*pre*LAS Paper Administration Training

Texas

Agenda

✓ Purpose of *pre*LAS Testing

✓ Program Overview

✓ Training Part 1: Pre-test activities (preparing to test)

✓ Training Part 2: Administering *pre*LAS Paper, includes holistic scoring training

✓ Training Part 3: Post-test activities (Generating and Interpreting Scores)

TEA Video: Process for Serving English Learners

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What is the LAS Battery of Assessments?

Meets the first step requirement for serving English learners (Emergent Bilinguals):

Assessing with a Proficiency Assessment

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2

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

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

What is the *pre*LAS?

The *pre*LAS is language proficiency assessment consisting of an Oral Language component in English and Spanish for preK3-, preK4-, and Kindergarten students. Test results are used to:

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

**Training Part 1:
Pre-Test Activities**

**Activity 1:
Accessing the
INSIGHT portal and
DRC's Professional
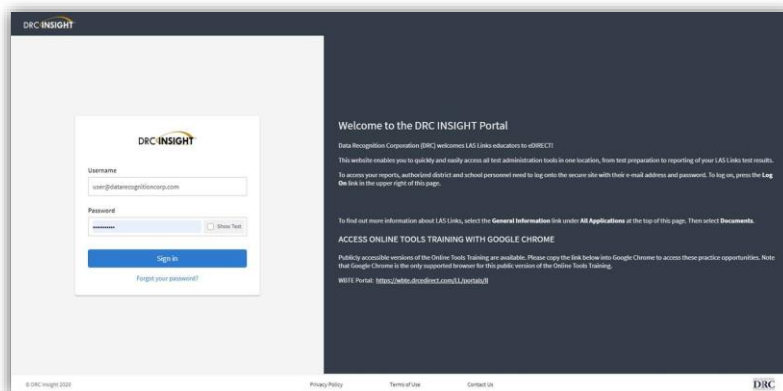Learning courses**

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Accessing the DRC INSIGHT Portal

www.drcedirect.com

Use the INSIGHT portal
for Test Administrative
functions such as
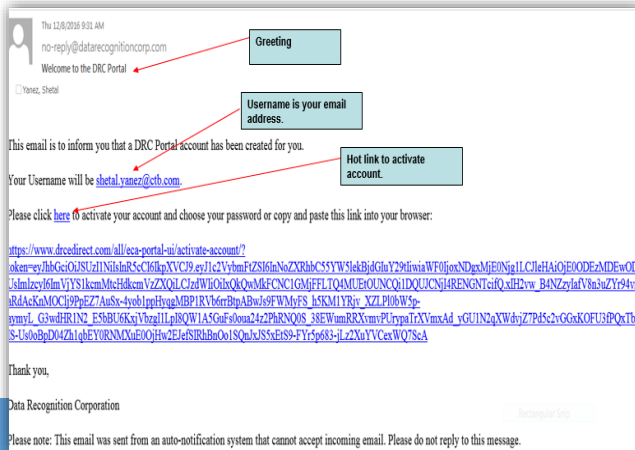professional learning and
accessing the *pre*LAS
audio files.

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Portal Activation Email

- Sent from: no-reply@datarecognitioncorp.com

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

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:
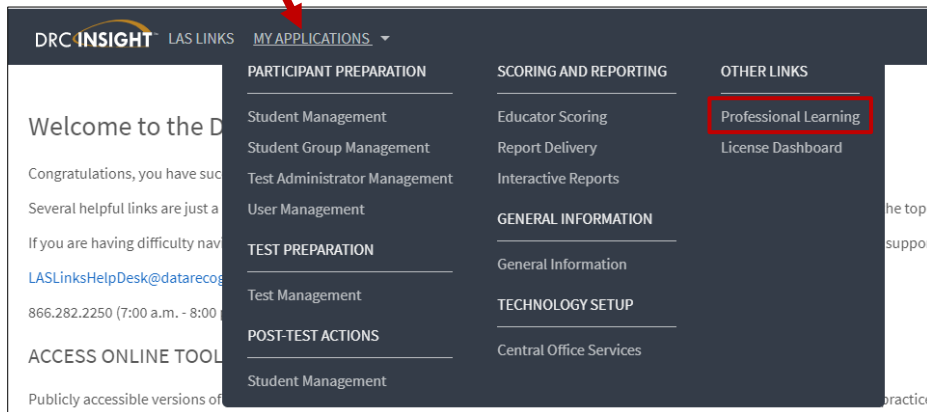
Professional Learning Courses

