



preLAS Paper Administration Training

Texas

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Agenda



- ✓ Purpose of *preLAS* Testing
- ✓ Program Overview
- ✓ **Training Part 1:** Pre-test activities (preparing to test)
- ✓ **Training Part 2:** Administering *preLAS* Paper, includes holistic scoring training
- ✓ **Training Part 3:** Post-test activities (Generating and Interpreting Scores)

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<https://www.txel.org/media/odafmp2j/english-learners-video.mp4>

Meets the first step requirement for serving English learners (Emergent Bilinguals):
Assessing with a Proficiency Assessment



Texas Emergent Bilingual Identification Program Overview



Grade Level	Approved Assessment(s) for Identification:
preK3, preK4, Kindergarten	<ul style="list-style-type: none">• preLAS English Form C• preLAS Español Form C• Available in Online or Paper formats
1 st Grade	<ul style="list-style-type: none">• LAS Links Form A• Speaking and Listening Only• Available in Online or Paper formats
2 nd – 12 th Grade	<ul style="list-style-type: none">• LAS Links Form A• Speaking, Listening, Reading and Writing• Available in Online or Paper formats
1 st – 6 th Grade*	<ul style="list-style-type: none">• LAS Links Español Form A• Speaking and Listening• Available in Online or Paper formats

* Spanish testing is required by the TEA when you have a bilingual program

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What is the preLAS?



The *preLAS* is language proficiency assessment consisting of an Oral Language component in **English and Spanish** for preK3-, preK4-, and Kindergarten students.

Test results are used to:

- Identify and place Emergent Bilingual students in appropriate classroom settings
- Measure the developing language of first-language learners of Spanish
- Individually administered assessment
- Takes approximately 15 minutes to administer

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Training Part 1: Pre-Test Activities

Activity 1: Accessing the INSIGHT portal and DRC's Professional Learning courses

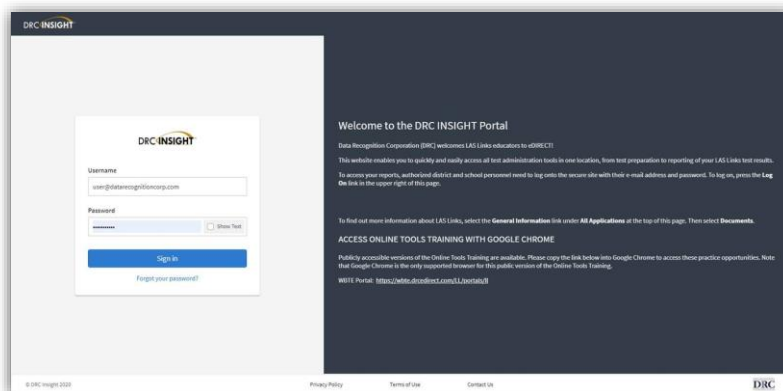


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Accessing the DRC INSIGHT Portal

www.drccdirect.com

Use the INSIGHT portal for Test Administrative functions such as professional learning and accessing the *preLAS* audio files.

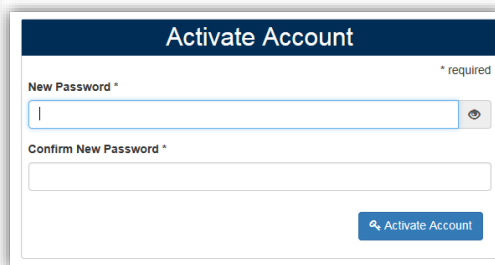
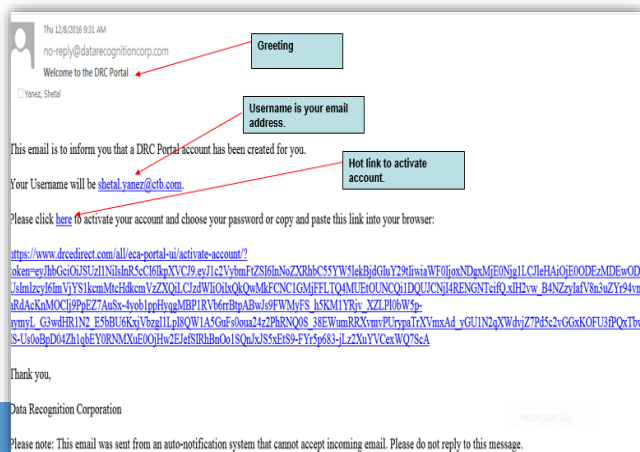


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Portal Activation Email

- Sent from: no-reply@datarecognitioncorp.com
- Check your clutter/spam if you do not find the email in your inbox

