preLAS
Paper Administration Training

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Coordinator and Proctor Training Agenda

- ✓ **Training Part 1:** Pretest activities (preparing to test)
- ✓ **Training Part 2:** Administering the preLAS and LAS Links including Speaking and Writing holistic scoring training
- ✓ **Training Part 3:** Post test activities (tabulating scores, reporting and interpreting the scores)

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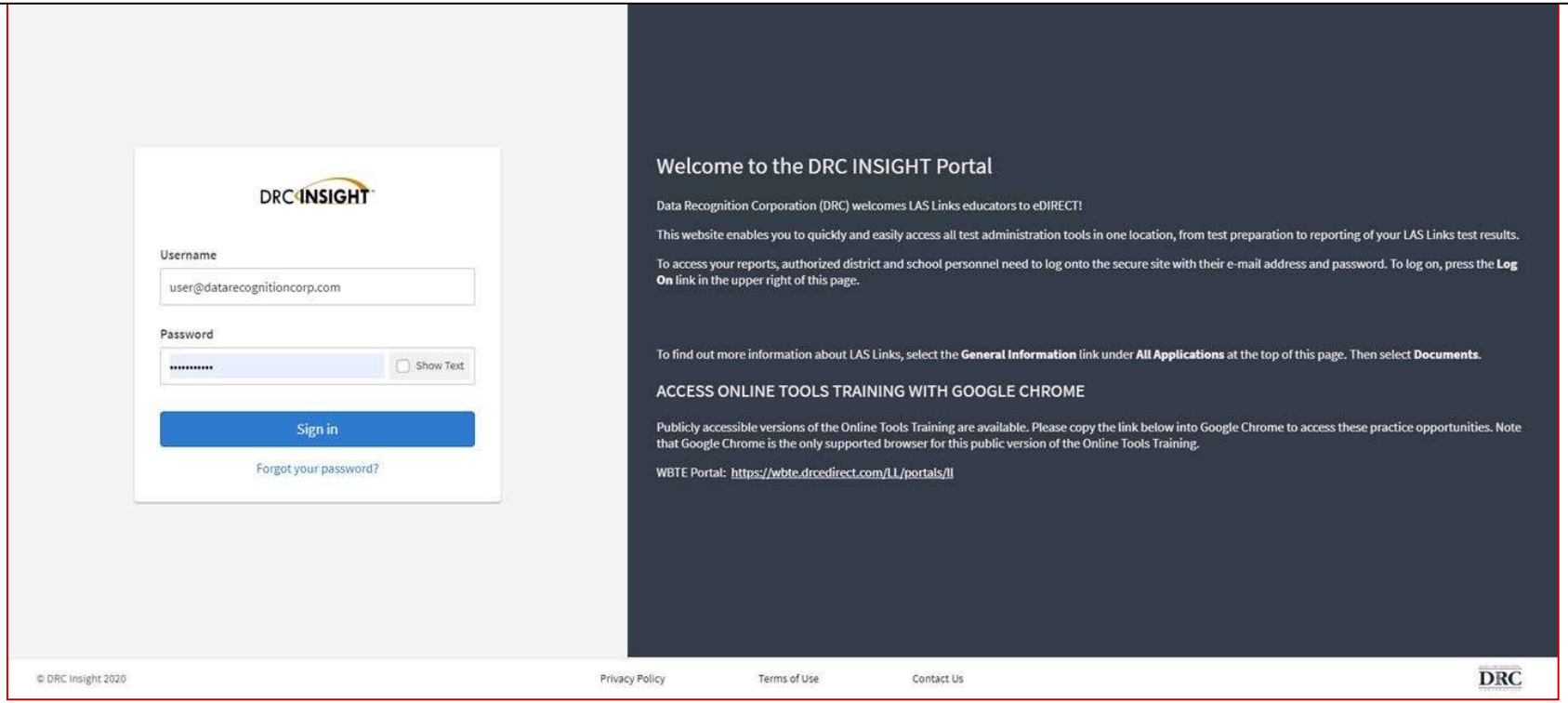
Training Part 1: Pre-Test Activities

Activity 1:

Accessing the INSIGHT portal and DRC's Professional Learning courses

Access the DRC INSIGHT Portal

www.drcedirect.com

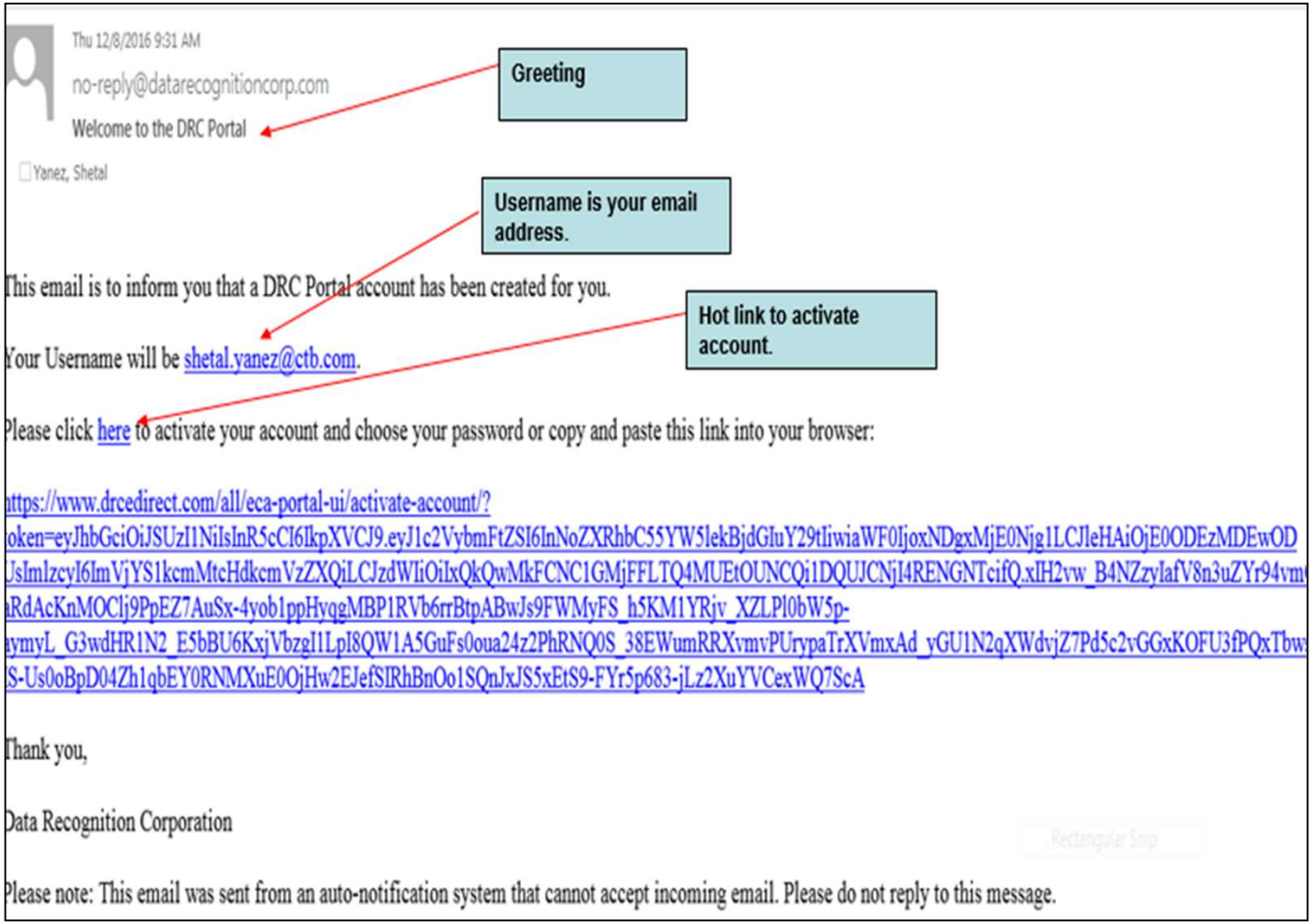


Use the INSIGHT portal for Test Administrative functions such as professional learning, rostering students, creating test sessions, scoring student responses and for On-Demand reporting.

