



The Missing Piece: Understanding Oracy's Role in Literacy and Biliteracy

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Agenda



- The Relationship between Oracy and Literacy for Language Learners
- Defining LAS Links
- Leveraging Oracy Skills to Enhance Literacy Skills
- Connecting LAS Links data to Instructional Strategies for Oracy and Literacy Development
- Resources and Support

The Relationship between Oracy and Literacy for Language Learners

Oral language provides a foundation on which students build their literacy skills.

For young language learners and many SLIFE/SIFE, they are both building a foundation of new vocabulary **and** learning to read at the same time.

For newcomers, they may already know how to read, but need to develop oral skills to comprehend text.

Data that tells us where a student is in their oracy (speaking and listening) development, as well as their comprehension (listening and reading) is critical to making strategic instructional decisions.

Defining LAS Links



- Nationally recognized LAS Links English and Spanish **authentic** language proficiency assessments designed to assess the core language domains:
 - **preLAS:** PK3 to K (Oral Language and Pre-Literacy)
 - **LAS Links:** K–12 (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.

All 4 domains provide:

- Number correct
- Scale Scores
- Proficiency Levels

Composite Scores include:

- Oral (Speaking + Listening): Scale Scores, Proficiency Levels
- Literacy (Reading + Writing): Scale Scores, Proficiency Levels
- Productive (Speaking + Writing): Scale Scores, Proficiency Levels
- Comprehension (Listening + Reading): Scale Scores, Proficiency Levels
- Overall (Speaking + Listening + Reading + Writing) Scale Scores, Proficiency Levels



Student Report

K PIERRE



Student Report

Student Proficiency Report



Student ID #: 101408
Birthdate: 10/14/2010
Gender: M
Grade: 04
Class: GARCIA

School: ANY ES
District: ANY DISTRICT
Test Date: 03/11/2023
Form/Level: D Level 4-5

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
	✓			

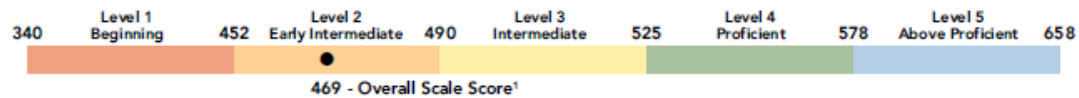
➔ Indicates Overall Proficiency Level

Proficiency Level Definitions

Level 1: Beginning At Level 1, student is beginning to develop the ability to communicate at school. The student may communicate nonverbally 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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➔ Proficiency Level Definitions provide stakeholders with information about each level

Student Results



Reporting Category	Scale Score	Proficiency Level	Student's Performance				
			Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Listening (LI)	514	3	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
Speaking (SP)	517	4	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
Reading (RD)	509	3	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
Writing (WR)	338	1	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
Comprehension ² (LI + RD)	511	3	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
Oral ³ (SP + LI)	515	4	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
Literacy ⁴ (RD + WR)	423	1	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
Productive ⁵ (SP + WR)	427	1	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>

➔ Shows Scale Score and Proficiency Level for each domain and composite score as well as where “in the level” the student is performing

Student Proficiency Report



Reporting Category	Scale Score	Proficiency Level	Student's Performance				
			Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Listening (LI)	514	3	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
			35.0 456 4.57	481 482	5.14	513	579 580 640
Speaking (SP)	517	4	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
			36.0 448 4.49	473 474	5.07	508	558 559 625
Reading (RD)	509	3	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
			36.0 458 4.59	502 503	5.31	532	585 586 680
Writing (WR)	338	1	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
			29.0 404 4.25	495 496	5.31	532	582 583 680
Comprehension ² (LI + RD)	511	3	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
			35.5 449 4.50	477 478	5.13	514	574 575 637
Oral ³ (SP + LI)	515	4	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
			35.5 449 4.50	477 478	5.13	514	574 575 637
Literacy ⁴ (RD + WR)	423	1	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
			32.5 450 4.51	500 501	5.33	534	585 586 680
Productive ⁵ (SP + WR)	427	1	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
			32.5 440 4.41	485 486	5.20	521	570 571 657

