Supporting Texas LEA's Initiatives with the LAS Battery of Assessments

- Using EB identification data to inform instruction
  - Interpreting the data
  - Resources available to help connect ID data to instruction
- Supporting LEA initiatives (beyond identification) with LAS Links Progress Monitoring
  - LAS Links progress monitoring data and reports available for use in your program

Texas Emergent Bilingual Identification:
Assigned Assessments

Grade Level	Assessment(s) to be delivered for Identification:
preK3, preK4, Kindergarten	• *pre*LAS English Form C - Oral Component • *pre*LAS Español Form C - Oral Component*
1st Grade	• LAS Links - Speaking and Listening • LAS Links Español – Hablando y Escuchando*
2nd – 12th Grade	• LAS Links - Speaking, Listening, Reading and Writing
2nd – 6th Grade	• LAS Links Español – Hablando y Escuchando*

*when the LEA provides a bilingual program

- Reports in:
  - Total Score
  - Proficiency Level
  - Proficiency Level Definitions
- Available in English and Spanish
- If a student receives a 1, 2, or 3 Oral Language proficiency level, they are to be considered to have limited proficiency
- If a student receives a 4 or 5 Oral Language proficiency level, they are to be considered fluent
- The Pre-Literacy component provides 3 levels—Low, Mid, and High—regarding a student's pre-literacy skills

Determining Instruction Based on Student Results
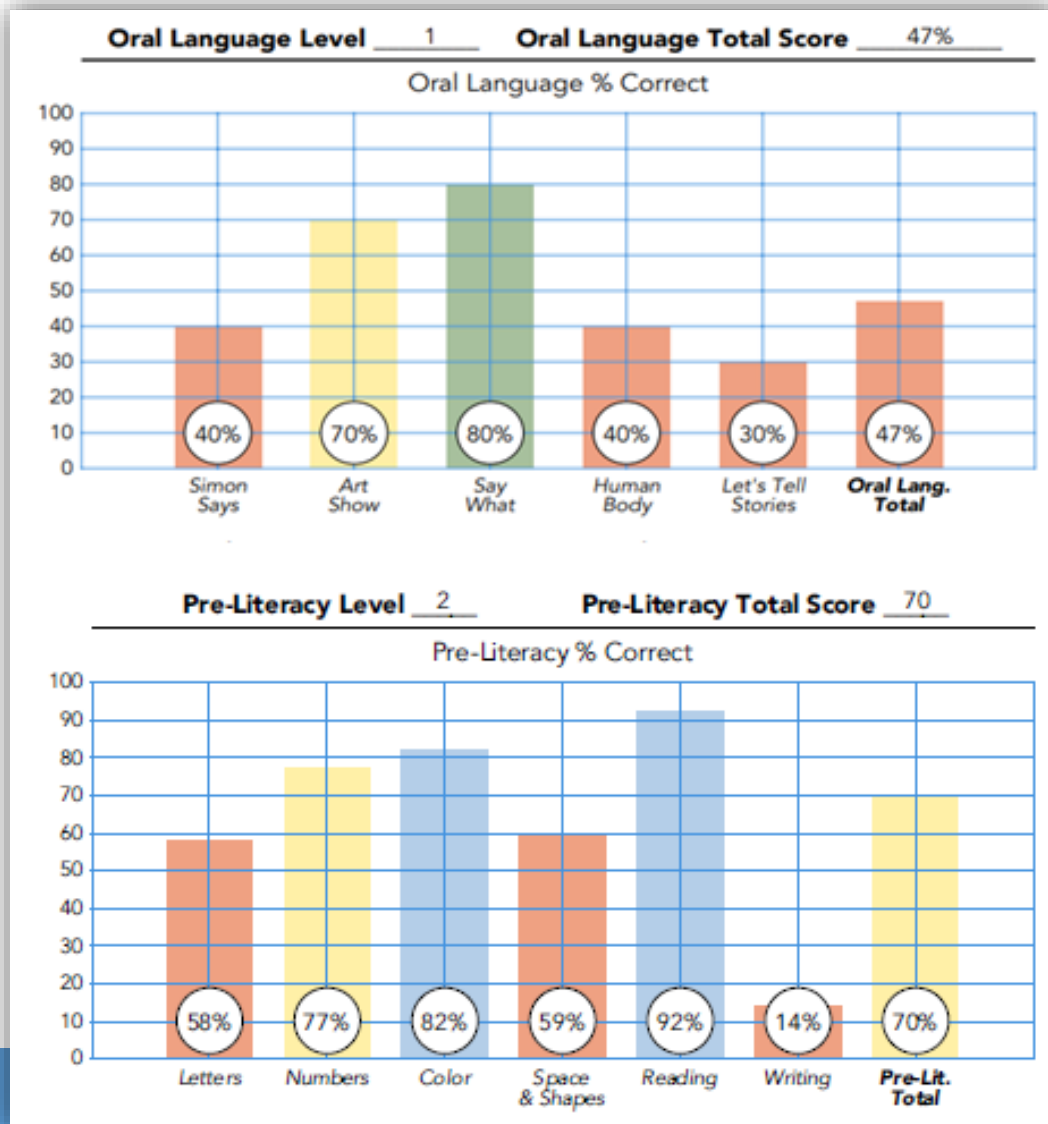
Using this data:

- Teachers may examine each students' performance on each part of the Oral Language and/or the Pre-Literacy component

- Districts should set their "threshold"

- Implement strategies for students who fall below the threshold you have established

Student Report

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

Student Results

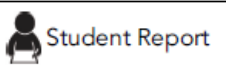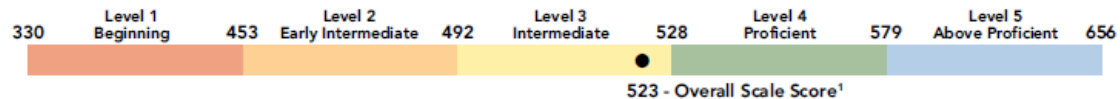| | | Level 1
Beginning | | Level 2
Early Intermediate | | Level 3
Intermediate | | Level 4
Proficient | | Level 5
Above Proficient | |
330 ... 453 ... 492 ... 528 ... 579 ... 656

523 - Overall Scale Score[1]

Reporting Category	Scale Score	Proficiency Level	Student's Performance				
			Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Listening (LI)	520	3	350 / 452	453 / 485	486 / 520	521 / 571	572 / 630
Speaking (SP)	613	5	320 / 448	449 / 472	473 / 509	510 / 556	557 / 635
Reading (RD)	482	2	360 / 469	470 / 499	500 / 535	536 / 589	590 / 680
Writing (WR)	477	2	290 / 431	432 / 494	495 / 537	538 / 574	575 / 680
Comprehension[2] (LI + RD)	505	2	340 / 486	487 / 505	506 / 527	528 / 570	571 / 670
Oral[3] (SP + LI)	573	4	300 / 450	451 / 482	483 / 515	516 / 573	574 / 680

N/A = Not Applicable   **INV** = Test Invalidation

➡ Indicates Overall Proficiency Level

➡ Proficiency Level Definitions provide stakeholders with information about each level

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

6

preLAS and LAS Links Instructional Strategies

- Available at no additional cost, the *preLAS* and LAS Links Instructional Strategies are designed to assist educators as they work to increase the language proficiency of their English and Spanish language learners. Each strategy is easily accessible on the web and is designed to supplement instruction already in place in diverse academic classrooms.

- Found at: https://laslinks.com/resources/

Each strategy includes:

- a description/goal of the strategy

- step by step directions for implementing the strategy

- the language domain(s) and/or content focus of the strategy

- a citation as to where they can find the strategy online

Each strategy, while provided in English, may also be applied in Spanish.

Resources: www.LASLinks.com/Texas

Supporting LEA Initiatives with LAS Links Progress Monitoring

Supporting Texas LEA's Initiatives with LAS Links

LEA Initiative	LAS Links English	LAS Links Español
Monitoring EB English Language Development (SB 560, CBLI)	✔	
Texas Effective DLI Framework (Monitoring Spanish Language Development)		✔
Chapter 89.1265 (b.2) Program Evaluation		✔
Obtain the LOTE credit and Spanish I Credit		✔
TABE Seal of Biliteracy Trajectories	✔	✔
Predict TELPAS Performance & Align to the Texas ELPS	✔	
Teacher Incentive Allotment (HB3)	✔	
29.054 Exceptions – Empowering non-EB Certified Teachers with Strategies	✔	✔
Diversified Support for Long Term EBs and Newcomers (CBLI)	✔	✔

Indicates Overall Proficiency Level

Proficiency Level Definitions provide stakeholders with information about each level

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

11

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
Total Score	29			11			9			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 = 215L-365L
Student's Lexile® Measure = 315L

