

Using LAS Links to Obtain the Teacher Incentive Allotment (TIA)

LAS Links has been approved by the TEA as a growth measure in Texas under Texas Education Code (TEC), 48.112 (Teacher Incentive Allotment). In this session we will discuss the following:

- What is the Teacher Incentive Allotment?
- Benefits of using LAS Links to obtain the TIA
- How LAS Links meet the requirements for the TIA
- 4 Easy steps to utilize LAS Links for your TIA Growth Measure

What is the Texas Incentive Allotment?



TIA was established with the goal of “providing outstanding teachers an accessible **pathway to a six-figure salary**”. Unlike previous education programs, the Teacher Incentive Allotment is not a grant. TIA is based in two sections of the Texas Education Code (TEC),

- §21.3521 (Local Optional Teacher Designation System)
 - Local optional teacher designation systems (local designation systems or systems) allow districts to identify and designate highly effective teachers using single or multi-year appraisal data.
- §48.112 (Teacher Incentive Allotment)
 - The allotment component allows districts employing designated teachers to receive additional funding through the Foundation School Program.



Benefit #1: You Already Use LAS Links in Your District!

All test forms are available on the DRC INSIGHT platform; The same platform you currently utilize to identify Emergent Bilinguals. Therefore, no new training needed to install any technology. It is ready to use!

Add Test Sessions

Testing Window: 05/16/2019 - 05/16/2025

Eligible Grades: 02, 03

When Test Monitoring selection is Required, ensure the Test Administrator has the Test Monitoring - Access permission so that they can provide the Monitoring Code to the students in this Test Session

[Instructions](#)

* Indicates required fields

Session Name

 *

Scoring Option Status

Educator Scored
Change to DRC Scored

Test Administrator

LAS Links Test Form

- English Form C, Grades 2-3
- English Form C, Grades 4-5
- English Form C, Grades 6-8
- English Form C, Grades 9-12
- English Form D, Grade K
- English Form D, Grade 1

Available Subtests

- Speaking
- Listening
- Reading
- Writing

Subtest(s) Chosen for Session

- Speaking Grades 2-3 (Eng. C)
- Listening Grades 2-3 (Eng. C)
- Reading Grades 2-3 (Eng. C)
- Writing Grades 2-3 (Eng. C)

Begin Date

End Date

 *

Mode

 *

Test Monitoring

 *

Restricted Access

 *

Benefit #2: LAS Links is a TEA Approved Assessment for the TIA



Assessments	Vendor	Sets Predicted Growth Target	Subject/Grade Level
LAS Links	Data Recognition Corporation (DRC)	Y	Emergent Bilingual: K-12



TEACHER INCENTIVE ALLOTMENT TIA@TEA.TEXAS.GOV
TIATXAS.ORG

LAS Links Vendor FAQ

Vendor Name: Data Recognition Corporation (DRC)
Product Name: LAS Links

Question	Answers
What grades are covered?	Kindergarten through 12 th grade All grade levels include the domains of Speaking, Listening, Reading, and Writing.
Is there a pre/post-test?	Yes. LAS Links offers multiple forms that may be used for pre/post test currently used by all Texas LEAs as the single statewide assessment for Emergent Bilingual (EB) identification. The data point used for identification is the pre-test, baseline data point. The additional forms of LAS Links are used for monitoring/post-test data.
What is LAS Links?	LAS Links is an integrated suite of authentic English and Spanish language assessments designed to strengthen your Emergent Bilingual program. This research-based assessment allows teachers to target areas of student deficiencies and build upon areas of strength. The platform enables the progress of students as they move through the stages of language proficiency. LAS Links offers four (4) English forms (A, B, C, D). All forms are offered as individual student language proficiency reports as well as summary reports allowing progress to be monitored within grades and year over year for cohorts of students.
What was LAS Links designed to do?	LAS Links is designed to: <ul style="list-style-type: none"> Accurately assess K-12 English language proficiency Monitor student progress/growth towards English language development goals Allow teachers to develop targeted strategies to accelerate language proficiency Pinpoint areas of student language strengths and weaknesses testing, allowing for targeted and meaningful instruction for students Provide student results in a timely manner in order to provide feedback