How Oracy is Measured in LAS Links



Speaking Subskills/Objectives

- S1 Participate in diverse academic or social conversations, with attention to appropriate register, grammar, vocabulary, and pronunciation
 - S1.1 Provide information
 - S1.2 Describe information
 - S1.3 Interpret and analyze information
 - S1.4 Relate information to personal experience or practical issue
 - S1.5 Express opinions and preferences
 - S1.6 Make requests
 - S1.7 Ask questions, request clarification, and negotiate for understanding
 - S1.8 Conduct transactions
- S2 Demonstrate knowledge related to diverse academic or social settings, with attention to appropriate register, grammar, vocabulary, and pronunciation
 - S2.1 Identify an object (inanimate and animate) or concept (Applied to Content Areas B & C)
 - S2.2 Describe purpose, use, or feature, using words, phrases, or sentences
 - S2.3 Identify an academic or social situation and describe it, using sentences
- S3 Describe ideas, experiences, and immediate surroundings in diverse academic and social settings, with attention to appropriate register, grammar, vocabulary and pronunciation
 - S3.1 Describe process
 - S3.2 Describe people, locations, and scenery
- S4 Speak persuasively in diverse academic or social situations, with attention to appropriate register, grammar, vocabulary, and pronunciation
 - S4.1 Explain process

Listening Subskills/Objectives

- L1 Follow common, explicit oral directions to participate in diverse academic or social tasks
- L2 Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning (e.g., give me a hand or settle for)
- L3 Demonstrate understanding of academic and social situations that contain diverse language genres, registers, and varieties
 - L3.1 Identify purpose
 - L3.2 Identify main ideas
 - L3.3 Identify supporting details
 - L3.4 Relate to practical issue
- L4 Interpret layers of meaning using critical listening skills and learning strategies in academic and social situations that contain diverse language genres, registers, and varieties
 - L4.1 Make predictions based on known information
 - L4.2 Make inferences based on known information

Connecting Demonstrated Oracy Skills to Literacy (Focus: Reading)



Oracy requires students to:

- Analyze
- Identify
- Show understanding
- Infer



How do we leverage a student's Oracy proficiency skills to acquire the same skills needed for literacy?

Reading Subskills/Objectives

- | | |
|------|---|
| R1 | Analyze words |
| R1.1 | Identify rhyming words |
| R1.2 | Apply letter-sound relationships to read English words |
| R1.3 | Apply letter-sound relationships to read English phonemes |
| R1.4 | Apply knowledge of morphemes and syntax to word meaning |
| R2 | Understand word meaning |
| R2.1 | Associate words with their representation |
| R2.2 | Classify words |
| R2.3 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings. |
| R3 | Comprehend written material |
| R3.1 | Identify main ideas |
| R3.2 | Identify supporting details |
| R3.3 | Identify important literary features of text |
| R3.4 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole |
| R3.5 | Identify point of view, tone, and attitude |
| R3.6 | Make predictions based on known information |
| R3.7 | Make inferences based on known information |

Identifying Cohort Trends of Oracy vs Literacy



Reporting Category	Scale Score	Proficiency Level	Student's Performance				
			Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Listening (LI)	514	3	<div><div></div></div> 35.04564.574814825.14515579580640				
Speaking (SP)	517	4	<div><div></div></div> 36.04484.494734745.07508558559635				
Reading (RD)	509	3	<div><div></div></div> 36.04584.595025035.31532585586680				
Writing (WR)	338	1	<div><div></div></div> 29.04044.254954965.31532582583680				
Comprehension ² (LI + RD)	511	3	<div><div></div></div> 35.54574.584824835.14515582583680				
Oral ³ (SP + LI)	515	4	<div><div></div></div> 35.54494.504774785.13514574575637				
Literacy ⁴ (RD + WR)	423	1	<div><div></div></div> 32.54504.515005015.33534585586680				
Productive ⁵ (SP + WR)	427	1	<div><div></div></div> 32.54404.414854865.20521570571657				

Identifying Cohort Trends of Oracy vs Literacy



		LAS Links Relative Language Proficiency Matrix				
		Literacy				
LAS Links Proficiency Levels		1	2	3	4	5
Oracy	1	S. Vasquez				
	2		S. Solis			
	3	S. Lima		F. Garza	S. Davila	
	4	K. Pierre	4:1			
	5			S. Perez		

