



# preLAS Paper Administration Training

Texas

Webinar

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## Agenda



- ✓ Purpose of *preLAS* Testing
- ✓ Program Overview
- ✓ **Training Part 1:** Pre-test activities (preparing to test)
- ✓ **Training Part 2:** Administering *preLAS* Paper, includes holistic scoring training
- ✓ **Training Part 3:** Post-test activities (Generating and Interpreting Scores)

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<https://www.txel.org/media/odafmp2j/english-learners-video.mp4>

Meets the first step requirement for serving English learners (Emergent Bilinguals):  
Assessing with a Proficiency Assessment



## Texas Emergent Bilingual Identification Program Overview



Grade Level	Approved Assessment(s) for Identification:
preK3, preK4, Kindergarten	<ul style="list-style-type: none"><li>• preLAS English Form C</li><li>• preLAS Español Form C</li><li>• Available in Online or Paper formats</li></ul>
1 <sup>st</sup> Grade	<ul style="list-style-type: none"><li>• LAS Links Form A</li><li>• Speaking and Listening Only</li><li>• Available in Online or Paper formats</li></ul>
2 <sup>nd</sup> – 12 <sup>th</sup> Grade	<ul style="list-style-type: none"><li>• LAS Links Form A</li><li>• Speaking, Listening, Reading and Writing</li><li>• Available in Online or Paper formats</li></ul>
1 <sup>st</sup> – 6 <sup>th</sup> Grade*	<ul style="list-style-type: none"><li>• LAS Links Español Form A</li><li>• Speaking and Listening</li><li>• Available in Online or Paper formats</li></ul>

\* Spanish testing is required by the TEA when you have a bilingual program

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## What is the *preLAS*?



The *preLAS* is language proficiency assessment consisting of an Oral Language component in **English and Spanish** for preK3-, preK4-, and Kindergarten students.

Test results are used to:

- Identify and place Emergent Bilingual students in appropriate classroom settings
- Measure the developing language of first-language learners of Spanish
- Individually administered assessment
- Takes approximately 15 minutes to administer

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## Training Part 1: Pre-Test Activities

### Activity 1: Accessing the INSIGHT portal and DRC's Professional Learning courses



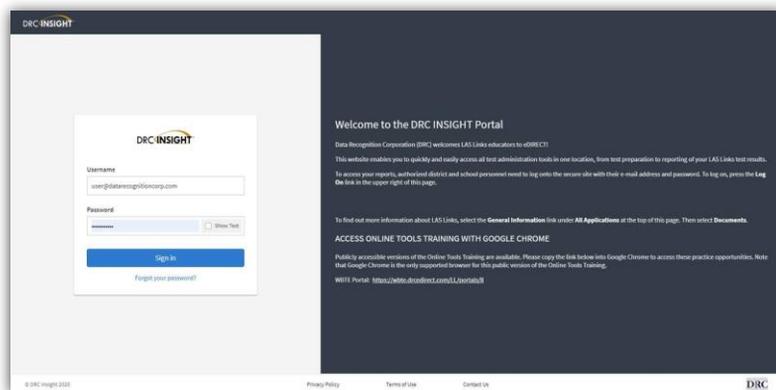
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## Accessing the DRC INSIGHT Portal



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

Use the INSIGHT portal for Test Administrative functions such as professional learning and accessing the *preLAS* audio files.

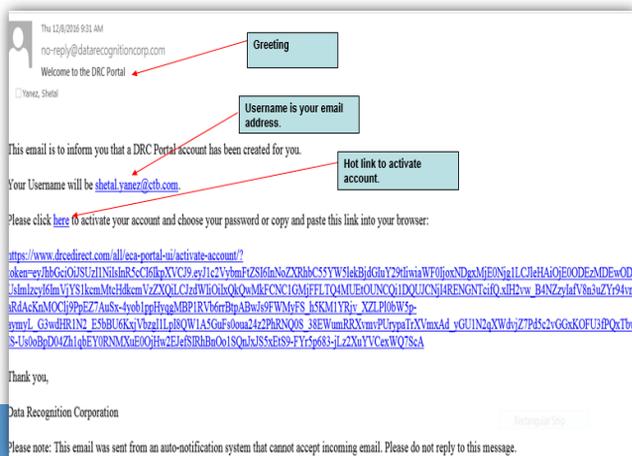


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## Portal Activation Email

- Sent from: [no-reply@datarecognitioncorp.com](mailto:no-reply@datarecognitioncorp.com)
- Check your clutter/spam if you do not find the email in your inbox



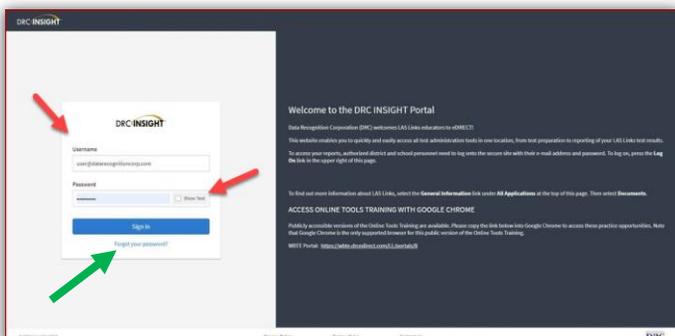
The form has two input fields: "New Password" and "Confirm New Password", both marked as required. An "Activate Account" button is at the bottom right.

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## Logging into the Portal



- Click on "Forgot your password?" if unable to locate your welcome email
- Your Username is your email address
- If the system does not recognize you as a User, please check with your LEA director who will need to add you as a User to the portal.