DATA RECOGNITION DRC CORPORATION

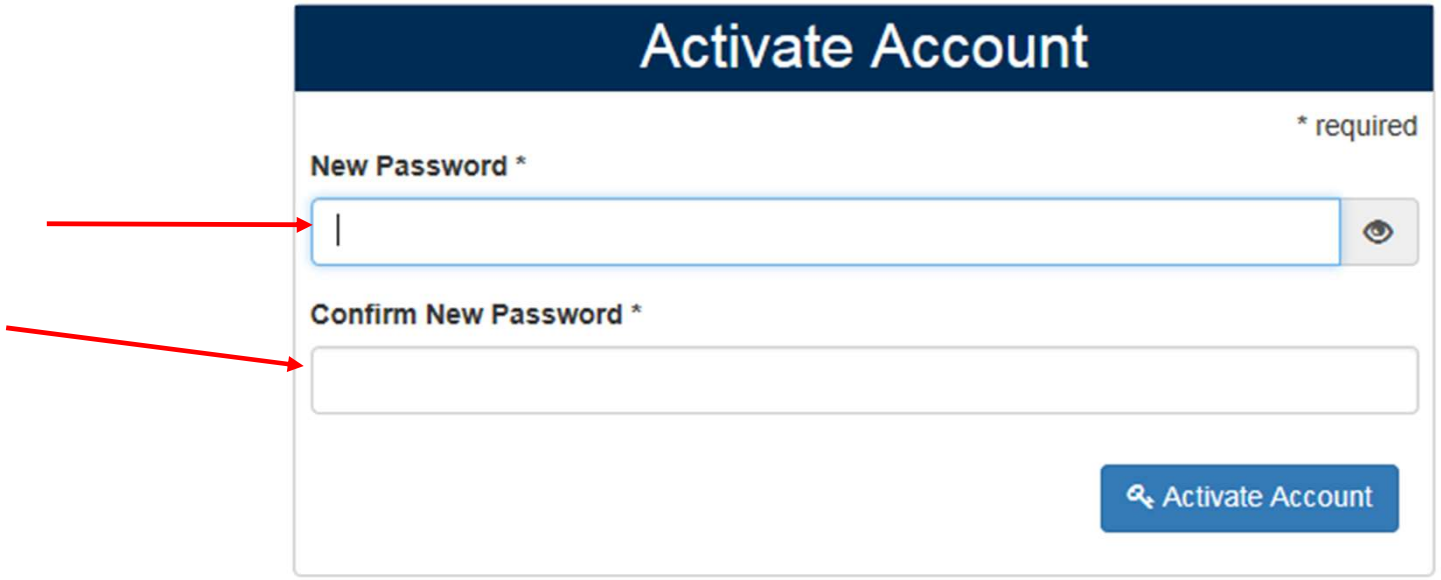
Portal Activation Email

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



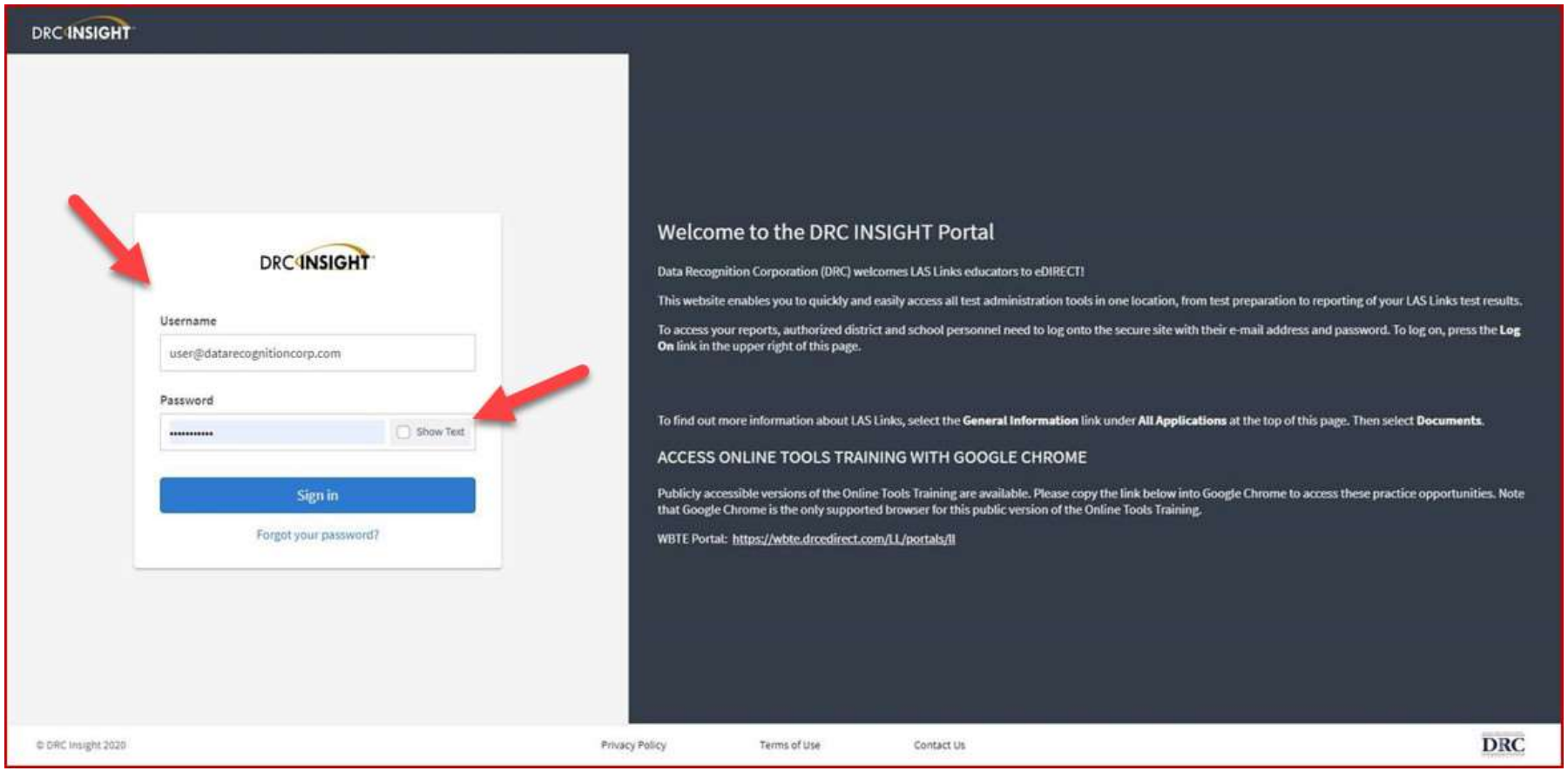
DATA RECOGNITION DRC CORPORATION

Activating your INSIGHT account



DATA RECOGNITION DRC CORPORATION

Logging into the Portal



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Logging into the INSIGHT portal

- Click on “Forgot your password?” if unable to locate your welcome email
- Your Username is your email address

- If the system does recognize you as a User, please check with your LEA’s director who will need to add you as a User to the portal.

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Security Agreement

DRC INSIGHT LAS LINKS Welcome [redacted] Log Out

All Applications

Accept the Security and Confidentiality Agreement

Security and Confidentiality Agreement for DRC Applications

The DRC Applications are designed for State, District, and School level personnel and contain confidential and private information, including, but not limited to, secure test materials, test scores and student demographic information. The system is password protected and requires a username and password for access.

The secure test materials are proprietary information of its owner(s) and are provided to those authorized individuals who are legally bound to maintain the security of the test. In order to access the secure test materials you must first agree to these terms to keep the test materials secure and confidential and not disclose or reproduce any information about the secure test materials except in your authorized capacity.

The system is not for public use, and any student information from the system must not be disclosed to anyone other than a state, district or school official as defined by the Family Educational Rights and Privacy Act of 1974 (FERPA). Under FERPA, a school official is a person employed by the state, district or school as an administrator, supervisor, district test coordinator, school test coordinator, principal, teacher, or principal's designated office staff. Such a user must have a legitimate educational purpose to review an educational record in order to fulfill his/her professional responsibility.

State, district, and school users who are granted permission to this system must read and abide by the Family Educational Rights and Privacy Act (FERPA). Disclosure of passwords to anyone unauthorized to use the system is prohibited. Disclosure of a student's data to their parent or guardian must be in accordance with FERPA. For more information on FERPA, see the U.S. Department of Education website at http://www.ed.gov/offices/OM/fpco/ferpa/.

By agreeing to these terms, I hereby certify that I will maintain the confidentiality of secure test materials, system passwords and student data accessed through the **DRC Applications** and I will not share information with unauthorized individuals. If I leave the position that allowed me to access this information, I will neither access nor disclose any data previously accessed through the system. Further, I will destroy any data accessed through the system if such data is no longer being used to serve a legitimate educational purpose. I understand that to continue to access, disclose, or retain such information would be in violation of the **Family Educational Rights and Privacy Act (FERPA)**.

I shall maintain the security and confidentiality of all secure test materials and system passwords and only access the secure test materials in my authorized capacity.

I hereby acknowledge that I have read and understand the terms of this Security and Confidentiality Agreement. Further, I agree to abide by the requirements found in the Family Educational Rights and Privacy Act (FERPA).