Identifying Cohort Trends of Oracy vs Literacy



Reporting Category	Scale Score	Proficiency Level	Student's Performance									
			Beginning		Early Intermediate		Intermediate		Proficient		Above Proficient	
Listening (LI)	533	3										
			370	477	478	505	506	546	547	624	625	730
Speaking (SP)	490	3										
			370	448	449	478	479	515	516	550	551	650
Reading (RD)	594	4										
			390	508	509	545	546	578	579	633	634	715
Writing (WR)	558	4										
			310	444	445	496	497	541	542	585	586	720
Comprehension ² (LI + RD)	563	3										
			380	514	515	539	540	574	575	607	608	722
Oral ³ (SP + LI)	511	3										
			370	470	471	496	497	529	530	566	567	690
Literacy ⁴ (RD + WR)	576	4										
			390	478	479	523	524	545	546	613	614	717
Productive ⁵ (SP + WR)	524	3										
			340	450	451	489	490	532	533	576	577	685

LAS Links Rubrics and Item Maps - Speaking



DRC INSIGHT™ LAS LINKS ▾ INTERACTIVE REPORTS ▾

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

Report item roster ▾ District las links sample district ▾

- LAS Links First Edition (Forms A & B) Rubrics
- LAS Links First Edition Proficiency Level Descriptors
- LAS Links Second Edition (Forms C & D) Rubrics
- LAS Links Second Edition Proficiency Level Descriptors
- LAS Links Item Maps
- Interpreting the Reference Group Average (RGA)
- LAS Links Lexile information
- LAS Links Growth Study

Found in the portal > Interactive Reports > Quick Links

How Speaking is Scored in LAS Links



Score	
0	Either no response [NR], a response in a language other than English, or a response that does not satisfactorily complete the communicative act (e.g., “What grade are you in?”/“No”).
1	Response satisfactorily completes the communicative act (e.g., “What grade are you in?”/“Fourth”).

GRADES 4–5, RUBRIC FOR DESCRIBE AND REQUEST INFORMATION, AND PRESENT AND EXPLAIN INFORMATION

Score	
0	Response displays some or all of these features: <ul style="list-style-type: none"> • No response in English • Response only in a language other than English • Response does not relate to the prompt, including “I don’t know”
1	The intended meaning is unclear , likely requiring a request for clarification from the listener. Response displays some or all of these features: <ul style="list-style-type: none"> • Response relates to the prompt but does not clearly express or describe most of the required major information; if a text prompt is given, a single-word response may not be a repetition from the prompt • Response lacks sentence structure and contains numerous errors in grammar • Word choice is limited or incorrect
2	The intended meaning is somewhat clear . A comprehension-check question might be necessary to verify the meaning. Response displays some or all of these features: <ul style="list-style-type: none"> • Response does not clearly express or describe some of the required major information • Response has satisfactory sentence structure but contains some serious errors in grammar • Response includes some vocabulary appropriate to the topic; meaning may be hampered by a lack of correct word choice
3	Meaning is understood without need for clarification from the listener. Response displays some or all of these features: <ul style="list-style-type: none"> • Response clearly expresses or describes most of the required major information • Response has satisfactory sentence structure and may contain minor errors in grammar, such as omission of a function word (e.g., preposition or article); a false start or self-correction is permissible • Response includes precise and correct vocabulary for the test task; content-specific vocabulary is used where applicable, and response is clear without redundant, indirect, or evasive language

GRADES 4–5, RUBRIC FOR TELL A STORY

Score	
0	Response displays some or all of these features: <ul style="list-style-type: none"> • Student does not respond orally • Response is in a language other than English or is unintelligible
1	Response displays some or all of these features: <ul style="list-style-type: none"> • a very limited vocabulary • speech that is generally not regarded as fluent and is marred by numerous false starts, self-corrections, or hesitations • speech that contains numerous errors in grammar that severely interfere with communication • a response that does not provide a coherent or cohesive narrative but instead describes the pictures individually • a response that provides a narrative that does not clearly express or describe a major event depicted in one or more of the pictures
2	Response displays most or all of these features: <ul style="list-style-type: none"> • a somewhat limited and basic vocabulary • speech that is somewhat fluent but occasionally marred by false starts, self-corrections, or hesitations • speech that contains some errors in grammar that sometimes interfere with communication • a response that provides a coherent and cohesive narrative, but one that does not clearly express or describe a major event depicted in one or more of the pictures
3	Response displays most or all of these features: <ul style="list-style-type: none"> • a reasonably rich vocabulary that adequately completes the task • speech that is generally fluent and rarely marred by false starts, self-corrections, or hesitations • speech that contains only a few errors in grammar that do not interfere with communication • a response that provides a coherent and cohesive narrative that includes all major events depicted in the pictures but does not provide significant elaboration or detail
4	Response displays most or all of these features: <ul style="list-style-type: none"> • a rich vocabulary that fully completes the task • speech that is fluent and not marred by false starts, self-corrections, or hesitations • speech that contains few, if any, errors in grammar • a response that provides a coherent and cohesive narrative that includes all major events depicted in the pictures and provides an appropriate amount of elaboration and detail

