



Coordinator and Proctor Training Agenda

- ✓ **Training Part 1:** Pretest activities (preparing to test)
- ✓ **Training Part 2:** Proctoring the test (student experience)
- ✓ **Training Part 3:** Post test activities (scoring and reporting)

DATA RECOGNITION
DRC
CORPORATION



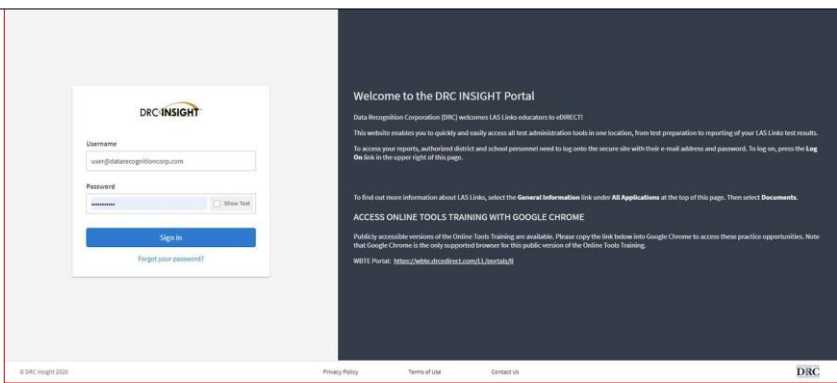
Training Part 1: Pre-Test Activities

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



Access the DRC INSIGHT Portal

www.drctedirect.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.



A photograph of four young women of diverse ethnicities standing together outdoors, smiling at the camera. They are dressed in casual clothing like jackets and sweaters. The background is a soft-focus outdoor setting.

-
- The screenshot shows an email interface with a header containing the date 'Thu 12/6/2016 9:31 AM' and the sender information 'no-reply@datarecognitioncorp.com'. The main body of the email starts with 'Welcome to the DRC Portal'. Below this, there are three callout boxes connected by red arrows. The first box points to the sender's name 'Yanez, Shetal'. The second box points to the username 'shetal.yanez@ctb.com'. The third box points to a blue button labeled 'Hot link to activate account.'. The email text itself says 'Your Username will be shetal.yanez@ctb.com.' and 'Please click here to activate your account and choose your password or copy and paste this link into your browser: https://www.droefirect.com/all/eca-portal-us/activate-account?token=eyJhbGciOiJIUzI1NiIsInR5cCI6IkpXVCJ9.eyJ1IjE2VWVmPzZSI6ImNoZXRBbC5SYWtlekBgIGlnY29lcmVudGF0eXN0dXcgMjE0NiQ1LCEtHAIoEjEODDEwMDI5bmZyZWY1YSkiemMtHkkmVzZQZCZlZmVhOWh0KhQumKFCNC3AGfFLEtQ4MLUEIOUNCG1dQUiCNj4RENGNTgicifQ.xH2rw_BANzyIafV8nuzZYr94vmRD4cKaMOCl9pPE7ZAuS4-yvbi1ppHvgzMBP1RV6brBpiAbwJS9FWMyfs_A5MK1YRMjr_XZLPj0AwSp-symVL_G3ndpHRIN2_E5tbU6KqIVbgalILlpBOWIA5Gufsloua24ZPhRNQUS_38FwumRRXvmyPUrppl1xYvnxmAd_rGUIN2qXWdh727PdSczGxxCKOFU3PQxtbwS-UsoIobPD4Zh1qbEYORNNXoEI0Hw2ElEtSiRbuOnISQnukJ5SeDiS9-FYr5p683-jL2xYvCexWQ7Sc4'. At the bottom, there is a signature block for 'Data Recognition Corporation' and a 'Responsible Sign' field.
- Thu 12/6/2016 9:31 AM
- no-reply@datarecognitioncorp.com
- Welcome to the DRC Portal
- Yanez, Shetal
- Greeting
- Username is your email address.
- Your Username will be [shetal.yanez@ctb.com](#).
- [Hot link to activate account.](#)
- Please click [here](#) to activate your account and choose your password or copy and paste this link into your browser:
- [https://www.droefirect.com/all/eca-portal-us/activate-account?](https://www.droefirect.com/all/eca-portal-us/activate-account?token=eyJhbGciOiJIUzI1NiIsInR5cCI6IkpXVCJ9.eyJ1IjE2VWVmPzZSI6ImNoZXRBbC5SYWtlekBgIGlnY29lcmVudGF0eXN0dXcgMjE0NiQ1LCEtHAIoEjEODDEwMDI5bmZyZWY1YSkiemMtHkkmVzZQZCZlZmVhOWh0KhQumKFCNC3AGfFLEtQ4MLUEIOUNCG1dQUiCNj4RENGNTgicifQ.xH2rw_BANzyIafV8nuzZYr94vmRD4cKaMOCl9pPE7ZAuS4-yvbi1ppHvgzMBP1RV6brBpiAbwJS9FWMyfs_A5MK1YRMjr_XZLPj0AwSp-symVL_G3ndpHRIN2_E5tbU6KqIVbgalILlpBOWIA5Gufsloua24ZPhRNQUS_38FwumRRXvmyPUrppl1xYvnxmAd_rGUIN2qXWdh727PdSczGxxCKOFU3PQxtbwS-UsoIobPD4Zh1qbEYORNNXoEI0Hw2ElEtSiRbuOnISQnukJ5SeDiS9-FYr5p683-jL2xYvCexWQ7Sc4)
- Thank you,
- Data Recognition Corporation
- Responsible Sign
- Please note: This email was sent from an auto-notification system that cannot accept incoming email. Please do not reply to this message.

A photograph of four young women of diverse ethnicities smiling and standing together outdoors. From left to right: a woman with long dark hair wearing a tan jacket, a woman with short blonde hair wearing a grey shirt, a woman with curly dark hair wearing a blue jacket, and a woman with long dark hair wearing a pink shirt. They are all looking towards the camera.

Activate Account

* required

New Password *

Confirm New Password *

Activate Account



Logging into the Portal



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.





Security Agreement

DRC INSIGHT LAS LINKS
Welcome [User] 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/foia/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).

Accept Security Agreement
☐ I hereby acknowledge that I have read and understand the terms of the Security and Confidentiality Agreement.*
Confirm Accept





Professional Learning Courses

- Click on MY APPLICATIONS >> Professional Learning:

DRC INSIGHT LAS LINKS
MY APPLICATIONS

GENERAL INFORMATION
General Information

ADMINISTRATION SETUP
Administration Setup

TECHNOLOGY
Central Office Services

TEST ADMINISTRATION
User Management
Student Management
Test Management
Student Group Management
Test Administrator Management

SCORING AND REPORTING
Report Delivery
Educator Scoring
Interactive Reporting

Professional Learning
Professional Learning

Menu under All Applications at the top of the page or contact your LAS Links support person.

Google Chrome to access these pages.

WBTE Portal: <https://wbte.drcdirect.com/LL/portals/1/>




A photograph of three young women with diverse backgrounds smiling together. The woman on the left has blonde hair and is wearing a grey sweater. The woman in the middle has dark curly hair and is wearing a blue jacket over an orange shirt. The woman on the right has dark hair and is wearing a pink shirt. They are all smiling and looking towards the camera.

DATA RECOGNITION
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A photograph of three young women with diverse backgrounds smiling together. The woman on the left has blonde hair and is wearing a grey sweater. The woman in the middle has dark curly hair and is wearing a blue jacket over an orange shirt. The woman on the right has dark hair and is wearing a pink shirt. They are all smiling and looking towards the camera.

*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.

- DATA RECOGNITION
DRC
CORPORATION

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.

 LAS Links Español Calibration Training Modules	 LAS Links Online Assessments 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

Your name here.

Congratulations on completing the professional learning course:

preLAS Administration Training

You are now certified to administer and score the preLAS Assessment.

Data Recognition Corporation
June 16, 2019





Training Part 1: Pre-Test Activities

Activity 2:

Adding (registering) Students in the
INSIGHT portal



Student Management Add/View/Edit

DRC INSIGHT LAS LINKS MY APPLICATIONS

- GENERAL INFORMATION
 - General Information
- ADMINISTRATION SETUP
 - Student Management**
 - Administration Setup
- TECHNOLOGY
 - Central Office Services
- TEST ADMINISTRATION
 - User Management
 - Test Management
 - Student Group Management
 - Test Administrator Management
- SCORING AND REPORTING
 - Report Delivery
 - Educator Scoring
 - Interactive Reporting
- Professional Learning
 - Professional Learning

WBTE Portal: <https://wbte.drceidirect.com/LL/portals/1/>

DRC CORPORATION **LAS Links**

Adding Students One-by-One

DRC INSIGHT LAS LINKS Welcome [Trigger] Log Out

Manage Students

Administration LAS Links District: SAMPLE DISTRICT - 99998 School: CSP SAMPLE - 22222

Last Name: [Text Field] First Name: [Text Field] Student ID: [Text Field]

Accommodation LAS Links Form: [Text Field] Grade: [Text Field] Student Group: [Text Field] Online Test Status: [Text Field]

Find Students **Clear**

Last Name	First Name	Student ID	Date Of Birth	Grade	Action
Student	Sample	123456789	10/25/2004	07	[Edit]

Page 1 of 1 (1 item) < Prev 11 Next >

Add Student **Export to Excel** **Download Students** **Update Accommodations**

DRC CORPORATION

Adding Students One-by-One



Add Student

[Instructions](#)

* Indicates required fields

Last Name * First Name * Middle Initial Student ID *

Student * Sample * 123456789 *

Student Detail Accommodations Demographics Student Groups Testing Codes

Administration District School

LAS Links * SAMPLE DISTRICT - 99998 * CSP SAMPLE - 22222 *

Date of Birth * Grade * Gender *

10/25/2004 * 07 * Male *

(mm/dd/yyyy)

Any cell with an asterisk* next to it is required student information.

