



# **Strengthening Bilingualism and Biliteracy Programming with Authentic Spanish Proficiency Measures**

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DRC

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# Purpose of Session

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- Define LAS Links
- Gain a better understanding of Relative Language Proficiency
- Interpret data to draw meaningful conclusions to better understand a student's full linguistic profile
- Connect to instructional methods that can be utilized for English and Spanish language development

# Defining LAS Links



- Nationally recognized English and Spanish language proficiency assessments designed to assess the core language domains:
  - **preLAS:** PK3 to K (Oral Language and Pre-Literacy)
  - **LAS Links:** K–1 2 (Speaking, Listening, Reading, and Writing)
- Utilized to monitor the language skills of students, providing data to teachers to assist in classroom instruction as well as providing information to parents and other stakeholders
- Provides robust district, school, class and student [reports](#) including student academic language reports and longitudinal reports allowing stakeholders to track student progress for each student and cohort between grades and year-over-year.

# Understanding Relative Language Proficiency



# Defining and Determining Relative Language Proficiency

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- The degree of bilingualism manifested by individuals who know two languages, that is, the relative level of proficiency in each of the languages
- A student may know both equally well, in which case we speak of *balanced bilingualism*
- The student may exhibit greater control of one over the other, in which case we consider the first language to be *dominant* over the second
- May be determined by examining a student's LAS Links Español and English Proficiency results

# How do we get to proficiency?



## **Assess**

Assess in English  
and Spanish

## **Disaggregate Data**

Position data side-by-side  
to compare/contrast and  
plot where students'  
strengths and opportunity  
for growth lies

## **Develop a strategy to address needs**

Begin to align methods  
and strategies that  
support student learning  
meeting them where they  
are developmentally and  
develop teaching plans

# LAS Links Overall Proficiency Level Definitions



Available on the  
Teacher and  
Parent Resources  
page at  
[www.LASLinks.com](http://www.LASLinks.com)

1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient	5 Above Proficient
<p>Level 1 students are starting to develop receptive and productive uses of English in social, school, and academic contexts. Their comprehension may be demonstrated nonverbally or through their native language rather than in English.</p>	<p>Level 2 students are developing the ability to communicate in English in social, school, and academic contexts. Errors frequently impede basic communication and comprehension. Their receptive and productive control of lexical, syntactic, phonological, and discourse features of English is emerging.</p> <p>Early Intermediate students have minimal vocabulary and grammar skills. They identify, describe, and discuss simple pictorial or text prompts. Students interpret language related to familiar social, school, and academic topics. They make simple inferences and make simple comparisons. They restate rather than create original expressions. Restricted vocabulary and rudimentary grammar limit their expression and comprehension.</p>	<p>Level 3 students communicate in English across a range of grade-level appropriate language demands in social, school, and academic contexts. However, errors interfere with their communication and comprehension. Repetition and clarification are often needed. The students exhibit a limited range of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.</p> <p>Level 3 students use limited vocabulary when defining concepts across and within academic disciplines. They can compare, contrast, summarize, and relate text to graphic organizers. They decode words, apply grammar conventions, and use context clues to identify word meanings. They identify correct and incorrect use of basic grammar. Although their language is generally coherent, it lacks significant elaboration or detail.</p>	<p>Level 4 students communicate effectively in English, but with some errors, across a range of grade-level appropriate language demands in social, school, and academic contexts. The students exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.</p> <p>Level 4 students interpret, analyze, and evaluate written and oral information, basing their responses on implicit and explicit context clues and information from personal and academic experiences. They adequately express themselves and organize their responses in logical and sequenced order. They distinguish nuances of meaning and incorporate idiomatic expressions and academic vocabulary.</p>	<p>Level 5 students communicate effectively in English, with few if any errors, across a wide range of grade-level appropriate language demands in social, school, and academic contexts. The students command a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.</p> <p>Level 5 students apply their language mastery to critically evaluate and synthesize written and oral information and to formulate hypotheses. Their facility with language allows them to analyze information, make sophisticated inferences, and explain their reasoning. They skillfully organize information for presentations and can express subtle nuances of meaning. They apply literary techniques such as identifying author tone and point of view and can tailor language to a particular purpose and audience.</p>