DRC's Professional Learning is a system designed to provide LEAs with a single robust, integrated platform of *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.
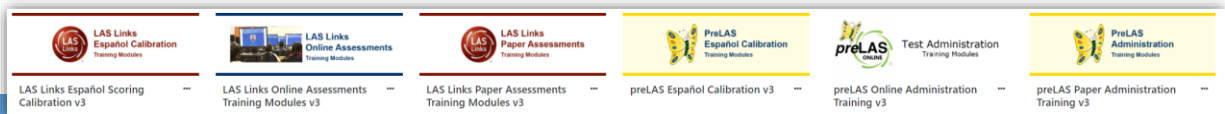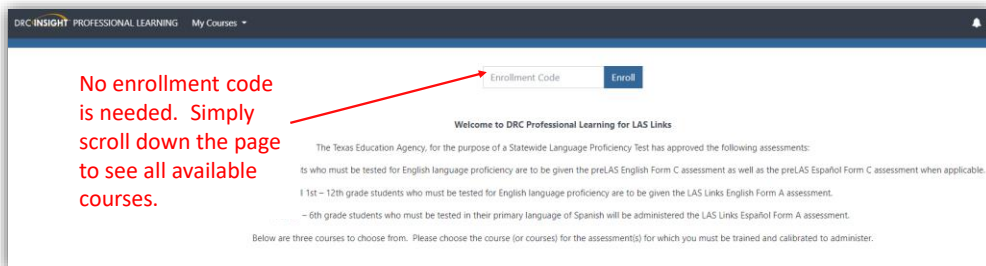
Professional Learning Courses
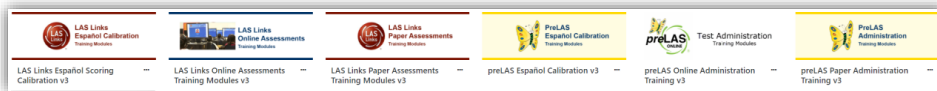
- Each course is its own individual course so test administrators may take any or all of the courses based on their assessment assignment(s);

- 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 2:
Administering the *pre*LAS

Test Administration Kit: at a rate of one kit for every 50 students or less

50 **Answer Sheets** are provided in each kit

Audio CD and/or Audio Files found in INSIGHT

Examiner's Manual: provides in-depth test directions, rubrics and scoring

Cue Picture Book: provides picture prompts to use while testing

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Tabulation occurs on the front of the student answer sheet

Reports in:
- Total Score
- Proficiency Level

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*pre*LAS Test Components

Simon Says	Students play a game called Simon Says. The student does what Simon tells him or her to do.
Art Show	Using the Cue Picture Book, students are asked to identify the object and answer questions related to the object. What is it? What is it used for?
Say What You Hear	The student repeats what he or she hears.
The Human Body	Using the Cue Picture Book, students are asked to look at the picture and identify the body part.
Let's Tell Stories	A student listens to a story and looks at corresponding pictures in the cue picture book. When the story is done, the student tells the examiner what happened in the story.

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Test Response Time

Refer to page 14 of the Examiner's Manual

- *pre*LAS is not a timed test.
- Test can be administered in several sessions.
- Test can be administered in any order.
- Allow 3 - 5 seconds for each response. If there is no response, prompt a second time. If there is still no response, continue to the next item.
- Prompts may be said no more than twice.

