



# Using Your LAS Links Progress Monitoring Data to Impact Emergent Bilingual Programming

TAC 2023

**Dr. Toya Keas**

Instructional Programs Coordinator of Bilingual/ESL and  
Elementary Curriculum  
District Testing Coordinator of Local/State Assessment  
Kennedale ISD

**Taleisha Taylor, M. Ed.**

Language Assessment Solutions Consultant  
DRC

# Agenda

- LAS Links Program Overview
- LAS Links/*preLAS* Progress Monitoring with Kennedale ISD
- Understanding the Data
- Accessing, Interpreting and Examining the Results
- LAS Links Español
- Progress Monitoring with *preLAS*
- Resources and Support



# What is LAS Links Online?



# LAS Links Progress Monitoring Forms 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>

# Progress Monitoring with LAS Links



Source: House Pub Ed Committee Update: HB 3906 and Next Generation Assessments and Accountability Commission (Commissioner's Slides)

## Different types of assessment serve different purposes

Type	What	When	Why	TEA Examples	School Year or Instructional Cycle	
<b>Diagnostic Assessments</b>	Measure student knowledge and skills on any variety of student expectations	Prior to a new instructional cycle or year	To inform instructional plans and curriculum to meet the needs of individual students	Beginning Of Year (BOY)		
<b>Formative Assessments</b>	Ongoing process of measuring student performance on specific student expectations	Throughout the year	To inform instructional choices, student supports, and updates to planning within existing curricular structures	Texas Formative Assessment Resource (TFAR)		
<b>Interim Assessments</b>	Measure student understanding of a broader span of student expectations	At check-points during the year	To monitor progress, predict summative performance, and identify students for intervention	STAAR Interim Assessments		
<b>Summative Assessments</b>	Measure student mastery of a broader span of student expectations	At the end of a unit or course	To determine the effectiveness of the program, report summative mastery, and inform future planning	STAAR, STAAR Alternate 2, TELPAS, TELPAS Alternate		



# How Is LAS Links Utilized Nationally?





## TEA's Call to Action: SB 560

# SB 560: Meeting the Requirements with LAS Links



## Senate Bill 560 Update

- Requires TEA, in collaboration with TWC and THECB, to develop a strategic plan that sets tangible goals and establishes timelines to:
  1. Increase number of Bilingual Educators
  2. Increase the number of Dual Language programs
  3. Educate families and schools regarding importance of Bilingual Education in Early Childhood
  4. Adopt a uniform process for:
    1. Identification
    2. Monitoring bilingual learning of students
    3. Collecting data regarding identification and monitoring
  5. Increase the number of bilingual and multilingual graduates



Power Point: [bit.ly/ELDivSept12th](http://bit.ly/ELDivSept12th)

Source: EL Division Webinar; September 2, 2022

## preLAS/LAS Links

4.1 Identification: Current contract

4.2 Monitoring bilingual learning of students:  
LAS Links has additional forms to meet this requirement in both English and Spanish

4.3 Collecting data regarding identification and monitoring:  
The LAS Battery provides:

- a performance indicator, based on scientific research, between student/program performance on the LAS Links assessment and the TELPAS
- data and reports that indicate student performance to pinpoint areas of student strengths and weaknesses, allowing for **targeted and meaningful instruction** for each student
  - Reports include student academic language scores in Math, Science, Technical Subjects, Social Studies, History, and Language Arts
- Longitudinal reporting for individual students as well as cohorts of students between grades and year-over-year



# LAS Links Success Stories



LAS LINKS SUCCESS STORY  
McAllen Independent School District (ISD)



## Meeting the Needs of All Emergent Bilingual Learners with a Reliable, High-Quality Assessment

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

Rocio Herra, 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 the United States and Mexico, requires an assessment instrument that multiple purposes. Identification of EBs in all grade progress monitoring of the youngest students, and a re-assessment of dual language proficiency for students seeking the LOTE credit. In this success story, Rocio Herra, Director for Bilingual/ESL and Foreign Languages Department, shares how McAllen ISD uses LAS Links and LAS Link provide consistent, high-quality feedback that meet varying needs of teachers and students across their full ESL and dual language programs.



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 available data that allows for targeted instruction to accelerate the progress of our Emergent Bilingual students."*

Dr. Tracy Knox, Instructional Programs Coordinator, Curriculum & Student Services, Kennedale ISD

In this case study, Dr. Tracy Knox, 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).



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."*

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

In this success story, Ismael Jackson, Director of State & Federal Programs at Georgetown ISD in Texas, shares the many ways his 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.



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.



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



## Student Population:

- 2,832 Students
- 60% Economically Disadvantaged
- 14% Emergent Bilingual



1 Early Childhood Campus (PK-K)



2 Elementary Campuses (1<sup>st</sup>-5<sup>th</sup>)



1 Junior High Campus (6<sup>th</sup>-8<sup>th</sup>)



1 High School Campus (9<sup>th</sup>-12<sup>th</sup>)



**KENNEDALE ISD**  
*Committed to Excellence*

# Kennedale ISD – EB Breakdown

---

## Languages Spoken:

- 24 Languages
  - English, Arabic, Cantonese (Chinese), Dari, Farsi (Persian), French, Ibo/Igbo, Kurdish, Luganda, Nepali, Panjabi (Punjabi), Pashto (Pushto), Pilipino (Tagalog), Russian, Samoan, Shona, Somali, Spanish, Swahili, Turkish, Twi, Vietnamese, Urdu, Yoruba

## Program Participation:

- Bilingual Transitional Early-Exit: 28%
- ESL Content-Based: 32%
- ESL Pull-Out: 37%

# Kennedale ISD – Implementation of LAS Links Progress Monitoring



## Year 1 (2021-2022)

- Based on data, identified a need to incorporate progress monitoring for language
- One administration in January
- Grades Assessed: 1<sup>st</sup>-4<sup>th</sup>, 7<sup>th</sup>-8<sup>th</sup>
- Test Administrator: District EB Paraprofessional

## Year 2 (2022-2023)

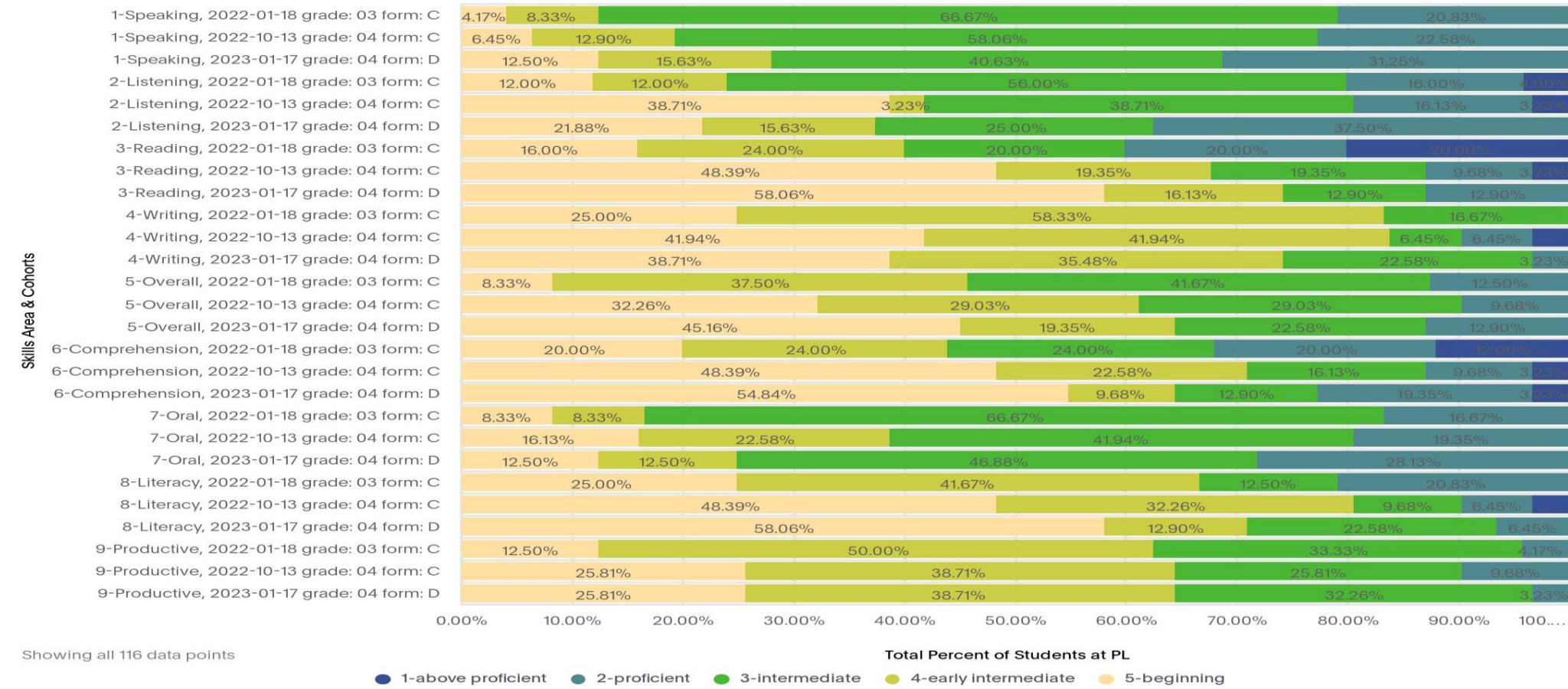
- Two administrations: October and January
- Grades Assessed: 2<sup>nd</sup>-12<sup>th</sup>
- Test Administrator: District EB Paraprofessional



# Kennedale ISD Cohort Strand Report: 4<sup>th</sup> Grade: Year 1 & 2



## Cohort Group Proficiency Summary



# Kennedale ISD – Implementation of LAS Links PM

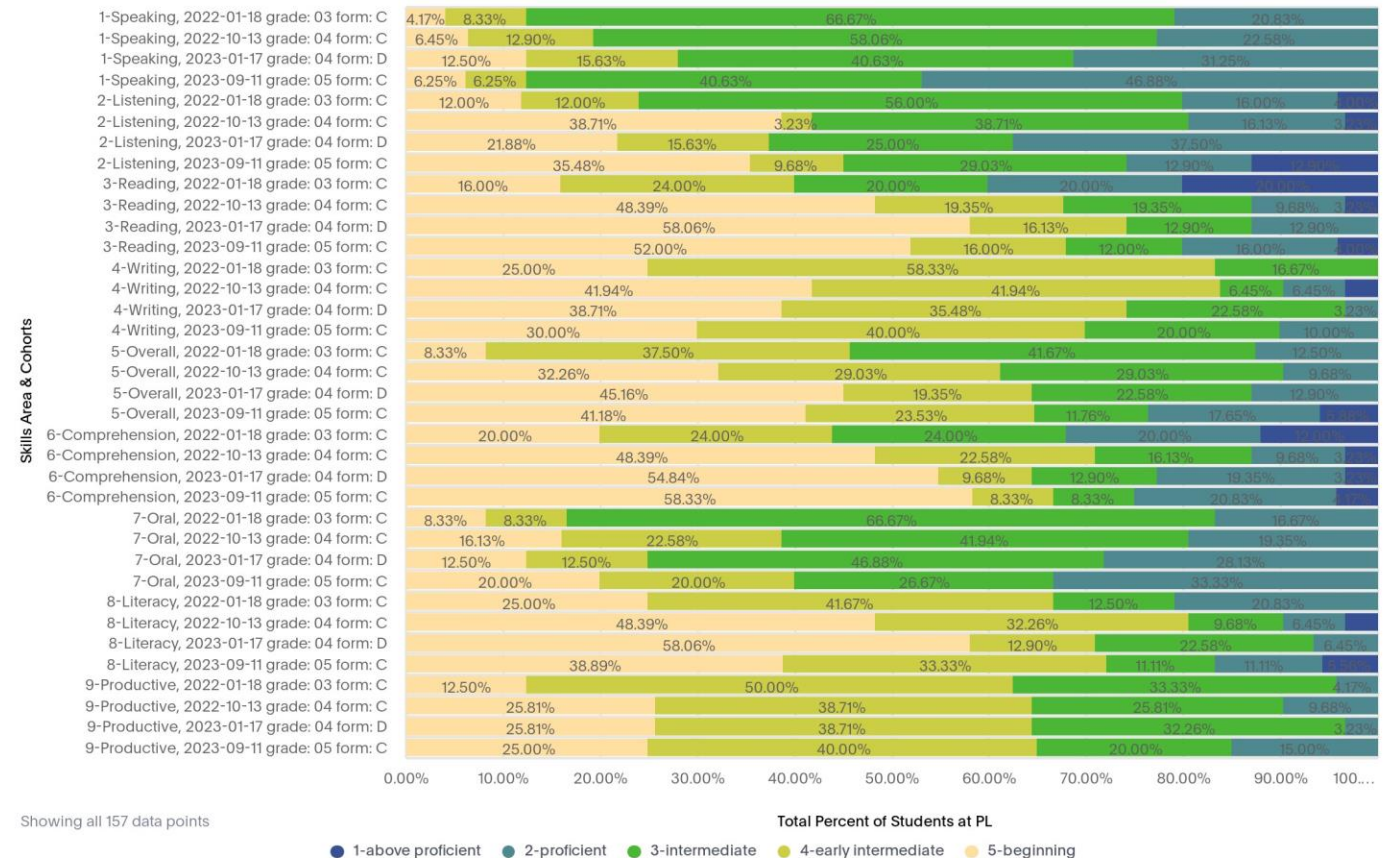


## Year 3 (2023-2024)

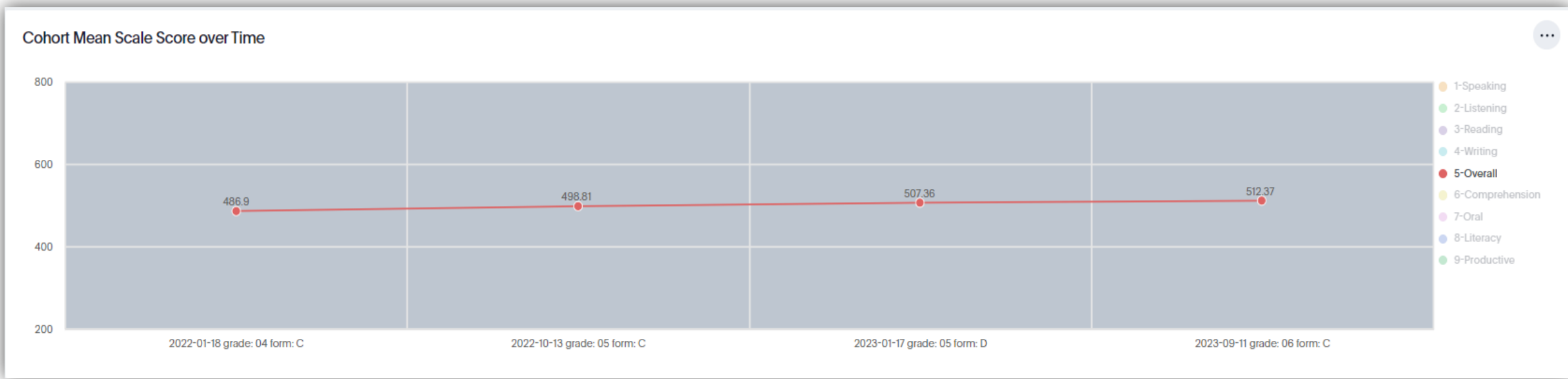
- Two administrations: September and April
- Grades Assessed: 2<sup>nd</sup>-12<sup>th</sup>
- Test Administrator: Campus Testing Coordinators



### Cohort Group Proficiency Summary




# Kennedale ISD – Implementation of LAS Links PM



# Kennedale ISD – Implementation of LAS Links PM

## Rationale for Adjustments

- Availability of Interactive Reports
- Scheduling of fall parent conferences
- Continued targeted instructional support in the spring
- Having an additional data point for reclassification decisions


**Student Report**

Student ID #:   
 Birthdate:   
 Gender:   
 Grade: 07   
 Class: PM ENGLISH

**About the LAS Links Assessments**  
LAS Links® is an integrated suite of English and Spanish language proficiency language learning program.

**Student Overall Proficiency Level**

Level 1: Beginning	Level 2: Early Intermediate	Level 3: Intermediate

**Proficiency Level Definitions**

**Level 1: Beginning**  
At Level 1, student is beginning to develop the ability to communicate at school. The student may communicate nonverbally or through the home language.

**Level 2: Early Intermediate**  
At Level 2, student is developing the ability to communicate for different purposes at school. The student makes errors that can interfere with communication.

**Level 3: Intermediate**  
At Level 3, student is developing the ability to communicate effectively for different purposes at school. The student may make errors that interfere with communication.

**Student Results**

Reporting Category	Scale Score	Proficiency Level
Listening (LJ)	545	4
Speaking (SP)	515	4
Reading (RD)	514	2
Writing (WR)	509	3
Comprehension <sup>1</sup> (LJ + RD)	529	3
Oral <sup>2</sup> (SP + LJ)	530	4
Literacy <sup>3</sup> (RD + WR)	511	2
Productive <sup>3</sup> (SP + WR)	512	3

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>Oral 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.

**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	10	12	10▲	8	9	7▲	7	14	9	6	10	7
Academic	18	28	19	9	14	9▲	6	16	8	8	22	10
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Arts, Social Studies, History	9	14	9▲	3	7	4	4	8	4▲	4	11	5
Mathematics, Science, Technical Subjects	9	14	10	6	7	4▲	2	8	4	4	11	5
<b>Total Score</b>	<b>28</b>			<b>17</b>			<b>13</b>			<b>14</b>		

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.

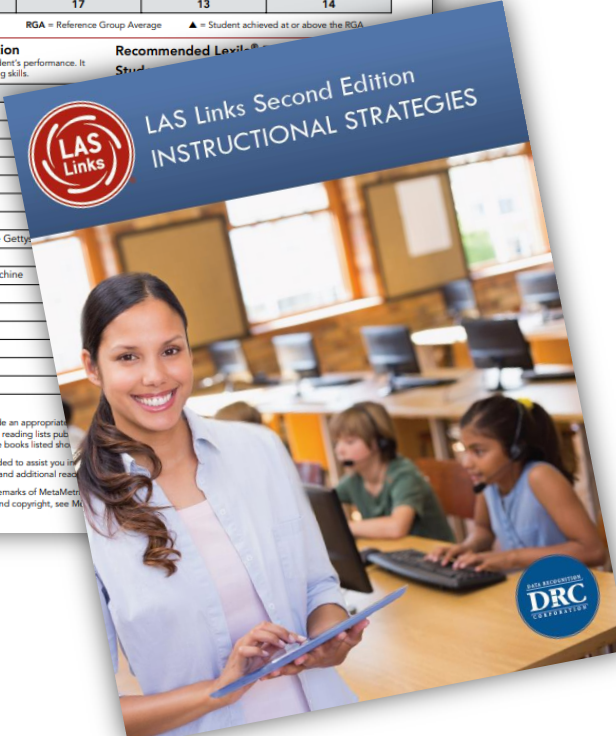
**Suggested Titles**

The Haunted Car
From Tree to Table
Butterflies
Do It (Foundation Readers)
The Coldest Place on Earth
What Makes Day and Night
Puzzle in the Portrait
Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address
Lunch Lady And The Cyborg Substitute
Listen Up! Alexander Graham Bell's Talking Machine
Tut's Mummy: Lost... and Found
Dave at Night
Soil
The Canterville Ghost
Drawing from Memory
A Year at a Construction Site

**General Interpretation**  
Listed above is a selection of books that should provide an appropriate reading level for your student. The books have been chosen from reading lists published by the publisher to ensure content appropriateness. All of the books listed show Lexile measures and Lexile ranges have been provided to assist you in selecting books for your student. For more information about Lexile measures and additional resources, visit [www.lexia.com](http://www.lexia.com).  
 LEXIA® and LEXIA® Framework are registered trademarks of MetaMetrics, Inc. All rights reserved. For proper use and copyright, see MetaMetrics, Inc. website.

**Recommended Level**

Student's Recommended Level: **Level 2**



**LAS Links Second Edition INSTRUCTIONAL STRATEGIES**

**DATA DRIVEN DECISION MAKING DRC**



# Kennedale ISD – Using Data

## Student Level:

- Student conferences

## Campus Level:

- Emergent Bilingual Data Sheets

## Campus Level:

- Identify trends
- Targeted professional development



Emergent Bilingual Student Data Sheet  
2023-2024

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Campus:    ECC    JFD    RFP    KJH    KHS

Grade: \_\_\_\_\_

EB Status:    1 – Current EB    F – Monitor Year 1    S – Monitor Year 2

Program Type:    ESL    Bilingual    Parent Denial    N/A

Rtl:    Tier 1    Tier 2    Tier 3    N/A

Grades 2023-2024

Year	1 <sup>st</sup> 9-Weeks	2 <sup>nd</sup> 9-Weeks
Reading		
Math		
Science		
Social Studies		

STAAR

Year	2023-2024	2022-2023
Reading		
Math		
Science		
Social Studies		

TELPAS

Year	2023-2024	2022-2023
Listening		
Speaking		
Reading		
Writing		
Composite		

LAS Links Progress Monitoring

Year	Fall	Spring
Listening		
Speaking		
Reading		
Writing		
Composite		



Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Accommodations

Instructional	Prev. Year	1 <sup>st</sup> 9-Weeks	2 <sup>nd</sup> 9-Weeks	3 <sup>rd</sup> 9-Weeks	4 <sup>th</sup> 9-Weeks
Peer and native language support					
Gestures for added emphasis					
Simple conversations (words/phrases)					
Visuals and/or verbal cues to reinforce spoken or written words					
Pre-teach vocabulary					
Short sentences and single words					
Provide phrases or simple sentence frames					
Rephrase, repeat, or slow down					
Wait time					
Extra time for complex material and/or assignments					
Non-participation in simple conversations					
Word bank of key vocabulary					
Model pronunciation					
Tiered sentence stems					
Organize reading in chunks					
Adapted text(s)					
Clarification of word(s) or phrases(s)					
Oral translation					
Bilingual dictionary or glossary					
Clarify directions					
Translate word(s), phrase(s), or sentences					
Read and model think aloud					
Drawing or pictorial representation					
Writing on familiar, concrete topics					
Scaffold writing assignments					
Classroom Testing	Prev. Year	1 <sup>st</sup> 9-Weeks	2 <sup>nd</sup> 9-Weeks	3 <sup>rd</sup> 9-Weeks	4 <sup>th</sup> 9-Weeks
Oral/signed administration					
Content and language supports					

Additional Notes



# Kennedale ISD – Future Plans

---

- Developing teacher understanding of the data across all content-areas
- District-wide parent engagement meetings to help parents and guardians gain a better of the home report and learn ways they can support their students at home
- Continue to use the data to help drive intentional professional development for staff

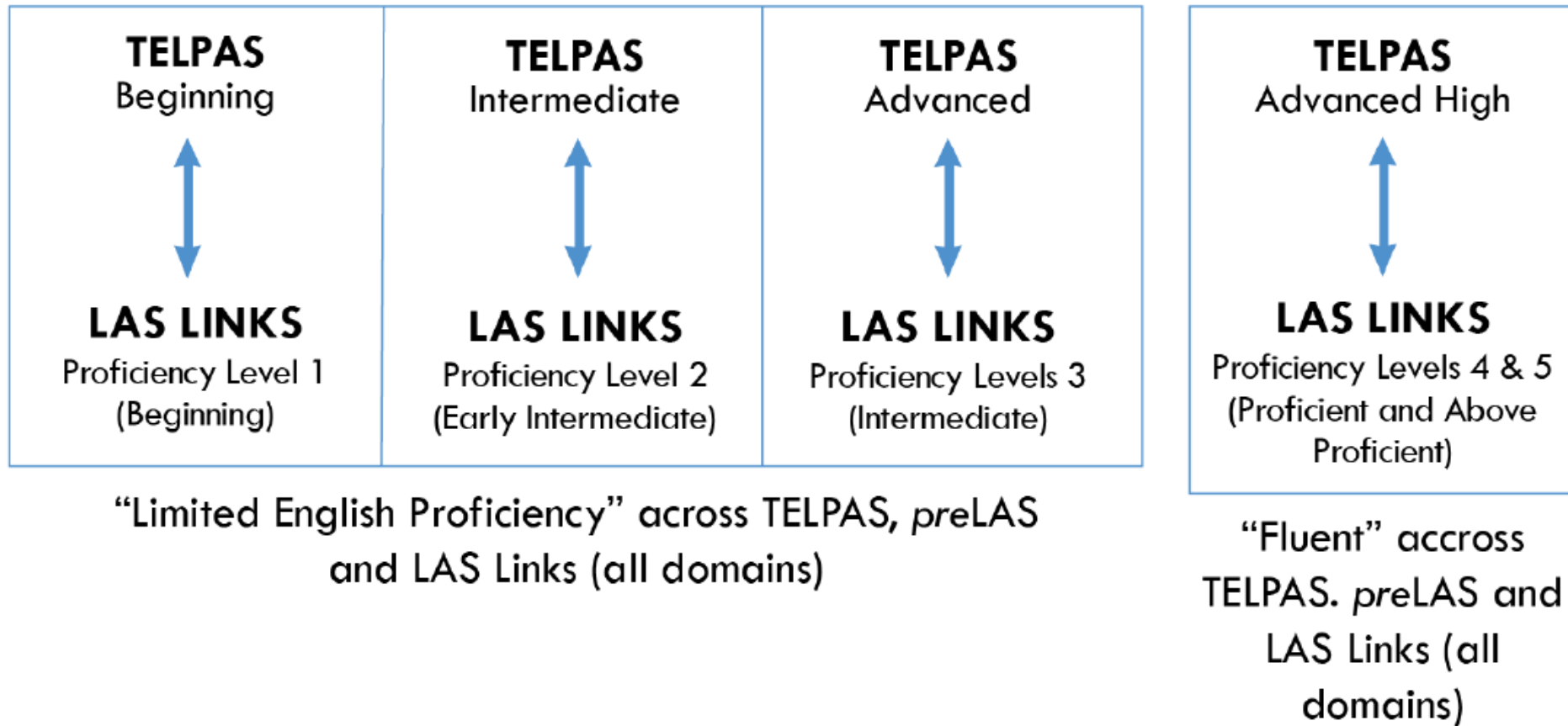


# Understanding the Data

# LAS Links & TELPAS Proficiency Level Comparison



**Figure 1. LAS Links and TELPAS Proficiency Level Correspondence**





# Accessing, Interpreting and Examining the Student Results

# Student Proficiency Report



Student Report

Student Report

Student ID #:

Birthdate:

Gender:

Grade:

Class:

07

PM ENGLISH

School:

District:

Test Date:

Form/Level:

11/04/2021

C Level 6-8

**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**

Level 1  
Beginning

Level 2  
Early Intermediate

Level 3  
Intermediate

Level 4  
Proficient

Level 5  
Above Proficient

351

465

499

538

587

681

520 - Overall Scale Score<sup>1</sup>

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 report provided via Progress Monitoring



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.



# LAS Links Domain Proficiency Level Definitions



SPEAKING	LISTENING	GR 2-3
Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	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	Early Intermediate students typically follow simple oral directions and identify high-frequency vocabulary. They and make simple inferences from oral stories	

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
	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.	Student 3 Student 4
	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.	Student 5 Student 6
	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.	Student 7 Student 8 Student 9
	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.	
2 Early Intermediate	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.	
	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.	
3 Intermediate	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.	
	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.	
4 Proficient		
5 Above Proficient		

## PROFICIENCY LEVEL DESCRIPTORS – GRADES 2-3

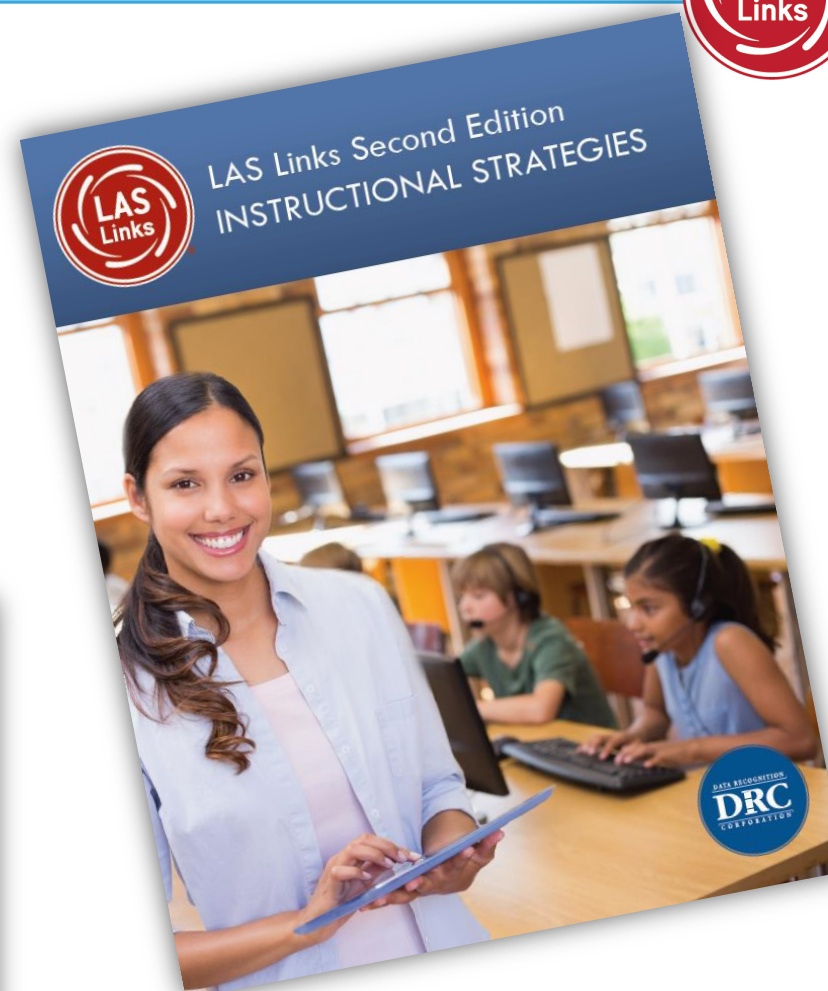
GR 2-3	READING	WRITING
1 Beginning	Beginning students are starting to develop receptive and productive skills in English.  Student 3 Student 1      Student 2	Beginning students are starting to develop receptive and productive skills in English.  Student 1 Student 2
	Early Intermediate students typically understand word meanings and synonyms, possess basic knowledge of morphemes and syllables, identify one-syllable words, recognize simple rhyming words, and make simple inferences. Errors frequently impede comprehension.  Student 7 Student 4	Early Intermediate students typically describe, explain, or express ideas in sentences. They make simple comparisons. Students demonstrate basic vocabulary knowledge and grammar skills such as use of auxiliary verbs, verb tenses, and conjunctions. Errors frequently impede communication.  Student 8 Student 4
3 Intermediate	Intermediate students typically match words to definitions or descriptions, interpret words and basic phrases, and apply knowledge of morphemes and syllables. They recall stated details and main ideas, make inferences, and determine characters' feelings. Errors interfere with comprehension.  Student 6 Student 8      Student 9	Intermediate students typically respond to various prompts or pictures using multiple sentences. Students make simple predictions and express some opinions in response to pictures. Meaning is somewhat clear although vocabulary may be limited. They identify appropriate verb forms and articles based on contextual clues. Errors interfere with communication.  Student 9      Student 6 Student 7      Student 3
4 Proficient	Proficient students typically identify synonyms of social and academic vocabulary and interpret words and phrases. They use context clues to determine meaning, recall implicit details and main ideas, make complex inferences, identify literary features, and transfer concepts to new situations. Errors do not interfere with comprehension.	Proficient students typically make predictions and express opinions in response to pictures using complete sentences. They use correct auxiliary verb forms and verb tenses and correctly use writing conventions such as capitalization and punctuation. They organize and write responses in logical and sequential order. Errors do not interfere with communication.
5 Above Proficient	Above Proficient students typically identify two-syllable words and rhyming words written with digraphs, use common multiple-meaning words, and recognize synonyms. They determine story sequence and details of fictional and academic texts, make generalizations, and use self-monitoring techniques to check for understanding.	Above Proficient students typically write fluently to a variety of pictures, prompts, or purposes with precise vocabulary and ease of expression. They use correct verb tenses and subject/verb agreement, appropriate articles and punctuation. Responses contain few digressions or repetitions. Communication is clear and complete, though it may contain minor errors.

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

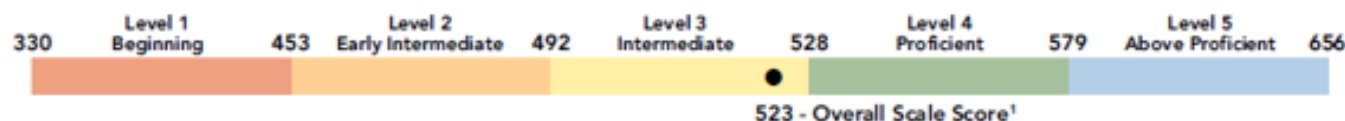
# Connecting the Data to Instruction



- Strategies are available for download at [www.LASLinks.com/Texas](http://www.LASLinks.com/Texas)
- All teachers, not just the EB teachers, can use these strategies
- In the example below:
  - The student is showing fluency in Speaking but areas for growth in Listening, Reading and Writing.
  - The strategies allow the educator to focus on the areas of need while leveraging the student's strength in the Speaking domain.



## Student Results



Reporting Category	Scale Score	Proficiency Level	Student's Performance				
			Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Listening (LI)	520	3	3/30	45/2 4/51	46/5 4/56	5/20 5/21	17/1 17/2
Speaking (SP)	613	5	3/30	44/4 4/49	47/3 4/51	5/36 5/10	16/4 16/7
Reading (RD)	482	2	3/40	46/5 4/50	46/5 5/30	5/35 5/36	16/9 16/5
Writing (WR)	477	2	2/30	41/1 4/32	46/4 4/36	5/37 5/36	17/4 17/5
Comprehension <sup>2</sup> (LI + RD)	505	2	3/40	46/4 4/57	5/15 5/36	5/37 5/36	17/0 17/1
Oral <sup>3</sup> (SP + LI)	573	4	3/30	45/5 4/51	46/3 4/50	5/35 5/36	17/3 17/4

N/A = Not Applicable

INV = Test Invalidation

# Student Proficiency Report



## Student 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	10	12	10▲	8	9	7▲	7	14	9	6	10	7
Academic	18	28	19	9	14	9▲	6	16	8	8	22	10
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Arts, Social Studies, History	9	14	9▲	3	7	4	4	8	4▲	4	11	5
Mathematics, Science, Technical Subjects	9	14	10	6	7	4▲	2	8	4	4	11	5
<b>Total Score</b>	<b>28</b>			<b>17</b>			<b>13</b>			<b>14</b>		

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

### Reading Links - LAS Links 2nd Edition

This report provides a list of books based on your student's performance. It can be used to assist your student in improving reading skills.

Recommended Lexile® Range = 450L-560L

Student's Lexile® Measure = 540L

Suggested Titles	Author	Lexile
The Haunted Car	Stine, R. L.	450L
From Tree to Table	Braithwaite, Jill	460L
Butterflies	Shapiro, Karen	470L
Do It (Foundation Readers)	Jamall, Maurice; Waring, Rob	480L
The Coldest Place on Earth	Vicary, Tim	490L
What Makes Day and Night	Branley, Franklyn M.	500L
Puzzle in the Portrait	Rosellini, Eleanor	510L
Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address	Fritz, Jean	510L
Lunch Lady And The Cyborg Substitute	Krosoczka, Jarrett J.	520L
Listen Up! Alexander Graham Bell's Talking Machine	Kulling, Monica	530L
Tut's Mummy: Lost... and Found	Donnelly, Judy	540L
Dave at Night	Levine, Gail Carson	550L
Soil	Oxlade, Chris	550L
The Canterville Ghost	Davidson, Susanna	550L
Drawing from Memory	Say, Allen	560L
A Year at a Construction Site	Harris, Nicholas	560L

### 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).



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



Provides Lexile levels and suggested reading titles.

Go to [www.Lexile.com](http://www.Lexile.com) for additional suggested titles and genres.

# Connect EB Progress Monitoring Data to Instruction



**Student Report**

Student ID #:   
 Birthdate:   
 Gender:   
 Grade: 07   
 Class: PM E

**About the LAS Links Assessment**  
LAS Links® is an integrated suite of English language learning program.

**Student Overall Proficiency**

Level 1: Beginning	Early
--------------------	-------

**Proficiency Level Definition**

**Level 1: Beginning**  
At Level 1, student is beginning to develop the ability to communicate at school. The student may communicate nonverbally or through the home language.

**Level 2: Early Intermediate**  
At Level 2, student develops communication purposes that can communicate.

**Student Results**

351	Level 1 Beginning	465	Early
-----	-------------------	-----	-------

Reporting Category	Scale Score
Listening (LI)	545
Speaking (SP)	515
Reading (RD)	514
Writing (WR)	509
Comprehension <sup>2</sup> (LI + RD)	529
Oral <sup>3</sup> (SP + LI)	530
Literacy <sup>4</sup> (RD + WR)	511
Productive <sup>5</sup> (SP + WR)	512

N/A = Not Applicable INV = Test Invalid

<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 subtests.  
<sup>3</sup>Oral is based on all items in the Speaking and Listening subtests.

**Student 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	10	12	10▲	8	9	7▲	7	14	9	6	10	7
Academic	18	28	19	9	14	9▲	6	16	8	8	22	10
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Arts, Social Studies, History	9	14	9▲	3	7	4	4	8	4▲	4	11	5
Mathematics, Science, Technical Subjects	9	14	10	6	7	4▲	2	8	4	4	11	5
<b>Total Score</b>	<b>28</b>			<b>17</b>			<b>13</b>			<b>14</b>		

N/A = Not Applicable INV = Test Invalid 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.

Suggested Titles	Author	Lexile
The Haunted Car	Stine, R. L.	450L
From Tree to Table	Braithwaite, Jill	460L
Butterflies	Shapiro, Karen	470L
Do It (Foundation Readers)	Jamall, Maurice; Waring, Rob	480L
The Coldest Place on Earth	Vicary, Tim	490L
What Makes Day and Night	Branley, Franklyn M.	500L
Puzzle in the Portrait	Rosellini, Eleanor	510L
Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address	Fritz, Jean	510L
Lunch Lady And The Cyborg Substitute	Krosoczka, Jarrett J.	520L
Listen Up! Alexander Graham Bell's Talking Machine	Kulling, Monica	530L
Tut's Mummy: Lost... and Found	Donnelly, Judy	540L
Dave at Night	Levine, Gail Carson	550L
Soil	Oxlade, Chris	550L
The Canterbury Ghost	Davidson, Susanna	550L
Drawing from Memory	Say, Allen	560L
A Year at a Construction Site	Harris, Nicholas	560L

**Recommended Lexile® Range = 450L-560L**  
**Student's Lexile® Measure = 540L**

**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 [metametricscinc.com/metametrics-branding-guidelines](http://metametricscinc.com/metametrics-branding-guidelines).

Page 2

## SOCIAL, INTERCULTURAL, AND INSTRUCTIONAL COMMUNICATION

Classroom Mingle (R, W, S, L)  
Paraphrase Passport (R, S, L)  
All Write Round Robin (R, W, S, L)  
The Seven Steps to Build an Interactive Classroom (R, W, S, L)  
Advanced Organizers (R, W, S, L)  
QSSSA (Question, Signal, Stem, Share, Assess) (W, R, S, L)  
Simultaneous Round Table (R, W, S, L)  
Talking Chips (R, S, L)  
Marzano's Six Steps (R, W, S, L)  
Sentence Stems and Sentence Frames (R, W, S, L)  
Self-Assessment of Word Knowledge (R, W, S, L)  
Repetition (R, W, S, L)  
Mnemonics (R, W, S, L)

## ACADEMIC: LANGUAGE ARTS, SOCIAL STUDIES, AND HISTORY

Notice and Note (R, W)  
Visual Thinking Strategy (VTS) (R, W, S, L)  
Higher Order Thinking Questions (R, W, S, L)  
Activating Background Knowledge (R, W, S, L)  
Pictorial Input Chart (R, W, S, L)  
Capture the Comic (R, W, S, L)  
Sketch to Stretch (R, W, S, L)  
List-Group-Cluster (R, W, S, L)  
Word Forms (R, W, S, L)  
Illustrated Word Bank (R, W, S, L)  
Think-Write-Pair-Share (R, W, S, L)  
GIST (Getting Interactions between Schemata and Texts) (R, W, S, L)

## ACADEMIC: MATHEMATICS, SCIENCE, AND TECHNICAL SUBJECTS

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



# Visual Thinking Strategy



## STRATEGY: VISUAL THINKING STRATEGY (VTS)

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

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

### Reading ☒

- Read Academic Texts
- Understand Classroom Task (Gr. 1-12 Only)

### Writing ☒

- Use Grammar and Conventions
- Write Academic Sentences

### Speaking ☒

- Use Academic Words
- Present and Explain Information

### Listening ☒

- Listen for Academic Information
- Listen to Classroom Discussion

### Proficiency Level Focus:

- ☒ Beginner ☒ Early Intermediate
- ☒ Intermediate ☒ Proficient
- ☒ Above Proficient

### LAS Links Subskills/ Objectives:

L1, L2, L4, S1, S2, S3, S5, S6,  
W4, W5, W6

### Citation:

Housen, A. (2000). *VTS basic manual: Learning to think and communicate through art*. NY: Visual Understanding in Education.



# Visual Thinking Strategy



What do you see?

What are the people doing?

What do they look like?

What does the expressions on their faces tell you?

What does the clothes they are wearing tell you?

What can you infer?

# Interactive Reports



# LAS Links Reporting



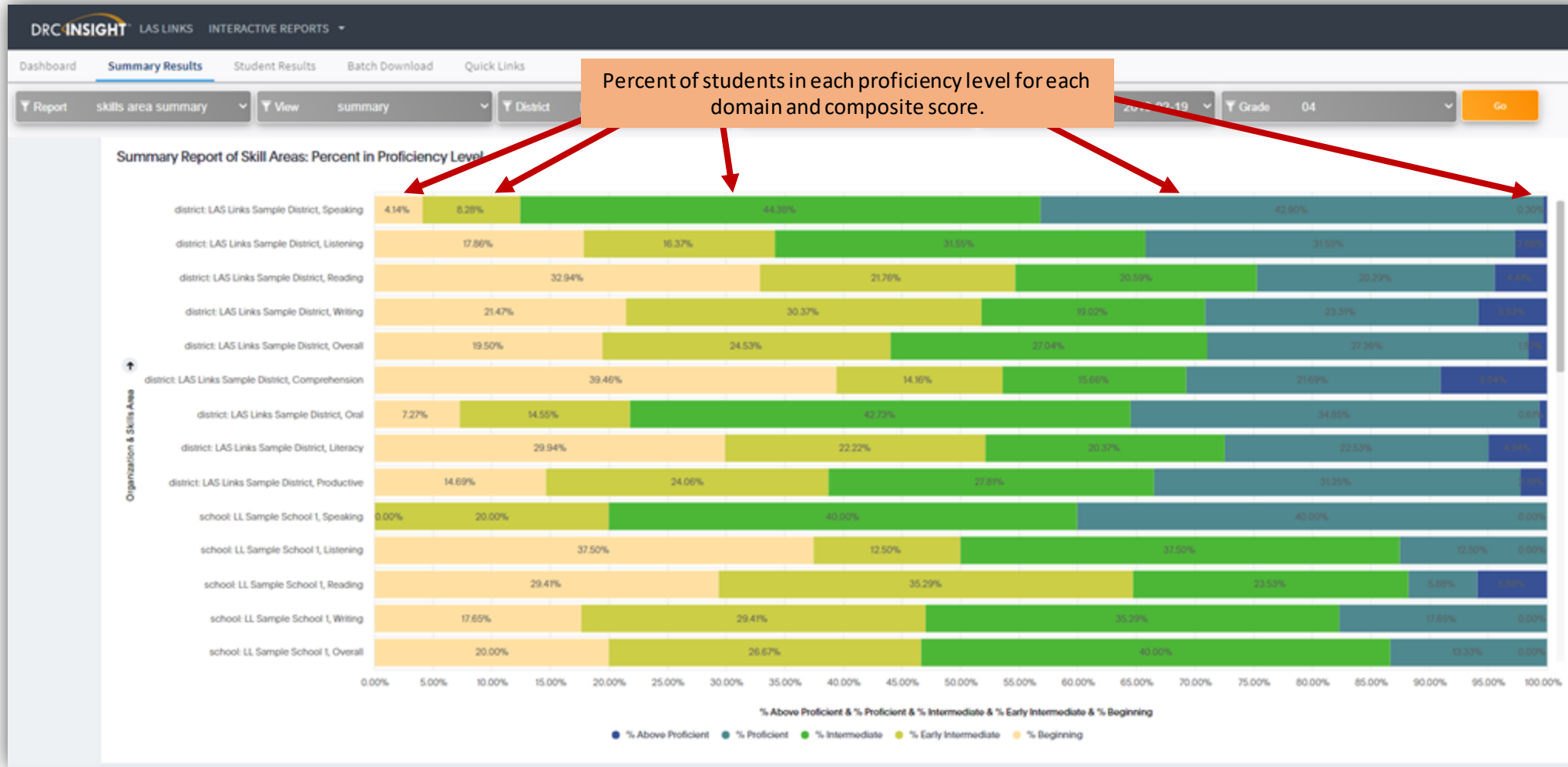
- Student Proficiency Reports (individual student PDF reports) are available shortly after test completion, allowing for just-in-time data for just-in-time instruction.
- LAS Links Interactive Reporting (robust reports) becomes available after the test window has closed.

Student Reports	Roster Reports	Summary Reports
<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>• 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>• Summary of Skill Areas</li><li>• Summary of Strands</li><li>• Cohort Comparison</li><li>• Matched Comparison</li><li>• Item Summary</li></ul>

Report samples are available at: [https://laslinks.com/PDFs/LAS\\_Links\\_Interactive\\_Reports\\_Samples.pdf](https://laslinks.com/PDFs/LAS_Links_Interactive_Reports_Samples.pdf)

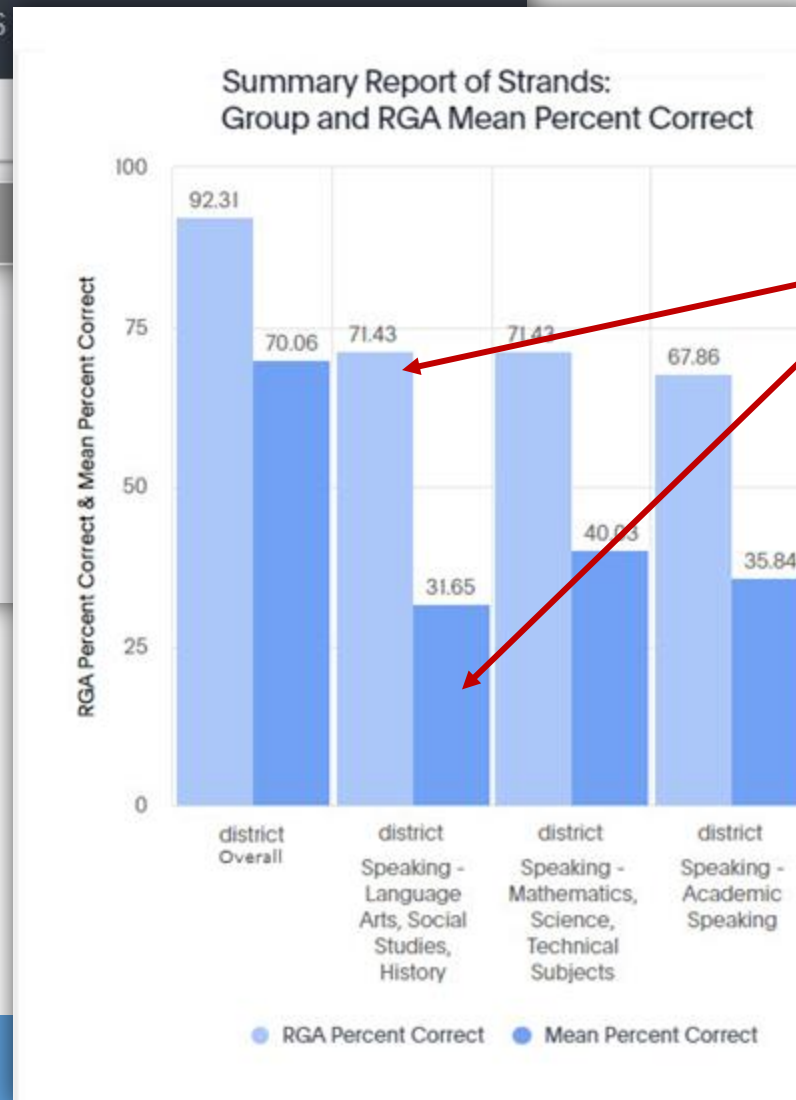
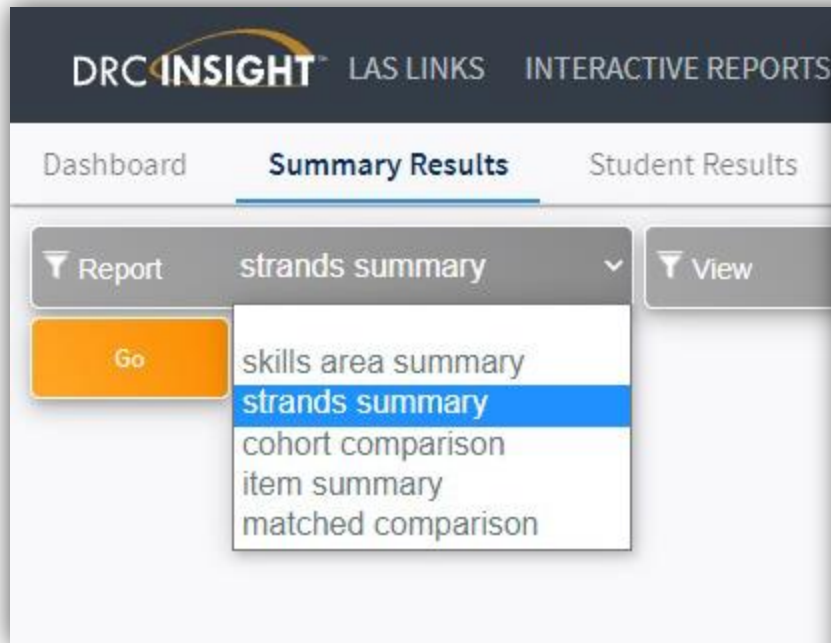


# Summary of Skill Areas



Allows you to analyze grades as a whole throughout the district and/or school by school\*

# Strands Summary – Performance Graph



This report shows how these second graders performed compared to the RGA.

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

# Strands Report



DRC INSIGHT LAS LINKS INTERACTIVE REPORTS ▾

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

Report student roster ▾ View strands ▾ District las links sample district ✕ Exam LAS Links c, d, e ▾ Assessment Date 2019-02-19 ▾ Go

School Name (Select) ▾ Grade (Select) ▾ Form (Select) ▾ Student Name (Select) ▾

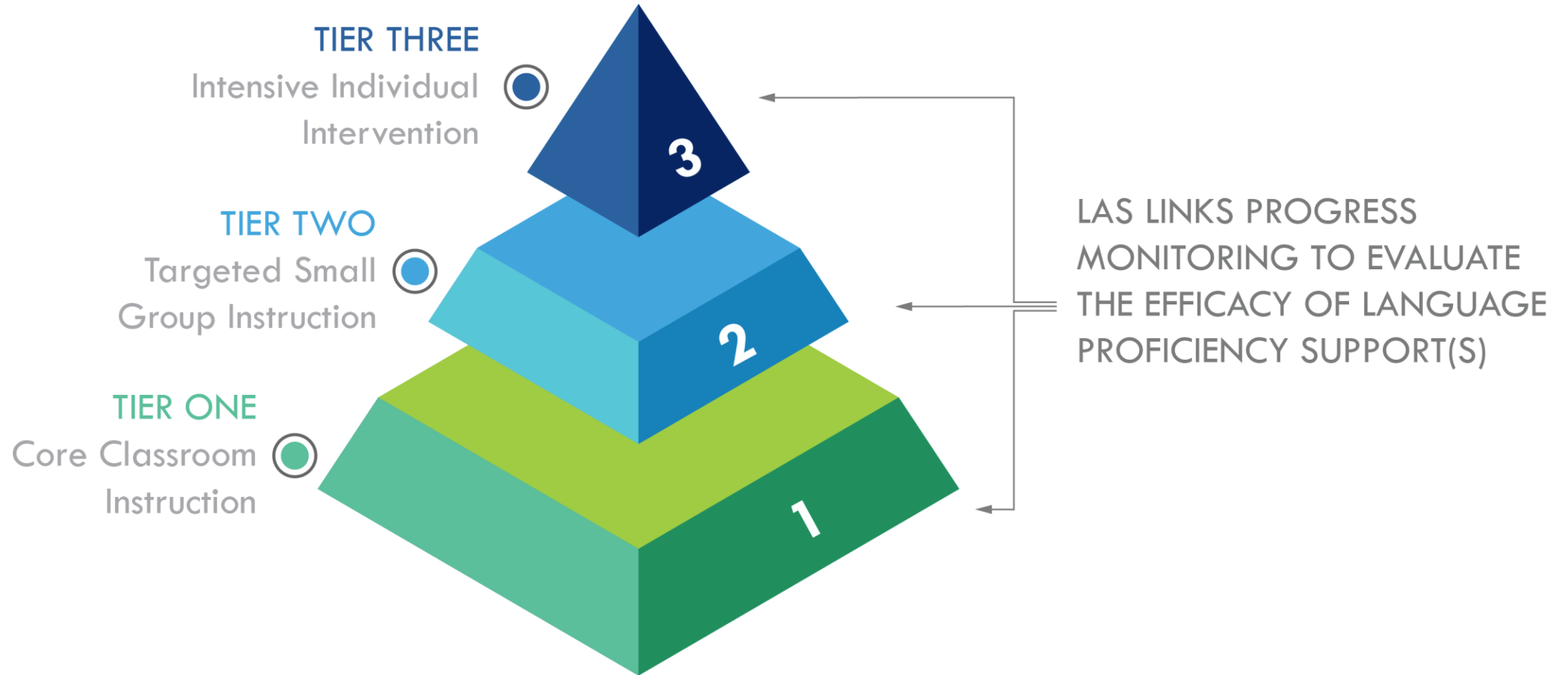
LAS Links Strand View

Student Name	Student ID	Speak for Social, Intercultural, and Instructional Communication %	Speak for Language Arts, Social Studies, History %	Speak for Mathematics, Science, Technical Subjects %	Speaking Scale Score	Speaking Proficiency Level	Total Speaking PL ↑	Form
<a href="#">VEGA, BRITTA</a>	090106F102	23.08	14.29	14.29	450	BEGINNING	1	D
<a href="#">POWELL, BELLE</a>	091512F034	46.15	25	25	429	BEGINNING	1	D
<a href="#">POPE, AUSTIN</a>	042808M013	38.46	7.14	14.29	440	BEGINNING	1	D
<a href="#">WATSON, Barbra</a>	090712F016	23.08	25	25	417	BEGINNING	1	D
<a href="#">HARPER, ANIKA</a>	200045X318	23.08	12.5	12.5	407	BEGINNING	1	D

- Provides at-a-glance performance in the strands for each student
- Allows you to sort by performance
- Is downloadable



# LAS Links and MTSS: Multi-Tiered System of Supports Inclusive of All Students





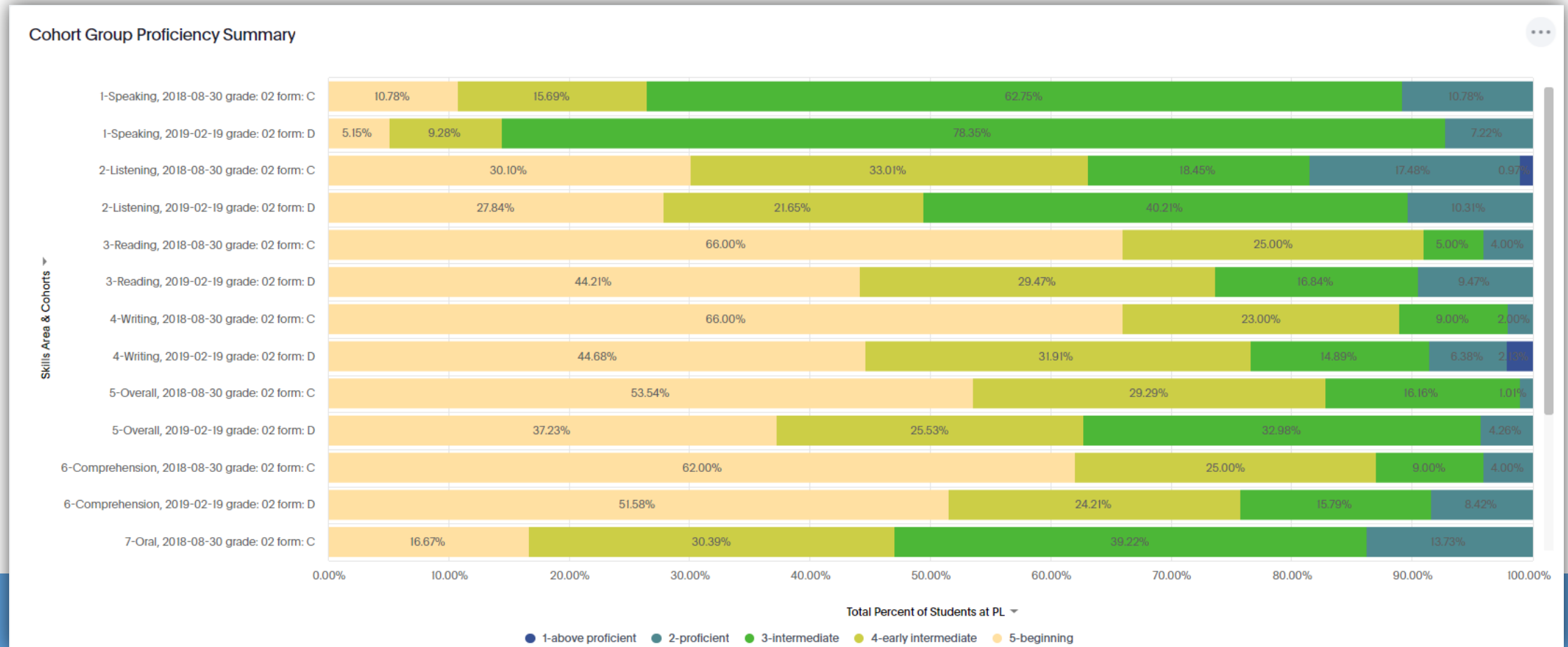
# Examining the Longitudinal Results

(available after multiple testing events)

# Cohort Comparison Reports



- Shows percentage of students in each PL from one testing event to the next
- Ideally, you want to see the lower levels decrease with the upper levels (4/5) increasing



# Cohort Comparison Reports



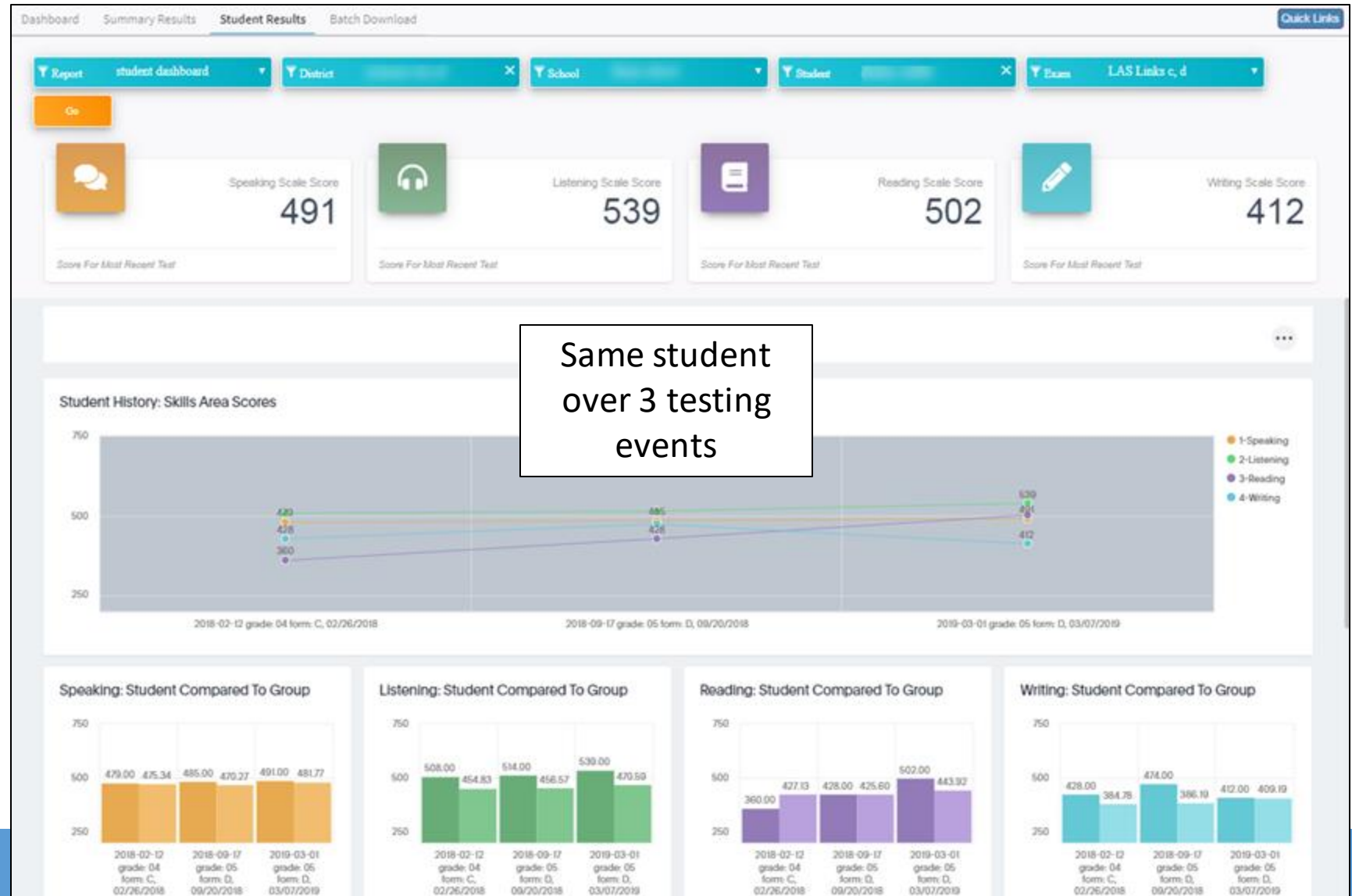
- Provides growth information at-a-glance for a cohort of students
- Click on any domain or composite to remove it from the graph



# The Student Dashboard Report



All testing events auto populate for an individual student



# The Longitudinal Roster Report

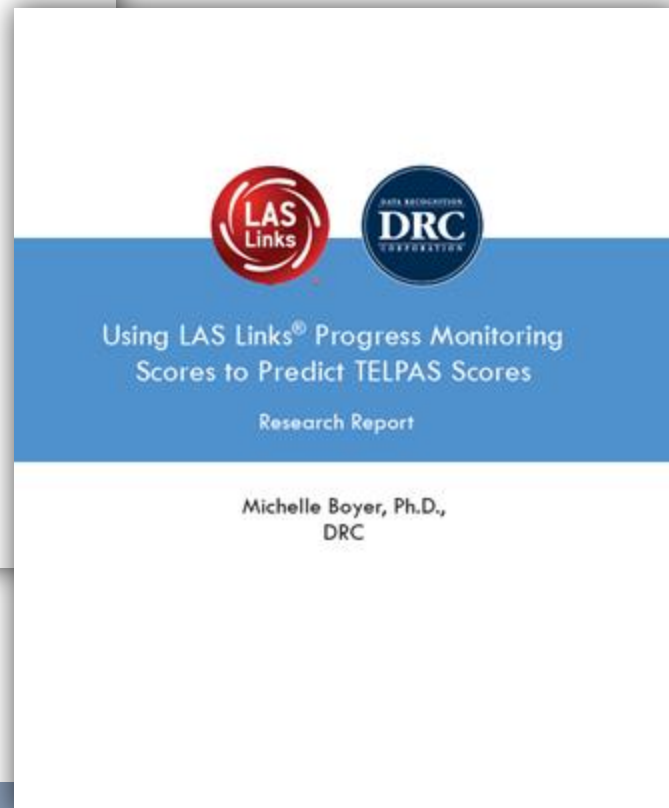
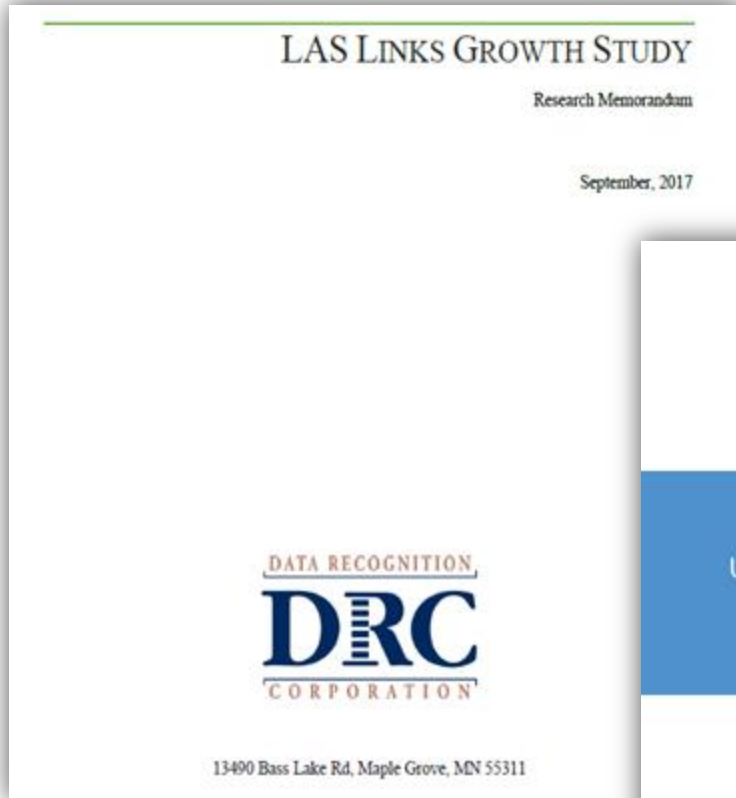


LAS Links Longitudinal View

School Name	Student Name	Student ID	DOB	Gender	Assessment Date	Grade	Form	Speaking Scale Score	Speaking Diff SS	Speaking Proficiency Level
LL Sample School 3	ALBERT, ARON	122608M004	11/10/2002	Male	2018-08-30	04	C	497	0	INTERMEDIATE
LL Sample School 3	ALBERT, ARON	122608M004	11/10/2002	Male	2019-02-19	04	D	500	 3	INTERMEDIATE
LL Sample School 3	ALBERT, Clint	010311M016	07/31/2002	Male	2018-08-30	02	C	474	0	INTERMEDIATE
LL Sample School 3	ALBERT, Clint	010311M016	07/31/2002	Male	2019-02-19	02	D	483	 9	INTERMEDIATE
LL Sample School 3	ALBERT, WILSON	111707M106	03/16/2004	Male	2018-08-30	05	C	520	0	PROFICIENT
LL Sample School 3	ALBERT, WILSON	111707M106	03/16/2004	Male	2019-02-19	05	D	528	 8	PROFICIENT



# Determining Expected Gains/Growth



- Using the growth study, growth targets for individual and groups of students can be determined
- Once final, DRC will publish the LAS Links scores to predict TELPAS scores study.

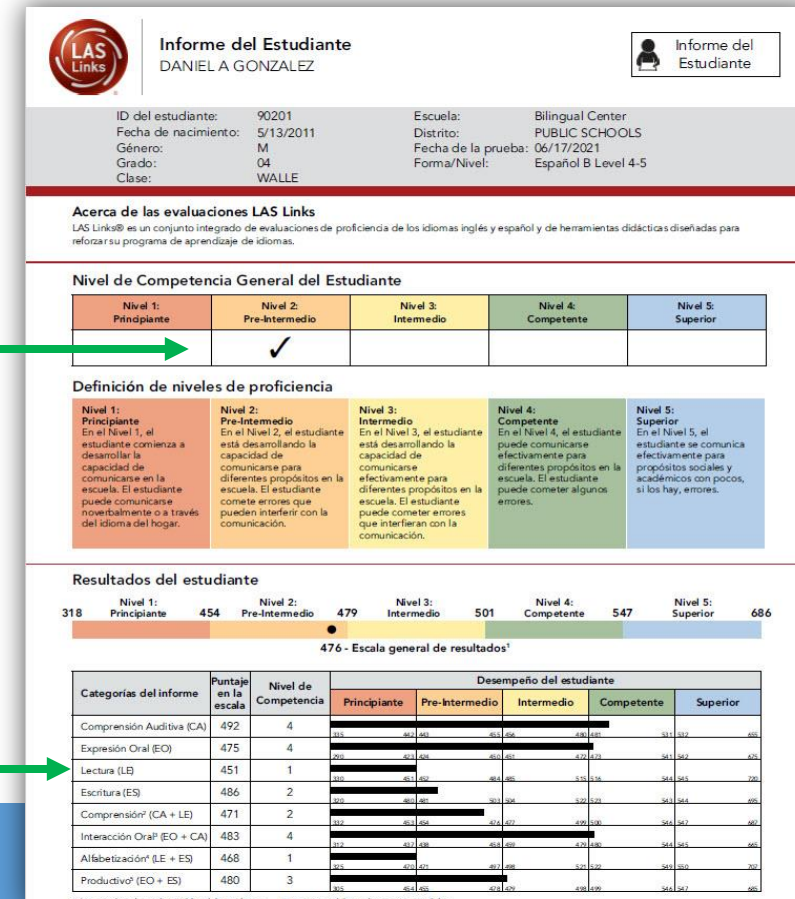
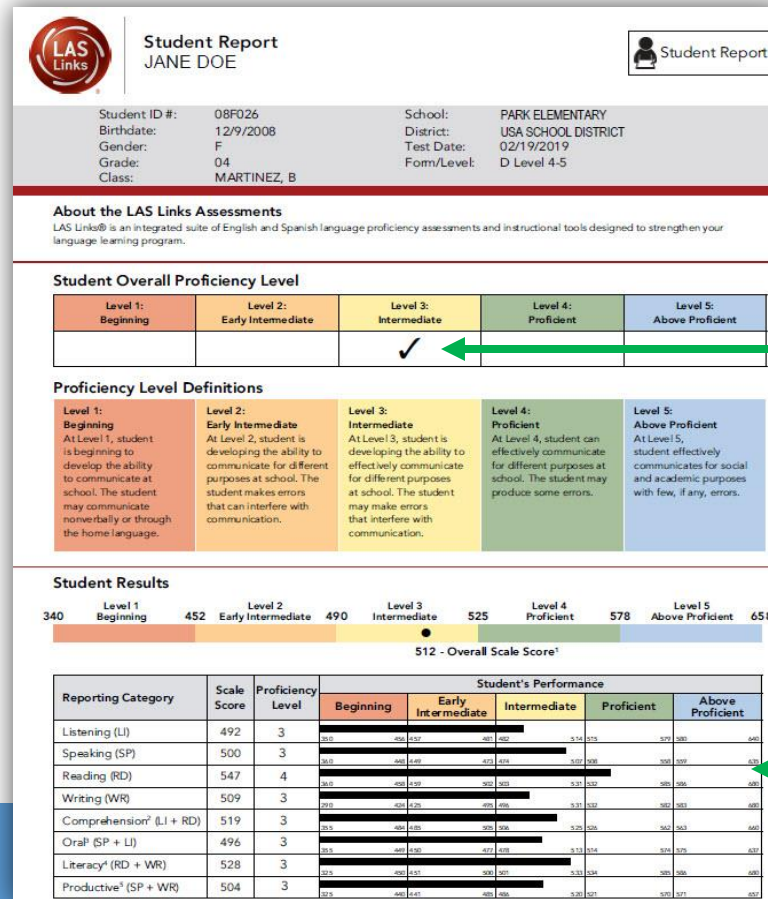


# Relative Language Proficiency

# Examining and Plotting the Scores Student by Student



- Start by running reports for both English and Spanish assessments for all students
- Looking at the English and Spanish reports side-by-side, plot where each student falls in the matrix



Note: data can be pulled as an excel file from IR (Student Results) and/or your SDF if purchased.

# Examining and Plotting the Scores



- For both English and Spanish, levels 1-3 are considered limited proficient in the language

# Relative Language Proficiency (RLP)

## Overall Composite Score

		Spanish				
		1	2	3	4	5
1	Garcia, Maria Lopez, Anthony	Smith, Randa Canales, Missy Smith, Carla	Trevino, Sasha Brown, Jimmy	Collette, Nannette	Hardin, Mary Gonzales, Pedro Valdez, John Sanchez, Mark Shada, Jim Villareal, Crystal	
2	Michaels, Pete	Sanchez, Pedro	Garza, Noel	Garcia, Lupe Fernandez, Mario		
3			Guerro, Marcus Hampton, Melissa Fernandez, Samantha		Benevides, Gary Guzman, Lupe	
4	Garza, Antonio			Benevides, Steven Rangel, Patty Seremetis, Angel		
5	Guerro, Maria Tuen, Sam		Jackson, James		Santos, Angelica Dempsey, Rafael	

# Connecting RLP to Strategies Designed to Increase Proficiency in Both Languages



[Link to Resource Document](#)

# Relative Language Proficiency (RLP) Instructional Strategies Matrix

		Spanish				
		1	2	3	4	5
English	1	<ul style="list-style-type: none"> <li>• Total Physical Response</li> <li>• Visual Aids</li> <li>• Real Life Context</li> <li>• SIOP Model</li> <li>• Multimodal Approach</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP Model</li> <li>• Multimodal Approach</li> <li>• Language Games</li> <li>• Total Physical Response</li> <li>• Real Life Context</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP Model</li> <li>• Language Toolkit</li> <li>• Multimodal Approach</li> <li>• Language Games</li> <li>• Total Physical Response</li> <li>• Real Life Context</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP Model</li> <li>• Language Models</li> <li>• Multimodal Approach</li> <li>• Voice Typing Google</li> <li>• Total Physical Response</li> <li>• Real Life Context</li> </ul>	<ul style="list-style-type: none"> <li>• Total Physical Response</li> <li>• Visual Aids</li> <li>• Real Life Context</li> <li>• SIOP Model</li> <li>• Multimodal Approach</li> </ul>
	2	<ul style="list-style-type: none"> <li>• SIOP Model</li> <li>• Multimodal Approach</li> <li>• Total Physical Response</li> <li>• Visual Aids</li> <li>• Real Life Context</li> <li>• Teach academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Anchor Charts</li> <li>• SIOP Model</li> <li>• Language Toolkit</li> <li>• Multimodal Approach</li> <li>• Teach academic vocabulary</li> <li>• Total Physical Response</li> </ul>	<ul style="list-style-type: none"> <li>• Language Toolkit</li> <li>• SIOP Model</li> <li>• Multimodal Approach</li> <li>• Language Games</li> <li>• Total Physical Response</li> <li>• Voice Typing Google</li> <li>• Anchor Charts</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP Model</li> <li>• Language Models</li> <li>• Scaffolding</li> <li>• Voice Typing Google</li> <li>• Teach academic vocabulary</li> <li>• Language Toolkit</li> </ul>	<ul style="list-style-type: none"> <li>• Language Models</li> <li>• Scaffolding</li> <li>• Teach academic vocabulary</li> <li>• Voice Typing Google</li> <li>• Language Toolkit</li> </ul>
	3	<ul style="list-style-type: none"> <li>• SIOP Model</li> <li>• Language Games</li> <li>• Total Physical Response</li> <li>• Visual Aids</li> <li>• Real Life Context</li> <li>• Language Toolkit</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP Model</li> <li>• Language Toolkit</li> <li>• Language Games</li> <li>• Total Physical Response</li> <li>• Teach academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Voice Typing Google</li> <li>• Multimodal Approach</li> <li>• HOTS</li> <li>• Scaffolding</li> <li>• SIOP Model</li> <li>• Teach academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Voice Typing Google</li> <li>• Closed Caption</li> <li>• Language Models</li> <li>• Teach academic vocabulary</li> <li>• HOTS</li> </ul>	<ul style="list-style-type: none"> <li>• HOTS</li> <li>• Scaffolding</li> <li>• Voice Typing Google</li> <li>• Teach academic vocabulary</li> <li>• Closed Caption</li> </ul>
	4	<ul style="list-style-type: none"> <li>• Multimodal Approach</li> <li>• Real Life Context</li> <li>• Total Physical Response</li> <li>• Visual Aids</li> <li>• Language Games</li> <li>• Language Toolkit</li> </ul>	<ul style="list-style-type: none"> <li>• Multimodal Approach</li> <li>• Scaffolding</li> <li>• Ongoing informal assessments</li> <li>• Anchor Charts</li> <li>• Voice Typing Google</li> </ul>	<ul style="list-style-type: none"> <li>• Multimodal Approach</li> <li>• Scaffolding</li> <li>• Ongoing informal assessments</li> <li>• HOTS</li> <li>• Anchor Charts</li> <li>• Voice Typing Google</li> </ul>	<ul style="list-style-type: none"> <li>• Anchor Charts</li> <li>• Closed Caption</li> <li>• Scaffolding</li> <li>• Ongoing informal assessments</li> <li>• Teach academic vocabulary</li> <li>• HOTS</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing informal assessments</li> <li>• Scaffolding</li> <li>• Voice Typing Google</li> <li>• HOTS</li> <li>• Teach academic vocabulary</li> </ul>
	5	<ul style="list-style-type: none"> <li>• Language Toolkit</li> <li>• Total Physical Response</li> <li>• Visual Aids</li> <li>• Multimodal Approach</li> <li>• Real Life Context</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing informal assessments</li> <li>• Language Toolkit</li> <li>• Multimodal Approach</li> <li>• Teach academic vocabulary</li> <li>• Anchor Chart</li> <li>• Language Model</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing informal assessments</li> <li>• Language Toolkit</li> <li>• Scaffolding</li> <li>• HOTS</li> <li>• Anchor Charts</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing informal assessments</li> <li>• Scaffolding</li> <li>• Closed Caption</li> <li>• Teach academic vocabulary</li> <li>• HOTS</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing informal assessments</li> <li>• Scaffolding</li> <li>• Closed Caption</li> <li>• Teach academic vocabulary</li> <li>• HOTS</li> </ul>

Copyright © 2023 Data Recognition Corporation. All rights reserved. LAS Links is a registered trademark of Data Recognition Corporation.

Copyright © 2023 Data Recognition Corporation. All rights reserved. LAS Links is a registered trademark of Data Recognition Corporation.



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

- Total Physical Response (TPR):** This strategy involves using physical movements and gestures to reinforce vocabulary and language comprehension. Students can act out instructions or respond to commands, enhancing their understanding and retention.
- Visual Aids:** Visuals such as charts, graphs, diagrams, and images can aid English learners in understanding and remembering new vocabulary and concepts. Visual aids make the content more accessible and engaging.
- Language Games:** Incorporating language games into lessons can make learning enjoyable and interactive. Games like charades, word puzzles, board games, and online quizzes encourage active participation and reinforce language skills.
- Scaffolded Instruction:** Providing gradual support and breaking down complex tasks into smaller, manageable steps allows English learners to build their language skills incrementally. Scaffolding helps them develop confidence and competence in using English.
- Real-life Contexts:** Connecting language learning to real-life situations and contexts helps English learners see the practical relevance of what they are learning. Authentic materials, field trips, and role-playing activities can be used to provide meaningful language experiences.
- Language Models:** Exposing English learners to proficient English speakers as language models can greatly enhance their language acquisition. Teachers can invite guest speakers, play audio recordings, or show videos of native speakers to provide authentic language input.
- Multimodal Approaches:** Incorporating multiple modes of communication, such as speaking, listening, reading, and writing, into lessons engages different learning styles and reinforces language skills. Using multimedia resources, interactive technology, and hands-on activities accommodates diverse learner preferences.
- Voice typing in Google Docs:** (under the Tools menu) provides students with a [voice-to-text option](#) that can help learners who have some oral language but struggle with spelling and writing. By clicking the arrow next to the language, students can even



# Meeting DLI Program Model Requirements & Obtaining LOTE Credit with LAS Links Español



## Chapter 74. Curriculum Requirements; Subchapter B. Graduation Requirements; Page 8

### **Graduation Requirements**

**§74.B.**

- (F) A student who successfully completes a dual language immersion/two-way or dual language immersion/one-way program in accordance with §89.1210(d)(3) and (4) of this title (relating to Program Content and Design), §89.1227 of this title (relating to Minimum Requirements for Dual Language Immersion Program Model), and §89.1228 of this title (relating to Two-Way Dual Language Immersion Program Model Implementation) at an elementary school may satisfy one credit of the two credits required in a language other than English.
- (i) To successfully complete a dual language immersion program, a student must:
    - (I) have participated in a dual language immersion program for at least five consecutive school years;
    - (II) achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on both the mathematics and reading State of Texas Assessments of Academic Readiness (STAAR®) in English or Spanish, as applicable, in at least one grade level; and
    - (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.



# Obtaining Performance Acknowledgement in Bilingualism and Biliteracy/Seal of Biliteracy with LAS Links Español



## Graduation Requirements

§74.B.

- (b) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in bilingualism and biliteracy as follows.
  - (1) A student may earn a performance acknowledgment by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:
    - (A) completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
    - (B) satisfying one of the following:
      - (i) completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
      - (ii) demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
      - (iii) completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
      - (iv) demonstrated proficiency in one or more languages other than English through one of the following methods:
        - (I) a score of 3 or higher on a College Board Advanced Placement examination for a language other than English; or
        - (II) a score of 4 or higher on an International Baccalaureate examination for a higher-level languages other than English course; or
        - (III) performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.


[Chapter 74. Curriculum Requirements; Subchapter B. Graduation Requirements; Page 16](#)

## Progress Monitoring with *preLAS*



# 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**

**Level 1** – 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.

**Level 2** – 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.

**Level 3** – 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.

**Level 4** – 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.

**Level 5** – 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**

**Level 1** – “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.

**Level 2** – “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.

**Level 3** – “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

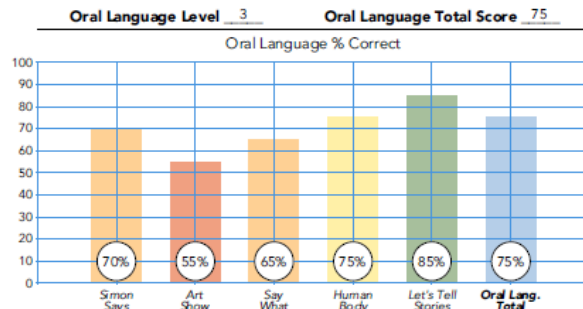


## Cut-Off Levels and Interpretation of Scores

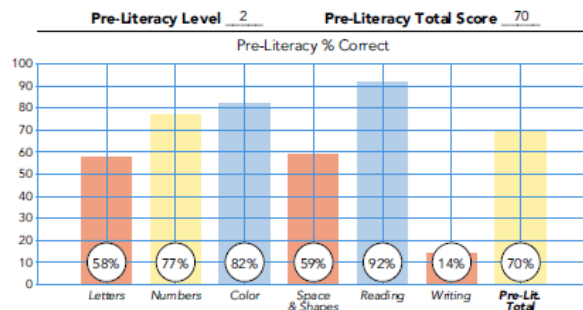
Total Score (3- and 4-year-olds)	Total Score (5- and 6-year-olds)	Proficiency Level	Interpretation of Numerical Levels
<b>Oral Language Component</b>			
0-56	0-61	1	Non-English Speaker (NES)
57-66	62-71	2	Limited English Speaker (LES)
67-76	72-81	3	Limited English Speaker (LES)
77-86	82-91	4	Fluent (proficient) English Speaker (FES)
87-100	92-100	5	Fluent (proficient) English Speaker (FES)

## Pre-Literacy Component

N/A	0-59	1	Low (L)
N/A	60-79	2	Mid-Level (M)
N/A	80-100	3	High (H)



Student  
Performance on  
Oral Language  
Items



Student  
Performance on  
Pre-Literacy  
Items

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



# Resources and Support



# Ease of Implementation



You already have it!

All test forms are available on the DRC INSIGHT platform; same platform you currently utilize to identify Emergent Bilinguals.

Therefore, no new training needed to install any technology. It is ready to use!

**Add Test Sessions**

Testing Window: 05/16/2019 - 05/16/2025

Eligible Grades: 02, 03

When Test Monitoring selection is Required, ensure the Test Administrator has the Test Monitoring - Access permission so that they can provide the Monitoring Code to the students in this Test Session

[Instructions](#)

\* Indicates required fields

Session Name: TIA-Progress Monitorin\*      Scoring Option Status: Educator Scored      Test Administrator: [Dropdown]

Change to DRC Scored

**LAS Links Test Form**

- English Form C, Grades 2-3
- English Form C, Grades 4-5
- English Form C, Grades 6-8
- English Form C, Grades 9-12
- English Form D, Grade K
- English Form D, Grade 1

**Available Subtests**

- ☒ Speaking
- ☒ Listening
- ☒ Reading
- ☒ Writing

**Subtest(s) Chosen for Session**

- ☒ Speaking Grades 2-3 (Eng. C)
- ☒ Listening Grades 2-3 (Eng. C)
- ☒ Reading Grades 2-3 (Eng. C)
- ☒ Writing Grades 2-3 (Eng. C)

Begin Date: 7/1/2023\*      End Date: 5/31/2024\*      Mode: Online\*      Test Monitoring: None\*      Restricted Access: False\*

# Sources of Funding



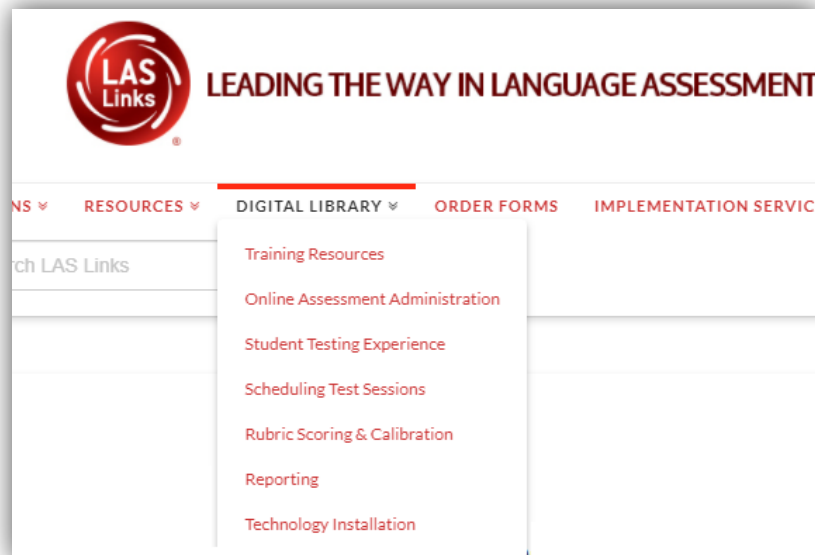
Assessment/Instructional Materials and Equipment		
Activity	BEA Funds	Title III Funds
Assessment for Identification	√	
Assessment for Reclassification	√	
Assessment for Progress Monitoring	√	√
Smart boards	√	
Bilingual thesauruses and dictionaries and other manipulatives that are directly related to the enhancement of instruction to serve emergent bilingual students	√	√
Classroom technology enhancements for emergent bilingual students, including immigrant students (i.e., electronic devices, classroom computers, software licenses, etc.)	√	√
Instructional material and equipment to be used by general education students only		
Equipment (headphones, microphones, recording devices, etc.) to be used for state assessments (TELPAS)	√	
Electronic devices for families of emergent bilingual students, including immigrant students to increase language development in the home (portable electronic devices, internet connectivity equipment, etc.)		√
Instructional materials necessary to carry out the success of the state adopted curriculum used in a bilingual/ESL classroom	√	
Supplemental instructional materials used for small group instruction, tutoring, and enrichment summer school programs for emergent bilingual students, including immigrant students.		√

# Additional Resources



[www.LASLinks.com](http://www.LASLinks.com)

Digital Library – provides guides and videos regarding pre-during-post test activities



## LAS Links Instructional Resources

Log into INSIGHT > General Information > Assessment Resources

Each lesson has an expected outcome

Select lessons by content focus and/or language proficiency level

Sample Lesson

**Made in the U.S.A. (Lesson A)**

**CONTENT FOCUS:** Social Studies  
**PROFICIENCY:** Beginning to Early Intermediate

**OBJECTIVE:** Students locate products on a map.

**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

Ideas to spur classroom interaction

Sample Lesson

**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.)

# Thank you!



**Taleisha Taylor** | Language Assessment Solutions Consultant  
682.472.3767 | [ttaylor@datarecognitioncorp.com](mailto:ttaylor@datarecognitioncorp.com)

**Jennifer Milliner** | Texas Assessment Solutions Consultant  
Ph: 317-469-1107 | [jmilliner@datarecognitioncorp.com](mailto:jmilliner@datarecognitioncorp.com)

**Norma Godina-Silva** | Language Assessment Solutions Consultant  
915.422.5970 | [ngodinasilva@datarecognitioncorp.com](mailto:ngodinasilva@datarecognitioncorp.com)