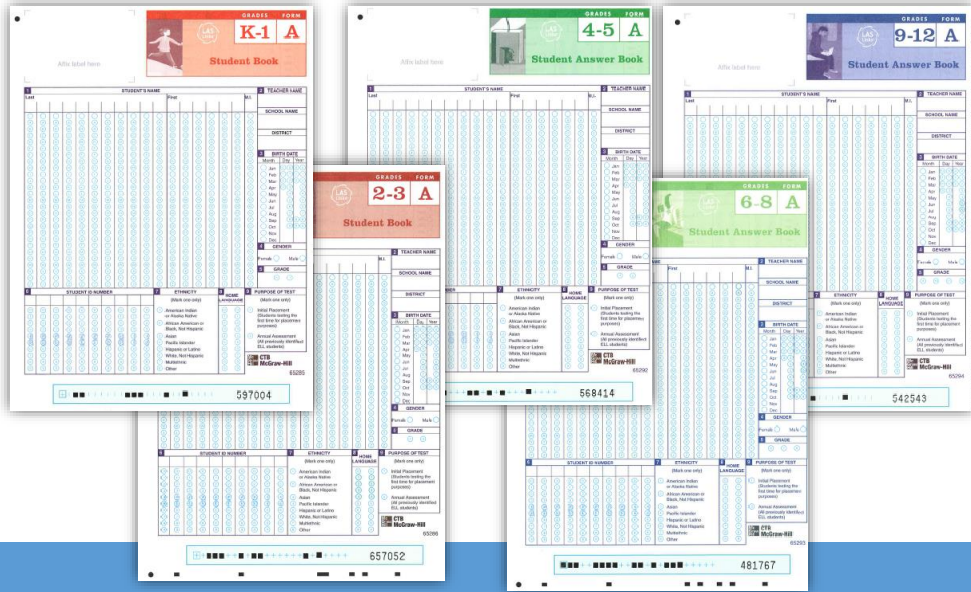
- Listen for Information
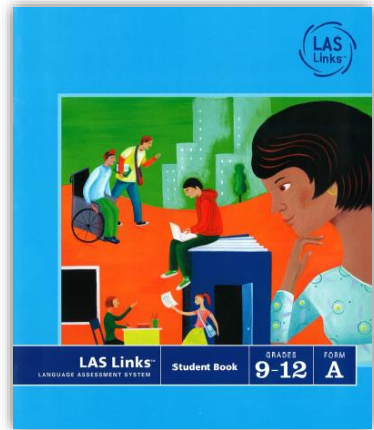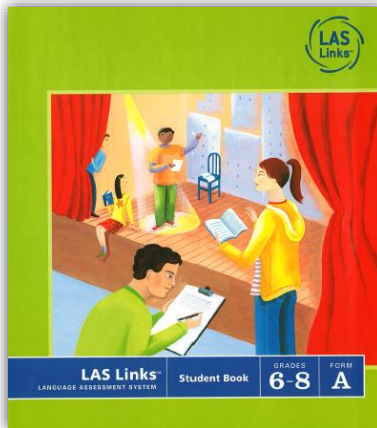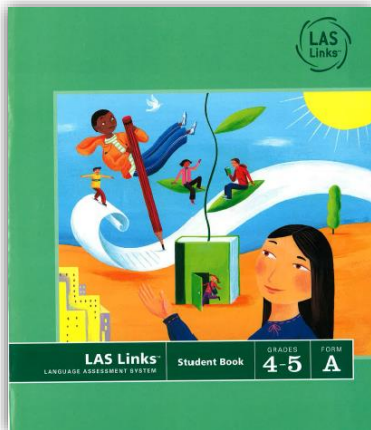- Listen in the Classroom
- Listen and Comprehend

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

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Student Answer Documents Grades 1-12

43

Student Books – Grades 4-12

44

LAS Links Listening Audio Files

Utilize the Audio CD or audio files to play the prompts

45

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.