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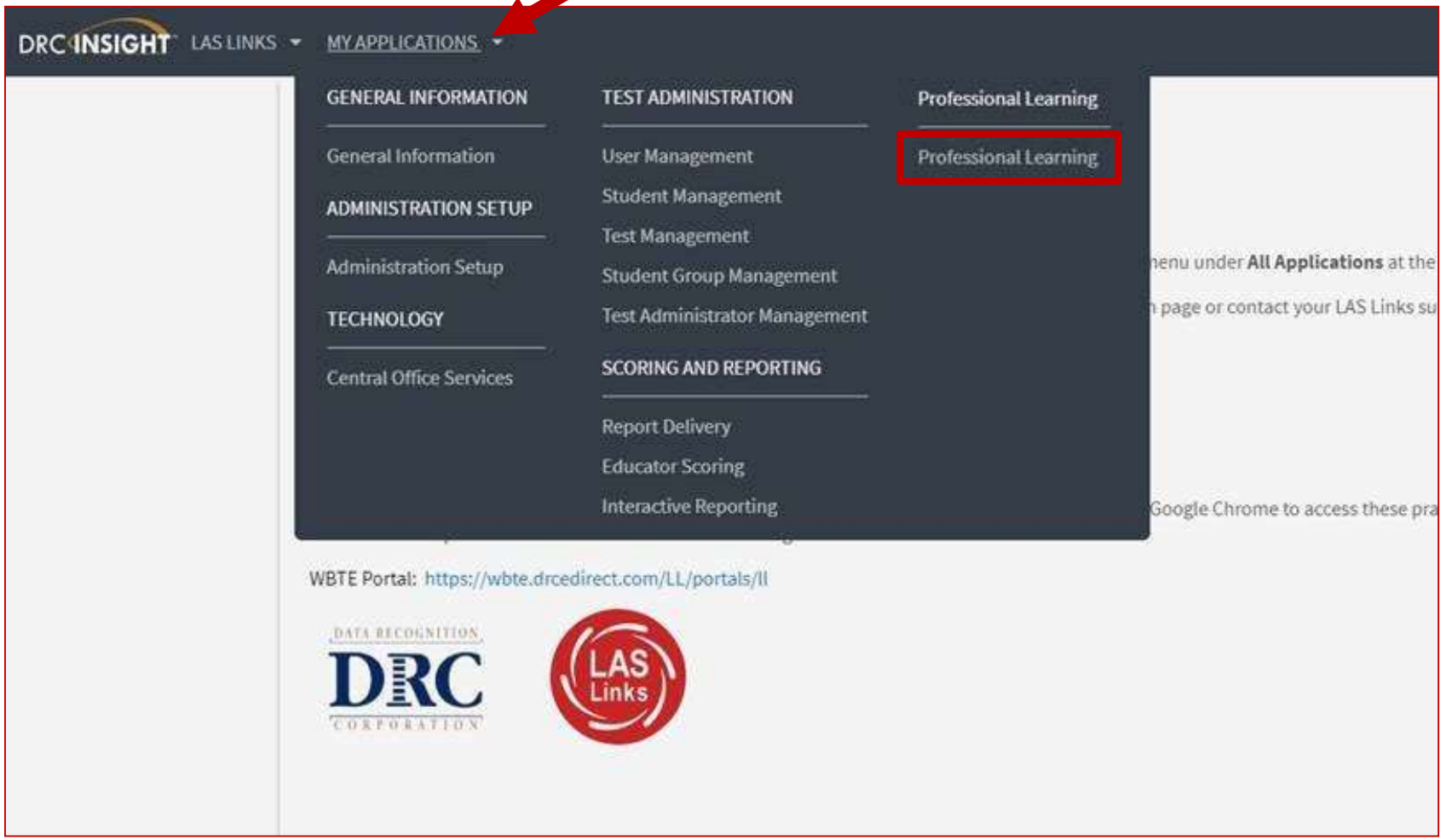
DRC INSIGHT Professional Learning System

- Click on MY APPLICATIONS >> Professional Learning:



DRC's Professional Learning

DRC INSIGHT PROFESSIONAL LEARNING My Courses

No enrollment code is needed. Scroll down to find the courses you are pre-enrolled in and select the course you'd like to take.

Enrollment Code Enroll

Welcome to DRC Professional Learning for LAS Links

The Texas Education Agency, for the purpose of a Statewide Language Proficiency Test has approved the following assessments:

All preK3, preK4 and Kindergarten students who must be tested for English language proficiency are to be given the preLAS English Form C assessment as well as the preLAS Español Form C assessment when applicable.

All 1st – 12th grade students who must be tested for English language proficiency are to be given the LAS Links English Form A assessment.

All 1st – 6th grade students who must be tested in their primary language of Spanish will be administered the LAS Links Español Form A assessment.

Below are three courses to choose from. Please choose the course (or courses) for the assessment(s) for which you must be trained and calibrated to administer.

You are enrolled in these courses:

All Sort by Course name Card

LAS Links Español Calibration Training Modules	LAS Links Online Assessmen Training Modules	LAS Links Paper Assessments Training Modules	PreLAS Administration Training Modules	PreLAS Español Calibration Training Modules
LAS Links Español Scoring Calibration	LAS Links Online Assessments Training Modules	LAS Links Paper Assessments Training Modules	preLAS Administration Training	preLAS Español Calibration

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DRC's Professional Learning

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 5 courses:

DRC Professional Learning System	
Course Name	**Estimated Time to Complete**
preLAS administration, scoring and reporting	Up to 2.5 hours*
preLAS Español scoring calibration	Up to 2.5 hours*
LAS Links paper administration, scoring and reporting	Up to 2.5 hours*
LAS Links Online administration, scoring and reporting	Up to 2.5 hours*
LAS Links Español scoring calibration	Up to 2.5 hours*

*estimated time as each course is self-paced and can be taken over the course of a few days and can be taken as many times as desired.

- Onsite training and webinar training allows Users to bypass the training videos embedded in each course. Utilize the videos as needed to supplement your onsite/webinar training.

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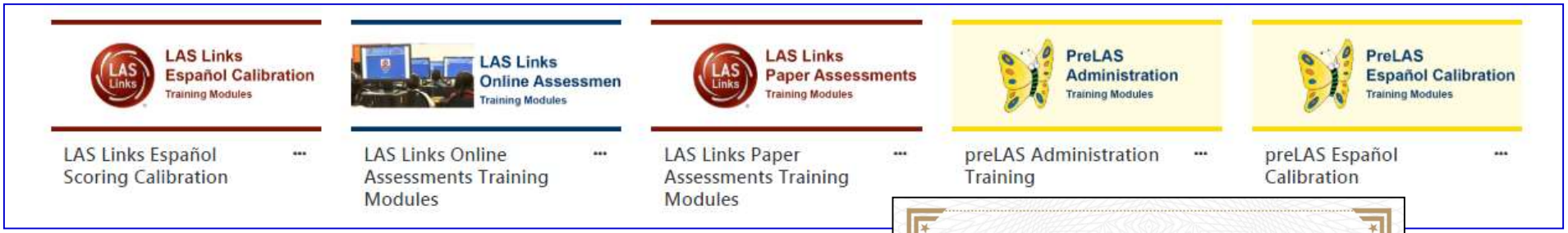
DRC's Professional Learning

- 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 1: preLAS Pre-Test Activities

Activity 2.1:

Identifying and Gathering the Appropriate preLAS Test Materials

Texas English Learner Identification: Program Overview

Grade Level	Approved Assessment(s) for Identification:
preK3, preK4, Kindergarten	• preLAS English Form C • preLAS Español Form C • Available in Paper format
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

❖ **Norm Reference Tests are no longer utilized for the identification of English learners.**

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preLAS Test Materials Needed for Testing

Test Administration Kit: at a rate of one kit for every 50 students or less

50 **Answer Sheets** are provided in each Kit

Audio CD and/or Audio Files found in INSIGHT

Examiner's Manual: provides in-depth test directions, rubrics and scoring

Cue Picture Book: provides picture prompts to use while testing

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Accessing the Audio Files

DRC INSIGHT LAS LINKS MY APPLICATIONS

GENERAL INFORMATION
General Information
ADMINISTRATION SETUP
Administration Setup
TECHNOLOGY
Central Office Services

TEST ADMINISTRATION
User Management
Student Manageme
Test Management
Student Group Ma
Test Administrator
SCORING AND REP
Report Delivery
Educator Scoring
Interactive Reporti

Professional Learning

WBTE Portal: https://wbte.drcedirect.com/LL/portals/

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LAS Links

General Information | Announcements | Documents | Downloads | On-Demand Tutorials

Documents

Documents

Instructions

Administration: LAS Links

Document Type: Manuals/Guides

Show Documents

Drag a column header here to group by that column

Documents

Administration	Document Type	Title	Description
LAS Links	Manuals/Guides	LAS Links Central Office Services (COS) Installation	COS Installation Quick Start Guide
LAS Links	Manuals/Guides	LAS Links National Digital Library	Digital Library: Navigational Guides and Videos
LAS Links	Manuals/Guides	LAS Links Online Headset Recommendations	Guidance on headsets to use for student testing
LAS Links	Manuals/Guides	LAS Links Portal User Guide	INSIGHT Portal Guide
LAS Links	Manuals/Guides	LAS Links TUG - Volume I	Technical User Guide Volume I - Intro to LAS Links
LAS Links	Manuals/Guides	LAS Links TUG - Volume II	Technical User Guide Volume II - Central Office
LAS Links	Manuals/Guides	LAS Links TUG - Volume III	Technical User Guide Volume III - INSIGHT
LAS Links	Manuals/Guides	LAS Links TUG - Volume IV	Technical User Guide Volume IV - Troubleshooting
LAS Links	Manuals/Guides	preLAS and LAS Links Audio Files	Links to preLAS and LAS Links Audio Files

