Using LAS Links to Determine Students Relative Language Proficiency/Language Dominance

DRC Presenters

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Purpose of this Session

Obtain a better understanding of Relative Language Proficiency (RLP) which compares a student's English proficiency scores relative to their Spanish proficiency scores to gain a better understanding of the full linguistic profile of each student.

In this symposium, we will

- Guide you on how to gather, plot and interpret your identification data to make meaningful conclusions regarding students' language dominance to inform instruction;
- Provide you with instructional strategies available to you and your students that will promote student English and Spanish language development.

Defining Relative Language Proficiency

Defining Relative Language Proficiency:

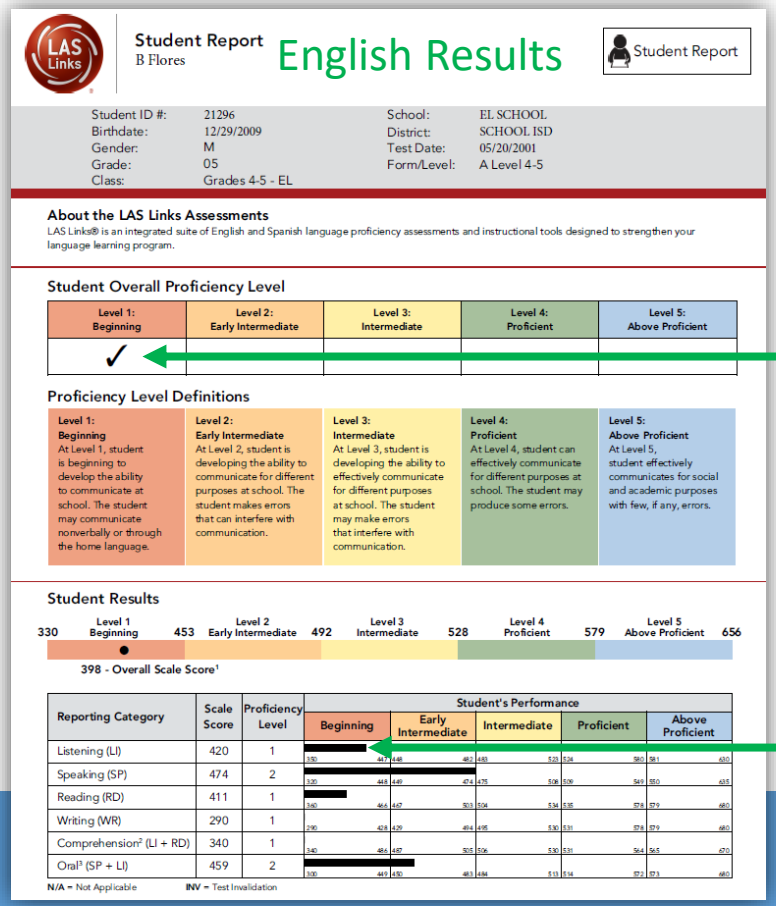
- The degree of bilingualism manifested by individuals who know two languages, that is, the relative level of proficiency in each of the languages.
- A student may know both equally well, in which case we speak of *balanced bilingualism*.
- Or, the student may exhibit greater control of one over the other, in which case we consider the first language to be *dominant* over the second.

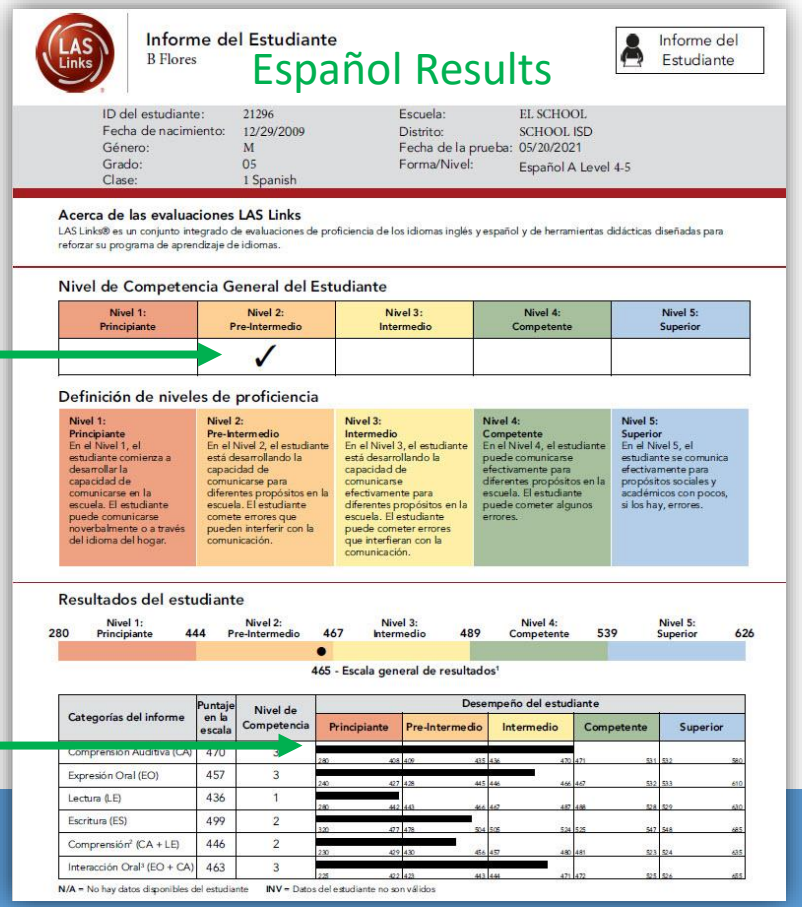
Determining Relative Language Proficiency

- May be determined by examining a student's LAS Links English and Spanish identification and/or progress monitoring results
- May be determined by examining a student's LAS Links Español and TELPAS English results
- In either case, LEAs have multiple opportunities to make comparisons and make instructional decisions based on the data at hand

Examining and Plotting the Scores

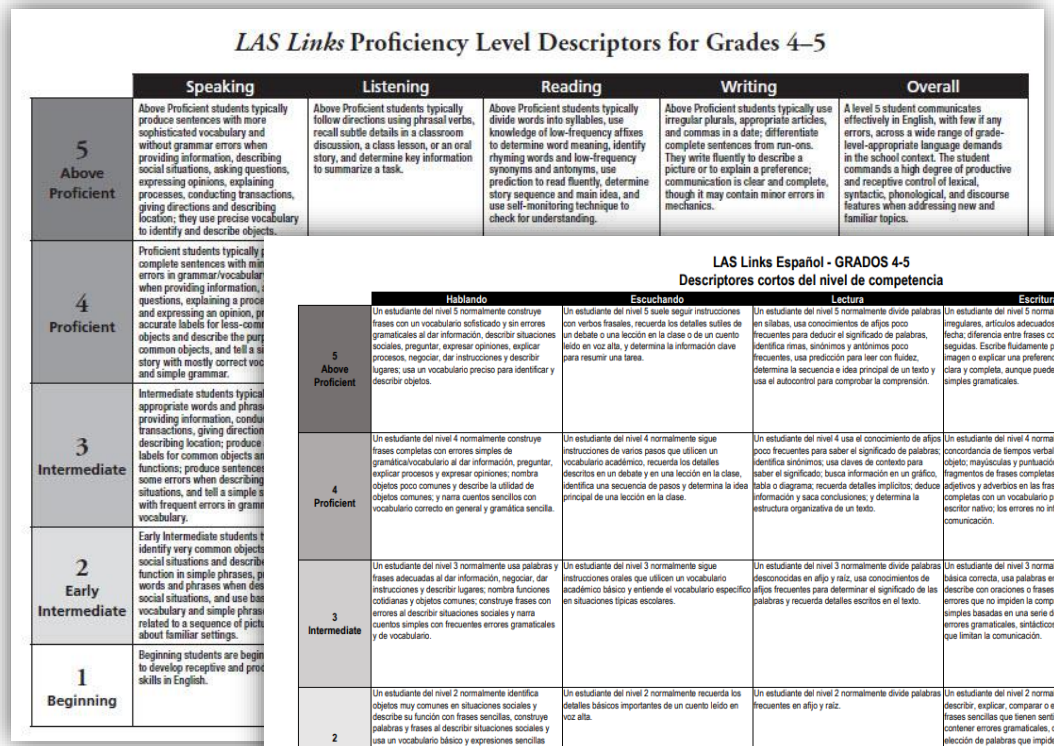
- Start by running reports for both English and Spanish assessments for all students
- Looking at the English and Spanish reports side-by-side, plot where each student falls in the matrix





