

Eastern Suffolk BOCES & LAS Links NEWSLETTER



SUMMER 2026

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General Information

Eastern Suffolk BOCES (ESBOCES) and Data Recognition Corporation (DRC) are pleased to work in partnership to offer LEAs from across New York State (NYS) discounted pricing through a consortium of users. Beginning in 2020, the partnership has offered PreLAS and LAS Links as PreK through 12th grade language proficiency progress monitoring tools.

Data Recognition Corporation (DRC)

DRC is a major national assessment company that offers PreK through adult learner assessment options. Notable assessments used across NYS are TerraNova and InView; PreLAS, LAS Links, and TABE CLAS-E as language proficiency assessments; and the TABE assessment for adult basic education and GED-preparation.

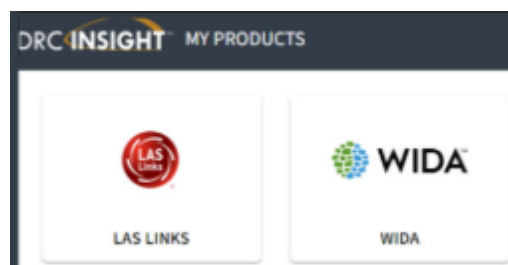
Through DRC INSIGHT as a test platform, DRC also hosts the WIDA ACCESS assessment used across over 40 states, territories and federal agencies. WIDA ACCESS is administered through DRC INSIGHT, with DRC's scorers also scoring the Speaking and Writing sections.

PreLAS and LAS Links

PreLAS is an oral and pre-literacy language proficiency assessment designed for students ages 3-6. PreLAS is available in English and Spanish, and is administered in a 1-to-1 format between the child and teacher with the teacher inputting student scores into DRC INSIGHT during testing. PreLAS integrates colorful images, games and stories to keep young learners engaged during administration.

LAS Links is a speaking, listening, reading, and writing language proficiency assessment for students Grades K-12. LAS Links is available in English and Spanish, and is fully administered through DRC INSIGHT. LAS Links offers robust reports at the student, school and district level allowing all stakeholders to monitor individual and cohort language development over time. DRC also offers scoring services for both the Speaking and Writing domains, saving teachers time so they can focus on using the data to support instruction. All domains, including Speaking, can be group administered. Students record themselves into the DRC INSIGHT platform for the Speaking test using a headset.

Have you used LAS Links in the past? DRC is always happy to receive feedback, and has overseen enhancements in training and in the student and teacher experience.



26-27 SY LAS Links Test Windows and Training Information

Fall Test Window	English Form C Spanish Form B	The Fall 2026 LAS Links window is from September 21st through October 30th . DRC will complete all scoring services for Speaking and Writing.
Spring Test Window	English Form D Spanish Form B	The Spring 2027 LAS Links window is from May 4th through May 28th . DRC will complete all scoring services for Speaking and Writing.
Pre-Test Training	September 9 th 9am – 12pm EST	(Virtual) During this training, attendees will review LAS Links as an interim language proficiency progress monitoring tool. Attendees will also learn how to prepare for computer-based language proficiency testing using DRC INSIGHT.
Module 1: Developing Student Proficiency	October 14 th 9am – 10am EST	(Virtual) During this data training, attendees will unpack the various LAS Links data points to understand what a student can do. Attendees will review how to generate, interpret, and access the Student Proficiency Report to support language development and identify instructional strategies to support instruction.
Module 3: Connecting Language Data to the Multi-Tiered System of Supports (MTSS)	December 1 st 10am – 1pm EST	(In-person at ES BOCES Instructional Support Center) During this data training, attendees will learn about the district and school Tier 1 social and academic language reports, and how to create strategic groupings. Attendees will then learn how to identify instructional strategies for targeted Tier 2 and Tier 3 language supports.
Module 4: Program Planning with Growth Data	June 23 rd 9am – 10am EST	(Virtual) During this data training, attendees will review the district, school, and student-level growth reports available from each test window. Attendees will then review, by language objective, how to support program planning for the following school year.

Student Report MELODY JIMENEZ

Student Report

Student ID #: [REDACTED]
Birthdate: [REDACTED]
Gender: [REDACTED]
Grade: [REDACTED]
Class: [REDACTED]

School District: [REDACTED]
Test Date: [REDACTED]
Form/Level: [REDACTED] C Level 4-B

About the LAS Links Assessments

LAS Links is an integrated suite of English and Spanish language proficiency assessments and instructional tools designed to strengthen your language learning program.

Student Overall Proficiency Level

Level	Level 1: Beginning	Level 2: Early Intermediate	Level 3: Intermediate	Level 4: Advanced
Overall	1	2	3	4

Proficiency Level Definitions

Level 1: Beginning
At Level 1, students are beginning to develop the ability to communicate in Spanish. The student can understand and use simple words and phrases to meet basic needs.

Level 2: Early Intermediate
At Level 2, students are beginning to develop the ability to communicate in Spanish. The student can understand and use simple words and phrases to meet basic needs.