# LAS Links Proficiency Level Definitions By Domain



## PROFICIENCY LEVEL DESCRIPTORS – GRADES 4-5

Grades 4-5	Speaking	Listening	Reading	Writing
<b>1</b> Beginning	Beginning students are <b>starting to develop</b> receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
<b>2</b> Early Intermediate	Early Intermediate students typically use basic vocabulary and grammar and simple sentences to identify common objects and describe their function, provide basic information, make requests, ask questions, and express opinions or preferences. They construct a narrative from a sequence of pictures about familiar events and school-related activities and compare and contrast information found in texts and graphic organizers using basic vocabulary. Errors frequently impede communication.	Early Intermediate students typically <b>follow some simple oral directions and understand common vocabulary</b> and idiomatic expressions. They identify details. Errors frequently <b>impede</b> communication and comprehension.	Early Intermediate students typically interpret basic words and phrases and identify some main ideas and details in simple text. Errors frequently impede comprehension.	Early Intermediate students typically write sentences using basic vocabulary and grammar to describe and discuss text, interpret graphic organizers, and compare and contrast information. Errors in organization, grammar, word choice, and mechanics frequently impede communication.
<b>3</b> Intermediate	Intermediate students typically use appropriate words and phrases and complete sentences when making requests, expressing opinions or preferences, providing information, and describing locations. They construct a narrative from a sequence of pictures and compare and contrast information found in texts and graphic organizers using mostly accurate, although limited, vocabulary. Errors interfere with communication.	Intermediate students typically follow oral directions and interpret both basic vocabulary and idiomatic expressions. They identify some main ideas and make simple inferences from passages and understand details within graphic organizers. Errors interfere with communication and comprehension.	Intermediate students typically <b>use knowledge of high-frequency affixes to determine word meanings</b> . They recall main ideas and stated details in text, and interpret simple words and phrases. Errors interfere with comprehension.	Intermediate students typically respond appropriately to various verbal prompts or graphic organizers by using complete sentences that exhibit correct basic grammar. Meaning is somewhat clear, although vocabulary may be limited. They demonstrate a grasp of pronouns, prepositions, auxiliary verbs and verb tenses. Errors in organization, grammar, word choice, and mechanics interfere with communication.
<b>4</b> Proficient	Proficient students typically produce complete sentences when providing information, asking questions, explaining a process, expressing an opinion, and narrating a story. They organize responses in logical and sequential order. They accurately identify and compare and contrast features of less common objects. Minor errors do not interfere with communication.	Proficient students typically follow multistep directions using academic vocabulary, recall details, identify main ideas, and determine sequence of steps in classroom discussions and lessons. They make inferences from more complex oral stories and interpret tables and other graphic organizers.	Proficient students typically use knowledge of more advanced affixes to determine word meanings. They identify synonyms, use context clues to determine word meanings, and interpret slightly complex words and phrases. They read for specific information in graphic organizers, make inferences from information, and draw conclusions. Errors do not interfere with comprehension.	Proficient students typically write complete sentences with <b>mostly accurate vocabulary and grammar that demonstrates appropriate use of punctuation, prepositional phrases, and other conventions</b> . They summarize passages; interpret, compare, and contrast information from graphic organizers and from implicit and explicit context clues; and organize and write responses to open-ended questions in logical and sequential order. Errors do not interfere with communication.
<b>5</b> Above Proficient	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar when providing information, describing situations, asking questions, expressing opinions and subtle nuances of meanings, and explaining processes and their reasoning. They create a detailed and structured narrative.	Above Proficient students typically follow directions that use verb phrases and determine key information to summarize a task. They recall subtle details, identify main ideas and speaker purpose, and make sophisticated inferences from classroom discussions and lessons.	Above Proficient students typically identify synonyms and antonyms of less familiar words and interpret complex words and phrases. They use prediction, determine story sequence, and use self-monitoring techniques to check for understanding.	Above Proficient students typically write fluently in response to a variety of prompts and purposes. They skillfully organize, interpret, summarize, and evaluate information from texts and graphic organizers. Communication is clear and complete, though it may contain minor errors.



# Examining and Plotting Scores

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# Examining and Plotting the English and Spanish Scores



## Student Report

D Perez

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Student ID #:	6773	School:	ANY HIGH SCHOOL
Birthdate:	5/16/2005	District:	ANY SCHOOL DISTRICT
Gender:	M	Test Date:	2/09/2023
Grade:	12	Form/Level:	C Level 9-12
Class:	DL		

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**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.

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**Student Overall Proficiency Level**

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

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**Proficiency Level Definitions**

<b>Level 1: Beginning</b> At Level 1, student is beginning to develop the ability to communicate at school. The student may communicate nonverbally or through the home language.	<b>Level 2: Early Intermediate</b> At Level 2, student is developing the ability to communicate for different purposes at school. The student makes errors that can interfere with communication.	<b>Level 3: Intermediate</b> At Level 3, student is developing the ability to communicate for different purposes at school. The student may make errors that interfere with communication.	<b>Level 4: Proficient</b> At Level 4, student can effectively communicate for different purposes at school. The student may produce some errors.	<b>Level 5: Above Proficient</b> At Level 5, student effectively communicates for social and academic purposes with few, if any, errors.
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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
<p>447 - Overall Scale Score*</p>										

Reporting Category	Scale Score	Proficiency Level	Student's Performance									
			Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient					
Listening (LI)	483	2	35.0	456	457	483	484	521	522	569	570	640
Speaking (SP)	509	3	35.0	446	447	471	474	500	510	555	559	635
Reading (RD)	458	1	35.0	455	459	503	503	520	530	565	567	638
Writing (WR)	338	1	35.0	428	429	491	498	528	529	561	563	635
Comprehension <sup>2</sup> (LI + RD)	470	1	35.0	484	485	505	506	525	526	560	563	640
Oral <sup>3</sup> (SP + LI)	496	3	35.0	445	450	477	485	513	514	534	535	631
Literacy <sup>4</sup> (RD + WR)	398	1	37.5	400	401	506	511	531	534	565	566	635
Productive <sup>5</sup> (SP + WR)	423	1	37.5	440	441	485	486	520	521	550	551	631