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46

LAS Links Listening

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

Practice A

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

ANSWER SHEET

STOP | Answer Sheet 7

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Grading the Listening

LAS Links™ Interpretation Guide
FORMS A & B
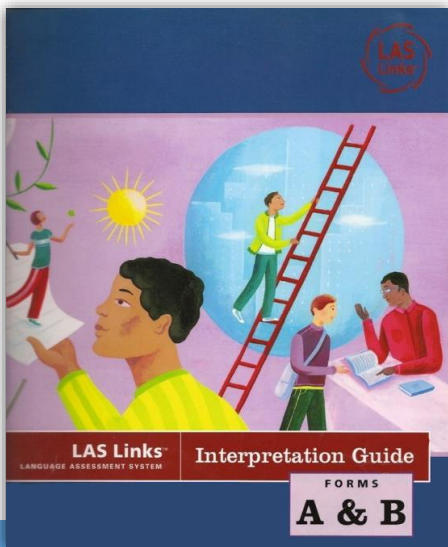
Form A
4–5 Scoring Keys

Listening

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

Listening Comprehension*

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

48

LAS Links Reading

May be group administered.

Grades 2 - 12

49

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.

Student Books – Grades 4-12

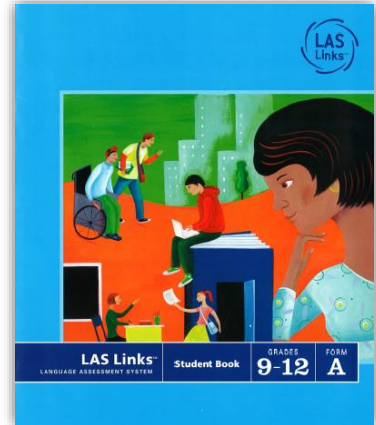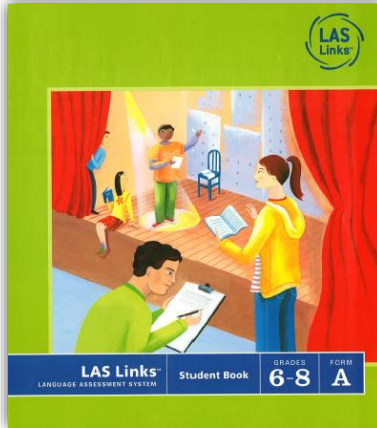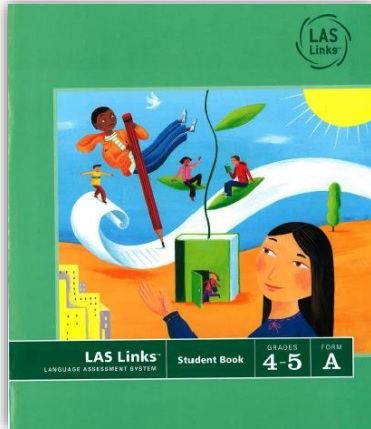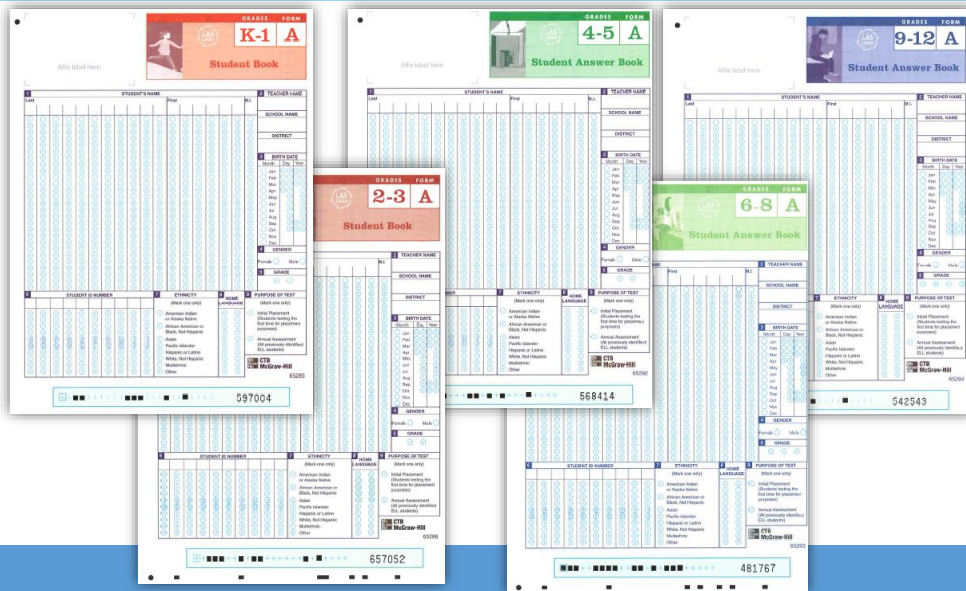51

Student Answer Documents Grades 2 -12

52

Administering the Reading Subtest

Starting the Reading Test

☐ 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.