TEA
Texas Education Agency

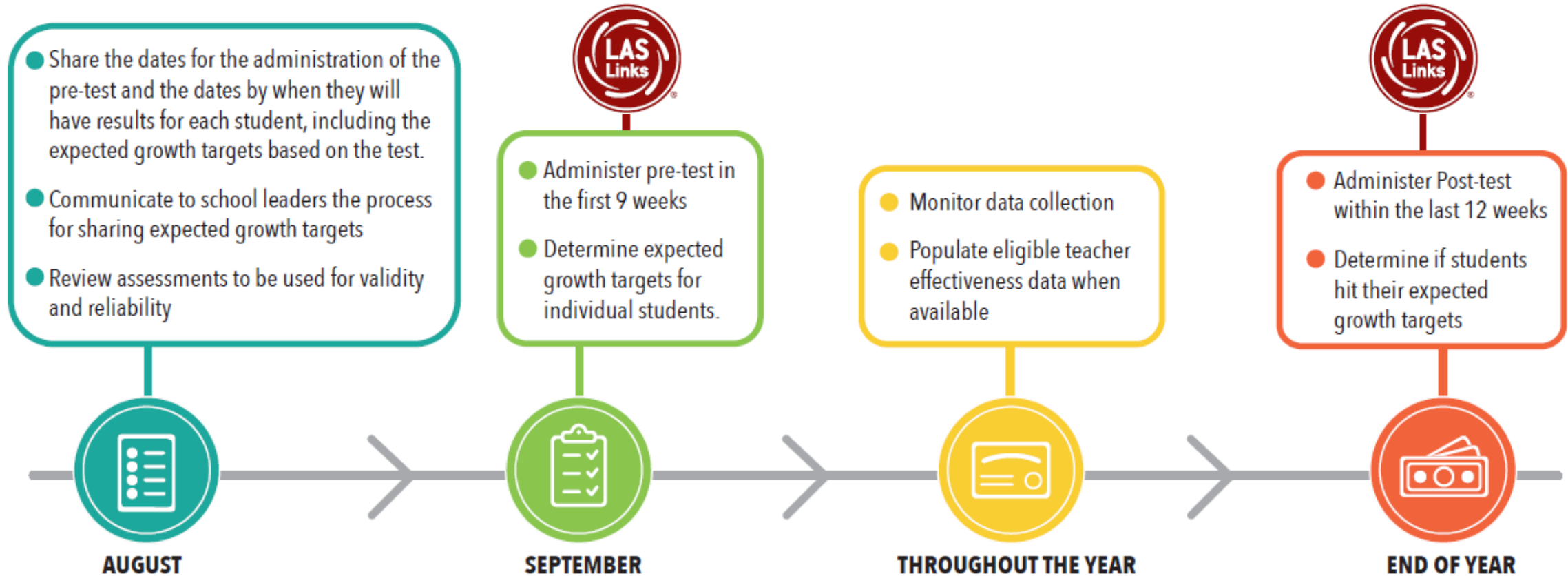
How can I use LAS Links?	LAS Links Form A is currently used by all Texas LEAs as the single statewide assessment for the purpose of Emergent Bilingual identification. Beyond identification, the additional forms of LAS Links may be used to: <ul style="list-style-type: none"> Monitor student language growth, allowing LEAs to set growth targets for all Emergent Bilinguals and their individual language proficiency levels in all domains (Speaking, Listening, Reading and/or Writing) and/or the Overall composite score Assess school academic language that is critical for student achievement growth in K-12 instructional settings, emphasizing rigor in the measurement of academic language Identify difficulties students may have in the English language, and to monitor and track their progress in attaining English language proficiency Understand and diagnose students' language needs for actively participating not only in general instructional settings but in discipline-specific learning as well
Does LAS Links provide expected growth targets for students? Yes/No Answer	Yes. LAS Links provides growth target ranges based on students' scale scores within each domain and/or composite score(s). Using the LAS Links Growth Study as a guide, LEAs may determine the appropriate growth targets for their Emergent Bilingual program.
How can districts use LAS Links to determine end-of-year student growth for purposes of TIA?	All LAS Links English forms (A, B, C, D) are on the same vertical scale, meaning student and cohort language growth during the year, as well as year over year, may be determined by using any of the forms of the assessment. Using the scale score(s) obtained by LAS Links English Form A during the EB identification process, the grade level scale score tables, and the LAS Links growth study, districts may determine what scale score range(s) for each domain and/or composite scores they wish to set as local (language development) growth targets.
What types of data reporting capabilities are included with LAS Links?	The LAS Links Interactive Reporting System provides robust reports, including: <ul style="list-style-type: none"> Student Proficiency Reports Roster Reports Strand Reports Longitudinal Reports (including Student History Reports) Reading Links/Lexile Reports Home Reports Item Analysis Reports Data derived from these reports can be viewed at the student, class, campus, and LEA levels to determine student growth. Click here for LAS Links Sample Reports

For more information on this resource please refer to the vendor website and reach out to a representative.
Vendor Website: www.LASlinks.com/Texas
Vendor Contact:
LAS Links Order Support
LASOrderTX@datarc.com
Toll Free: 833-867-5679, Option 1
Customer Service Hours: 8:00 a.m. - 4:30 p.m. CT M-F
For more information on the Teacher Incentive Allotment, please visit the [Teacher Incentive Allotment website](#).



(2021, August 19). *Commonly Used Student Growth Assessments*. WWW.TIATexas.org
<https://tiatexas.org/commonly-used-student-growth-assessments/>

Benefit #3: LAS Links Fits into the Published TIA Assessment Timeline



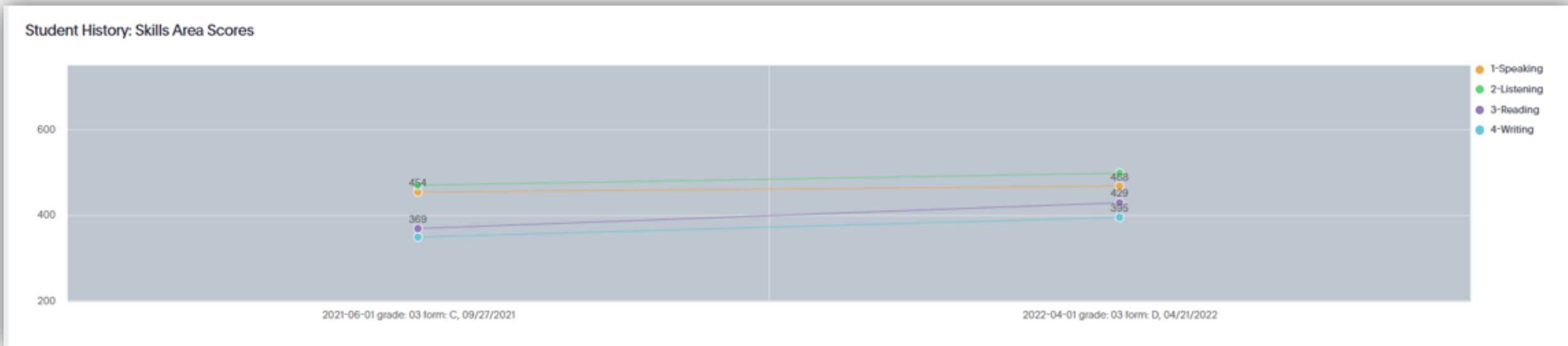
How LAS Links Meets the Teacher Incentive Allotment Requirements



Meeting the Teacher Incentive Allotment Requirements

Requirement #1: Student growth measured at the individual student level that can be linked to the applicable teacher and is content and standard-aligned.