N/A = Not Applicable    INV = Test Invalidation

## English Results

## Informe del Estudiante

D PEREZ

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ID del estudiante:	6773	Escuela:	ANY HIGH SCHOOL
Fecha de nacimiento:	5/16/2005	Districto:	ANY SCHOOL DISTRICT
Género:	M	Fecha de la prueba:	02/09/2023
Grado:	12	Forma/Nivel:	Español B Level 9-12
Clase:	DL		

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**Acerca de las evaluaciones LAS Links**  
 LAS Links® es un conjunto integrado de evaluaciones de proficiencia de los idiomas inglés y español y de herramientas didácticas diseñadas para reforzar su programa de aprendizaje de idiomas.

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**Nivel de Competencia General del Estudiante**

Nivel 1: Principiante	Nivel 2: Pre-Intermedio	Nivel 3: Intermedio	Nivel 4: Competente	Nivel 5: Superior
				✓

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**Definición de niveles de proficiencia**

<b>Nivel 1: Principiante</b> En el Nivel 1, el estudiante comienza a desarrollar la capacidad de comunicarse en la escuela. El estudiante puede comunicarse no verbalmente o a través del idioma del hogar.	<b>Nivel 2: Pre-Intermedio</b> En el Nivel 2, el estudiante está desarrollando la capacidad de comunicarse para diferentes propósitos en la escuela. El estudiante comete errores que pueden interferir con la comunicación.	<b>Nivel 3: Intermedio</b> En el Nivel 3, el estudiante está desarrollando la capacidad de comunicarse efectivamente para diferentes propósitos en la escuela. El estudiante puede cometer errores que interfieran con la comunicación.	<b>Nivel 4: Competente</b> En el Nivel 4, el estudiante puede comunicarse efectivamente para diferentes propósitos en la escuela. El estudiante puede cometer algunos errores.	<b>Nivel 5: Superior</b> En el Nivel 5, el estudiante se comunica efectivamente para propósitos sociales y académicos con pocos, si los hay, errores.
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**Resultados del estudiante**

331	Nivel 1: Principiante	460	Nivel 2: Pre-Intermedio	507	Nivel 3: Intermedio	548	Nivel 4: Competente	632	Nivel 5: Superior	762
<p>659 - Escala general de resultados*</p>										

Categorías del informe	Puntaje en la escala	Nivel de Competencia	Desempeño del estudiante									
			Principiante	Pre-Intermedio	Intermedio	Competente	Superior					
Comprensión Auditiva (CA)	574	4	35.0	445	444	471	477	477	478	605	606	705
Expresión Oral (EO)	720	5	35.0	565	572	595	598	598	599	665	665	745
Lectura (LE)	690	5	35.0	475	477	525	527	527	527	605	606	705
Escritura (ES)	655	5	35.0	485	485	535	535	535	535	615	615	705
Comprensión <sup>2</sup> (CA + LE)	632	4	35.0	440	443	491	492	492	493	601	601	705
Interacción Ora <sup>3</sup> (EO + CA)	647	5	35.0	437	438	481	488	488	488	601	602	705
Alfabetización <sup>4</sup> (LE + ES)	672	5	35.0	480	481	540	540	540	540	615	615	705
Productivo <sup>5</sup> (EO + ES)	687	5	37.5	487	488	571	572	572	572	671	672	705

N/A = No hay datos disponibles del estudiante    INV = Datos del estudiante no son válidos