Suggested Titles	Author	Lexile
School in Many Cultures	Adamson, Heather	220L
What Makes Day and Night	Branley, Franklyn M.	230L
Lunch Lady And The Cyborg Substitute	Krosoczka, Jarrett J.	240L
Working Then and Now	Nelson, Robin	250L
Where is the Green Sheep?	Fox, Mem; Horacek, Judy	260L
Dazzling Book Report	O'Connor, Jane	270L
Hi! Fly Guy	Arnold, Tedd	280L
A Tree is a Plant	Bulla, Clyde Robert	290L
From Tree to Paper	Marshall, Pam	300L
Iris and Walter: The School Play	Guest, Elissa Haden	310L
My Name is Yoon	Recorvits, Helen	320L
Frog and Toad Together	Lobel, Arnold	330L
Stories of Princes and Princesses	Everett, Felicity	340L
Weird Stories from the Lonesome Cafe	Cox, Judy	350L
Poppleton in Winter	Rylant, Cynthia	360L

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

1-3 includes foundational skills in Reading and Writing.

Provides Lexile levels and suggested reading titles.
- View our LAS Links/Lexile Webinar Series to learn additional ways to use this information.

Program Efficacy and Program Monitoring Reports

LEA Initiative	LAS Links English	LAS Links Español
Monitoring EB English Language Development (SB 560, CBLI)	✔️	
Texas Effective DLI Framework (Monitoring Spanish Language Development)		✔️
Chapter 89.1265 (b.2) Program Evaluation		✔️
Teacher Incentive Allotment (HB3)	✔️	

Longitudinal reports track student performance on the LAS Links assessments within and across school years.
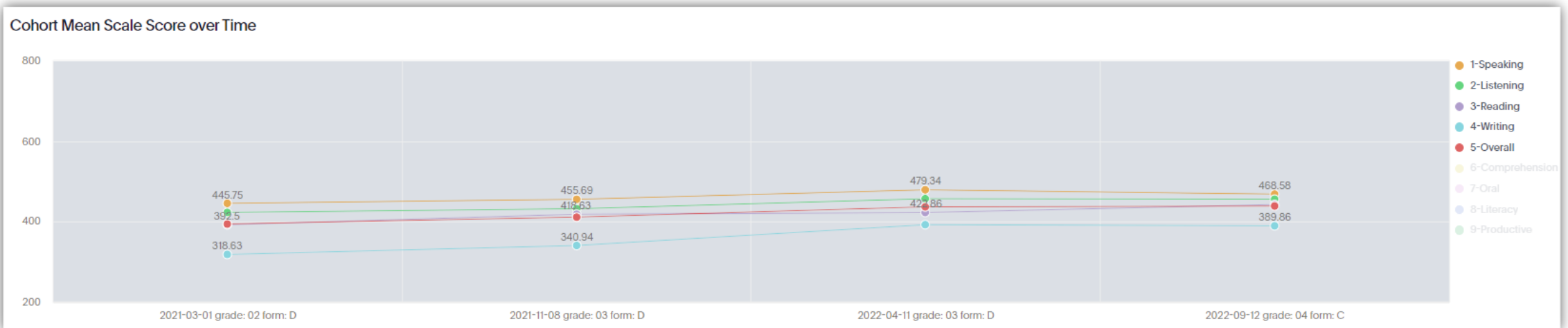
Cohort Mean Scale Score over Time

- 1-Speaking
- 2-Listening
- 3-Reading
- 4-Writing
- 5-Overall
- 6-Comprehension
- 7-Oral
- 8-Literacy
- 9-Productive

445.75
392.5
318.63
2021-03-01 grade: 02 form: D

455.69
418.63
340.94
2021-11-08 grade: 03 form: D

479.34
422.86
2022-04-11 grade: 03 form: D

468.58
389.86
2022-09-12 grade: 04 form: C

Program Efficacy and Program Monitoring Reports
Ch 89.1265 (b.2), SB 560 (Strategic Plan), TIA (HB3)