- ✓ LAS Links measures student growth within and across school years at the individual level and is aligned to the Texas ELPS/TELPAS



Requirement #2:

Show Evidence of Validity and Reliability of Development, Administration and Scoring



TIA Requirements	LAS Battery of Assessments	
Validity of Content		LAS Links items went through extensive review by internal and external review panels for bias and sensitivity.
Valid and Reliable Administration Protocols (including training)		Administration Protocols are the same between the forms used for EB identification and progress monitoring.
Valid and Reliable Scoring		<ul style="list-style-type: none">○ When scoring locally, LEAs are provided training in order to obtain 90% inter-rater reliability.○ When purchasing DRC Scoring Services: DRC's scoring team are highly educated (no less than a 4-year degree) and well-trained scorers.
Security Protocols in Place		All LAS Links progress monitoring domains (Speaking, Listening, Reading and Writing) are delivered via the DRC INSIGHT platform, the platform used by all Texas LEAs for EB identification testing.
Can be used to set expected growth targets		DRC's LAS Links Growth Study may be used to determine specific Emergent Bilingual language growth targets.

The LAS Links technical report is available upon request



Requirement #3: TEA's 3rd Party Vendor Assessment Checklist



After Defining the Eligible Teaching Assignment/Category reach out to the vendor and ask to speak to the Texas representative for their product

- Ask about the assessment's ability to measure the growth specifically for the eligible teaching assignment you are measuring (not a general assessment)
- Ask if the assessment comes with data reports and individual expected growth targets for students
- Include any other district concerns: price, adding licenses in the future, training provided, etc.

Requirement #3: TEA's 3rd Party Vendor Assessment Checklist



Checklist Item 1: Ask about the assessment's ability to measure the growth specifically for the eligible teaching assignment you are measuring (not a general assessment)

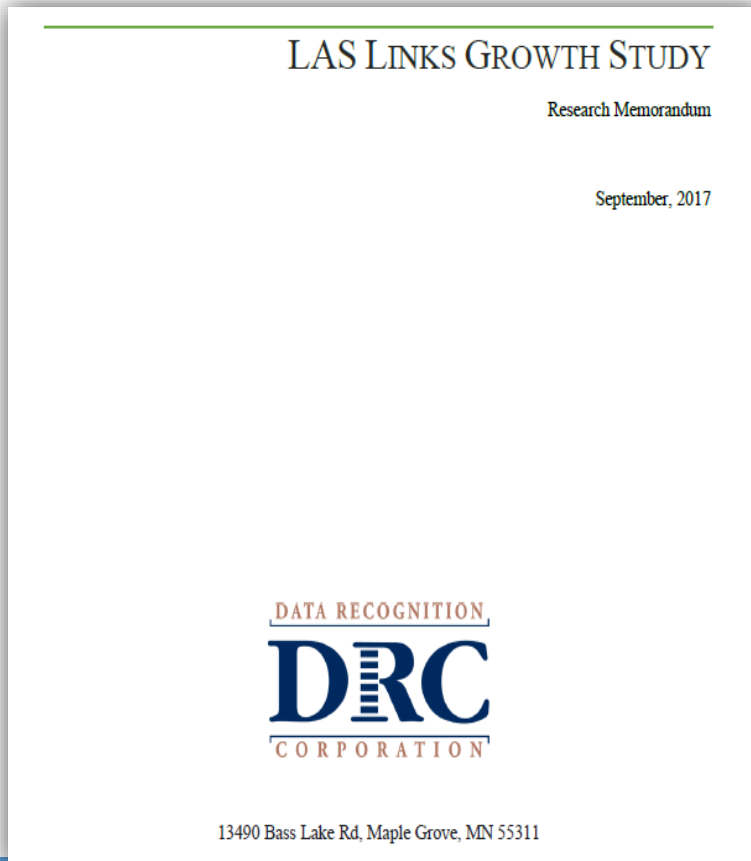


Table 5. Expected Score Gain from Regression and Standard Errors

Starting Grade	Test Scale	Starting Proficiency Level	Expected Score Gain	Standard Error
K	Speaking	1	68.99	1.01
K	Speaking	2	31.69	1.16
K	Speaking	3	23.94	1.11
K	Speaking	4	1.75	1.38
K	Listening	1	47.14	0.60
K	Listening	2	33.03	0.86
K	Listening	3	25.19	0.81
K	Listening	4	7.09	1.05
K	Reading	1	80.18	0.78
K	Reading	2	47.15	1.12
K	Reading	3	51.80	1.11
K	Reading	4	27.16	3.39
K	Writing	1	109.45	0.91
K	Writing	2	73.86	1.50
K	Writing	3	29.56	3.70
K	Writing	4	13.64	13.66
K	Overall	1	63.58	0.50
K	Overall	2	50.18	0.68
K	Overall	3	43.71	0.83
K	Overall	4	26.60	3.63
K	Oral	1	53.30	0.59
K	Oral	2	30.69	0.70
K	Oral	3	21.40	0.74
K	Oral	4	4.08	1.08
K	Comprehension	1	63.39	0.61
K	Comprehension	2	42.11	0.78
K	Comprehension	3	39.11	0.82
K	Comprehension	4	26.81	2.33
K	Literacy	1	86.49	0.67
K	Literacy	2	69.75	1.03
K	Literacy	3	57.75	1.64
K	Literacy	4	40.00	11.73
K	Productive	1	76.95	0.66
K	Productive	2	55.00	0.91
K	Productive	3	35.23	1.28
K	Productive	4	12.90	5.33

