Beyond EL Identification: Progress Monitoring with *pre*LAS and LAS Links

Agenda

- Texas Program Overview
- preLAS and LAS Links additional forms overview
- Scoring and Reporting options for Progress Monitoring
- Q&A

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LAS Links ONLINE

Texas English Learner Identification Program Overview

Grade Level	Approved Assessment(s) for Identification:
preK3, preK4, Kindergarten	• *pre*LAS English Form C • *pre*LAS Español Form C • Available in Online or Paper Formats
1st Grade	• LAS Links Form A • Speaking and Listening Only • Available in Online or Paper Formats
2nd – 12th Grade	• LAS Links Form A • Speaking, Listening, Reading and Writing • Available in Online or Paper Formats
1st – 6th Grade	• LAS Links Español Form A • Speaking and Listening • Available in Online or Paper Formats

LAS Progress Monitoring Assessments

	Approved Assessment(s) for Identification	Progress Monitoring Forms
preK3, preK4	• *pre*LAS English Form C • *pre*LAS Español Form C	• *pre*LAS English Form D • *pre*LAS Español Form C • Pre-Literacy component – you already have this!
Kindergarten	• *pre*LAS English Form C • *pre*LAS Español Form C	• *pre*LAS English Form D • *pre*LAS Español Form C • LAS Links Form B • LAS Links Form C • LAS Links Form D • LAS Links Español Form A • LAS Links Español Form B
1-12 Grades	• LAS Links English Form A	• LAS Links English Form B • LAS Links English Form C • LAS Links English Form D
1-6 Grades	• LAS Links Español Form A	• LAS Links Español Form A (Grades 1-12) • LAS Links Español Form B (Grades K-12)

Monitoring Student Progress and Program Effectiveness

English and Spanish Language Progress Monitoring (preK3-12)

Fall

LAS Links English
Grades 1-12
Form A

LAS Links Español
Grades 1-12
Form A

Winter

LAS Links English
Grades K-12
Forms B,C,D

LAS Links Español
Grades K-12
Form B

Spring

TELPAS
Texas English Language Proficiency Assessment System

***pre*LAS English**
preK3-K
Form C

***pre*LAS Español**
preK3-K
Form C

***pre*LAS English**
preK3-K4
Form D

***pre*LAS Español**
preK3-K4
Form C

LAS Links ONLINE

Connecting LAS Links to the Texas ELPS/TELPAS for Effective Progress Monitoring

LAS Links and TELPAS: Proficiency Level Alignment

ELPS – TELPAS Beginning	ELPS – TELPAS Intermediate	ELPS – TELPAS Advanced	ELPS – TELPAS Advanced High
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4&5 (Proficient & Above Proficient)

"Limited English Proficiency" across TELPAS, preLAS and LAS Links (all domains)

"Fluent" across TELPAS, preLAS and LAS Links (all domains)

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LAS Links and the Texas ELPS: How do they Align?

LAS Links Forms C and D align with the ELPS.
A comprehensive study is available at www.LASLinks.com/Texas

ELPS	LAS Links
Focus on "Cross-curricular second language acquisition" in each of the 4 domains: Speaking, Listening, Reading, Writing; • K-12 English • K-6 Spanish • Speaking: using grade-level content area vocabulary • Listening: learn academic vocabulary • Reading: respond to questions commeasurable with content area and grade level needs • Writing: fulfill content area writing needs	Assesses in all 4 domains: Speaking, Listening, Reading and Writing
	K-12 English K-12 Spanish
	Provides test items in the areas of Math, Science, Technical Subjects, Reading, Language Arts and History
	Test results/Reports (for both English and Spanish LAS Links forms) provide stakeholders with detailed information regarding students' language proficiency in content area vocabulary

Achievement vs Language test

- Using academic achievement tests to determine language proficiency may result in inaccurate classifications.
- Language proficiency tests provide information on students' English language proficiency associated with content areas, while achievement tests reflect the knowledge associated with the content.
- To use an academic achievement score, schools, districts, and states would be required to disentangle progress in ELP performance from improvement in content area achievement to help them target the instructional support required to address the needs of ELs at all levels of ELP and academic achievement.
    - Such a task would require very sophisticated modeling and analyses to separate these two concepts.