Connecting the Item Roster Report to the LAS Links Item Maps



Item Roster

Total Points Earned	SubjectCode	Strands	Item Number (Point...															
Student	▼ SPEAKING																	
	▼ Language Arts, Social Studies, History						▼ Mathematics, Science, Technical Subjects						▼ Social, Intercultural, and Instructional Communication					
	05 (1)	06 (1)	10 (3)	11 (3)	12 (3)	13 (3)	04 (1)	07 (1)	14 (3)	15 (3)	16 (3)	17 (3)	01 (1)	02 (1)	03 (1)	08 (3)	09 (3)	18 (4)
BAKER, AUDRIA I 234679 2019-02-19 04 D/3	1	1	2	2	0	0	1	1	2	2	3	2	1	1	1	3	3	4
DOUGLAS, ANTONIO I 234683 2019-02-19 04 D/3	0	1	0	0	0	0	0											

Grades 4-5 Speaking Form C

Grades 4-5 Speaking Form C



Form	Subtest	Grade Span	Item Number	Item Type	Max Score Points	Language Context Strand	LL Subskill	LL Subskill Description	LL Objective	LLE Objective Description
Form C	Speaking	4-5	1	CR	1	Speak for Social Intercultural and Instructional Communication	S1	Participate in diverse academic or social conversations, with attention to appropriate register, grammar, vocabulary, and pronunciation	S1.5	Express opinions and preferences
Form C	Speaking	4-5	2	CR	1	Speak for Social Intercultural and Instructional Communication	S1	Participate in diverse academic or social conversations, with attention to appropriate register, grammar, vocabulary, and pronunciation	S1.5	Express opinions and preferences
Form C	Speaking	4-5	3	CR	1	Speak for Social Intercultural and Instructional Communication	S1	Participate in diverse academic or social conversations, with attention to appropriate register, grammar, vocabulary, and pronunciation	S1.5	Express opinions and preferences
Form C	Speaking	4-5	4	CR	1	Speak for Language Arts Social Studies History	S2	Demonstrate knowledge related to diverse academic or social settings, with attention to appropriate register, grammar, vocabulary, and pronunciation	S2.1	Identify an object (inanimate or animate) or concept
Form C	Speaking	4-5	5	CR	1	Speak for Mathematics Science Technical Subjects	S2	Demonstrate knowledge related to diverse academic or social settings, with attention to appropriate register, grammar, vocabulary, and pronunciation	S2.1	Identify an object (inanimate or animate) or concept
Form C	Speaking	4-5	6	CR	1	Speak for Mathematics Science Technical Subjects	S2	Demonstrate knowledge related to diverse academic or social settings, with attention to appropriate register, grammar, vocabulary, and pronunciation	S2.1	Identify an object (inanimate or animate) or concept
Form C	Speaking	4-5	7	CR	1	Speak for Language Arts Social Studies History	S2	Demonstrate knowledge related to diverse academic or social settings, with attention to appropriate register, grammar, vocabulary, and pronunciation	S2.1	Identify an object (inanimate or animate) or concept
Form C	Speaking	4-5	8	CR	3	Speak for Social Intercultural and Instructional Communication	S2	Demonstrate knowledge related to diverse academic or social settings, with attention to appropriate register, grammar, vocabulary, and pronunciation	S2.3	Identify an academic or social situation and describe it, using sentences
Form C	Speaking	4-5	9	CR	3	Speak for Social Intercultural and Instructional Communication	S1	Participate in diverse academic or social conversations, with attention to appropriate register, grammar, vocabulary, and pronunciation	S1.6	Make requests
Form C	Speaking	4-5	10	CR	3	Speak for Language Arts Social Studies History	S1	Participate in diverse academic or social conversations, with attention to appropriate register, grammar, vocabulary, and pronunciation	S1.2	Describe information
Form C	Speaking	4-5	11	CR	3	Speak for Language Arts Social Studies History	S1	Participate in diverse academic or social conversations, with attention to appropriate register, grammar, vocabulary, and pronunciation	S1.2	Describe information
Form C	Speaking	4-5	12	CR	3	Speak for Language Arts Social Studies History	S1	Participate in diverse academic or social conversations, with attention to appropriate register, grammar, vocabulary, and pronunciation	S1.3	Interpret and analyze information
Form C	Speaking	4-5	13	CR	3	Speak for Language Arts Social Studies History	S4	Speak persuasively in diverse academic or social situations, with attention to appropriate register, grammar, vocabulary, and pronunciation	S4.2	Explain ideas and opinions
Form C	Speaking	4-5	14	CR	3	Speak for Mathematics Science Technical Subjects	S1	Participate in diverse academic or social conversations, with attention to appropriate register, grammar, vocabulary, and pronunciation	S1.2	Describe information
Form C	Speaking	4-5	15	CR	3	Speak for Mathematics Science Technical Subjects	S1	Participate in diverse academic or social conversations, with attention to appropriate register, grammar, vocabulary, and pronunciation	S1.2	Describe information
Form C	Speaking	4-5	16	CR	3	Speak for Mathematics Science Technical Subjects	S1	Participate in diverse academic or social conversations, with attention to appropriate register, grammar, vocabulary, and pronunciation	S1.3	Interpret and analyze information
Form C	Speaking	4-5	17	CR	3	Speak for Mathematics Science Technical Subjects	S4	Speak persuasively in diverse academic or social situations, with attention to appropriate register, grammar, vocabulary, and pronunciation	S4.2	Explain ideas and opinions
Form C	Speaking	4-5	18	CR	4	Speak for Social Intercultural and Instructional Communication	S5	Talk in depth and with detail about diverse academic or social events, with attention to appropriate register, grammar, vocabulary, and pronunciation	S5.1	Interpret, narrate, and paraphrase events, using visual information