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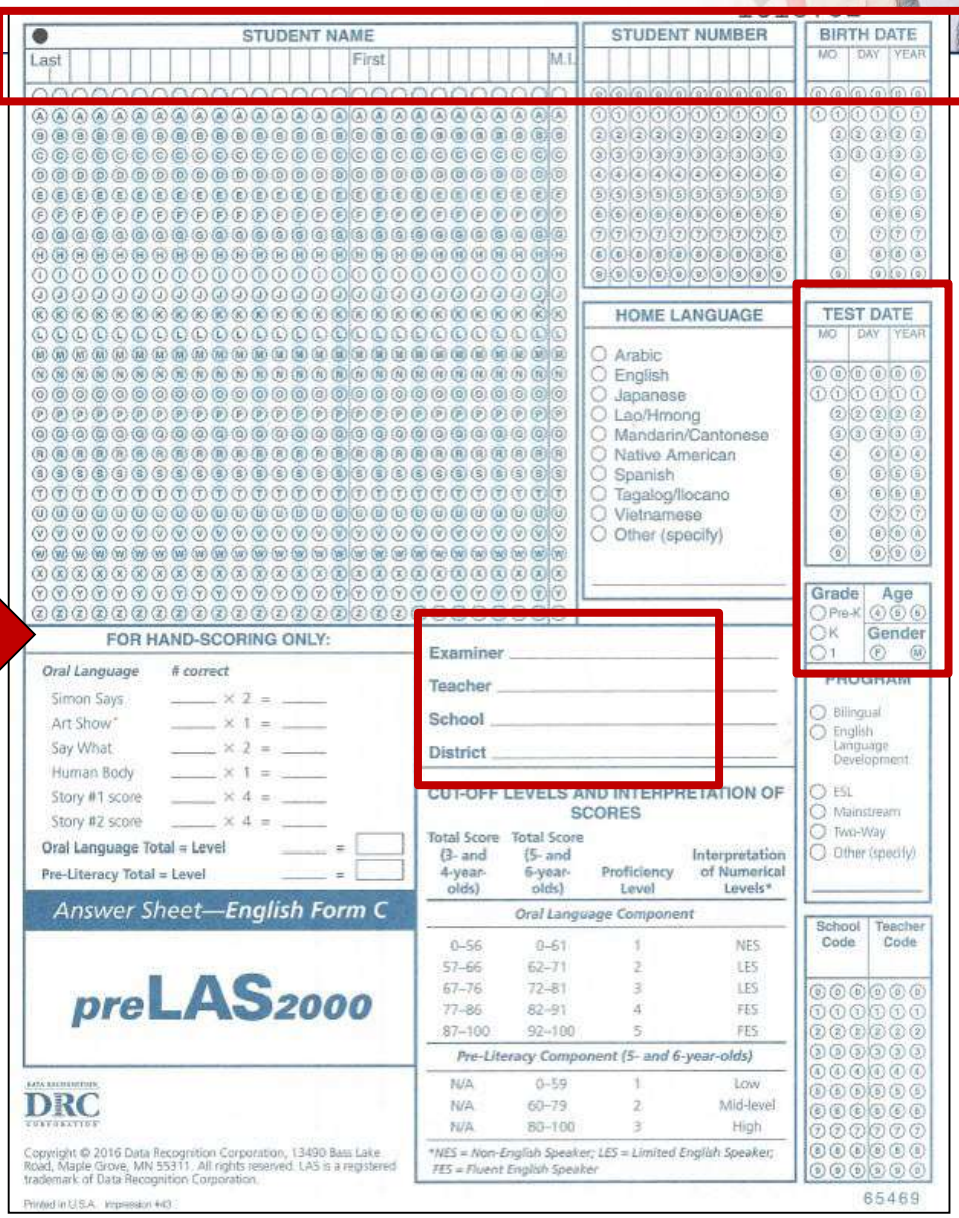
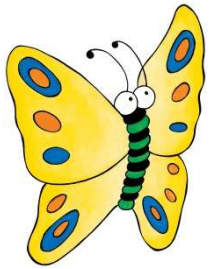
preLAS Test Materials Needed for Testing

- Tabulation occurs on the front of the student answer sheet
- Reports in:
  - Total Score
  - Proficiency Level





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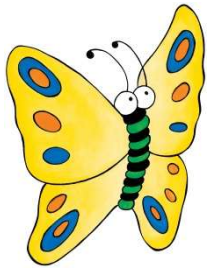
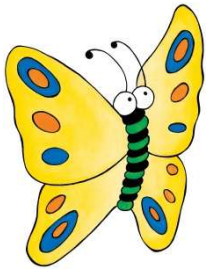
Training Part 2: Administering the preLAS

Includes Holistic Scoring Training



What is the preLAS?

- A 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 English Language Learners (EL's) 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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preLAS test components

Simon Says	Students play a game called Simon Says. The student does what Simon tells him or her to do.
Art Show	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?
Say What You Hear	The student repeats what he or she hears.
The Human Body	Using the Cue Picture Book, students are asked to look at the picture and identify the body part.
Let's Tell Stories	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.

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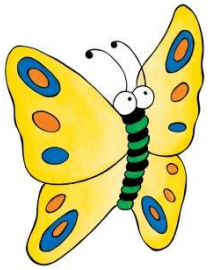
Test Response Time

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.



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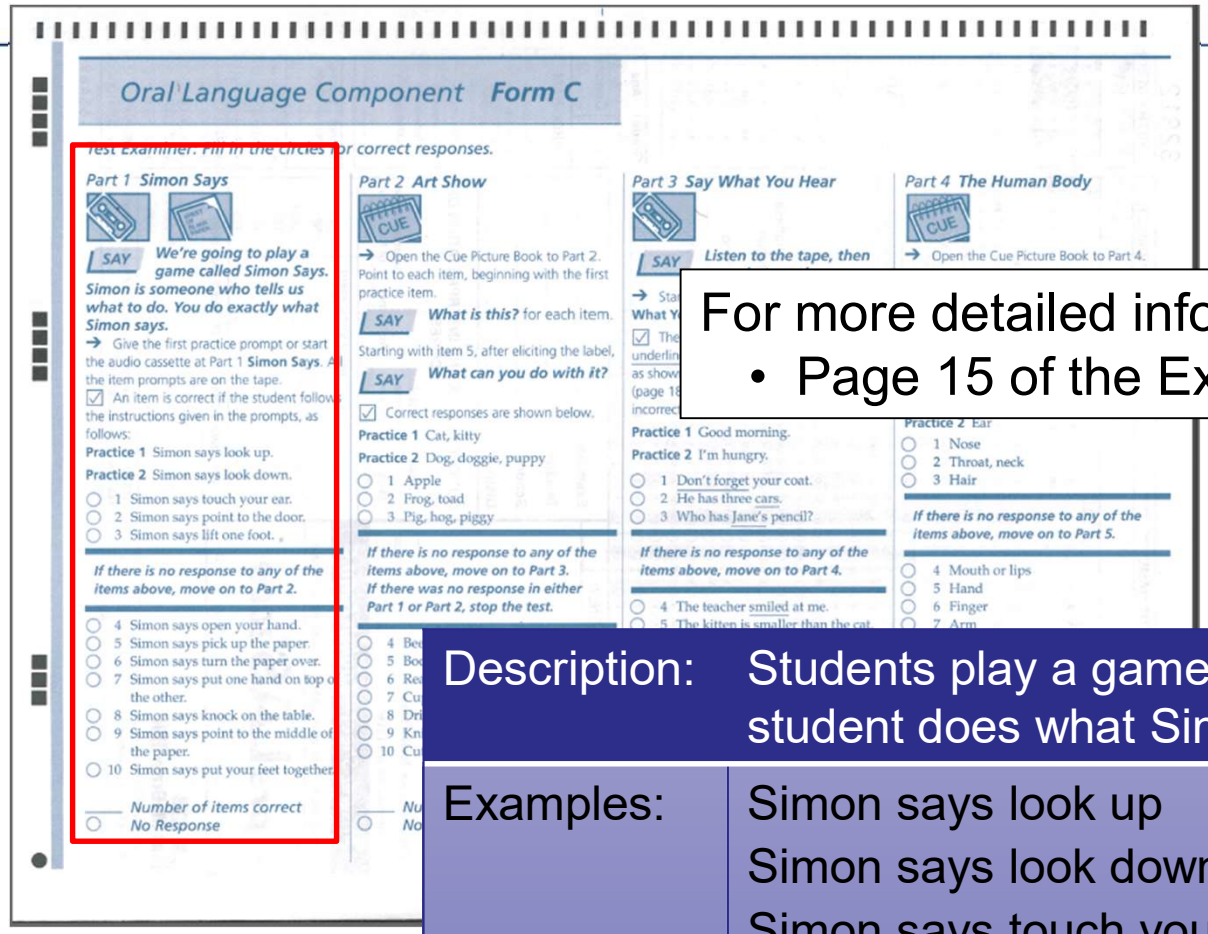
Part 1: Simon Says



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

CUE

→ 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 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.

Part 3 Say What You Hear

SAY *Listen to the tape, then*

Practice 1 Good morning.

Practice 2 I'm hungry.

1 Don't forget your coat.
2 He has three cars.
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.

Part 4 The Human Body

CUE

→ Open the Cue Picture Book to Part 4.