LAS Links Proficiency Level Definitions

- Available on the Teacher and Parent Resources page at www.LASLinks.com/Texas



LAS Links Proficiency Level Descriptors for Grades 4–5

	Speaking	Listening	Reading	Writing	Overall
5 Above Proficient	Above Proficient students typically produce sentences with more sophisticated vocabulary and without grammar errors when providing information, describing social situations, asking questions, expressing opinions, explaining processes, conducting transactions, giving directions and describing location; they use precise vocabulary to identify and describe objects.	Above Proficient students typically follow directions using phrasal verbs, recall subtle details in a classroom discussion, a class lesson, or an oral story, and determine key information to summarize a task.	Above Proficient students typically divide words into syllables, use knowledge of low-frequency affixes to determine word meaning, identify rhyming words and low-frequency synonyms and antonyms, use prediction to read fluently, determine story sequence and main idea, and use self-monitoring technique to check for understanding.	Above Proficient students typically use irregular plurals, appropriate articles, and commas in a date; differentiate complete sentences from run-ons. They write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors in mechanics.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
4 Proficient	Proficient students typically [illegible] complete sentences with min[illegible] errors in grammar/vocabular[illegible] when providing information, [illegible] questions, explaining a proce[illegible] and expressing an opinion, pr[illegible] accurate labels for less-com[illegible] objects and describe the pur[illegible] common objects, and tell a si[illegible] story with mostly correct voc[illegible] and simple grammar.				
3 Intermediate	Intermediate students typical[illegible] appropriate words and phras[illegible] providing information, condu[illegible] transactions, giving direction[illegible] describing location; produce[illegible] labels for common objects an[illegible] functions; produce sentence[illegible] some errors when describing[illegible] situations, and tell a simple s[illegible] with frequent errors in gramm[illegible] vocabulary.				
2 Early Intermediate	Early Intermediate students t[illegible] identify very common object[illegible] social situations and describ[illegible] function in simple phrases, p[illegible] words and phrases when des[illegible] social situations, and use bas[illegible] vocabulary and simple phras[illegible] related to a sequence of pict[illegible] about familiar settings.				
1 Beginning	Beginning students are begin[illegible] to develop receptive and proc[illegible] skills in English.				

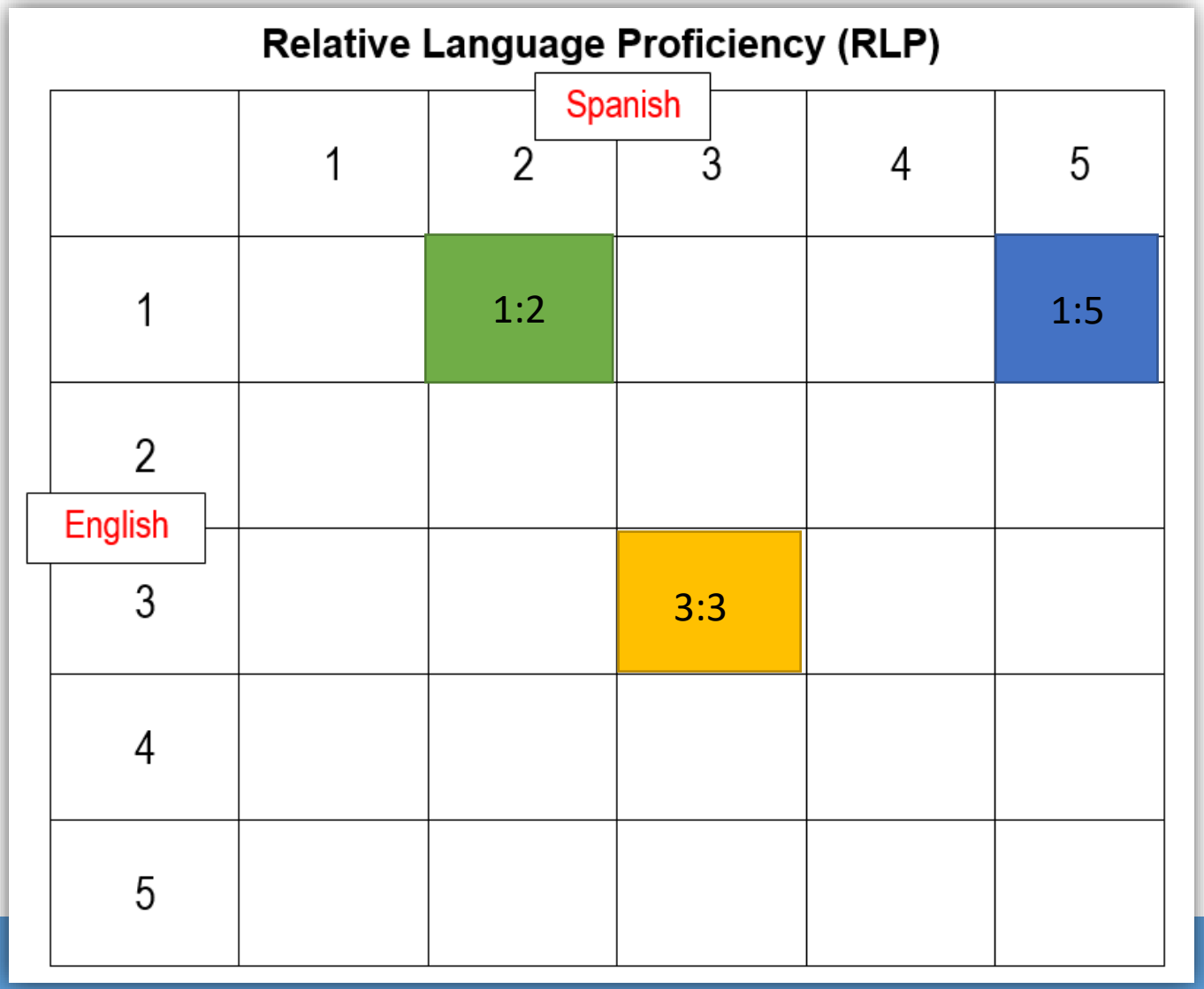
LAS Links Español - GRADOS 4-5
Descriptores cortos del nivel de competencia