Connecting Oracy and Literacy Data to Strategies



The book cover for "LAS Links Second Edition INSTRUCTIONAL STRATEGIES" features a smiling woman in a classroom setting. The title is prominently displayed at the top. A small circular logo with "LAS Links" is in the top left corner. At the bottom right, there is a blue circular logo for "DATA RECOGNITION DRC CORPORATION".

STRATEGY: CLASSROOM MINGLE

This discussion technique allows learners to actively engage with new content by moving around the classroom, asking and answering questions with multiple members of the class.

- Write a list of open-ended questions or problems based on a unit of study. Cut the paper into strips, with one question per strip so that you have at least one question per student.
- Display the list of questions to explain the activity. Before passing out a question to each student, model the way students will mingle with volunteers.
- Hand a strip of paper to each student, ask all students to stand up and find a partner.
- Working in their pairs, Student A asks Student B his/her question. After answering, Student B asks Student A his/her question. Next, they exchange strips of paper, and each one finds another member of the class who is also looking for a new partner. The process is repeated.
- Ask students to take a seat after the time allotted. Lead an open discussion about the questions and answers.

VARIATIONS:

Student-Created Classroom Mingle

To work on students' questioning skills and/or help them review content in depth, have students create their own questions on strips of paper or index cards.

Structured Mingle

To create a more structured mingle, the teacher can monitor the time for each interaction. After a set amount of time to move around the classroom. When the music stops, students find a new partner standing near them. Prepare a list of find a partner in the first round of mingling, they should freeze and listen to one topic or question that you pose. All pairs answer the same question. Then, after students mingle to find another partner, a new topic or question is posed. Do as many mingle rounds as you have questions or topics.

LANGUAGE DOMAIN FOCUS

Reading <input checked="" type="checkbox"/>	Writing <input checked="" type="checkbox"/>	Speaking <input checked="" type="checkbox"/>	Listening <input checked="" type="checkbox"/>
• Read Words	• Start Writing	• Make Conversation	• Listen for School Information
• Read for School Information	• Use Grammar and Conventions	• Tell a Story	
• Write in Detail			

Proficiency Level Focus:

<input checked="" type="checkbox"/> Beginner	<input checked="" type="checkbox"/> Early Intermediate
<input checked="" type="checkbox"/> Intermediate	<input checked="" type="checkbox"/> Proficient
<input checked="" type="checkbox"/> Above Proficient	

LAS Links Subskills/Objectives: L1, L3, L4, S1, S2, S3, S4, S5, S6

Citations: "Classroom Mingle," <https://drc.tny.us/3n3fuzyf>

STRATEGY: ADVANCED ORGANIZERS

This strategy is designed to help students organize information and visualize a concept. Advanced Organizers such as graphic organizers, thinking maps, KWL, anticipation guides, concept definition maps, etc. can help students organize information and visualize a concept prior to sharing the information orally and/or in written form. Students can also utilize advanced organizers to help them organize their thinking when communicating with others.

