



Connecting Assessment, Language, and Learning



Online

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Today's Agenda

Elementary LAS Links Placement Test

- Administration and scoring of Speaking
- Administration of Listening, Reading, Writing
- Scoring of Writing
- Tabulation of scores

Note: This two-hour course is for examiners of students entering grades 1-5. PreLAS is used for entering Kindergarten students.

Materials covered

- LAS Links Placement Test grades K-1, 2-3 and 4-5
- LAS Links Placement Test Examiner's Guide grades K-5
- Student Profile Sheet

PREPARE TO TEST

Administer the Placement Test

- One-on-one
- In a quiet place

Allow:

- 25 minutes to administer
- 5 minutes to score

General Administration Procedures

- Make the student comfortable
- Make the directions clear
- No hints or clues
- Listen for fluent English
- Tester must be:
 - Fluent in English
 - Trained to score
- May repeat and model the Practice Item but never the test questions

Placement Test Summary

Speaking	6 Constructed Response
Listening	6 Multiple Choice
Reading	6 Multiple Choice
Writing	5 Multiple Choice 2 Constructed Response
Total	18 items
Estimated	20 minutes

SPEAKING

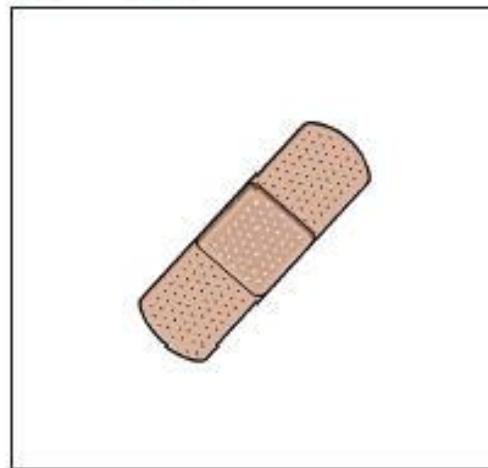
Speak in Words

What is it? What is it used for?

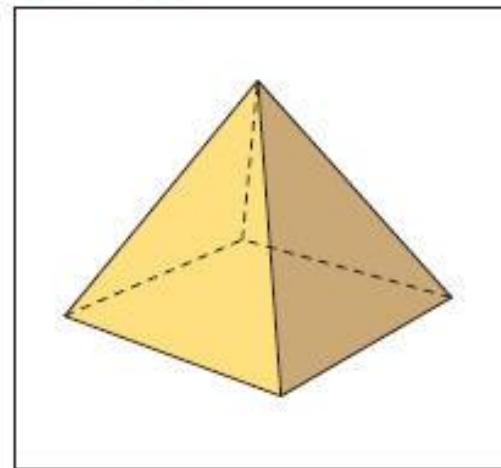
Practice A and B



1 and 2



3 and 4



Page 2 Placement Test

Speak in Words

Mark Correct, Incorrect, or No Response

SAY Now let's begin. What is this?

1 bandage

C I NR

SAY What is it used for?

2 covering cuts

C I NR

SAY What is this?

3 pyramid

C I NR

SAY In what subject do you study it?

4 Math

C I NR

Speak in Words items 1-4

Prompt	Anticipated Response	Additional Correct Responses
1. What is this? 2. What is it used for?	Bandage Covering cuts	Band-Aid® When I get hurt
3. What is this? 4. In what subject do you study it?	Pyramid Math	Luxor History

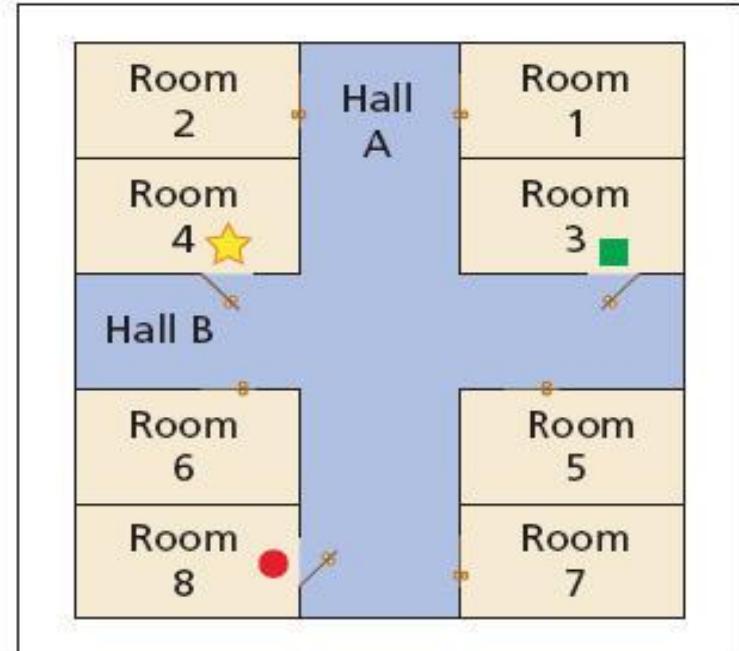
SPEAKING RUBRIC SCORING

Speak in Sentences

SAY

You and I are here. (Point to the red dot.) We go here together. (Point to the green square.) We walk up Hall A, turn right at Hall B and left into Room 3. From here (point to the green square) I want to go here. (Point to the gold star.) Please give me clear directions.