	Hablando	Escuchando	Lectura	Escritura	Overall
5 Above Proficient	Un estudiante del nivel 5 normalmente construye frases con un vocabulario sofisticado y sin errores gramaticales al dar información, describir situaciones sociales, preguntar, expresar opiniones, explicar procesos, negociar, dar instrucciones y describir lugares; usa un vocabulario preciso para identificar y describir objetos.	Un estudiante del nivel 5 suele seguir instrucciones con verbos frasales, recuerda los detalles sutiles de un debate o una lección en la clase o de un cuento leído en voz alta, y determina la información clave para resumir una tarea.	Un estudiante del nivel 5 normalmente divide palabras en sílabas, usa conocimientos de afijos poco frecuentes para deducir el significado de palabras, identifica rimas, sinónimos y antónimos poco frecuentes, usa predicción para leer con fluidez, determina la secuencia e idea principal de un texto y usa el autocontrol para comprobar la comprensión.	Un estudiante del nivel 5 normalmente utiliza plurales irregulares, artículos adecuados y comas en una fecha; diferencia entre frases completas y frases seguidas. Escribe fluidamente para describir una imagen o explicar una preferencia; la comunicación es clara y completa, aunque puede contener errores simples gramaticales.	Un estudiante del nivel 5 se comunica eficazmente en inglés, casi sin errores, en un amplio rango de exigencias idomáticas apropiado a su grado en el contexto escolar. Tiene un alto nivel de control productivo y receptivo de las características léxicas, sintácticas, fonológicas y discursivas al tratar temas nuevos y familiares.
4 Proficient	Un estudiante del nivel 4 normalmente construye frases completas con errores simples de gramática/vocabulario al dar información, preguntar, explicar procesos y expresar opiniones; nombra objetos poco comunes y describe la utilidad de objetos comunes; y narra cuentos sencillos con vocabulario correcto en general y gramática sencilla.	Un estudiante del nivel 4 normalmente sigue instrucciones de varios pasos que utilicen un vocabulario académico, recuerda los detalles descritos en un debate y en una lección en la clase, identifica una secuencia de pasos y determina la idea principal de una lección en la clase.	Un estudiante del nivel 4 usa el conocimiento de afijos poco frecuentes para saber el significado de palabras; identifica sinónimos; usa claves de contexto para saber el significado; busca información en un gráfico, tabla o diagrama; recuerda detalles implícitos; deduce información y saca conclusiones; y determina la estructura organizativa de un texto.	Un estudiante del nivel 4 normalmente usa la concordancia de tiempos verbales y pronombres objeto; mayúsculas y puntuación básica; diferencia fragmentos de frases completas; pone correctamente adjetivos y adverbios en las frases; escribe frases completas con un vocabulario preciso como un escritor nativo; los errores no interfieren en la comunicación.	Un estudiante del nivel 4 se comunica de manera efectiva en inglés dentro de un rango de exigencias idomáticas apropiado a su grado en el contexto escolar, aunque comete errores. El estudiante muestra control productivo y receptivo de las características léxicas, sintácticas, fonológicas y discursivas al tratar temas nuevos y familiares.
3 Intermediate	Un estudiante del nivel 3 normalmente usa palabras y frases adecuadas al dar información, negociar, dar instrucciones y describir lugares; nombra funciones cotidianas y objetos comunes; construye frases con errores al describir situaciones sociales y narra cuentos simples con frecuentes errores gramaticales y de vocabulario.	Un estudiante del nivel 3 normalmente sigue instrucciones orales que utilicen un vocabulario académico básico y entiende el vocabulario específico en situaciones típicas escolares.	Un estudiante del nivel 3 normalmente divide palabras desconocidas en afijo y raíz, usa conocimientos de afijos frecuentes para determinar el significado de las palabras y recuerda detalles escritos en el texto.	Un estudiante del nivel 3 normalmente usa gramática básica correcta, usa palabras en el orden normal, describe con oraciones o frases sencillas con algunos errores que no impiden la comprensión; escribe frases simples basadas en una serie de imágenes con errores gramaticales, sintácticos y de organización que limitan la comunicación.	Un estudiante del nivel 3 continúa desarrollando la capacidad de comunicarse de forma efectiva en inglés dentro de un rango de exigencias idomáticas apropiado a su grado en el contexto escolar. Los errores interfieren con la comunicación y la comprensión. A menudo usa repetición y negociación. El estudiante muestra algunas características léxicas, sintácticas, fonológicas y discursivas al tratar temas nuevos y familiares.
2 Early Intermediate	Un estudiante del nivel 2 normalmente identifica objetos muy comunes en situaciones sociales y describe su función con frases sencillas, construye palabras y frases al describir situaciones sociales y usa un vocabulario básico y expresiones sencillas relacionadas con una secuencia de imágenes de entornos familiares.	Un estudiante del nivel 2 normalmente recuerda los detalles básicos importantes de un cuento leído en voz alta.	Un estudiante del nivel 2 normalmente divide palabras frecuentes en afijo y raíz.	Un estudiante del nivel 2 normalmente trata de describir, explicar, comparar o expresarse usando frases sencillas que tienen sentido pero que pueden contener errores gramaticales, de estructura y elección de palabras que impiden la comunicación.	Un estudiante del nivel 2 continúa desarrollando la capacidad de comunicarse en inglés dentro del contexto escolar. Los errores impiden la comunicación y la comprensión básicas. Las características léxicas, sintácticas, fonológicas y discursivas del inglés comienzan a emerger.
1 Beginning	Un estudiante del nivel 1 está empezando a desarrollar habilidades receptivas y productivas en inglés.	Un estudiante del nivel 1 está empezando a desarrollar habilidades receptivas y productivas en inglés.	Un estudiante del nivel 1 está empezando a desarrollar habilidades receptivas y productivas en inglés.	Un estudiante del nivel 1 está empezando a desarrollar habilidades receptivas y productivas en inglés.	Un estudiante del nivel 1 empieza a desarrollar los usos receptivos y productivos del inglés en el contexto escolar, aunque es posible que la comprensión se demuestre de forma no verbal o mediante el idioma del estudiante, en lugar de en inglés.