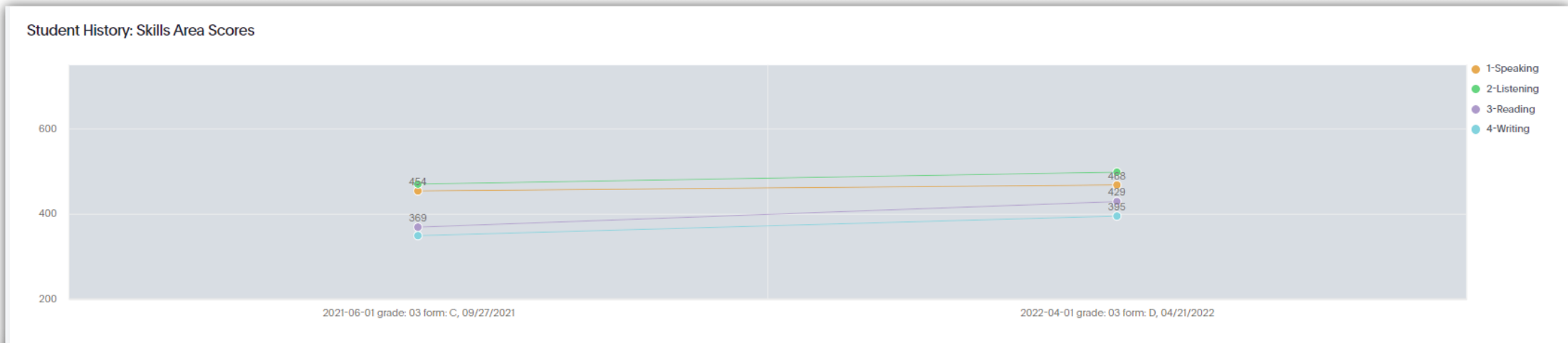
The LAS Links Growth Study is available upon request



Requirement #3: TEA's 3rd Party Vendor Assessment Checklist



Checklist Item 2: Ask if the assessment comes with data reports and individual expected growth targets for students.



Requirement #3: TEA's 3rd Party Vendor Assessment Checklist



Checklist Item #3:

Include any other district concerns: price, adding licenses in the future, training provided, etc.

- All Texas LEAs enjoy the deeply discounted pricing afforded by the current TEA/DRC contract;
- Per the TEA guidance, Title III funds may be used for the progress monitoring on Emergent Bilinguals
- Training (professional development) is a key component of the LAS Links TIA implementation.

Side-by-Side Guidance Document		TEA
Side-by-Side Guidance Document: Allowable vs. Unallowable Use of Funds		
Bilingual Education Allotment (BEA)	<p style="text-align: center;">Title III, Part A Funds</p> <p style="text-align: center;"><i>Please note: Local or State funds may not be decreased or diverted merely because of the availability of Title III, Part A funds.</i></p>	
Assessment/Instructional Materials and Equipment		
<p>Allowable</p> <ul style="list-style-type: none"> ▪ Assessment for Identification ▪ Assessment for Reclassification ▪ Smart boards ▪ Bilingual thesauruses and dictionaries and other manipulatives that are directly related to the enhancement of instruction to serve English learners ▪ Classroom technology enhancements for teachers and students (i.e., computers, software licenses, etc.). <p>Unallowable</p> <ul style="list-style-type: none"> ▪ Instructional material and equipment to be used by general education students only 	<p>Allowable</p> <ul style="list-style-type: none"> ▪ Educational technology/software or instructional materials ▪ Access to, and participation in, electronic networks for materials, training <li style="background-color: #fff9c4;">▪ Assessments for progress monitoring of English learners <p>Unallowable</p> <ul style="list-style-type: none"> ▪ LEAs may not use Title III funds for purposes related to identification and reclassification of English learners <p>Note: Equipment should be supplemental.</p>	

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



4 Easy Steps to Utilize LAS Links as Your TIA Growth Measure



4 Easy Steps to Utilize the LAS Links as Your TIA Growth Measure



Step 1

Choose LAS Links as Your Pre-test Measure

Step 2

Use the LAS Links Growth Study to determine expected growth targets.
Teachers participate in LAS Links Professional Development as a resource to implement strategies to increase student growth.

Step 3

Assess for Post-test Data with LAS Links

Step 4

Data Gathering for Reporting



Step 1: Choose an Option to Use LAS Links as Your Pre-test Measure



Use LAS Links progress monitoring forms twice a year (BOY & EOY) to determine growth.

Option 1

BOY
LAS Links Form C for EB Progress Monitoring

EOY
LAS Links Form D for EB Progress Monitoring

Student Report JANE DOE

Student ID #: 08FC04 Birthdate: 12/9/2008 Gender: F Grade: 04 Class: MARTI

Student Report JANE DOE

Student Overall Proficiency: Level 1: Beginning

Academic Report	Speaking			Listening			Reading			Writing		
	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA
Social, Intercultural, and Instructional Communication	13▲	13	11	7▲	8	6	13▲	14	9	8▲	10	8
Academic	13	28	20	5	12	7	7	16	8	10	22	13
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Art, Social Studies, History	6	14	9	3	6	4	4▲	8	4	5	11	6
Mathematics, Science, Technical Subjects	7	14	11	2	6	3	3	8	4	5	11	6
Total Score	26			12			20			18		

Reading Links - LAS Links 2nd Edition
Recommended Lexile® Range = 570L-720L
Student's Lexile® Measure = 670L