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Part 1: Simon Says

For more detailed information, refer to:
Page 14 of the Examiner's Manual

Description:	Students play a game called Simon Says. The student does what Simon tells him or her to do.
Examples:	Simon says look up Simon says look down Simon says touch your ear
Scoring:	Using the student answer sheet, examiner fills in the circle for correct responses.

When to Stop Testing

Refer to Page 14 of the Examiner's Manual for detailed information.

- If the student has failed or does not respond to, any five consecutive items, including the practice items, stop testing in that part and move on to the next part of the test.
- If the student misses or does not respond to five consecutive items in two consecutive parts, stop the test.

Part 2: Art Show

Refer to Page 16 of the Examiner's Manual for detailed information.

Description:	Using the Cue Picture Book, students are asked to identify the object and answer questions related to the object. What is it? What is it used for?
Examples:	
Scoring:	Using the student answer sheet, fill in the circle for correct responses

Part 2: Art Show Cue Pictures

Part 3: Say What You Hear

preLAS

Refer to Page 18 of the Examiner's Manual for detailed information.

Description:	The student repeats what he or she hears.
Examples:	Don't forget your coat The principal looked at me My cousin washes the windows
Scoring:	The response is correct if the underlined structures are repeated exactly as shown in the examiner's manual.

Say What You Hear Examples

preLAS

Page 18 of the Examiner's Manual

Prompt	Structure Tested	Correct Responses	Incorrect Responses
Don't forget your coat.	negative command	Don't forget your coat. Don't forget you coat.	No forget your coat.
The principal looked at me.	past tense	The principal looked at me. The principal looked me.	The principal look me. The principal look at me.
My cousin washes the windows.	Third person singular, present tense	My cousin washes the windows. My cousin washes the floor.	My cousin wash the windows.

Part 4: The Human Body

Refer to Page 20 of the Examiner's Manual for detailed information.

Description:	Using the Cue Picture Book, students are asked to look at the picture and identify the body part
Examples:	
Scoring:	Using the student answer sheet, fill in the circle for correct responses
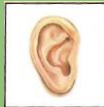
25

Part 4: The Human Body Prompts
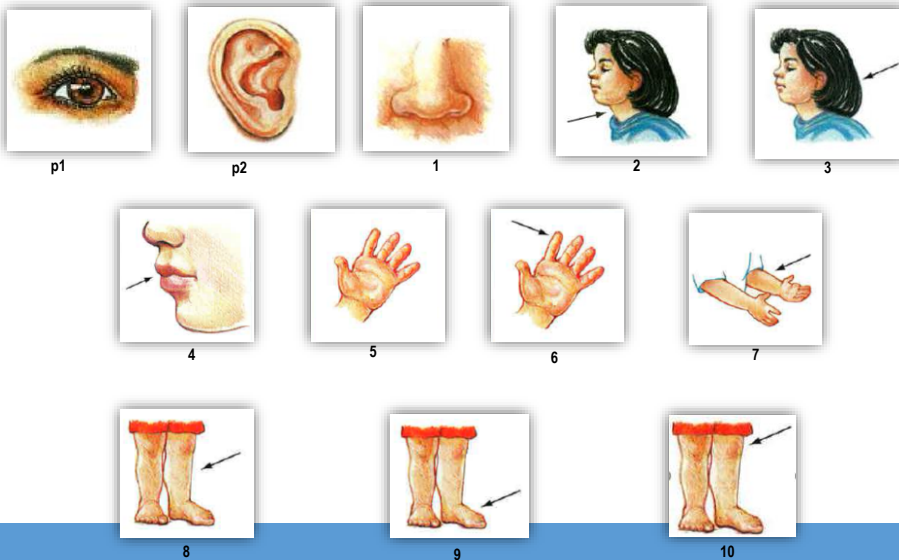
p1   p2   1   2   3

4   5   6   7

8   9   10

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Part 5: Let's Tell Stories

Refer to Page 21 of the Examiner's Manual for detailed information.