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

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

Practice A

Which shows the word <u>instructor</u> divided correctly into root word and suffix?

A instruct|or
B instruc|tor
C in|structor

Practice B

If <u>educate</u> means "teach," then <u>educator</u> means

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

Practice A

nest ○   pet ○   send ○

STOP 🛑

Examiner's Guide Page 29

2-3 Example (no transfer)

4-12 transfer answers to student answer book

ANSWER SHEET

LISTENING	READING	READING	WRITING
Listen for Information	Analyze Words	Read for Understanding	Use Conventions

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Grading the Reading

LAS Links
LANGUAGE ASSESSMENT SYSTEM
Interpretation Guide
FORMS
A & B

Form A Scoring Keys 117

Form A
4–5 Scoring Keys

Reading		Reading Comprehension*	

Test Item #	Answer Key	Points	Check if correct

Analyze Words

Test Items 1–10, Total Points

Read Words

Test Items 11–20, Total Points

Read for Understanding

Test Items 21–35, Total Points

RD - Analyze Words (8, 9, 10, Total Points)

RD - Read Words (11, 12, 13, 15, 16, 17, 18, 19, 20, Total Points)

RD - Read for Understanding (21–35, Total Points)

*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.

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LAS Links Writing

May be group administered.

Grades 2 - 12

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.

Writing Part 1: Use Conventions

LAS Links

USE CONVENTIONS, NUMBERS 1 THROUGH 20

Hold up your copy of the Student Book to demonstrate.

Examiner's Guide Page 34

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.

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

4-12 transfer answers to student answer book

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Grading Writing: Use Conventions

LAS Links

LAS Links Interpretation Guide — FORMS A & B
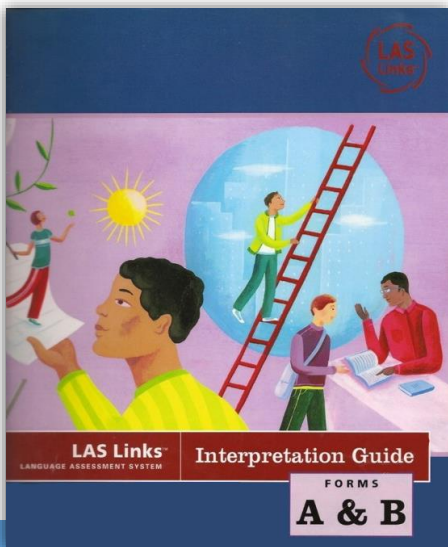
Test Item #	Answer Key	Points	Check if correct
		Writing	
		Use Conventions	
1		1	
2		1	
3		1	
4		1	
5		1	
6		1	
7		1	
8		1	
9		1	
10		1	
11		1	
12		1	
13		1	
14		1	
15		1	
16		1	
17		1	
18		1	
19		1	
20		1	
	Total Points		

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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

Examiner's Guide Page 53

Scoring Rubrics for Writing
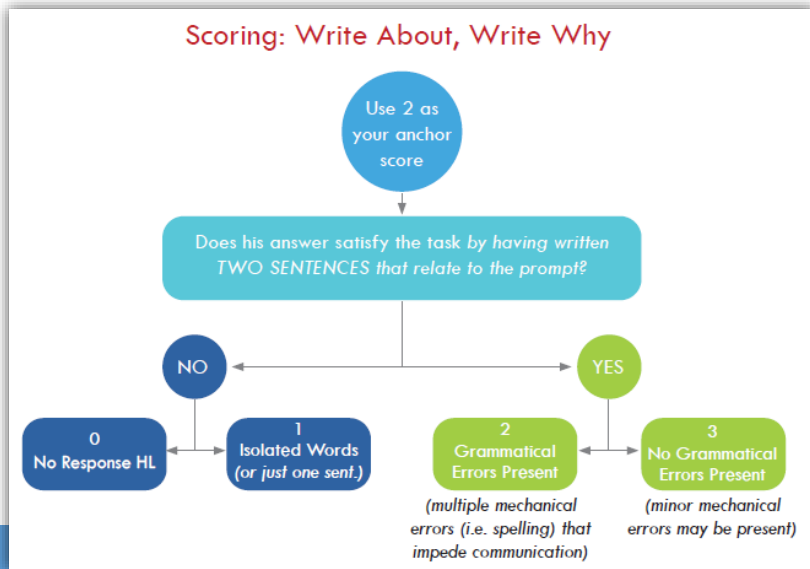GRADES 2–12, WRITING RUBRIC 0–3