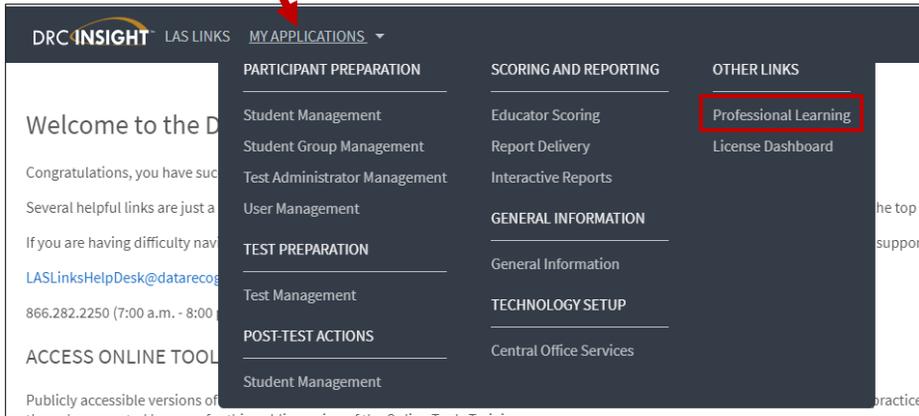
The form contains the text: "Accept the Security and Confidentiality Agreement for DRC Applications" and "I hereby acknowledge that I have read and understand the terms of this Security and Confidentiality Agreement." It includes a "Confirm Accept" button.

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# Accessing the Professional Learning Courses



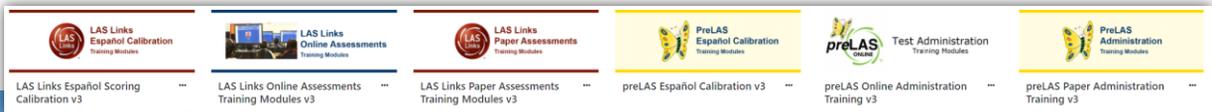
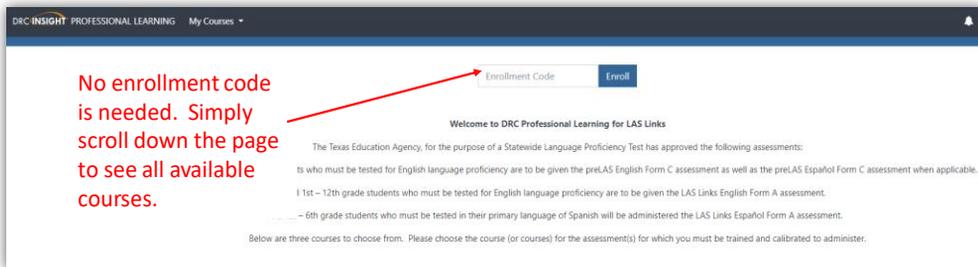
Click on MY APPLICATIONS >> Professional Learning:



# Professional Learning Courses



DRC's Professional Learning is a system designed to provide LEAs with a single robust, integrated platform of *preLAS* and LAS Links training courses. This virtual training platform, available 24/7, provides 6 courses.



## Professional Learning Courses



- Each course is its own individual course so test administrators may take any or all of the courses based on their assessment assignment(s);
- Test administrators will receive a certificate of calibration once they receive a 90% or better on the “check your knowledge” and “scoring calibration” quizzes associated with each course.



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## Training Part 2: Administering the preLAS



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<b>Simon Says</b>	Students play a game called Simon Says. The student does what Simon tells him or her to do.
<b>Art Show</b>	Using the Cue Picture Book, students are asked to identify the object and answer questions related to the object. What is it? What is it used for?
<b>Say What You Hear</b>	The student repeats what he or she hears.
<b>The Human Body</b>	Using the Cue Picture Book, students are asked to look at the picture and identify the body part.
<b>Let's Tell Stories</b>	A student listens to a story and looks at corresponding pictures in the cue picture book. When the story is done, the student tells the examiner what happened in the story.



Refer to page 14 of the Examiner's Manual

- *preLAS* is not a timed test.
- Test can be administered in several sessions.
- Test can be administered in any order.
- Allow 3 - 5 seconds for each response. If there is no response, prompt a second time. If there is still no response, continue to the next item.
- Prompts may be said no more than twice.

## Part 1: Simon Says

Oral Language Component Form C

Test Examiner: Fill in the circles for correct responses.

**Part 1 Simon Says**  
**SAY** We're going to play a game called Simon Says. Simon is someone who tells us what to do. You do exactly what Simon says.  
 → Give the first practice prompt or start the audio cassette at Part 1 Simon Says. All the item prompts are on the tape.  
 An item is correct if the student follows the instructions given in the prompts, as follows:  
**Practice 1** Simon says look up.  
**Practice 2** Simon says look down.  
 1 Simon says touch your ear.  
 2 Simon says point to the door.  
 3 Simon says lift one foot.  
 If there is no response to any of the items above, move on to Part 2.  
 4 Simon says open your hand.  
 5 Simon says pick up the paper.  
 6 Simon says turn the paper over.  
 7 Simon says put one hand on top of the other.  
 8 Simon says knock on the table.  
 9 Simon says point to the middle of the paper.  
 10 Simon says put your feet together.  
 Number of items correct  
 No Response