5

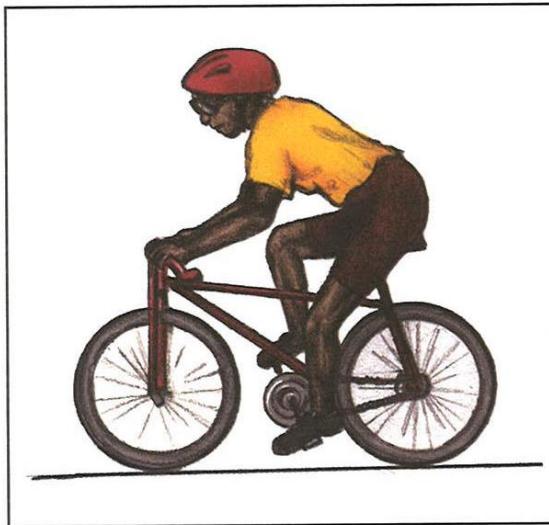


Page 4 Placement Test

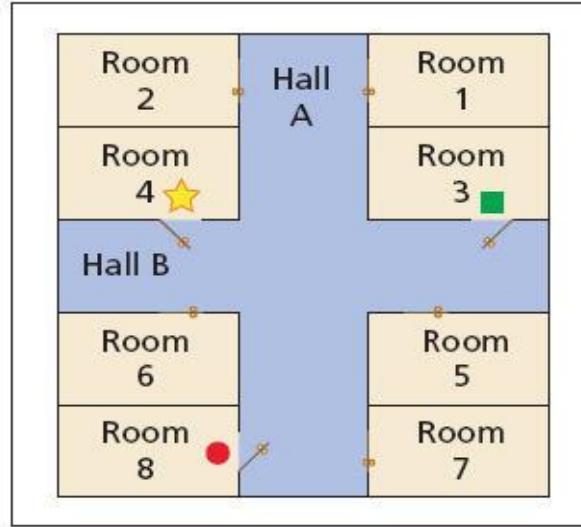
Speak in Sentences

Tell me what is happening in the picture.

Practice C



5



Page 4 Placement Test

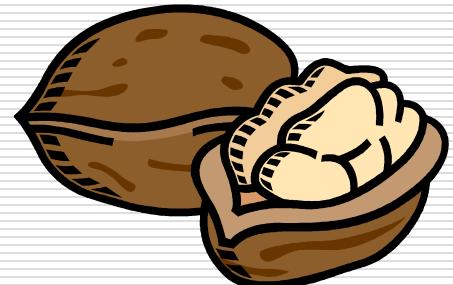
Scoring Speaking 0-3 - in a nutshell

0 = nothing in English or no words related to the prompt

1 = words related to the prompt but do not satisfy the task

2 = satisfies the task with errors in grammar or vocabulary

3 = satisfies the task with ease of a native speaker



Scoring Checklist 0-3

Speak in Sentences and Make Conversation

Scoring Checklist for Speak in Sentences and Make Conversation

(see complete rubric descriptions and examples in
Examiner's Guide)

- Score 0 if there is no response, no response in English, or no English words that relate to prompt
- Score 1 if English words relate to prompt and
- response does not clearly satisfy the task and/or
 - language errors (word choice/order, grammar) interfere with communication
- Score 2 if English words relate to prompt and
- response satisfies the task without ambiguity and
 - response contains errors not typical of a native speaker (e.g., subject/verb disagreement, incorrect gender)
- Score 3 if response clearly satisfies the task and approximates the ease of expression of ideas, vocabulary, and grammar of a native speaker

Speak in Sentences

Sample response Grades 2-3



The girl and man eat it.

Score:

Samples Responses pages 50, 54,
& 58 Examiner's Guide

Speak in Sentences

The girl and man eat it.



Score: 1

Rationale:

- Relates to the prompt
- Does not satisfy the task

Speak in Sentences

She buyed the foods.



Speak in Sentences

She buyed the foods.



Score: 2

Rationale:

- Satisfies the task
- Grammatical error (“buyed”)

Speak in Sentences

She is buying some fruit.



Speak in Sentences

She is buying some fruit.