If you do not have a student ID number established by the time you are testing the student, one recommendation is to enter a temporary ID number and once the student ID is available, find the student, click edit and update the student ID. Student IDs must be unique throughout your district therefore a suggested temporary ID would be "temp01[schoolname]"

Save Save & Add Another Cancel

Student Management Find and Edit Students



Student Management

[Find and Edit Students](#)

DRC INSIGHT LAS LINKS

All Applications ▾

Student Management Manage Students Student Status Dashboard Student Status

Manage Students

Manage Students Upload Multiple Students

[Instructions](#)

* Indicates required fields

Administration District School

LAS Links * SAMPLE DISTRICT - 99998 * CSP SAMPLE - 22222 *

Last Name First Name Student ID

Accommodation LAS Links Form Accommodation Type Accommodation

Grade Demographic Teacher

Student Group LAS Links Form Session

Online Test Status Session Assignment

Find Students Clear

Students

Last Name	First Name	Student ID	Date Of Birth	Grade	Action
Student	Sample	123456789	10/25/2004	07	

View/Edit

Action

- To see a roster of all students rostered in INSIGHT
 - Choose "all" from the drop down menu
- To see a roster of all students at a School
 - Choose the School from the dropdown menu
- To find a particular student:
 - Fill the one or more of the search fields (ie Name and/or Student ID)
- Click Find Students
- Roster will appear below

Student Management Accommodations



Add Student

Instructions

* Indicates required fields

Last Name * First Name * Middle Initial Student ID *

Student Detail Accommodations Demographics Student Groups Testing Codes

If more than one category of accommodations is used for content area, fill in the highest category used. (Category 3 is the highest.)

Type	Accommodation	English Form A	English Form B	English Form C	English Form D	English Form E	English Form F
Online	Text-to-Speech	☒	☒	☒	☒	☒	☒
Category	Reading - Category 1			☐	☐	☐	☐
Category	Reading - Category 2			☐	☐	☐	☐
Category	Reading - Category 3			☐	☐	☐	☐
Category	Listening - Category 1			☐	☐	☐	☐
Category	Listening - Category 2			☐	☐	☐	☐
Category	Listening - Category 3			☐	☐	☐	☐
Category	Speaking - Category 1			☐	☐	☐	☐
Category	Speaking - Category 2			☐	☐	☐	☐

Save Save & Add Another Cancel

Per the TEA: Accommodations may only be utilized during tested if the accommodations are listed on a student's IEP.

TEA Guidance regarding assessing Deaf/Hard of Hearing students can be found at:

Video: <https://www.youtube.com/watch?v=tUTjNII33go&feature=youtu.be>

PPT: <https://tea.texas.gov/sites/default/files/LPAC%20-%20Deaf-HH%20Guidance%20November%202019.pdf>

Student Management Adding Demographics



Please note, student demographic data will only be included in Interactive Reporting (an additional purchase), not the OnDemand report, when you add this information to the INSIGHT portal.

Add Student

Instructions

* Indicates required fields

Last Name * First Name * Middle Initial Student ID *

Student Detail Accommodations Demographics Student Groups Testing Codes

Ethnicity (Eng. A or B)

Hispanic/Latino (Esp. A)

Ethnicity (Eng. C or D, Esp. B)

Hispanic/Latino (Eng. C or D, Esp. B)

☐ Race - American Indian or Alaskan Native

☐ Race - Asian

☐ Race - Black or African American

☐ Race - Native Hawaiian or Other Pacific Islander

☐ Race - White

Save Save & Add Another Cancel

Student Management: Multiple Student Upload (MSU)

Welcome [User] Log Out

All Applications >

Student Management
Manage Students
Student Lookup
Student Status Dashboard

Manage Students

Manage Students
Upload Multiple Students

Download the **File Layout (PDF document)** and **Sample File (CSV Text File)**.

Instructions

* Indicates required fields

Administration
LAS Links

District
(Select)

School
(All)

File
Browse...

Upload

District Name	District Code	State Abb	School Name	School Code	Grade	Last Name	First Name	Middle In	Date of Birth	Gender	Student ID
	999999			999999	7	TESTER	STUDENT		1/1/1990	M	9999991
	999999			999999	8	TESTER 1	STUDENT		1/1/1990	M	9999992
	999999			999999 K		TESTER-2	STUDENT		1/1/1990	M	9999993
	999999			999999	2	TESTER3	STUDENT1		1/1/1991	O	9999994
	999999			999999	5	TESTER4	STUDENT-A		1/1/1991	F	9999995
	999999			999999	7	TESTER'S	STUDENT 2		1/1/1992	F	9999996

Caution: DO NOT utilize the MSU to edit students' first and last names, IDs, nor DOB. If you change any of these via the MSU, you will create a duplicate student. Only use "edit student" to change these elements.

Require cells are highlighted.

District Code and School Code can be found by clicking on the District and School tabs above.

If you are a large district and need a list of your school codes (as opposed to using the drop down school list), please contact Texas Tech Support.

Training Part 1: Pre-Test Activities

Activity 3:

Creating Test Sessions and Monitoring Student Progress

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
1 st Grade	- LAS Links Form A - Speaking and Listening Only - Available in Online or Paper formats
2 nd – 12 th Grade	- LAS Links Form A - Speaking, Listening, Reading and Writing - Available in Online or Paper formats
1 st – 6 th 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.



Test Management – Creating a Session



DRC INSIGHT LAS LINKS MY APPLICATIONS

GENERAL INFORMATION

- General Information

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TECHNOLOGY

- Central Office Services

TEST ADMINISTRATION

- User Management
- Student Management
- Test Management**
- Student Group Management
- Test Administrator Management

SCORING AND REPORTING

- Report Delivery
- Educator Scoring
- Interactive Reporting

Professional Learning

- Professional Learning

WBTE Portal: <https://wbte.drcdirect.com/LL/portals/11>

DRC CORPORATION **LAS Links**



Creating a Session

To add a session, choose the School (as applicable) from the drop down menu, then click Add Session, found at the bottom of the page.

Creating a Session

1. Uniquely name your session so you can easily search for it later
2. Choose the desired Level and Form
3. Choose from the available subtest
 - Note: subtests MUST be contained in the same session in order to generate composite scores
4. Students can only be added to assessments corresponding to their grade level
5. Highlight the students to be added to the session and click the blue right arrow to assign them to the session.

Creating Multiple Sessions

1. Click on Upload Multiple Test Sessions
2. Download the File Layout (for guidance)
3. Download the Sample File to add your sessions to be uploaded
4. Fill in the file according to the File Layout
5. Save the file then click browse to find the file
6. Click upload

Note: students must pre-exist at every grade band (1, 2-3, 4-5, 6-8, 9-12) to be able to utilize the Multiple Test Sessions upload file.



Generating Test Tickets Print All / Print Selected

To print all of the test tickets for the students in a test session, click the Print All Tickets icon () in the Action column of the Sessions Detail window for the test session.