Achievement Test	Language Proficiency Test
Measures knowledge attainment and intellectual competencies in a subject (i.e. Math, Science, Reading/Language Arts) at a point in time	Evaluates language proficiency in reading, writing, listening, and speaking
Evaluates the knowledge in a limited environment-content	Measures language topics that are appropriate for a language learner's level
Measures against grade level and content essential skills	Measures against language descriptors
Determines the level of education for which the student might be prepared	Focuses on authentic language- language that people use in the classroom and real-world situations

Connecting LAS Links to the Texas ELPS

LAS Links Forms C and D:

Texas Education Agency — §74.4. English Language Proficiency Standards: English — *Proclamation 2017*

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(2) speak using grade-level content area vocabulary in context to build academic language proficiency	T: K-12 S: 6-12

Texas Education Agency — §74.4. English Language Proficiency Standards: English — *Proclamation 2017*

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(4) learn academic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12

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Connecting LAS Links to the Texas ELPS

LAS Links Forms C and D:

Texas Education Agency — §74.4. English Language Proficiency Standards: English — *Proclamation 2017*

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(3) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	T: K-12 S: 6-12

Texas Education Agency — §74.4. English Language Proficiency Standards: English — *Proclamation 2017*

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(2) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired	T: K-12 S: 6-12

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Connecting LAS Links to the Texas ELPS

Excerpt from the LAS Links Second Edition Item Maps

LAS Links Form	Grade Span	Domain	Objective - Strand	Subtest	Subskills
LAS Links Forms C and D, Esp B	K to 1	Reading	Read for Language Arts Social Studies History	Read School Text	R3.1 Identify main ideas
LAS Links Forms C and D, Esp B	2 to 3	Listening	Listen for Mathematics Science Technical Subjects	Listen for Academic Instruction	L3.1 Identify purpose
LAS Links Forms C and D, Esp B	6 to 8	Speaking	Speak for Mathematics Science Technical Subjects	Present and Explain Information	S1.2 Describe information
LAS Links Forms C and D, Esp B	4 to 5	Reading	Read for Language Arts Social Studies History	Read School Text	R3.1 Identify main ideas
LAS Links Forms C and D, Esp B	9 to 12	Writing	Write for Language Arts Social Studies History	Write Academic Sentences	W6.1 Write sentences to summarize

LAS Links Test Items

LAS Links Second Edition test items are contextualized in content areas rather than the student's knowledge of content:

Between the Andes Mountains and the coast of Peru in South America, you can find a huge monkey, a giant flower, an enormous snake, and about fifty other gigantic plants and animals. These are not actual creatures but drawings carved into the surface of the ground. Besides images of creatures, there are hundreds of straight lines, triangles, and spirals. These drawings are known as *geoglyphs*.

Practice B

Complete the table with information from the passage. Copy the exact word or words used in the passage onto the space provided in your Student Answer Book. DO NOT write your answer in this book.

Look at the table. What belongs on line B?

Examples of Geoglyphs	
Shapes	lines, triangles, spirals
Animals	monkey, **(B)**
Plants	flower

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LAS Links ONLINE

Progress Monitoring with *pre*LAS

Utilizing preLAS for Progress Monitoring

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

***pre*LAS**
• preK3 – 6 yrs old
• 2 English Forms • (Paper and Online) • Oral and Preliteracy Components
• 1 Spanish Form • (Paper and Online) • Oral and Preliteracy Components

• Reporting:
  • Paper format – local tabulation and reporting
  • Online format – reporting available 30-60 minutes after test completion.

Link to preLAS Online Sample Report

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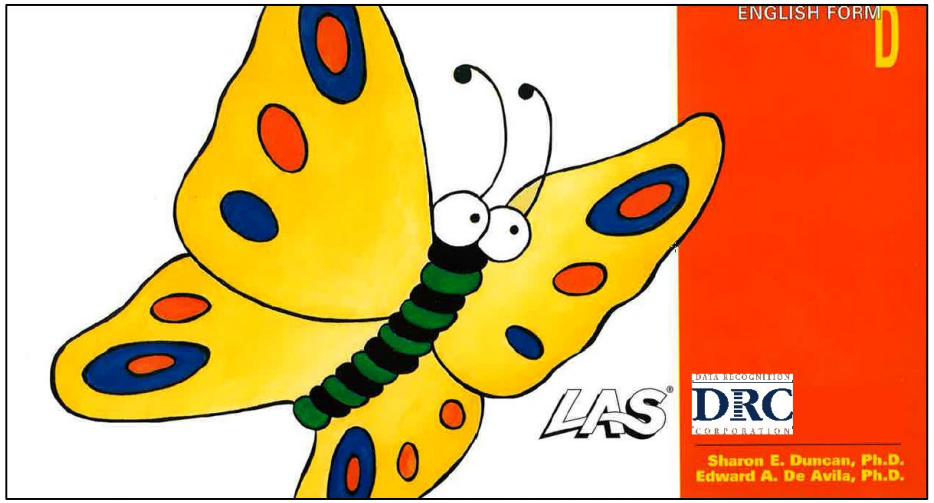
Utilizing preLAS for Progress Monitoring