LAS Links Proficiency Level Definitions

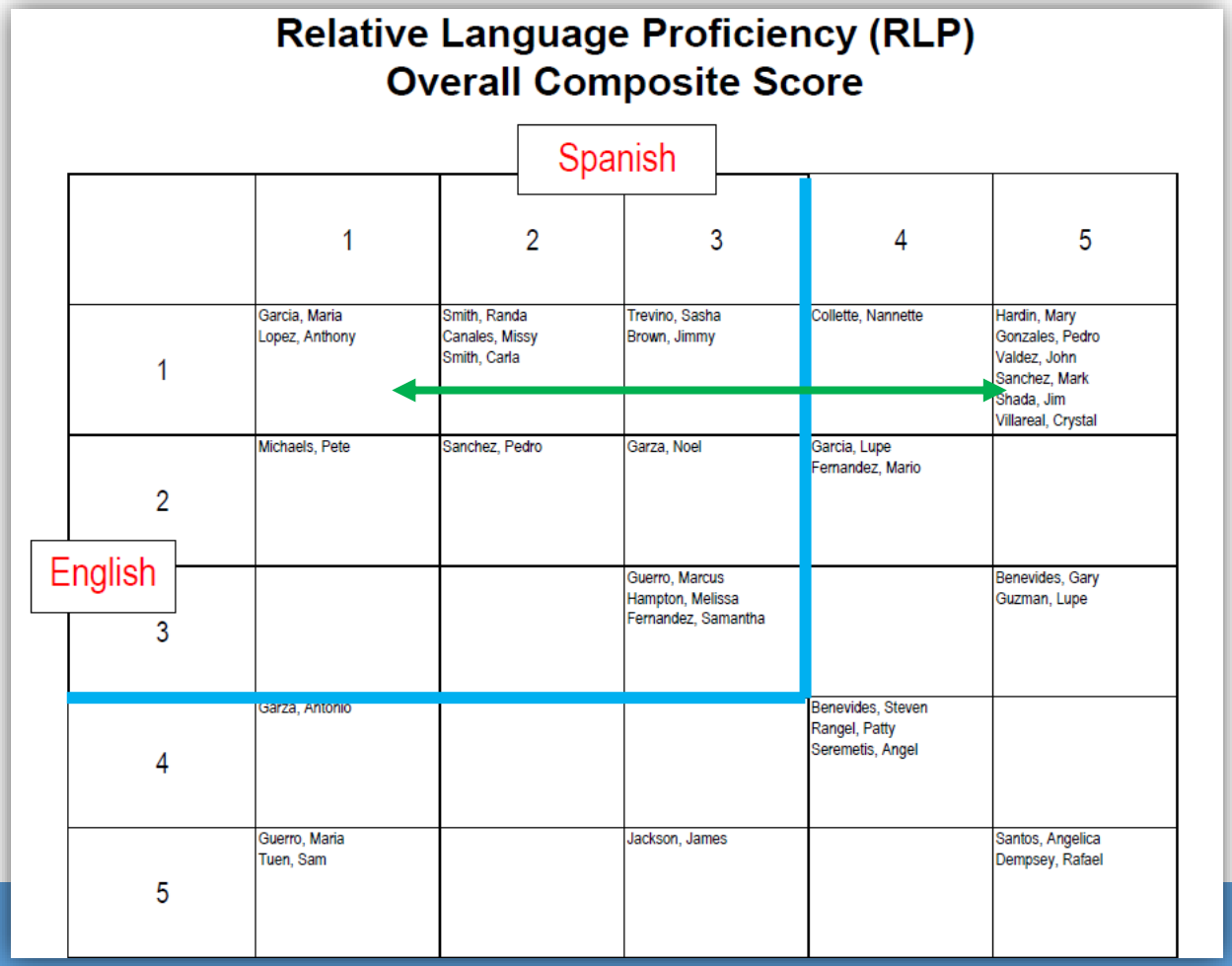
Proficiency Level 1	**BEGINNING** A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.
Proficiency Level 2	**EARLY INTERMEDIATE** A Level 2 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.
Proficiency Level 3	**INTERMEDIATE** A Level 3 student is developing the ability to communicate effectively in English across a range of grade–level–appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
Proficiency Level 4	**PROFICIENT** A Level 4 student communicates effectively in English across a range of grade–level–appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
Proficiency Level 5	**ABOVE PROFICIENT** A Level 5 student communicates effectively in English, with few if any errors, across a wide range of grade–level–appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Relative Language Proficiency Matrix