District	School	Session Name	Assessment	Status	Begin Date	End Date	Scoring Option	Action
Sales and Training District	Brian Shedd Sales and Training School	SDHSD Eng 9-12 C	Grades 9-12 (Eng. C)	Completed	2/26/2018	1/9/2019	Educator Scored	
Sales and Training District	Brian Shedd Sales and Training School	Form C/4-5	Grades 4-5 (Eng. C)	In Progress	10/11/2017	12/31/2024	Educator Scored	
Sales and Training District	Brian Shedd Sales and Training School	English Form C, Grades 4-5	Grades 4-5 (Eng. C)	In Progress	10/11/2017	12/31/2024	Educator Scored	
Sales and Training District	Brian Shedd Sales and Training School	Espanol B/4-5	Grades 4-5 (Esp. B)	In Progress	10/11/2017	12/31/2024	Educator Scored	
Sales and Training District	Brian Shedd Sales and Training School	LVUSD 4-5 Esp B	Grades 4-5 (Esp. B)	In Progress	1/8/2018	1/9/2020	Educator Scored	



Test Tickets

LAS Links Student Test Roster

District: Sales and Training District
 School: Cara Quinn Sales and Training School
 LAS Links Form: English Form A
 Assessment: Grades 2-3 (Eng. A)
 Test Session: 2-3 EL Identification
 Test Session Window: 8/3/2020 to 5/28/2021

Completed	Accommodation(s)	Student Name	Date of Birth	Student ID	User Name	Password
☐	N/A	Garza, Charlie	7/23/2010	123453427		
☐	N/A	Hernandez, Felix	2/5/2012	10012345		
☐	N/A	Jeffrey, Ryan	10/12/2005	012345678		
☐	N/A	Kim, Robin				
☐	N/A	mary, garza				

Student Roster is for the administrator

LAS Links Online Test Ticket
 English Form A - Grades 2-3 (Eng. A)

Charlie Garza
 Date of Birth: 7/23/2010
 Accommodation(s): N/A
 Test Session Name: 2-3 EL Identification
 Student ID: 123453427
 Username: [redacted]
 Password: [redacted]

LAS Links Online Test Ticket
 English Form A - Grades 2-3 (Eng. A)

Felix Hernandez
 Date of Birth: 2/5/2012
 Accommodation(s): N/A
 Test Session Name: 2-3 EL Identification
 Student ID: 10012345
 Username: [redacted]
 Password: [redacted]

LAS Links Online Test Ticket
 English Form A - Grades 2-3 (Eng. A)

Ryan Jeffrey
 Date of Birth: 10/12/2005
 Accommodation(s): N/A
 Test Session Name: 2-3 EL Identification
 Student ID: 012345678
 Username: [redacted]
 Password: [redacted]

LAS Links Online Test Ticket
 English Form A - Grades 2-3 (Eng. A)

Robin Kim
 Date of Birth: 9/23/2015
 Accommodation(s): N/A
 Test Session Name: 2-3 EL Identification
 Student ID: 132870
 Username: [redacted]
 Password: [redacted]

Test Ticket is for the student

Editing a Test Session

To edit a test session, click the View/Edit icon (🔍) in the Action column. Once one student has started testing in that particular test session, the only edits you can make to a test session is to change the test session end date, add additional students to the session, or to remove students (who have not started testing) from the test session.

Show Sessions **Print All Tickets**

Sessions | Status Summary

*** Instructions**

District	School	Session Name	Assessment (English)	Status	Begin Date	End Date	Scoring Option	Action
Sales and Training District	Brian Shedd Sales and Training School	SDHSD Eng 9-12 C	Grades 9-12 (Eng. C)	Completed	2/26/2018	1/9/2019	Educator Scored	🔍 🗑️ 📄 📅 🔄
Sales and Training District	Brian Shedd Sales and Training School	Form C/4-5	Grades 4-5 (Eng. C)	In Progress	10/11/2017	12/31/2024	Educator Scored	🔍 🗑️ 📄 📅 🔄
Sales and Training District	Brian Shedd Sales and Training School	English Form C, Grades 4-5	Grades 4-5 (Eng. C)	In Progress	10/11/2017	12/31/2024	Educator Scored	🔍 🗑️ 📄 📅 🔄
Sales and Training District	Brian Shedd Sales and Training School	Espanol B/4-5	Grades 4-5 (Esp. B)	In Progress	10/11/2017	12/31/2024	Educator Scored	🔍 🗑️ 📄 📅 🔄
Sales and Training District	Brian Shedd Sales and Training School	LVUSD 4-5 Esp B	Grades 4-5 (Esp. B)	In Progress	1/8/2018	1/9/2020	Educator Scored	🔍 🗑️ 📄 📅 🔄

Add Session **Export to Excel** **Unlock Selected** **Unlock All** **Export Student Details** **Change to DRC Scored**

View/Edit icon (🔍) in the Action column

●●● Check the Status of a Test Session



1. Click on Test Management
2. Click on Manage Test Sessions
3. Click on Show Sessions
4. Click on Status Summary to see the over test session summary

All Applications ▾

Test Management Manage Test Sessions Manage Testing Windows

Test Sessions

Manage Test Sessions Upload Multiple Test Sessions

*** Instructions**

*** Indicates required fields**

Administration District School

LAS Links Sales and Training District - Brian Shedd Sales and Train

Last Name First Name Student ID

Session Test Administrator Scoring Option

(All) (All)

LAS Links Form Assessment

(All) (All)

Date Range FROM: Date Range TO:

Show Sessions Print All Tickets



Session Summary			
Status	Session Count		
Not Started	53		
In Progress	20		
Completed	3		

Student Summary			
Assessment	# of Students Not Started	# of Students In Progress	# of Students Completed
LAS Links Form: English Form A			
Grade 1 (Eng. A)	10	0	1
Grade 1 (Eng. A)	1	0	1
Grade 1 (Eng. A)	12	0	1
Grade 1 (Eng. A)	1	0	1
Grade K (Eng. A)	2	0	0
Grade K (Eng. A)	2	0	0
Grade K (Eng. A)	2	0	0
Grade K (Eng. A)	4	0	0
Grade 2-3 (Eng. A)	4	0	0
Grades 2-3 (Eng. A)	4	0	0
Grades 4-5 (Eng. A)	13	0	0
Grades 4-5 (Eng. A)	13	0	0
Grades 4-5 (Eng. A)	13	0	0
Grades 4-5 (Eng. A)	13	0	0
Grades 6-8 (Eng. A)	1	0	0
Grades 6-8 (Eng. A)	1	0	0
Grades 6-8 (Eng. A)	1	0	0
Grades 6-8 (Eng. A)	1	0	0
LAS Links Form: English Form C			
LAS Links Form: English Form D			
LAS Links Form: Spanish A			
Grade 1 (Esp. A)	0	0	1
Grade 1 (Esp. A)	1	0	0
Grade 1 (Esp. A)	0	0	1
Grade 1 (Esp. A)	0	0	1

●●● Student Status Dashboard



- Click on MY APPLICATIONS >> Student Management:

DRC INSIGHT LAS LINKS ▾ MY APPLICATIONS ▾

GENERAL INFORMATION

General Information

ADMINISTRATION SETUP

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Educator Scoring

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Professional Learning

Professional Learning

WBTE Portal: <https://wbte.drcdirect.com/LL/portals/11>

DRC CORPORATION LAS Links

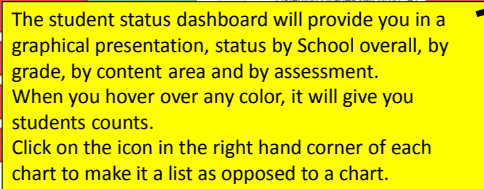
Choose Student Management from the My Applications Dropdown Menu

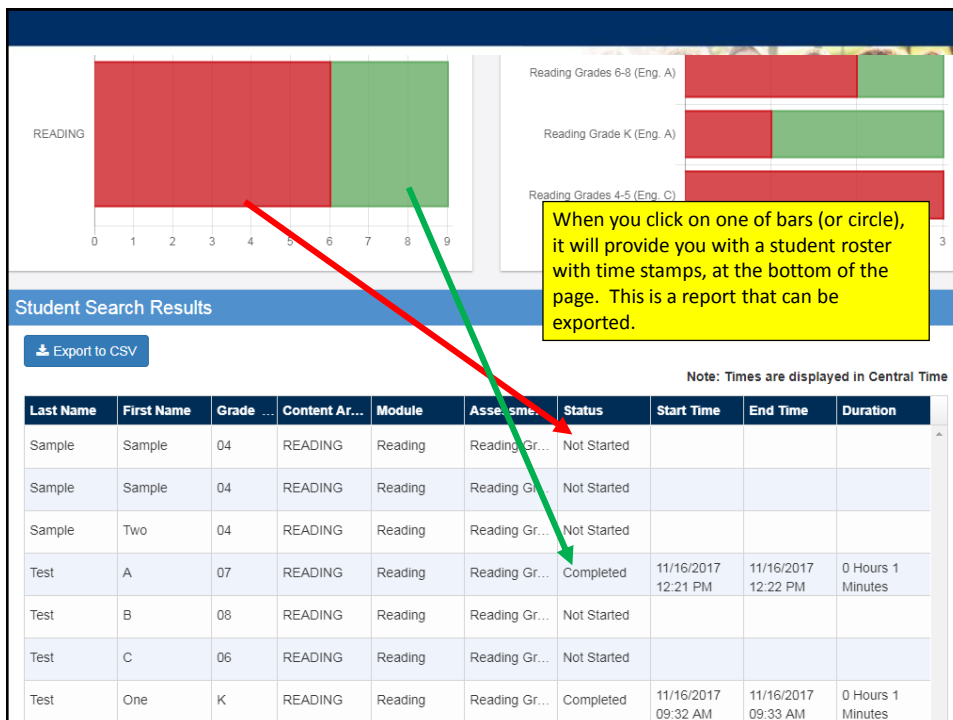


A photograph of four young women of diverse ethnicities smiling and standing together outdoors. From left to right: a young woman with long dark hair wearing a light-colored jacket, a young woman with blonde hair wearing a grey jacket, a young woman with curly dark hair wearing a blue jacket, and a young woman with dark hair wearing a pink top. They are all smiling warmly at the camera.