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

For more detailed information, refer to:

- Page 15 of the Examiner's Manual

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

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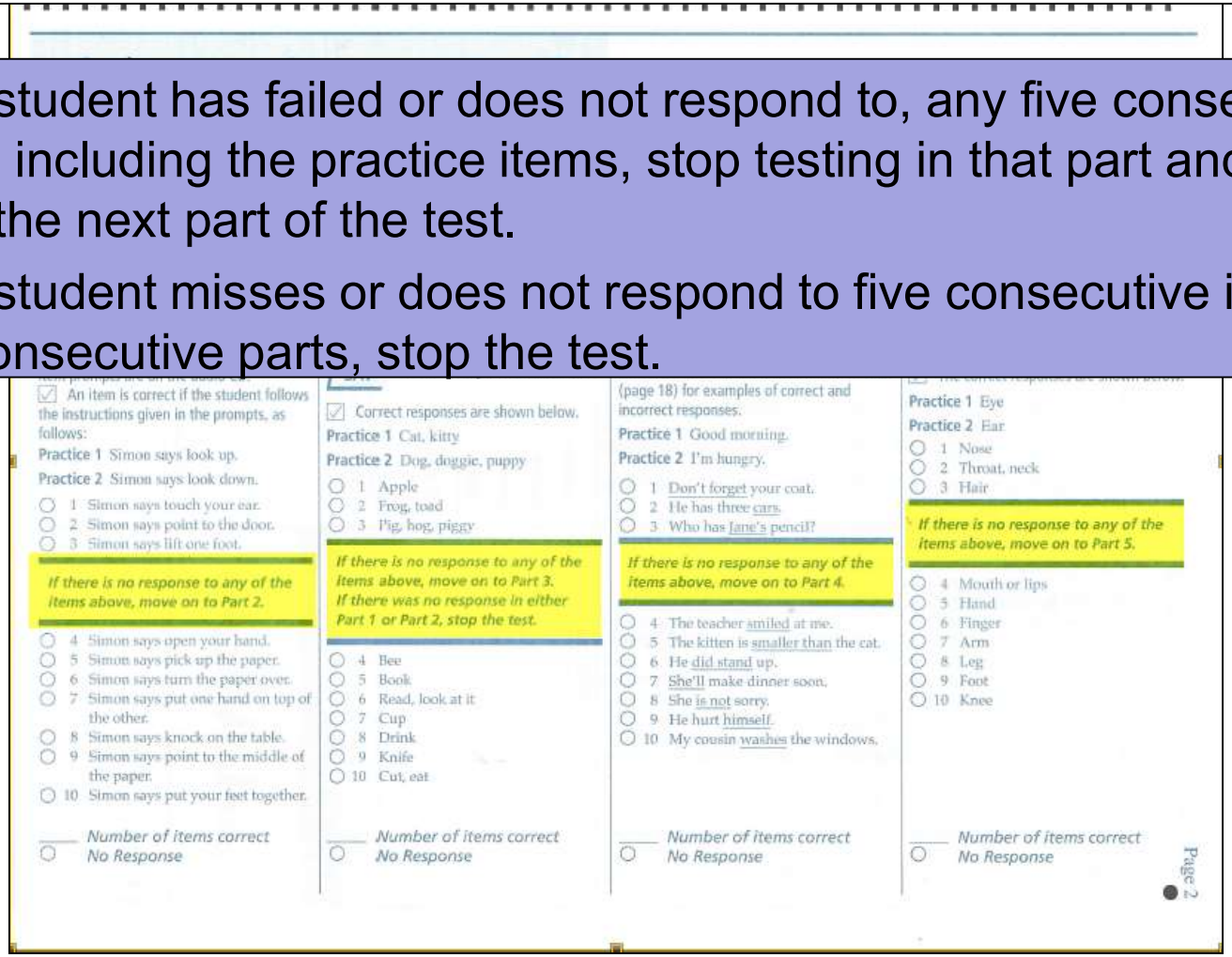
When to Stop Testing

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.



An item is correct if the student follows the instructions given in the prompts, as follows:

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If there is no response to any of the items above, move on to Part 2.

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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

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 Read, look at it
7 Cup
8 Drink
9 Knife
10 Cut, eat

____ *Number of items correct*
No Response

(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 cars.
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

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

Page 2

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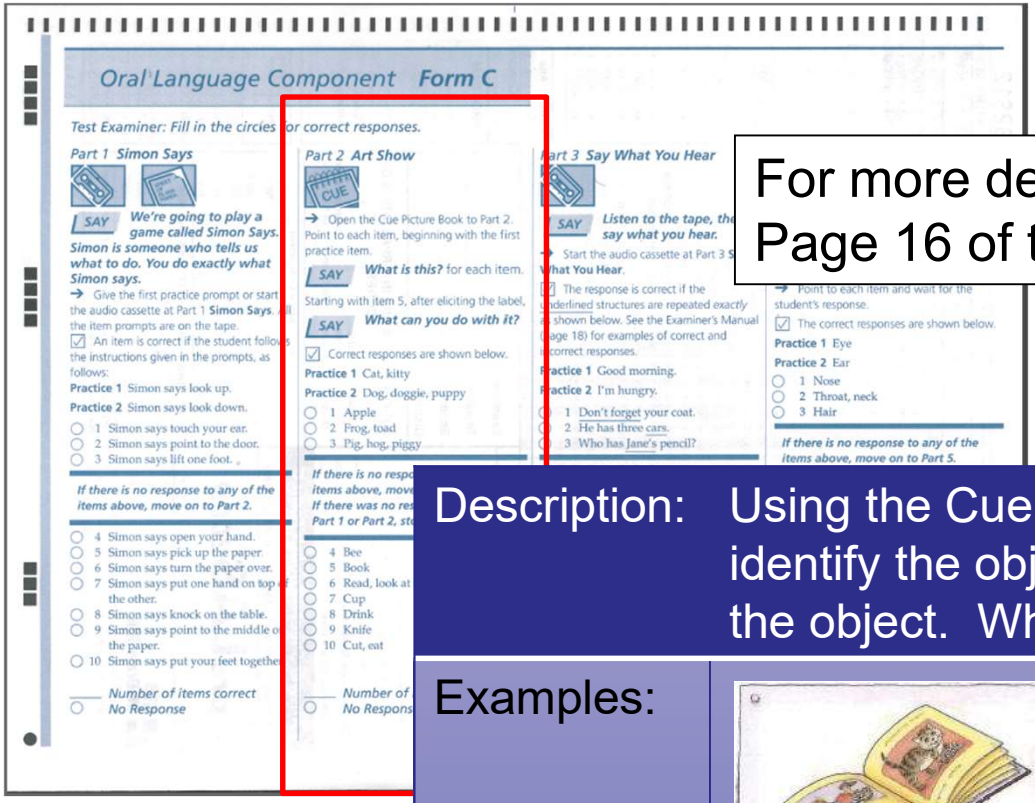
Part 2: Art Show


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:

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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

CUE

→ 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 Frog, toad
3 Pig, hog, piggy

4 Bee
5 Book
6 Read, look at
7 Cup
8 Drink
9 Knife
10 Cut, eat

___ Number of
No Respons

Part 3 Say What You Hear

SAY Listen to the tape, the say what you hear.

→ Start the audio cassette at Part 3 S What You Hear.

☑ The response is correct if the underlined structures are repeated exactly 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 cars.
3 Who has Jane's pencil?

→ 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.

For more detailed information, refer to Page 16 of the Examiner's Manual

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

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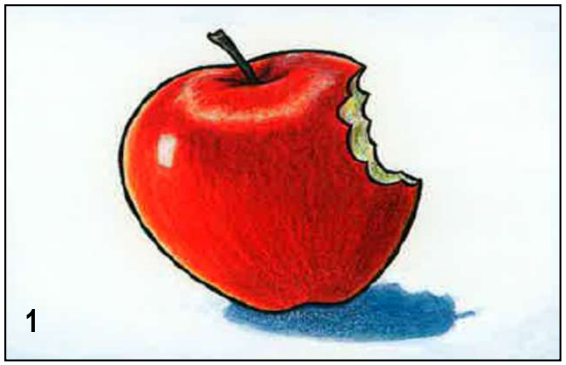
Part 2: Art Show Picture Prompts