**Part 2 Art Show**  
**SAY** What is this? for each item.  
 → Open the Cue Picture Book to Part 2. Point to each item, beginning with the first practice item.  
**SAY** What can you do with it?  
 Correct responses are shown below.  
**Practice 1** Cat, kitty  
**Practice 2** Dog, doggie, puppy  
 1 Apple  
 2 Frog, toad  
 3 Pig, pig, piggy  
 If there is no response to any of the items above, move on to Part 3.  
 If there was no response in either Part 1 or Part 2, stop the test.  
 4 Bee  
 5 Book  
 6 Read, look at it  
 7 Cup  
 8 Drink  
 9 Kettle  
 10 Cut, eat  
 Number of items correct  
 No Response

**Part 3 Say What You Hear**  
**SAY** Listen to the tape, then say what you hear.  
 → Start the audio cassette at Part 3 Say What You Hear.  
 The response is correct if the underlined structures are repeated exactly as shown below. See the Examiner's Manual (page 18) for examples of correct and incorrect responses.  
**Practice 1** Good morning.  
**Practice 2** I'm hungry.  
 1 Don't forget your coat.  
 2 He has three cats.  
 3 Who has Jane's pencil?  
 If there is no response to any of the items above, move on to Part 4.  
 4 The teacher smiled at me.  
 5 The kitten is smaller than me.  
 6 He did stand up.  
 7 She ll make dinner soon.  
 8 She is not sorry.  
 9 He hurt himself.  
 10 My cousin washes the windows.  
 Number of items correct  
 No Response

**Part 4 The Human Body**  
**SAY** I'll point to a part of the body. You tell me what it's called.  
 → Open the Cue Picture Book to Part 4.  
 → Point to each item and wait for the student's response.  
 The correct responses are shown below.  
**Practice 1** Eye  
**Practice 2** Ear  
 1 Nose  
 2 Throat, neck  
 3 Hair  
 If there is no response to any of the items above, move on to Part 5.  
 4 Mouth or lips  
 5 Hand  
 6 Finger  
 7 Arm  
 8 Leg  
 9 Foot  
 10 Knee

For more detailed information, refer to: Page 14 of the Examiner's Manual

<b>Description:</b>	Students play a game called Simon Says. The student does what Simon tells him or her to do.
<b>Examples:</b>	Simon says look up Simon says look down Simon says touch your ear
<b>Scoring:</b>	Using the student answer sheet, examiner fills in the circle for correct responses.

## When to Stop Testing

Oral Language Component Form C

Test Examiner: Fill in the circles for correct responses.

**Part 1 Simon Says**  
**SAY** We're going to play a game called Simon Says. Simon is someone who tells us what to do. You do exactly what Simon says.  
 → Give the first practice prompt or start the audio CD at Part 1 Simon Says. All the item prompts are on the audio CD.  
 An item is correct if the student follows the instructions given in the prompts, as follows:  
**Practice 1** Simon says look up.  
**Practice 2** Simon says look down.  
 1 Simon says touch your ear.  
 2 Simon says point to the door.  
 3 Simon says lift one foot.  
 If there is no response to any of the items above, move on to Part 2.  
 4 Simon says open your hand.  
 5 Simon says pick up the paper.  
 6 Simon says turn the paper over.  
 7 Simon says put one hand on top of the other.  
 8 Simon says knock on the table.  
 9 Simon says point to the middle of the paper.  
 10 Simon says put your feet together.  
 Number of items correct  
 No Response

**Part 2 Art Show**  
**SAY** What is this? for each item.  
 → Open the Cue Picture Book to Part 2. Point to each item, beginning with the first practice item.  
**SAY** What can you do with it?  
 Correct responses are shown below.  
**Practice 1** Cat, kitty  
**Practice 2** Dog, doggie, puppy  
 1 Apple  
 2 Frog, toad  
 3 Pig, pig, piggy  
 If there is no response to any of the items above, move on to Part 3.  
 If there was no response in either Part 1 or Part 2, stop the test.  
 4 Bee  
 5 Book  
 6 Read, look at it  
 7 Cup  
 8 Drink  
 9 Kettle  
 10 Cut, eat  
 Number of items correct  
 No Response

**Part 3 Say What You Hear**  
**SAY** Listen to the audio CD, then say what you hear.  
 → Start the audio CD at Part 3 Say What You Hear.  
 The response is correct if the underlined structures are repeated exactly as shown below. See the Examiner's Manual (page 18) for examples of correct and incorrect responses.  
**Practice 1** Good morning.  
**Practice 2** I'm hungry.  
 1 Don't forget your coat.  
 2 He has three cats.  
 3 Who has Jane's pencil?  
 If there is no response to any of the items above, move on to Part 4.  
 4 The teacher smiled at me.  
 5 The kitten is smaller than the cat.  
 6 He did stand up.  
 7 She ll make dinner soon.  
 8 She is not sorry.  
 9 He hurt himself.  
 10 My cousin washes the windows.  
 Number of items correct  
 No Response

**Part 4 The Human Body**  
**SAY** I'll point to a part of the body. You tell me what it's called.  
 → Open the Cue Picture Book to Part 4.  
 → Point to each item and wait for the student's response.  
 The correct responses are shown below.  
**Practice 1** Eye  
**Practice 2** Ear  
 1 Nose  
 2 Throat, neck  
 3 Hair  
 If there is no response to any of the items above, move on to Part 5.  
 4 Mouth or lips  
 5 Hand  
 6 Finger  
 7 Arm  
 8 Leg  
 9 Foot  
 10 Knee

Refer to Page 14 of the Examiner's Manual for detailed information.

- If the student has failed or does not respond to, any five consecutive items, including the practice items, stop testing in that part and move on to the next part of the test.
- If the student misses or does not respond to five consecutive items in two consecutive parts, stop the test.

## Part 2: Art Show



**Oral Language Component Form C**

Test Examiner: Fill in the circles for correct responses.