Under Student Management, click “select a site” and type in the school name.

Once the site is chosen, pick the “Testing ended after” date.

A photograph of four young women of diverse ethnicities smiling and standing together outdoors. From left to right: a woman with long dark hair wearing a tan jacket, a woman with blonde hair wearing a grey jacket, a woman with curly dark hair wearing a blue jacket, and a woman with dark hair wearing a pink top. They are all smiling warmly at the camera.



Training Part 2: Student Readiness and Proctoring the Test

Activity 1: The Student Practice Test

LAS Links Online: Student Practice Test



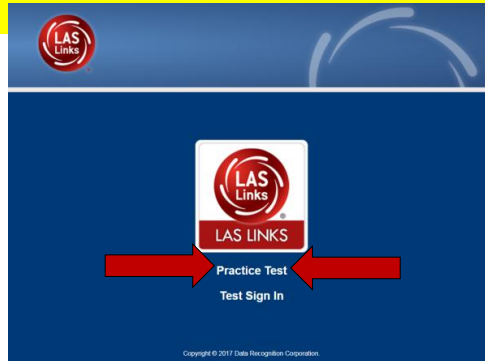
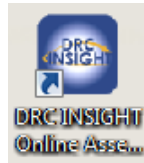
Practice Test: Highly recommended prior to live testing. Student technology readiness should be determined during the practice test.

Students may access the practice test two ways: click on the DRC INSIGHT app or using CHROME go to: <https://wbte.drcdirect.com/LL/portals/ll>

Note: do NOT give the student live test credentials (their test ticket) until they are ready to actually take the real test.

Student Access:

PC/MAC/iPAD/Chromebook



Training Tip(s) for the Practice Test



Have the link to the Practice Test open on another tab on your computer: <https://wbte.drcdirect.com/LL/portals/ll> and show it as a whole group –or– have each participant go to this URL, put their headsets on and take the practice test.

- If you take the trainees through the practice test(s) as a whole group, if you show the speaking domain, you will need a head set that you will plug in when you are prompted to record an answer.
- The embedded videos regarding the tools provided in each of the 4 domains are the same videos. Once the student has watched those videos and practiced with the tools during the first domain, they may skip the videos and the tools practice in the remaining domains and go straight to the specific domain practice items.





Training Part 2: Student Readiness and Proctoring the Test

Activity 2:
Proctoring Student Testing



LAS Links Online: Student Experience



When the student is ready to take the live test, he/she should be given the test ticket and should click on the DRC INSIGHT App installed on the student device.




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Stopping the Test due to Insufficient Language



Per the TEA:

- Students must be given the opportunity to attempt all assigned subtests per the requirements set forth for the purpose of the identification of English learners.
- At no time, can a student be labeled “unable to test due to language” without being allowed to attempt each subtest they are assigned.
- For each subtest, trained test administrators must give students as much time as they need, as long as they are working on the test.
- If, after a reasonable amount of time, a student appears to not be actively engaged in the subtest they are being presented, a trained test administrator may use his/her professional discretion and may stop the subtest and move the student on to the next subtest.
- Stopping the test must be documented and provided to the LPAC for consideration.



Ending Incomplete Tests



Test Sessions

Manage Test Sessions Upload Multiple Test Sessions

Instructions

* Indicates required fields

Administration District School

LAS Links (All) (All)

Last Name First Name Student ID

Session Test Administrator (All)

LAS Links Form Assessment (All) (All)

Show Sessions Print All Tickets

Sessions Status Summary

Instructions

Session Detail								
Select	District	School	Session Name	Assessment	Status	Begin Date	End Date	Action
☐	Sample District	Sample School	Breanna	Grades 4-5 (Eng. C)	Not Started	10/11/2017	12/31/2024	
☐	Sample District	Sample School	ENGAK	Grade K (Eng. A)	Not Started	10/11/2017	12/31/2024	
☐	Sample District	Sample School	ENGBK	Grade K (Eng. B)	Not Started	10/11/2017	12/31/2024	
☐	Sample District	Sample School	ENGCK	Grade K (Eng. C)	Not Started	10/11/2017	12/31/2024	
☐	Sample District	Sample School	ENGDK	Grade K (Eng. D)	Not Started	10/11/2017	12/31/2024	

1. To end an incomplete test, click the **Edit/Print Ticket Status** icon from the Session Detail window in the Action column for the test session. The details for the test session you selected display in the Testing Status window.

Ending Incomplete Tests



Testing Status

Instructions

Last Name: Status: (All) Status By Module: Listening Filter Clear

Testing Status - Breanna (Grades 4-5 (Eng. C) - Listening)

Select	Last Name	First Name	User Name	Password	Assessment	Status	Started	Completed	Action
☐	sq	br	BSQ1	SOME9871	LISTENING	Not Started			    

Action

Print Selected Print All End Incomplete Selected Tests Unlock Selected Unlock All Close

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Ending Incomplete Tests



Testing Status

Instructions

Last Name: Status: (All) Status By Module: Listening Filter Clear

Testing Status - Breanna (Grades 4-5 (Eng. C) - Listening)

Select	Last Name	First Name	User Name	Password	Assessment	Status	Started	Completed	Action
☐	sq	br	BSQ1	SOME9871	LISTENING	Not Started			    

Submit

? You are choosing to end an incomplete test. Are you sure?

End Incomplete Test Cancel

Print Selected Print All End Incomplete Selected Tests Unlock Selected Unlock All Close

DATA REPORTING
DRC
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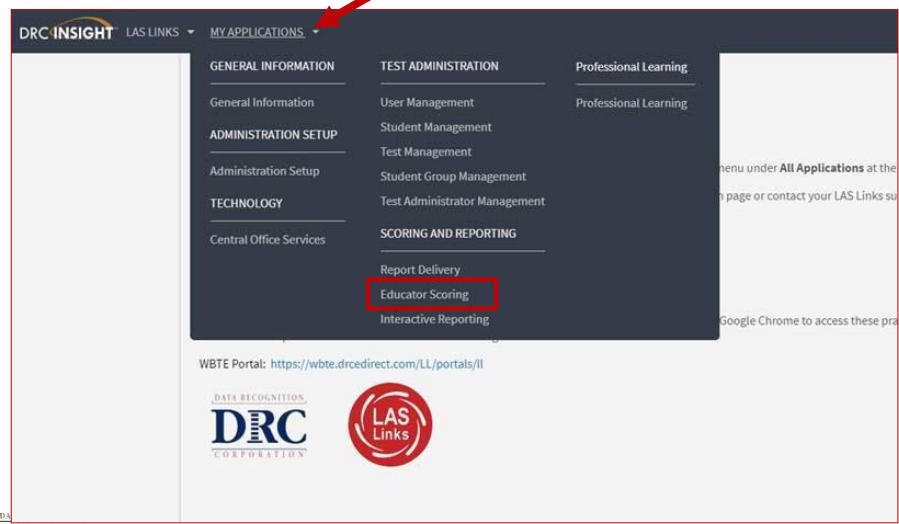
Training Part 3: Post Test Activities

Activity 1: Navigating Educator Scoring



● ● ● Educator Scoring





The screenshot shows the 'MY APPLICATIONS' dropdown menu. The 'Educator Scoring' option is highlighted with a red box. A red arrow points to the 'MY APPLICATIONS' header. The menu includes sections for General Information, Administration Setup, Technology, Test Administration, and Scoring and Reporting. The 'Educator Scoring' option is located under the 'SCORING AND REPORTING' section.