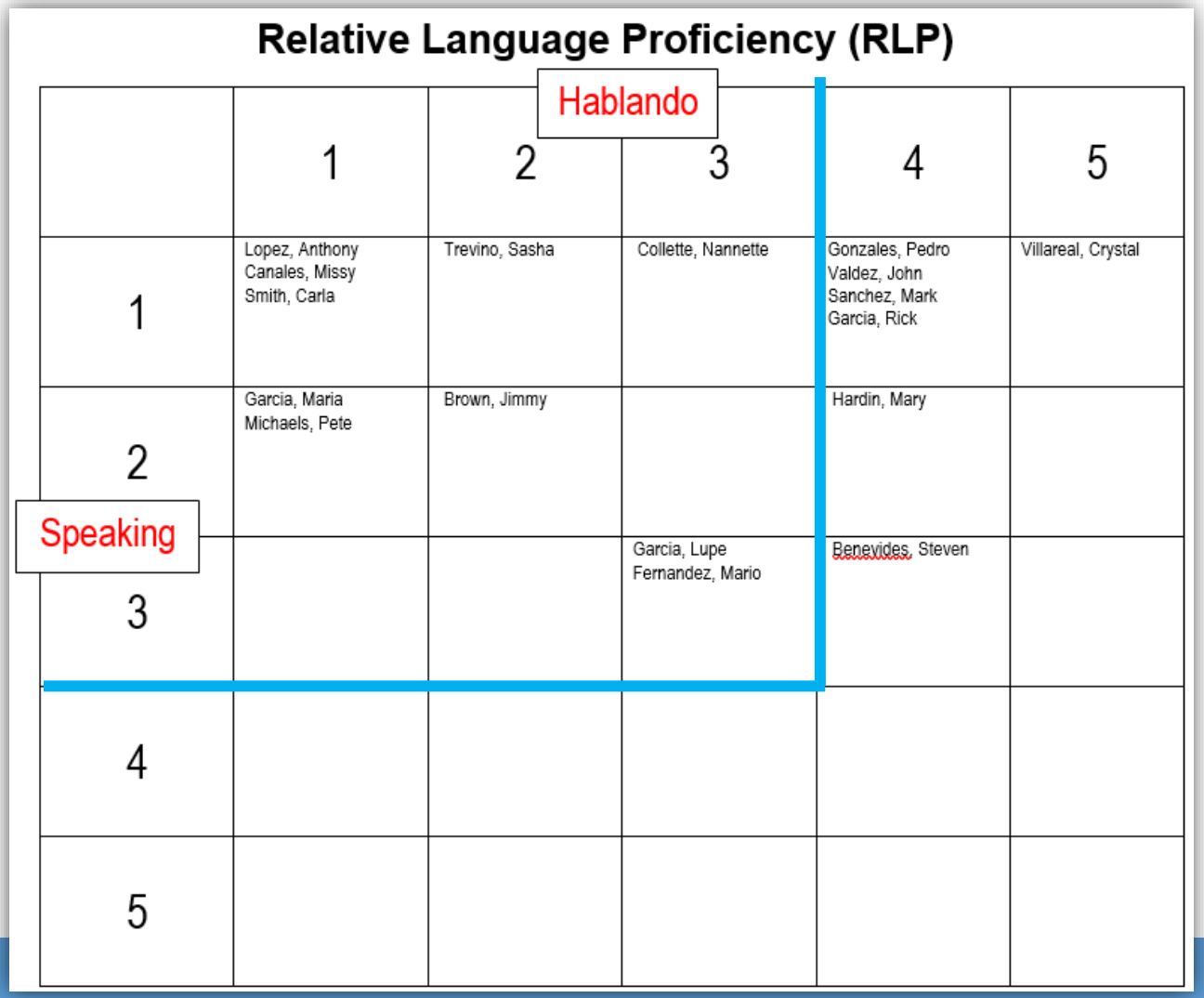


Examining and Plotting the Scores

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



Relative Language Proficiency in the Speaking Domain



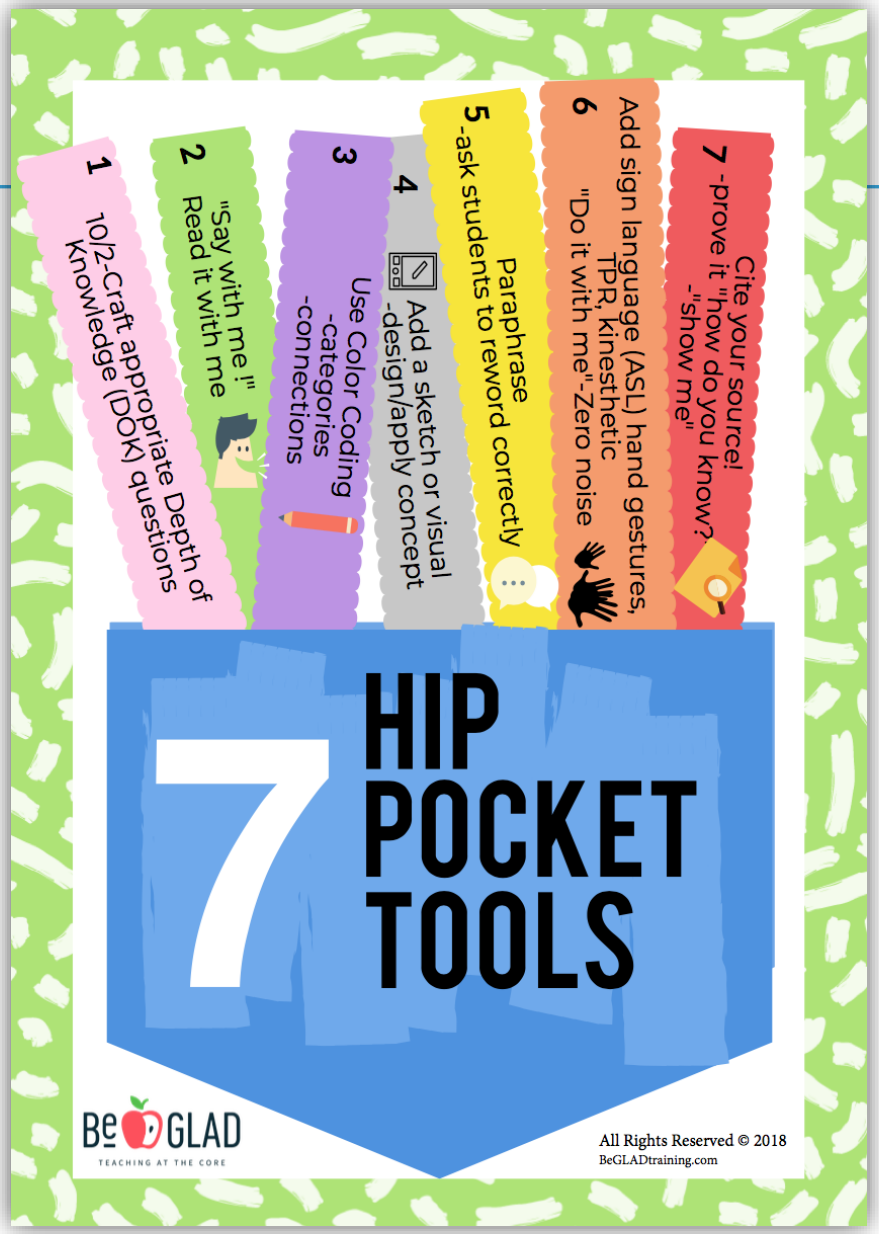
Strategy: Scaffolds and Supports

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Image source: "Teaching for Biliteracy." *Teaching For Biliteracy* -, https://www.teachingforbiliteracy.com/.

Strategy: 7 Hip Pocket Tools

1. 10/2 Discussions
2. “Say it with me” or “Read it with me”
3. Color Coding and Shape Coding
4. Sketch or Visual
5. Paraphrase
6. ASL, TPR, hand gesture
7. “Prove it”



Source: Brechtil, M. (2009). *Bringing it all together.* Project GLAD. (www.ProjectGLAD.com)

10/2

1. Less than 10 minutes of instruction
2. Students discuss the new material

Source: Brechtil, M. (2009). *Bringing it all together.* Project GLAD. (www.ProjectGLAD.com)

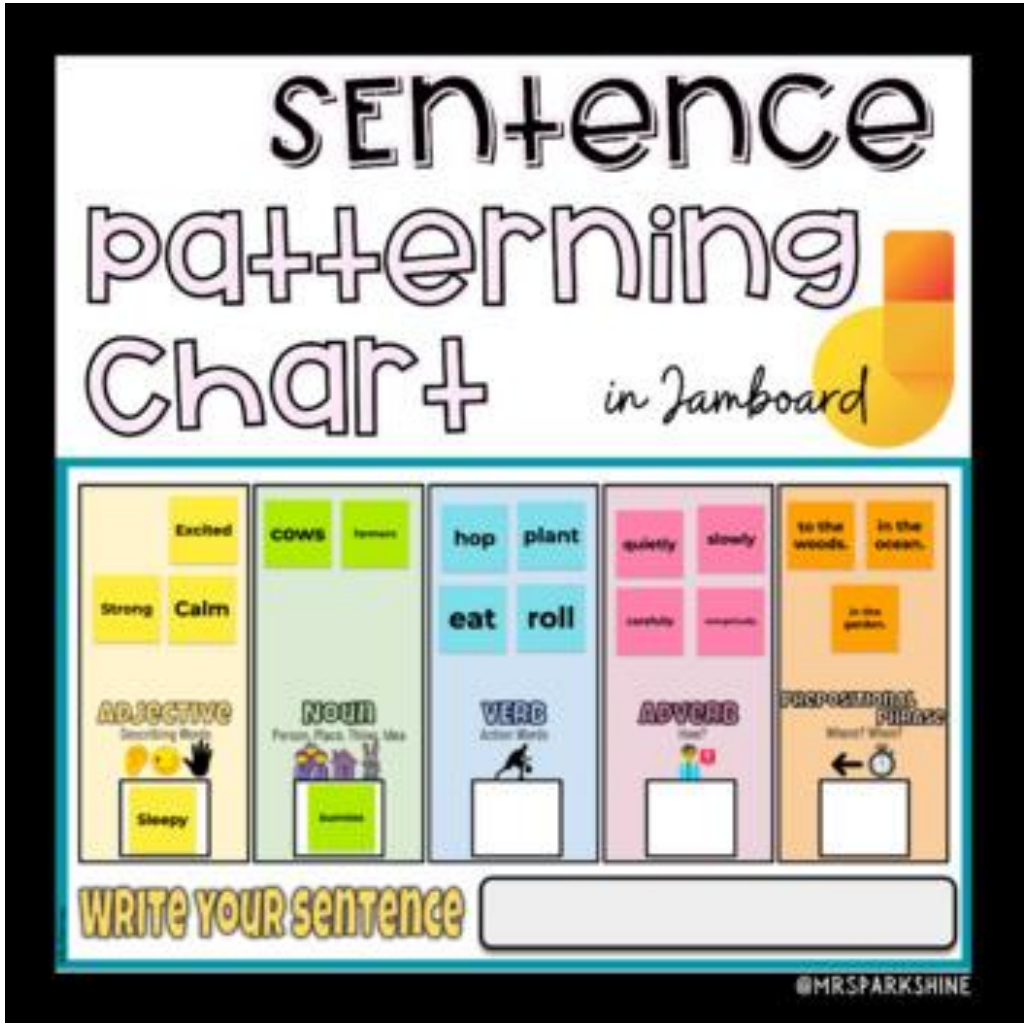
"Say it with me." or "Read it with me."

Students repeat the new language acquired with us.

Source: Brechtil, M. (2009). *Bringing it all together.* Project GLAD. (www.ProjectGLAD.com)

Color Coding and Shape Coding

Use color coding to show categories and relationships.