Score: 3

Rationale:

- Satisfies the task
- Ease of expressions of a native speaker

Quiz #1

Speak in Sentences Scoring

**Answer the 3
questions in the
Polling pane.**

Scoring Practice

Speak in Sentences

Your turn to score

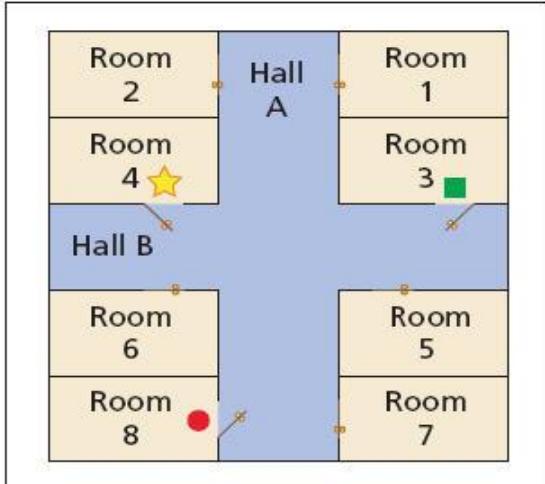
Scoring Sample #1

Sample response Grades 4-5

Listen to the response and mark your score in the Polling pane.

Please give me clear directions (from Room 3 to Room 4).

5



0 = nothing in English or no words related to the prompt

1 = words related to the prompt but do not satisfy the task

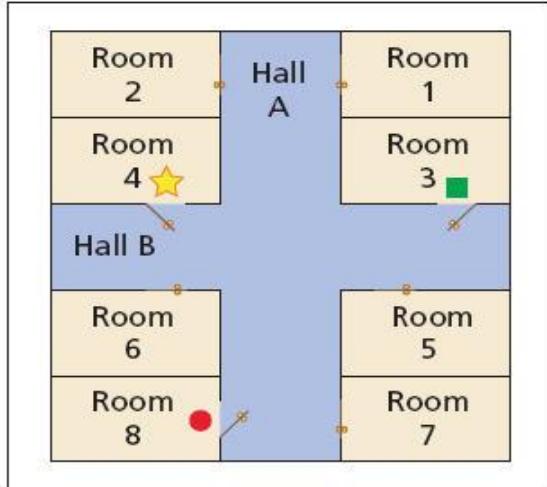
2 = satisfies the task with errors in grammar or vocabulary

3 = satisfies the task with ease of a native speaker

Scoring Sample #1

Room 3 is Hall B.

5



Score: 1

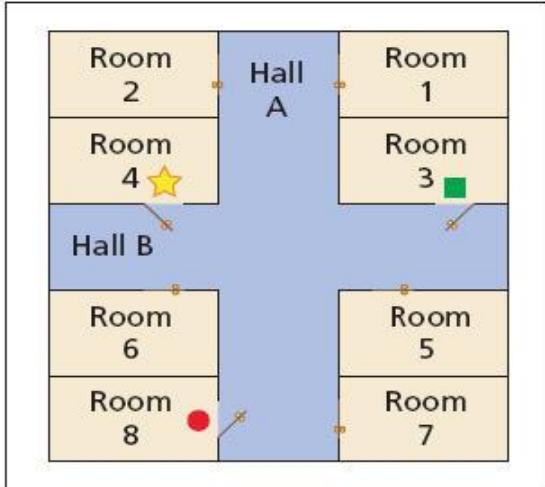
Rationale:

- Relates to the prompt
- Does not satisfy the task

Scoring Sample #2

Listen to the response and mark your score in the Poll Question pane.

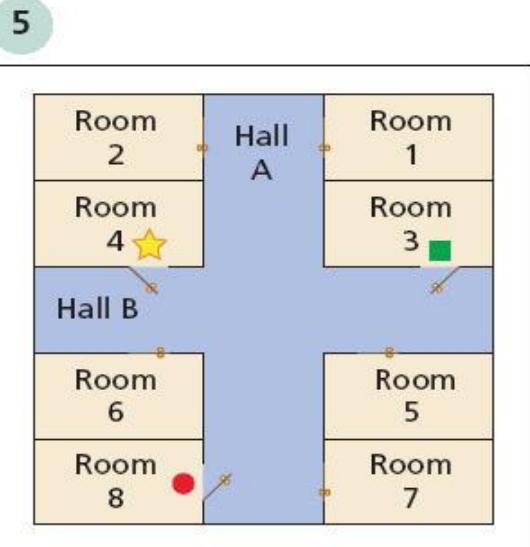
5



- 0 = nothing in English or no words related to the prompt
- 1 = words related to the prompt but do not satisfy the task
- 2 = satisfies the task with errors in grammar or vocabulary
- 3 = satisfies the task with ease of a native speaker

Scoring Sample #2

Go in the Hall B to Room 4 right.