Suggested Titles	Author	Lexile
The Bamboo Flute	Disher, Gary	570L
A Year at a Construction Site	Harris, Nicholas	580L
Houdini Graphic Biography	Saddleback Graphic Biographies	590L
Cesar Chavez	Matthews, J. L.	600L
A Year Down Yonder	Peck, Richard	610L
M.C. Higgins, the Great	Hamilton, Virginia	620L
The Transatlantic Saga	Paulson, Gary	630L
Squeeze	Muller, Rachel Dunstan	640L
Action Jackson	Greenberg, Jan and Jordan, Sandra	650L
Holes	Sedar, Louis	660L
Step from Heaven	Na, An	670L
The Shackleton Expedition	Fine, Jill	680L
Gold Dust	Lynch, Chris	690L
Miraculous Journey of Edward Tulane	DiCamillo, Kate	700L
If the World Were a Village	Smith, David J., Armstrong, Shelagh	710L
Sherlock Holmes and the Adventure at the Copper Beches	Rohrbach, Sophie Morrow, J. T.	720L

Reporting Category: Listening (L) 492, Speaking (SP) 500, Reading (RD) 547, Writing (WR) 509, Comprehension (L) + RD 519, Oral (SP + L) 496, Literacy (RD + WR) 528, Productive (SP + WR) 504

General Interpretation: Listed above is a selection of books that should provide an appropriate reading challenge for your student based on his or her performance on the LAS Links Reading test. The books have been chosen from reading lists published by various professional organizations and associations and have been reviewed to ensure content appropriateness. All of the books listed should be available at public libraries, school libraries, or bookstores.



Student Report JANE DOE

Student ID #: 08FC04 Birthdate: 12/9/2008 Gender: F Grade: 04 Class: MARTI

Student Report JANE DOE

Student Overall Proficiency: Level 1: Beginning

Academic Report	Speaking			Listening			Reading			Writing		
	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA
Social, Intercultural, and Instructional Communication	13▲	13	11	7▲	8	6	13▲	14	9	8▲	10	8
Academic	13	28	20	5	12	7	7	16	8	10	22	13
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Art, Social Studies, History	6	14	9	3	6	4	4▲	8	4	5	11	6
Mathematics, Science, Technical Subjects	7	14	11	2	6	3	3	8	4	5	11	6
Total Score	26			12			20			18		

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The Bamboo Flute	Disher, Gary	570L
A Year at a Construction Site	Harris, Nicholas	580L
Houdini Graphic Biography	Saddleback Graphic Biographies	590L
Cesar Chavez	Matthews, J. L.	600L
A Year Down Yonder	Peck, Richard	610L
M.C. Higgins, the Great	Hamilton, Virginia	620L
The Transatlantic Saga	Paulson, Gary	630L
Squeeze	Muller, Rachel Dunstan	640L
Action Jackson	Greenberg, Jan and Jordan, Sandra	650L
Holes	Sedar, Louis	660L
Step from Heaven	Na, An	670L
The Shackleton Expedition	Fine, Jill	680L
Gold Dust	Lynch, Chris	690L
Miraculous Journey of Edward Tulane	DiCamillo, Kate	700L
If the World Were a Village	Smith, David J., Armstrong, Shelagh	710L
Sherlock Holmes and the Adventure at the Copper Beches	Rohrbach, Sophie Morrow, J. T.	720L

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Step 1: Choose an Option to Use LAS Links as Your Pre-test Measure



Use LAS Links identification data as baseline data + a LAS Links progress monitoring form later in the year to determine growth.

Option 2

BOY
LAS Links Form A for EB Identification

EOY
LAS Links Form C or D for EB Progress Monitoring

Student Report
B FLOREZ

Student ID #: 21296 School: A EL
 Birthdate: 12/29/2009 District: SCHOOL ISD
 Gender: M Test Date: 05/20/2021
 Grade: 05 Form/Level: A Level 4-5
 Class: English1

About the LAS Links Assessments
 LAS Links® is an integrated suite of English and Spanish language proficiency assessments and instructional tools designed to strengthen your language learning program.

Student Overall Proficiency Level

Level 1: Beginning	Level 2: Early Intermediate	Level 3: Intermediate	Level 4: Proficient	Level 5: Above Proficient
		✓		

Proficiency Level Definitions

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

330 Level 1 Beginning 453 Level 2 Early Intermediate 492 Level 3 Intermediate 528 Level 4 Proficient 579 Level 5 Above Proficient 656

523 - Overall Scale Score*

Reporting Category	Scale Score	Proficiency Level	Student's Performance				
			Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Listening (L)	520	3	██	██	██	██	██
Speaking (SP)	613	5	██	██	██	██	██
Reading (RD)	482	2	██	██	██	██	██
Writing (WR)	477	2	██	██	██	██	██
Comprehension (LI + RD)	505	2	██	██	██	██	██
Oral (SP + LI)	573	4	██	██	██	██	██

N/A = Not Applicable NV = Test Invalidation

Student Report
JANE DOE

Student ID #: 08F026 School: PARK ELEMENTARY
 Birthdate: 12/9/2008 District: USA SCHOOL DISTRICT
 Gender: F Test Date: 02/19/2019
 Grade: 04 Form/Level: D Level 4-5
 Class: MARTINEZ, B

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Student Results

340 Level 1 Beginning 452 Level 2 Early Intermediate 490 Level 3 Intermediate 525 Level 4 Proficient 578 Level 5 Above Proficient 658

512 - Overall Scale Score*

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

N/A = Not Applicable NV = Test Invalidation

Reading	Points Possible	RJA	Points Obtained	Writing	Points Possible	RGA
16	8	10	22	13		
N/A	N/A	N/A	N/A	N/A	N/A	
8	4	5	11	6		
8	4	5	11	6		
20				18		

▲ = Student achieved at or above the RGA

ended Lexile® Range = 570L-720L
 Lexile® Measure = 670L

Author	Lexile
y	570L
Jan	580L
Graphic: Biographies	600L
L.L.	610L
g	610L
Virginia	620L
ry	630L
el Durstan	640L
Jan and Jordan, Sandra	650L
s	660L
	670L
	680L
	690L
	700L
J.J. Armstrong, Shelagh	710L
sophie Morrow, J. T.	720L

at student based on his or her performance on the LAS Links® and Lexile® Framework and associated tools and have been identified, school libraries, or bookstores, that may offer an appropriate challenge for your student. For more information about Lexile measures and additional reading materials, visit www.Lexile.com.