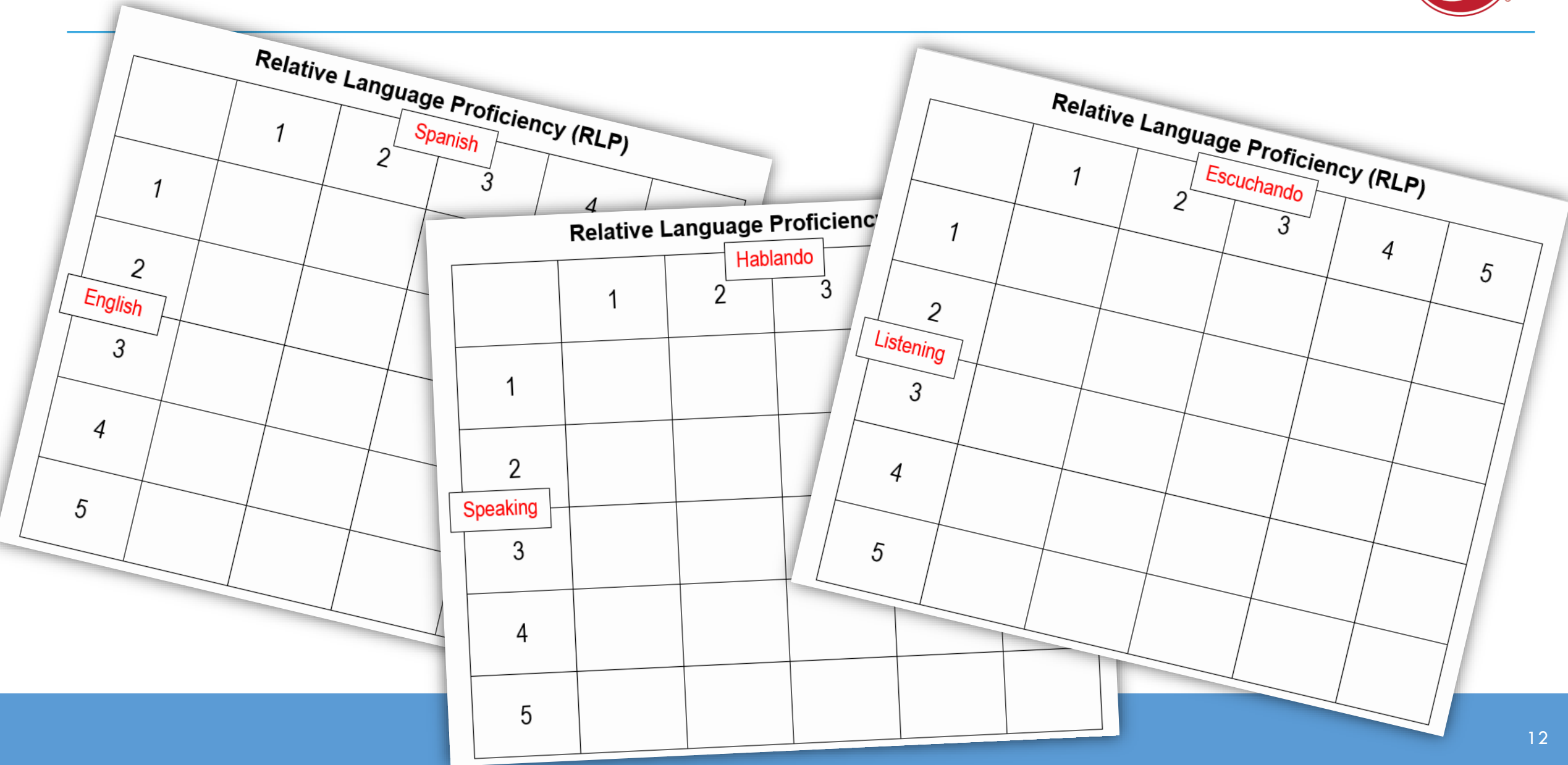
## Español Results

# Comparing Language Proficiency Data

Reporting Category	Scale Score	Proficiency Level	Student's Performance									
			Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient					
Listening (LI)	483	2	350	456	457	483	484	521	522	569	570	640
Speaking (SP)	509	3	360	446	447	473	474	509	510	558	559	635
Reading (RD)	458	1	360	458	459	502	503	529	530	586	587	680
Writing (WR)	338	1	290	428	429	497	498	528	529	582	583	680
Comprehension <sup>2</sup> (LI + RD)	470	1	355	484	485	505	506	525	526	562	563	660
Oral <sup>3</sup> (SP + LI)	496	3	355	449	450	477	478	513	514	574	575	637
Literacy <sup>4</sup> (RD + WR)	398	1	325	450	451	500	500	533	534	585	586	680
Productive <sup>5</sup> (SP + WR)	423	1	325	440	441							

Categorías del informe	Puntaje en la escala	Nivel de Competencia	Desempeño del estudiante									
			Principiante	Pre-Intermedio	Intermedio	Competente	Superior					
Comprensión Auditiva (CA)	574	4	340	443	444	476	477	497	498	605	606	765
Expresión Oral (EO)	720	5	310	421	422	497	498	552	553	600	601	720
Lectura (LE)	690	5	355	470	471	526	527	571	572	655	656	795
Escritura (ES)	655	5	320	484	485	524	525	560	561	619	620	770
Comprensión <sup>2</sup> (CA + LE)	632	4	347	462	463	501	502	539	540	657	658	780
Interacción Oral <sup>3</sup> (EO + CA)	647	5	325	437	438	487	488	539	540	621	622	742
Alfabetización <sup>4</sup> (LE + ES)	672	5	327	483	483	525	525	572	572	641	642	782
Productivo <sup>5</sup> (EO + ES)	687	5	315	457	458	511	512	556	557	611	612	745

# Relative Language Proficiency



The image displays three overlapping Relative Language Proficiency (RLP) grids. Each grid is a 5x5 table with a header row and a header column. The top-left grid is for Spanish, the middle one for English, and the right one for Listening. Each grid has a red label in the top-left cell of its header row and a red label in the leftmost cell of its header column.