WBTE Portal: <https://wbte.drcdirect.com/LL/portals/1/>

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LAS Links

Educator Scoring

All Applications ▾

Scoring

[Instructions](#)

** Indicates required fields*

Administration

LAS Links

District

Sales and Training District -

School

Gina Davis Sales and Trainin

LAS Links Form

(Select)

(Select)

English Form A

English Form B

English Form C

English Form D

Espanol A

Espanol B

Assessment

(All)

Session

Session Detail

Session Name	Assessment	Session Status	Begin Date	End Date	Item Counts	Action
Choose from the above filters and click on 'Show Sessions' to view matching 'Sessions'						

All Applications ▾

Scoring

[Instructions](#)

** Indicates required fields*

Administration

LAS Links

District

Sales and Training District -

School

Gina Davis Sales and Trainin

LAS Links Form

Espanol A

Assessment

(All)

Session

Show Sessions

Session Detail

District	School	Session Name	Assessment	Session Status	Begin Date	End Date	Item Counts	Action
Sales and Training District	Gina Davis Sales and Training School	GDAVIS ESPANOL ALL SUBTESTS	Grades 2-3 (Esp. A)	Completed	11/8/2017	12/31/2024	0 available, 0 in process, 20 complete	
Sales and Training	Gina Davis Sales	GDAVIS TEST GR	Grades 2-3 / Esp			12/2024	20 available, 0 in process, 0 complete	

- Available = items that need to be scored
- In Process = items that have been scored and are processing through the scoring system
- Complete = items that processed correctly through the scoring system and are moving towards reporting

LAS LINKS

All Applications ▾

Scoring

[Instructions](#)

* Indicates required fields

Administration

LAS Links ▾ *

District

Sales and Training District - ▾ *

School

Gina Davis Sales and Trainin ▾

LAS Links Form

Espanol A ▾ *

Assessment

(All) ▾

Session

Show Sessions

Score by Student

Score by Session

DATA RECOGNITION
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Educator Scoring

Scoring Status

[Instructions](#)

Last Name

Filter Clear Refresh

Scoring Status - English Form A (Grades 2-3 (Eng. A))						
Last Name	First Name	Grade	Student ID	Content Area	Item Counts	Action
MCGUIRE	ALISON	03	1990	READING		
MCGUIRE	ALISON	03	1990	SPEAKING	17 available, 2 in process, 1 complete	
MCGUIRE	ALISON	03	1990	WRITING	5 available, 0 in process, 0 complete	

- Choose from the roster of students and content areas that have items available for scoring
- Click the "Score Student" icon in the Action column

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Action

When you clicked on the Action button (as shown in the previous slide) a new page will pop up taking you to a new URL.

IMPORTANT:
Be sure to enable popups from **scoring.drcedirect.com** so that you are able to complete scoring

Educator Scoring ELL030

01A Speaking Gr 01 Q857465

Project: ELL030

Lithocode: 990004805554

<< Prev

Current

Next >>

<< Prev Scoring Resource

Next Scoring Resource >>

Response

Scoring Resources

Scoring Resources Filter: Rubric

Submit

Exit Scoring

Question: 01A Speaking Gr 01 Q857465

0:00 / 0:03

Score 0 1

Utilize this naming convention to determine the item you are scoring. For this item, we are on: Item #1, Form A, Speaking, Grade 01

If scoring *Español* forms, "Speaking" will read as "Hablando"

Click here to download and save the student verbal response to your computer. This can only be done BEFORE you submit your score.

Educator Scoring ELL030

01A Speaking Gr 01 Q857465

Project: ELL030

Lithocode: 990004805554

<< Prev

Current

Next >>

<< Prev Scoring Resource

Next Scoring Resource >>

Response

Scoring Resources

Scoring Resources Filter: Rubric

Submit

Exit Scoring

Question: 01A Speaking Gr 01 Q857465

0:00 / 0:03

Score 0 1

Click the play button to hear the student response.

Click here to choose the score you are giving the student response.

Click Scoring Resources to access the item and rubric information.

Click submit when you are done giving this item a score.

26

Scoreboard

Scoreboard - Scoring Resources

[scoring.drctdirect.com/scoreboard#/educatorScoring/592030](#)

Educator Scoring ELL030

03A Speaking Gr 01 Q857467

Project: ELL030

Lithocode: 990006322212

Scoring Resources: Showing 1 of 1

Scoring Resource Type: Rubric

<< Prev

Current

Next >>

<< Prev Scoring Resource

Next Scoring Resource >>

Response

Scoring Resources

Scoring Resources Filter: All

Scoring Resources Window: ☒

Submit

Exit Scoring

Question: 03A Speaking Gr 01 Q857467

0:00 / 0:02

Score 0 / 1

Once you have clicked on Scoring Resources, to have the resources open on a separate page (for easy toggling), check the radio button next to "Scoring Resources Window".

Scoring resources include the item presented to the student, the rubric and exemplars.

DATA RECOGNITION

Secure

https://scoring.drctdirect.com/scoreboard#/educatorScoring/592030

Educator Scoring ELL030

23 Writing 123A Q858395

Project: ELL030

Lithocode: 9900000009566

<< Prev

Current

Next >>

Response

Rubric

Submit

Score 0 / 1 / 2 / 3

NonScorable

Exit Scoring

Write Why

Directions: Read the question and make a choice. Write two reasons. Write one reason in box 1, and write a different reason in box 2.

Directions:

Click submit when you are done giving this item a score.

Click here to choose the score you are giving the student response.

Which of these two seasons do you like better? Choose one?

I love the summer better than winter.

Why do you choose that season? Write two reasons.

1. In the summer you can wear shorts, and it is sunny and so beautiful.

2. In the summer you can eat ice cream and have way more fun than in the winter doing things like swimming, going to the water park, hanging outside with your friends.

The student responses are found in the boxes.

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Training Part 3: Post Test Activities

Activity 2:

Holistically Scoring Speaking and Writing





Section 1: Speak in Words Scoring



IDEAS ITEM ID	CONTENT	SECTION	FORM	GRADE	ONLINE ITEM	PRINT ITEM	SCORE POINTS	RUBRIC DESCRIPTION	RUBRIC EXPLANATION	SAMPLE RESPONSE
857465	SPEAKING	SPEAK IN WORDS	A	1	3	1	0	Incorrect	No response in English. No response. English word not related to the picture.	HL (Home Language) NR Hello.
857465	SPEAKING	SPEAK IN WORDS	A	1	3	1	1	Correct	Satisfies task.	Chair

Speak in Words



Directions:

0:02 / 0:13

Now let's begin. What is this?

Voice Recorder:

☐ ☒ Record

You can record 3 times.

Students are asked to name objects and to say what the are used for. Students are to receive a 1 for correct or a 0 for incorrect.

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Item prompt and acceptable answers are provided when you click Scoring Resources.

● ● ● Speak in Sentences Item Type



Practice C

Directions: Look at the picture. What is happening in this picture?



Directions:

0:16 / 0:37



Voice Recorder:



You can record 3 times.

Check Your Answer:



Students are asked questions such as “What is happening in this picture?”



● ● ● Speak in Sentences Rubric



GRADES K-12 RUBRIC FOR SPEAK IN SENTENCES AND MAKE CONVERSATION

Use the descriptors for each score along with the Sample Responses and Explanations of Score for all items to conduct accurate scoring.

Score	
0	No response in English (NR), response only in Home Language (HL), or response does not relate to the prompt, including “I don’t know.”
1	Response relates to the prompt but does not satisfy the task. Lack of sentence form, errors in grammar and vocabulary, and insufficient vocabulary interfere with communication. Response consists of at least one on-topic English word. If a text prompt is given, a single-word response may not be a repetition from the prompt.
2	Response satisfies the task and is in sentence form (subject/predicate) with errors in grammar and/or vocabulary or insufficient vocabulary not typical of a native speaker.
3	Response satisfies the task, is in sentence form, and is spoken with the vocabulary, grammar, and ease of expression of a native speaker.



●●● Speaker Notes – Scoring: Speak in Sentences



Use 2 as your
anchor score

Does his answer satisfy the task by telling you a sentence that relates to the prompt?

No

Yes

0
No Response
HL

1
Isolated
Words

2
Errors
Present

3
No Errors
Present

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●●● Open Your Handouts and Worksheets packet – Pages 4



LAS Links
ONLINE
LAS Links Online
Administration Training
Handouts & Worksheets

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LAS Links
LAS Links Speaking Calibration Practice
Form A, Grades 1-12

Section 2: SPEAK IN SENTENCES

Speak in Sentences 8-12

Students are asked to "Tell me what is happening in the picture".

#	Sample Response	Score	Picture Prompt
1	Her is getting the dish on the table.		
2	The girl.		
3	She have the dishes.		

Speak in Sentences 2-8

Students are asked to "Tell me what is happening in the picture".

#	Sample Response	Score	Picture Prompt
1	She moves it up.		
2	Get, hand.		
3	She raise hand.		

Speak in Sentences 4-5

Students are asked to "Tell me what is happening in the picture".

#	Sample Response	Score	Picture Prompt
1	Her cooking what time is.		
2	He looks at his watch and waits for a bus.		
3	He watch.		

Trainer reads each
exemplar; trainees
write their answer in
the score box. Review
each item in each set
once all items are
complete.

LAS Links Speaking Calibration Practice
Form A, Grades 1-12

8-12

Students are asked to "Tell me what is happening in the picture".

#	Sample Response	Score	Picture Prompt
1	Her is.		
2	Her is.		
3	Her is.		

Speak in Sentences 5-12

Students are asked to "Tell me what is happening in the picture".

#	Sample Response	Score	Picture Prompt
1	We has the bread.		
2	Get.		
3	We is cutting some bread.		

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● ● ● Speak in Sentences Scoring Practice



Speak in Sentences 4-5

Students are asked to "Tell me what is happening in the picture".