The preLAS Form D form is a parallel form to Form C meaning that you may measure student performance/progress from Form C (used for the purpose of Identification) to Form D.

No additional training is required!

- Flow and format are the same between forms
- Rubric is the same between forms
- Items are different



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Scoring and Reporting

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LAS Links ONLINE

LAS Links Score Types

Raw Scores, Scale Scores, Proficiency Levels

- Listening, Speaking, Reading, and Writing

Composite Scores

- Overall, Oral, Literacy
- Comprehension, Production

Strand Scores for Each Domain

- Social: Intercultural and Instructional communication
- Academic: English Language Arts, Social Studies and History
- Academic: Mathematics, Science and Technical Subjects

Student Proficiency Report

LAS Links

Student Report
JANE DOE

Student Report

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

About the LAS Links Assessments

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

Student Overall Proficiency Level

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

Proficiency Level Definitions

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

340 Level 1 Beginning 452 | Level 2 Early Intermediate 490 | Level 3 Intermediate 525 | Level 4 Proficient 578 | Level 5 Above Proficient 658

512 - Overall Scale Score[1]

Reporting Category	Scale Score	Proficiency Level	Student's Performance: Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Listening (LI)	492	3					
Speaking (SP)	500	3					
Reading (RD)	547	4					
Writing (WR)	509	3					
Comprehension[2] (LI + RD)	519	3					
Oral[3] (SP + LI)	496	3					
Literacy[4] (RD + WR)	528	3					
Productive[5] (SP + WR)	504	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

PAGE 1

- Indicates Overall Proficiency Level
- Proficiency Level Definitions provides 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

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Student Report
JANE DOE

Academic Report	Speaking			Listening			Reading			Writing		
	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA
Social, Intercultural, and Instructional Communication	13 ▲	13	11	7 ▲	8	6	13 ▲	14	9	8 ▲	10	8
Academic	13	28	20	5	12	7	7	16	8	10	22	13
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Art, Social Studies, History	6	14	9	3	6	4	4 ▲	8	4	5	11	6
Mathematics, Science, Technical Subjects	7	14	11	2	6	3	3	8	4	5	11	6
Total Score	**26**			**12**			**20**			**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 = 570L-720L
Student's Lexile® Measure = 670L

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

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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PAGE 2 (Second Edition only)

- Provides academic strand scores based on the Reference Group Average (RGA). Please refer to the LAS Links Digital Library for more information on the RGA
- Reading Links = Lexile Report

Student Proficiency Report

Student Report
JANE DOE

Academic Report	Speaking			Listening			Reading			Writing		
	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA
Social, Intercultural, and Instructional Communication	13 ▲	13	11	7 ▲	8	6	13 ▲	14	9	8 ▲	10	8
Academic	13	28	20	5	12	7	7	16	8	10	22	13
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Art, Social Studies, History	6	14	9	3	6	4	4 ▲	8	4	5	11	6
Mathematics, Science, Technical Subjects	7	14	11	2	6	3	3	8	4	5	11	6
Total Score		**26**			**12**			**20**			**18**	