Relative Language Proficiency (RLP)				
Spanish	1	2	3	4
1				
2				
3				
4				
5				

Relative Language Proficiency				
English	1	2	3	4
1				
2				
3				
4				
5				

Relative Language Proficiency (RLP)					
Escuchando	1	2	3	4	5
1					
2					
3					
4					
5					

# Literacy Scores: Relative Language Proficiency Matrix



		Spanish Literacy				
		1	2	3	4	5
English Literacy	1	Garcia, Maria Lopez, Anthony	Smith, Randa Canales, Missy Smith, Carla	Trevino, Sasha Brown, Jimmy	Collette, Nannette	Hardin, Mary <b>1:5</b>
	2	Michaels, Pete	Sanchez, Pedro	Garza, Noel	Garcia, Lupe Fernandez, Mario	
	3			Guerro, Marcus Hampton, Melissa Fernandez, Sam		Benevides, Gary Guzman, Lupe
	4	Garza, Antonio			Benevides, Steven Rangel, Patty Seremetis, Angel	
	5	Guerro, Maria Tuen, Sam		Jackson, James		Santos, Angelica Dempsey, Rafael

# Relative Language Proficiency Matrix



LAS Links  
Relative Language Proficiency Matrix

		Spanish Literacy				
LAS Links Proficiency Levels		1	2	3	4	5
English Literacy	1	Garcia, Maria Lopez, Anthony	Smith, Randa Canales, Missy Smith, Carla	Trevino, Sasha 1:3	Collette, Nannette	Hardin, Mary 1:5
	2	Michaels, Pete	Sanchez, Pedro		Garcia, Lupe Fernandez, Mario	
	3			Guerro, Marcus Hampton, Melissa Fernandez, Sam		Benevides, Gary Guzman, Lupe
	4	Garza, Antonio			Benevides 4:4	
	5	Guerro, Maria Tuen, Sam		Jackson, James		Santos, Angelica Dempsey, Rafael