Percent of students in each proficiency level for each domain and composite score.
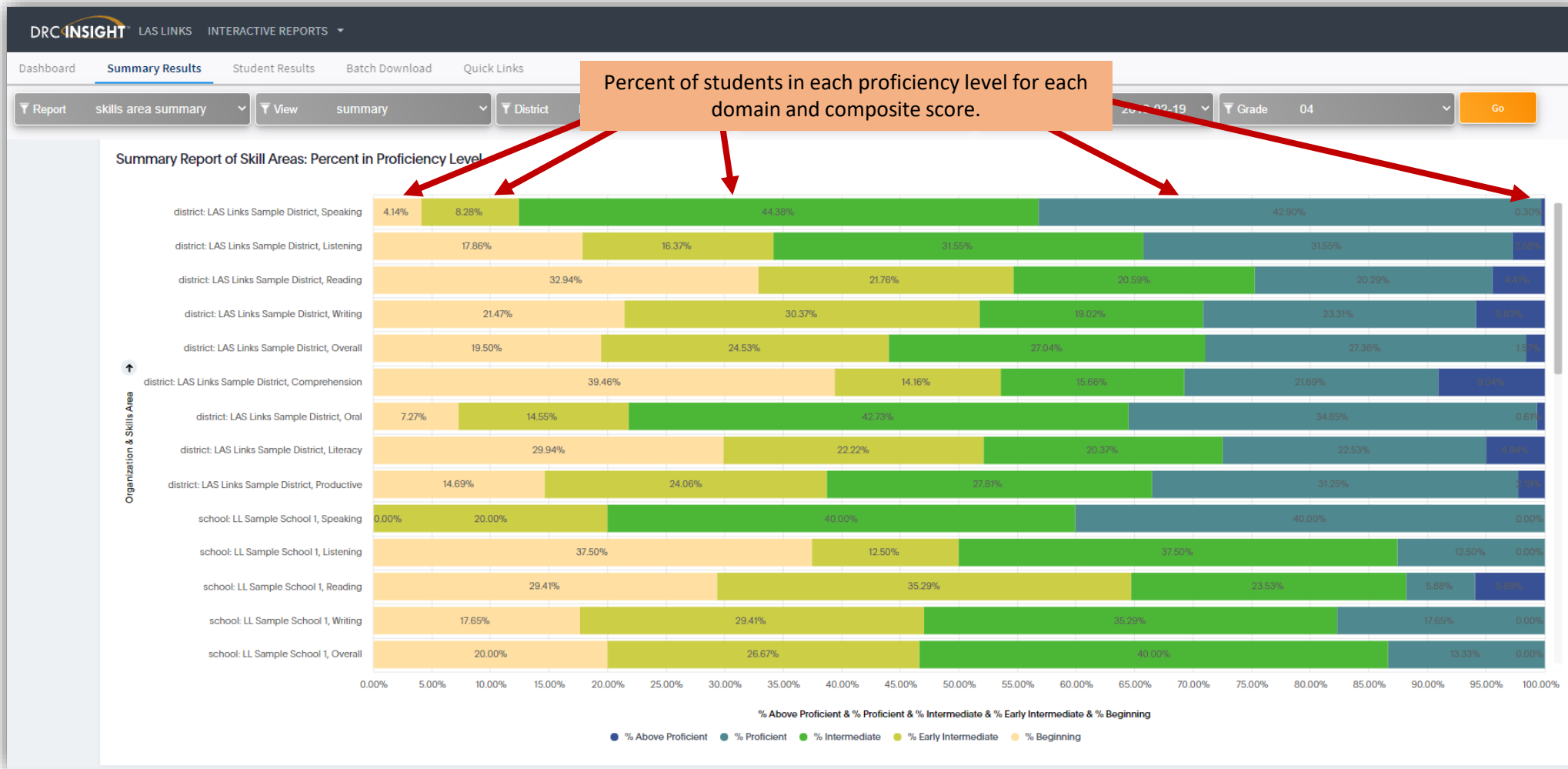
Allows you to analyze grades as a whole throughout the district and/or school.

Program Efficacy and Program Monitoring Reports
Ch 89.1265 (b.2), SB 560 (Strategic Plan), TIA (HB3)