For documentation purposes, be sure to transcribe the student answers in the appropriate area on the student answer sheet.

Description:	Using the audio cd, audio files or reading the stories from the Quick Reference Guide, students listen to a story and look at corresponding pictures in the cue picture book. When the story is done the student tells the examiner what happened in the story.
Scoring:	The responses are holistically scored based on the rubric found in the Examiner's Manual

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Accessing the Audio Files

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Training Part 2:
Administering the
***pre*LAS**

Holistically Scoring
Part 5: Let's Tell Stories

Handouts and Worksheets
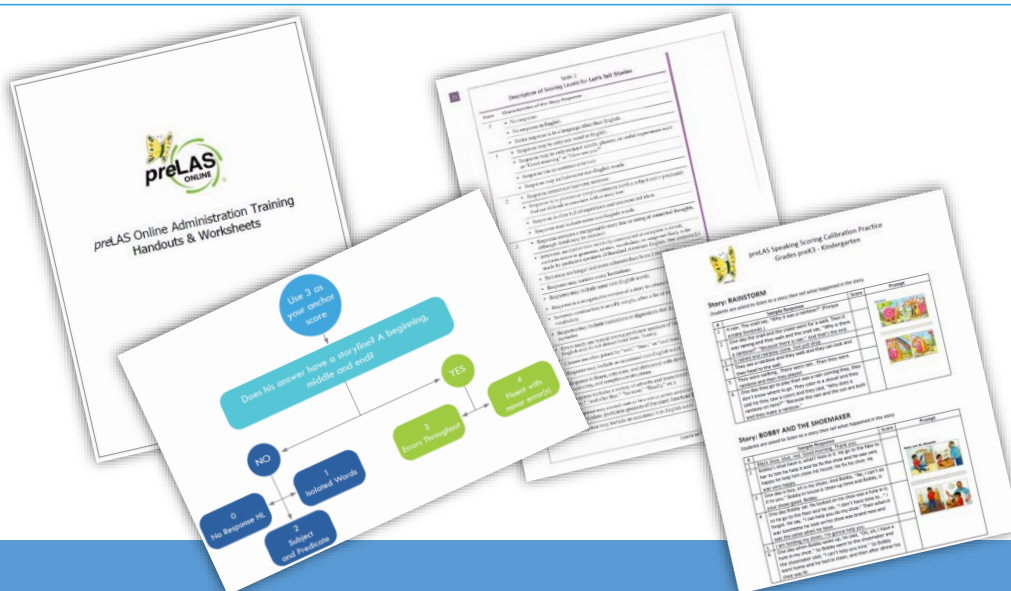
Scoring Rubric

Is there a storyline?

Yes = 3, 4 or 5

No = 2, 1, or 0

Are there errors throughout?

Yes = 3

No = 4 or 5

Table 2
Description of Scoring Levels for Let's Tell Stories

Score	Characteristics of the Story Response
0	• No response.
	• No response in English.
	• Entire response is in a language other than English.
1	• Response may be only one word in English.
	• Response may be only isolated words, phrases, or verbal expressions such as "Good morning" or "How are you?"
	• Response has no sentence structure.
	• Response may include some non-English words.
2	• Response contains at least one sentence.
	• Response is in phrases or simple sentences (with a subject and a predicate) that are difficult to associate with a story line.
	• Response is often full of repetitions and unconnected ideas.
	• Response may include some non-English words.
3	• Response contains a recognizable story line or string of connected thoughts, although detail may be minimal.
	• Response, no matter how skillfully constructed or complete in detail, contains errors in grammar, syntax, vocabulary, or usage not likely to be made by proficient speakers of Standard American English. (See endnote 2.)
	• Sentences are longer and more coherent than Score 2 responses.
	• Response may contain many hesitations.
	• Response may include some non-English words.
4	• Response is a recognizable version of a story in coherent, fluent sentences.
	• Sentence construction is usually simple, often a list of events told in plain vocabulary.
	• Response may include hesitations or digressions that do not impede the narrative.
	• Errors made are typical among proficient speakers of Standard American English and do not detract from basic fluency.
	• Clauses are often joined by "and," "then," or "and then."
	• Response may include an occasional non-English word.
5	• Response is fluent, articulate, and elaborated with detailed sequence, vivid vocabulary, and complex constructions.
	• Response includes a variety of adverbs and transitional signals ("First," "So then," "and after that," "because," "Finally," etc.).
	• Response may contain one or two minor errors commonly heard in speech of articulate, proficient speakers of Standard American English.
	• Response may include an occasional non-English word.