p1

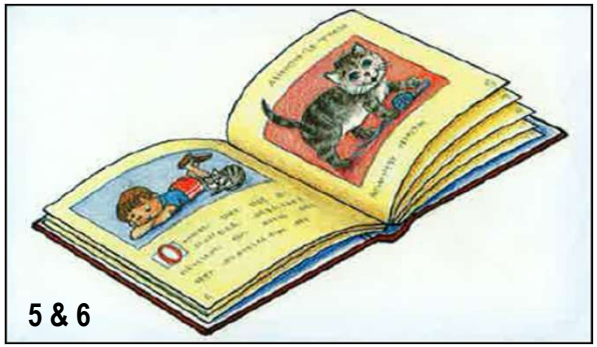
p2


1

2

3

4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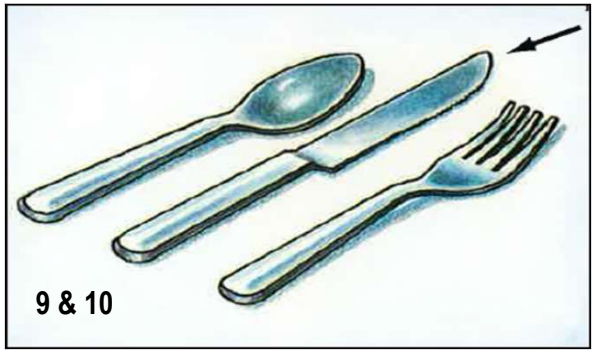
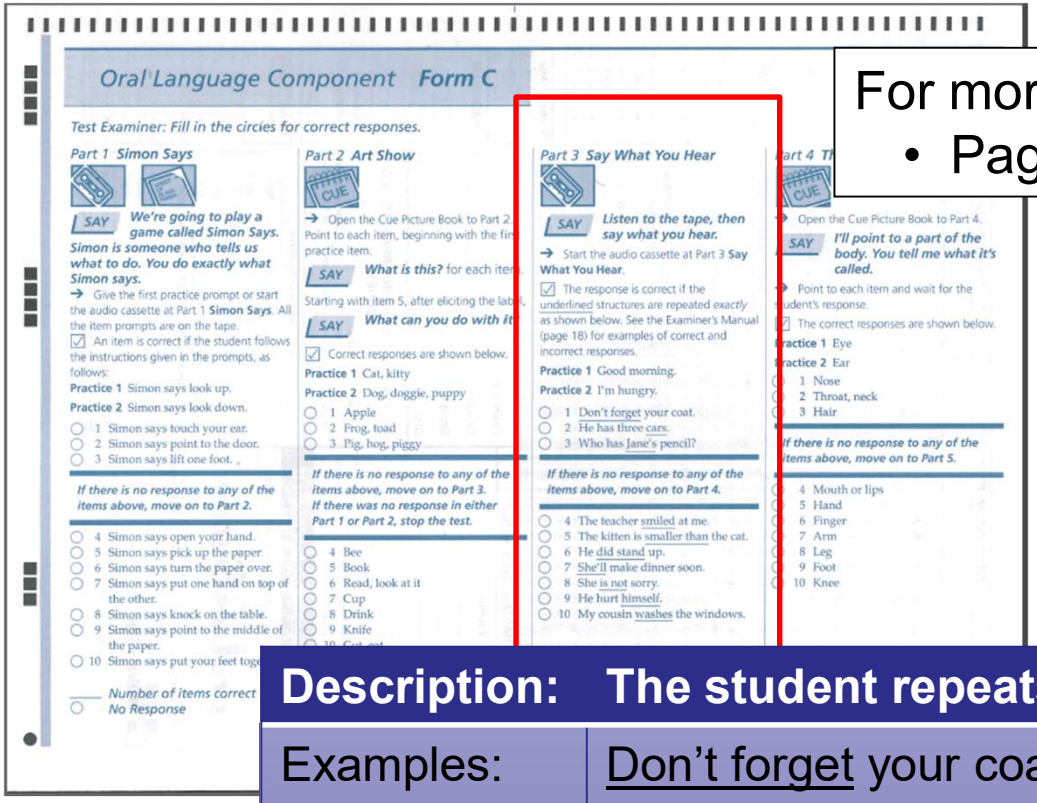

9 & 10

Part 3: Say What You Hear



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.*

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8 Simon says knock on the table.
9 Simon says point to the middle of the paper.
10 Simon says put your feet tog

___ *Number of items correct*
No Response

Part 2 Art Show

CUE

→ Open the Cue Picture Book to Part 2. Point to each item, beginning with the fir practice item.

SAY *What is this?* for each item.

Starting with item 5, after eliciting the lab

SAY *What can you do with it*

☑ Correct responses are shown below.

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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 Read, look at it
7 Cup
8 Drink
9 Knife

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 cars.
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.

art 4 Th

CUE

→ 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.

ractice 1 Eye

ractice 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 17 of the Examiner's Manual

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

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Say What You Hear Scoring Examples

- Refer to Page 18 of the Examiner's Manual

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

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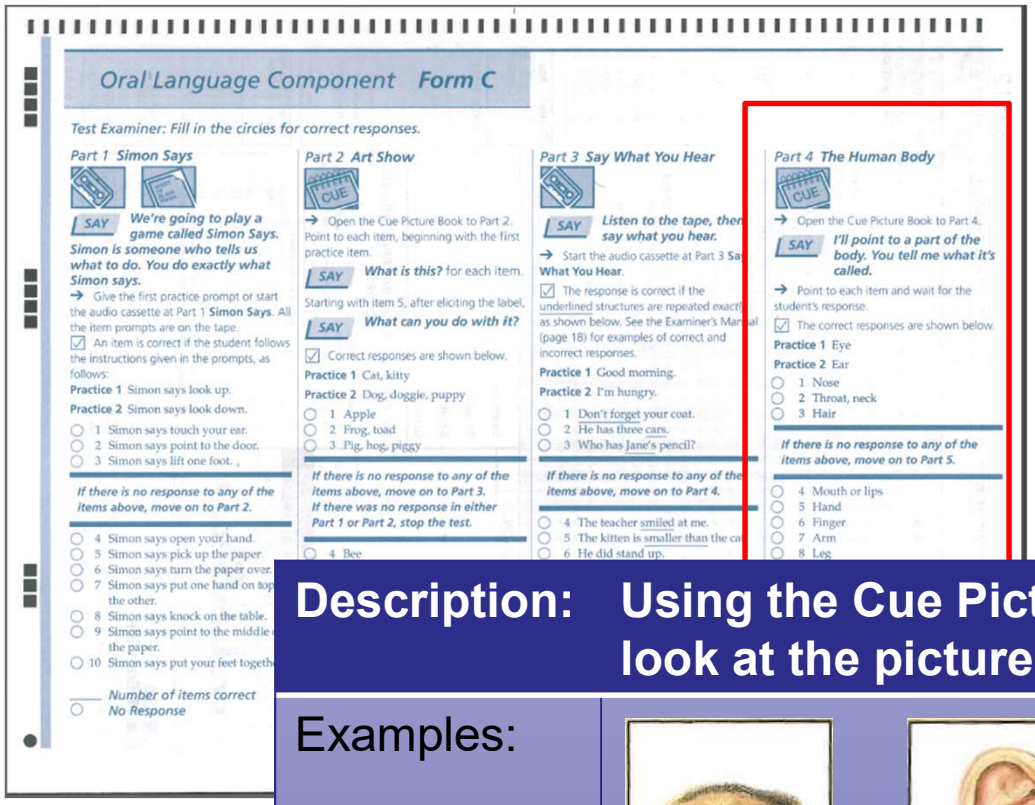
Part 4: The Human Body



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

→ 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 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

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 cars.
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 ca
6 He did stand up.

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

Refer to:

- Page 20 of the Examiner's Manual

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

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Part 4: The Human Body Prompts

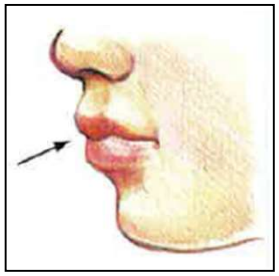
p1

p2

1

2

3



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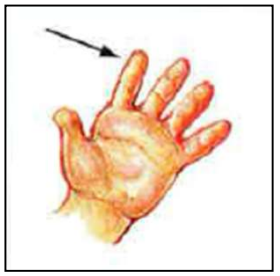

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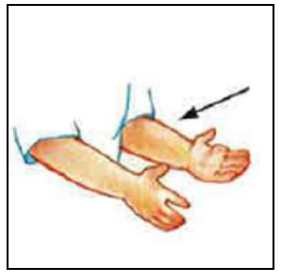

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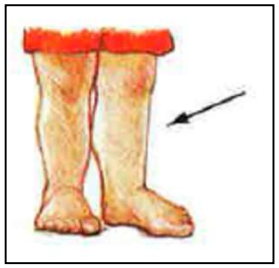

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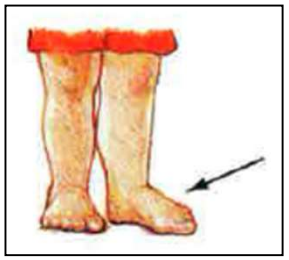

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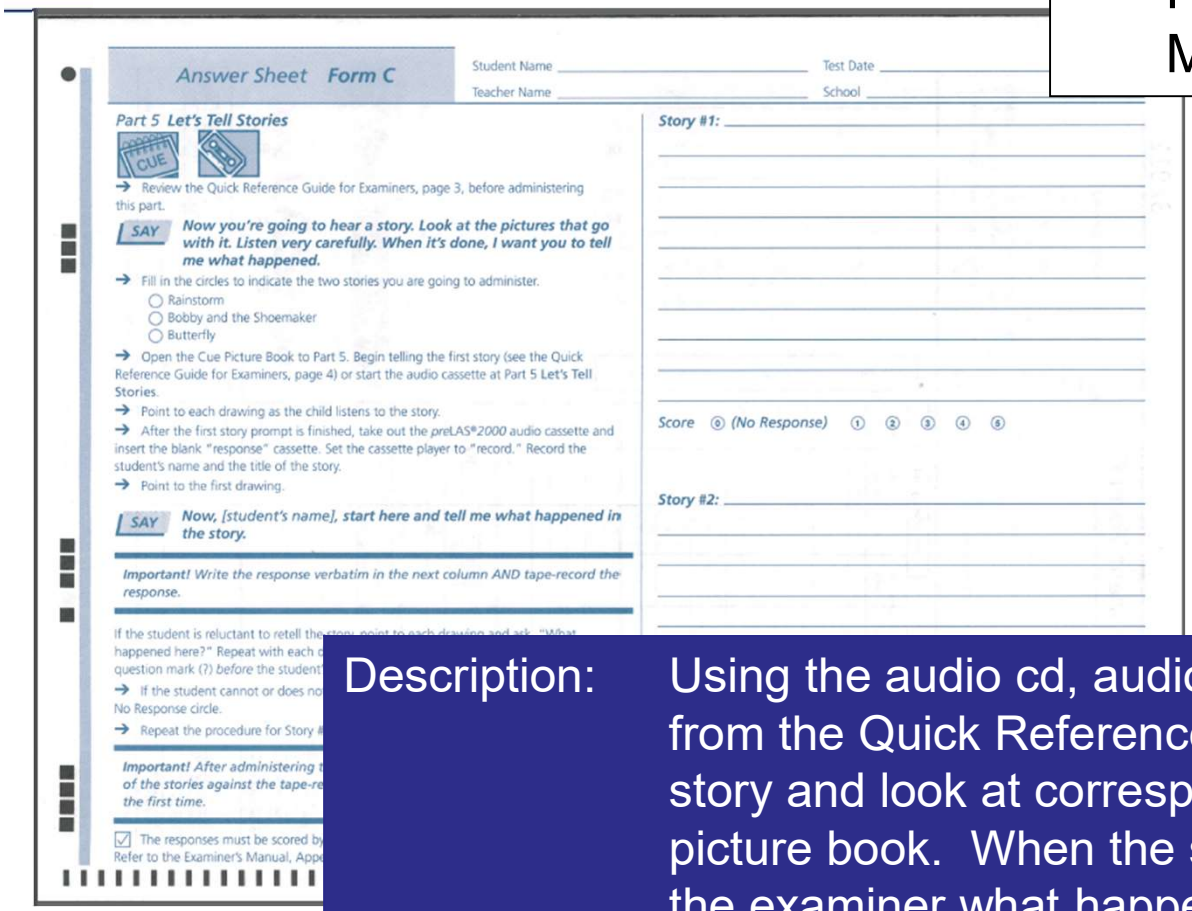
Part 5: Let's Tell Stories