- Left – Cohort Group Mean Scale Score – at-a-glance comparison test over test

- Right – Shows cohort SS growth/decrease – can inform program efficacy
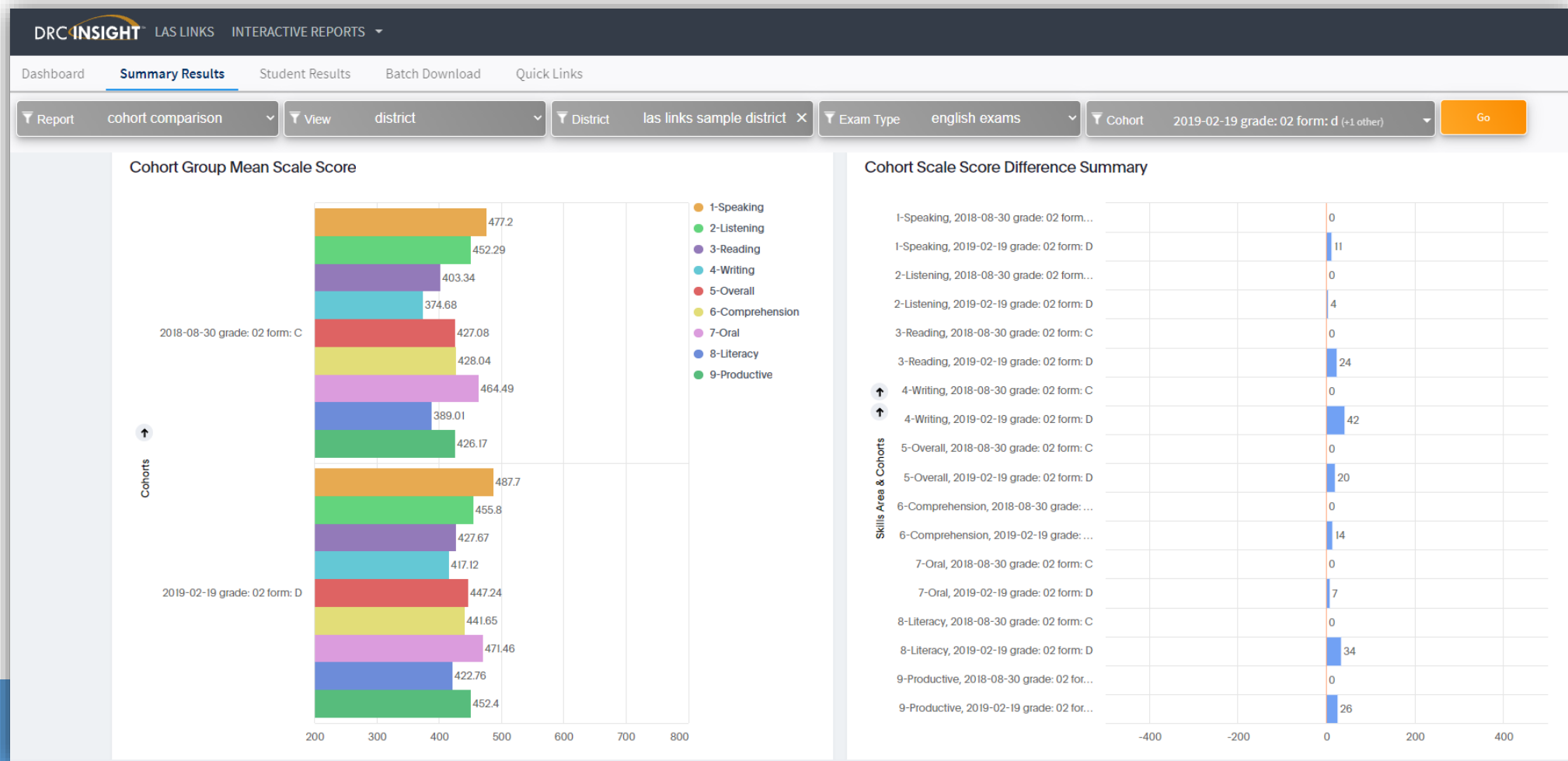
LEA Initiative	LAS Links English	LAS Links Español
Obtain the LOTE credit and the Spanish I Credit		✅

Credit	Requirement	LAS Links Español
LOTE	*(III) Achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages.*	Offers flexibility to assign the two domains of Reading and Speaking and provides proficiency levels or proficient and above proficient to meet the requirement.
Spanish 1	*(ii) The second credit of a language other than English must be in the same language as the successfully completed dual language immersion program.*	• LAS Links Español can be used if the district policy states that will be the language assessment. The district policy will determine the score that they will consider as proficient to meet the criteria to be awarded the Spanish I credit. • Both class rank and choosing grading schema (100 point, Pass/Fail, etc.) are up to the district to decide. TEC 28.0216 requires that districts adopt a grading policy and to assign grades that reflect a student's relative mastery of assignments.

Source: Chapter 74. Curriculum Requirements; Subchapter B. Graduation Requirements; Pages 8 & 20

LEA Initiative	LAS Links English	LAS Links Español
TABE Seal of Biliteracy Trajectories	✔	✔

5th Grade:
Building Biliteracy Bridges

8th Grade:
Navigating Across Languages

12th Grade:
Mastering the Biliteracy Journey

Criteria

- **Portfolio collection:** Gathering writing samples, reading comprehension work, and audio recordings of presentations in both languages.