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Page 2

Step 2:

Use the LAS Links Growth Study to determine expected growth targets



LAS LINKS GROWTH STUDY

Research Memorandum

Table 5. Expected Score Gain from Regression and Standard Errors

Starting Grade	Test Scale	Starting Proficiency Level	Expected Score Gain	Standard Error
K	Speaking	1	68.99	1.01
K	Speaking	2	31.69	1.16
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K	Reading	2	47.15	1.12
K	Reading	3	51.80	1.11
K	Reading	4	27.16	3.39
K	Writing	1	109.45	0.91
K	Writing	2	73.86	1.50
K	Writing	3	29.56	3.70
K	Writing	4	13.64	13.66
K	Overall	1	63.58	0.50
K	Overall	2	50.18	0.68
K	Overall	3	43.71	0.83
K	Overall	4	26.60	3.63
K	Oral	1	53.30	0.59
K	Oral	2	30.69	0.70
K	Oral	3	21.40	0.74
K	Oral	4	4.08	1.08
K	Comprehension	1	63.39	0.61
K	Comprehension	2	42.11	0.78
K	Comprehension	3	39.11	0.82
K	Comprehension	4	26.81	2.33
K	Literacy	1	86.49	0.67
K	Literacy	2	69.75	1.03
K	Literacy	3	57.75	1.64
K	Literacy	4	40.00	11.73
K	Productive	1	76.95	0.66
K	Productive	2	55.00	0.91
K	Productive	3	35.23	1.28
K	Productive	4	12.90	5.33



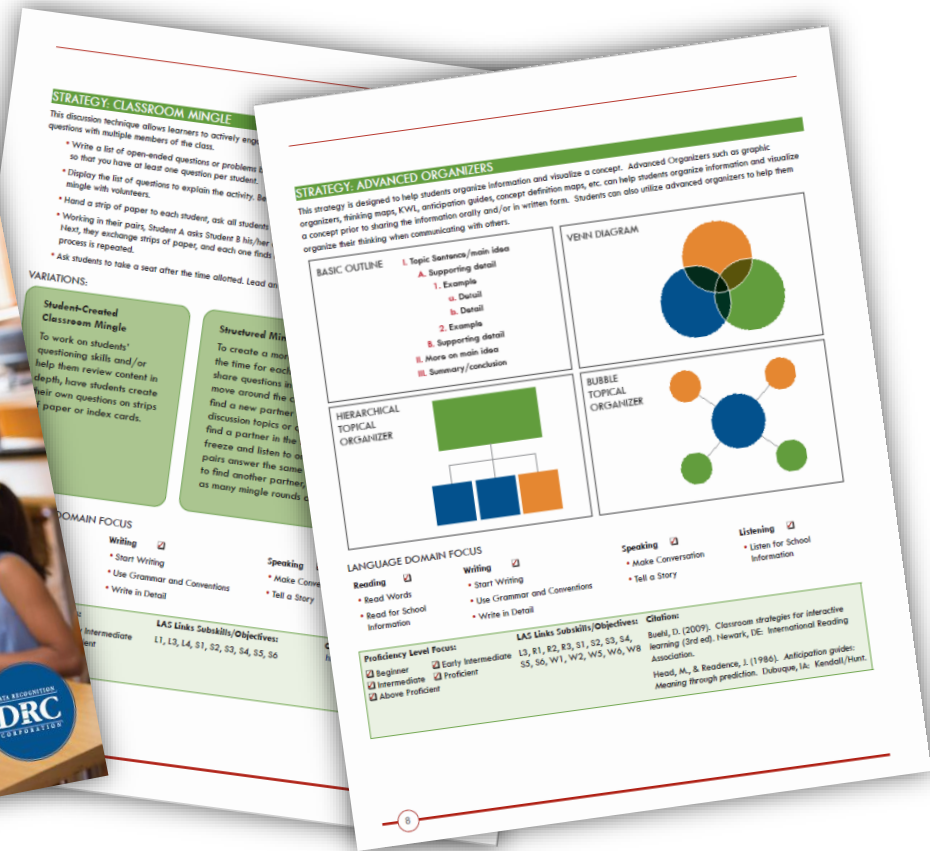
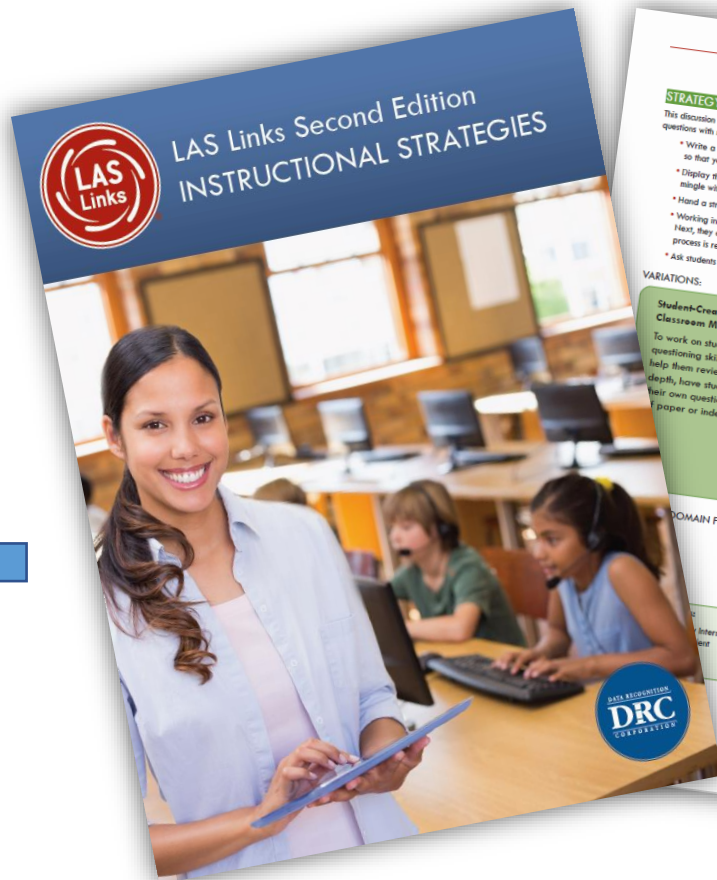
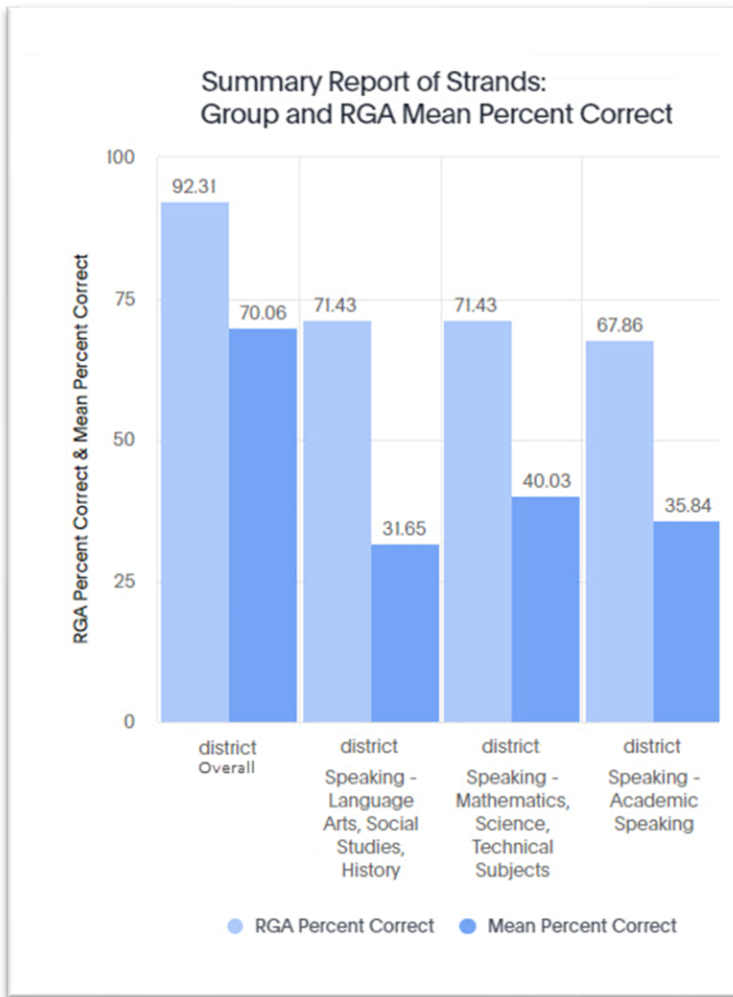
13490 Bass Lake Rd, Maple Grove, MN 55311