Refer to:

- Page 21 of the Examiner's Manual



Answer Sheet Form C

Student Name _____ Test Date _____

Teacher Name _____ School _____

Part 5 Let's Tell Stories

CUE

→ 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
- ○ Bobby 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 *preLAS®2000* 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 d... question mark (?) *before* the student...

→ If the student cannot or does no... No Response circle.

→ Repeat the procedure for Story #...

***Important!** After administering t... of the stories against the tape-re... the first time.*

☑ The responses must be scored by... Refer to the Examiner's Manual, Appe...

Story #1: _____

Score ⓪ (No Response) ① ② ③ ④ ⑤

Story #2: _____

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

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Open Your Handouts and Worksheets packet – Page 2

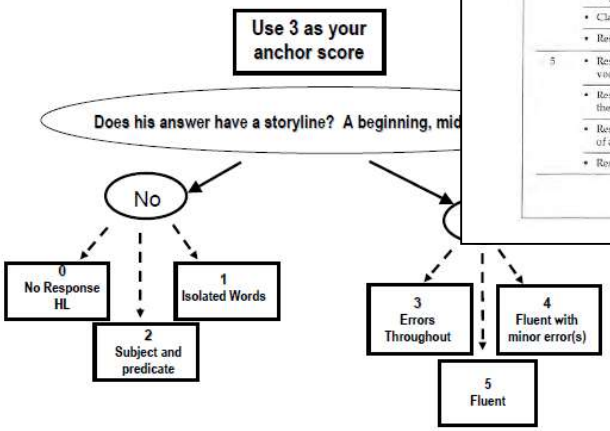
preLAS and LAS Links
Paper Administration Training
Handouts & Worksheets

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

Score	Characteristics of the Story Response
0	• No response. • No response in English. • Entire response is in a language other than English.
1	• Response may be only one word in English. • Response may be only isolated words, phrases, or verbal expressions such as "Good morning" or "How are you?" • Response has no sentence structure. • Response may include some non-English words.
2	• Response contains at least one sentence. • Response is in phrases or simple sentences (with a subject and a predicate) that are difficult to associate with a story line. • Response is often full of repetitions and unconnected ideas. • Response may include some non-English words.
3	• Response contains a recognizable story line or string • Response, no matter how skillfully constructed or co • Sentences are longer and more coherent than Score 2 • Response may contain many hesitations. • Response may include some non-English words.
4	• Response is a recognizable version of a story in cohe • Sentence construction is usually simple, often a list of • Response may include hesitations or digressions that • Errors made are typical among proficient speakers of English and do not detract from basic fluency. • Clauses are often joined by "and," "then," or "and th • Response may include an occasional non-English wor
5	• Response is fluent, articulate, and elaborated with de • Response includes a variety of adverbs and transition • Response may contain one or two minor errors comm • Response may include an occasional non-English wor

HOLISTIC SCORING

Scoring: Let's Tell Sto



preLAS Speaking Scoring Calibration Practice
Grades preK3 - Kindergarten

Story: RAINSTORM

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

#	Sample Response	Score	Prompt
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."		

Story: BOBBY AND THE SHOEMAKER

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

#	Sample Response	Score	Prompt
1	Black shoe, blue, red. Good morning. Thank you.		
2	Bobby's shoe have a, what? Hole in it. He go to the fake to her to him he help it and he fix the shoe and he was very happy he help him clean his house. He fix his shoe. He was very happy.		
3	One day is boy, oh is my shoes. And Bobby, "No, I can't do it to you." Bobby in house is clean-up time and Bobby, is your shoes good, Bobby.		
4	One day Bobby sat. He looked on his shoe was a hole in it, so he go to the fixer and he say, "I don't have time to..." I forgot. He say, "I can help you do my shoe." Then when it was lunchtime he look on his shoe was brand new and was the same when he have.		
5	I am holding my shoes. I'm gonna help you.		
6	One day when Bobby woke up, he said, "Oh, oh, I have a hole in my shoe." So Bobby went to the shoemaker and the shoemaker said, "I can't help you now." So Bobby went home and he had to clean, and then after dinner his shoe was fit.		

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Table 2

Description of Scoring Levels for **Let's Tell Stories**

Score	Characteristics of the Story Response
0	• No response.
	• No response in English.
	• Entire response is in a language other than English.
1	• Response may be only one word in English.
	• Response may be only isolated words, phrases, or verbal expressions such as "Good morning" or "How are you?"
	• Response has no sentence structure.
	• Response may include some non-English words.
2	• Response contains at least one sentence.
	• Response is in phrases or simple sentences (with a subject and a predicate) that are difficult to associate with a story line.
	• Response is often full of repetitions and unconnected ideas.
	• Response may include some non-English words.
3	• Response contains a recognizable story line or string of connected thoughts, although detail may be minimal.
	• 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.)
	• Sentences are longer and more coherent than Score 2 responses.
	• Response may contain many hesitations.
	• Response may include some non-English words.
4	• Response is a recognizable version of a story in coherent, fluent sentences.
	• Sentence construction is usually simple, often a list of events told in plain vocabulary.
	• Response may include hesitations or digressions that do not impede the narrative.
	• Errors made are typical among proficient speakers of Standard American English and do not detract from basic fluency.
	• Clauses are often joined by "and," "then," or "and then."
	• Response may include an occasional non-English word.
5	• Response is fluent, articulate, and elaborated with detailed sequence, vivid vocabulary, and complex constructions.
	• Response includes a variety of adverbs and transitional signals ("First," "So then," "and after that," "because," "Finally," etc.).
	• Response may contain one or two minor errors commonly heard in speech of articulate, proficient speakers of Standard American English.
	• Response may include an occasional non-English word.

"I don't know"

Isolated Words

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

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Speaker Notes – Scoring: Let's Tell Stories

Use 3 as your anchor score

Does his answer have a storyline? A beginning, middle and end?

No

- **0** No Response HL
- **1** Isolated Words or "I don't know"
- **2** Subject and predicate

Yes

- **3** Errors Throughout
- **4** Fluent with minor error(s)
- **5** Fluent

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Let's Tell Stories Scoring Practice

Story: RAINSTORM

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

#	Sample Response	Score	Prompt
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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preLAS