Source: Brechtil, M. (2009). *Bringing it all together.* Project GLAD. (www.ProjectGLAD.com)

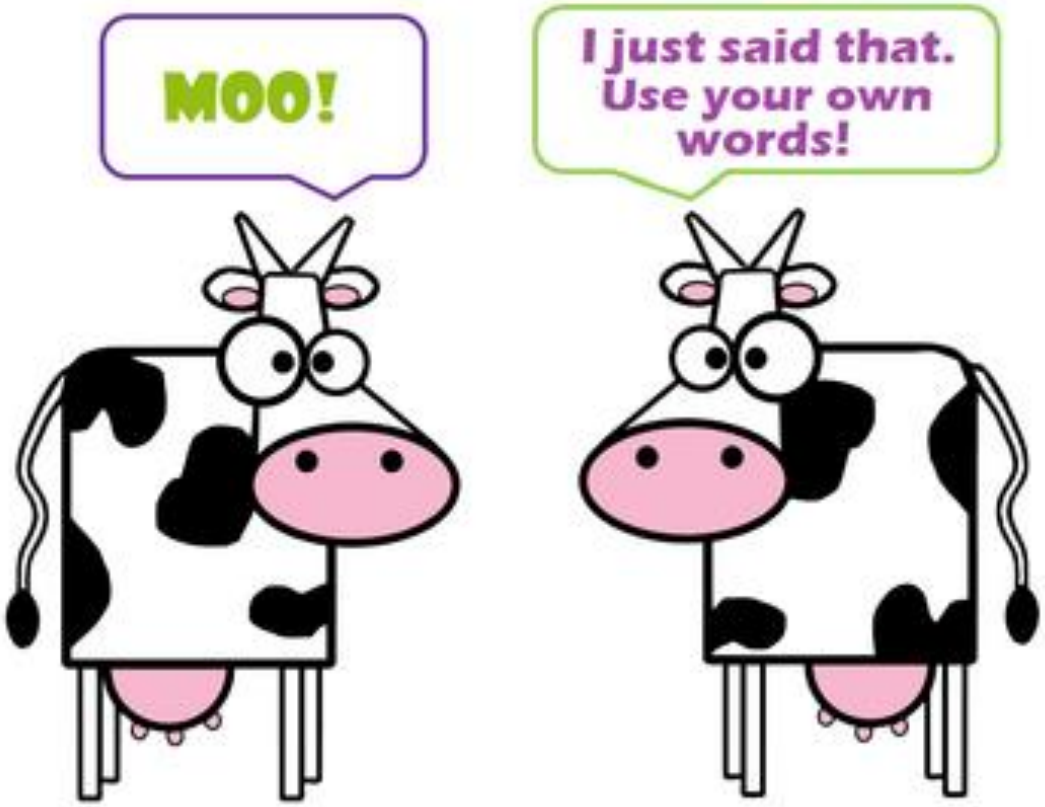
Sketch or Visual

Add a sketch or visual to represent an idea.

Source: Brechtil, M. (2009). *Bringing it all together.* Project GLAD. (www.ProjectGLAD.com)

Paraphrase

Students summarize, retell, and build understanding by listening to each other.



Source: Brechtil, M. (2009). *Bringing it all together.* Project GLAD. (www.ProjectGLAD.com)

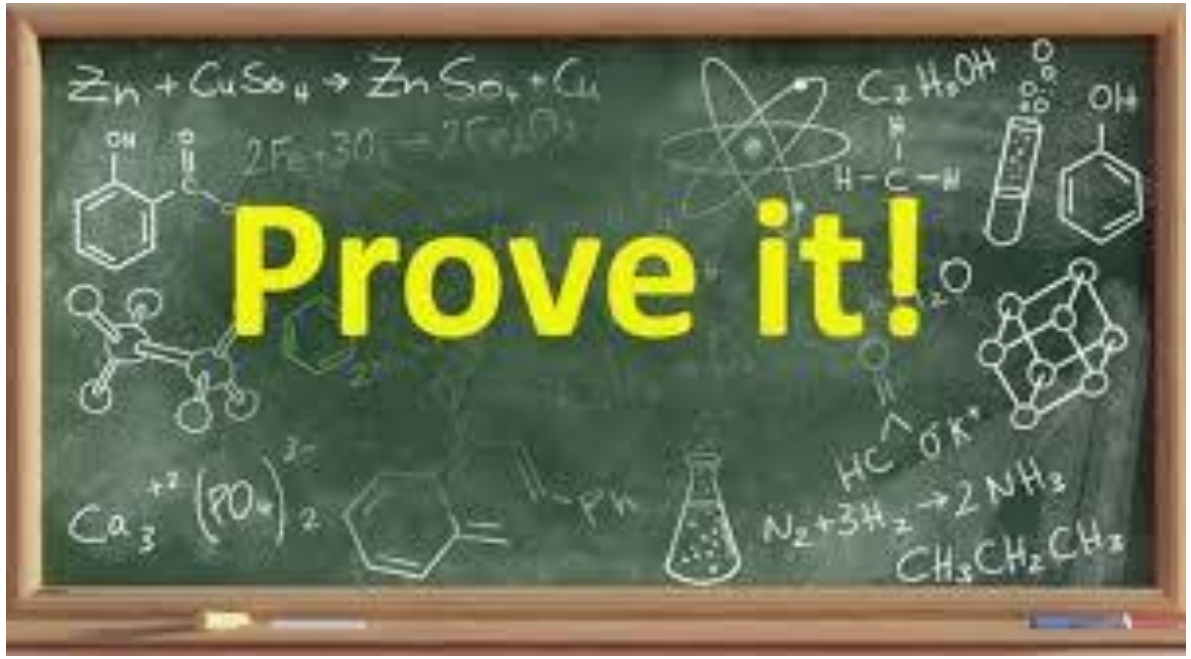
TPR (Total Physical Response), Hand Gestures

We add gestures to visually represent key vocabulary and academic language.

Source: Brechtil, M. (2009). *Bringing it all together.* Project GLAD. (www.ProjectGLAD.com)

“Prove it!”

We ask students to talk through their thought process of how they arrived at their response.