Score: 2

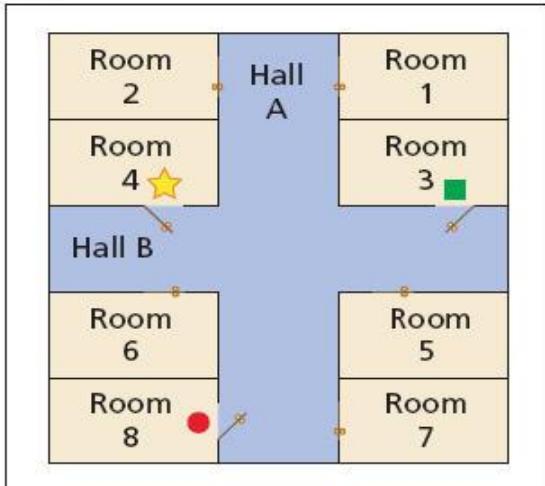
Rationale:

- Satisfies the task
- Error in usage (the Hall, right)

Scoring Sample #3

Listen to the response and mark your score in the Poll Question pane.

5



0 = nothing in English or no words related to the prompt

1 = words related to the prompt but do not satisfy the task

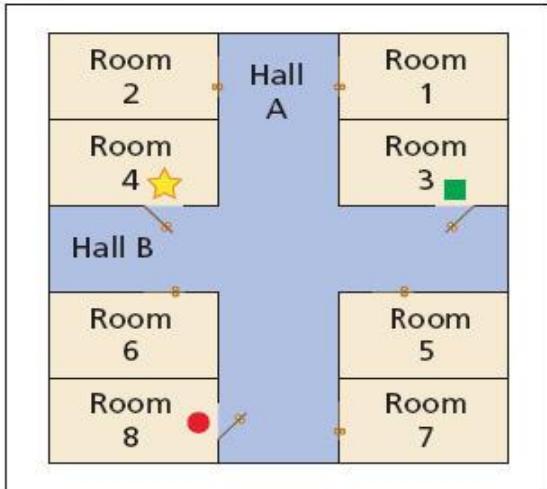
2 = satisfies the task with errors in grammar or vocabulary

3 = satisfies the task with ease of a native speaker

Scoring Sample #3

**Go from Hall B
straight to Room 4.**

5



Score: 3

Rationale:

- Satisfies the task
- Ease of a native speaker

Scoring Sample #4

Sample response Grades 2-3

Listen to the response and mark your score in the Poll Question pane.

Tell me what is happening in the picture.



0 = nothing in English or no words related to the prompt

1 = words related to the prompt but do not satisfy the task

2 = satisfies the task with errors in grammar or vocabulary

3 = satisfies the task with ease of a native speaker

Scoring Sample #4

She and he for the fruit.



Score: 1

Rationale:

- Relates to the prompt
- Does not satisfy the task

Scoring Sample #5

Listen to the response and mark your score in the Poll Question pane.

Tell me what is happening in the picture.



0 = nothing in English or no words related to the prompt

1 = words related to the prompt but do not satisfy the task

2 = satisfies the task with errors in grammar or vocabulary

3 = satisfies the task with ease of a native speaker

Scoring Sample #5

She pay the money.



Score: 2

Rationale:

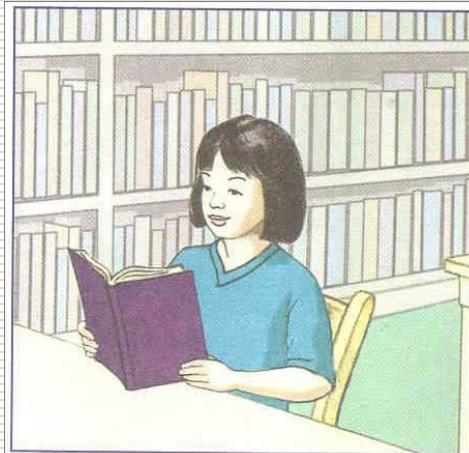
- Satisfies the task
- Grammatical error (She pay)

Scoring Sample #6

Sample response Grades K-1

Listen to the response and mark your score in the Poll Question pane.

Tell me what is happening in the picture.



0 = nothing in English or no words related to the prompt

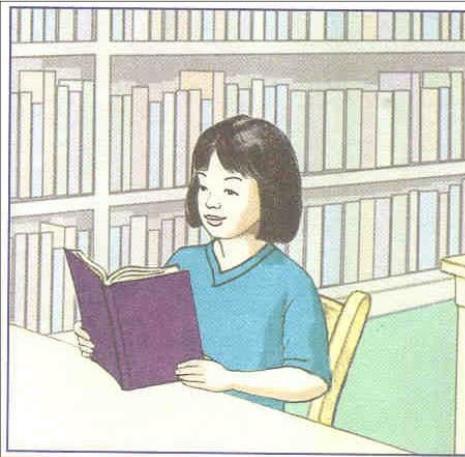
1 = words related to the prompt but do not satisfy the task