- **Teacher nominations and observations:** Documenting students' language skills in action throughout the school year.

- **Self-reflection essays:** Encouraging students to reflect on their language learning journey and cultural understanding.

- **Optional standardized language proficiency tests:** Aligned with grade-level and program expectations.

LEA Initiative	*pre*LAS English	*pre*LAS Español
TABE Seal of Biliteracy Trajectories	✔	✔

Pre-Kindergarten: Early Language Explorers

Guidelines

1) **Curiosity and Exploration:**
   - Demonstrates eagerness to hear and use sounds, words, and greetings in both languages, exhibiting linguistic risk-taking traits, including early translanguaging skills and emerging metalinguistic awareness. *preLAS*
   - Explores cultural practices and traditions linked to both languages with enthusiasm.
   - Engages in playful interactions and storytelling using both languages. *preLAS*

3) **Foundations for Language Development:**
   - Recognizes familiar words and phrases in both languages. *preLAS*
   - Attempts basic communication and vocabulary exchanges in both languages. *preLAS*
   - Shows awareness of similarities and differences between languages.

Note: Guideline #2 is regarding Social and Emotional Development which is not measured by the preLAS assessments.

Cohort Comparison Report

- Provides data across peer groups and their performance compared to the RGA

- Provides diagnostic information regarding the strengths and areas of growth for the whole group

Summary Report of Strands: Group and RGA Mean Percent Correct
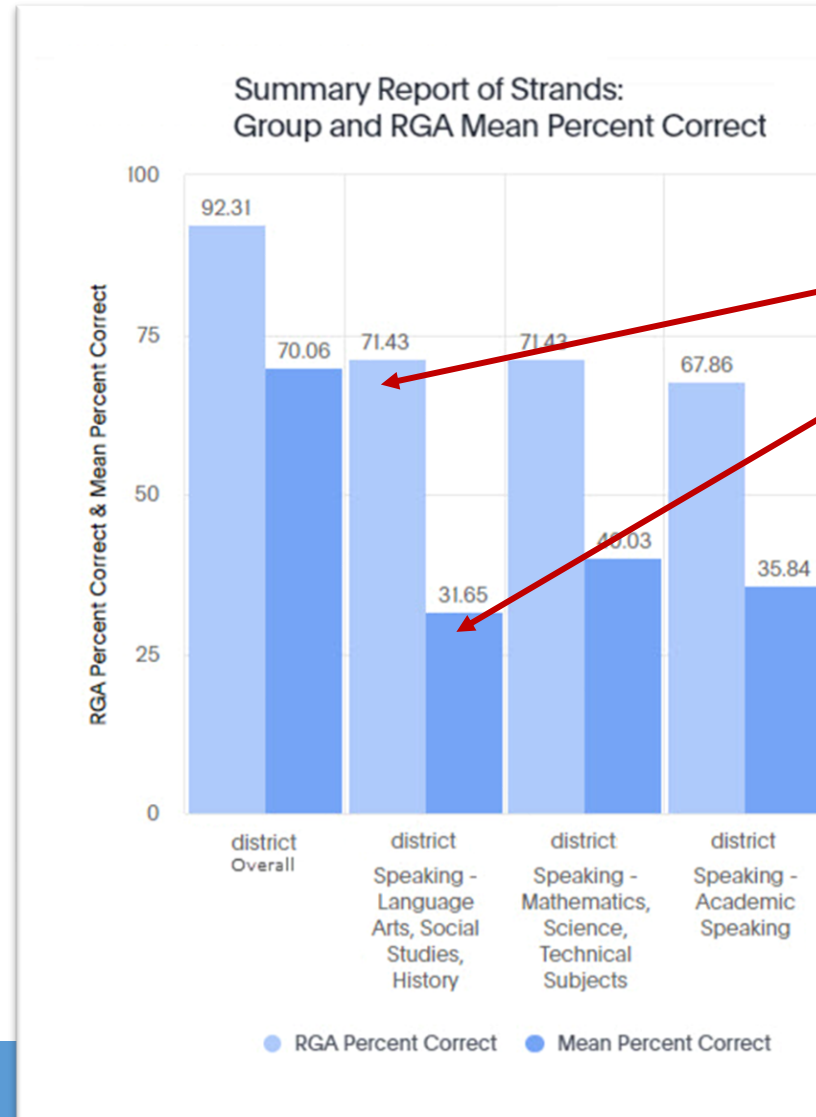
Sample second graders' performance compared to the RGA

What resources are available to foster student growth in the area of Speaking – Language Arts, Social Studies, History?