**Part 1 Simon Says**  
 We're going to play a game called Simon Says. Simon is someone who tells us what to do. You do exactly what Simon says.  
 Give the first practice prompt or start the audio cassette at Part 1. Simon Says. An item is correct if the student follows the instructions given in the prompts, as follows:  
 Practice 1 Simon says look up.  
 Practice 2 Simon says look down.  
 1 Simon says touch your ear.  
 2 Simon says point to the door.  
 3 Simon says lift one foot.  
 If there is no response to any of the items above, move on to Part 2.  
 4 Simon says open your hand.  
 5 Simon says pick up the paper.  
 6 Simon says turn the paper over.  
 7 Simon says put one hand on top of the other.  
 8 Simon says knock on the table.  
 9 Simon says point to the middle of the paper.  
 10 Simon says put your feet together.  
 Number of items correct  
 No Response

**Part 2 Art Show**  
 Open the Cue Picture Book to Part 2. Point to each item, beginning with the first practice item.  
 What is this? for each item.  
 Starting with item 5, after eliciting the label.  
 What can you do with it?  
 Correct responses are shown below.  
 Practice 1 Cat, kitty.  
 Practice 2 Dog, doggie, puppy.  
 1 Apple  
 2 Frog, toad  
 3 Pig, hog, piggy  
 If there is no response to any of the items above, move on to Part 3.  
 If there was no response in either Part 1 or Part 2, stop the test.  
 4 Bee  
 5 Book  
 6 Book, book all  
 7 Cup  
 8 Drink  
 9 Kettle  
 10 Cat, cat  
 Number of items correct  
 No Response

**Part 3 Say What You Hear**  
 Listen to the tape, then say what you hear.  
 Start the audio cassette at Part 3 Say What You Hear.  
 The response is correct if the underlined structures are repeated exactly as shown below. See the Examiner's Manual (page 16) for examples of correct and incorrect responses.  
 Practice 1 Good morning.  
 1 I don't forget your coat.  
 2 He has three eyes.  
 3 Who has Jan's pencil?  
 If there is no response to any of the items above, move on to Part 4.  
 4 The teacher smiled at me.  
 5 The kitchen is smaller than the car.  
 6 He did stand up.  
 7 She'll make dinner soon.  
 8 She's not sorry.  
 9 He hurt himself.  
 10 My cousin washes the windows.  
 Number of items correct  
 No Response

**Part 4 The Human Body**  
 Open the Cue Picture Book to Part 4.  
 I'll point to a part of the body. You tell me what it's called.  
 Point to each item and wait for the student's response.  
 The correct responses are shown below.  
 Practice 1 Eye  
 Practice 2 Ear  
 1 Nose  
 2 Throat, neck  
 3 Mouth

Refer to Page 16 of the Examiner's Manual for detailed information.

**Description:** Using the Cue Picture Book, students are asked to identify the object and answer questions related to the object. What is it? What is it used for?

**Examples:**



**Scoring:** Using the student answer sheet, fill in the circle for correct responses

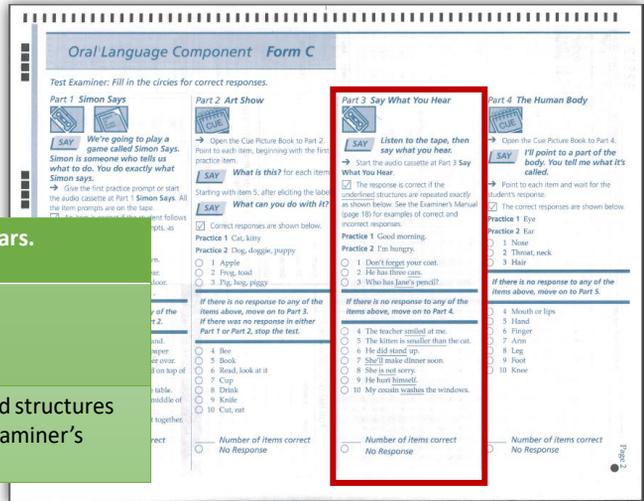
## Part 2: Art Show Cue Pictures



## Part 3: Say What You Hear



Refer to Page 18 of the Examiner's Manual for detailed information.



<b>Description:</b>	The student repeats what he or she hears.
<b>Examples:</b>	<p>Don't <u>forget</u> your coat</p> <p>The principal <u>looked</u> at me</p> <p>My cousin <u>washes</u> the windows</p>
<b>Scoring:</b>	The response is correct if the underlined structures are repeated exactly as shown in the examiner's manual.

## Say What You Hear Examples



Page 18 of the Examiner's Manual

Prompt	Structure Tested	Correct Responses	Incorrect Responses
Don't <u>forget</u> your coat.	negative command	<p>Don't <u>forget</u> your coat.</p> <p>Don't <u>forget</u> you coat.</p>	No forget your coat.
The principal <u>looked</u> at me.	past tense	<p>The principal <u>looked</u> at me.</p> <p>The principal <u>looked</u> me.</p>	<p>The principal look me.</p> <p>The principal look at me.</p>
My cousin <u>washes</u> the windows.	Third person singular, present tense	<p>My cousin <u>washes</u> the windows.</p> <p>My cousin <u>washes</u> the floor.</p>	My cousin wash the windows.

# Part 4: The Human Body



Refer to Page 20 of the Examiner's Manual for detailed information.

Oral Language Component Form C

Test Examiner: Fill in the circles for correct responses.