Determine specific Emergent Bilingual language growth targets based on the baseline proficiency scale score(s) and proficiency level(s) achieved by each student.

*LEAs may choose to measure growth by composites and/or individual domains.



Step 2: Professional Development: Increase Student Growth by Connecting LAS Links Data to Instruction



Step 3: Assess for Post-test Data with LAS Links



Option 1

EOY
LAS Links Form C for EB
Progress Monitoring

Student Report
 JANE DOE

Student ID #: 08F026
 Birthdate: 12/9/2008
 Gender: F
 Grade: 04
 Class: MARTINEZ, B

School: PARK ELEMENTARY

District: Test Da
 Form:

Student Report
 JANE DOE

About the LAS Links Assessments
LAS Links is an integrated suite of English and Spanish language proficiency assessments.

Student Overall Proficiency Level

Level 1: Beginning	Level 2: Early Intermediate
13	13

Proficiency Level Definitions

Level 1: Beginning	Level 2: Early Intermediate
At Level 1, student is beginning to develop the ability to communicate at school. The student may communicate contentedly or through the home language.	At Level 2, student is developing the ability to communicate for different purposes at school. The student may communicate contentedly or through the home language.

Academic Report	Speaking			Listening			Reading			Writing		
	Points Observed	Points Possible	RGA	Points Observed	Points Possible	RGA	Points Observed	Points Possible	RGA	Points Observed	Points Possible	RGA
Social, Intercultural, and Instructional Communication	13	13	11	7	8	6	13	14	9	8	10	8
Academic	13	28	20	5	12	7	7	16	8	10	22	13
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Arts, Social Studies, History	6	14	9	3	6	4	4	8	4	5	11	6
Mathematics, Science, Technical Subjects	7	14	11	2	6	3	3	8	4	5	11	6
Total Score	26			12			20			18		

N/A = Not Applicable NV = Test Invalidation RGA = Reference Group Average ▲ = Student achieved at or above the RGA

Reading Links - LAS Links 2nd Edition
This report provides a list of books based on your student's performance. It can be used to assist your student in improving reading skills.

Suggested Titles	Author	Lexile
The Bamboo Race	Disher, Gary	570L
A Year at a Construction Site	Harris, Nicholas	580L
Houdini Graphic Biography	Saddleback Graphic Biographies	590L
Carat Chavez	Mathews, J. L.	600L
A Year Down Yonder	Pack, Richard	610L
M.C. Higgins, the Great	Hamilton, Virginia	620L
The Transal Saga	Paulson, Gary	630L
Sequence	Muller, Rachel Durstman	640L
Action Jackson	Gwenberg, Jan and Jordan, Sandra	650L
Holes	Sabhar, Louis	660L
Step from Heaven	Nix, An	670L
The Shackleton Expedition	Finer, Jill	680L
Gold Dust	Lynch, Chris	690L
Miscellaneous Journey of Edward Tulane	DiCamillo, Kate	700L
If the World Were a Village	Smith, David J. Armstrong, Shelagh	710L
Sharklock Holmes and the Adventure at the Copper Beaches	Rothback, Sophie Morrow, J. T.	720L

General Interpretation
Listed below is a selection of books that should provide an appropriate reading challenge for your student based on his or her performance on the LAS Links Reading test. The books have been chosen from reading lists published by various professional organizations and associations and have been reviewed to ensure content appropriateness. All of the books listed should be available at public libraries, school libraries, or bookstores.