BASIC OUTLINE

- I. Topic Sentence/main idea
- A. Supporting detail
- 1. Example
- a. Detail
- b. Detail
- 2. Example
- B. Supporting detail
- II. More on main idea
- III. Summary/conclusion

VENN DIAGRAM

HIERARCHICAL TOPICAL ORGANIZER

BUBBLE TOPICAL ORGANIZER

LANGUAGE DOMAIN FOCUS

Reading <input checked="" type="checkbox"/>	Writing <input checked="" type="checkbox"/>	Speaking <input checked="" type="checkbox"/>	Listening <input checked="" type="checkbox"/>
• Read Words	• Start Writing	• Make Conversation	• Listen for School Information
• Read for School Information	• Use Grammar and Conventions	• Tell a Story	
• Write in Detail			

Proficiency Level Focus:

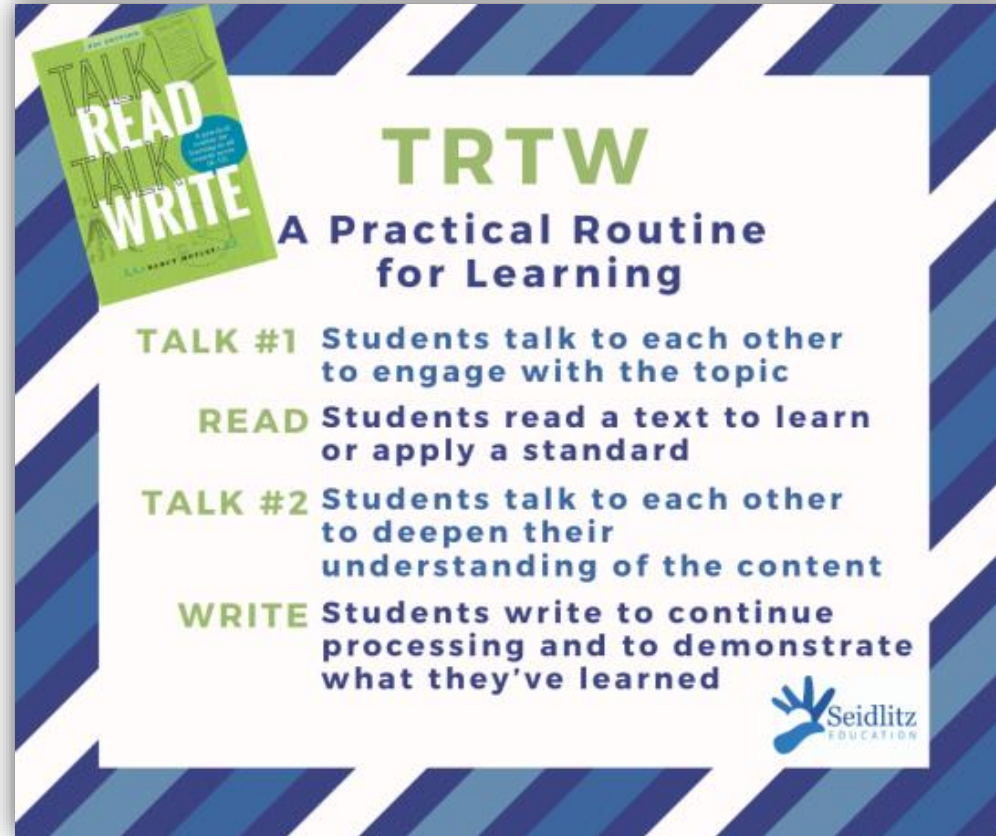
<input checked="" type="checkbox"/> Beginner	<input checked="" type="checkbox"/> Early Intermediate
<input checked="" type="checkbox"/> Intermediate	<input checked="" type="checkbox"/> Proficient
<input checked="" type="checkbox"/> Above Proficient	

LAS Links Subskills/Objectives: L3, R1, R2, R3, S1, S2, S3, S4, S5, S6, W1, W2, W5, W6, W8

Citations: Buehl, D. (2009). Classroom strategies for interactive learning (2nd ed). Newark, DE: International Reading Association.
Head, M., & Readence, J. (1986). Anticipation guides: Meaning through prediction. Dubuque, IA: Kendall/Hunt.