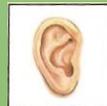
**Part 1 Simon Says**  
 SAY We're going to play a game called Simon Says. Simon is someone who tells us what to do. You do exactly what Simon says.  
 → Give the first practice prompt or start the audio cassette at Part 1 Simon Says. All the item prompts are on the tape.  
 An item is correct if the student follows the instructions given in the prompts, as follows.  
 Practice 1 Simon says look up.  
 Practice 2 Simon says look down.  
 Practice 3 Simon says look to your right.

**Part 2 Art Show**  
 → Open the Cue Picture Book to Part 2. Point to each item, beginning with the first practice item.  
 SAY What is this? for each item.  
 → Starting with item 5, after eliciting the label, SAY What can you do with it?  
 Correct responses are shown below.  
 Practice 1 Cat, kitty  
 Practice 2 Dog, doggie, puppy  
 1 Apple  
 2 Banana  
 3 Piggy

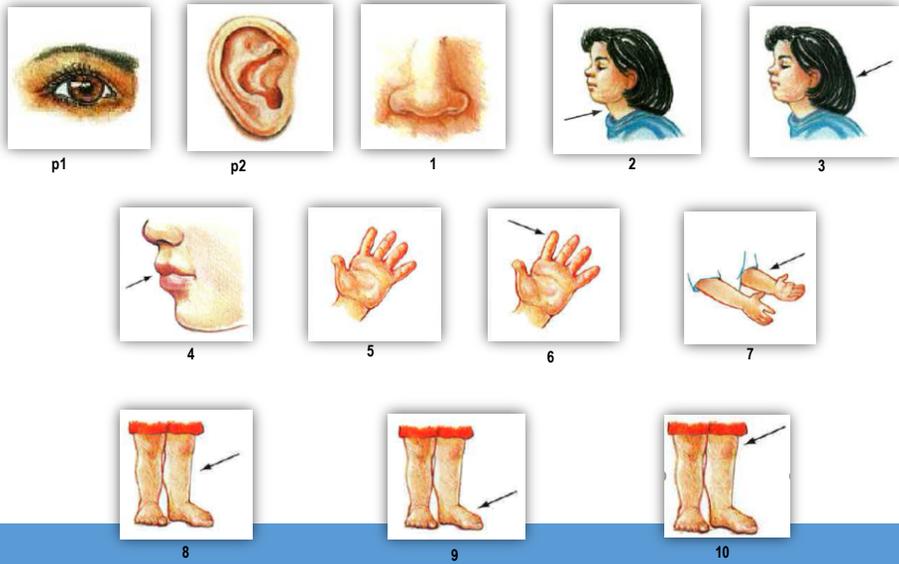
**Part 3 Say What You Hear**  
 SAY Listen to the tape, then say what you hear.  
 → Start the audio cassette at Part 3 Say What You Hear.  
 The response is correct if the phonological structures are repeated exactly as shown below. See the Examiner's Manual (page 18) for examples of correct and incorrect responses.  
 Practice 1 Good morning.  
 1 Don't forget your coat.  
 2 He has three cats.  
 3 Who has Jane's pencil?  
 If there is no response to any of the items above, move on to Part 4.

**Part 4 The Human Body**  
 → Open the Cue Picture Book to Part 4. SAY I'll point to a part of the body. You tell me what it's called.  
 → Point to each item and wait for the student's response.  
 The correct responses are shown below.  
 Practice 1 Eye  
 Practice 2 Ear  
 1 Nose  
 2 Throat, neck  
 3 Hair  
 If there is no response to any of the items above, move on to Part 5.  
 4 Mouth or lips  
 5 Hand  
 6 Finger  
 7 Arm  
 8 Leg  
 9 Foot  
 10 Knee

Number of Items correct  
 No Response

<b>Description:</b>	Using the Cue Picture Book, students are asked to look at the picture and identify the body part
<b>Examples:</b>	 
<b>Scoring:</b>	Using the student answer sheet, fill in the circle for correct responses

# Part 4: The Human Body Prompts



## Part 5: Let's Tell Stories



**Answer Sheet Form C** Student Name \_\_\_\_\_ Test Date \_\_\_\_\_  
Teacher Name \_\_\_\_\_ School \_\_\_\_\_

**Part 5 Let's Tell Stories**

→ Review the Quick Reference Guide for Examiners, page 3, before administering this part.

**SAY** Now you're going to hear a story. Look at the pictures that go with it. Listen very carefully. When it's done, I want you to tell me what happened.

→ Fill in the circles to indicate the two stories you are going to administer.

Rainstorm  
 Socky and the Shoemaker  
 Butterfly

→ Open the Cue Picture Book to Part 5. Begin telling the first story (see the Quick Reference Guide for Examiners, page 4) or start the audio cassette at Part 5 Let's Tell Stories.

→ Point to each drawing as the child listens to the story.

→ After the first story prompt is finished, take out the preLAS2020 audio cassette and insert the blank "response" cassette. Set the cassette player to "record." Record the student's name and the title of the story.

→ Point to the first drawing.

**SAY** Now, [student's name], start here and tell me what happened in the story.

**Important!** Write the response verbatim in the next column AND tape-record the response.

If the student is reluctant to retell the story, point to each drawing and ask, "What happened here?" Repeat with each drawing. Indicate your probe questions by writing a question mark (?) before the student's response.

→ If the student cannot or does not respond with even one word in English, fill in the No Response circle.

→ Repeat the procedure for Story #2.

**Important!** After administering the entire test, check your written transcription of the stories against the tape-recorded responses and fill in anything you missed the first time.

The responses must be scored by a trained scorer who has attained 90% reliability (refer to the Examiner's Manual, Appendix C, pages 57-59).

Score: (No Response) ( ) ( ) ( ) ( ) ( )

Story #1: \_\_\_\_\_

Story #2: \_\_\_\_\_

Score: (No Response) ( ) ( ) ( ) ( ) ( )

Refer to Page 21 of the Examiner's Manual for detailed information.