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

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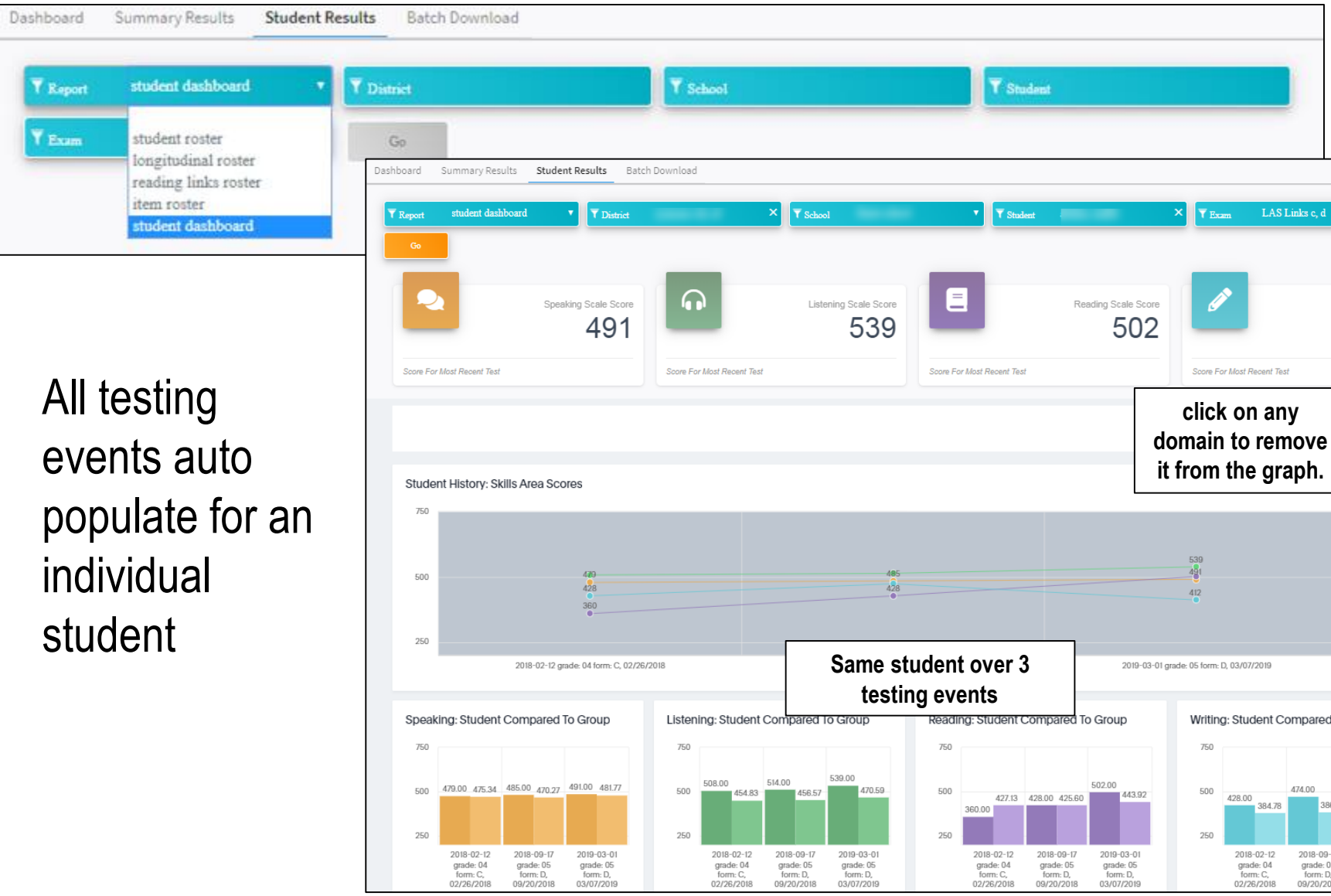
LAS Links ONLINE