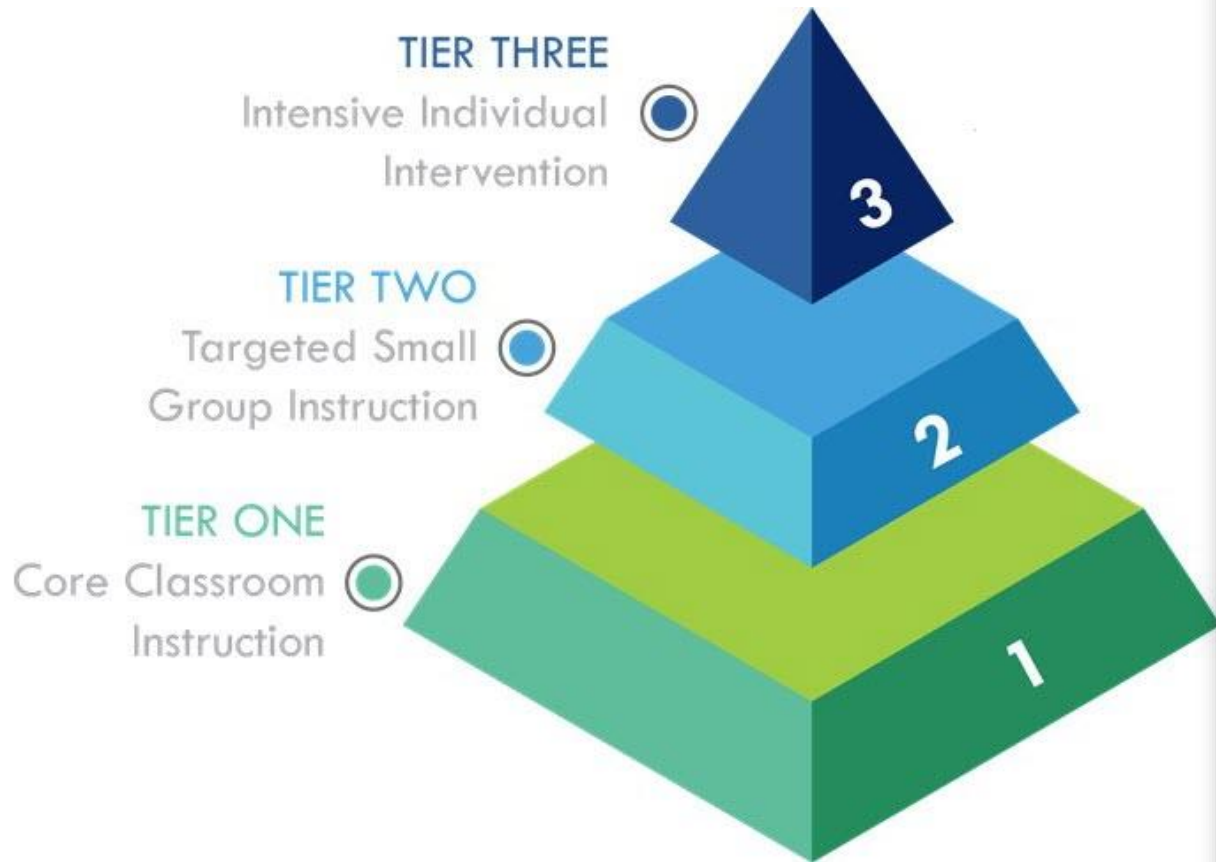
# Connecting Academic Language to MTSS



Informe académico	Expresión Oral			Comprensión Auditiva			Lectura			Escritura		
	Puntos obtenidos	Puntos posibles	RGA	Puntos obtenidos	Puntos posibles	RGA	Puntos obtenidos	Puntos posibles	RGA	Puntos obtenidos	Puntos posibles	RGA
Comunicación social, intercultural y de instrucción.	13	13	11▲	7	9	7▲	14	14	11▲	10	10	8▲
Académico	28	28	22▲	13	14	11▲	15	16	12▲	19	22	14▲
Habilidades básicas	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Artes del lenguaje, Estudios Sociales, Historia	14	14	11▲	6	7	5▲	7	8	6▲	10	11	7▲
Matemáticas												
Ciencias, Materias Técnicas	14	14	11▲	7	7	5▲	8	8	6▲	9	11	7▲
<b>Resultado total</b>	<b>41</b>			<b>20</b>			<b>29</b>					

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	12	13	11▲	6	8	6▲	7	14	9	1	10	8
Academic	17	28	20	5	12	7	2	16	8	2	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	8	14	9	3	6	4	2	8	4	1	11	6
Mathematics												
Science, Technical Subjects	9	14	11	2	6	3	0	8	4	1	11	6
<b>Total Score</b>	<b>29</b>			<b>11</b>			<b>9</b>			<b>3</b>		

# Connecting Academic Language to MTSS



		Espanol Lectura (Artes del lenguaje, Estudios Sociales, Historia)		
		0-33%	34-66%	67-100%
English Reading (Language Arts, Social Studies, History)	0-33%	Garcia, Maria Lopez, Anthony	Smith, Randa Canales, Missy Smith, Carla	Trevino, Sasha Brown, Jimmy 25% 87%
	34-66%	Michaels, Pete	Sanchez, Pedro	Garza, Noel
	67-100%			Guerro, Marcus Hampton, Melissa Fernandez, Sam

# Examining the Language Proficiency Data to Determine Instructional Plan



# Making the Connection: Methods Designed to Increase Proficiency in Both Languages



[Link to Resource](#)