For documentation purposes, be sure to transcribe the student answers in the appropriate area on the student answer sheet.

**Description:** Using the audio cd, audio files or reading the stories from the Quick Reference Guide, students listen to a story and look at corresponding pictures in the cue picture book. When the story is done the student tells the examiner what happened in the story.

**Scoring:** The responses are holistically scored based on the rubric found in the Examiner's Manual

## Accessing the Audio Files



DRC INSIGHT LAS LINKS GENERAL INFORMATION

General Information Announcements **Documents** Downloads Online Training

**Documents**

Documents

Instructions

Administration  
LAS Links

Document Type  
Assessment Resources

Show Documents

Resources	Guidance Lessons				
LAS Links	Assessment Resources	LAS Link Home Letter - English	LAS Links Home Letter - English (Word Version)	7/30/2020	
LAS Links	Assessment Resources	LAS Link Home Letter - English	LAS Links Home Letter - English (PDF Version)	7/30/2020	
LAS Links	Assessment Resources	LAS Link Home Letter - Spanish	LAS Links Home Letter - Spanish (PDF Version)	7/30/2020	
LAS Links	Assessment Resources	LAS Link Home Letter - Spanish	LAS Links Home Letter - Spanish (Word Version)	7/30/2020	
LAS Links	Assessment Resources	LAS Links Proficiency Level Descriptors	Proficiency Level Descriptors	7/31/2020	
LAS Links	Assessment Resources	preLAS and LAS Links Paper Audio Files	Audio Files: preLAS Form C, preLAS Esp Form C, LAS Links Form A	7/31/2020	

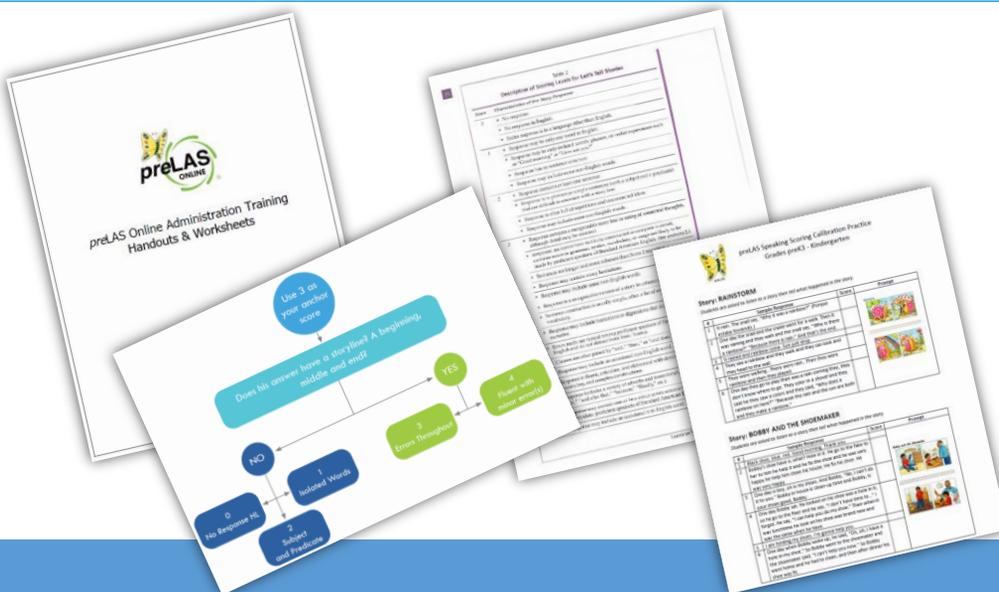
## Training Part 2: Administering the preLAS

### Holistically Scoring Part 5: Let's Tell Stories



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## Handouts and Worksheets



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# Scoring Rubric

Is there a storyline?

Yes = 3, 4 or 5

No = 2, 1, or 0

Are there errors throughout?