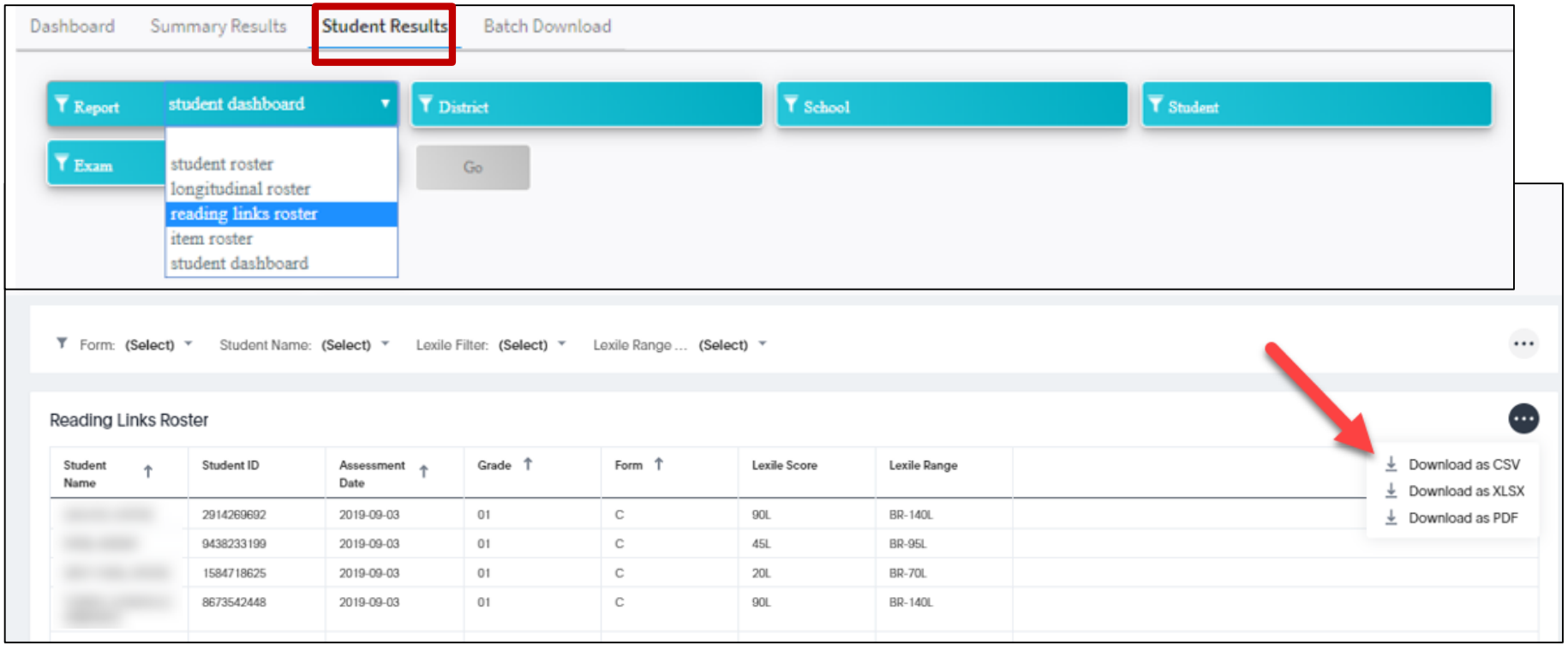
The Student Dashboard Report



All testing events auto populate for an individual student

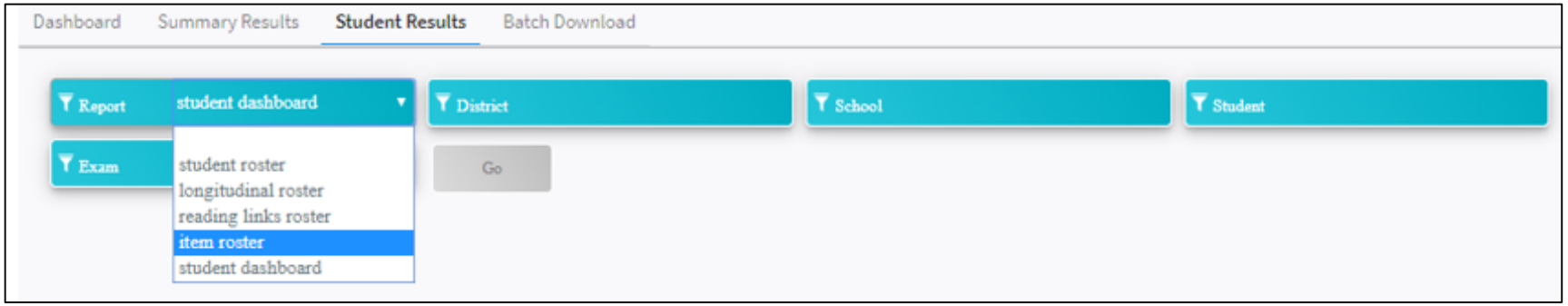
The Reading Links Roster Report

Available for download/print in order to be provided to stakeholders such as counselors, librarians, etc.