#	Sample Response	Score	Picture Prompt
1	Him seeing what time is.		
2	He looks at his watch and waits for a bus.		
3	He watch.		



Grades 4 to 5
Question 5 / 9

Training Student

Make Conversation
Practice A

Directions:
0:05 / 0:52

Directions: A new student asks you, "What is your name?" What do you say? Click or tap "Record" and say your answer into the microphone. When you are finished recording, click or tap "Stop". If you want to change your answer, click or tap "Start Over".

Voice Recorder:

☐
☒ Record
☐ Stop
☐ Start Over

You can record 3 more times.

Pause
Options

Next

31

● ● ● Speaker Notes – Scoring: Make Conversation



Use 2 as your
anchor score



Does his answer satisfy the task by telling you a sentence that relates to the prompt?

No

Yes

0

No Response
HL

1

Isolated
Words

2

Errors
Present

3

No Errors
Present



● ● ● Make Conversation Scoring Practice



Make Conversation 4-5

Student will be asked to listen to directions and then answer the best that they can.

#	Sample Response	Score	Prompt
1	Bus driver, now.		Tell the bus driver this is your bus stop.
2	Bus driver, may you please stop here for me?		
3	Here's my stop.		



SPEAKING *Tell a Story*

20 1

2

3

4

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GRADES K-12 RUBRIC FOR TELL A STORY

Use the descriptors for each score along with the Sample Responses and Explanations of Score for all items to conduct accurate scoring.

Score	
0	No response in English (NR), response only in Home Language (HL), or response does not relate to the prompt, including "I don't know."
1	Response consists of at least one on-topic English word. If a text prompt is given, a single-word response may not be a repetition from the prompt. Response consists of only words or phrases and does not form a complete sentence.
2	Response addresses the prompt and includes one or more sentences with errors in grammar and/or vocabulary or insufficient vocabulary that make overall communication unclear.
3	Response addresses the prompt in sentence form with errors in grammar and vocabulary that do not interfere with overall clear communication, although parts may be confusing.
4	Response addresses the prompt with only minor errors in grammar and vocabulary that do not interfere with overall clear communication. Ideas, content, and description are expressed with ease approaching that of a native speaker.

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Speaker Notes – Scoring: Tell a Story



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

2
Subject and
predicate

Yes

3
Errors
Throughout

4
Fluent with
minor error(s)

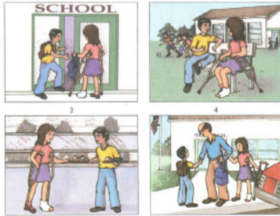


Let's Tell Stories Scoring Practice

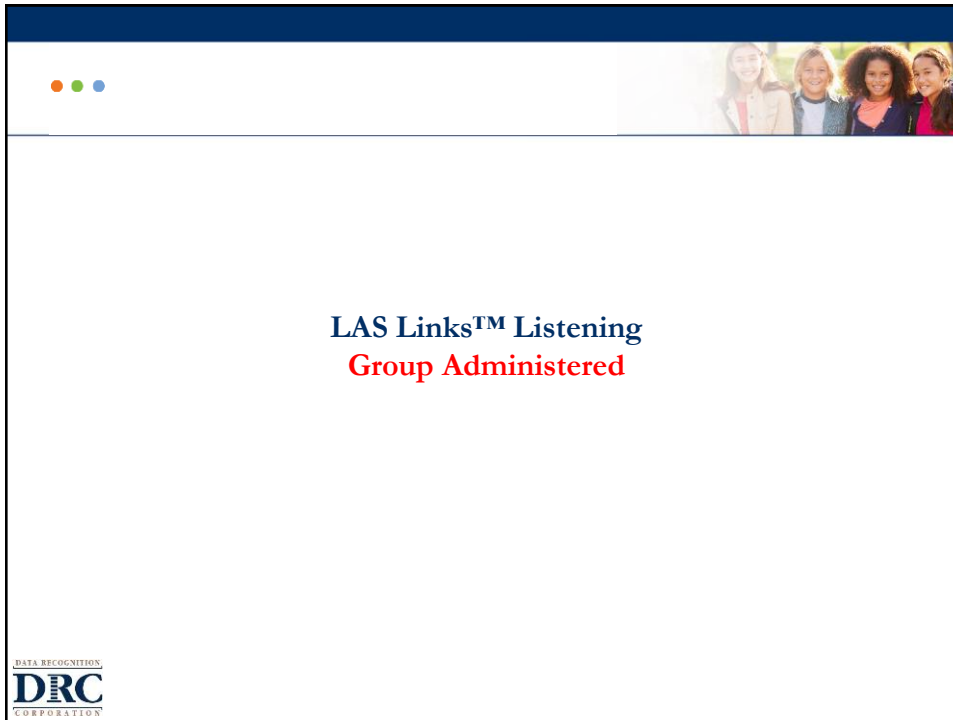


Tell A Story 4-5

Student is asked to tell the story that they see in the pictures.

#	Sample Response	Score	Prompt
1	Her and him.		
2	He's gets her food. He have the books. They eat. By the car.		
3	The girl has crutches so her friend helps her. He carries her books and her lunch. After school, her dad says "Thank you for helping my daughter."		
4	He say "You need some help?" Then he carry her books. And he get her food. The man hold his hand.		
5	The boy... helping the girl. She hurt.		
6	The girl, she hurt. She have those things. That boy help her. He take her books and her food. Then the man, he shake hands.		





A presentation slide with a dark blue header bar. On the left side of the header bar are three small colored circles (orange, green, blue). On the right side is a photograph of four diverse young women smiling. The main body of the slide is white and contains the following text:

LAS Links™ – Listening Test Content

Listening:

- Listen for Information
- Listen in the Classroom
- Listen and Comprehend

All Listening items are multiple choice in format and evaluate listening comprehension of stated facts, inference and critical thinking skills.

This section can be group-administered

In the bottom left corner is the DRC Corporation logo, which includes the text "DATA RECOGNITION" above "DRC" and "CORPORATION" below it.

Stopping the test due to Insufficient Language



Per the TEA:

- Students must be given the opportunity to attempt all assigned subtests per the requirements set forth for the purpose of the identification of English learners.
- At no time, can a student be labeled “unable to test due to language” without being allowed to attempt each subtest they are assigned.
- For each subtest, trained test administrators must give students as much time as they need, as long as they are working on the test.
- If, after a reasonable amount of time, a student appears to not be actively engaged in the subtest they are being presented, a trained test administrator may use his/her professional discretion and may stop the subtest and move the student on to the next subtest.
- Stopping the test must be documented and provided to the LPAC for consideration.



LAS Links™ Reading
Group Administered in English to Grades 2-12



● ● ● LAS Links™ – Reading Test Content



- Analyze Words
- Read Words
- Read for Understanding

All Reading items are multiple choice in format and evaluate reading comprehension and critical thinking skills.



LAS Links™ Writing **Group Administered in English to Grades 2 - 12**



● ● ● LAS Links™ – Writing Test Content



- Use Conventions
- Write About
- Write Why
- Write in Detail

Use Conventions and Use Grammar and Conventions items are multiple choice in format. Write About, Write Why and Write in Detail items are all holistically scored.



Writing Sheets – in lieu of student keyboarding



- Writing Sheets are available for download in Module 1 of the Digital Library and posted to www.laslinks.com/Texas
- may be used in conjunction with the LAS Links Online Writing Test when you have determined that a student lacks sufficient keyboarding skills to be administered the online Writing test.
 - Lack of sufficient keyboarding skills is not to be assumed and should be determined when the student is administered the LAS Links Online practice test (prior to the live test).
- Writing sheets should only be used for the Write About, Write Why and Write in Detail portions of the Writing Assessment.
- The student should answer all MULTIPLE CHOICE writing items on the computer by clicking on his/her answer of choice.
- Students will look at the writing prompt on their testing device and will write their answer on the writing sheet.
- **PLEASE NOTE:** Student writing sheets MUST be retained and put in the student folder for documentation purposes.

Writing Administration – Write About



Students are asked to write two sentences about what they see in the picture.

Practice A



1) The boy is trying on a new jacket.

2)

Scoring Rubrics for Writing

GRADES 2-12, WRITING RUBRIC 0-3

Write About: Student will write two sentences to describe who/what is in a picture and what is happening.

Write Why: Student will make a choice and write two reasons in support of that decision. (Do you prefer rain or snow?)