Yes = 3

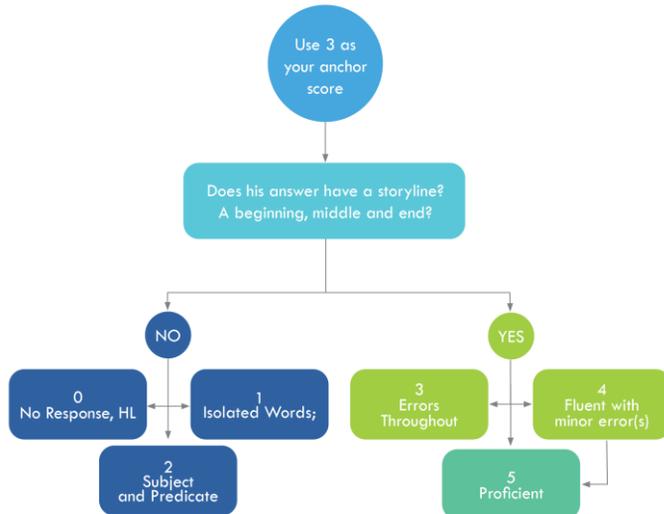
No = 4 or 5

Fluent

Table 2  
Description of Scoring Levels for Let's Tell Stories

Score	Characteristics of the Story Response
0	<ul style="list-style-type: none"> <li>No response.</li> <li>No response in English.</li> <li>Entire response is in a language other than English.</li> </ul>
1	<ul style="list-style-type: none"> <li>Response may be only one word in English.</li> <li>Response may be only isolated words, phrases, or verbal expressions such as "Good morning" or "How are you?"</li> <li>Response has no sentence structure.</li> <li>Response may include some non-English words.</li> </ul>
2	<ul style="list-style-type: none"> <li>Response contains at least one sentence.</li> <li>Response is in phrases or simple sentences (with a subject and a predicate) that are difficult to associate with a story line.</li> <li>Response is often full of repetitions and unconnected ideas.</li> <li>Response may include some non-English words.</li> </ul>
3	<ul style="list-style-type: none"> <li>Response contains a recognizable story line or string of connected thoughts, although detail may be minimal.</li> <li>Response, no matter how skillfully constructed or complete in detail, contains errors in grammar, syntax, vocabulary, or usage not likely to be made by proficient speakers of Standard American English. (See endnote 2.)</li> <li>Sentences are longer and more coherent than Score 2 responses.</li> <li>Response may contain many hesitations.</li> <li>Response may include some non-English words.</li> </ul>
4	<ul style="list-style-type: none"> <li>Response is a recognizable version of a story in coherent, fluent sentences.</li> <li>Sentence construction is usually simple, often a list of events told in plain vocabulary.</li> <li>Response may include hesitations or digressions that do not impede the narrative.</li> <li>Errors made are typical among proficient speakers of Standard American English and do not detract from basic fluency.</li> <li>Clauses are often joined by "and," "then," or "and then."</li> <li>Response may include an occasional non-English word.</li> </ul>
5	<ul style="list-style-type: none"> <li>Response is fluent, articulate, and elaborated with detailed sequence, vivid vocabulary, and complex constructions.</li> <li>Response includes a variety of adverbs and transitional signals ("First," "So then," "and after that," "because," "Finally," etc.).</li> <li>Response may contain one or two minor errors commonly heard in speech of articulate, proficient speakers of Standard American English.</li> <li>Response may include an occasional non-English word.</li> </ul>

# Let's Tell Stories – Flow Chart



## Let's Tell Stories – Scoring Practice



Story: Rainstorm

Students are asked to listen to a story then tell what happened in the story.

Student	Sample Response	Score
1	It rain. The snail say, "Why it was a rainbow?" (Porque estaba lloviendo.)	
2	One day the snail and the snake went for a walk. Then it was raining and they walk and the snail say, "Why is there a rainbow?" "Because there is rain." And that's the end.	
3	It rained and rainbow come. Sun just drop.	
4	They see a rainbow and they walk and they can look and they head to the wall.	
5	They were walking...There were rain...Then they were rainbow and then they played.	
6	One day they go to play then was a rain coming they, they don't know where to go. They color in a shovel and they said he they saw a colors and they said, "Why does a rainbow on here?" "Because the rain and the sun are both and they make a rainbow."	



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### Training Part 3: Post Test Activities

Tabulating, Reporting  
and Interpreting the  
*preLAS* Scores



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STUDENT NAME: Last, First, M.I. STUDENT NUMBER BIRTH DATE: MO, DAY, YEAR

Grade: Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Age: 0-2, 3-4, 5

PROGRAM: Bilingual, English Language Development, ESL, Two-Way, Other (specify)

FOR HAND-SCORING ONLY:

Oral Language # correct

Simon Says  $\times 2 =$

Art Show\*  $\times 1 =$

Say What  $\times 2 =$

Human Body  $\times 1 =$

Story #1 score  $\times 4 =$

Story #2 score  $\times 4 =$

Oral Language Total = Level

Pre-Literacy Total = Level

Answer Sheet—English Form C

preLAS2000

DRC Data Recognition Corporation

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Examiner: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

District: \_\_\_\_\_

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	NES
57-66	62-71	2	LES
67-76	72-81	3	LES
77-86	82-91	4	FES
87-100	92-100	5	FES
<b>Pre-Literacy Component (5- and 6-year-olds)</b>			
N/A	0-59	1	Low
N/A	60-79	2	Mid-level
N/A	80-100	3	High

\*NES = Non-English Speaker; LES = Limited English Speaker; FES = Fluent English Speaker

Step 1: transfer the number correct from each section of the test to the front of the answer document. Do the math and calculate the total(s).

- Step 2: using the Cut-Off Levels and Interpretation of Scores, the examiner finds the Total Score range.
- Step 3: The examiner then finds the corresponding Age Range column: 3- and 4 year olds or 5 year olds.
- Step 4: Find the total score in the range of scores, once found, look to the right of the range to find the corresponding proficiency level.

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FOR HAND-SCORING ONLY:

Oral Language # correct

Simon Says  $\frac{3}{\times 2} = 6$

Art Show\*  $\frac{2}{\times 1} = 2$

Say What  $\frac{1}{\times 2} = 2$

Human Body  $\frac{4}{\times 1} = 4$

Story #1 score  $\frac{2}{\times 4} = 8$

Story #2 score  $\frac{1}{\times 4} = 4$

Oral Language Total = Level  $\frac{26}{=} = 1$

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	NES
57-66	62-71	2	LES
67-76	72-81	3	LES
77-86	82-91	4	FES
87-100	92-100	5	FES
<b>Pre-Literacy Component (5- and 6-year-olds)</b>			
N/A	0-59	1	Low
N/A	60-79	2	Mid-level
N/A	80-100	3	High

\*NES = Non-English Speaker; LES = Limited English Speaker; FES = Fluent English Speaker

Example, if a 5-year-old received a total score of 26:

- find 26 in the range of 0-56,
- look to the proficiency level column to the right to find that the range is a Proficiency Level 1,
- write "1" in the corresponding Oral Language Level box.

