Oral Language Component

Cut off Levels and Proficiency Level Descriptors

Total Score (3 and 4 year olds)	Total Score (5 and 6 year olds)	Proficiency Level	Interpretation of Numerical Levels
Oral Language Component			
0 - 56	0 - 61	1	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)

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 addressingnew 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 featureswhen addressing new and familiar topics.

Level 5 – Fluent (proficient) English Speaker (FES) student communicates effectively in English, withfew if any error, 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.

Pre-Literacy Component

Cut off Levels and Proficiency Level Descriptors

Total Score (3 and 4-year olds)*	Total Score (5 and 6-year olds)	Proficiency Level	Interpretation of Numerical Levels
Pre-Literacy Component			
N/A	0 - 59	1	Low
N/A	60 - 79	2	Mid-Level
N/A	80 - 100	3	High

*4-year olds may take the preLAS pre-literacy component in the Spring of preK4 to inform Kindergarten instruction but note they are being compared to 5-year olds at the time they are tested.

Level 1 – "Low" level students are:

- Beginning to develop receptive and productive skills in English
- Beginning to identify some numbers and figures
- Beginning to try to write one or more words to explain a preference

Level 2 – "Mid-Level" students generally:

- Identify frequent sounds at the beginning and end of words
- Decode basic words
- Match words and numbers to pictures
- Identify various colors
- Distinguish between beginning and ending sounds
- Read some letters and count objects in photos
- Write one or more words including their name

Level 3 – "High" level students generally:

- Read words fluently
- Identify the meaning of common signs
- Use context clues to determine the meaning of words
- Write some numbers and high frequency words