2 = satisfies the task with errors in grammar or vocabulary

3 = satisfies the task with ease of a native speaker

Scoring Sample #6

**He's reading...she's
reading his book.**



Score: 2

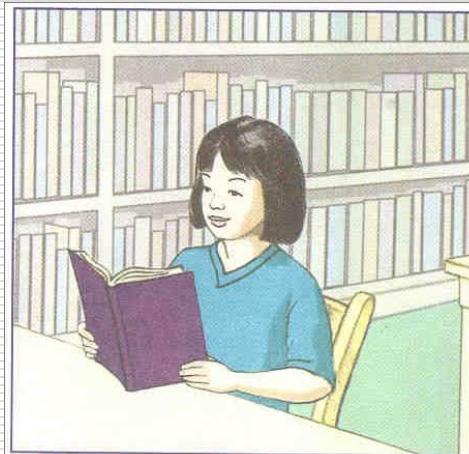
Rationale:

- Satisfies the task
 - Grammatical error ('his book')
 - Self-correction improves response
-

Scoring Sample #7

Listen to the response and mark your score in the Poll Question pane.

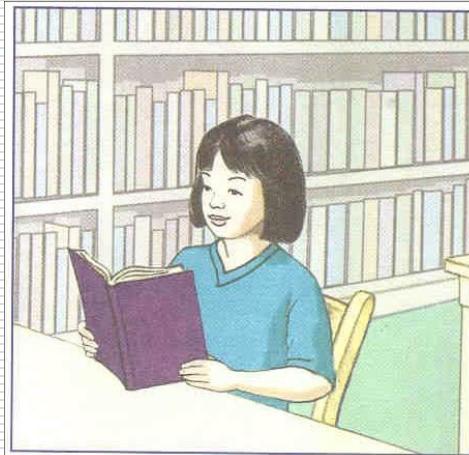
Tell me what is happening in the picture.



- 0 = nothing in English or no words related to the prompt
- 1 = words related to the prompt but do not satisfy the task
- 2 = satisfies the task with errors in grammar or vocabulary
- 3 = satisfies the task with ease of a native speaker

Scoring Sample #7

**She's reading a book
in the library.**



Score: 3

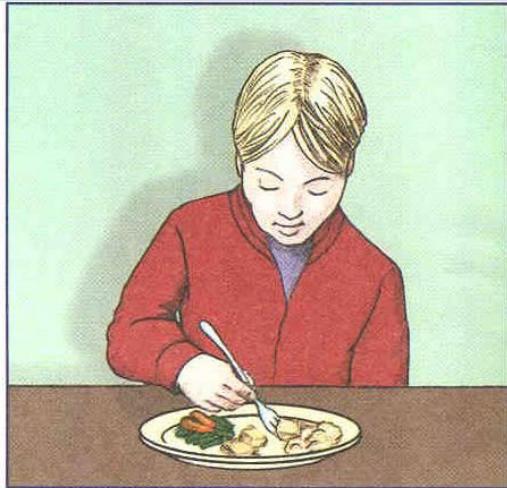
Rationale:

- Satisfies the task
- Fluent, no error.

Scoring Sample #8

Listen to the response and mark your score in the Poll Question pane.

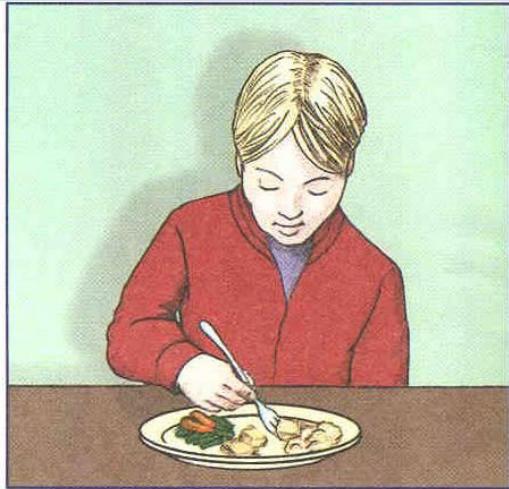
Tell me what is happening in the picture.



- 0 = nothing in English or no words related to the prompt
- 1 = words related to the prompt but do not satisfy the task
- 2 = satisfies the task with errors in grammar or vocabulary
- 3 = satisfies the task with ease of a native speaker

Scoring Sample #8

Lunch?