Connecting Oracy and Literacy Data to Strategies

Sample Activity:



Source: ["TRTW in the Remote Classroom, Part 1: Inspired Collaboration – Seidlitz Education."](#) Seidlitz Education, 12 May 2020

Connecting Oracy and Literacy Data to Strategies



STRATEGY: VISUAL THINKING STRATEGY (VTS)

Visual Thinking Strategy helps create understanding by building on students' background knowledge and developing students' thinking skills.

- Select a visual related to the content being taught. The visual can be a picture, a photograph, a short video, etc. Use the internet for access to visuals.
- Post the visual for all students to see and ask students to study the visual.
- Prompt students to think about what is going on in the picture.
- Engage students in whole-class discussion over what they saw and what they think is happening. Ask students to justify their responses by asking "Why?"
- All students are expected to engage in the discussion. Students can do so by pointing to the details in the visual. Provide students with sentence starters to encourage them to produce the language (I see..., I think..., etc.).
- Teachers can extend the activity by having students make journal entries or go on to read the story.



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	12▲	6	8	6▲	10	14	9▲	1	10	7
Academic	19	28	19▲	8	12	7▲	5	16	7	2	22	12
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	9	14	10	3	6	3▲	2	8	3	1	11	6
Mathematics, Science, Technical Subjects	10	14	10▲	5	6	4▲	3	8	4	1	11	6
Total Score	31			14			15			3		

N/A = Not Applicable INV = 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.

Recommended Lexile® Range = 450L-550L

Student's Lexile® Measure = 520L

Suggested Titles	Author	Lexile
I Am a Leader	Schuetz, Sarah L.	450L
From Tree to Table	Braithwaite, Jill	460L
Butterflies	Shapiro, Karen	470L
Androcles and the Lion	Punter, Russell	480L
The Coldest Place on Earth	Vicary, Tim	490L
What Makes Day and Night	Branley, Franklyn M.	500L
Poppleton in Winter	Rylant, Cynthia	500L
Puzzle in the Portrait	Rosellini, Eleanor	510L
Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address	Fritz, Jean	510L
Lunch Lady And The Cyborg Substitute	Krosoczka, Jarrett J.	520L
Helen Keller and the Big Storm	Lakin, Patricia	520L
Millie Waits for the Mail	Steffensmeier, Alexander	530L
Koalas	Kras, Sarah Louise	530L
Listen Up! Alexander Graham Bell's Talking Machine	Kulling, Monica	530L
Tut's Mummy: Lost . . . and Found	Donnelly, Judy	540L
Soil	Oxlade, Chris	550L

Student Proficiency Report



➔ Provides specific academic language strand scores, allowing teachers to pinpoint areas of need and focus

➔ Provides a student's Lexile level and range as well as suggested reading titles