Level 3: Intermediate
At Level 3, students are beginning to develop the ability to communicate in Spanish. The student can understand and use simple words and phrases to meet basic needs.

Level 4: Advanced
At Level 4, students are beginning to develop the ability to communicate in Spanish. The student can understand and use simple words and phrases to meet basic needs.

Student Results

Reporting Category	Scale Score	Proficiency Level
Listening (L)	104	Level 2
Speaking (S)	109	Level 2
Reading (R)	114	Level 3
Writing (W)	120	Level 3

Reporting Category	Scale Score	Proficiency Level
Listening (L)	104	Level 2
Speaking (S)	109	Level 2
Reading (R)	114	Level 3
Writing (W)	120	Level 3
Comprehension (C) = (L + S) / 2	106.5	Level 2
Production (P) = (R + W) / 2	117	Level 3
Overall (O) = (C + P) / 2	112	Level 2.5

Overall Score is an average of Reading, Writing, Speaking, and Listening scores. It shows the student's overall proficiency level. It can be used to assist your student in improving reading skills.

Student Report MELODY JIMENEZ

Academic Report

	Speaking	Listening	Reading	Writing
Academic	19	20	19	20
Foundational Skills	N/A	N/A	N/A	N/A
Language Arts, Social Studies, History	8	14	9	11
Mathematics, Science, Technical Subjects	11	14	10	11
Total Score	26	34	29	21

N/A = Not Applicable

NW = Test Invaluable

MLA = Advanced Growth Stage

▲ = Student is based on or above the MLA

Reading Links - LAS Links 2nd Edition

This report provides a list of books based on your student's performance. It can be used to assist your student in improving reading skills.

Suggested Title	Author	Lexile
Chasing the Sun	Michael Chabon	100L
Wonder	R.J. Palacio	120L
A Walk on the Beach	Barbara Ehrenreich	140L
The Book Thief	Markus Zusak	160L
Kitchen Chemistry	Heidi Pitlor	180L
Light and Color	Heidi Pitlor	200L
A Day with Community: San Francisco	Heidi Pitlor	220L
Flowers	Heidi Pitlor	240L
Be Ready to Fight	Heidi Pitlor	260L
Discourse 101	Heidi Pitlor	280L
King Arthur and the Knights of the Round Table	Heidi Pitlor	300L
Abraham Lincoln	Heidi Pitlor	320L
The Piano	Heidi Pitlor	340L
Never Wanted to Be a Hero	Heidi Pitlor	360L
The Prophet		

Recommended Lexile® Range = 300L-430L

Student's Lexile® Measure = 383L

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The Piano	Heidi Pitlor	340L
Never Wanted to Be a Hero	Heidi Pitlor	360L
The Prophet		

General Information

This report is a summary of data that should provide an approximate reading level for your student based on his or her performance on the LAS Links. It is not intended to be a replacement for more detailed reading level information. It is intended to provide a general overview of your student's reading level. It is not intended to be a replacement for more detailed reading level information. It is intended to provide a general overview of your student's reading level.

The Lexile measure of your student's reading level is based on the Lexile Framework for Students (LFS). It is a measure of the difficulty of the text that your student is reading. It is a measure of the difficulty of the text that your student is reading.

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LAS LINKS: SUPPORTING MULTIMODAL EVIDENCE-BASED LITERACY INSTRUCTION FOR MULTILINGUAL LEARNERS

A MULTIMODAL APPROACH TO LANGUAGE PROFICIENCY



THE FOUNDATION: Connecting Oracy and Literacy

Research demonstrates that oracy provides the foundation upon which students build literacy skills. For multilingual learners (MLs), this relationship is critical as they simultaneously develop vocabulary, comprehension, and literacy in a new language. Effective literacy instruction must be grounded in research and evidence-based practices.¹ Multilingual learners require comprehensive assessment data across all four language domains—speaking, listening, reading, and writing—to inform differentiated instruction.

LAS LINKS: A Multimodal Assessment Solution

LAS Links is a nationally recognized authentic language proficiency assessment providing comprehensive data across all core language domains (K-12). Comprehensive data includes: Domain-level proficiency (scale scores and levels 1-5) for speaking, listening, reading, writing; Composite scores for Oracy (speaking + listening), Literacy (reading + writing), Productive Language (speaking + writing), and Comprehension (listening + reading); Academic language strand data in Language Arts, Social Studies, History and Math, Science, Technical Subjects; Lexile measures; and longitudinal progress monitoring.