Score: 1

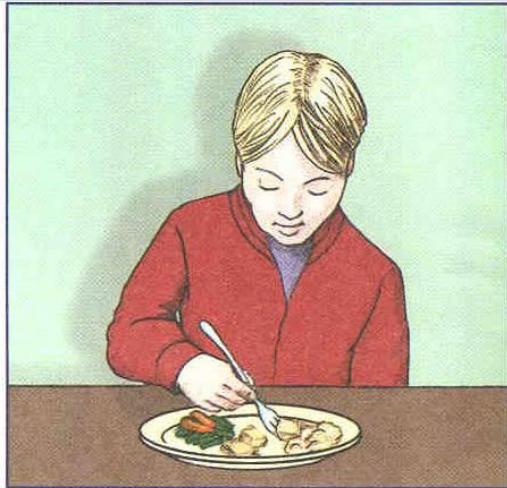
Rationale:

- One word response does not satisfy the task
- Lacks sentence formation

Scoring Sample #9

Listen to the response and mark your score in the Poll Question pane.

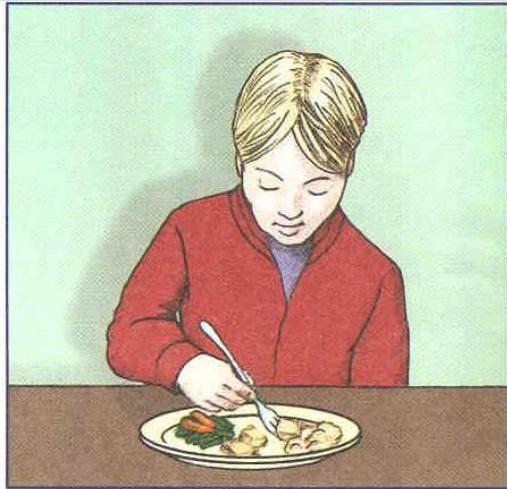
Tell me what is happening in the picture.



- 0 = nothing in English or no words related to the prompt
- 1 = words related to the prompt but do not satisfy the task
- 2 = satisfies the task with errors in grammar or vocabulary
- 3 = satisfies the task with ease of a native speaker

Scoring Sample #9

**That boy is eating with
broccolis and carrots.**



Score: 2

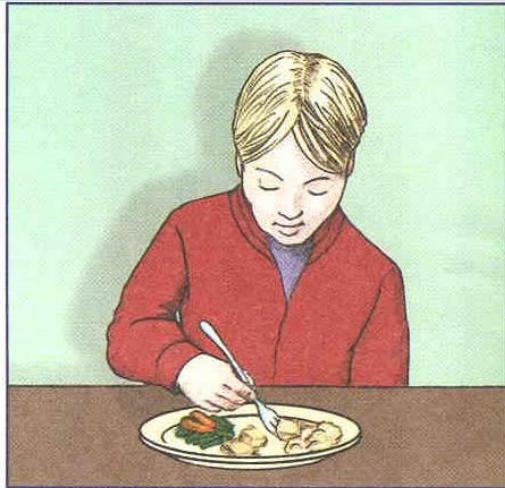
Rationale:

- Satisfies the task
- Errors in vocabulary not typical of a native speaker ('with broccolis and carrots')

Scoring Sample #10

Listen to the response and mark your score in the Poll Question pane.

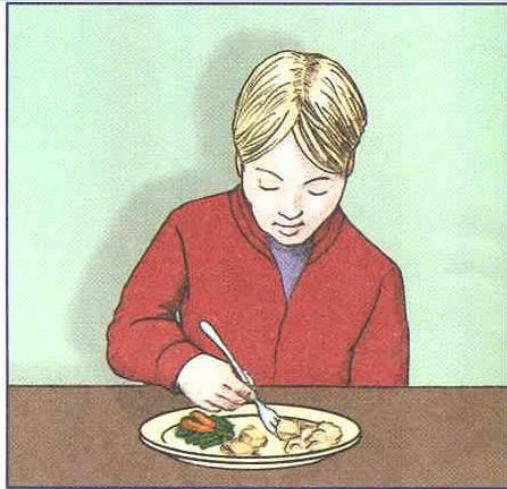
Tell me what is happening in the picture.



- 0 = nothing in English or no words related to the prompt
- 1 = words related to the prompt but do not satisfy the task
- 2 = satisfies the task with errors in grammar or vocabulary
- 3 = satisfies the task with ease of a native speaker

Scoring Sample #10

**Umm...the boy's
eating.**



Score: 3

Rationale:

- Satisfies the task
- Fluently spoken
- ‘Umm’ is typical of native speakers

Make Conversation

Tell, Ask, Describe, Explain

Score 0 to 3 – same rubric

Page 7 Placement Test

Make Conversation

SAY

Now let's begin. Tell the school secretary you need to see the nurse.

6

[Student response]

Score:

0 1 2 3

Page 7 Placement Test

Make Conversation

Sample response Grades 4-5

SAY

Now let's begin. Tell the school secretary you need to see the nurse.

6

[Student response]

Score:

The nurse.

Pages 51, 55 & 59 Examiner's Guide

Make Conversation

The nurse.

Score: 1

Rationale:

- Relates to the prompt
- Does not satisfy the task
- No sentence structure

Make Conversation

SAY

Now let's begin. Tell the school secretary you need to see the nurse.