Score	Descriptors of Scores
0	ERRORS PREVENT COMMUNICATION
Minimal or No Communication	No English word
	"I don't know"
	A repetition of an earlier response
	The only clear English word(s) are copied from the item prompt or environmental print
	Isolated English words in a response that is otherwise incomprehensible
	A clearly off-topic response
1	Response is incomprehensible
	For Write About: no recognizable sentence structure
	ERRORS INTERFERE WITH COMMUNICATION
	For Write About: Response includes at least rudimentary sentence structure subject/verb ("The 3 student is") ("The teacher explanation a student")
	For Write Why: Response provides at least one reasonable answer to the question "why?" not necessarily in a full sentence
	Only one response written (may be a general response) and it satisfies the task with or without error
2	Two responses written, and one or both satisfy the task but with serious errors that interfere with communication (spelling, missing words, incorrect words)
	May also be two general responses
	Response may be in rudimentary sentence structure
	ERRORS DO NOT IMPEDE UNDERSTANDING
3	Two responses that clearly satisfy the task with one or more grammatical errors
	Two fluent responses that both satisfy the task and contain numerous mechanical errors (may include one general response)
Effective Communication	FLUENT COMMUNICATION
	Two fluent responses that effectively communicate and may contain only a few minor mechanical errors (missing periods, incorrect or missing capitals, run-on sentences caused by overuse of "and," comma splices, extra or missing commas or apostrophes, and minor spelling errors that do not confuse the meaning)
	For Write About: Complete sentence required
	For Write Why: No complete sentence required

Examiner's
Guide, page 53

● ● ● Flow Chart: Write About, Write Why



Use 2 as your anchor score



Does his answer satisfy the task by having written two sentences that relate to the prompt?

No

Yes

0

No Response
HL

1

Isolated Words
(or just one sent.)

2

Grammatical
Error(s) Present
(multiple mechanical errors
(i.e. spelling) that impede
communication)

3

No Grammatical
Error Present
(minor mechanical errors
may be present)



● ● ● Write About Scoring Practice



Write About 4-5

Student will write two sentences to describe who/ what is in a picture and what is happening.

#	Sample Response	Score	Picture Prompt
1	They taking a parctor. they sing and a char		
2	A family is spending the time in the Island The photographer is taking a picture to the family.		
3	Thay wot to take a pieor to reenedor the trip. They a picor to rendor the family.		



● ● ● Writing Administration – Write Why



Students are asked to pick one of the two options and then write two sentences about why they chose what they chose.

Practice B

Which of these animals would you choose for a pet? Circle one.

a rabbit a fish

Why did you choose that animal? Write two reasons.

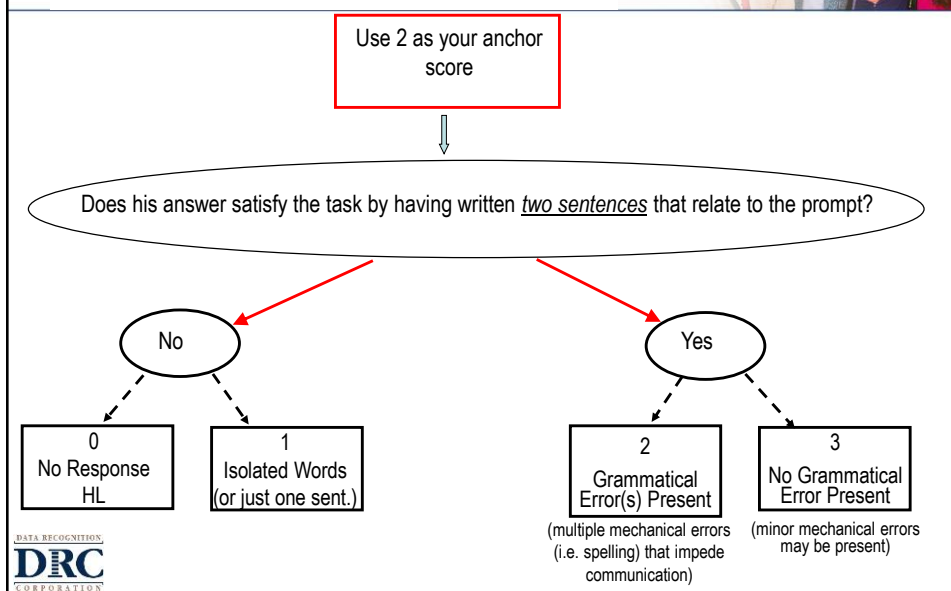
1) _____

2) _____



Holistic Scoring

● ● ● Flow Chart: Write About, Write Why



Write Why Scoring Practice



Write Why 4-5

Student will make a choice and write two reasons in support of that decision.

#	Sample Response	Score	Prompt
1	the gitar is a good is a good interment that why I pick it. Because I like it and the Drums I dont lik them.		If you could learn how to play one of these musical instruments, which one would you choose? Circle one. guitar drums Why did you choose that instrument? Write <u>two</u> reasons.
2	It make a better music than a Guitar. It is more funer.		
3	Guita the father sing the Guita My Fanther sing Guita		

Writing Administration – Write In Detail



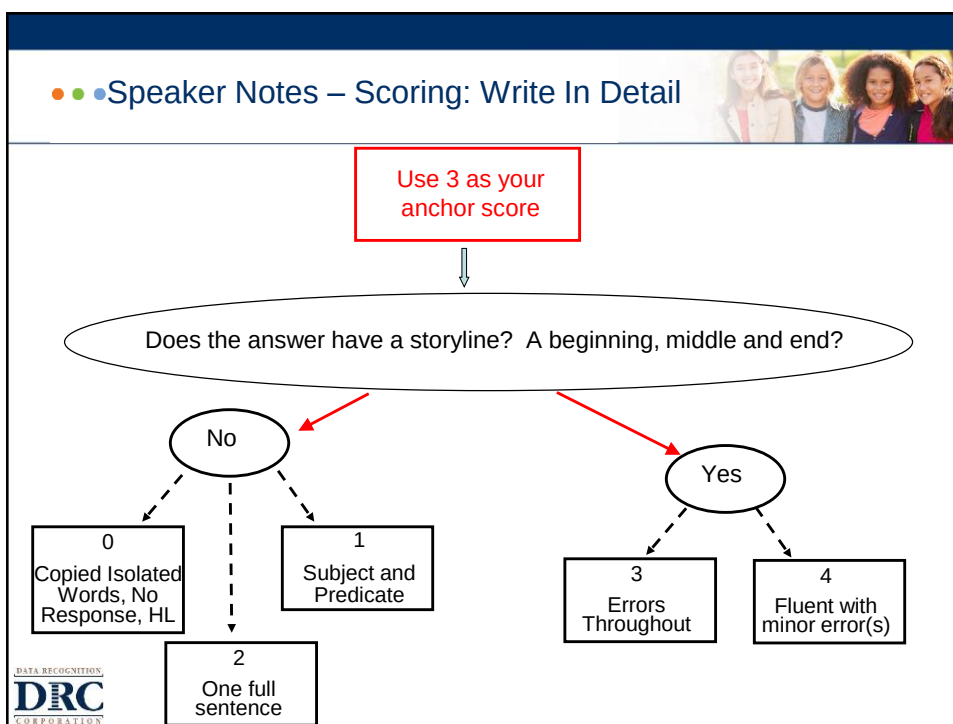
- Students read the topic then write what they want about it
- Students should pay close attention to:
 - organization
 - use of detail
 - correct spelling, grammar and sentence structure

WRITING Write in Detail

- 25 Think about a place you would like to go with your class. Write some sentences to explain where you want to go and why you want to go there. Use details and check your work.

GRADES 2–12, WRITING RUBRIC 0–4	
Write in Detail—Student will write a short composition.	
Score	Descriptors of Scores
0	One of the following: Response entirely in a language other than English (HL) Response in English that does not relate to the prompt, including "I don't know" Response with no correctly spelled English word A single English word or only words copied from the item prompt or environmental print An off-topic response
1 Limited Words	Response is an attempt to satisfy the task and relates very minimally to the prompt Response contains at least one or more correctly spelled substantive English words (noun or verb) in phrases (a group of words related to each other that convey some meaning or thought but are not expressed in a complete manner) Response contains no complete sentence because subject or verb is missing or incomplete Overall communication is unclear and unconnected, typical of a student who has emergent vocabulary
2 Sentence Structure	Response is an attempt to satisfy the task and relates at least minimally to the prompt with limited expression compared to a native writer Response contains at least one or more English sentences that include subject and complete verb although grammar and spelling may be incorrect and punctuation may be lacking Response may need to be read several times to be understood Response may contain digressions, repetitions, limited vocabulary, or errors in grammar, word choice, spelling, and punctuation that interfere with all or part of the communication
3 Basic Communication	Expresses content, description, action, and/or dialog clearly and yet with difficulty compared to a native writer Expresses most ideas clearly but lacks the grammatical fluency of a mainstream writer Response may contain digressions, repetitions, missing words, or errors in vocabulary, grammar, spelling, and punctuation that do not impede overall communication Sentences may be run-on and connected by "and" or "and then"
4 Native-like Writing	Communication is clear and complete throughout with no errors in vocabulary or grammar that identify a non-native writer. Expresses ideas, content, description, action, and/or dialog with precise vocabulary and ease approaching a native writer Sentences may be simple or complex with only minor digressions, repetitions, or mechanical and grammatical errors which are acceptable in first-draft work Any minor errors or digressions do not interfere with the overall ease of expression or clarity of thought Differences in handwriting do not interfere with clarity of communicative intent

Examiner's
Guide,
page 53



● ● ● Write In Detail Scoring Practice



Write in Detail 4-5

Student will write a short composition.