SUPPORTING MULTIMODAL LITERACY DEVELOPMENT¹

Research-based literacy instruction emphasizes that reading development is built upon a foundation of oracy skills. Understanding the relationship between oracy (speaking and listening) and literacy (reading and writing) is essential for targeted instruction:

LITERACY FOCUS	LAS LINKS DATA SUPPORT	INSTRUCTIONAL APPLICATION
Oracy foundation	Oracy composite score (Speaking + Listening)	Identify students needing oracy development before intensive literacy instruction
Vocabulary development	Academic language: Language Arts, Social Studies, History and Math, Science, Technical Subjects	Target vocabulary instruction in specific academic domains
Reading comprehension	Comprehension composite (Listening + Reading)	Leverage listening comprehension to build reading skills

THREE ESSENTIAL PRACTICES FOR MULTILINGUAL LEARNERS²

- 1. Emphasizing Oracy-Literacy Relationships:** By comparing students' Oracy composite scores with their Literacy composite scores, educators can identify critical patterns:
 - **High Oracy/Lower Literacy:** Students can leverage oracy skills (discussions, verbal responses) as a bridge to literacy. Use Total Physical Response (TPR), anchor charts, and oracy rehearsal before writing.
 - **High Literacy/Lower Oracy:** Students may read proficiently but need support with verbal expression. Provide sentence frames, collaborative conversations, and opportunities for structured academic talk.
 - **Balanced Development:** Students developing similarly across modalities benefit from integrated language activities connecting speaking, listening, reading, and writing.
- 2. Encouraging Language and Metalinguistic Awareness:** Academic language strand data in Language Arts, Social Studies, History and Math, Science, Technical Subjects helps teachers identify which academic contexts require targeted language development, enabling strategic vocabulary instruction across disciplines.
- 3. Grouping Students in Flexible Partnerships:** Domain-level proficiency data allows strategic student groupings based on specific language strengths and needs, facilitating peer-supported learning across modalities.



FROM ASSESSMENT TO ACTION: Using LAS Links Data to Differentiate Instruction LAS Links supports ongoing progress monitoring, allowing educators to track language growth across all four domains over time; adjust interventions based on student response to instruction; identify students ready to transition between proficiency levels; document effectiveness of instructional approaches; and communicate progress to families with clear, comprehensive data.

Academic Language Development Across Content Areas and Domains LAS Links’ academic language strand scores in Language Arts, Social Studies, History and Math, Science, Technical Subjects reveal domain-specific needs and allows educators to drill down by language objective and subskill, providing granular data that supports targeted intervention in academic classes. This detailed analysis helps teachers identify specific language functions (e.g., explaining, comparing, arguing) and linguistic structures students need to master for success in content-area learning.

Connecting Data to Multi-Tiered Systems of Support (MTSS) LAS Links allows teachers to gain a better understanding of how to differentiate students’ needs across MTSS tiers within their classroom.

ROBUST PROFESSIONAL DEVELOPMENT TO SUPPORT ON-GOING IMPLEMENTATION AND PRACTICE DRC’s LAS Links Professional Development is designed to engage all stakeholders (district leaders, teachers, parents and students) in the rich LAS Links data obtained during interim testing.

The goal of each session is: To empower teachers to make data driven instructional decisions based on their LAS Links data. To increase students’ language proficiency, hence their Title III, daily core content, and achievement performance. To provide all stakeholders with actionable data driven strategies to help them reach their language targets at the student, classroom, grade, school and district levels.

EXAMPLES OF EVIDENCE-BASED INSTRUCTIONAL STRATEGIES INFORMED BY LAS LINKS DATA

For Students with Lower Speaking/Listening Scores: Total Physical Response (TPR) with gestures and movement; Pictorial Input Charts and visual anchor charts; Interactive read-alouds with comprehension checks; Multilingual word walls; Preview-View-Review strategy in home language	For Students with Lower Reading/Writing Scores: Closed captioning during video instruction to connect oracy and written language; Decodable texts matched to phonics skills; Structured writing frames and models; Lexile-matched independent reading (using LAS Links Lexile data); Genre-based multilingual approach to writing instruction	For Students Developing Across All Domains: Integrated language activities connecting all four domains; Multilingual collaborative work and reading partnerships; Think-Pair-Share and structured academic conversations; Project-based learning with multimodal outputs; Content-rich texts with systematic vocabulary instruction
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CONCLUSION: A HOLISTIC APPROACH TO MULTILINGUAL LITERACY Effective literacy instruction for multilingual learners requires comprehensive understanding of students’ language proficiency across all modalities. LAS Links provides the multimodal assessment data necessary to implement research-based literacy frameworks in ways that honor students’ linguistic assets and address their specific developmental needs. By integrating LAS Links data with evidence-based practices, educators can create differentiated, culturally responsive instruction that ensures all students develop strong literacy skills in English-medium classrooms.

LAS LINKS PROGRESS MONITORING TO EVALUATE THE EFFICACY OF LANGUAGE PROFICIENCY SUPPORT(S)

TIER THREE
Intensive Individual Intervention

TIER TWO
Targeted Small Group Instruction

TIER ONE
Core Classroom Instruction

Language proficiency assessment data is about understanding each student’s unique language profile to provide effective, evidence-based instruction and identify high quality instructional materials (HQIM) that meets them where they are and supports their growth across all four language domains.



REFERENCES

¹ NYSED Science of Reading for Multilingual Learners Toolkit: www.nysed.gov/bilingual-ed/science-reading-ells-and-mls

² NYSED Literacy Initiative: www.nysed.gov/standards-instruction/literacy-initiative

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