6

[Student response]

Score:

0 1 2 3

I needing the nurse.

Make Conversation

I needing the nurse.

Score: 2

Rationale:

- Satisfies the prompt
- Sufficient sentence structure
- Not typical of a native speaker

Make Conversation

SAY

Now let's begin. Tell the school secretary you need to see the nurse.

6

[Student response]

Score:



**I feel sick and need
to see the nurse.**

Make Conversation

I feel sick and need to see the nurse.

Score: 3

Rationale:

- Satisfies the task
- Ease of expression of a native speaker

Quiz #2

Make Conversation Scoring

**Answer the 3
questions in the
Polling pane.**

Scoring Practice

Make Conversation

Your turn to score

Scoring Sample #1

Sample response Grades 2-3

Listen to the response and mark your score in the Poll Question pane.

Tell a friend about your favorite food.

0 = nothing in English or no words related to the prompt

1 = words related to the prompt but do not satisfy the task

2 = satisfies the task with errors in grammar or vocabulary

3 = satisfies the task with ease of a native speaker

Scoring Sample #1

I like eat the favorites.

Score: 1

Rationale:

- Does not satisfy the task – mentions ‘favorites’ but no specific food
 - Relates to the prompt
 - Not a single word response repeated from the prompt so not a zero
-

Scoring Sample #2

Tell a friend about your favorite food.

0 = nothing in English or no words related to the prompt

1 = words related to the prompt but do not satisfy the task

2 = satisfies the task with errors in grammar or vocabulary

3 = satisfies the task with ease of a native speaker

Scoring Sample #2

My favorite food is pizza.

Score: 3

Rationale:

- Satisfies the task
- Ease of expression of a native speaker

Scoring Sample #3

Tell a friend about your favorite food.

0 = nothing in English or no words related to the prompt

1 = words related to the prompt but do not satisfy the task

2 = satisfies the task with errors in grammar or vocabulary

3 = satisfies the task with ease of a native speaker

Scoring Sample #3

I, my best is candy.

Score: 2

Rationale:

- Satisfies the task
 - Use of “best” is sufficient for the task
 - Self-correction is acceptable and does not affect scoring
-

Scoring Sample #4

Sample response Grade 1

Explain why we raise our hands when we want to talk in the classroom.

0 = nothing in English or no words related to the prompt

1 = words related to the prompt but do not satisfy the task

2 = satisfies the task with errors in grammar or vocabulary

3 = satisfies the task with ease of a native speaker

Scoring Sample #4

We raise our hands to take turns.

Score: 3

Rationale:

- Satisfies the task
 - Ease of expression of a native speaker
-

Scoring Sample #5

Explain why we raise our hands when we want to talk in the classroom.

- 0 = nothing in English or no words related to the prompt
 - 1 = words related to the prompt but do not satisfy the task
 - 2 = satisfies the task with errors in grammar or vocabulary
 - 3 = satisfies the task with ease of a native speaker
-

Scoring Sample #5

He raise him hand so it is him turn.

Score: 2

Rationale:

- Satisfies the task
 - Not expressed with the ease of a native speaker (pronoun “him” and verb agreement error “raise”)
-

Scoring Sample #6

Explain why we raise our hands when we want to talk in the classroom.

- 0 = nothing in English or no words related to the prompt
 - 1 = words related to the prompt but do not satisfy the task
 - 2 = satisfies the task with errors in grammar or vocabulary
 - 3 = satisfies the task with ease of a native speaker
-

Scoring Sample #6

Raise hand, talking.

Score: 1

Rationale:

- Relates to the prompt
 - Does not satisfy the task
 - No sentence structure
-

Scoring Sample #7

Ask if you may have some paper.

- 0 = nothing in English or no words related to the prompt
 - 1 = words related to the prompt but do not satisfy the task
 - 2 = satisfies the task with errors in grammar or vocabulary
 - 3 = satisfies the task with ease of a native speaker
-

Scoring Sample #7

**Ummm...ummm if I can have a
paper for write?**

Score: 2

Rationale:

- Satisfies the task
- Word order not typical of a native speaker (“if I can have”)

Scoring Sample #8

Explain why we should be quiet when the teacher is talking.

- 0 = nothing in English or no words related to the prompt
 - 1 = words related to the prompt but do not satisfy the task
 - 2 = satisfies the task with errors in grammar or vocabulary
 - 3 = satisfies the task with ease of a native speaker
-

Scoring Sample #8

The, the homework.

Score: 1

Rationale:

- Single word response that relates to the prompt.
 - No sentence
 - Does not satisfy the task
-

Scoring Sample #9

Explain why we should be quiet when the teacher is talking.

- 0 = nothing in English or no words related to the prompt
 - 1 = words related to the prompt but do not satisfy the task
 - 2 = satisfies the task with errors in grammar or vocabulary
 - 3 = satisfies the task with ease of a native speaker
-

Scoring Sample #9

Because we're doing work.