LEA Initiative	LAS Links English	LAS Links Español
Diversified Support for Long Term EBs and Newcomers (CBLI)	✔️	✔️

Strand Reports
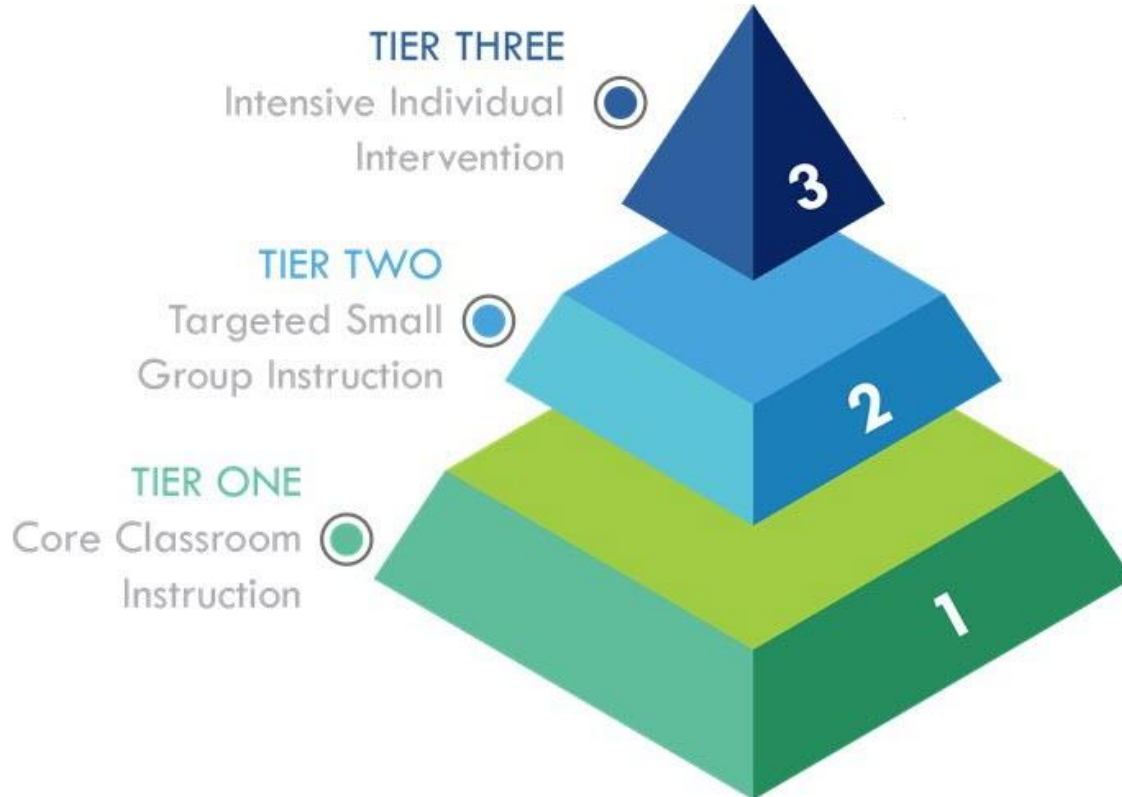
Student	Speak for Social, Intercultural, and Instructional Communication %	Speak for Language Arts, Social Studies, History %	Speak for Mathematics, Science, Technical Subjects %
1	15.38	35.71	35.71
2	76.92	57.14	35.71
3	92.31	28.57	57.14
4	84.62	78.57	78.57
5	76.92	28.57	42.86
6	23.08	21.43	14.29

Diversified Support for Long Term EBs and Newcomers (CBLI) ✔ ✔

Item Roster Report:

Allows you to analyze student performance on each item and match the item to the subskill and objective measured.

Total Points Earned	SubjectCode	Strands	Item Number (Point...										
	▼ SPEAKING												
		▼ Language Arts, Social Studies, History						▼ Mathematics, Science, Technical Subjects					
Student	04 (1)	07 (1)	10 (3)	11 (3)	12 (3)	13 (3)	05 (1)	06 (1)	14 (3)	15 (3)	16 (3)	17 (3)
AARON, IRVIN | 237913 | 2018-08-30 | 04 | C/3	0	0	1	1	1	1	1	0	1	1	2	2
ANTHONY, DEVON | 237915 | 2018-08-30 | 04 | C/3	1	1	2	3	0	1	1	1	2	2	3	3
Clint, ALVIN | 237941 | 2018-08-30 | 04 | C/3	0											

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

Texas LEA LAS Links Success Stories

LAS LINKS CASE STUDY
Kennedale Independent School District (ISD)

Using LAS Links to Monitor Progress and Improve Instruction for Emergent Bilingual Students

"LAS Links progress monitoring provides invaluable data that allows for targeted instruction to accelerate the progress of our Emergent Bilingual students."