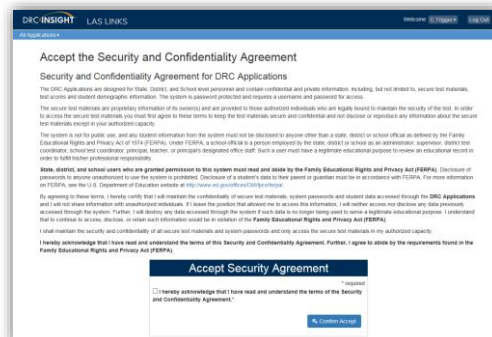
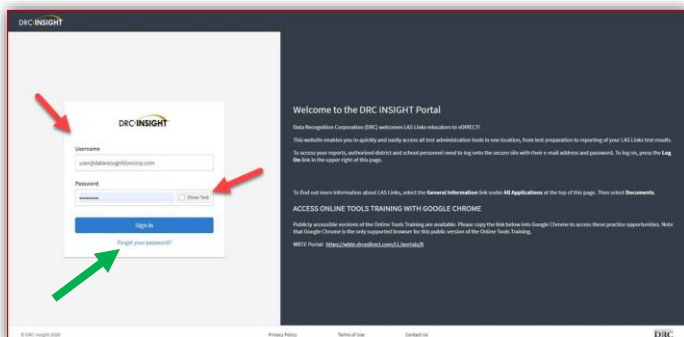


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Logging into the Portal



- Click on “Forgot your password?” if unable to locate your welcome email
- Your Username is your email address
- If the system does not recognize you as a User, please check with your LEA director who will need to add you as a User to the portal.

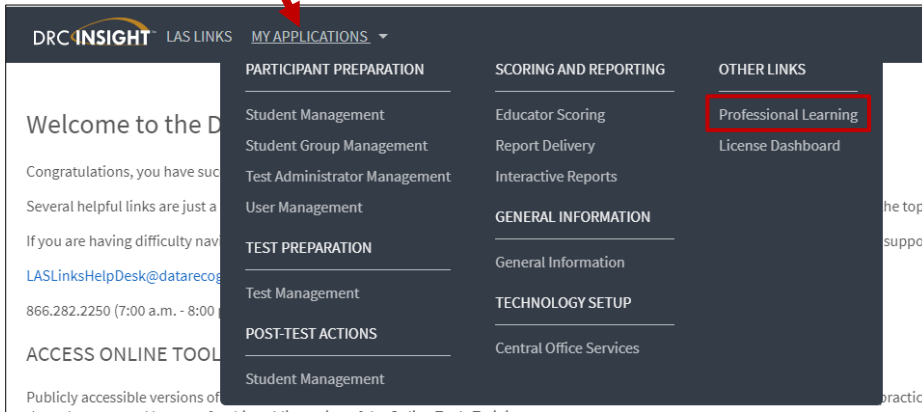


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Accessing the Professional Learning Courses



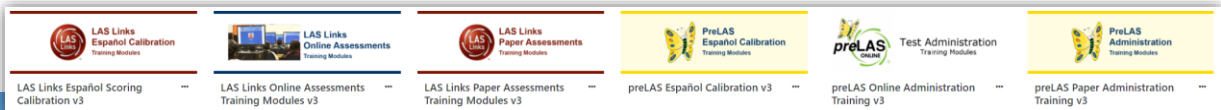
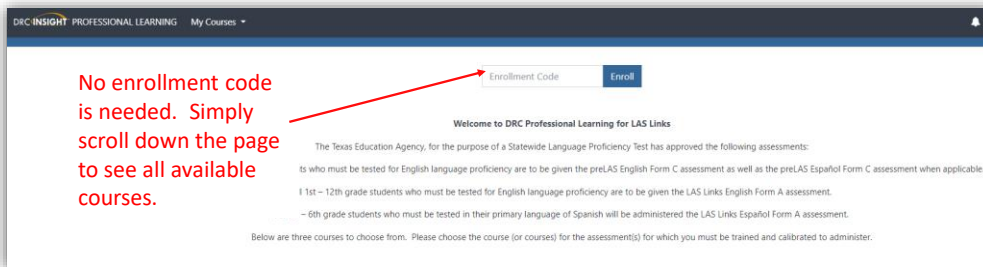
Click on MY APPLICATIONS >> Professional Learning:



Professional Learning Courses



DRC's Professional Learning is a system designed to provide LEAs with a single robust, integrated platform of preLAS and LAS Links training courses. This virtual training platform, available 24/7, provides 6 courses.



Professional Learning Courses



- Each course is its own individual course so test administrators may take any or all of the courses based on their assessment assignment(s);
- Test administrators will receive a certificate of calibration once they receive a 90% or better on the “check your knowledge” and “scoring calibration” quizzes associated with each course.



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Training Part 2: Administering the preLAS



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preLAS Test Materials Needed for Testing



Test Administration Kit: at a rate of one kit for every 50 students or less

50 Answer Sheets are provided in each kit

Audio CD and/or Audio Files found in INSIGHT



Examiner's Manual: provides in-depth test directions, rubrics and scoring

Cue Picture Book: provides picture prompts to use while testing

preLAS Test Materials Needed for Testing



Tabulation occurs on the front of the student answer sheet

Reports in:

- Total Score
- Proficiency Level



STUDENT NAME										STUDENT NUMBER										BIRTH DATE																			
Last										First										M																			
[Bubble grid for student information]																																							
FOR HAND-SCORING ONLY: Oral Language # correct _____ Simon Says _____ x 2 = _____ Art Show _____ x 1 = _____ Say What _____ x 2 = _____ Human Body _____ x 1 = _____ Story #1 score _____ x 4 = _____ Story #2 score _____ x 4 = _____ Oral Language Total = Level _____ Pre-Literacy Total = Level _____																				HOME LANGUAGE <input type="radio"/> Arabic <input type="radio"/> English <input type="radio"/> Japanese <input type="radio"/> Lao/Hmong <input type="radio"/> Mandarin/Cantonese <input type="radio"/> Native American <input type="radio"/> Spanish <input type="radio"/> Tagalog/Ilocano <input type="radio"/> Vietnamese <input type="radio"/> Other (specify) _____										TEST DATE MO DAY YEAR [Bubble grid for date]									
Examiner _____ Teacher _____ School _____ District _____										Grade _____ Age _____ <input type="radio"/> Pre-K <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2										Proficiency Level <input type="radio"/> Bilingual <input type="radio"/> English Language Development <input type="radio"/> ESL <input type="radio"/> Mainstream <input type="radio"/> Non-W/ly <input type="radio"/> Other (specify) _____																			
CUT-OFF LEVELS AND INTERPRETATION OF SCORES																																							
Total Score (0-100) _____ Total Score (0-100) _____ Total Score (0-100) _____ Total Score (0-100) _____ Total Score (0-100) _____										Proficiency Level 1 Low 2 Mid-level 3 High										Oral language Component 0-55 0-61 1 NES 57-66 62-71 2 LES 67-76 72-81 3 LES 77-86 82-91 4 FES 87-100 92-100 5 FES																			
Answer Sheet—English Form C preLAS2000 DRG Copyright © 2010 Data Recognition Corporation, 13200 Blue Lake Road, Vero Beach, FL 32971. All rights reserved. LAS is a registered trademark of Data Recognition Corporation. Printed in U.S.A. English 443 65465																																							



Simon Says	Students play a game called Simon Says. The student does what Simon tells him or her to do.
Art Show	Using the Cue Picture Book, students are asked to identify the object and answer questions related to the object. What is it? What is it used for?
Say What You Hear	The student repeats what he or she hears.
The Human Body	Using the Cue Picture Book, students are asked to look at the picture and identify the body part.
Let's Tell Stories	A student listens to a story and looks at corresponding pictures in the cue picture book. When the story is done, the student tells the examiner what happened in the story.



Refer to page 14 of the Examiner's Manual

- *preLAS* is not a timed test.
- Test can be administered in several sessions.
- Test can be administered in any order.
- Allow 3 - 5 seconds for each response. If there is no response, prompt a second time. If there is still no response, continue to the next item.
- Prompts may be said no more than twice.

Part 1: Simon Says

For more detailed information, refer to:
Page 14 of the Examiner's Manual

Oral Language Component Form C

Test Examiner: Fill in the circles for correct responses.

Part 1 Simon Says
SAY We're going to play a game called Simon Says. Simon is someone who tells us what to do. You do exactly what Simon says.
 → Give the first practice prompt or start the audio cassette at Part 1 Simon Says. All the item prompts are on the tape.
 An item is correct if the student follows the instructions given in the prompts, as follows.
Practice 1 Simon says look up.
Practice 2 Simon says look down.
 1 Simon says touch your ear.
 2 Simon says point to the dice.
 3 Simon says lift one foot.
 If there is no response to any of the items above, move on to Part 2.
 4 Simon says open your hand.
 5 Simon says pick up the paper.
 6 Simon says turn the paper over.
 7 Simon says put one hand on top of the other.
 8 Simon says knock on the table.
 9 Simon says point to the middle of the paper.
 10 Simon says put your feet together.
 Number of items correct
 No Response

Part 2 Art Show
 → Open the Cue Picture Book to Part 2. Point to each item, beginning with the first practice item.
SAY What is this? for each item.
 Starting with item 5, after eliciting the label, **SAY** What can you do with it?
 Correct responses are shown below.
Practice 1 Car, kitty
Practice 2 Dog, doggie, puppy
 1 Apple
 2 Frog, toad
 3 Pig, pig, piggy
 If there is no response to any of the items above, move on to Part 3.
 If there was no response in either Part 1 or Part 2, stop the test.
 4 Bee
 5 Book
 6 Read, look at it
 7 Cup
 8 Drink
 9 Kettle
 10 Cut, eat
 Number of items correct
 No Response

Part 3 Say What You Hear
SAY Listen to the tape, then say what you hear.
 → Start the audio cassette at Part 3 Say What You Hear.
 The response is correct if the underlined structures are repeated exactly as shown below. See the Examiner's Manual (page 18) for examples of correct and incorrect responses.
Practice 1 Good morning.
Practice 2 I'm hungry.
 1 Don't forget your coat.
 2 He has three cats.
 3 Who has Jane's pencil?
 If there is no response to any of the items above, move on to Part 4.
 4 The teacher smiled at me.
 5 The kitten is smaller than
 6 He did stand up.
 7 She'll make dinner soon.
 8 She is not sorry.
 9 He hurt himself.
 10 My cousin washes the windows.
 Number of items correct
 No Response