"I don't know".

Isolated Words

Fluent

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Let's Tell Stories – Flow Chart
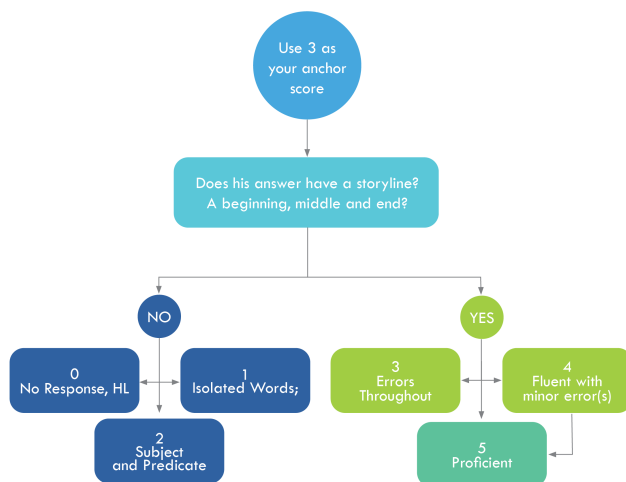
32

Let's Tell Stories – Scoring Practice

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

Student	Sample Response	Score
1	It rain. The snail say, "Why it was a rainbow?" (Porque estaba lloviendo.)	
2	One day the snail and the snake went for a walk. Then it was raining and they walk and the snail say, "Why is there a rainbow?" "Because there is rain." And that's the end.	
3	It rained and rainbow come. Sun just drop.	
4	They see a rainbow and they walk and they can look and they head to the wall.	
5	They were walking…There were rain…Then they were rainbow and then they played.	
6	One day they go to play then was a rain coming they, they don't know where to go. They color in a shovel and they said he they saw a colors and they said, "Why does a rainbow on here?" "Because the rain and the sun are both and they make a rainbow."	

Rainstorm

Training Part 3:
Post Test Activities

Tabulating, Reporting and Interpreting the *preLAS* Scores

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Step 1: transfer the number correct from each section of the test to the front of the answer document. Do the math and calculate the total(s).

- Step 2: using the Cut-Off Levels and Interpretation of Scores, the examiner finds the Total Score range.
- Step 3: The examiner then finds the corresponding Age Range column: 3- and 4 year olds or 5 year olds.
- Step 4: Find the total score in the range of scores, once found, look to the right of the range to find the corresponding proficiency level.

Answer Sheet—English Form C

FOR HAND-SCORING ONLY:

Oral Language	# correct
Simon Says	× 2 =
Art Show*	× 1 =
Say What	× 2 =
Human Body	× 1 =
Story #1 score	× 4 =
Story #2 score	× 4 =
Oral Language Total = Level	=
Pre-Literacy Total = Level	=

preLAS2000

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CUT-OFF LEVELS AND INTERPRETATION OF SCORES

Total Score (3- and 4-year-olds)	Total Score (5- and 6-year-olds)	Proficiency Level	Interpretation of Numerical Levels*
Oral Language Component			
0–56	0–61	1	NES
57–66	62–71	2	LES
67–76	72–81	3	LES
77–86	82–91	4	FES
87–100	92–100	5	FES
Pre-Literacy Component (5- and 6-year-olds)			
N/A	0–59	1	Low
N/A	60–79	2	Mid-level
N/A	80–100	3	High