Dr. Toya Keas, Instructional Programs Coordinator, Curriculum & Student Services, Kennedale ISD

In this case study, Dr. Toya Keas, Instructional Programs Coordinator at Kennedale ISD in Kennedale, Texas, shares how her district uses LAS Links® to provide timely instructional strategies and ongoing progress monitoring of Emergent Bilingual (EB) students, with the goal of increasing their language proficiency levels.

How is LAS Links used in your organization?

LAS Links is used for student identification and progress monitoring of EB students in grades 2–12. We selected LAS Links because the district wanted to use a research-based progress monitoring tool that was in alignment with the Texas ELPS (English Language Proficiency Standards) and TELPAS (Texas English Language Proficiency Assessment System).

[Link to Kennedale ISD Success Story](#)

LAS LINKS SUCCESS STORY
McAllen Independent School District (ISD)

Meeting the Needs of All Emergent Bilinguals with a Reliable, High-Quality Assessment

"We like to have consistency in the assessment instrument and its grading. LAS Links offers that for us."

Rocío Nava, Director for Bilingual/ESL and Foreign Languages Department, McAllen ISD

With a large population of Emergent Bilingual (EB) students, McAllen ISD, located in South Texas along the border of Texas and Mexico, requires an assessment instrument that serves multiple purposes: identification of EBs in all grade levels, progress monitoring of the youngest students, and a reliable measurement of dual language proficiency for students seeking the LOTE credit. In this success story, Rocío Nava, Director for Bilingual/ESL and Foreign Languages Department, shares how McAllen ISD uses preLAS® and LAS Links® to provide consistent, high-quality feedback that meets the varying needs of teachers and students across their bilingual, ESL, and dual language programs.

[Link to McAllen ISD Success Story](#)

LAS LINKS SUCCESS STORY
Georgetown Independent School District (ISD)

Supporting Emergent Bilingual Students and Their Families with LAS Links Español

"We love being able to share the growth of our students in dual language with the community."

Janna Jackson, Director of State & Federal Programs, Georgetown ISD

In this success story, Janna Jackson, Director of State & Federal Programs at Georgetown ISD in Texas, shares the many ways her district uses LAS Links® Español—from helping students on their path toward Spanish language proficiency, to supporting professional learning opportunities for teachers, and providing resources for parents on student progress and growth.

Why did your district select LAS Links?

We needed a way to assess how all our Dual Language (DL) students were progressing in the four domains in Spanish. We needed something to show their strengths and weaknesses so we could target instruction and professional learning.

[Link to Georgetown ISD Success Story](#)

LAS LINKS SUCCESS STORY
Coppell Independent School District (ISD)

Providing a Holistic View of Emergent Bilingual Learners with LAS Links

"Our Emergent Bilingual learners deserve their instruction to be informed by linguistic growth data alongside academic data."

Dr. Patricia Dawson, Director of ESL and Bilingual Programs, Coppell ISD

From monitoring mid-year progress to informing instructional supports, measuring dual language proficiency, and evaluating district-wide trends, LAS Links allows teachers and district leaders to have a complete picture of their Emergent Bilingual (EB) and Dual Language (DL) learners.

In this success story, Dr. Patricia Dawson, Director of ESL and Bilingual Programs at Coppell ISD in Coppell, Texas, shares the many ways her district uses LAS Links to support campus and district-wide planning for their large EB student population.

[Link to Coppell ISD Success Story](#)

DRC is pleased to support Texas LEA's Initiatives with LAS Links!

For more in-depth information regarding how the LAS Links Progress Monitoring Forms can support your LEA's initiatives, please visit:
LAS Links Progress Monitoring Page

Thank you!

DRC Customer Service – Texas	
Toll Free: 833-867-5679 Option 1 **Order Support** Texas Order Support Email: LASOrderTX@datarecognitioncorp.com	Toll Free: 833-867-5679 Option 2 **Technical Support** Texas Technical Support Email: LASTechTX@datarecognitioncorp.com
Customer Service Hours: 8:00 am – 4:30pm CT M-F www.LASLinks.com/Texas	