#	Sample Response	Score	Prompt
1	My favorite activity is to play soccer. I like soccer because you have to run, and I like to run. Also because I have to play with my friends. In soccer you can't play by your self you have to pass. Also I like to slide for the ball. I play soccer because it's a little rough sport. I don't like football because it very roughs sport and some people can get hurt. I enjoy playing soccer because I'm with my friends. In soccer you have to use your brain to trick other players. Also I like to practis my kicking. And check how powerful by kick is.		"Think about your favorite activity. Write some sentences to explain why it is your favorite activity and why you enjoy doing the activity. Use details and check your work."
2	My favorite activity is singing and dancing. Because my other wants I like singing and dancing.		



● ● ● Scoring Calibration resources



Scoring practice handouts and answer keys are found in the LAS Links Paper Administration Digital Library located at www.laslinks.com/Texas

Rubric Scoring & Calibration

English Form A
Guide to Scoring Speaking
Video Link: Scoring the LAS Links Speaking
LAS Links Speaking Rubrics
LAS Links Speaking Scoring Calibration Practice
LAS Links Speaking Scoring Calibration Practice Answers

English Form A
Guide to Scoring the Writing
Video Link: Scoring the LAS Links Writing
LAS Links Writing Rubrics
LAS Links Writing Flow Charts Grade 2-12
LAS Links Writing Calibration Practice
LAS Links Writing Calibration Practice Answers

Español A
Guide to Scoring Hal
LAS Links Español H
LAS Links Español H
LAS Links Español H
Answer Key

preLAS
Guide to Scoring the
Video Link: Holistic
preLAS Rubric
preLAS Speaking So
preLAS Speaking So



LAS Links Online Digital Library



English Form A
Guide to Scoring the Writing
Video Link: Scoring the LAS Links Writing
LAS Links Writing Rubrics
LAS Links Writing Flow Charts Grade 2-12
LAS Links Writing Calibration Practice
LAS Links Writing Calibration Practice Answers



DRC Customer Service - Texas
Option 1 - Order Support
Toll Free: 888-657-9679
Customer Service Hours: 8:00 am - 7:00 pm CT M-F
Option 2 - Technical Support
Toll Free: 888-657-9679
Technical Support Email: LASLinks@laslinks.com



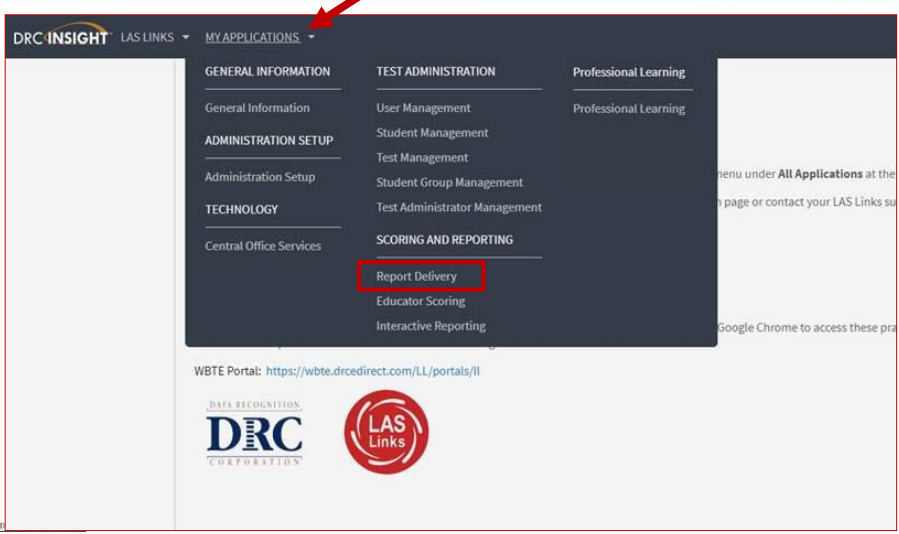


Training Part 3: Post Test Activities

Activity 3: Generating and Interpreting Reports



On-Demand Reports

DRC INSIGHT LAS LINKS MY APPLICATIONS

- GENERAL INFORMATION
 - General Information
- ADMINISTRATION SETUP
 - Administration Setup
- TECHNOLOGY
 - Central Office Services
- TEST ADMINISTRATION
 - User Management
 - Student Management
 - Test Management
 - Student Group Management
 - Test Administrator Management
- SCORING AND REPORTING
 - Report Delivery
 - Educator Scoring
 - Interactive Reporting
- Professional Learning
 - Professional Learning

WBTE Portal: <https://wbte.drcdirect.com/LL/portals/1/>






On-Demand Reports



Report Delivery Manage Reports **On-Demand Reports**

On-Demand Reports

On-Demand Reports allows the user to search for Student Proficiency/Academic Reports. The user can view and save PDF reports. More comprehensive LAS Links reports can be found in Interactive Reports.

[Instructions](#)

* Indicates required fields

Administration
 LAS Links *
 District
 Sales and Training District - *
 School
 Gina Davis Sales and Training *
 Report
 English A/B, Espanol A *
 English A/B, Espanol A
 English C/D, Espanol B
 Language
 English *
 Grade
 (All) *
 First Name
 Student ID
 Session
 Find Students Clear

Students

Select	Last Name	First Name	State StudentID	Date Of Birth	Grade	Action
☐	Brown	George	123578	06/18/2005	09	
☐	Carrasco	Joel	1991	09/16/2010	04	
☐	Chapa	Oscar	2468	12/25/2010	04	



On-Demand Reports



LAS Links
Student Proficiency Report

Test Date: Mar 03, 2018
 District: SAMPLE
 School: SAMPLE

Test Name: LAS Links Form A Level 2-3
 Form: A
 I.D:

Proficiency Report
 Student: SAMPLE, Grade: 2

	Proficiency Level	Scale Score	Raw Score
Listening	1	421	8
Speaking	2	458	20
Oral	2	443	28
Reading	3	483	24
Writing	2	451	17
Comprehension	2	466	29
OVERALL	2	453	69



Scores Used to Determine Proficiency

Per State and Federal Guidelines



- As a reminder, for LAS Links, grades 1 – 12:

Per State and Federal Guidelines	
1 st Grade	- If a student receives a 1, 2 or 3 proficiency level in either Speaking and/or Listening, they are to be classified as an English learner - If a student receives a 4 or 5 proficiency level in BOTH Speaking and Listening – they are to be considered Fluent (not identified as an English learner)
2 nd – 12 th Grade	- If a student receives a 1, 2 or 3 proficiency level in ANY domain/subtest: Speaking, Listening, Reading and/or Writing, they are to be classified as an English learner - If a student receives a 4 or 5 proficiency level in ALL domains/subtests: Speaking, Listening, Reading and Writing, they are to be considered Fluent (not identified as an English learner)

Proficiency Level Definitions



- Found at www.laslinks.com/Texas
- Provides proficiency level interpretation information in English and Spanish

RESOURCES FOR PARENTS AND GUARDIANS



Supporting English Language Learners in Texas

preLAS Proficiency Level Definitions

(English) (Spanish)

LAS Links Form A Proficiency Level Definitions

(English) (Spanish)

LAS Links Español Form A Proficiency Level Definitions

(English) (Spanish)

LAS Links Proficiency Levels and Descriptors

The LAS Links Assessments measure language proficiency within five grade spans: K-1, 2-3, 4-5, 6-8, and 9-12. Within each grade span, a student can be assigned to one of five proficiency levels: Beginning, Early Intermediate, Intermediate, Proficient, or Above Proficient.

The following table provides the description of learners at each level of proficiency:

Proficiency Level	Level	Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Proficiency Level 1	Beginning	A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although with limited control.				
Proficiency Level 2	Early Intermediate	A Level 2 student is beginning to develop receptive and productive uses of English in the school context, although with limited control.				
Proficiency Level 3	Intermediate	A Level 3 student is beginning to develop receptive and productive uses of English in the school context, although with limited control.				
Proficiency Level 4	Proficient	A Level 4 student is beginning to develop receptive and productive uses of English in the school context, although with limited control.				
Proficiency Level 5	Above Proficient	A Level 5 student is beginning to develop receptive and productive uses of English in the school context, although with limited control.				

● ● ● Technology Support



DRC Customer Service – Texas

Toll Free: 833-867-5679 Option 1

Order Support

Texas Order Support Email:

LASOrderTX@datarecognitioncorp.com

Toll Free: 833-867-5679 Option 2

Technical Support

Texas Technical Support Email:

LASTechTX@datarecognitioncorp.com

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

www.LASLinks.com/Texas