*NES = Non-English Speaker; LES = Limited English Speaker; FES = Fluent English Speaker

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preLAS

FOR HAND-SCORING ONLY:

Oral Language	# correct			
Simon Says	3	× 2 =	6	
Art Show*	2	× 1 =	2	
Say What	1	× 2 =	2	
Human Body	4	× 1 =	4	
Story #1 score	2	× 4 =	8	
Story #2 score	1	× 4 =	4	
Oral Language Total = Level			26	= 1

CUT-OFF LEVELS AND INTERPRETATION OF SCORES

Total Score (3- and 4-year-olds)	Total Score (5- and 6-year-olds)	Proficiency Level	Interpretation of Numerical Levels*
Oral Language Component			
0–56	0–61	1	NES
57–66	62–71	2	LES
67–76	72–81	3	LES
77–86	82–91	4	FES
87–100	92–100	5	FES
Pre-Literacy Component (5- and 6-year-olds)			
N/A	0–59	1	Low
N/A	60–79	2	Mid-level
N/A	80–100	3	High

*NES = Non-English Speaker; LES = Limited English Speaker; FES = Fluent English Speaker

Example, if a 5-year-old received a total score of 26:

- find 26 in the range of 0-56,
- look to the proficiency level column to the right to find that the range is a Proficiency Level 1,
- write "1" in the corresponding Oral Language Level box.

Scores Used to Determine Proficiency

*pre*LAS

➤ The *pre*LAS reports in 5 proficiency levels.

➤ The chart below provides the scores, that per State and Federal Guidelines, are used to determine proficiency for preK3, preK4 and Kindergarten students:

| Per State Guidelines	
preK3, preK4, Kindergarten	• If a student receives a 1, 2 or 3 Oral Language proficiency level, they are to be classified as an Emergent Bilingual. • If a student receives a 4 or 5 Oral Language proficiency level – they are to be considered Fluent - not to be identified as an Emergent Bilingual.

FOR HAND-SCORING ONLY:

Oral Language	# correct		
Simon Says	_____	× 2 =	_____
Art Show	_____	× 1 =	_____
Say What	_____	× 2 =	_____
Human Body	_____	× 1 =	_____
Story #1 score	_____	× 4 =	_____
Story #2 score	_____	× 4 =	_____
Oral Language Total = Level		=	
Pre-Literacy Total = Level		=	

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*pre*LAS Pre-Literacy Component

*pre*LAS
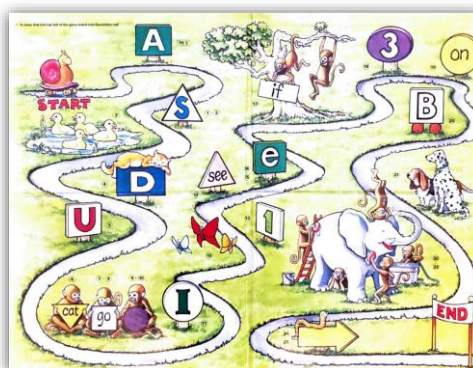
The pre-literacy component is available on the back of the test and is an optional component, but it
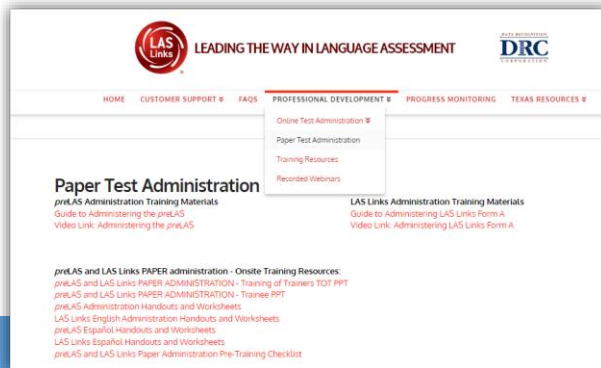**DOES NOT** FACTOR INTO EMERGENT BILINGUAL IDENTIFICATION

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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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