## Relative Language Proficiency (RLP) Instructional Strategies Matrix

		Spanish				
		1	2	3	4	5
English	1	<ul style="list-style-type: none"> <li>TPR</li> <li>Visual Aids</li> <li>Real Life Context</li> <li>SIOP Model</li> <li>Multimodal Approach</li> </ul>	<ul style="list-style-type: none"> <li>SIOP Model</li> <li>Multimodal Approach</li> <li>Language Games</li> <li>TPR</li> <li>Real Life Context</li> </ul>	<ul style="list-style-type: none"> <li>SIOP Model</li> <li>Language Toolkit</li> <li>Multimodal Approach</li> <li>Language Games</li> <li>TPR</li> <li>Real Life Context</li> </ul>	<ul style="list-style-type: none"> <li>SIOP Model</li> <li>Language Models</li> <li>Multimodal Approach</li> <li>Voice Typing Google</li> <li>TPR</li> <li>Real Life Context</li> </ul>	<ul style="list-style-type: none"> <li>TPR</li> <li>Visual Aids</li> <li>Real Life Context</li> <li>SIOP Model</li> <li>Multimodal Approach</li> </ul>
	2	<ul style="list-style-type: none"> <li>SIOP Model</li> <li>Multimodal Approach</li> <li>TPR</li> <li>Visual Aids</li> <li>Real Life Context</li> <li>Teach academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Anchor Charts</li> <li>SIOP Model</li> <li>Language Toolkit</li> <li>Multimodal Approach</li> <li>Teach academic vocabulary</li> <li>TPR</li> </ul>	<ul style="list-style-type: none"> <li>Language Toolkit</li> <li>SIOP Model</li> <li>Multimodal Approach</li> <li>Language Games</li> <li>TPR</li> <li>Voice Typing Google</li> <li>Anchor Charts</li> </ul>	<ul style="list-style-type: none"> <li>SIOP Model</li> <li>Language Models</li> <li>Scaffolding</li> <li>Voice Typing Google</li> <li>Teach academic vocabulary</li> <li>Language Toolkit</li> </ul>	<ul style="list-style-type: none"> <li>Language Models</li> <li>Scaffolding</li> <li>Teach academic vocabulary</li> <li>Voice Typing Google</li> <li>Language Toolkit</li> </ul>
	3	<ul style="list-style-type: none"> <li>SIOP Model</li> <li>Language Games</li> <li>TPR</li> <li>Visual Aids</li> <li>Real Life Context</li> <li>Language Toolkit</li> </ul>	<ul style="list-style-type: none"> <li>SIOP Model</li> <li>Language Toolkit</li> <li>Language Games</li> <li>TPR</li> <li>Teach academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Voice Typing Google</li> <li>Multimodal Approach</li> <li>HOTS</li> <li>Scaffolding</li> <li>SIOP Model</li> <li>Teach academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Scaffolding</li> <li>Voice Typing Google</li> <li>Closed Caption</li> <li>Language Models</li> <li>Teach academic vocabulary</li> <li>HOTS</li> </ul>	<ul style="list-style-type: none"> <li>HOTS</li> <li>Scaffolding</li> <li>Voice Typing Google</li> <li>Teach academic vocabulary</li> <li>Closed Caption</li> </ul>
	4	<ul style="list-style-type: none"> <li>Multimodal Approach</li> <li>Real Life Context</li> <li>TPR</li> <li>Visual Aids</li> <li>Language Games</li> <li>Language Toolkit</li> </ul>	<ul style="list-style-type: none"> <li>Multimodal Approach</li> <li>Scaffolding</li> <li>Ongoing informal assessments</li> <li>Anchor Charts</li> <li>Voice Typing Google</li> </ul>	<ul style="list-style-type: none"> <li>Multimodal Approach</li> <li>Scaffolding</li> <li>Ongoing informal assessments</li> <li>HOTS</li> <li>Anchor Charts</li> <li>Voice Typing Google</li> </ul>	<ul style="list-style-type: none"> <li>Anchor Charts</li> <li>Closed Caption</li> <li>Scaffolding</li> <li>Ongoing informal assessments</li> <li>Teach academic vocabulary</li> <li>HOTS</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing informal assessments</li> <li>Scaffolding</li> <li>Voice Typing Google</li> <li>HOTS</li> <li>Teach academic vocabulary</li> </ul>
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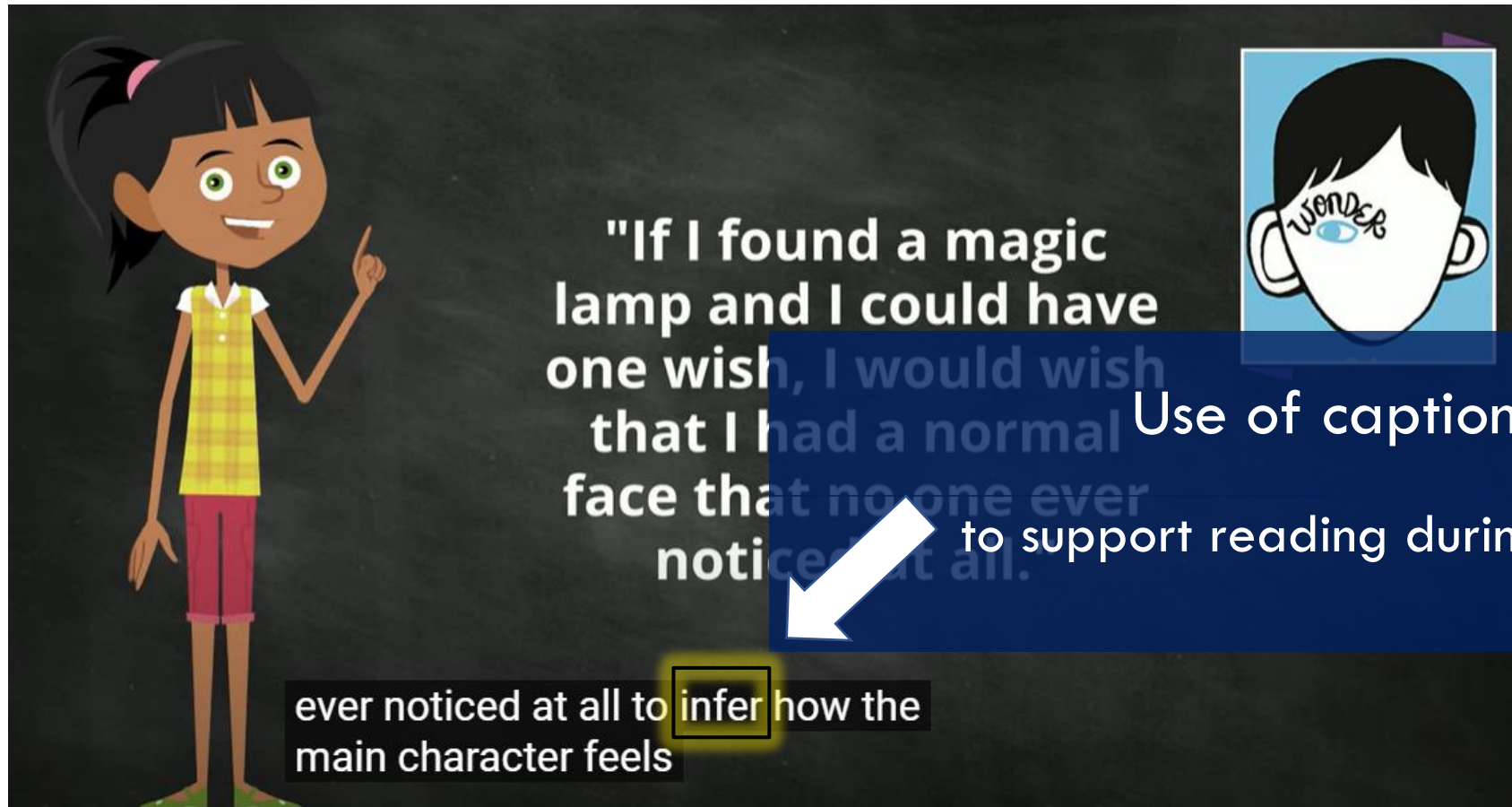
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## Targeted Instructional Strategies Based on the LAS Links Relative Language Proficiency Levels