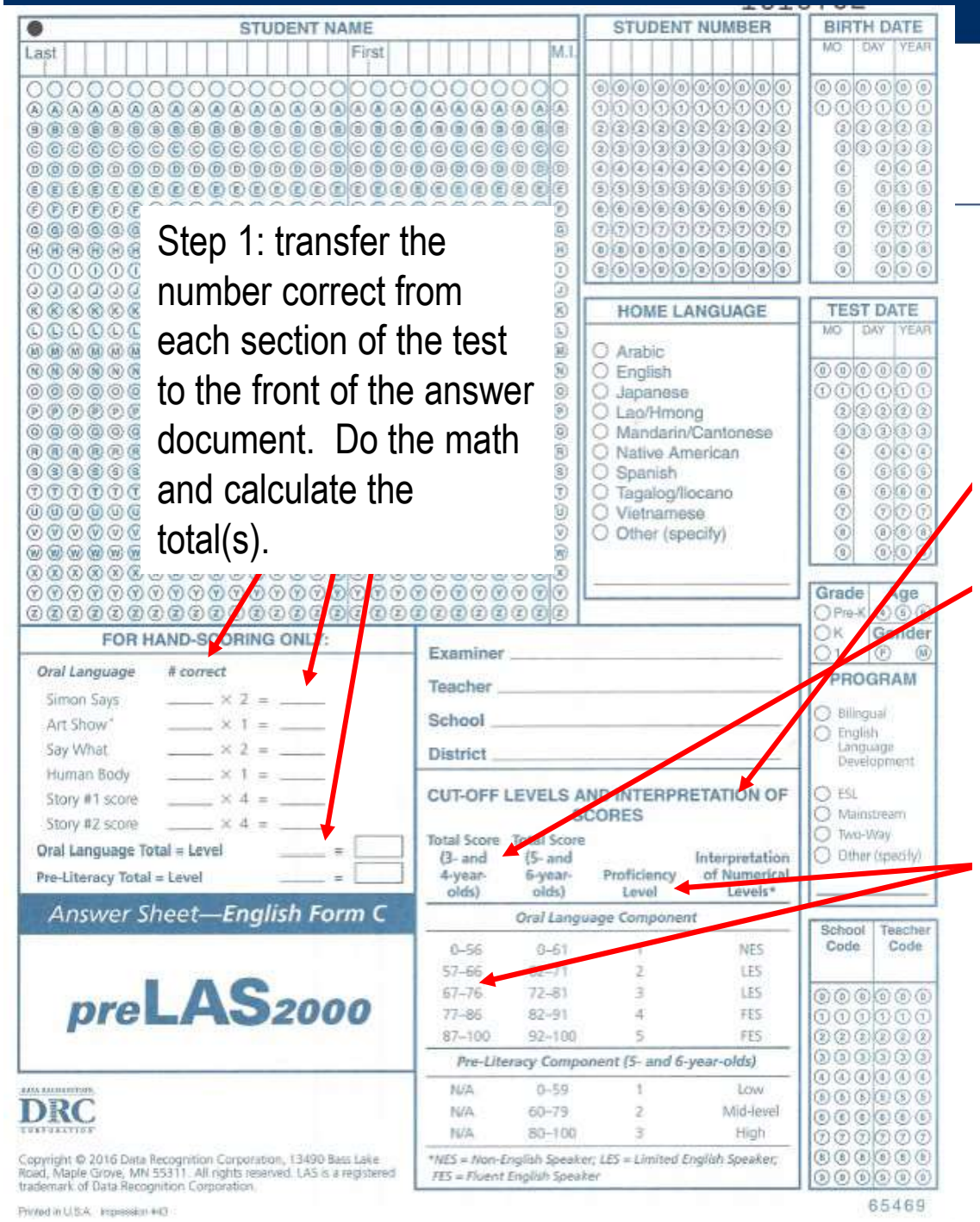
Training Part 3: Tabulating, Reporting and Interpreting the preLAS Scores

LAS Links®

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 and Federal Guidelines	
preK3, preK4, Kindergarten	• If a student receives a 1, 2 or 3 Oral Language proficiency level, they are to be classified as an English learner. • If a student receives a 4 or 5 Oral Language proficiency level – they are to be considered Fluent - not to be identified as an English learner.



- 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.

FOR HAND-SCORING ONLY:

Oral Language	*# correct*			
Simon Says	3	× 2	=	6
Art Show	2	× 1	=	2
Say What	1	× 2	=	2
Human Body	4	× 1	=	4
Story #1 score	2	× 4	=	8
Story #2 score	1	× 4	=	4
Oral Language Total = Level			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*
Oral Language Component			
0–56	[illegible]	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
Pre-Literacy Component (5- and 6-year-olds)			
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

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Example, if a 4 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.

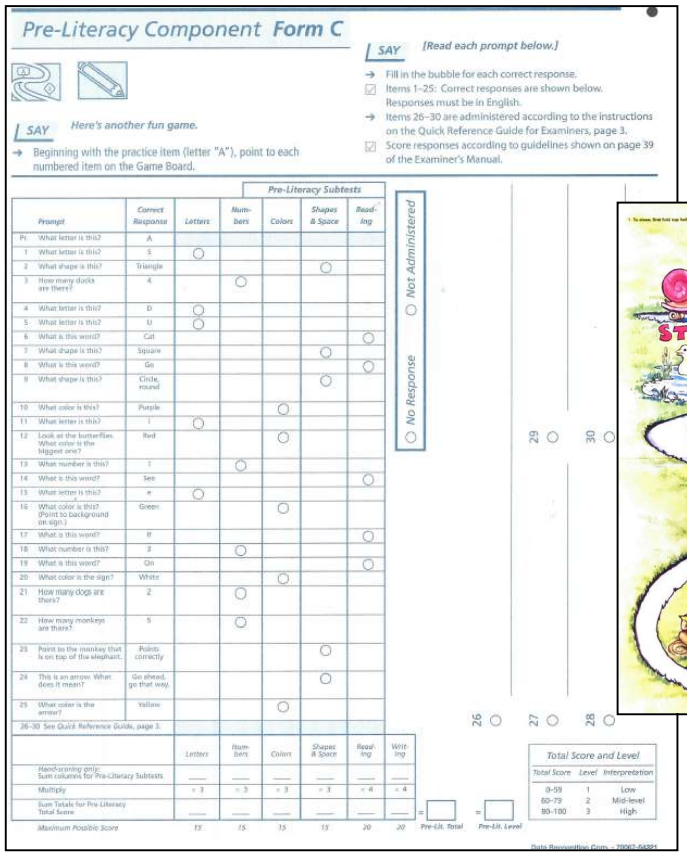
Scores Used to Determine Proficiency

- As a reminder, for preLAS (preK3, preK4 and Kindergarten):

Per State and Federal Guidelines	
preK3, preK4, Kindergarten	• If a student receives a 1, 2 or 3 Oral Language proficiency level, they are to be classified as an English learner. • If a student receives a 4 or 5 Oral Language proficiency level – they are to be considered Fluent - not to be identified as an English learner.

preLAS pre-Literacy Component

The pre-literacy component is available on the back of the test and is an optional component, but it
DOES NOT FACTOR INTO ENGLISH LEARNER IDENTIFICATION


Pre-Literacy Component **Form C**

SAY *[Read each prompt below.]*

→ Fill in the bubble for each correct response.
☑ Items 1–25: Correct responses are shown below. Responses must be in English.
→ Items 26–30 are administered according to the instructions on the Quick Reference Guide for Examiners, page 3.
☑ Score responses according to guidelines shown on page 39 of the Examiner's Manual.

SAY *Here's another fun game.*

→ Beginning with the practice item (letter "A"), point to each numbered item on the Game Board.

Pre-Literacy Subtests

Pr.	What letter is this?	A						
1	What letter is this?	S	○					
2	What shape is this?	Triangle				○		
3	How many ducks are there?	4		○				
4	What letter is this?	D	○					
5	What letter is this?	U	○					
6	What is this word?	Cat					○	
7	What shape is this?	Square				○		
8	What is this word?	Go					○	
9	What shape is this?	Circle, round				○		
10	What color is this?	Purple			○			
11	What letter is this?	I	○					
12	Look at the butterflies. What color is the biggest one?	Red			○			
13	What number is this?	1		○				
14	What is this word?	See					○	
15	What letter is this?	e	○					
16	What color is this? (Point to background on sign.)	Green			○			
17	What is this word?	If					○	
18	What number is this?	3		○				
19	What is this word?	On					○	
20	What color is the sign?	White			○			
21	How many dogs are there?	2		○				
22	How many monkeys are there?	5		○				
23	Point to the monkey that is on top of the elephant.	Points correctly				○		
24	This is an arrow. What does it mean?	Go ahead, go that way.				○		
25	What color is the arrow?	Yellow			○			
26–30	See Quick Reference Guide, page 3.							
			Letters	Numbers	Colors	Shapes & Space	Reading	Writing
	Hand-scoring only: Sum columns for Pre-Literacy Subtests		___	___	___	___	___	___
	Multiply		× 3	× 3	× 3	× 3	× 4	× 4
	Sum Totals for Pre-Literacy Total Score		___	___	___	___	___	___
	Maximum Possible Score		15	15	15	15	20	20

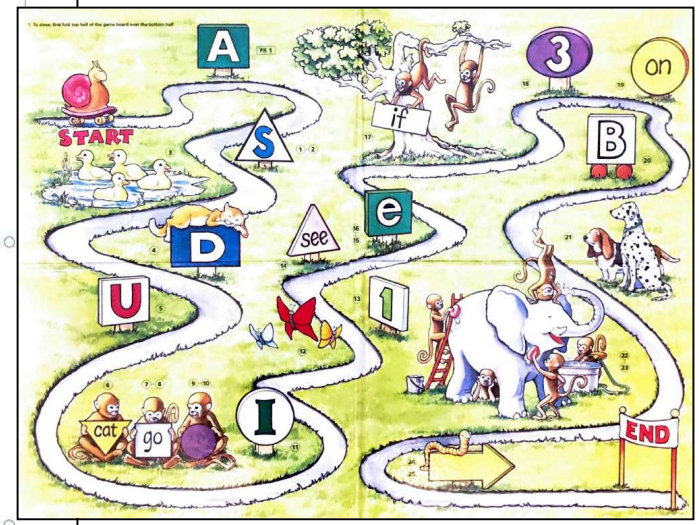
= Pre-Lit. Total ___ = Pre-Lit. Level ___

Not Administered ○
No Response ○

26 ○ 27 ○ 28 ○ 29 ○ 30 ○

Total Score and Level

Total Score	Level	Interpretation
0–59	1	Low
60–79	2	Mid-level
80–100	3	High



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