The Item Roster Report

Allows you to analyze student performance on each item



Item Roster

Total Points Earned	SubjectCode	Strands	Item Number (Point...													
	WRITING															
Student	Language Arts, Social Studies, History					Mathematics, Science, Technical Subjects					Social, Intercultural, and Instructional Communication					
	01 (1)	03 (1)	11 (3)	12 (3)	13 (3)	05 (1)	10 (1)	14 (3)	15 (3)	16 (3)	02 (1)	04 (1)	06 (1)	07 (1)	08 (1)	
[redacted] | 081312M043 | 2020-01-21 | 02 | D/2	0	1	2	1	1	0	0	2	2	2	1	0	1	1	0	
[redacted] | 200052X845 | 2020-01-21 | 02 | D/2	0	1	3	3	3	0	1	2	2	3	1	1	1	1	1	

Pricing and On-Boarding:

Progress Monitoring Forms

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LAS Links
ONLINE

Advantages of Utilizing the LAS Battery for Progress Monitoring

There are many advantages to utilizing *pre*LAS Online and LAS Links Online for the purpose of progress monitoring in English and Spanish. First, all test forms are available on the DRC INSIGHT platform which is the same platform you currently utilize for the purpose of English learner identification. This means that no new training is needed nor do you need to install any technology, it is already installed and ready to use! Additional advantages include:

ADVANTAGE 1
Allows stakeholders to compare language acquisition progress, in many cases, starting with the identification process. The assessments used to measure identification and progress monitoring are on the same vertical scale, ensuring that there is validity to the longitudinal results.

ADVANTAGE 2
Allows LEAs to progress monitor language acquisition for both English speakers, as well as, Spanish speakers in your two-way dual language program. Results will aid in evaluating program progress with a focus on academic language acquisition through math, science, language arts, and technical subjects.

ADVANTAGE 3
Many districts are extending dual language programs beyond elementary. LAS Links progress monitoring extends K-12 in English and Spanish.

ADVANTAGE 4
Monitored students will receive Lexile levels with recommendations in both English and Spanish for "just right" texts. This offers opportunities for campuses to build their dual language libraries.

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Pricing for LAS Links Online Progress Monitoring Forms and Services

- Pricing for student licenses:
  - All preLAS materials priced at deeply discounted Texas contract pricing
  - All LAS Links Online student test licenses priced at deeply discounted Texas contract pricing
- Additional services and reporting available:
  - DRC Scoring Services are available for progress monitoring Interactive Reporting system available for all forms: identification and progress monitoring

Utilize the LAS Battery of Assessments Progress Monitoring Order form found at www.LASLinks.com/Texas

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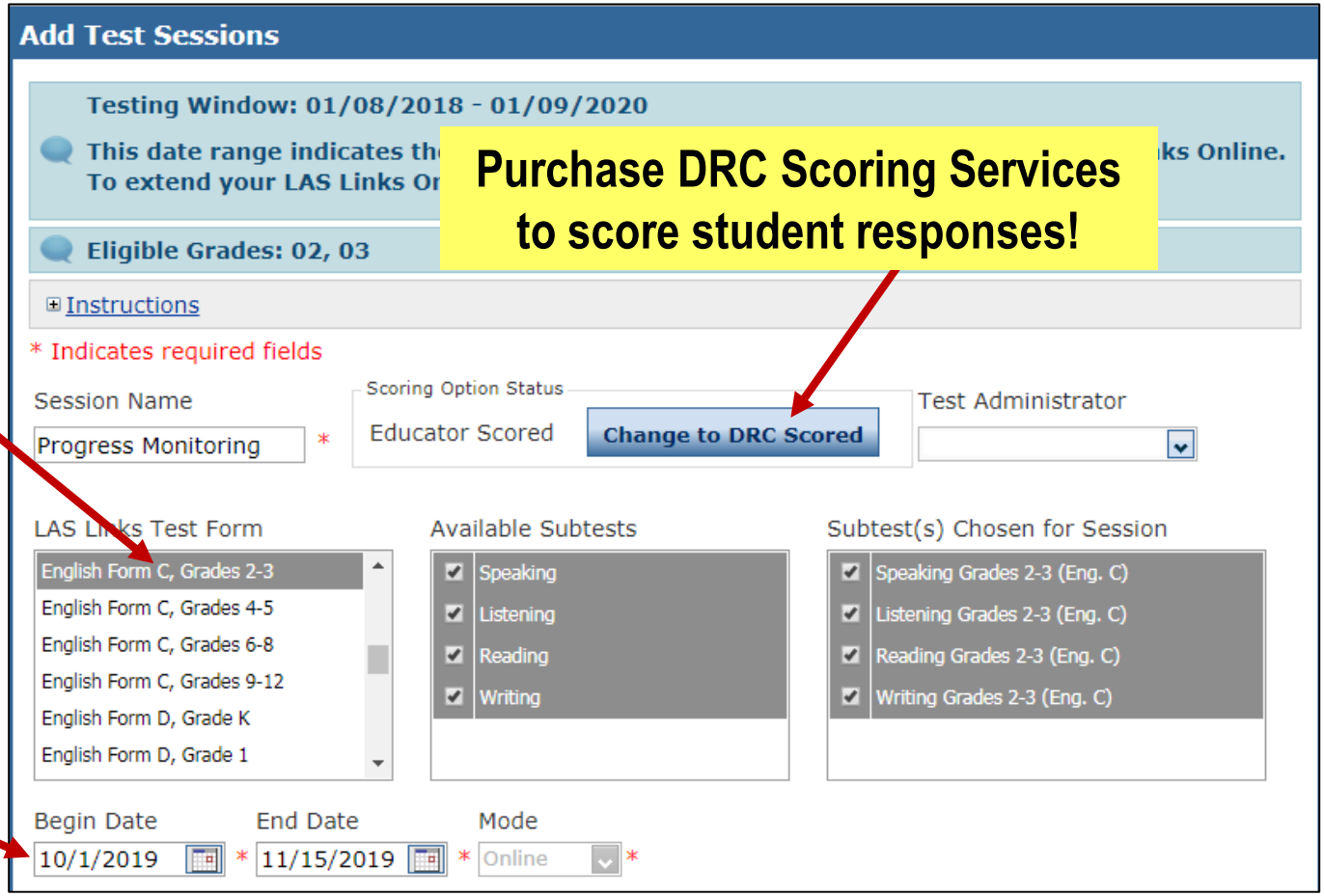
LAS Links ONLINE