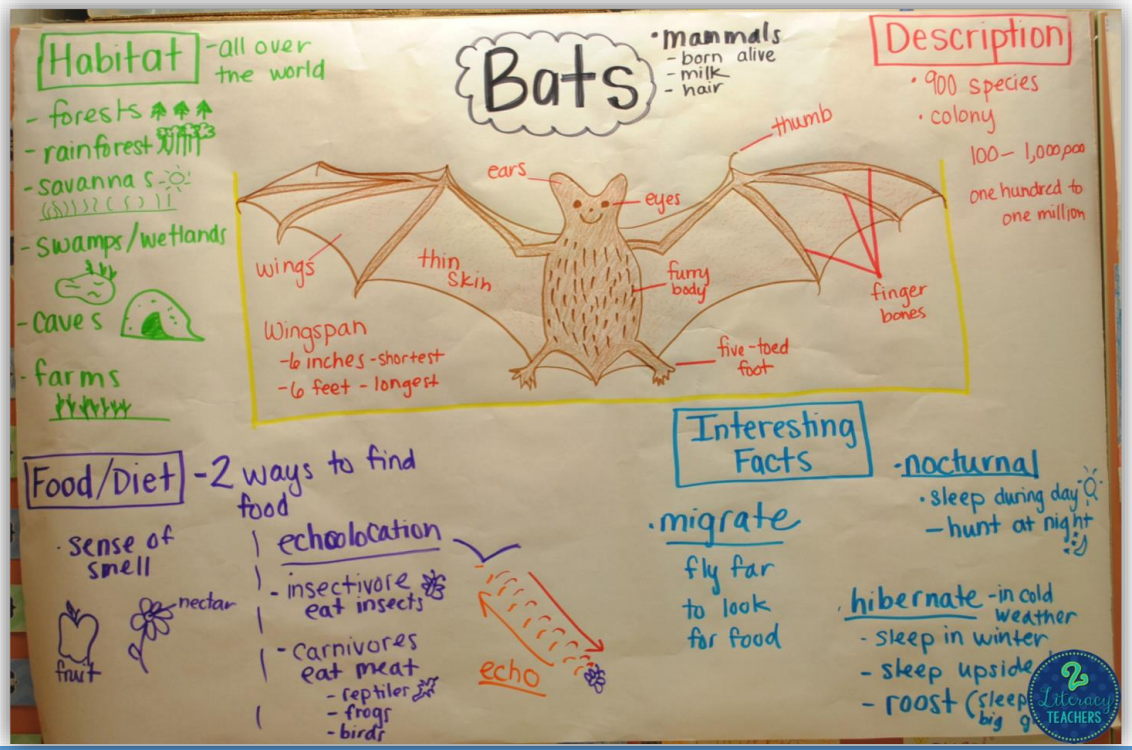


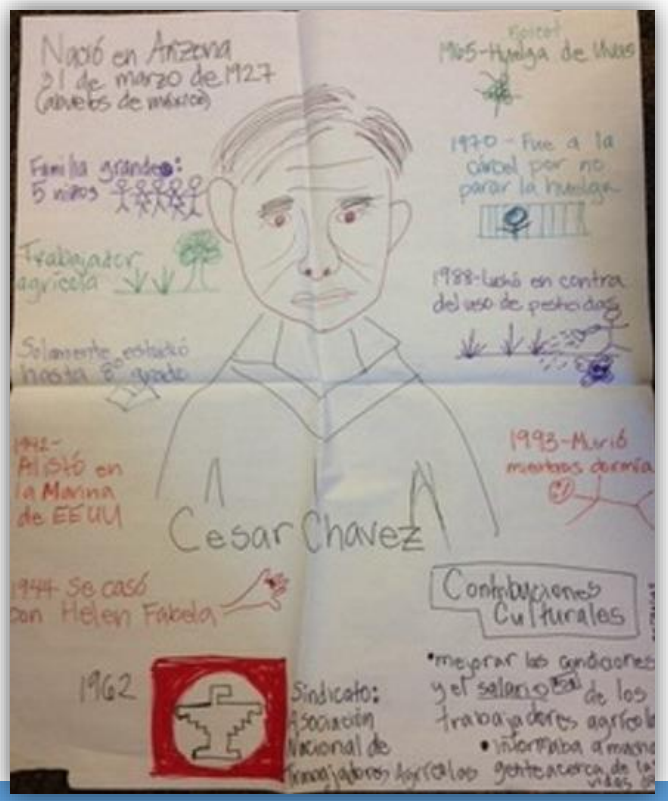
Source: Brechtil, M. (2009). *Bringing it all together.* Project GLAD. (www.ProjectGLAD.com)

Strategy: Pictorial Input Chart

Description/Goal of the Strategy:

- Illustrate unit vocabulary and concepts through pictorials.
  - Resources for pictorials include textbooks, expository children's books, website, and teacher resource books.





Source: Brechtil, M. (2009). *Bringing it all together.* Project GLAD. (www.ProjectGLAD.com)

Strategy: Pictorial Input Chart

Steps:

1. Use an opaque, overhead, or document camera to enlarge the picture and trace on butcher paper in light pencil, including vocabulary words and notes.
2. With students present, trace over the pictorial with markers, providing verbal input as you go. Chunk your information in different colors.
3. Revisit to add word cards and review information.
4. Create LANGUAGE FUNCTIONAL ENVIRONMENT.
5. Allow students to color pictorials.
6. At the end of the unit, make a master to use next year, and then raffle the pictorials.

QSSSA

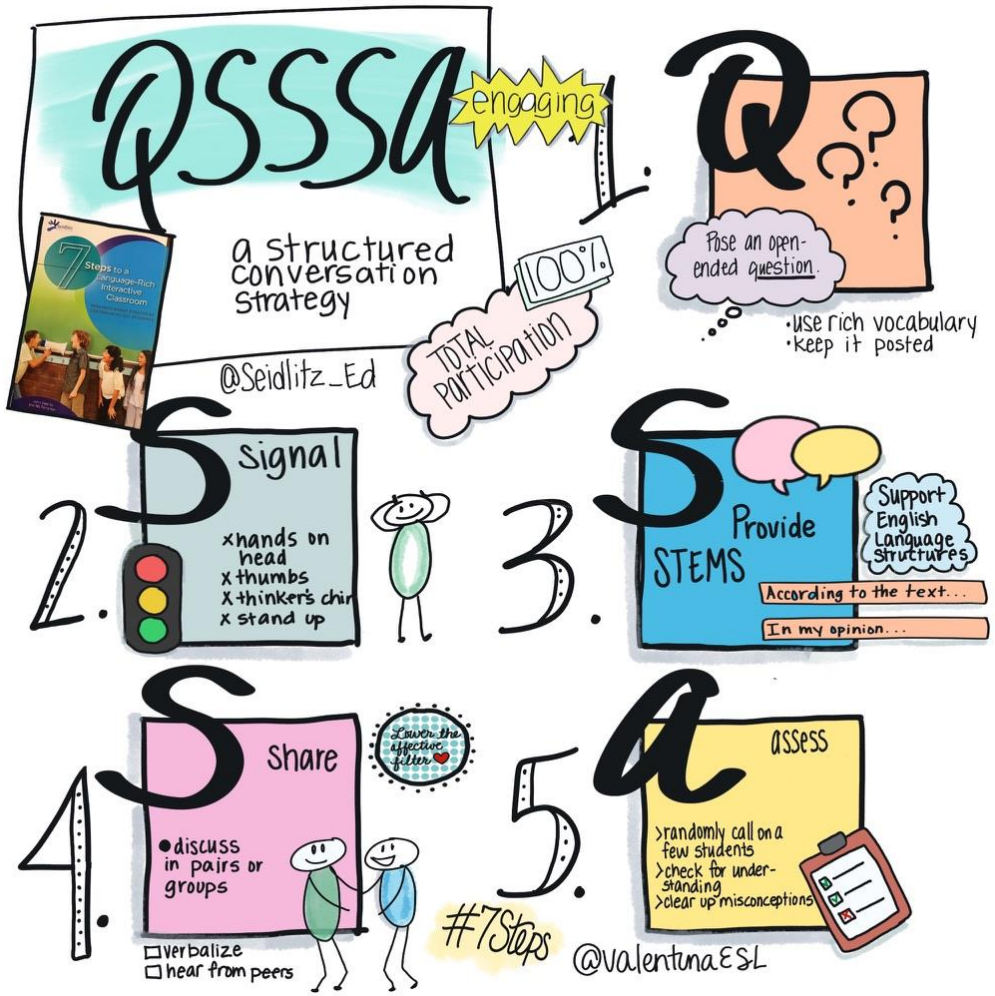
Pose open-ended **Q**uestion

Signal when ready to answer

Teacher provides sentence **S**tem

Share in partners, small group, etc.