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 Minimal or No Communication	**ERRORS PREVENT 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 **Write About**: no recognizable sentence structure
1 Beginning Communication	**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
	Response may be in rudimentary sentence structure
2 Basic Communication	**ERRORS DO NOT IMPEDE UNDERSTANDING**
	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 Effective Communication	**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

Write About Flow Chart

Scoring: Write About, Write Why

Use 2 as your anchor score

Does his answer satisfy the task *by having written TWO SENTENCES that relate to the prompt?*

NO ← → YES

| 0 No Response HL | 1 Isolated Words (or just one sent.) | 2 Grammatical Errors Present | 3 No Grammatical Errors Present |

2 Grammatical Errors Present
(multiple mechanical errors (i.e. spelling) that impede communication)

3 No Grammatical Errors Present
(minor mechanical errors may be present)

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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 famly.		

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 <u>two</u> reasons.

1) _____

_____

2) _____

_____

Write Why Flow Chart

Scoring: Write About, Write Why

Use 2 as your anchor score

Does his answer satisfy the task *by having written TWO SENTENCES that relate to the prompt?*

NO ← → **YES**

| 0 No Response HL | 1 Isolated Words (or just one sent.) | 2 Grammatical Errors Present | 3 No Grammatical Errors Present |

(multiple mechanical errors (i.e. spelling) that impede communication)

(minor mechanical errors may be present)

Write Why Scoring Practice

Write Why 4-5

Student will make a choice and write <u>two</u> 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		

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.

_____
_____
_____
_____
_____
_____
_____
_____
_____

- 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

GRADES 2–12, WRITING RUBRIC 0–4

Write in Detail—Student will write a short composition.

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

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Write in Detail Flow Chart

Scoring: Write In Detail

Use 3 as your anchor score

Does his answer have a storyline? A beginning, middle and end?

NO — YES

0 Copied Prompt, No Response, HL

1 Related Isolated Words; Subject and Predicate

2 One full sentence

3 Errors Throughout

4 Fluent with minor error(s)

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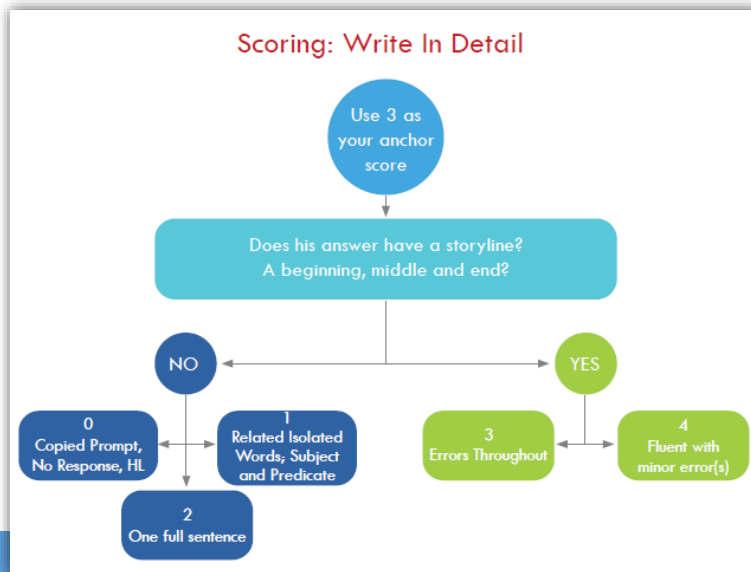
Write In Detail Scoring Practice

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.		

Training Part 3:
Post-Test Activities

Reporting:
Tabulating, Reporting and Interpreting the LAS Links Scores

Materials Needed for Scoring and Reporting

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

Slide 73

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
Overall	330–451	452–489	490–524	525–577	578–656
Listening	350–456	457–483	484–524	525–580	581–630
Speaking	320–448	449–474	475–509	510–558	559–635
Reading	360–467	468–503	504–534	535–587	588–680
Writing	290–433	434–497	498–532	533–583	584–680

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

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Slide 74

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.

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.

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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:

1st Grade	• 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)
2nd – 12th Grade	• 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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Resources: www.LASLinks.com/Texas

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

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Support

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	

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