On Boarding LAS Links Online Progress Monitoring Forms

- If you already test with LAS Links Online, upon purchase, additional forms will become available to you for use. No new set up required!

Additional forms are made available to you to choose from

Set your Progress Monitoring Test Window(s) as needed



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On Boarding LAS Links Online Progress Monitoring Forms

If you are not currently testing with LAS Links Online, upon purchase, you will receive guidance to assist you in setting up your DRC INSIGHT portal account for testing and scoring.

Task	Task Details	Supporting Resource/Guidance Document(s) and Forms
Determine District Main Point of Contact	DRC needs 1 point of contact (DTC) at each district. Please use the POC/DTC form to update your POC (if necessary).	• POC/DTC Form
District Hierarchy	Provide you School list to DRC for account set up.	• New District and School Form Once set up is complete, confirm your District hierarchy in DRC INSIGHT.
Submit Scoring Request Form	If you have purchased DRC Scoring Services, fill out and submit the Scoring Request form.	• Scoring Request Form This form
Download and distribute the LAS Links Digital Library	The LAS Links Digital Library is your one-stop for guidance on all pre-test, during testing and post-test activities.	Log into th Digital Lib
Add Additional Users	Confirm User access to DRC INSIGHT – District to add new users as needed (include IT personnel)	• Vi • Gu • Do
Technology Setup	Confirm with your district IT that INSIGHT is installed and ready for use on student devices	Adding LA For additio INSIGHT P and Guide
Register Students	Register students into the INSIGHT portal.	• Vi • Gu
Create Test Sessions	Test Sessions scheduling – DRC will convert sessions to DRC Scoring – you will not be able to do this locally.	• Video Link: Scheduling Test Sessions • Guide to Scheduling Test Sessions
Contact DRC to Enable DRC Scoring	Once your sessions are created, DRC, once alerted by your POC, will convert your sessions to DRC Scored.	This takes place overnight. If more sessions are added, DRC will automatically convert your sessions throughout the test window.
Print Test Tickets	Print student test tickets for testing	Utilize Scheduling Test Sessions video and guide for information on printing test tickets.
Alert DRC – Test Window Complete	Upon contact, DRC will start steps to validate and move your data to LAS Links Interactive Reports.	• DRC will move all incomplete tests to complete status • LAS Links Interactive Reports are available 15-20 business days from the time the window closed.

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LAS Links ONLINE®

Thank You for Attending!

For more information, please visit LASLinks.com/Texas or contact:

Texas ORDERING Support Help Desk:
833.867.5679 option 1
LASOrderTX@datarecognitioncorp.com