Assess

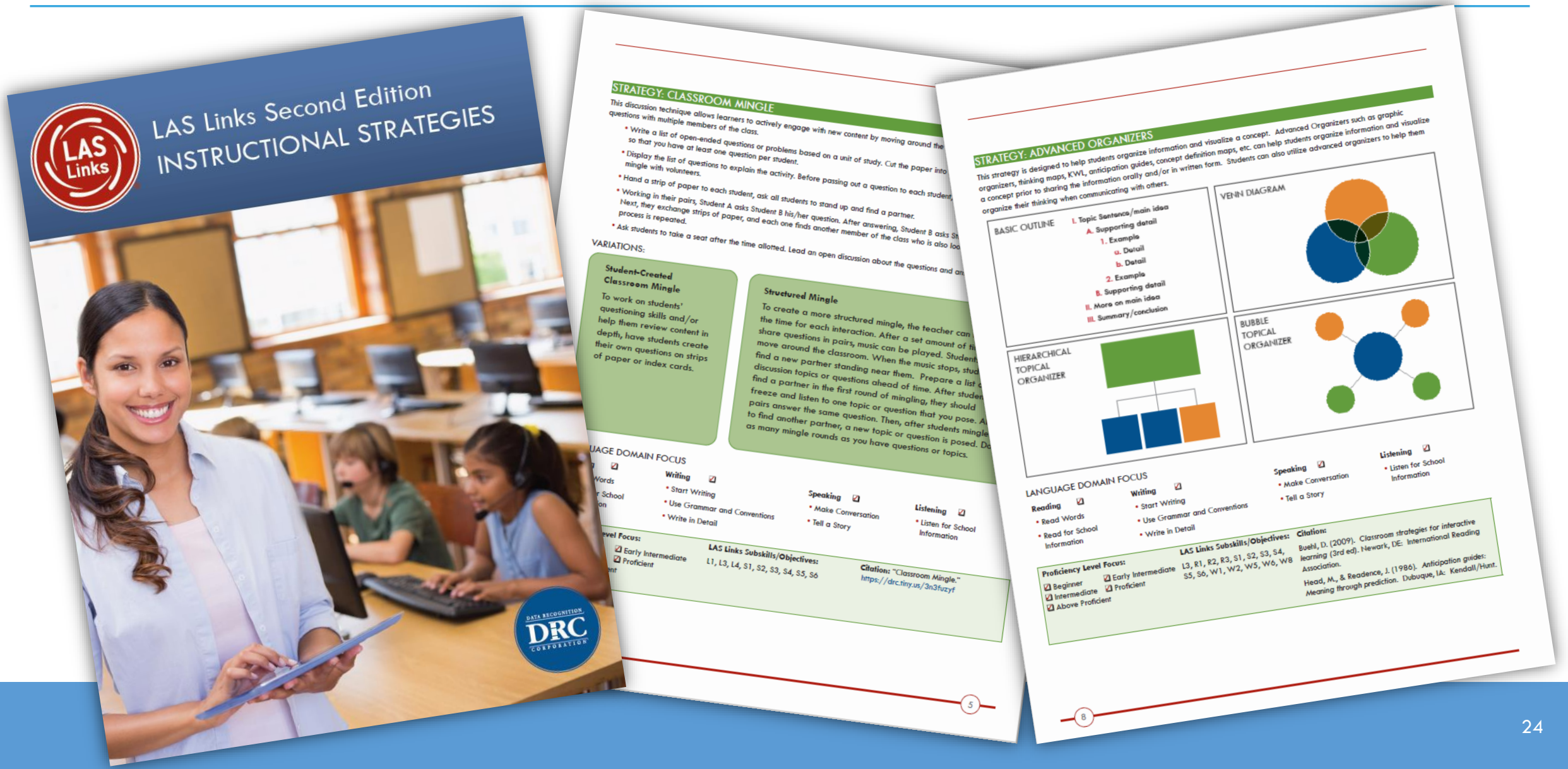


"QSSSA: More than Turn & Talk – Seidlitz Education." Seidlitz Education, https://www.facebook.com/WordPresscom, 27 Mar. 2019, https://seidlitzblog.org/2019/03/27/qsssa-more-than-turn-talk/.

QSSSA Script and Reasoning

(QUESTION) Class, without calling out answers, think about this question…	Linked to objectives and lesson goals, to activates prior knowledge for Emergent Bilinguals.
(SIGNAL) When you think you have an answer in mind, let me know by _____.	Build in wait time for Emergent Bilinguals to process.
(STEM) When you discuss your answers, I want you to respond in this format…	Provides opportunity for students to practice targeted academic language.
(SHARE) Turn to your partner and discuss…	Increases student talk, chance to compare their response with others, and 100% of class practices targeted language.
(ANSWER) Using your sentence stems, respond when I randomly call on you or write your response.	Scaffolds for Emergent Bilinguals ensure students are prepared to respond.

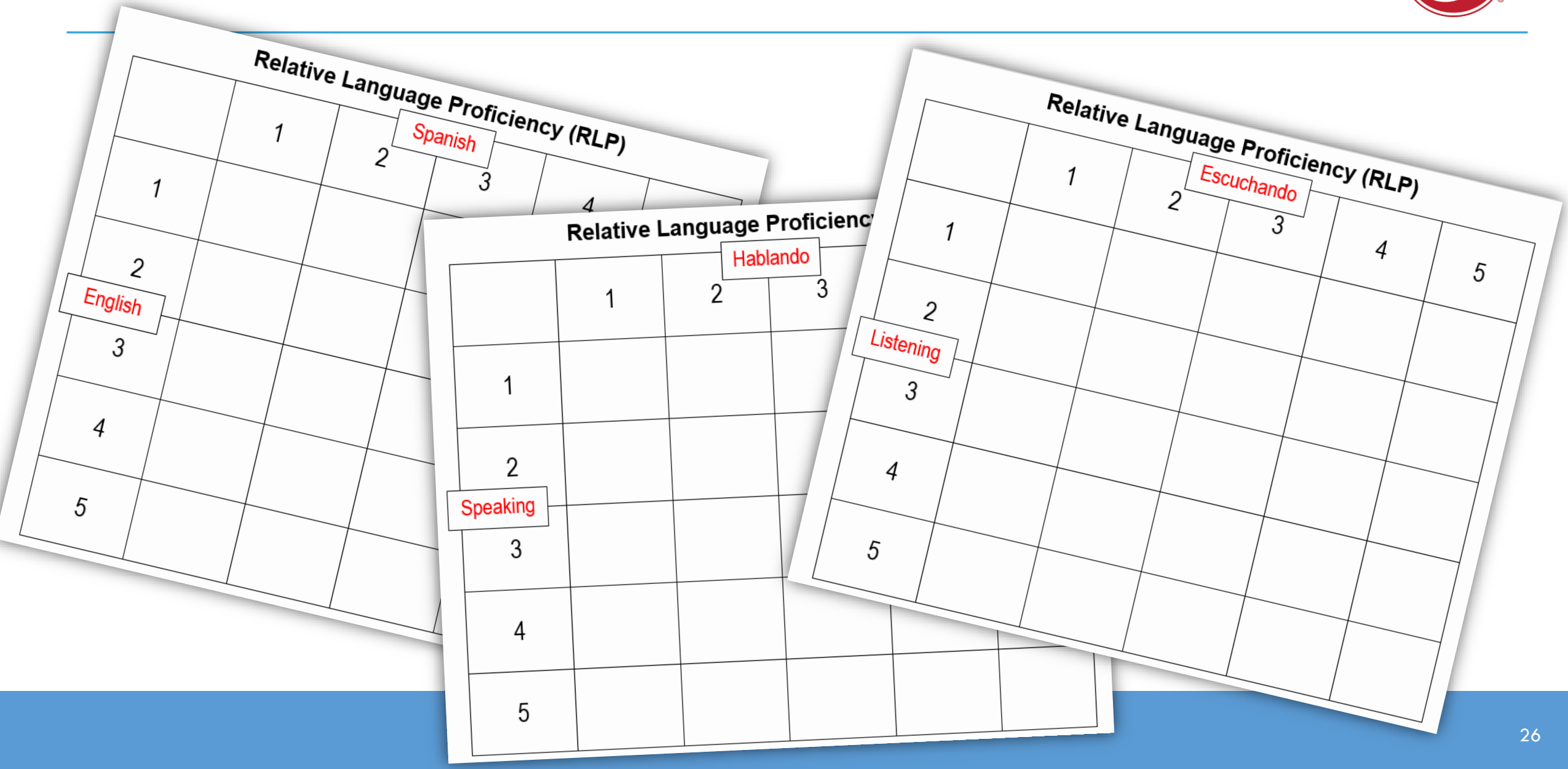
LAS Links Instructional Strategies
www.LASLinks.com/Texas on the Parent and Teacher Resources Page



*pre*LAS Instructional Strategies
www.LASLinks.com/Texas on the Parent and Teacher Resources Page

- Available for download (at no additional cost!) from the Parent and Teacher Resources
- Teaching activities and strategies designed for preK and Kindergarten classrooms
- Strategies promote oral language (39 strategies) and pre-literacy growth (40 strategies)

Relative Language Proficiency



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