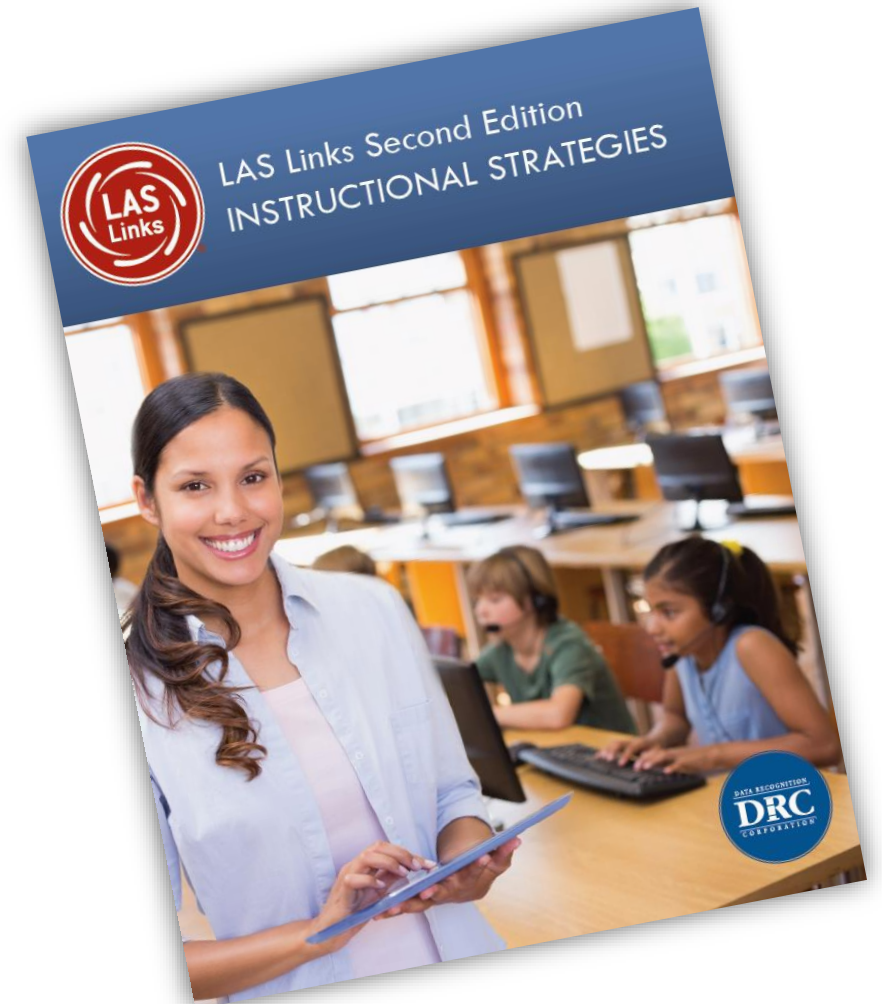
Connecting Academic Language Data to Strategies



Academic Report	Speaking		
	Points Obtained	Points Possible	RGA
Social, Intercultural, and Instructional Communication	12	13	12▲
Academic	15	28	19
Language Arts, Social Studies, History	6	14	10
Mathematics, Science, Technical Subjects	9	14	10
Total Score	27		

ACADEMIC: MATHEMATICS, SCIENCE, AND TECHNICAL SUBJECTS

- Constructive Conversation Skills Poster (Math version) (R, S, L)
- Connect 3 (R, W, S, L)
- Tap and Talk (R, S, L)
- Uncover the Picture (R, S, L)
- Match Mine (R, W, S, L)
- Give One, Get One (R, W, S, L)
- Frayer Model (R, W, S, L)
- Language Objectives (R, W, S, L)
- Think-Aloud (R, W, S, L)
- Scaffolding for Language Acquisition (R, W, S, L)
- Outcome Sentences (R, W, S, L)
- Informal Assessment and Progress Monitoring (R, W, S, L)



Resources



www.LASLinks.com

The screenshot displays the LAS Links website. At the top, the LAS Links logo is on the left, followed by the tagline "LEADING THE WAY IN LANGUAGE ASSESSMENT" in a dark red serif font. To the right of the tagline is the DRC Corporation logo, which includes the text "DATA RECOGNITION" above "DRC" and "CORPORATION" below it. Below the header is a navigation bar with the following links: HOME, ASSESSMENT SOLUTIONS, CUSTOMER FORMS, SUCCESS STORIES, DIGITAL LIBRARY, RESOURCES (highlighted in yellow), NEW CUSTOMER ONBOARDING, and STATE PAGES. A dropdown menu is open for the RESOURCES link, showing the following options: Product Videos & Testimonials, Resources for Teachers and Parents (highlighted in yellow), FAQs, Alignments, Assessment Services, Remote Testing National, Psychometric Services, and Research Resources. To the right of the dropdown menu, a secondary list of resources is visible, including: LAS Links and Lexiles Webinar Series (highlighted in yellow), Relative Language Proficiency Resources, LAS Links® Instructional Guidance, Proficiency Level Descriptors, Scope & Sequence, Framework, preLAS Instructional Strategies, and LAS Links Instructional Strategies. Below the navigation bar, a banner for the "LAS Links and Lexiles Webinar Series" is shown, featuring a photograph of three young students in a library setting, looking at books.

Thank you!

We hope to be your partner
in assessing success!



For more information, please visit www.LASLinks.com and/or contact:

800-538-9547 Option 2

LASLinksHelpDesk@DataRecognitionCorp.com