



# Benefits of Progress Monitoring Language Proficiency with LAS Links

Janna Jackson  
Director of State/Federal  
Programs  
Georgetown ISD

Patricia Arriaga  
Language Acquisition Coordinator  
Georgetown ISD

Norma Godina-Silva, Ph.D.  
EL Solutions Consultant  
DRC

Taleisha Taylor  
Texas Brand Ambassador  
DRC



We will focus on...

- The benefits of utilizing the additional forms of LAS Links to progress monitor Emergent Bilinguals as they move through the stages of language acquisition
- How LAS Links is aligned to the Texas ELPS allowing LAS Links to provide critical data allowing LEAs to focus on the ELPS of most need for students

# Agenda

- LAS Links Program Overview
- Uses of LAS Links
- LAS Links and Progress Monitoring
  - English
  - Spanish: Georgetown SD
- The Data: Student Proficiency Report
- Resources and Support



# What is LAS Links?





# What is LAS Links?

- A standardized language proficiency assessment for Grades preK-12
- Measures Speaking, Listening, Reading and Writing: K-12
- Forms available: English (4) and Spanish (2)
- All forms are available online or on paper
- Reports language proficiency and **academic language** proficiency scores
- Provides flexibility in scoring: score locally or utilize DRC scoring services
- Provides access to On-Demand reports
- Includes the DRC Interactive Reporting System

# LAS Links Uses

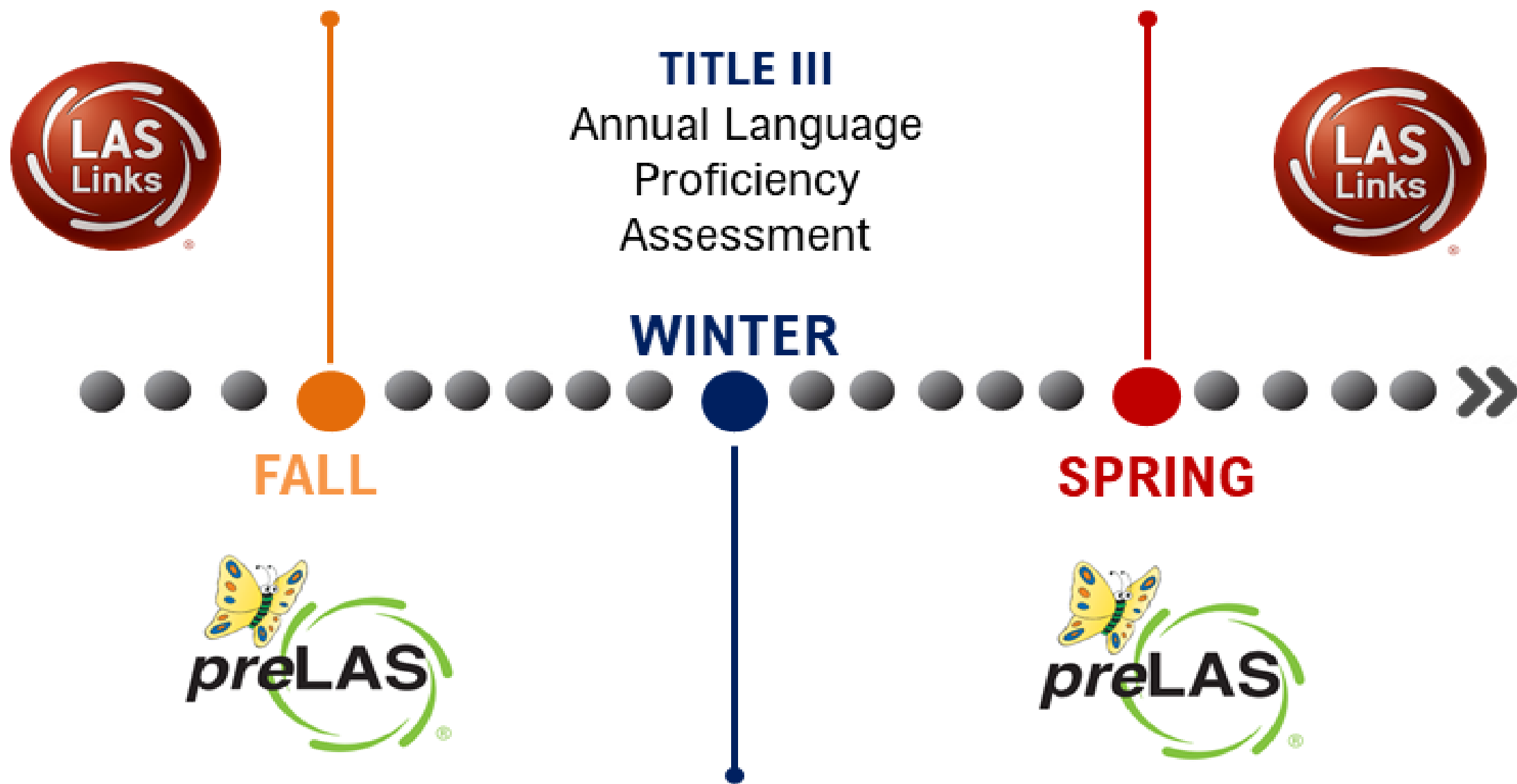


# Texas Emergent Bilingual Identification Program Overview



	Approved Assessment(s) for Identification	Progress Monitoring Forms
<i>preK3, preK4</i>	<ul style="list-style-type: none"> <li>• <i>preLAS</i> English Form C</li> <li>• <i>preLAS</i> Español Form C</li> </ul>	<ul style="list-style-type: none"> <li>• <i>preLAS</i> English Form D</li> <li>• <i>preLAS</i> Español Form C</li> <li>• Pre-Literacy component – you already have this!</li> </ul>
Kindergarten	<ul style="list-style-type: none"> <li>• <i>preLAS</i> English Form C</li> <li>• <i>preLAS</i> Español Form C</li> </ul>	<ul style="list-style-type: none"> <li>• <i>preLAS</i> English Form D</li> <li>• <i>preLAS</i> Español Form C</li> <li>• LAS Links Form B</li> <li>• LAS Links Form C</li> <li>• LAS Links Form D</li> <li>• LAS Links Español Form A</li> <li>• LAS Links Español Form B</li> </ul>
1-12 Grades	<ul style="list-style-type: none"> <li>• LAS Links English Form A</li> </ul>	<ul style="list-style-type: none"> <li>• LAS Links English Form B</li> <li>• LAS Links English Form C</li> <li>• LAS Links English Form D</li> </ul>
1-6 Grades	<ul style="list-style-type: none"> <li>• LAS Links Español Form A</li> </ul>	<ul style="list-style-type: none"> <li>• LAS Links Español Form A (Grades 1-12)</li> <li>• LAS Links Español Form B (Grades K-12)</li> </ul>

# English and Spanish Language Progress Monitoring (preK3-12)







# Understanding the Data



Student ID #:	08F026	School:	PARK ELEMENTARY
Birthdate:	12/9/2008	District:	USA SCHOOL DISTRICT
Gender:	F	Test Date:	02/19/2019
Grade:	04	Form/Level:	D Level 4-5
Class:	MARTINEZ, B		

### 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

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

### Student Results



Reporting Category	Scale Score	Proficiency Level	Student's Performance				
			Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Listening (L)	492	3	340-452	452-490	490-525	525-578	578-658
Speaking (SP)	500	3	340-452	452-490	490-525	525-578	578-658
Reading (RD)	547	4	340-452	452-490	490-525	525-578	578-658
Writing (WR)	509	3	340-452	452-490	490-525	525-578	578-658
Comprehension <sup>2</sup> (L + RD)	519	3	340-452	452-490	490-525	525-578	578-658
Oral <sup>3</sup> (SP + L)	496	3	340-452	452-490	490-525	525-578	578-658
Literacy <sup>4</sup> (RD + WR)	528	3	340-452	452-490	490-525	525-578	578-658
Productive <sup>5</sup> (SP + WR)	504	3	340-452	452-490	490-525	525-578	578-658

N/A = Not Applicable    INV = Test Invalidation

<sup>1</sup>Overall Scale Score is an average of Speaking, Listening, Reading, and Writing.  
<sup>2</sup>Comprehension is based on all items in the Listening and Reading skill areas.  
<sup>3</sup>Oral is based on all items in the Speaking and Listening skill areas.

<sup>4</sup>Literacy is based on all items in the Reading and Writing skill areas.  
<sup>5</sup>Productive is based on all items in the Speaking and Writing skill areas.

# Student Proficiency Report

➔ 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



# Student Proficiency Report

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	13 ▲	13	11	7 ▲	8	6	13 ▲	14	9	8 ▲	10	8
Academic	13	28	20	5	12	7	7	16	8	10	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 Art, Social Studies, History	6	14	9	3	6	4	4 ▲	8	4	5	11	6
Mathematics, Science, Technical Subjects	7	14	11	2	6	3	3	8	4	5	11	6
<b>Total Score</b>	<b>26</b>			<b>12</b>			<b>20</b>			<b>18</b>		

N/A = Not Applicable    INV = Test Invalidation    RGA = Reference Group Average    ▲ = Student achieved at or above the RGA



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

## 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 = 570L-720L

Student's Lexile® Measure = 670L

Suggested Titles	Author	Lexile
The Bamboo Flute	Disher, Gary	570L
A Year at a Construction Site	Harris, Nicholas	580L
Houdini Graphic Biography	Saddleback Graphic Biographies	590L
Cesar Chavez	Matthews, J. L.	600L
A Year Down Yonder	Peck, Richard	610L
M.C. Higgins, the Great	Hamilton, Virginia	620L
The Transall Saga	Paulson, Gary	630L
Squeeze	Muller, Rachel Dunstan	640L
Action Jackson	Greenberg, Jan and Jordan, Sandra	650L
Holes	Sadhar, Louis	660L
Step from Heaven	Na, An	670L
The Shackleton Expedition	Fine, Jill	680L
Gold Dust	Lynch, Chris	690L
Miraculous Journey of Edward Tulane	DiCamillo, Kate	700L
If the World Were a Village	Smith, David J. Armstrong, Shelagh	710L
Sherlock Holmes and the Adventure at the Copper Beeches	Rohrbach, Sophie Morrow, J. T.	720L



Provides Lexile levels and suggested reading titles

## General Interpretation

Listed above is a selection of books that should provide an appropriate reading challenge for your student based on his or her performance on the LAS Links Reading test. The books have been chosen from reading lists published by various professional organizations and associations and have been reviewed to ensure content appropriateness. All of the books listed should be available at public libraries, school libraries, or bookstores.

The Lexile measure and Lexile range have been provided to assist you in determining other titles that may offer an appropriate challenge for your student. For more information about Lexile measures and additional reading materials, visit [www.Lexile.com](http://www.Lexile.com).

LEXILE® and LEXILE® Framework are registered trademarks of MetaMetrics, Inc., and are registered in the United States and abroad Copyright©2019 MetaMetrics, Inc. All rights reserved. For proper use and copyright, see Metametrics branding at [metametricsinc.com/metametrics-branding-guidelines](http://metametricsinc.com/metametrics-branding-guidelines).

# Reference Group Average (RGA)



- Teachers may use the RGA to compare a student's performance against the field-testing sample (which serves as the reference group) to see if it is below or at/above the RGA on a given Language Content Strand category.
- The LAS Links RGA provides teachers a more complete picture about a student's strengths and weaknesses on relevant Language Content Strands and help teachers target instruction accordingly.

[http://laslinks.com/PDFs/LAS\\_Links\\_RGA\\_Scores.pdf](http://laslinks.com/PDFs/LAS_Links_RGA_Scores.pdf)



- LAS Links assessments are **authentic** language proficiency assessments:
  - Authentic language proficiency tests provide information on students' English/Spanish **language proficiency** associated with content areas
  - Achievement tests measures **knowledge attainment** and intellectual competencies in a subject (i.e. Math, Science, Reading/Language Arts)
    - Language proficiency items embedded in an achievement test typically provides you with the short cycle assessment need where LAS Links provides you with the medium to long cycle formative cycle.
  - Assessing with both an authentic language proficiency test (LAS Links) and an achievement test (i.e. MAP) allows stakeholders to have a complete and reliable profile of the student.

# LAS Links Domain Proficiency Level Definitions



**PROFICIENCY LEVEL DESCRIPTORS – GRADES 2-3**

GR 2-3	READING	WRITING
Beginning 1	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.

**LAS Links OVERALL PROFICIENCY LEVEL DEFINITIONS SECOND EDITION**

1 Beginning	Level 1 students are starting to develop receptive and productive uses of English in social, school, and academic contexts. Their comprehension may be demonstrated nonverbally or through their native language rather than in English.	Student 1 Student 2
2 Early Intermediate	Level 2 students are developing the ability to communicate in English in social, school, and academic contexts. Errors frequently impede basic communication and comprehension. Their receptive and productive control of lexical, syntactic, phonological, and discourse features of English is emerging. Early Intermediate students have minimal vocabulary and grammar skills. They identify, describe, and discuss simple pictorial or text prompts. Students interpret language related to familiar social, school, and academic topics. They make simple inferences and make simple comparisons. They restate rather than create original expressions. Restricted vocabulary and rudimentary grammar limit their expression and comprehension.	Student 3 Student 4
3 Intermediate	Level 3 students communicate in English across a range of grade level appropriate language demands in social, school, and academic contexts. However, errors interfere with their communication and comprehension. Repetition and clarification are often needed. The students exhibit a limited range of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics. Level 3 students use limited vocabulary when defining concepts across and within academic disciplines. They can compare, contrast, summarize, and relate text to graphic organizers. They decode words, apply grammar conventions, and use context clues to identify word meanings. They identify correct and incorrect use of basic grammar. Although their language is generally coherent, it lacks significant elaboration or detail.	Student 5 Student 6 Student 7 Student 8 Student 9
4 Proficient	Level 4 students communicate effectively in English, but with some errors, across a range of grade-level appropriate language demands in social, school, and academic contexts. The students exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics. Level 4 students interpret, analyze, and evaluate written and oral information, basing their responses on implicit and explicit context clues and information from personal and academic experiences. They adequately express themselves and organize their responses in logical and sequenced order. They distinguish nuances of meaning and incorporate idiomatic expressions and academic vocabulary.	
5 Above Proficient	Level 5 students communicate effectively in English, with few if any errors, across a wide range of grade-level appropriate language demands in social, school, and academic contexts. The students command a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics. Level 5 students apply their language mastery to critically evaluate and synthesize written and oral information and to formulate hypotheses. Their facility with language allows them to analyze information, make sophisticated inferences, and explain their reasoning. They skillfully organize information for presentations and can express subtle nuances of meaning. They apply literary techniques such as identifying author tone and point of view and can tailor language to a particular purpose and audience.	

SPEAKING		LISTENING		GR 2-3
Beginning students are starting to develop receptive and productive skills in English.  Student 3 Student 1	Student 2	Beginning students are starting to develop receptive and productive skills in English.  Student 1 Student 2		Beginning 1
Early Intermediate students typically use basic vocabulary and grammar, and simple phrases or sentences to make requests or comparisons, ask questions, express opinions or preferences, or describe a sequence of pictures about familiar events and situations. Errors frequently impede communication.  Student 7 Student 4		Early Intermediate students typically follow simple oral directions and identify high-frequency vocabulary. They identify a few details and make simple inferences from oral stories. Errors frequently impede communication and comprehension.  Student 8 Student 4		Early Intermediate 2
Intermediate students typically use appropriate words and phrases when expressing a preference, asking questions, providing information and explanations, naming common objects, and describing common functions. They produce mostly accurate sentences when narrating simple stories about familiar events and situations. Errors interfere with communication.  Student 6 Student 8 Student 9		Intermediate students typically understand a limited range of vocabulary. They recall details, identify main ideas, and draw inferences in more complex oral stories. Errors interfere with communication and comprehension.  Student 6 Student 9 Student 7	Student 3	Intermediate 3
Proficient students typically produce complete sentences with few grammatical and vocabulary errors when describing situations, explaining their reasoning, or narrating a story. They use broad vocabulary to accurately express opinions or preferences and ask appropriate questions. Minor errors do not interfere with communication.  Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar when providing information, describing situations, or explaining their reasoning.		Proficient students typically understand academic vocabulary and follow some complex directions. They recall subtle details, determine main ideas, and identify speaker purpose.  Above Proficient students typically recall details and sequence of events, and determine main ideas in oral stories that have advanced vocabulary.		Proficient 4  Above Proficient 5

- What are some trends you are finding among your students?
- What are some appropriate and targeted lessons you can implement based on these trends?
- What are some trends you are finding among your students?
- What are some appropriate and targeted lessons you can implement based on these trends?

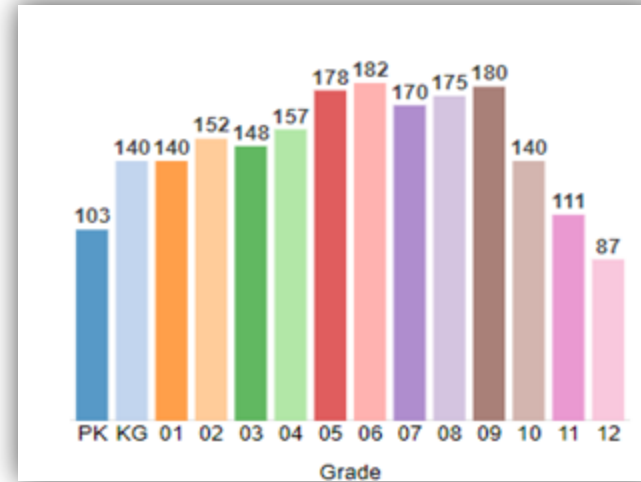


# **LAS Links/*pre*LAS Progress Monitoring with Georgetown ISD**



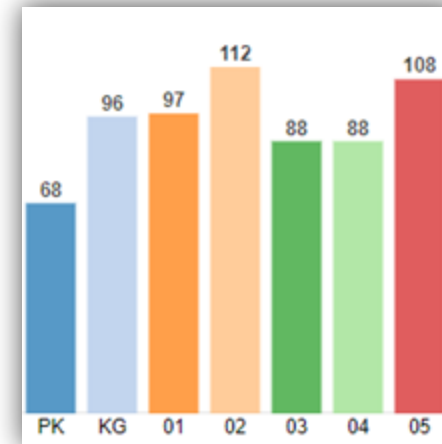
## Overview

- 10 Elementary Schools (DL across 6)
- 4 Middle Schools
- 3 High Schools
- Total Student Population 13,201



## Demographic Breakdown

- 2,084+ EB Coded
- 657 EB students in DL program
- 290 EP students in DL program





# Georgetown ISD- Program Services

- ESL Content Based: Pk-5th
- Dual Language 1 way: Pk
- Dual Language 2 way: Kinder-5th
- ESL Pull Out: 6th-12th

## PreLas & LAS

- Identification
- Progress Monitoring in DL
- Timing & Logistics



# Georgetown ISD- Digging into Campus Data

- Campus Debrief of Data
- Parent / Teacher Communication & Partnership
- Alignment to campus & district goals



- PLC conversations
  - Developing Language Proficiency Campus Goals
  - Alignment within embedded

Literature Lab Observation Protocol

District Goals for Literacy

- All students will demonstrate grade level literacy (phonics, phonological awareness, vocabulary, fluency, oral and reading comprehension, writing) by the end of 3rd grade.
- GISD will have continued implementation & improvement of Literacy instructional practices (including Balanced Literacy) to lead to greater student success on standards.

Supports to Achieve Goals in the EL classroom

- Implement Balanced Literacy instruction
- Design lessons collaboratively with peers, utilizing the Balanced Literacy framework
- Engage in learning that will support teacher growth around instructional practices that help to build upon efficacy and will support student growth around literacy

Pillars of Dual Language

- Bilingualism & Biliteracy: Equitable access to content and curriculum
- High Academic Achievement: Supporting student needs at grade level
- Sociocultural Competence: Understanding the community around us

How is the teacher facilitating student engagement?	How does the teacher pace the lesson?
What content is covered during the lesson?	What questions do you have?

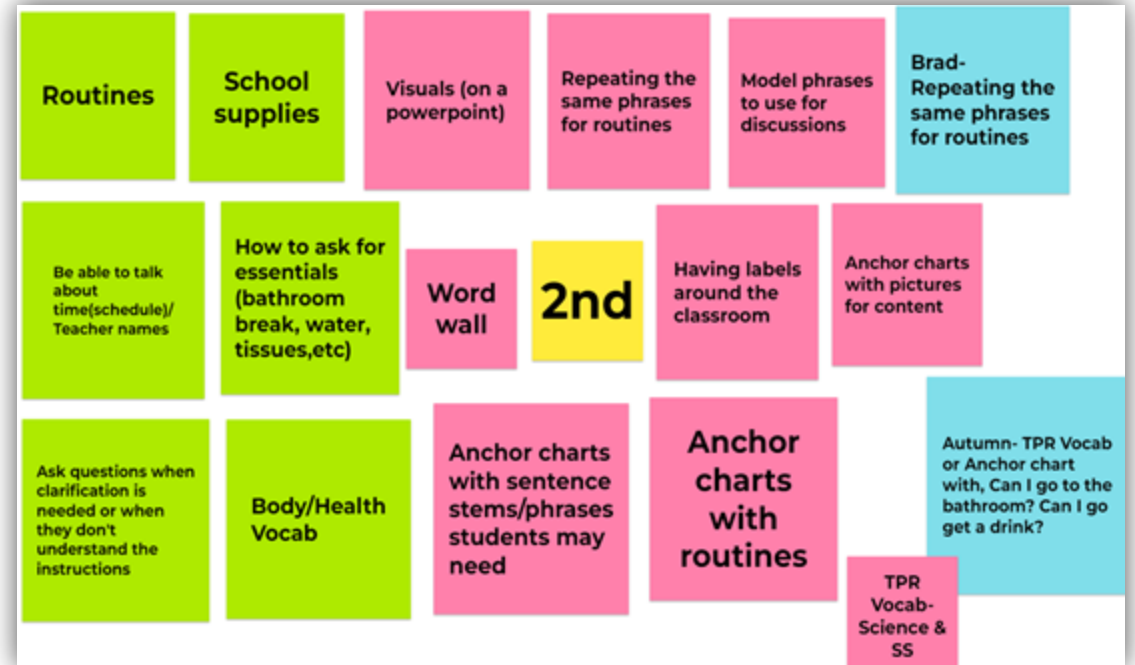
GISD Dual Language Program Indicators

Classroom Environment	Observed ✓
1. Classroom labels (Eng-blue Sp-red)	
2. Rich Word Walls ( Eng-blue Sp-red)	
3. Academic anchor charts	
4. Student work displayed in both languages	
5. Cooperative learning	

Instruction	Observed ✓
1. Teacher stays in LOI (Language of Instruction)	
2. Focus on 2nd language acquisition strategies (visuals, oral vocabulary, structured conversations, TPR)	
3. Opportunities for structured writing across all content areas	
4. Opportunities for structured conversations: both academic and social (formal & informal)	
5. Learners use language of choice (K-1) and strongly encouraged to use the language of instruction (2-5)	
6. Anchor Charts referenced as instructional tools	
7. Content Language Objectives are clear and student accessible	

Notes:

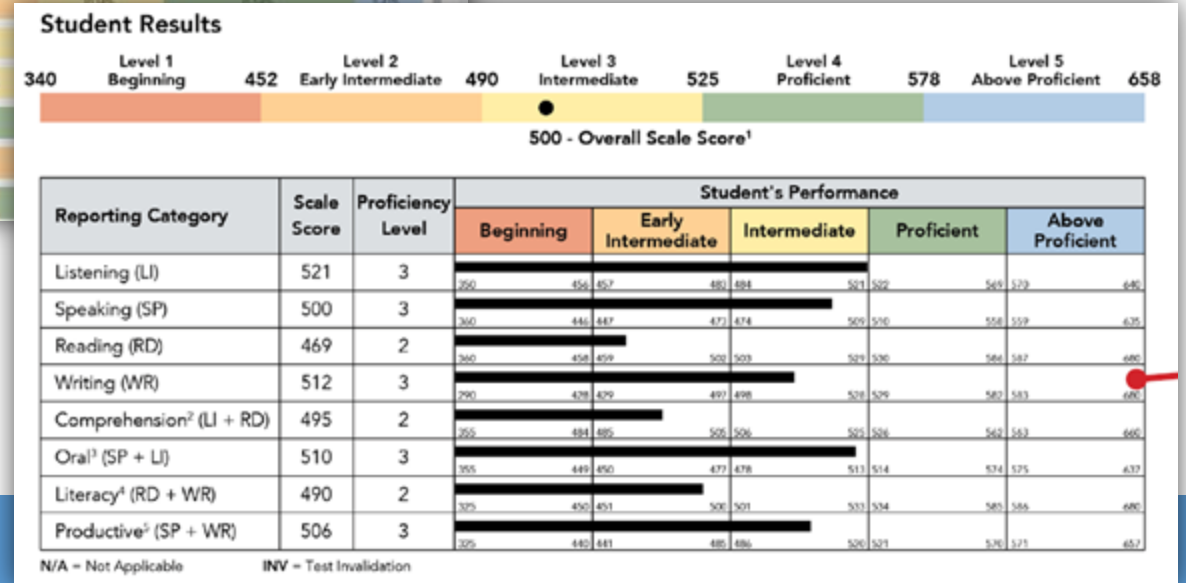




# Georgetown ISD- Department Goals

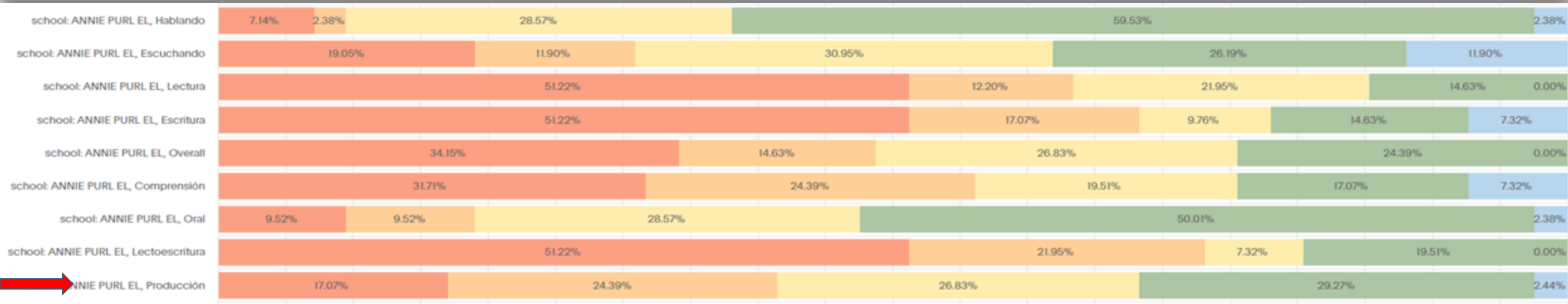
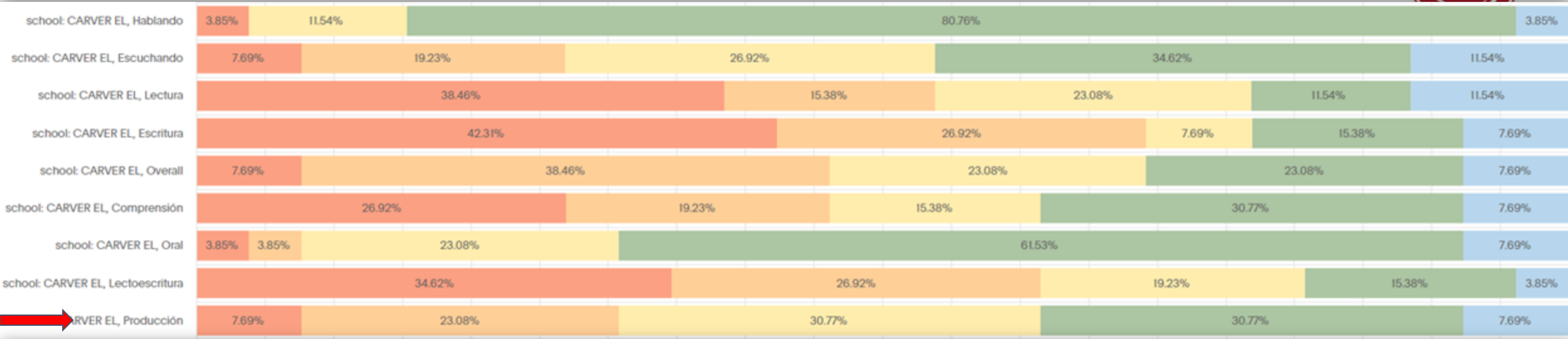


- Leveraging our tools to increase student progress.





# Georgetown ISD- Department Goals





- Inform parents of progress
- Administrative conversations
- Strategic Assessment of grade levels & domains
  - Listening: All Dual Language K-5 students
  - Speaking: All Dual Language 1st-5th grade students
  - Reading: All Dual Language 3rd-5th grade students
  - Writing: All Dual Language 3rd-5th grade students



# LAS Links Alignment to ELPS

# LAS Links and TELPAS: Proficiency Level Alignment



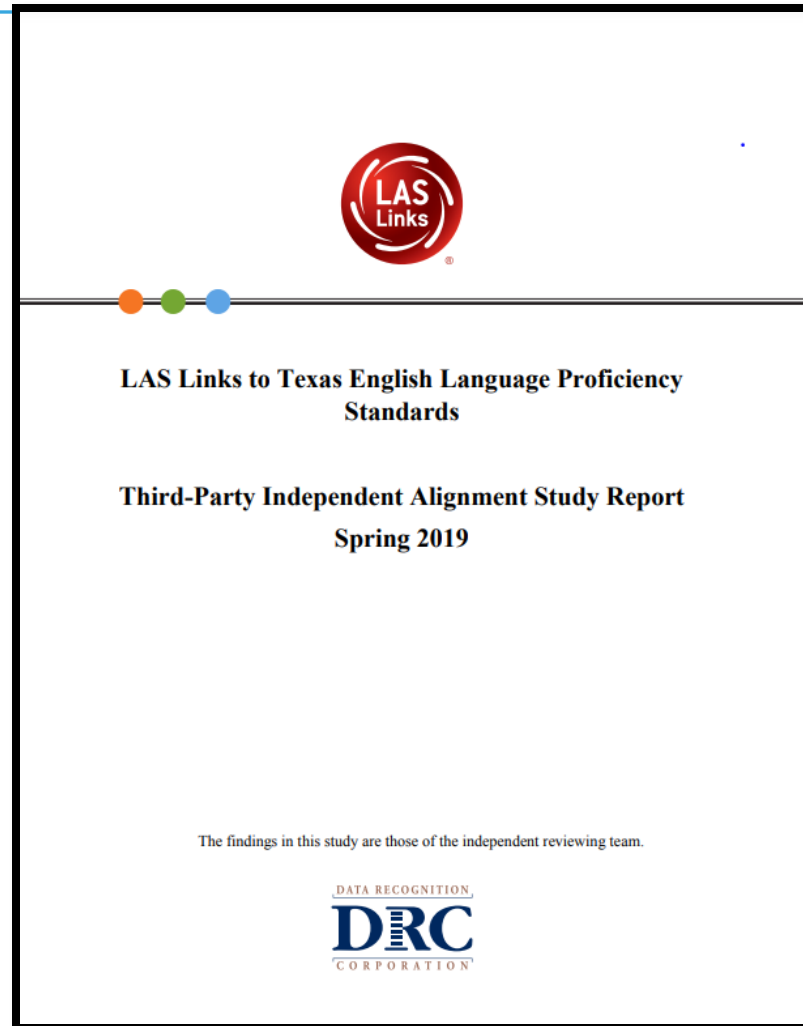
ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
<b>LAS Links Level 1 (Beginning)</b>	<b>LAS Links Level 2 (Early Intermediate)</b>	<b>LAS Links Level 3 (Intermediate)</b>	<b>LAS Links Levels 4&amp;5 (Proficient &amp; Above Proficient)</b>

“Limited English Proficiency” across  
 TELPAS, *preLAS* and LAS Links  
 (all domains)

“Fluent” across TELPAS,  
*preLAS* and LAS Links  
 (all domains)



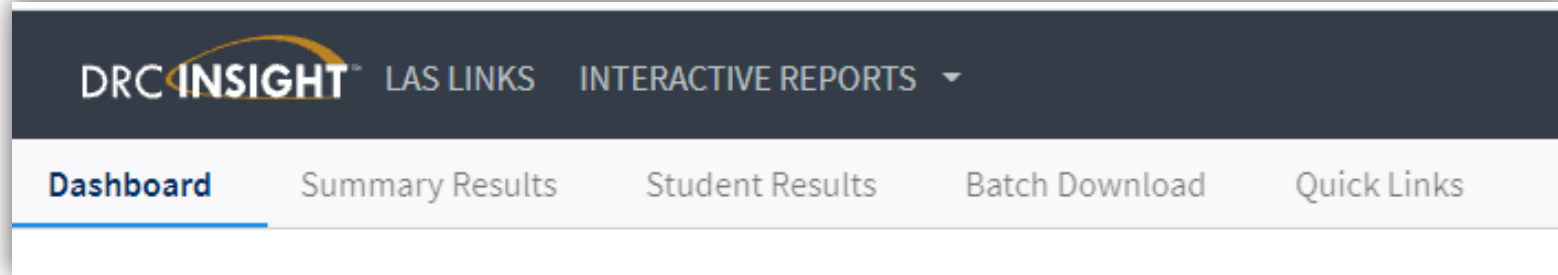
# LAS Links and TELPAS: LAS Links to Texas English Language Proficiency Standards Study





# Interactive Reports

# Reports Menu

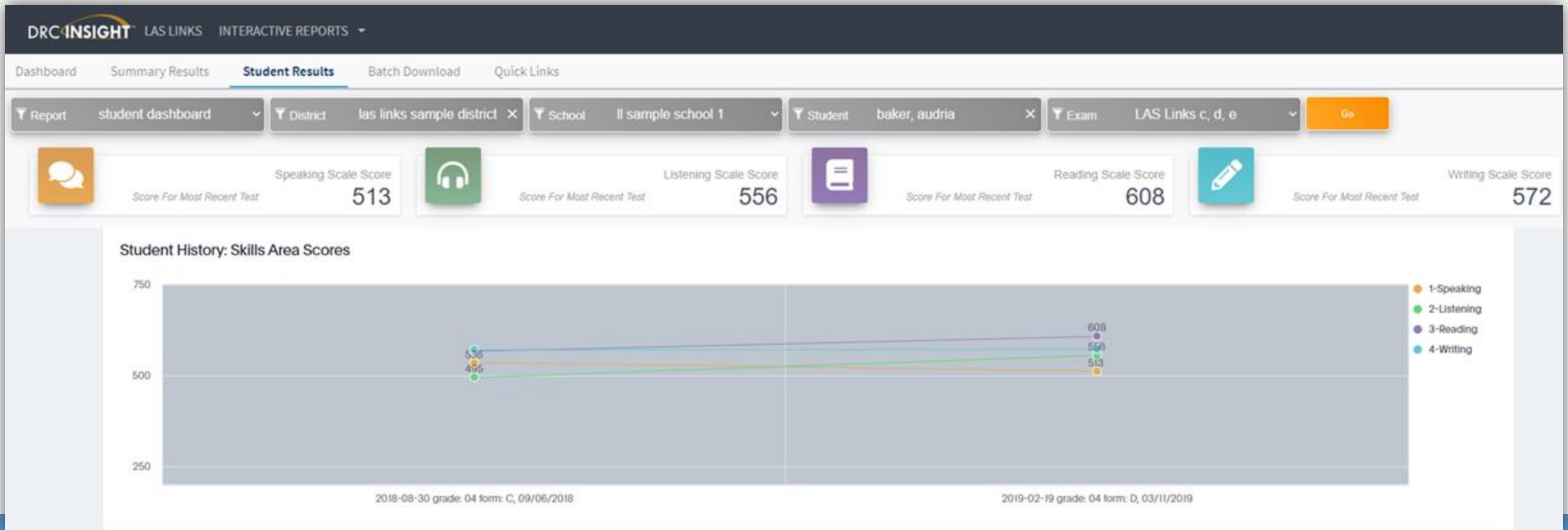


Summary Results	Student Results	Batch Download	Quick Links
<ul style="list-style-type: none"><li>• Summary of Skill Areas</li><li>• Summary of Strands</li><li>• Cohort Comparison</li><li>• Matched Comparison</li><li>• Item Summary</li></ul>	<ul style="list-style-type: none"><li>• Student Roster</li><li>• Longitudinal Roster</li><li>• Reading Links/Lexile Roster</li><li>• Item Roster</li></ul>	<ul style="list-style-type: none"><li>• Student Proficiency Report</li><li>• Student Dashboard Report</li><li>• Home Report</li><li>• Reading Links/Lexile Report</li></ul>	<ul style="list-style-type: none"><li>• Interpreting the RGA</li><li>• Proficiency Level Descriptors</li><li>• Item Maps</li><li>• Growth Study</li><li>• Lexile Information</li></ul>

# Student Dashboard Report



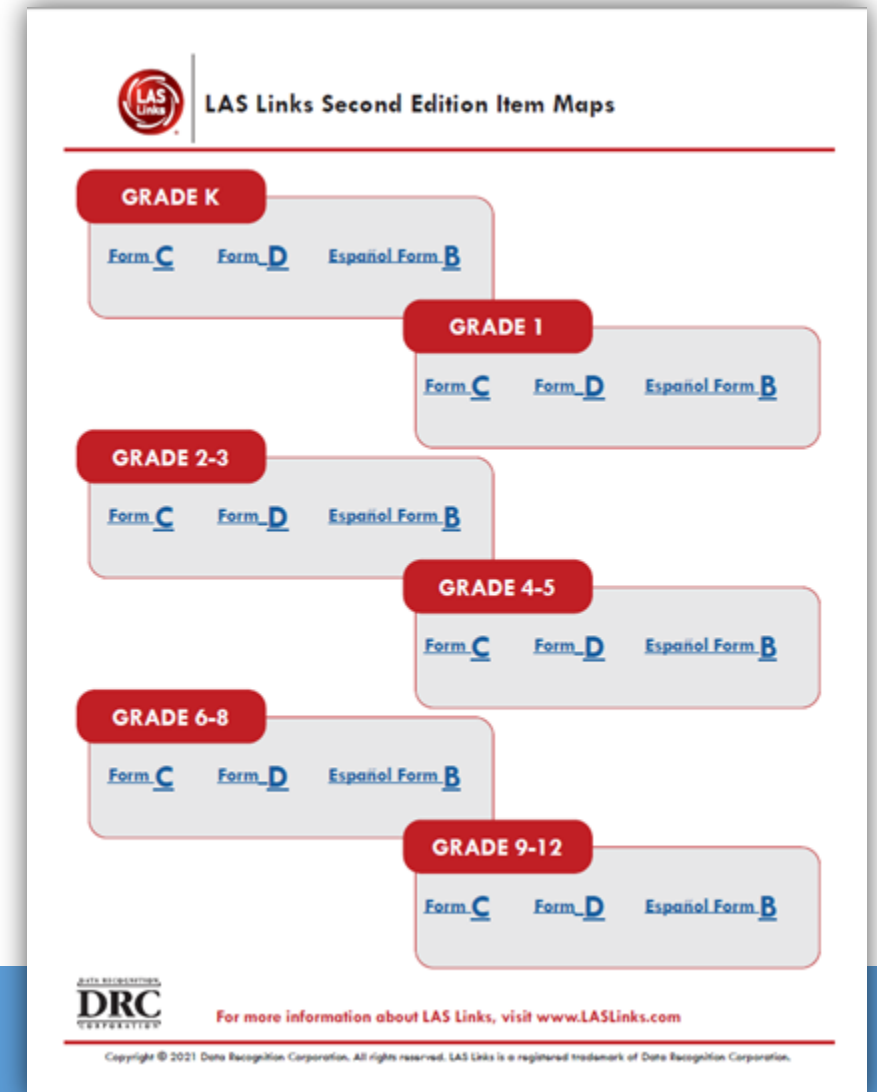
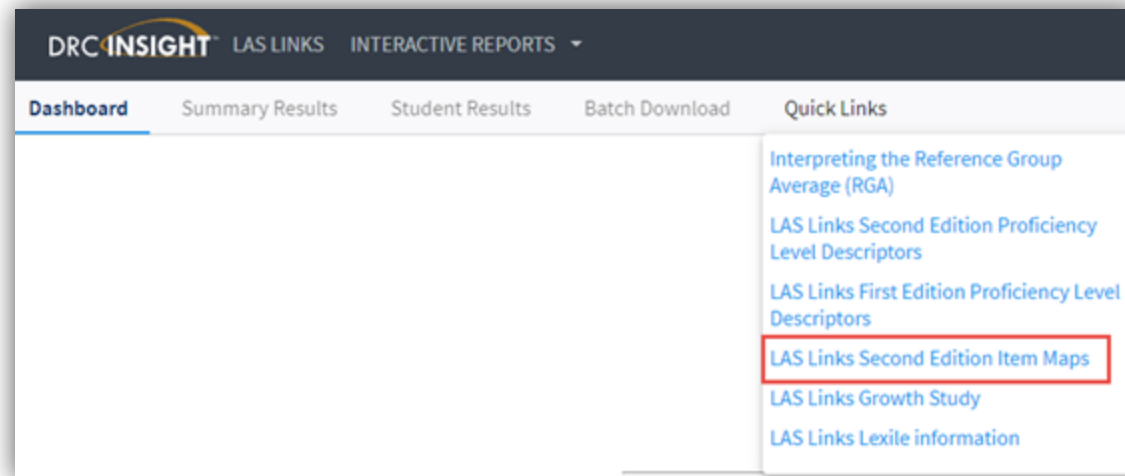
- Provides growth information at-a-glance for a cohort of students
- Click on any domain or composite to remove it from the graph to focus on a particular strand



# The Item Roster Report and the Item Maps



- Coupled with the LAS Links Item Map(s), the Item Roster Report allows you to analyze what was measured on each item.



# Item Roster and Item Maps



## Item Roster

Total Points Earned	SubjectCode	Strands	Item Number (Points)						
	* SPEAKING								
	* Language Arts, Social Studies, History		* Mathematics Subjects						
Student	05 (1)	06 (1)	10 (3)	11 (3)	12 (3)	13 (3)	04 (1)	07 (1)	
BAKER, AUDRIA   234679   2019-02-19   04   D/3	1	1	2	2	0	0	1	0	
DOUGLAS, ANTONIO   234683   2019-02-19   04   D/3	0	1	0	0	0	0	0	0	
EDGAR, Benton   234661   2019-02-19   04   D/3	0	0	1	1	2	2	1	0	
FLOYD, Brittni   234675   2019-02-19   04   D/3	1	1	2	1	3	3	1	0	
HALL, Bernadine   234665   2019-02-19   04   D/3	1	0	2	1	1	1	1	0	
HERRINGTON, ARIANNE   234663   2019-02-19   04   D/3	1	1	2	3	2	2	0	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	LLF 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





# Resources and Support

# LAS Links Instructional Resources Activity



- Download from the INSIGHT portal
  - Standards-based lesson plans
  - Teaching activities and strategies cover Grades K–12, with proficiency levels from Beginning through Advanced
  - Theme-based content in Language Arts, Science, Math and Social Studies
  - Discuss strategies on utilizing these resources

Each lesson has an expected outcome

Select lessons by content focus and/or language proficiency level

Ideas to spur classroom interaction

Sample Lesson

Sample Lesson

Made in the U.S.A. (Lesson A)	3.29
<b>CONTENT FOCUS:</b> Social Studies <b>PROFICIENCY:</b> Beginning to Early Intermediate	<b>GRADE:</b> 4-5
<b>OBJECTIVE:</b> Students locate products on a map.	<b>TOT</b>

**ACTIVITIES:** Students identify and describe familiar products, study a product map and map key, review state abbreviations and name products, discuss which states produce particular products, and play "I Spy" to locate products.

**PREPARATION:**

- a transparency, listing the states and their abbreviations
- copies of "Made in the U.S.A." worksheet for each student

**Discuss** Discuss Product Map

1. Distribute the "Made in the U.S.A." worksheet, a product map of the United States. Ask students to find the state where they live on the map. Next, review the state abbreviations and practice switching from state abbreviation to state name, e.g., *Find "TX" on the map.* Have students point to "TX." Ask: *What is the name of the state labeled "TX"?* Point to the state abbreviation list and show that this is "Texas." *Yes, "TX" stands for "Texas."* Continue this activity, practicing with several more state abbreviations.
2. Allow pairs of students time to work with the abbreviations, naming what abbreviations "stand for" on the map, using the following script:  
  
A: Find (state abbreviation).  
B: (B points to state.)  
A: What does (state abbreviation) stand for?  
B: (B says state name.)

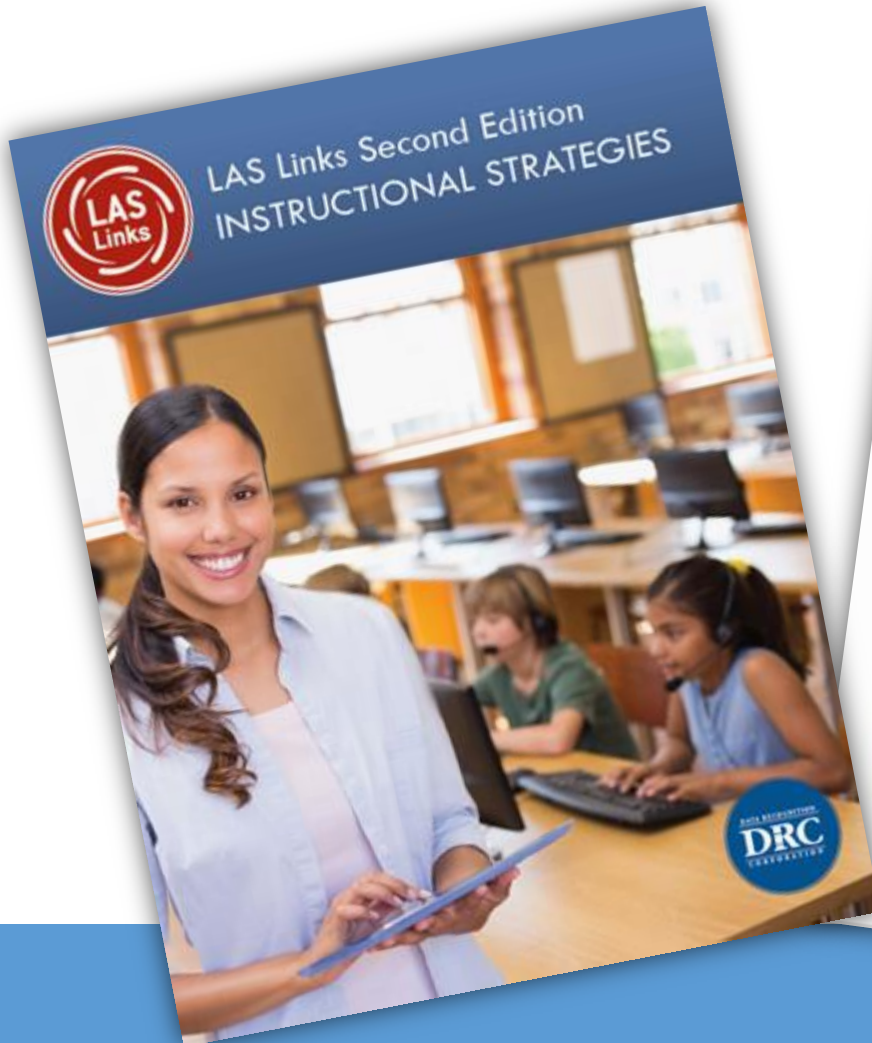
Log into INSIGHT >  
General Information >  
Documents > Assessment  
Resources



# LAS Links Instructional Strategies



Available for download at no additional cost! [Click here to download the LAS Links Instructional Strategies](#)



**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. When the music stops, students discuss topics or questions ahead of time. After students 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**

<b>Reading</b> <input type="checkbox"/>	<b>Writing</b> <input type="checkbox"/>	<b>Speaking</b> <input type="checkbox"/>	<b>Listening</b> <input 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 type="checkbox"/> Beginner	<input type="checkbox"/> Early Intermediate	<input type="checkbox"/> Proficient	<input type="checkbox"/> Above Proficient
-----------------------------------	---	-------------------------------------	---

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

**Citation:** "Classroom Mingle" <https://drc.txy.ut/2a3t2y/>

**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**

1. Topic Sentence/main idea
  - Supporting detail
    - 1. Example
      - Detail
      - Detail
    - 2. Example
      - Supporting detail
      - More on main idea
    - 3. Summary/conclusion

**VENN DIAGRAM**

**HERARCHICAL TOPICAL ORGANIZER**

**BUBBLE TOPICAL ORGANIZER**

**LANGUAGE DOMAIN FOCUS**

<b>Reading</b> <input type="checkbox"/>	<b>Writing</b> <input type="checkbox"/>	<b>Speaking</b> <input type="checkbox"/>	<b>Listening</b> <input 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 type="checkbox"/> Beginner	<input type="checkbox"/> Early Intermediate	<input type="checkbox"/> Proficient	<input type="checkbox"/> Above Proficient
-----------------------------------	---	-------------------------------------	---

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

**Citation:** Buehl, D. (2009). Classroom strategies for interactive learning (3rd ed.). Newark, DE: International Reading Association.  
Head, M., & Roedelius, J. (1986). Anticipation guide: Meaning through prediction. Dubuque, IA: Kendall/Hunt.



## Progress Monitoring with *preLAS*



# Utilizing *preLAS* for Progress Monitoring




Consisting of an oral language component and a pre-literacy component, *preLAS* (Online and Paper) enables you to capture and hold the attention of young children with playful activities and colorful materials that help you monitor student progress along the stages of language acquisition (English and Spanish)

<i>preLAS</i>
<ul style="list-style-type: none"><li>• preK3 – 6 yrs old</li></ul>
<ul style="list-style-type: none"><li>• 2 English Forms</li><li>• (Paper and Online)</li><li>• Oral and Preliteracy Components</li></ul>
<ul style="list-style-type: none"><li>• 1 Spanish Form</li><li>• (Paper and Online)</li><li>• Oral and Preliteracy Components</li></ul>
<ul style="list-style-type: none"><li>• Reporting:<ul style="list-style-type: none"><li>• Paper format – local tabulation and reporting</li><li>• Online format – reporting available 30-60 minutes after test completion.</li></ul></li></ul>
<p><a href="#">Link to preLAS Online Sample Report</a></p>

# preLAS Student Proficiency Report



 **Student Proficiency Report**

Name: FirstName M LastName Student ID #: 1234567890  
Birthdate: 11/06/2013 School: Any High School  
Gender: M District: Any Public School District  
Age: 05 Form: C

---

**STUDENT ORAL LANGUAGE PROFICIENCY LEVEL** Test Complete Date: 01/08/2020

Level 1	Level 2	Level 3	Level 4	Level 5
		✓		

**Oral Language Proficiency Level Definitions**

<b>Level 1</b> – Non-English Speaker (NES) student is beginning to develop receptive and productive skills in English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.	<b>Level 2</b> – Limited English Speaker (LES) student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.	<b>Level 3</b> – Limited English Speaker (LES) student is developing the ability to communicate effectively in English across a range of grade-level appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	<b>Level 4</b> – Fluent (proficient) English Speaker (FES) student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	<b>Level 5</b> – Fluent (proficient) English Speaker (FES) student communicates effectively in English, with few if any errors, across a wide range of grade-level appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
---	--	--	---	--

---

**STUDENT PRE-LITERACY PROFICIENCY LEVEL** Test Complete Date: 01/08/2020

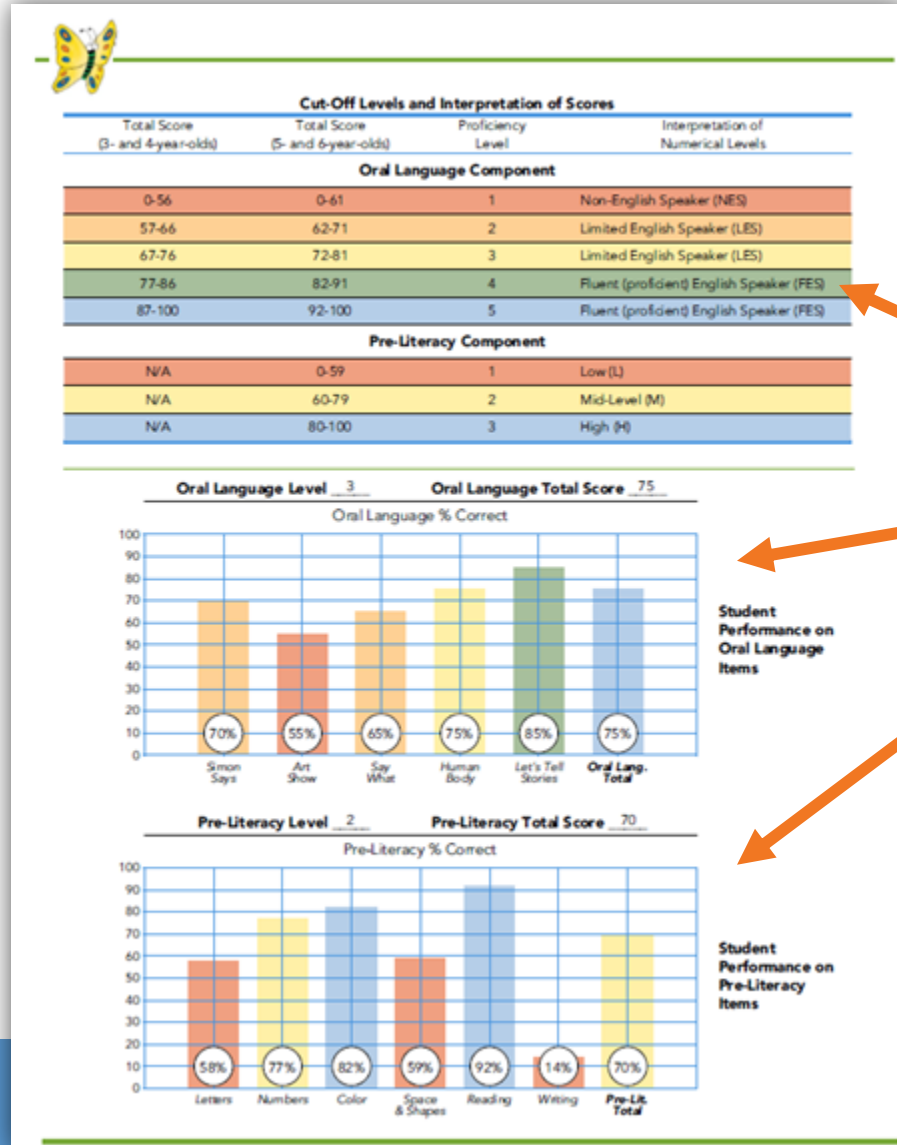
Level 1	Level 2	Level 3
	✓	

**Pre-Literacy Proficiency Level Definitions**

<b>Level 1</b> – “Low” level student is beginning to develop receptive and productive skills in English, beginning to identify upper and lower case letters, beginning to identify some numbers and figures, and beginning to try to write one or more words to explain a preference.	<b>Level 2</b> – “Mid” level student generally identifies frequent sounds at the beginning and end of words, decodes basic words, matches words and numbers to pictures, identifies various colors, distinguishes between beginning and ending sounds, reads some letters and counts objects in photos, and writes one or more words including their name.	<b>Level 3</b> – “High” level student generally reads words fluently, identifies the meaning of common signs, uses context clues to determine the meaning of words, and writes some numbers and high frequency words.
---	--	---

- Reports in:
  - Total Score
  - Proficiency Level
  - Proficiency Level Descriptor
- 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

# preLAS Student Proficiency Report



Page 2:

- Provides Cut-Off Levels and Interpretation of Scores as well as a break down of student performance within each component
- Allows for targeted instruction for each student

# preLAS Instructional Strategies



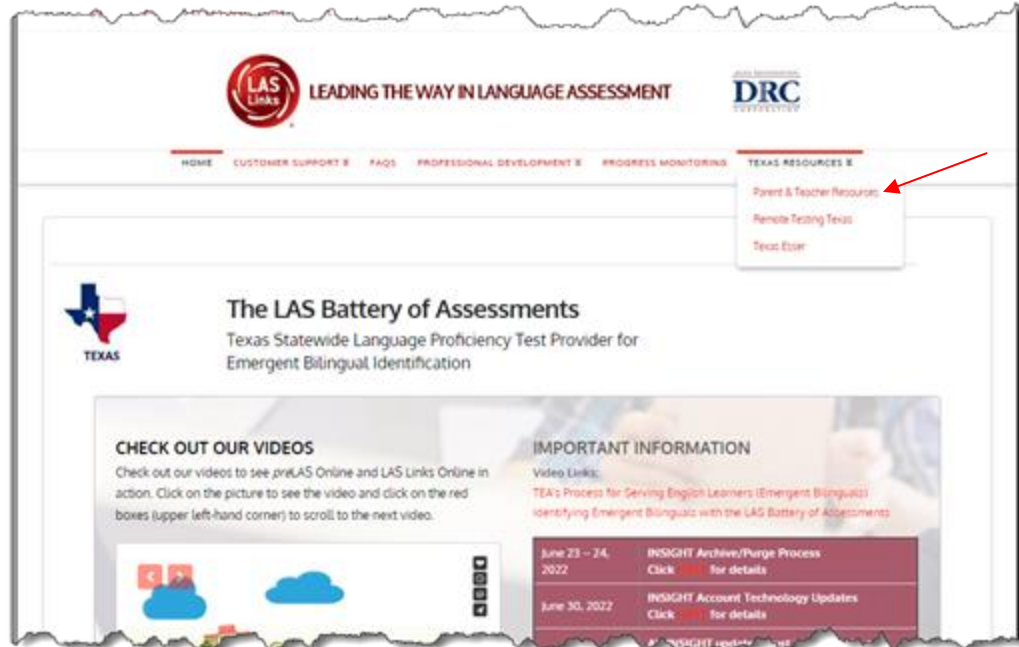
- Available for download (at no additional cost!) from the Parent and Teacher Resources page at [http://laslinks.com/PDFs/preLAS\\_Instructional\\_Strategies.pdf](http://laslinks.com/PDFs/preLAS_Instructional_Strategies.pdf)
  - Teaching activities and strategies designed for preK and Kindergarten classrooms
  - Strategies promote oral language (39 strategies) and pre-literacy growth (40 strategies)



# LAS Links Instructional Strategies



- Available for download, **at no additional cost!** from the Parent and Teacher Resources page at <https://laslinks.com/resources/>



Thank you!



**Taleisha Taylor | Brand Ambassador-Texas**  
682.472.3767 | [ttaylor@datarecognitioncorp.com](mailto:ttaylor@datarecognitioncorp.com)

**Jennifer Milliner | Texas Assessment Solutions Consultant**  
Regions: 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17  
Ph: 317-469-1107 | [jmilliner@datarecognitioncorp.com](mailto:jmilliner@datarecognitioncorp.com)

**Christi Morgan | Texas Assessment Solutions Consultant**  
Regions: 1, 2, 3, 4, 15, 18, 19, 20  
Phone#: 763-744-3871 | [cmorgan@datarecognitioncorp.com](mailto:cmorgan@datarecognitioncorp.com)