Part 4 The Human Body
 → Open the Cue Picture Book to Part 4.
SAY I'll point to a part of the body. You tell me what it's called.
 → Point to each item and wait for the student's response.
 The correct responses are shown below.
Practice 1 Eye
Practice 2 Ear
 1 Nose
 2 Throat, neck
 3 Hair
 If there is no response to any of the items above, move on to Part 5.
 4 Mouth or lips
 5 Hand
 6 Finger
 7 Arm
 8 Leg
 9 Foot
 10 Knee
 Number of items correct
 No Response

Description:	Students play a game called Simon Says. The student does what Simon tells him or her to do.
Examples:	Simon says look up Simon says look down Simon says touch your ear
Scoring:	Using the student answer sheet, examiner fills in the circle for correct responses.

When to Stop Testing

Refer to Page 14 of the Examiner's Manual for detailed information.

Oral Language Component Form C

Test Examiner: Fill in the circles for correct responses.

Part 1 Simon Says
SAY We're going to play a game called Simon Says. Simon is someone who tells us what to do. You do exactly what Simon says.
 → Give the first practice prompt or start the audio CD at Part 1 Simon Says. All the item prompts are on the audio CD.
 An item is correct if the student follows the instructions given in the prompts, as follows.
Practice 1 Simon says look up.
Practice 2 Simon says look down.
 1 Simon says touch your ear.
 2 Simon says point to the dice.
 3 Simon says lift one foot.
 If there is no response to any of the items above, move on to Part 2.
 4 Simon says open your hand.
 5 Simon says pick up the paper.
 6 Simon says turn the paper over.
 7 Simon says put one hand on top of the other.
 8 Simon says knock on the table.
 9 Simon says point to the middle of the paper.
 10 Simon says put your feet together.
 Number of items correct
 No Response

Part 2 Art Show
 → Open the Cue Picture Book to Part 2. Point to each item, beginning with the first practice item.
SAY What is this? for each item.
 Starting with item 5, after eliciting the label, **SAY** What can you do with it?
 Correct responses are shown below.
Practice 1 Car, Kitty
Practice 2 Dog, doggie, puppy
 1 Apple
 2 Frog, toad
 3 Pig, pig, piggy
 If there is no response to any of the items above, move on to Part 3.
 If there was no response in either Part 1 or Part 2, stop the test.
 4 Bee
 5 Book
 6 Read, look at it
 7 Cup
 8 Drink
 9 Kettle
 10 Cut, eat
 Number of items correct
 No Response

Part 3 Say What You Hear
SAY Listen to the audio CD, then say what you hear.
 → Start the audio CD at Part 3 Say What You Hear.
 The response is correct if the underlined structures are repeated exactly as shown below. See the Examiner's Manual (page 18) for examples of correct and incorrect responses.
Practice 1 Good morning.
Practice 2 I'm hungry.
 1 Don't forget your coat.
 2 He has three cats.
 3 Who has Jane's pencil?
 If there is no response to any of the items above, move on to Part 4.
 4 The teacher smiled at me.
 5 The kitten is smaller than the cat.
 6 He did stand up.
 7 She'll make dinner soon.
 8 She is not sorry.
 9 He hurt himself.
 10 My cousin washes the windows.
 Number of items correct
 No Response

Part 4 The Human Body
 → Open the Cue Picture Book to Part 4.
SAY I'll point to a part of the body. You tell me what it's called.
 → Point to each item and wait for the student's response.
 The correct responses are shown below.
Practice 1 Eye
Practice 2 Ear
 1 Nose
 2 Throat, neck
 3 Hair
 If there is no response to any of the items above, move on to Part 5.
 4 Mouth or lips
 5 Hand
 6 Finger
 7 Arm
 8 Leg
 9 Foot
 10 Knee
 Number of items correct
 No Response

- If the student has failed or does not respond to, any five consecutive items, including the practice items, stop testing in that part and move on to the next part of the test.
- If the student misses or does not respond to five consecutive items in two consecutive parts, stop the test.

Part 2: Art Show



Refer to Page 16 of the Examiner's Manual for detailed information.

Oral Language Component Form C

Test Examiner: Fill in the circles for correct responses.

Part 1 Simon Says
 We're going to play a game called Simon Says. Simon is someone who tells us what to do. You do exactly what Simon says.
 Give the first practice prompt or start the audio cassette at Part 1. Simon Says. The item prompts are on the tape.
 An item is correct if the student follows the instructions given in the prompts, as follows:
 Practice 1 Simon says look up.
 Practice 2 Simon says look down.
 1 Simon says touch your ear.
 2 Simon says point to the door.
 3 Simon says lift one foot.
 If there is no response to any of the items above, move on to Part 2.
 4 Simon says open your hand.
 5 Simon says pick up the paper.
 6 Simon says turn the paper over.
 7 Simon says put one hand on top of the other.
 8 Simon says knock on the table.
 9 Simon says point to the middle of the paper.
 10 Simon says put your feet together.
 Number of items correct
 No Response



Part 2 Art Show
 Open the Cue Picture Book to Part 2. Point to each item, beginning with the first practice item.
 What is this? for each item.
 Starting with item 5, after eliciting the label.
 What can you do with it?
 Correct responses are shown below.
 Practice 1 Cat, kitty.
 Practice 2 Dog, doggie, puppy.
 1 Apple
 2 Frog, toad
 3 Pig, hog, piggy
 If there is no response to any of the items above, move on to Part 3.
 If there was no response in either Part 1 or Part 2, stop the test.
 4 Bee
 5 Book
 6 Book, book all
 7 Cup
 8 Drink
 9 Kettle
 10 Cat, cat
 Number of items correct
 No Response

Part 3 Say What You Hear
 Listen to the tape, then say what you hear.
 Start the audio cassette at Part 3 Say What You Hear.
 The response is correct if the underlined structures are repeated exactly as shown below. See the Examiner's Manual (page 16) for examples of correct and incorrect responses.
 Practice 1 Good morning.
 1 Don't forget your coat.
 2 He has three cats.
 3 Who has Jania's pencil?
 If there is no response to any of the items above, move on to Part 4.
 4 The teacher smiled at me.
 5 The kitchen is smaller than the car.
 6 He did stand up.
 7 She'll make dinner soon.
 8 She's not sorry.
 9 He hurt himself.
 10 My cousin washes the windows.
 Number of items correct
 No Response

Part 4 The Human Body
 Open the Cue Picture Book to Part 4.
 I'll point to a part of the body. You tell me what it's called.
 Point to each item and wait for the student's response.
 The correct responses are shown below.
 Practice 1 Eye
 Practice 2 Ear
 1 Nose
 2 Throat, neck
 3 Mouth

Description: Using the Cue Picture Book, students are asked to identify the object and answer questions related to the object. What is it? What is it used for?

Examples:

Scoring: Using the student answer sheet, fill in the circle for correct responses

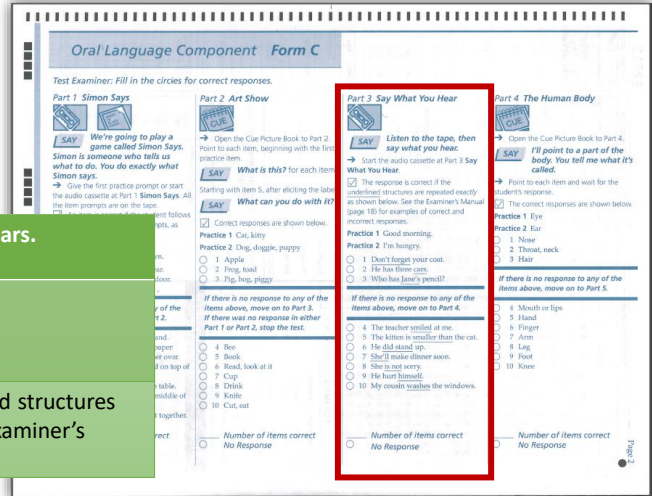
Part 2: Art Show Cue Pictures



Part 3: Say What You Hear



Refer to Page 18 of the Examiner's Manual for detailed information.



Description:	The student repeats what he or she hears.
Examples:	<p>Don't <u>forget</u> your coat</p> <p>The principal <u>looked</u> at me</p> <p>My cousin <u>washes</u> the windows</p>
Scoring:	The response is correct if the underlined structures are repeated exactly as shown in the examiner's manual.

Say What You Hear Examples



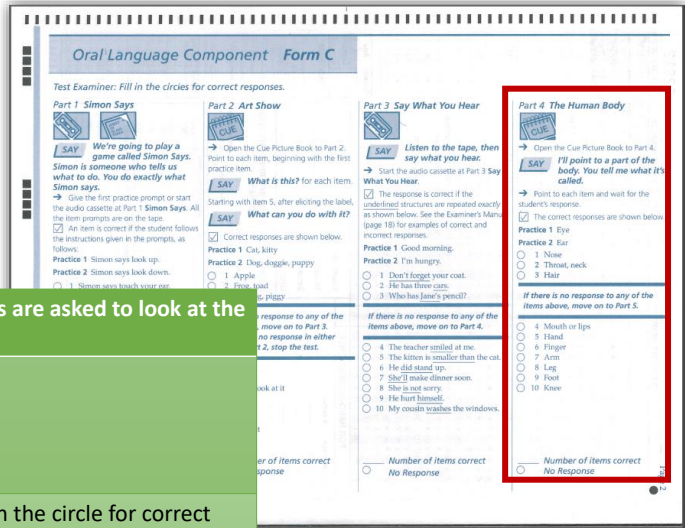
Page 18 of the Examiner's Manual


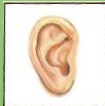
Prompt	Structure Tested	Correct Responses	Incorrect Responses
Don't <u>forget</u> your coat.	negative command	<p>Don't <u>forget</u> your coat.</p> <p>Don't <u>forget</u> you coat.</p>	No forget your coat.
The principal <u>looked</u> at me.	past tense	<p>The principal <u>looked</u> at me.</p> <p>The principal <u>looked</u> me.</p>	<p>The principal look me.</p> <p>The principal look at me.</p>
My cousin <u>washes</u> the windows.	Third person singular, present tense	<p>My cousin <u>washes</u> the windows.</p> <p>My cousin <u>washes</u> the floor.</p>	My cousin wash the windows.

Part 4: The Human Body

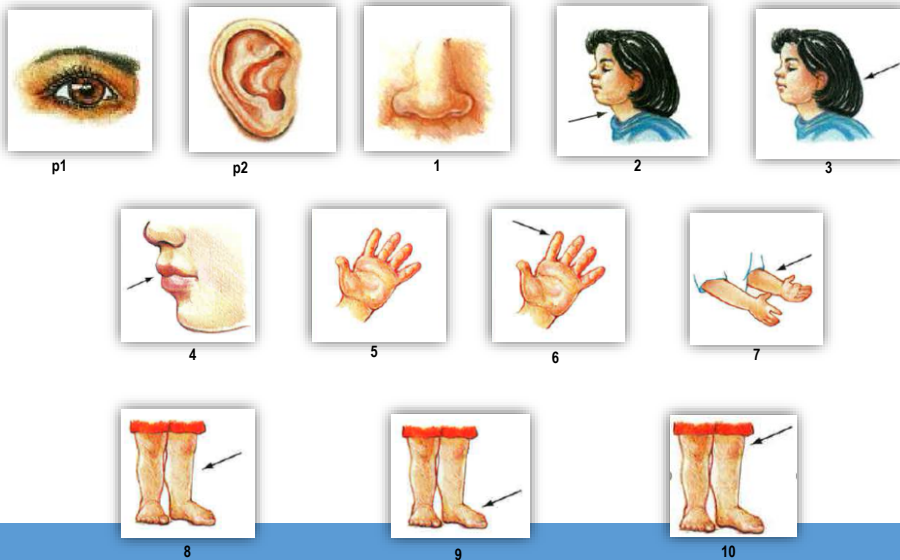


Refer to Page 20 of the Examiner's Manual for detailed information.



Description:	Using the Cue Picture Book, students are asked to look at the picture and identify the body part
Examples:	 
Scoring:	Using the student answer sheet, fill in the circle for correct responses

Part 4: The Human Body Prompts



Part 5: Let's Tell Stories



Refer to Page 21 of the Examiner's Manual for detailed information.

For documentation purposes, be sure to transcribe the student answers in the appropriate area on the student answer sheet.

Description: Using the audio cd, audio files or reading the stories from the Quick Reference Guide, students listen to a story and look at corresponding pictures in the cue picture book. When the story is done the student tells the examiner what happened in the story.

Scoring: The responses are holistically scored based on the rubric found in the Examiner's Manual

Accessing the Audio Files



Document Type	Document Name	Date	Actions
Assessment Resources	LAS Link Home Letter - English	7/30/2020	[Icons]
Assessment Resources	LAS Link Home Letter - English (PDF Version)	7/30/2020	[Icons]
Assessment Resources	LAS Link Home Letter - Spanish	7/30/2020	[Icons]
Assessment Resources	LAS Link Home Letter - Spanish (PDF Version)	7/30/2020	[Icons]
Assessment Resources	LAS Link Home Letter - Spanish (Word Version)	7/30/2020	[Icons]
Assessment Resources	LAS Link Proficiency Level Descriptors	7/31/2020	[Icons]
Assessment Resources	preLAS and LAS Links Paper Audio Files	7/31/2020	[Icons]

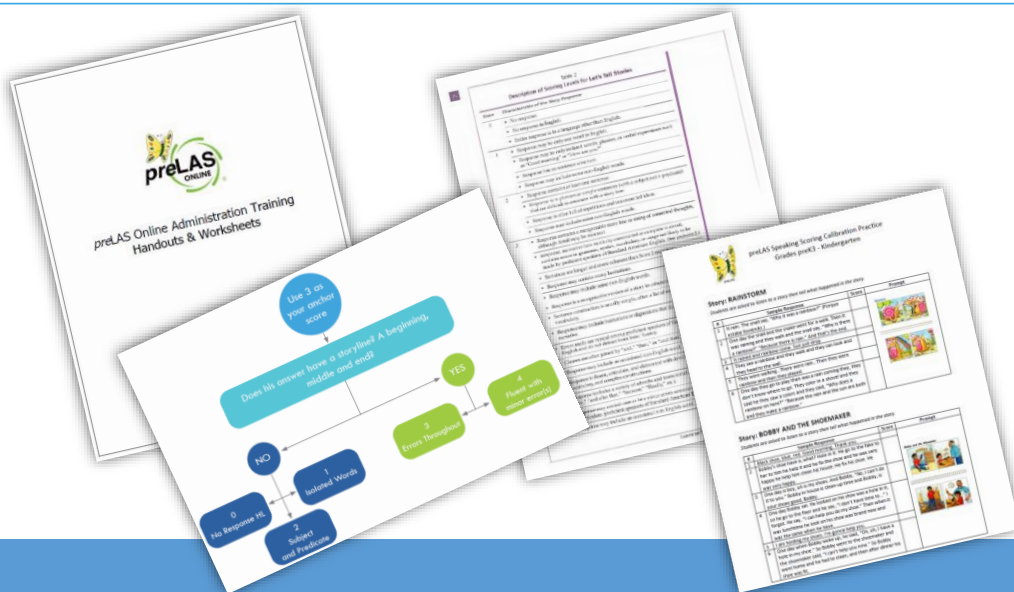
Training Part 2: Administering the preLAS

Holistically Scoring Part 5: Let's Tell Stories



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Handouts and Worksheets



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Scoring Rubric

Is there a storyline?

Yes = 3, 4 or 5

No = 2, 1, or 0

Are there errors throughout?

Yes = 3

No = 4 or 5

Fluent

Table 2
Description of Scoring Levels for Let's Tell Stories

Score	Characteristics of the Story Response
0	<ul style="list-style-type: none"> No response. No response in English. Entire response is in a language other than English.
1	<ul style="list-style-type: none"> Response may be only one word in English. Response may be only isolated words, phrases, or verbal expressions such as "Good morning" or "How are you?" Response has no sentence structure. Response may include some non-English words.
2	<ul style="list-style-type: none"> Response contains at least one sentence. Response is in phrases or simple sentences (with a subject and a predicate) that are difficult to associate with a story line. Response is often full of repetitions and unconnected ideas. Response may include some non-English words.
3	<ul style="list-style-type: none"> Response contains a recognizable story line or string of connected thoughts, although detail may be minimal. Response, no matter how skillfully constructed or complete in detail, contains errors in grammar, syntax, vocabulary, or usage not likely to be made by proficient speakers of Standard American English. (See endnote 2.) Sentences are longer and more coherent than Score 2 responses. Response may contain many hesitations. Response may include some non-English words.
4	<ul style="list-style-type: none"> Response is a recognizable version of a story in coherent, fluent sentences. Sentence construction is usually simple, often a list of events told in plain vocabulary. Response may include hesitations or digressions that do not impede the narrative. Errors made are typical among proficient speakers of Standard American English and do not detract from basic fluency. Clauses are often joined by "and," "then," or "and then." Response may include an occasional non-English word.
5	<ul style="list-style-type: none"> Response is fluent, articulate, and elaborated with detailed sequence, vivid vocabulary, and complex constructions. Response includes a variety of adverbs and transitional signals ("First," "So then," "and after that," "because," "Finally," etc.). Response may contain one or two minor errors commonly heard in speech of articulate, proficient speakers of Standard American English. Response may include an occasional non-English word.

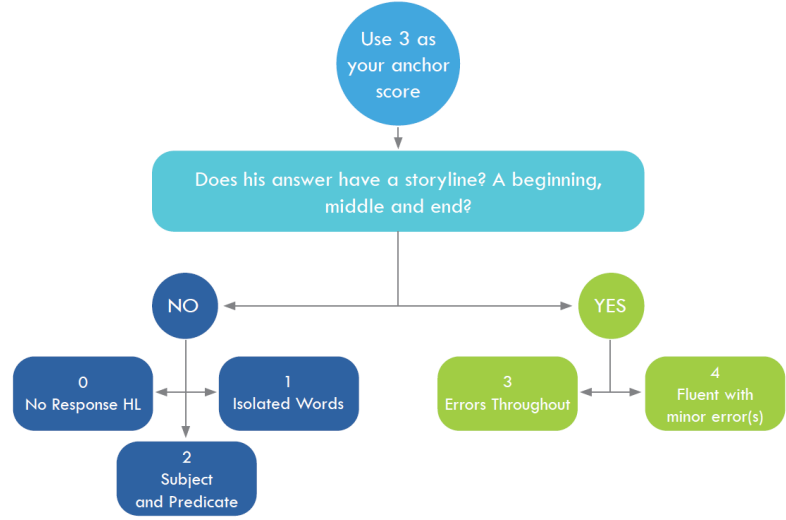
"I don't know"

Isolated Words

subject and a predicate



Let's Tell Stories – Flow Chart



Let's Tell Stories – Scoring Practice



Story: Rainstorm

Students are asked to listen to a story then tell what happened in the story.

Student	Sample Response	Score
1	It rain. The snail say, "Why it was a rainbow?" (Porque estaba lloviendo.)	2
2	One day the snail and the snake went for a walk. Then it was raining and they walk and the snail say, "Why is there a rainbow?" "Because there is rain." And that's the end.	4
3	It rained and rainbow come. Sun just drop.	2
4	They see a rainbow and they walk and they can look and they head to the wall.	2
5	They were walking...There were rain...Then they were rainbow and then they played.	3
6	One day they go to play then was a rain coming they, they don't know where to go. They color in a shovel and they said he they saw a colors and they said, "Why does a rainbow on here?" "Because the rain and the sun are both and they make a rainbow."	3



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Training Part 3: Post Test Activities

Tabulating, Reporting
and Interpreting the
preLAS Scores



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Step 1: transfer the number correct from each section of the test to the front of the answer document. Do the math and calculate the total(s).

STUDENT NAME: Last, First, M.I. STUDENT NUMBER BIRTH DATE: MO, DAY, YEAR

FOR HAND-SCORING ONLY:

Oral Language # correct

Simon Says $\times 2 =$

Art Show* $\times 1 =$

Say What $\times 2 =$

Human Body $\times 1 =$

Story #1 score $\times 4 =$

Story #2 score $\times 4 =$

Oral Language Total = Level =

Pre-Literacy Total = Level =

Answer Sheet—English Form C

preLAS2000

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Grade: Age: K 1 2 3 4 5

PROGRAM: Bilingual English Language Development ESL Two-Way Other (specify)

Examiner: _____

Teacher: _____

School: _____

District: _____

CUT-OFF LEVELS AND INTERPRETATION OF SCORES

Total Score (3- and 4-year-olds)	Total Score (5- and 6-year-olds)	Proficiency Level	Interpretation of Numerical Levels*
Oral Language Component			
0-56	0-61	1	NES
57-66	62-71	2	LES
67-76	72-81	3	LES
77-86	82-91	4	FES
87-100	92-100	5	FES
Pre-Literacy Component (5- and 6-year-olds)			
N/A	0-59	1	Low
N/A	60-79	2	Mid-level
N/A	80-100	3	High

*NES = Non-English Speaker; LES = Limited English Speaker; FES = Fluent English Speaker

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- Step 2: using the Cut-Off Levels and Interpretation of Scores, the examiner finds the Total Score range.
- Step 3: The examiner then finds the corresponding Age Range column: 3- and 4 year olds or 5 year olds.
- Step 4: Find the total score in the range of scores, once found, look to the right of the range to find the corresponding proficiency level.



FOR HAND-SCORING ONLY:

Oral Language # correct

Simon Says $\frac{3}{\times 2} = 6$

Art Show* $\frac{2}{\times 1} = 2$

Say What $\frac{1}{\times 2} = 2$

Human Body $\frac{4}{\times 1} = 4$

Story #1 score $\frac{2}{\times 4} = 8$

Story #2 score $\frac{1}{\times 4} = 4$

Oral Language Total = Level $\frac{26}{=} = 1$

CUT-OFF LEVELS AND INTERPRETATION OF SCORES

Total Score (3- and 4-year-olds)	Total Score (5- and 6-year-olds)	Proficiency Level	Interpretation of Numerical Levels*
Oral Language Component			
0-56	0-61	1	NES
57-66	62-71	2	LES
67-76	72-81	3	LES
77-86	82-91	4	FES
87-100	92-100	5	FES
Pre-Literacy Component (5- and 6-year-olds)			
N/A	0-59	1	Low
N/A	60-79	2	Mid-level
N/A	80-100	3	High

*NES = Non-English Speaker; LES = Limited English Speaker; FES = Fluent English Speaker

Example, if a 5-year-old received a total score of 26:

- find 26 in the range of 0-56,
- look to the proficiency level column to the right to find that the range is a Proficiency Level 1,
- write "1" in the corresponding Oral Language Level box.

Scores Used to Determine Proficiency



- The *preLAS* reports in 5 proficiency levels.
- The chart below provides the scores, that per State and Federal Guidelines, are used to determine proficiency for preK3, preK4 and Kindergarten students:

Per State Guidelines	
preK3, preK4, Kindergarten	<ul style="list-style-type: none"> • If a student receives a 1, 2 or 3 Oral Language proficiency level, they are to be classified as an Emergent Bilingual. • If a student receives a 4 or 5 Oral Language proficiency level – they are to be considered Fluent - not to be identified as an Emergent Bilingual.

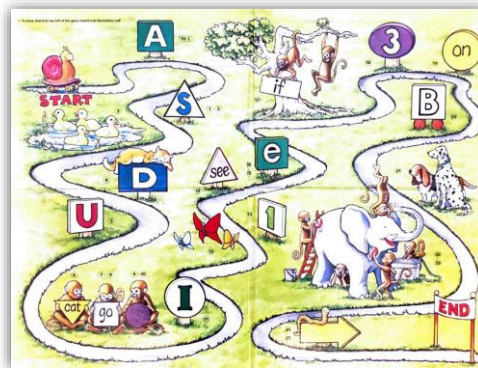
FOR HAND-SCORING ONLY:

Oral Language	# correct
Simon Says	_____ × 2 = _____
Art Show	_____ × 1 = _____
Say What	_____ × 2 = _____
Human Body	_____ × 1 = _____
Story #1 score	_____ × 4 = _____
Story #2 score	_____ × 4 = _____
Oral Language Total = Level	_____ = _____
Pre-Literacy Total = Level	_____ = _____

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preLAS Pre-Literacy Component

The pre-literacy component is available on the back of the test and is an optional component, but it

DOES NOT FACTOR INTO EMERGENT BILINGUAL IDENTIFICATION

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Resources: www.LASLinks.com/Texas



- Training PPTs, Guidance Documents and Videos
- FAQs
- Parent and Teacher Resources
- And more....

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Support



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

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