The Lexile measure and Lexile range have been provided to assist you in determining other titles that may offer an appropriate challenge for your student. For more information about Lexile measures and additional reading materials, visit www.lexia.com.

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Page 2

Option 2

EOY
LAS Links Form D for EB
Progress Monitoring

Student Report
 JANE DOE

Student ID #: 08F026
 Birthdate: 12/9/2008
 Gender: F
 Grade: 04
 Class: MARTINEZ, B

School: PARK ELEMENTARY

District: Test Da
 Form:

Student Report
 JANE DOE

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Proficiency Level Definitions

Level 1: Beginning	Level 2: Early Intermediate	Level 3: Intermediate
At Level 1, student is beginning to develop the ability to communicate at school. The student may communicate contentedly or through the home language.	At Level 2, student is developing the ability to communicate for different purposes at school. The student may communicate contentedly or through the home language.	At Level 3, student is developing the ability to effectively communicate for different purposes at school. The student may make errors that interfere with communication.

Academic Report	Speaking			Listening			Reading			Writing		
	Points Observed	Points Possible	RGA	Points Observed	Points Possible	RGA	Points Observed	Points Possible	RGA	Points Observed	Points Possible	RGA
Social, Intercultural, and Instructional Communication	13	13	11	7	8	6	13	14	9	8	10	8
Academic	13	28	20	5	12	7	7	16	8	10	22	13
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Arts, Social Studies, History	6	14	9	3	6	4	4	8	4	5	11	6
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M.C. Higgins, the Great	Hamilton, Virginia	620L
The Transal Saga	Paulson, Gary	630L
Sequence	Muller, Rachel Durstman	640L
Action Jackson	Gwenberg, Jan and Jordan, Sandra	650L
Holes	Sabhar, Louis	660L
Step from Heaven	Nix, An	670L
The Shackleton Expedition	Finer, Jill	680L
Gold Dust	Lynch, Chris	690L
Miscellaneous Journey of Edward Tulane	DiCamillo, Kate	700L
If the World Were a Village	Smith, David J. Armstrong, Shelagh	710L
Sharklock Holmes and the Adventure at the Copper Beaches	Rothback, Sophie Morrow, J. T.	720L

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Page 2

20

Step 4: Data Gathering for Reporting: The Longitudinal Roster Report



The Longitudinal Roster Report will provide a scale score (SS) diff score to easily determine if individual students have met the district determined growth targets.

DRC INSIGHT LAS LINKS INTERACTIVE REPORTS

Dashboard Summary Results **Student Results** Batch Download Quick Links

Report longitudinal roster District las links sample district Exam LAS Links c, d, e Go

LAS Links Longitudinal View

School Name	Student Name	Student ID	DOB	Gender	Assessment Date	Grade	Form	Speaking Scale Score	Speaking Diff SS	Speaking Proficiency Level
LL Sample School 3	ALBERT, ARON	122608M004	11/10/2002	Male	2018-08-30	04	C	497	0	INTERMEDIATE
LL Sample School 3	ALBERT, ARON	122608M004	11/10/2002	Male	2019-02-19	04	D	500	→ 3	INTERMEDIATE
LL Sample School 3	ALBERT, Clint	010311M016	07/31/2002	Male	2018-08-30	02	C	474	0	INTERMEDIATE
LL Sample School 3	ALBERT, Clint	010311M016	07/31/2002	Male	2019-02-19	02	D	483	→ 9	INTERMEDIATE
LL Sample School 3	ALBERT, WILSON	111707M106	03/16/2004	Male	2018-08-30	05	C	520	0	PROFICIENT
LL Sample School 3	ALBERT, WILSON	111707M106	03/16/2004	Male	2019-02-19	05	D	528	→ 8	PROFICIENT

- Provides Diff SS for each student between each testing event, each domain, each composite score
- Uses SS **not** Proficiency Levels to determine growth (VERY IMPORTANT!)

*Report may be exported as .csv files for further data analysis as needed.





TerraNova Assessments

Standardized Achievement Test Approved for
the Teacher Incentive Allotment (TIA)

Summative Test – Approved for the TIA



TerraNova:

- Is available on the DRC INSIGHT Portal (same platform you use for LAS Links)
- Assesses Reading, Language, Math, Science, and Social Studies
- Provides Norm-Referenced, Criterion-Referenced, and Proficiency/Performance levels.
- Provides longitudinal reporting allowing LEAs ability to track performance at the student, class, school, and district level

https://tiatexas.org/wp-content/uploads/2022/08/other_assessment_resources.pdf

Summative Assessments

Resource	Vendor	Description	Subject/Grade Level	Product Type	Formative Assessment	Summative Included	Possible Student Growth Measure
TerraNova	Data Recognition Corporation	Standardized Achievement Test aligned to National Standards for College and Career Readiness.	General Knowledge Assessment: K-12 (not necessarily TEKS aligned)	CCMR Assessment	N	Y	Pre-Test/Post-Test options 2 and 4

Next Steps



**Contact your LAS Links Texas
Consultants to answer any questions
you may have.**

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Jennifer Milliner

Texas Assessment Solutions Consultant

317.469.1107 | jmilliner@datarecognitioncorp.com