- Total Physical Response (TPR):** This strategy involves using physical movements and gestures to reinforce vocabulary and language comprehension. Students can act out instructions or respond to commands, enhancing their understanding and retention.
- Visual Aids:** Visuals such as charts, graphs, diagrams, and images can aid English learners in understanding and remembering new vocabulary and concepts. Visual aids make the content more accessible and engaging.
- Language Games:** Incorporating language games into lessons can make learning enjoyable and interactive. Games like charades, word puzzles, board games, and online quizzes encourage active participation and reinforce language skills.
- Scaffolded Instruction:** Providing gradual support and breaking down complex tasks into smaller, manageable steps allows English learners to build their language skills incrementally. Scaffolding helps them develop confidence and competence in using English.
- Real-life Contexts:** Connecting language learning to real-life situations and contexts helps English learners see the practical relevance of what they are learning. Authentic materials, field trips, and role-playing activities can be used to provide meaningful language experiences.
- Language Models:** Exposing English learners to proficient English speakers as language models can greatly enhance their language acquisition. Teachers can invite guest speakers, play audio recordings, or show videos of native speakers to provide authentic language input.
- Multimodal Approaches:** Incorporating multiple modes of communication, such as speaking, listening, reading, and writing, into lessons engages different learning styles and reinforces language skills. Using multimedia resources, interactive technology, and hands-on activities accommodates diverse learner preferences.
- Voice typing in Google Docs:** (under the Tools menu) provides students with a [voice-to-text option](#) that can help learners who have some oral language but struggle with spelling and writing. By clicking the arrow next to the language, students can even

# Scaffolding with Closed Captions



"If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one ever noticed at all."



ever noticed at all to infer how the main character feels

Use of captions



to support reading during videos



# Anchor Charts: Pictorial Input Chart



**Bats**

**Habitat** - all over the world

- forests
- rainforest
- savannas
- Swamps/wetlands
- Caves
- farms

**Description**

- mammals
- born alive
- milk
- hair
- 900 species
- colony
- 100 - 1,000 per one hundred to one million

**Food/Diet** - 2 ways to find food

- sense of smell
- nectar
- fruit
- echolocation
- insectivore eat insects
- carnivores eat meat
- reptiles
- frogs
- birds

**Interesting Facts**

- migrate
- fly far to look for food
- nocturnal
- sleep during day
- hunt at night
- hibernate - in cold weather
- sleep upside down
- roost (sleep big groups)

**Labels in diagram:** thumb, ears, eyes, wings, thin skin, furry body, finger bones, five-toed foot

**Wingspan:** - 6 inches - shortest, - 6 feet - longest

**echo**

**Cesar Chavez**

Nació en Arizona 21 de marzo de 1927 (Yuma de México)

1965 - huelga de uvas

1970 - fue a la cárcel por no pagar la huelga

1988 - luchó en contra del uso de pesticidas

1993 - murió

1942 - vivió en la Marina de EE.UU.

1944 - se casó con Helen Fabala

1962 - Sindicato: Asociación Nacional de Trabajadores Agrícolas

**Contribuciones Culturales**

- mejorar las condiciones y el salario de los trabajadores agrícolas
- informaba a muchos gente acerca de los uvas

**Family:** Familia grande: 5 niños

**Occupation:** Trabajador agrícola

**Other notes:** Solamente estubo hasta 8 años



# TPR (Total Physical Response), Hand Gestures

TPR is a popular technique with younger learners and this is a fun way to go over the vocabulary.



The method works in three steps:

- Step one: the new vocabulary structures to be learned are taught using a combination of translation and gestures;
- Step two those structures are used in a spoken class story;
- Step three, these same structures are used in a class reading.

# Piecing it all Together



1. How might implementing the RLP help students' literacy acquisition?
2. How might utilizing the RLP concept fit within your district's and/or school's overall strategic plan?
3. How will knowing each students' language dominance fit into daily instruction?
4. Is monitoring language growth in both languages an integral piece of your DLI plan or a missing piece?
5. How can your Bilingual and/or DLI Program benefit from utilizing LAS Links to track student growth in both languages over time and promote continuous program improvement?



Thank you!

We hope to be your partner in assessing success!

For more information, please visit [www.LASLinks.com](http://www.LASLinks.com) and/or contact:

**800-538-9547 Option 2**  
**LASLinksHelpDesk@DataRecognitionCorp.com**