



Using LAS Links English and Spanish Assessments to  
Determine Students'  
Relative Language Proficiency/Language Dominance

Resource Document



# 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>	
5	<ul style="list-style-type: none"> <li>• Language Toolkit</li> <li>• TPR</li> <li>• Visual Aids</li> <li>• Multimodal Approach</li> <li>• Real Life Context</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing informal assessments</li> <li>• Language Toolkit</li> <li>• Multimodal Approach</li> <li>• Teach academic vocabulary</li> <li>• Anchor Chart</li> <li>• Language Model</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing informal assessments</li> <li>• Language Toolkit</li> <li>• Scaffolding</li> <li>• HOTS</li> <li>• Anchor Charts</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing informal assessments</li> <li>• Scaffolding</li> <li>• Closed Caption</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>• Closed Caption</li> <li>• Teach academic vocabulary</li> <li>• HOTS</li> </ul>	

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# Targeted Instructional Strategies Based on the LAS Links Relative Language Proficiency Levels

1. [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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **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.
8. **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



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dictate a text in their native language, if need be, and then use [Google Translate](#) to translate it.

9. Give students a “language toolbox,” a notebook full of pages of [illustrated vocabulary words organized by theme](#) that students can use as a reference. This is like a simplified version of an illustrated dictionary that younger ELLs can look through by theme to see vocabulary related to the colors, days of the week, classroom items, family members, and so on. In my classroom, I put these pages in plastic page protectors inside a binder for each student to flip through quickly.
10. Regular Formative Assessment: Regularly assessing students' progress through formative assessments allows teachers to identify areas of strength and areas that need further support. It enables targeted feedback and helps tailor instruction to meet the individual needs of English learners.
11. HOTS: Higher-order thinking skills (HOTS) are essentially critical-thinking abilities that go beyond rote memorization, concept formation and reading comprehension. Mastering HOTS is the ultimate goal of the learning process, as these competencies are needed to become an independent and creative thinker. Teachers can encourage the development of HOTS in their students by modeling and providing language scaffolding such as:
  - What do you observe?
  - “In this picture, I notice ...”
12. Anchor Charts: An [anchor chart](#) is an artifact of classroom learning. Like an anchor, it holds students' and teachers' thoughts, ideas and processes in place. Anchor charts can be displayed as reminders of prior learning and built upon over multiple lessons and can aid students in learning academic language in content areas.
13. Closed Captioning: This isn't just for the hearing impaired. If you're showing video content, turning on closed captioning supports ELL students' comprehension as well as everyone's literacy skills.



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14. [SIOP Model](#): The SIOP® model consists of instructional strategies that cover eight aspects of lesson design and delivery: lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment.