Generating, Interpreting, and Examining the LAS Links Interactive Reports

Agenda

- Training Part 1: Understanding the Data
- Training Part 2: Accessing, Interpreting and Examining the Student Results
- Training Part 3: Examining the Summary Results
- Training Part 4: Examining the Longitudinal Results
- Resources and Support

Training Part 1: Understanding the Data

LAS Links Score Types

All 4 domains provide:

- Number correct
- Scale Scores
- Proficiency Levels

Composite Scores include:

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

LAS Links Data Point Definitions

- Scale Scores (SS) = equal interval unit of measurement
  - Important to determine where in the scale a student performs
  - Is the most accurate data point to use to monitor student growth

- LAS Links provides 5 proficiency levels across all domains and composites:
  - Level 1: Beginning
  - Level 2: Early Intermediate
  - Level 3: Intermediate
  - Level 4: Proficient
  - Level 5: Above Proficient

- The LAS Links Proficiency Level Descriptors allow all stakeholders to know what the students can do and what they need to be able to do to move to the next level.

LAS Links Overall Proficiency Level Definitions

OVERALL PROFICIENCY LEVEL DEFINITIONS

SECOND EDITION

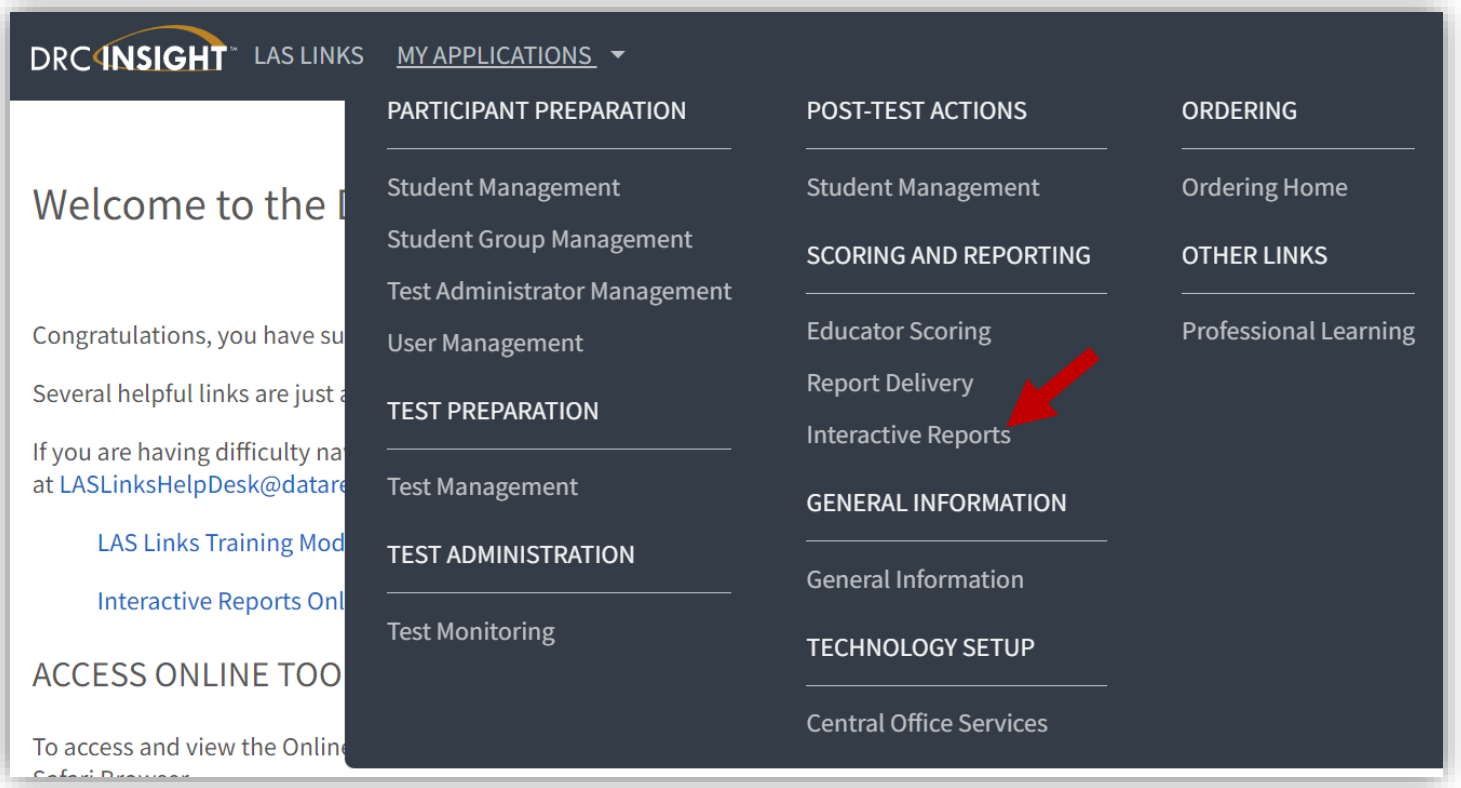
1 Beginning	Level 1 students are starting to develop receptive and productive uses of English in social, school, and academic contexts. Their comprehension may be demonstrated nonverbally or through their native language rather than in English.	
2 Early Intermediate	Level 2 students are developing the 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.	
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.	
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.	

Examine the PLDs and highlight/underline key words and phrases for each level within each domain.

Training Part 2:
Accessing, Interpreting and Examining the Student Results

Accessing the Reports

1. Log into your INSIGHT account at www.drcedirect.com
2. Click on My Applications
3. Click on Interactive Reports

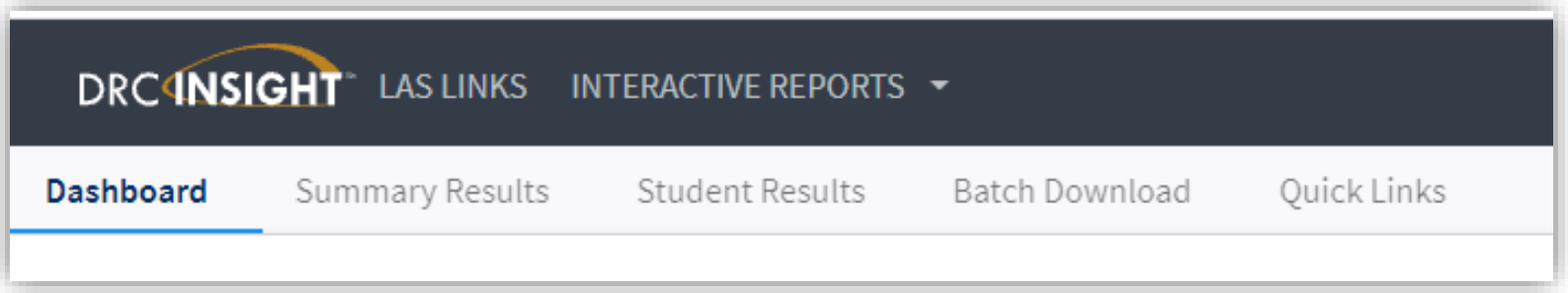


Required Permissions

User Role	Assigned Permissions
District	DRC IRS – Access DRC IRS – District DRC IRS – School DRC IRS - Teacher
School	DRC IRS – Access DRC IRS – School DRC IRS - Teacher
Test Administrator	DRC IRS – Access DRC IRS - Teacher + Assigned Student Group

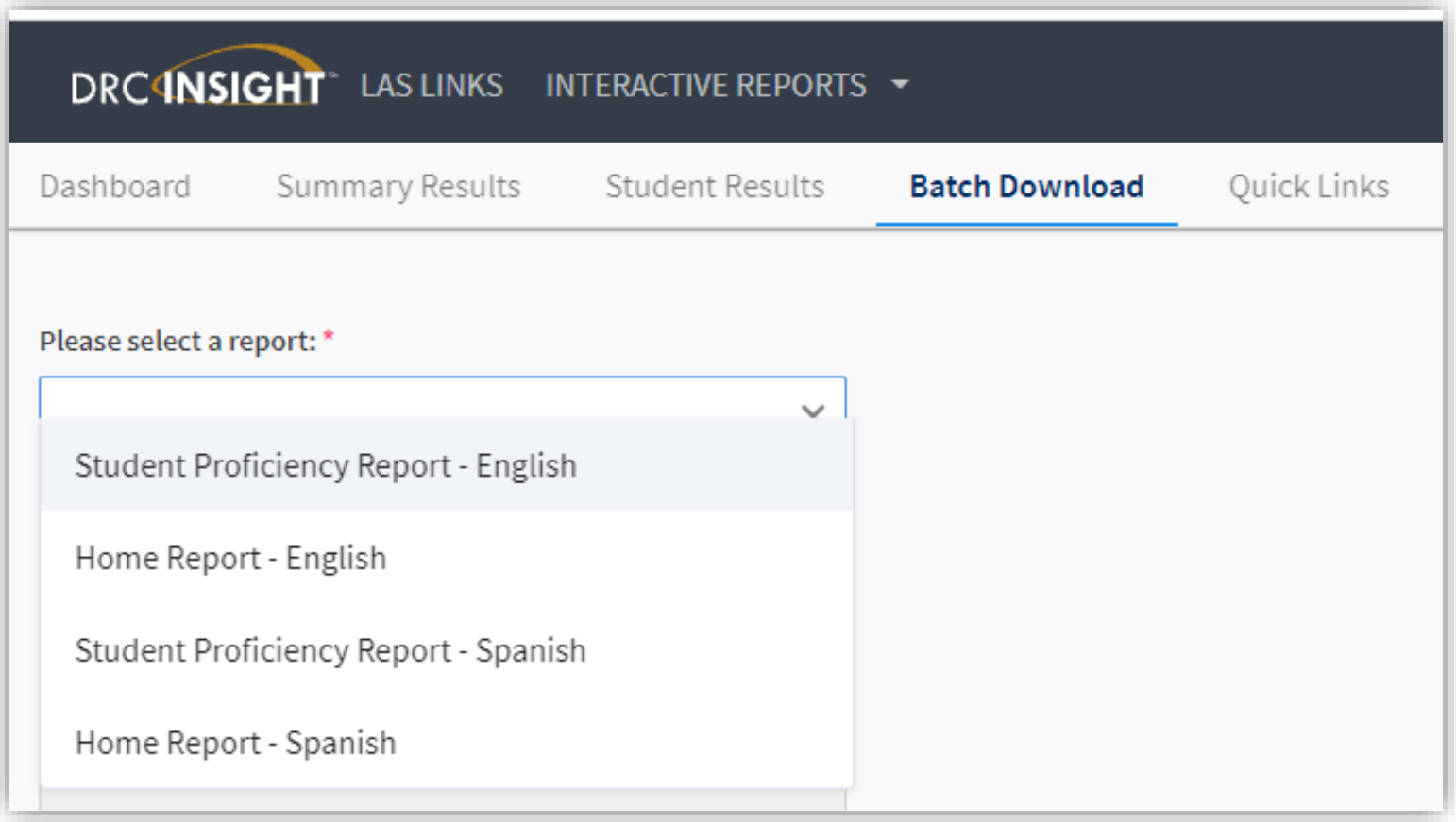
If you do not have access to Interactive Reports, please contact your ELAC so they add appropriate permissions for you in DRC INSIGHT>User Management

Reports Menu



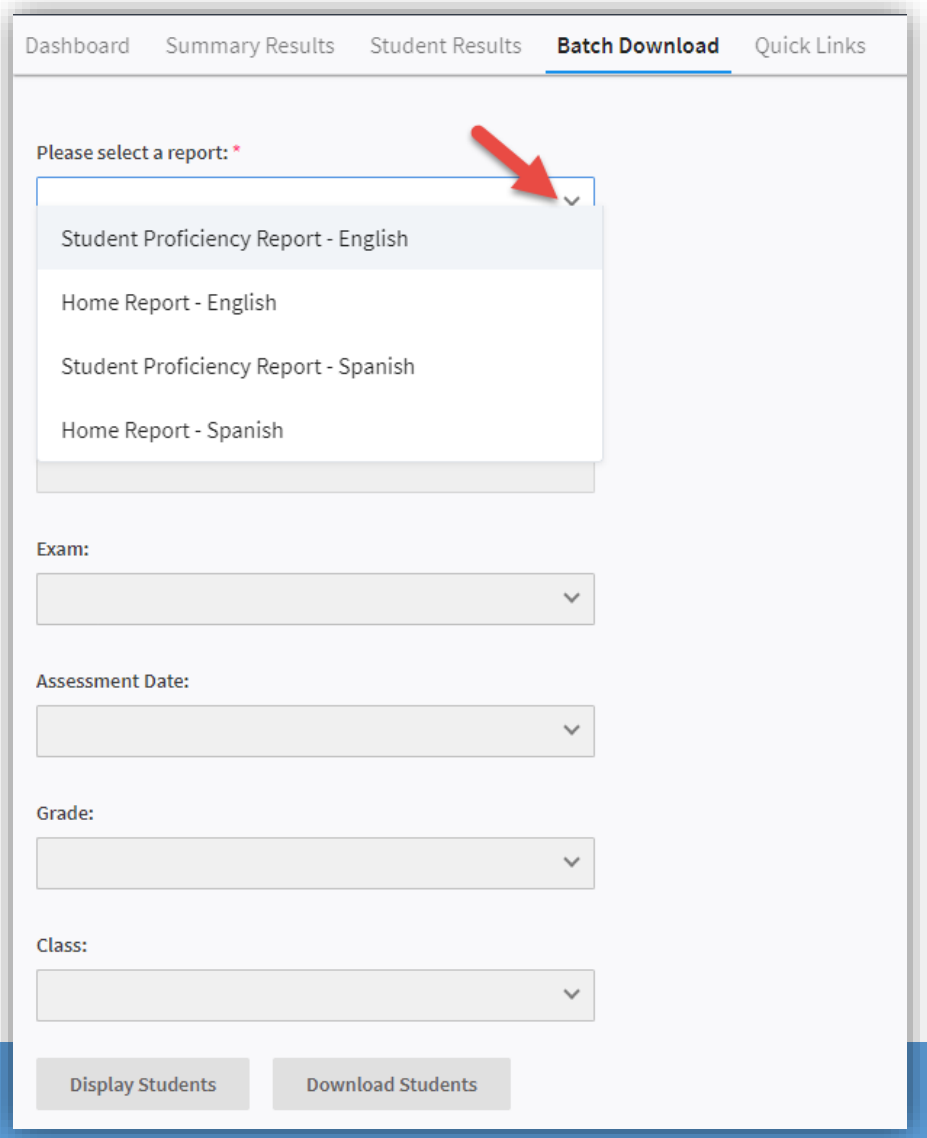
Summary Results	Student Results	Batch Download	Quick Links
• Summary of Skill Areas • Summary of Strands • Cohort Comparison • Matched Comparison • Item Summary	• Student Roster • Longitudinal Roster • Reading Links/Lexile Roster • Item Roster	• Student Proficiency Report • Student Dashboard Report • Home Report • Reading Links/Lexile Report	• Interpreting the RGA • Proficiency Level Descriptors • Item Maps • Growth Study • Lexile Information

Batch Download Reports



Provides individual Student Proficiency and Home Reports.

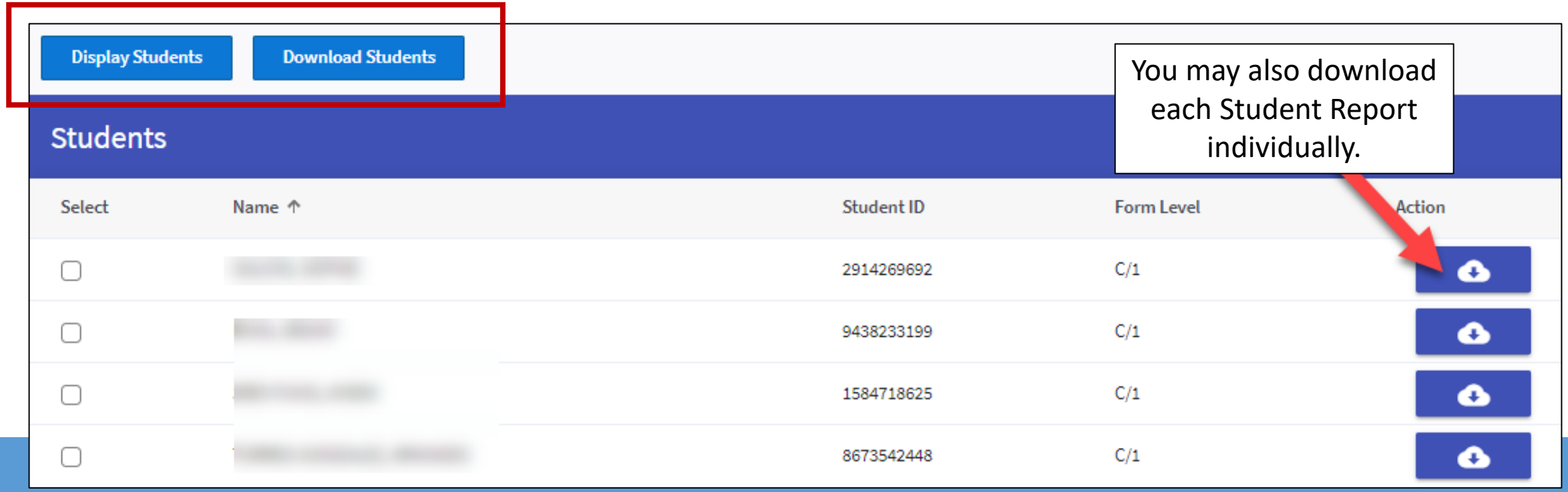
Batch Download Reports



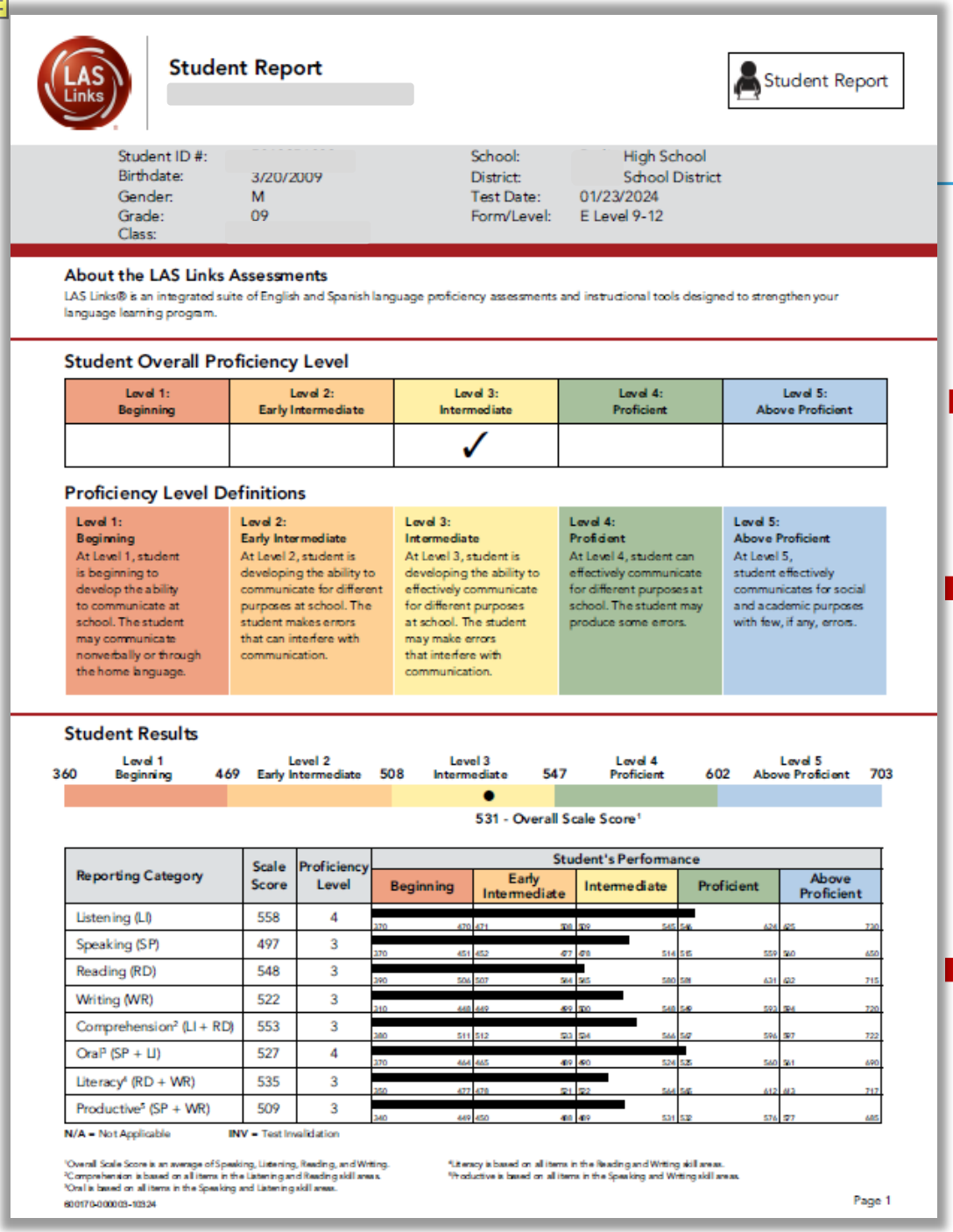
1. Click on the dropdown arrow and choose either Student Proficiency Report or Home Report
2. Click on the School box to choose the school
3. Click on Exam to choose the form of the test taken by the students
4. Click on Assessment Date to choose the testing event you for which you are running reports
5. Click on Grade to choose the grade
6. Classes will appear if classes had been set up ahead of testing.

Batch Download Reports

- "Display Students" provides you a list of students at the bottom of the screen to choose from
- "Download Students" provides you with file containing pdfs of all Students' Reports



Student Proficiency Report



Student Report

Student Report

Student ID #:
Birthdate: 3/20/2009
Gender: M
Grade: 09
Class:

School: High School
District: School District
Test Date: 01/23/2024
Form/Level: E Level 9-12

About the LAS Links Assessments

LAS Links® is an integrated suite of English and Spanish language proficiency assessments and instructional tools designed to strengthen your language learning program.

Student Overall Proficiency Level

Level 1: Beginning	Level 2: Early Intermediate	Level 3: Intermediate	Level 4: Proficient	Level 5: Above Proficient
		✓		

Proficiency Level Definitions

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

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

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

Level 4: Proficient
At Level 4, student can effectively communicate for different purposes at school. The student may produce some errors.

Level 5: Above Proficient
At Level 5, student effectively communicates for social and academic purposes with few, if any, errors.

Student Results

360 Level 1 Beginning 469 Level 2 Early Intermediate 508 Level 3 Intermediate 547 Level 4 Proficient 602 Level 5 Above Proficient 703

531 - Overall Scale Score[1]

Reporting Category	Scale Score	Proficiency Level	Student's Performance: Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Listening (LI)	558	4					
Speaking (SP)	497	3					
Reading (RD)	548	3					
Writing (WR)	522	3					
Comprehension[2] (LI + RD)	553	3					
Oral[3] (SP + LI)	527	4					
Literacy[4] (RD + WR)	535	3					
Productive[5] (SP + WR)	509	3					

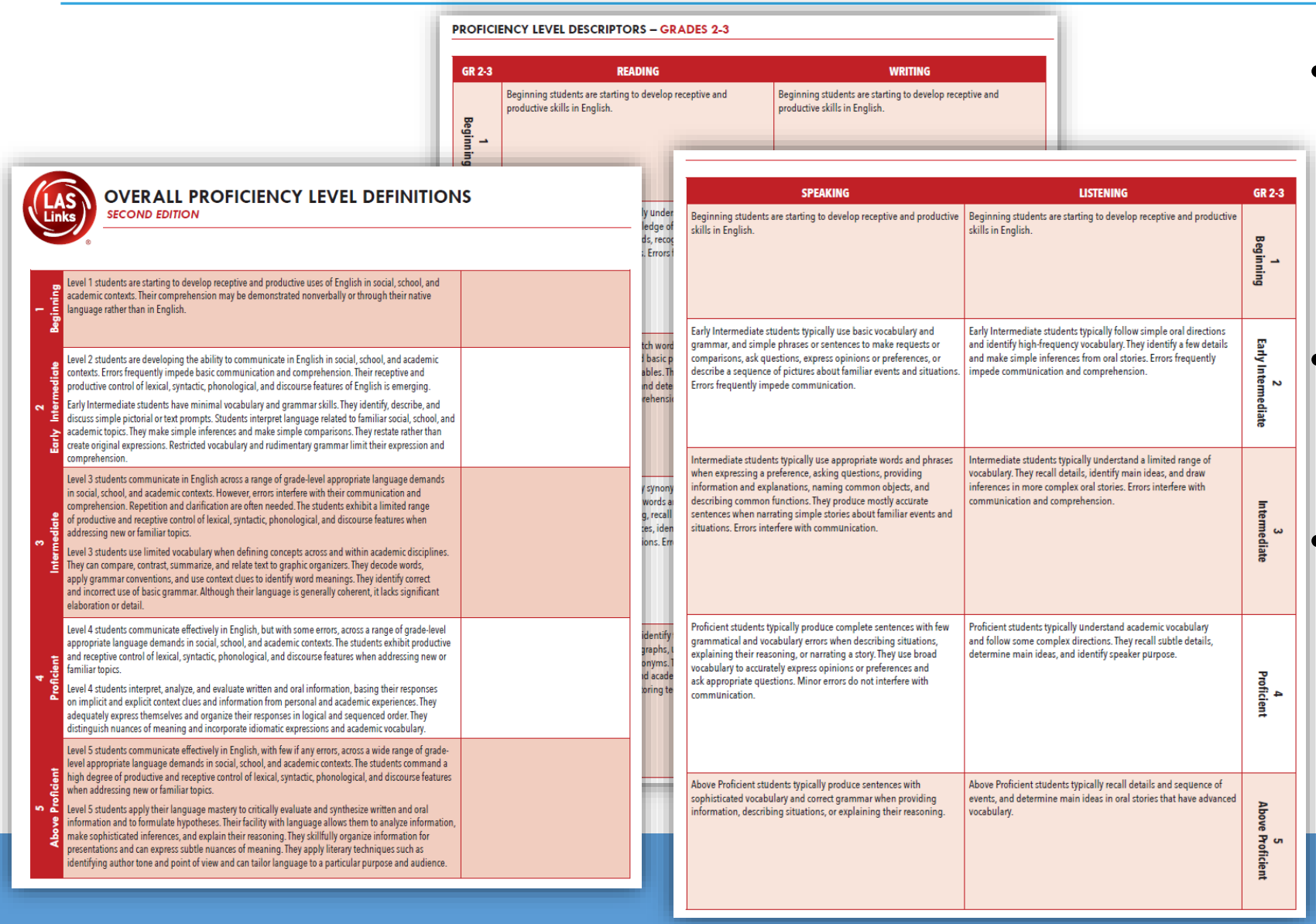
N/A = Not Applicable INV = Test Invalidation

[1]Overall Scale Score is an average of Speaking, Listening, Reading, and Writing.
[2]Comprehension is based on all items in the Listening and Reading skill areas.
[3]Oral is based on all items in the Speaking and Listening skill areas.
[4]Literacy is based on all items in the Reading and Writing skill areas.
[5]Productive is based on all items in the Speaking and Writing skill areas.

Page 1

- 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



PROFICIENCY LEVEL DESCRIPTORS – GRADES 2-3

GR 2-3	READING	WRITING	SPEAKING	LISTENING	GR 2-3
1 Beginning	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 students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	1 Beginning
2 Early Intermediate	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.	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.	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.	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.	2 Early Intermediate
3 Intermediate	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.	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.	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.	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.	3 Intermediate
4 Proficient	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.	Proficient students typically understand academic vocabulary and follow some complex directions. They recall subtle details, determine main ideas, and identify speaker purpose.	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.	Proficient students typically understand academic vocabulary and follow some complex directions. They recall subtle details, determine main ideas, and identify speaker purpose.	4 Proficient
5 Above Proficient	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar when providing information, describing situations, or explaining their reasoning.	Above Proficient students typically recall details and sequence of events, and determine main ideas in oral stories that have advanced vocabulary.	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar when providing information, describing situations, or explaining their reasoning.	Above Proficient students typically recall details and sequence of events, and determine main ideas in oral stories that have advanced vocabulary.	5 Above Proficient

OVERALL PROFICIENCY LEVEL DEFINITIONS
SECOND EDITION

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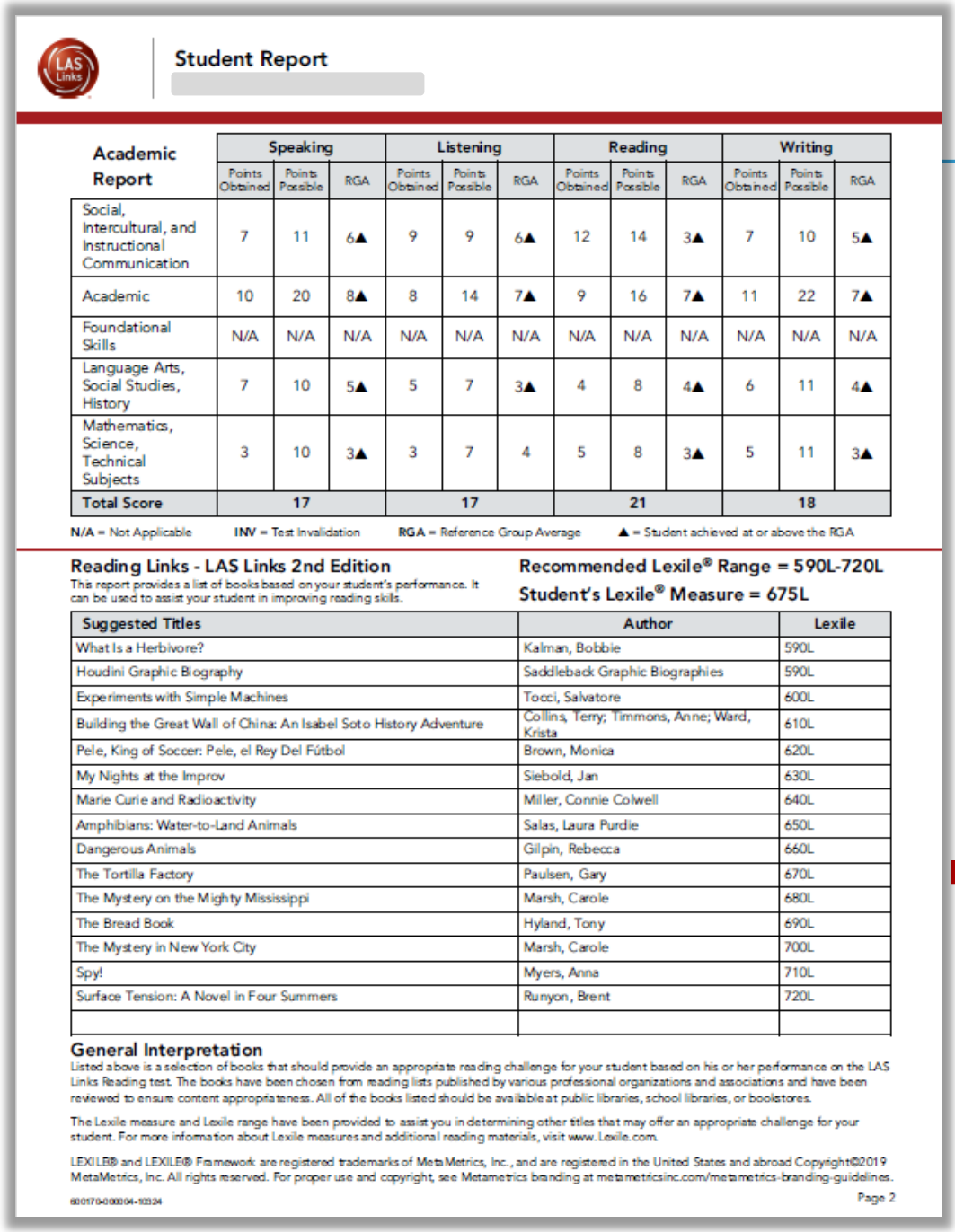
- Run the Batch Download Reports. Using your PLD handouts, plot a few students within their appropriate PL.
- What are some trends you are finding among your students?
- What are some appropriate and targeted lessons you can implement based on these trends?



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	7	11	6▲	9	9	6▲	12	14	3▲	7	10	5▲
Academic	10	20	8▲	8	14	7▲	9	16	7▲	11	22	7▲
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	7	10	5▲	5	7	3▲	4	8	4▲	6	11	4▲
Mathematics, Science, Technical Subjects	3	10	3▲	3	7	4	5	8	3▲	5	11	3▲
Total Score	**17**			**17**			**21**			**18**		

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 = 590L-720L

Student's Lexile® Measure = 675L

Suggested Titles	Author	Lexile
What Is a Herbivore?	Kalman, Bobbie	590L
Houdini Graphic Biography	Saddleback Graphic Biographies	590L
Experiments with Simple Machines	Tocci, Salvatore	600L
Building the Great Wall of China: An Isabel Soto History Adventure	Collins, Terry; Timmons, Anne; Ward, Krista	610L
Pele, King of Soccer: Pele, el Rey Del Fútbol	Brown, Monica	620L
My Nights at the Improv	Siebold, Jan	630L
Marie Curie and Radioactivity	Miller, Connie Colwell	640L
Amphibians: Water-to-Land Animals	Salas, Laura Purdie	650L
Dangerous Animals	Gilpin, Rebecca	660L
The Tortilla Factory	Paulsen, Gary	670L
The Mystery on the Mighty Mississippi	Marsh, Carole	680L
The Bread Book	Hyland, Tony	690L
The Mystery in New York City	Marsh, Carole	700L
Spy!	Myers, Anna	710L
Surface Tension: A Novel in Four Summers	Runyon, Brent	720L

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.

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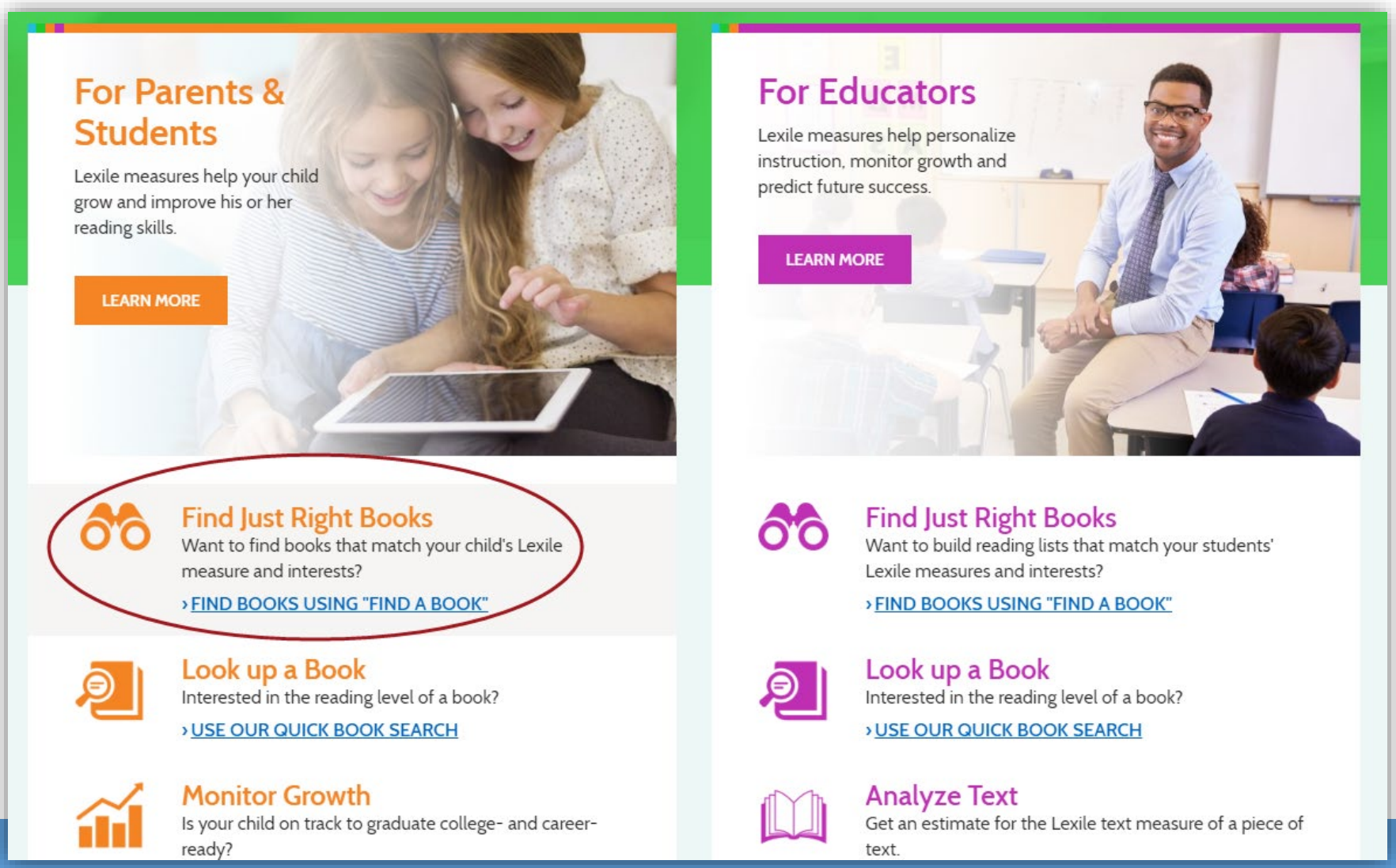
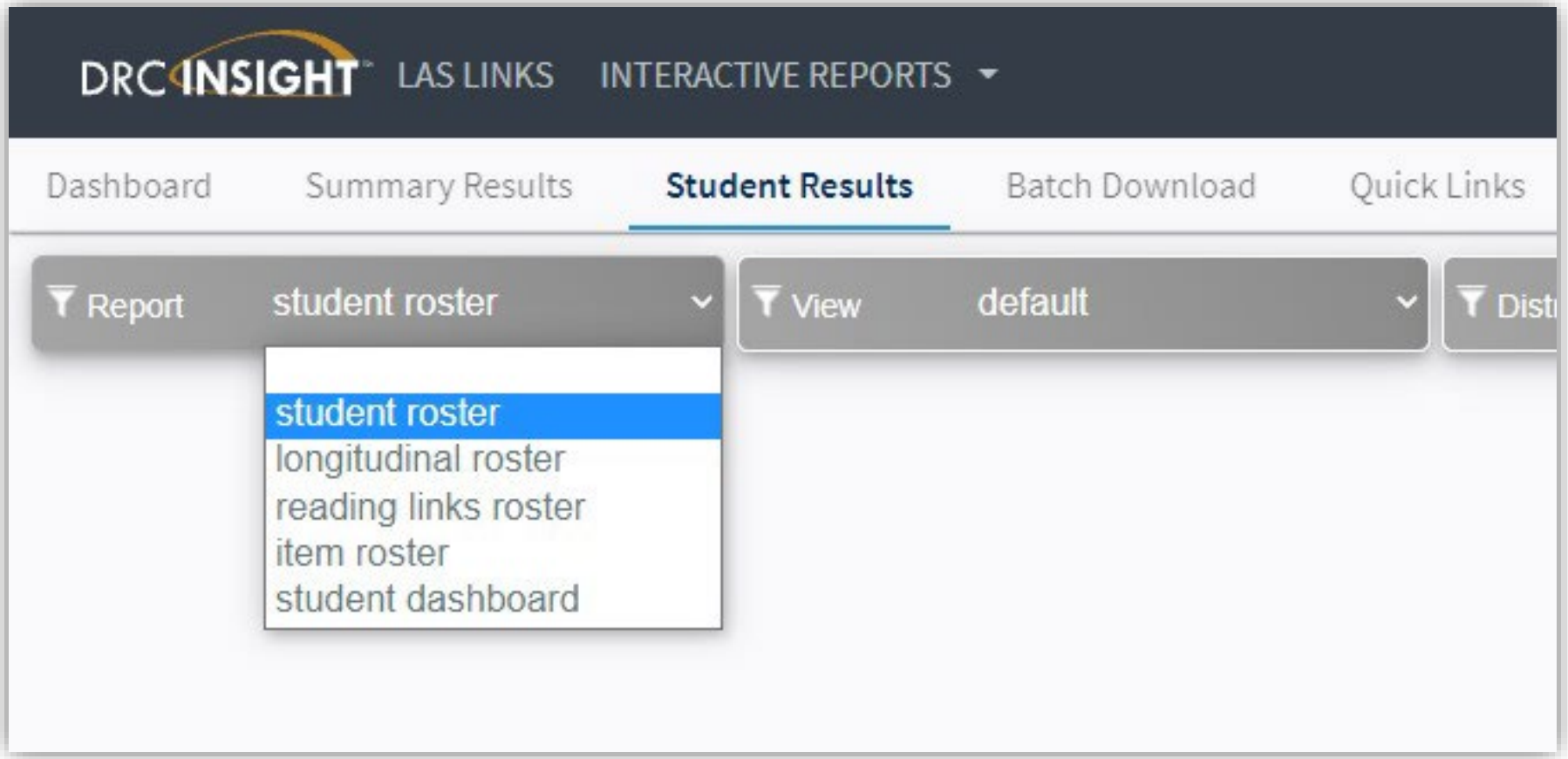
Student Proficiency Report

- Provides specific academic language strand scores, allowing teachers to pinpoint areas of need and focus
- New RGA available for Form E/F
- Provides Lexile levels and suggested Reading titles

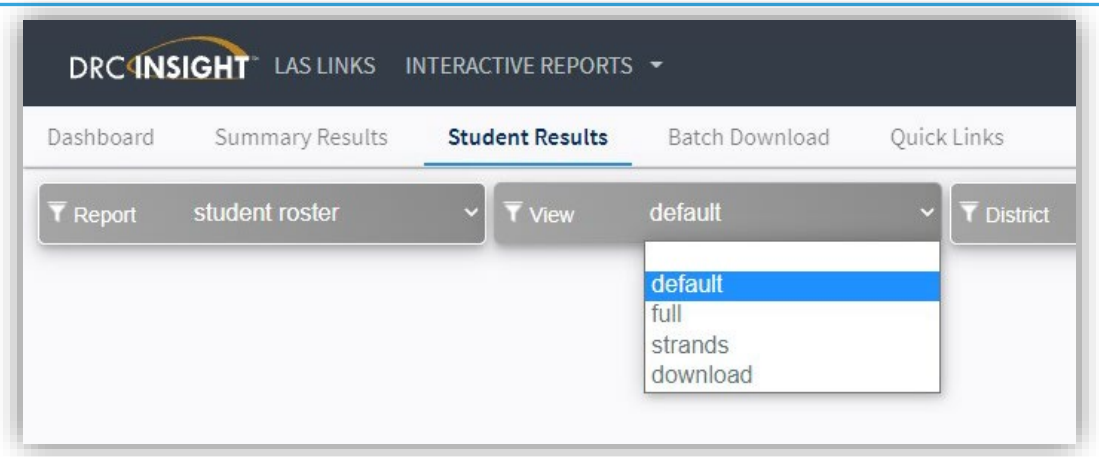
Lexile.com


For Parents & Students
Lexile measures help your child grow and improve his or her reading skills.
LEARN MORE
Find Just Right Books
Want to find books that match your child's Lexile measure and interests?
› FIND BOOKS USING "FIND A BOOK"
Look up a Book
Interested in the reading level of a book?
› USE OUR QUICK BOOK SEARCH
Monitor Growth
Is your child on track to graduate college- and career-ready?
For Educators
Lexile measures help personalize instruction, monitor growth and predict future success.
LEARN MORE
Find Just Right Books
Want to build reading lists that match your students' Lexile measures and interests?
› FIND BOOKS USING "FIND A BOOK"
Look up a Book
Interested in the reading level of a book?
› USE OUR QUICK BOOK SEARCH
Analyze Text
Get an estimate for the Lexile text measure of a piece of text.

Student Results Menu of Reports



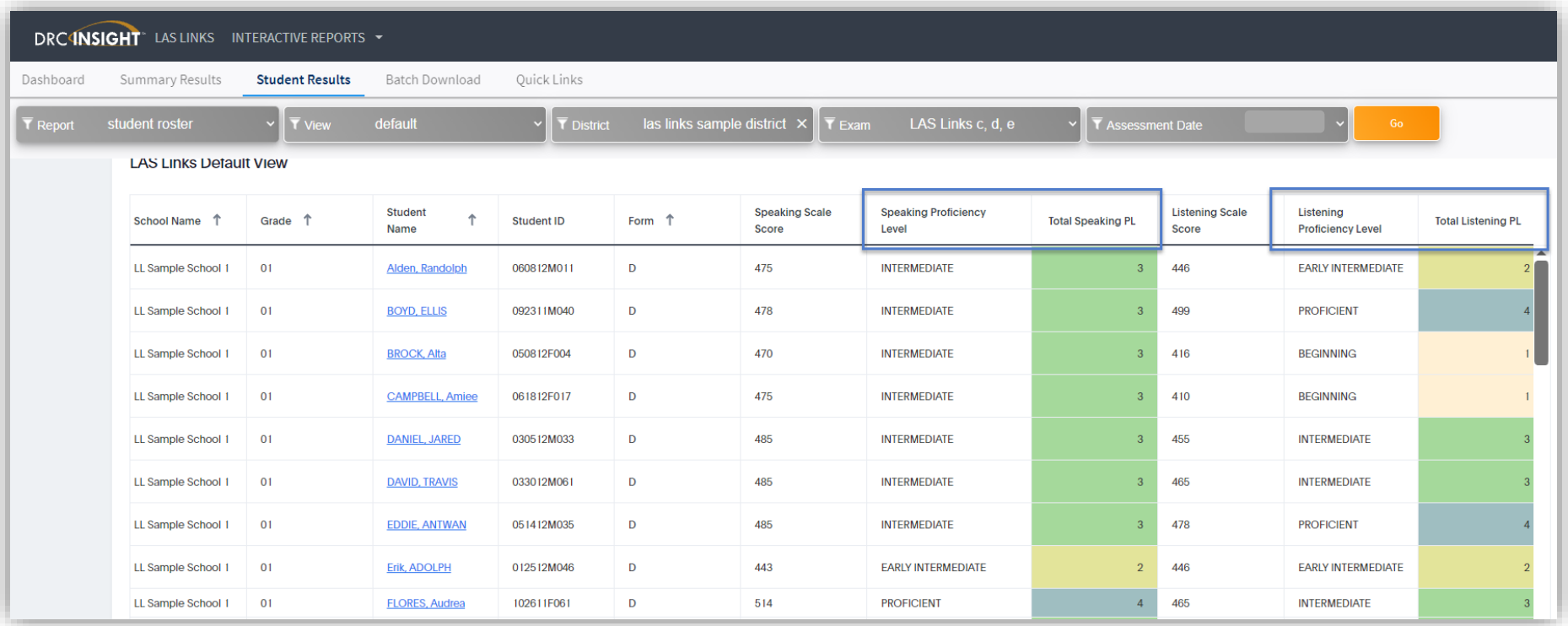
Student Roster Report



The Student Roster offers 4 views:

View	Included in Report
Default	4 domains: Scale Scores, PL alpha, PL numeric Composites: Scale Scores, PL alpha, PL numeric
Full	Default view + Number Correct and Percent Correct for each domain
Strands	Default view + Full view + Number & Percent Correct for Academic Strand Includes a link to each students' item roster report
Download	Default + Full + Strands + all student demographic information

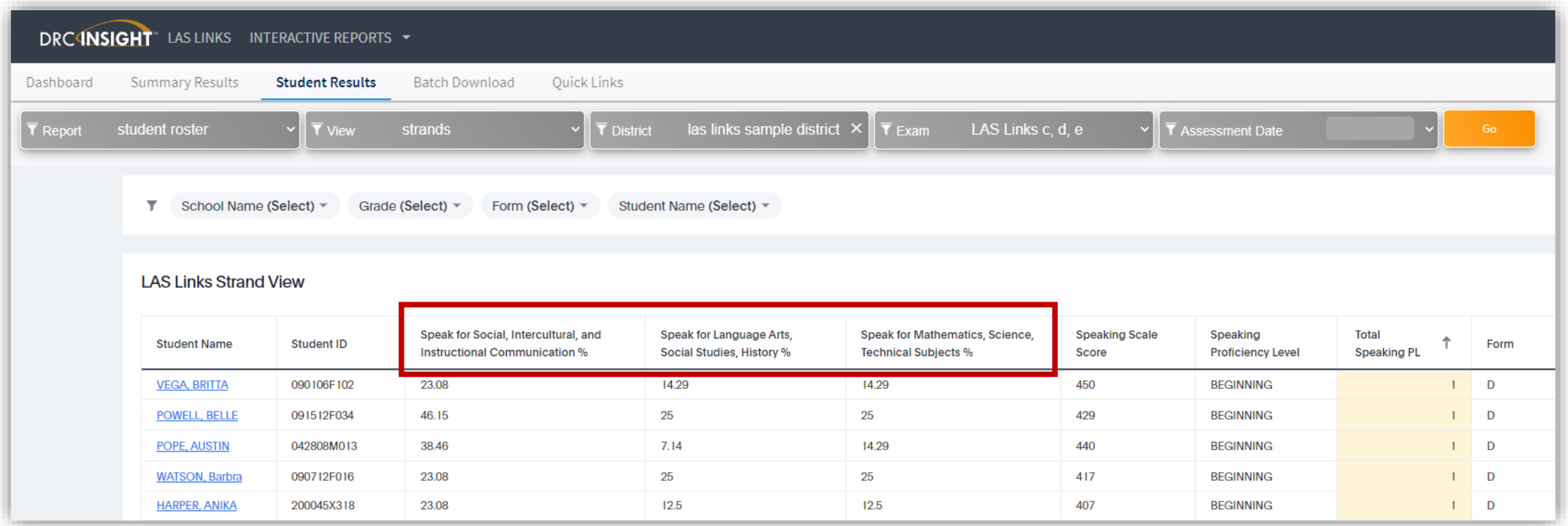
Default Student Roster



School Name	Grade	Student Name	Student ID	Form	Speaking Scale Score	Speaking Proficiency Level	Total Speaking PL	Listening Scale Score	Listening Proficiency Level	Total Listening PL
LL Sample School 1	01	Alden, Randolph	060812M011	D	475	INTERMEDIATE	3	446	EARLY INTERMEDIATE	2
LL Sample School 1	01	BOYD, ELLIS	092311M040	D	478	INTERMEDIATE	3	499	PROFICIENT	4
LL Sample School 1	01	BROCK, Alta	050812F004	D	470	INTERMEDIATE	3	416	BEGINNING	1
LL Sample School 1	01	CAMPBELL, Amiee	061812F017	D	475	INTERMEDIATE	3	410	BEGINNING	1
LL Sample School 1	01	DANIEL, JARED	030512M033	D	485	INTERMEDIATE	3	455	INTERMEDIATE	3
LL Sample School 1	01	DAVID, TRAVIS	033012M061	D	485	INTERMEDIATE	3	465	INTERMEDIATE	3
LL Sample School 1	01	EDDIE, ANTWAN	051412M035	D	485	INTERMEDIATE	3	478	PROFICIENT	4
LL Sample School 1	01	Erik, ADOLPH	012512M046	D	443	EARLY INTERMEDIATE	2	446	EARLY INTERMEDIATE	2
LL Sample School 1	01	FLORES, Audrea	102611F061	D	514	PROFICIENT	4	465	INTERMEDIATE	3

- Provides a roster of students' performance in each of the 4 domains
- Provides a hyperlink to students' individual Student Proficiency Report
- Provides a download feature (.xlsx, .csv)

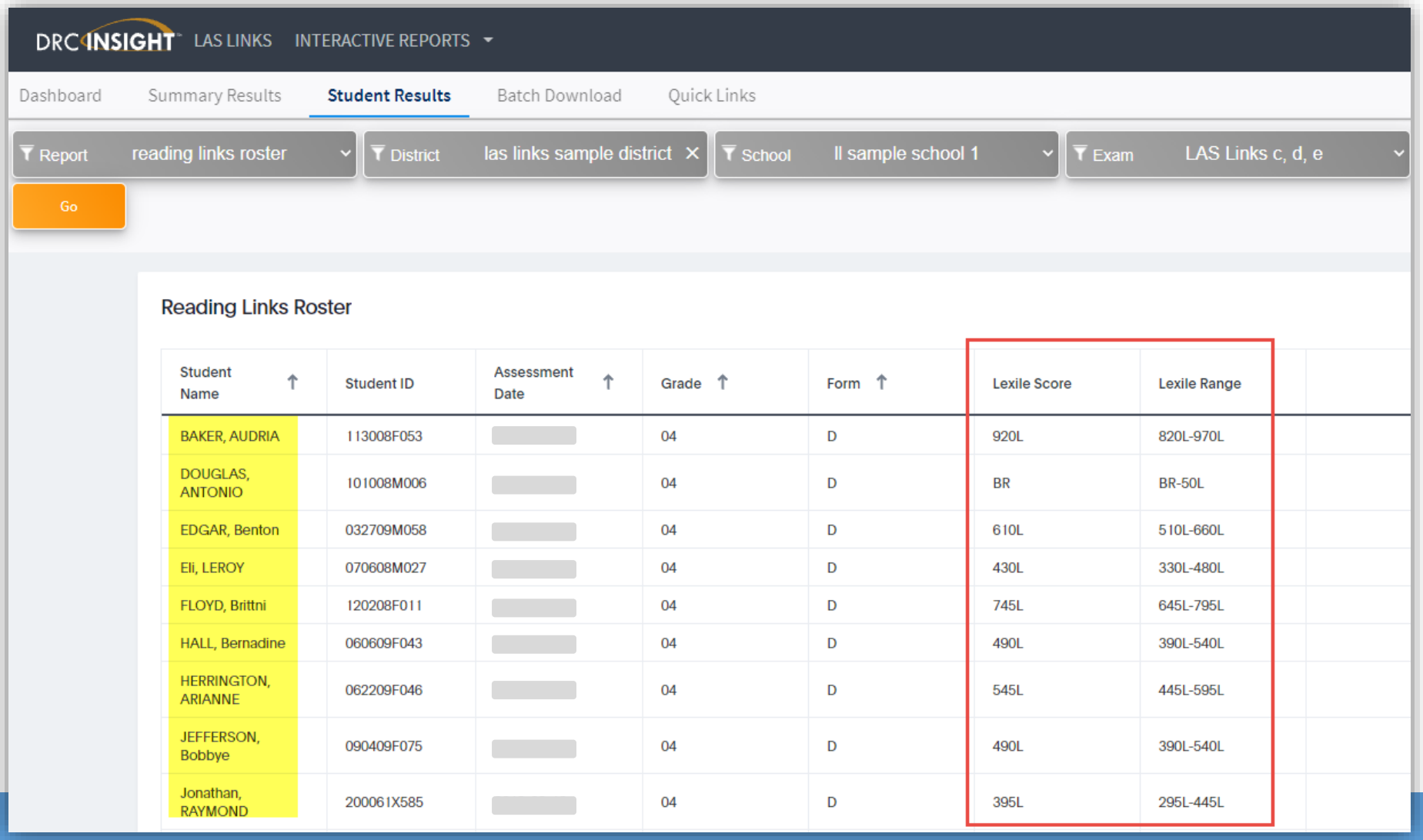
Strands Report



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
VEGA, BRITTA	090106F102	23.08	14.29	14.29	450	BEGINNING	1	D
POWELL, BELLE	091512F034	46.15	25	25	429	BEGINNING	1	D
POPE, AUSTIN	042808M013	38.46	7.14	14.29	440	BEGINNING	1	D
WATSON, Barbra	090712F016	23.08	25	25	417	BEGINNING	1	D
HARPER, ANIKA	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 - screen only renders up to 50 records

Reading Links Roster Report



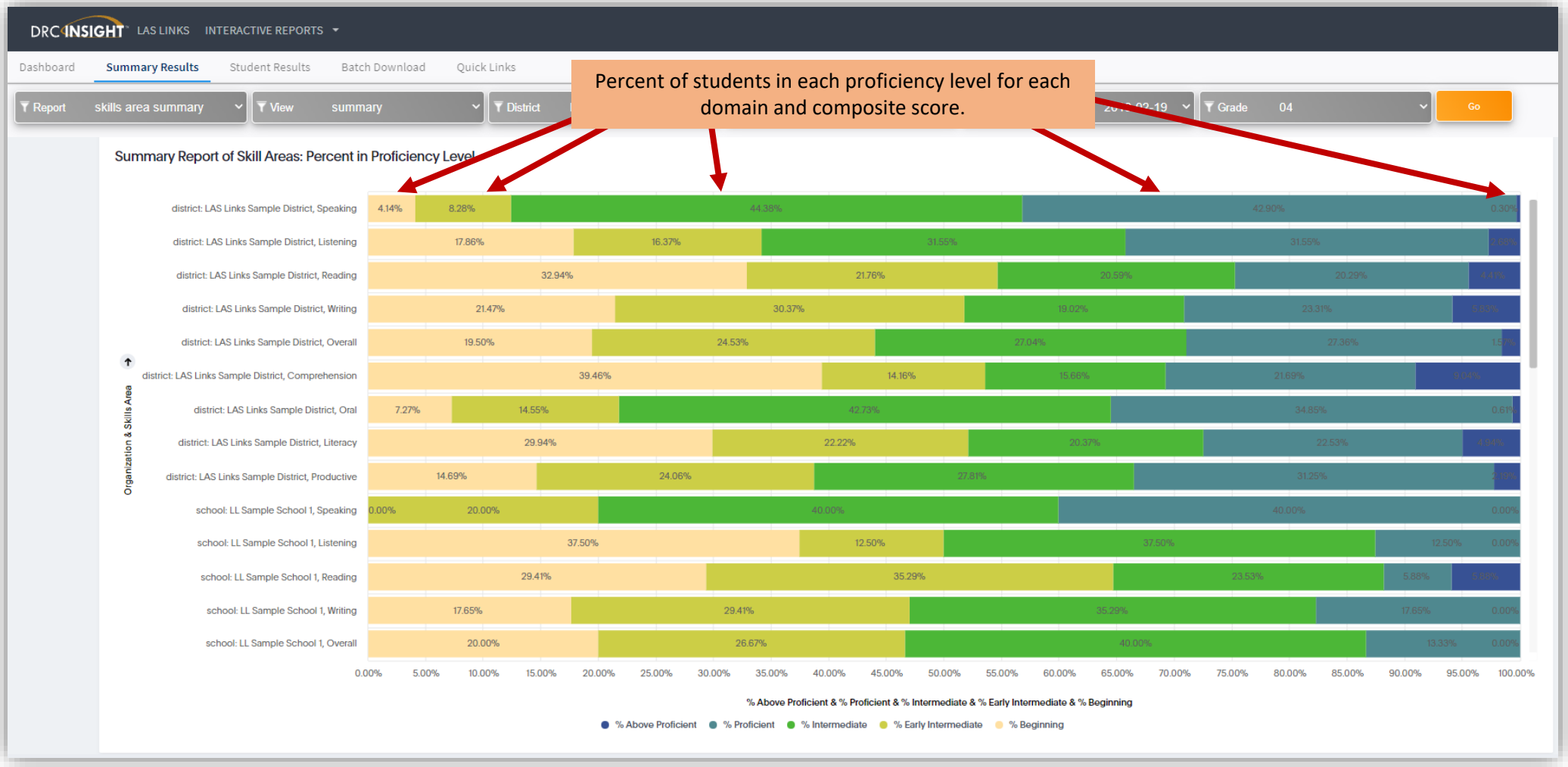
Student Name	Student ID	Assessment Date	Grade	Form	Lexile Score	Lexile Range
BAKER, AUDRIA	113008F053		04	D	920L	820L-970L
DOUGLAS, ANTONIO	101008M006		04	D	BR	BR-50L
EDGAR, Benton	032709M058		04	D	610L	510L-660L
Eli, LEROY	070608M027		04	D	430L	330L-480L
FLOYD, Brittni	120208F011		04	D	745L	645L-795L
HALL, Bernadine	060609F043		04	D	490L	390L-540L
HERRINGTON, ARIANNE	062209F046		04	D	545L	445L-595L
JEFFERSON, Bobbye	090409F075		04	D	490L	390L-540L
Jonathan, RAYMOND	200061X585		04	D	395L	295L-445L

Provides a list of each student's Lexile Score and Lexile Range

Available for download/print to provide to stakeholders such as counselors, librarians, etc.

Training Part 3:
Examining the Summary Results

Summary of Skill Areas



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

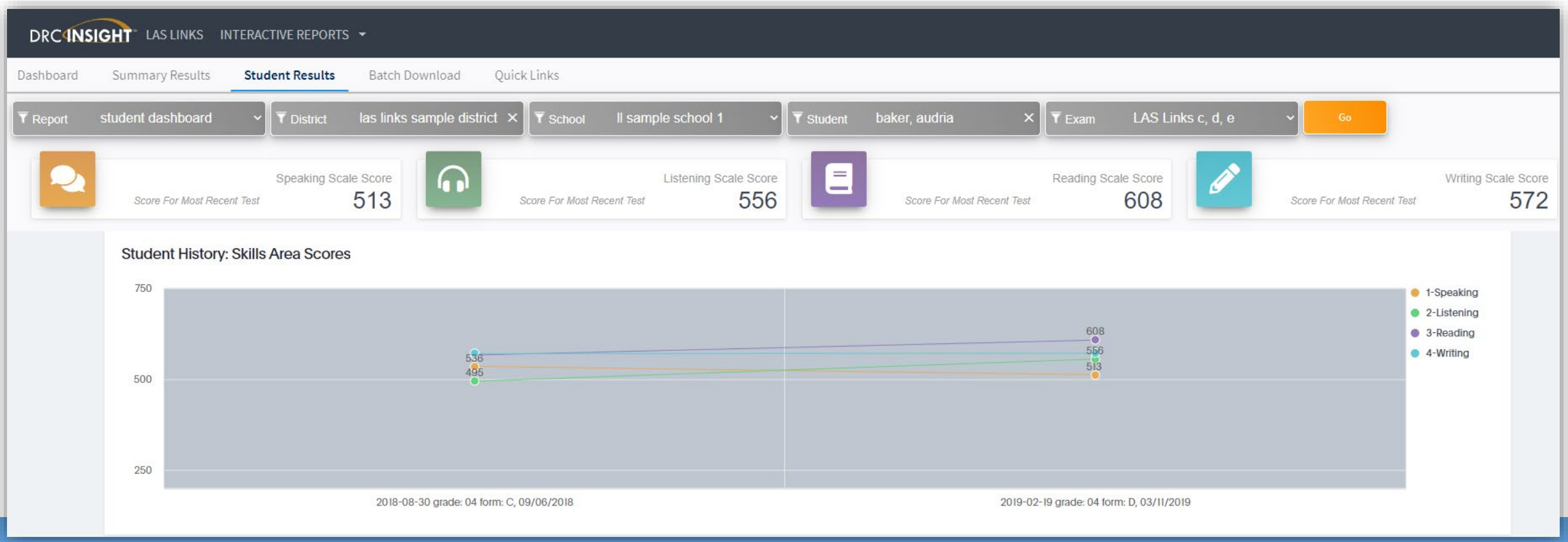
*Class view is available if created ahead of reporting

Training Part 4:
Examining the Longitudinal Results

(available after multiple testing events)

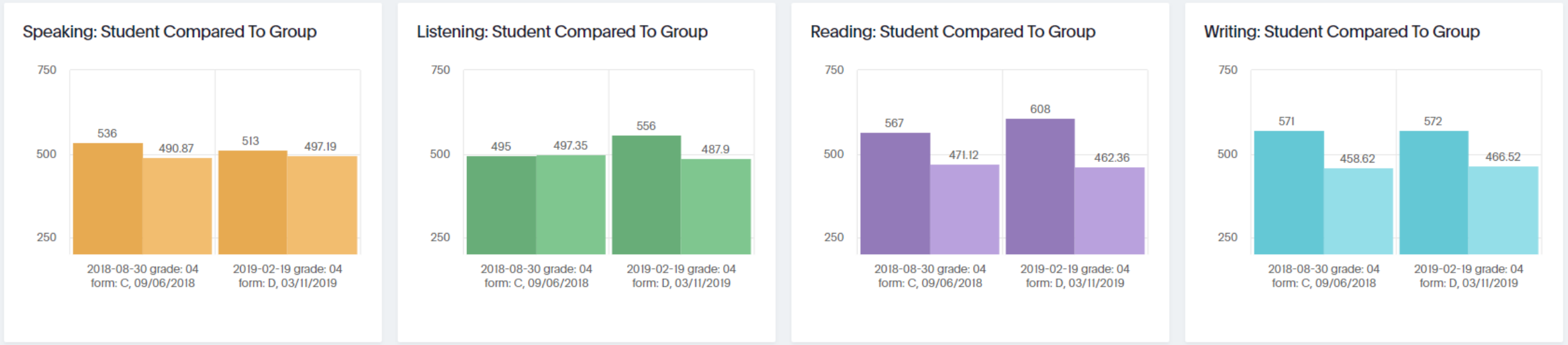
Student Dashboard Report

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



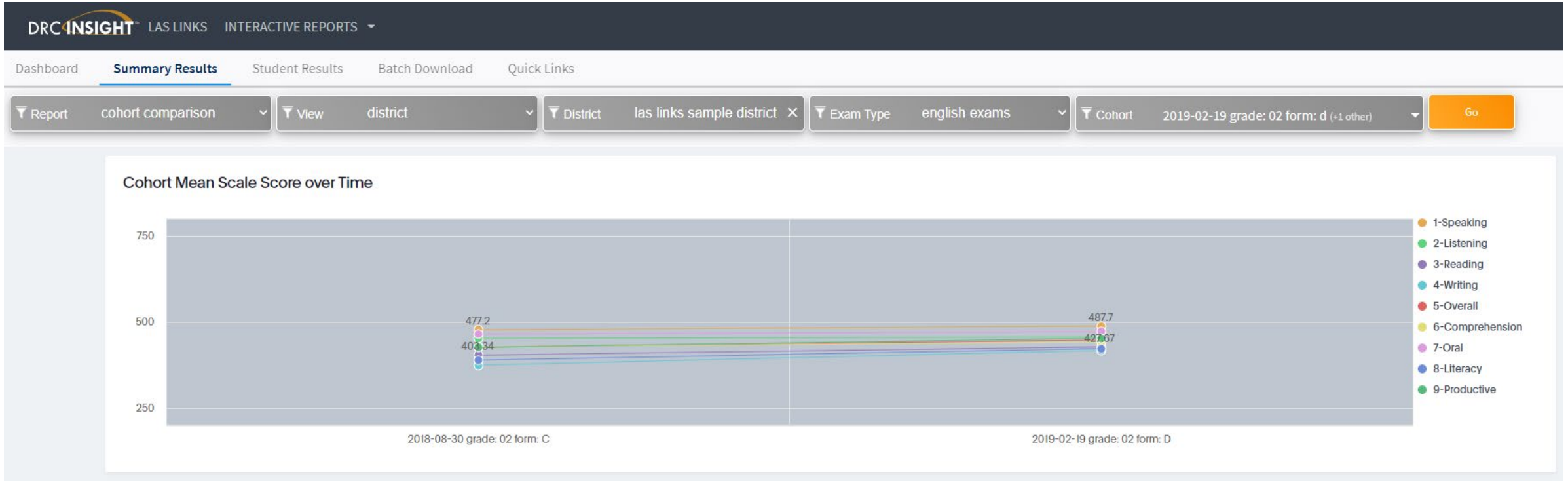
Student Dashboard Report

Provides student comparison at the district level to other students' performance in the same grade level



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



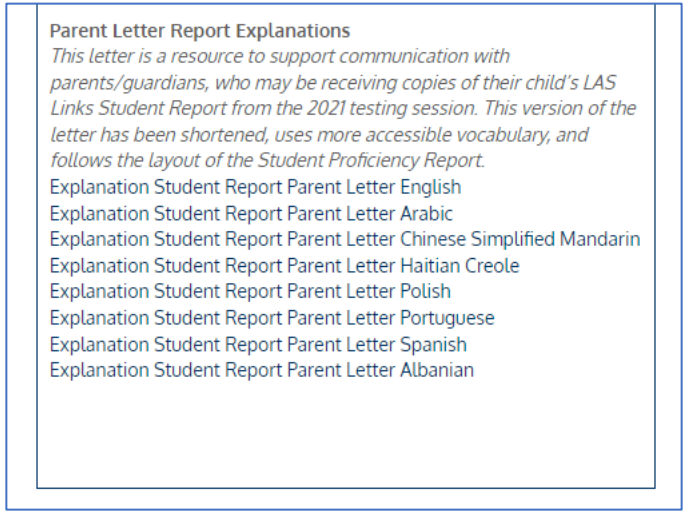
Resources and Support

Additional Resources

https://laslinks.com/connecticut-information/

EL/ML Growth Model

Watch the presentation at
https://youtu.be/D9B15lCweU4



Thank you!

For assistance, please contact the LAS Links Help Desk:

Phone:

866.282.2250 (8:00am to 4:30pm CST)

Email:

LASLinksHelpDesk@datarecognitioncorp.com