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## Scores Used to Determine Proficiency



- The *preLAS* reports in 5 proficiency levels.
- The chart below provides the scores, that per State and Federal Guidelines, are used to determine proficiency for preK3, preK4 and Kindergarten students:

Per State Guidelines	
preK3, preK4, Kindergarten	<ul style="list-style-type: none"> <li>• If a student receives a 1, 2 or 3 Oral Language proficiency level, they are to be classified as an Emergent Bilingual.</li> <li>• If a student receives a 4 or 5 Oral Language proficiency level – they are to be considered Fluent - not to be identified as an Emergent Bilingual.</li> </ul>

**FOR HAND-SCORING ONLY:**

Oral Language	# correct
Simon Says	_____ × 2 = _____
Art Show	_____ × 1 = _____
Say What	_____ × 2 = _____
Human Body	_____ × 1 = _____
Story #1 score	_____ × 4 = _____
Story #2 score	_____ × 4 = _____
<b>Oral Language Total = Level</b>	_____ = _____
<b>Pre-Literacy Total = Level</b>	_____ = _____

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## preLAS Pre-Literacy Component



Pre-Literacy Component Form C

Read each prompt below!

Use the checkboxes for each correspondence.

Match 1-28. Correct responses are listed below.

Remember: Check the 10-digit.

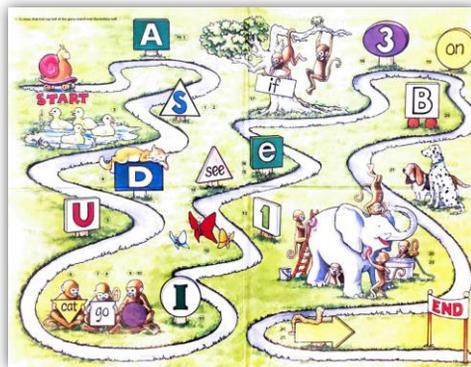
Match all 10-digit correspondences according to the directions on the Quick Reference Guide for Examiners, page 8.

Score responses according to guidelines shown on page 10 of the Examiners Manual.

Here's another fun game.

Beginning with the picture line (letter "A"), point to each matching letter on the circle below.

Match	Circle	Letter	Match	Circle	Letter	Match	Circle	Letter
1	<input type="checkbox"/>	A	1	<input type="checkbox"/>	A			
2	<input type="checkbox"/>	B	2	<input type="checkbox"/>	B			
3	<input type="checkbox"/>	C	3	<input type="checkbox"/>	C			
4	<input type="checkbox"/>	D	4	<input type="checkbox"/>	D			
5	<input type="checkbox"/>	E	5	<input type="checkbox"/>	E			
6	<input type="checkbox"/>	F	6	<input type="checkbox"/>	F			
7	<input type="checkbox"/>	G	7	<input type="checkbox"/>	G			
8	<input type="checkbox"/>	H	8	<input type="checkbox"/>	H			
9	<input type="checkbox"/>	I	9	<input type="checkbox"/>	I			
10	<input type="checkbox"/>	J	10	<input type="checkbox"/>	J			
11	<input type="checkbox"/>	K	11	<input type="checkbox"/>	K			
12	<input type="checkbox"/>	L	12	<input type="checkbox"/>	L			
13	<input type="checkbox"/>	M	13	<input type="checkbox"/>	M			
14	<input type="checkbox"/>	N	14	<input type="checkbox"/>	N			
15	<input type="checkbox"/>	O	15	<input type="checkbox"/>	O			
16	<input type="checkbox"/>	P	16	<input type="checkbox"/>	P			
17	<input type="checkbox"/>	Q	17	<input type="checkbox"/>	Q			
18	<input type="checkbox"/>	R	18	<input type="checkbox"/>	R			
19	<input type="checkbox"/>	S	19	<input type="checkbox"/>	S			
20	<input type="checkbox"/>	T	20	<input type="checkbox"/>	T			
21	<input type="checkbox"/>	U	21	<input type="checkbox"/>	U			
22	<input type="checkbox"/>	V	22	<input type="checkbox"/>	V			
23	<input type="checkbox"/>	W	23	<input type="checkbox"/>	W			
24	<input type="checkbox"/>	X	24	<input type="checkbox"/>	X			
25	<input type="checkbox"/>	Y	25	<input type="checkbox"/>	Y			
26	<input type="checkbox"/>	Z	26	<input type="checkbox"/>	Z			
27	<input type="checkbox"/>	aa	27	<input type="checkbox"/>	aa			
28	<input type="checkbox"/>	bb	28	<input type="checkbox"/>	bb			



The pre-literacy component is available on the back of the test and is an optional component, but it

**DOES NOT FACTOR INTO EMERGENT BILINGUAL IDENTIFICATION**

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- Training PPTs, Guidance Documents and Videos
- FAQs
- Classroom Strategies:
  - Available for download at [http://laslinks.com/PDFs/preLAS\\_Instructional\\_Strategies.pdf](http://laslinks.com/PDFs/preLAS_Instructional_Strategies.pdf)
  - Provides teaching activities and strategies designed for preK and Kindergarten classrooms
  - Includes strategies to promote oral language (39 strategies) and pre-literacy growth (40 strategies)



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## Support

### DRC Customer Service – Texas

Toll Free: 833-867-5679 Option 1

**Order Support**

Texas Order Support Email:

[LASOrderTX@datarecognitioncorp.com](mailto:LASOrderTX@datarecognitioncorp.com)

Toll Free: 833-867-5679 Option 2

**Technical Support**

Texas Technical Support Email:

[LASTechTX@datarecognitioncorp.com](mailto:LASTechTX@datarecognitioncorp.com)

Customer Service Hours: 8:00 am – 4:30pm CT M-F

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