Score: 3

Rationale:

- Satisfies the task sufficiently to be a 3
- Expressed with the ease of a native speaker

Scoring Sample #10

Describe how we line up in class.

- 0 = nothing in English or no words related to the prompt
 - 1 = words related to the prompt but do not satisfy the task
 - 2 = satisfies the task with errors in grammar or vocabulary
 - 3 = satisfies the task with ease of a native speaker
-

Scoring Sample #10

Stand carefully and don't push on anybody. Don't squish anybody..

Score: 3

Rationale:

- Satisfies the task
- Expressed with the ease of a native speaker

LISTENING & READING

Administer the Listening Test

- Administered by a fluent English speaker reading from the Examiner's Guide
- Students mark their own responses

Pages 2-6, 16-21 & 31-35 Examiner's Guide
Pages 8-9 in grade 4-5 Placement Test

Administer the Reading Test

- Administered by a fluent English speaker reading from the Examiner's Guide
- Students mark their own responses

Pages 7-11, 22-25 & 36-38 Examiner's Guide
Pages 10-13 Placement Test grades 4-5

WRITING

Administer the Writing Test

- Administered by a fluent English speaker reading from the manual
- Students mark their own answers in Use Conventions
- Students do their own writing in Write About and Write Why

Pages 12-14, 26-29 & 39-42 Examiner's Guide

Use Conventions

1 Sam _____ to his favorite music.

- dancing
- dances
- dance

2 My dogs enjoy playing in the park,
so I will take _____.

- their
- them
- they

Write About

Description: Write two complete sentences describing the picture. (Grade 1 writes one sentence.)

6



1)

2)

Page 16 Placement Test grades 4-5

Write Why

Description: Make a choice; write two reasons.
(Grade 1 writes one reason.)

- 7 If you could go on a field trip, where would you rather go? Circle one.

science museum

national park

Why did you choose that place? Write two reasons.

1)

2)

Writing Rubric 0 – 3

for grades 2 - 12 (different rubric used for gr 1)

Score	Descriptors of Scores
0 Minimal or No Communication	ERRORS PREVENT 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 Response is incomprehensible For Write About: no recognizable sentence structure
1 Beginning Communication	ERRORS INTERFERE WITH COMMUNICATION For Write About: Response includes at least rudimentary sentence structure subject/verb (“The 3 student is”) (“The teacher explication 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 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
2 Basic Communication	ERRORS DO NOT IMPEDE UNDERSTANDING 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)
3 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

0 Errors prevent communication

Minimal or no communication

- No response, blank
- Repeated response
- Copied word
- Incomprehensible
- Off topic
- No sentence structure (Write About)

1 Errors interfere

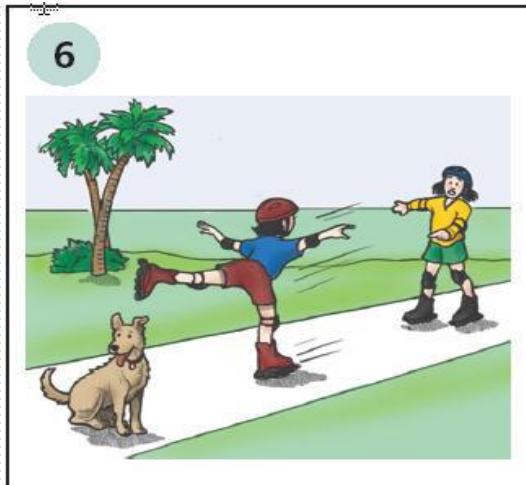
Beginning communication

- Rudimentary sentence (Write About)
- One reasonable answer (Write Why)
- Only one answer satisfies the task
- Serious errors

Write About

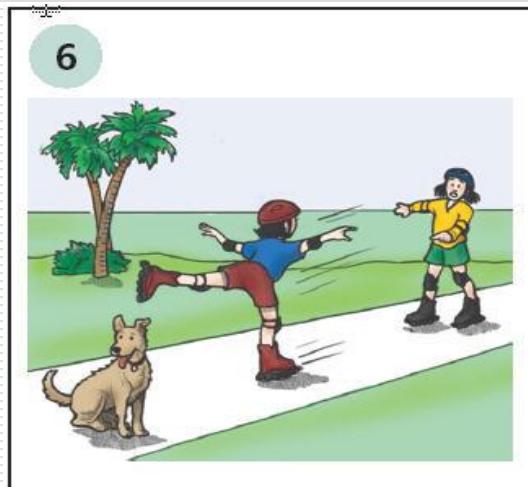
Sample Response Grades 4-5

**The dog is no luking. The
gital have a god exize.**



Write About

**The dog is no luking. The
gital have a god exize.**



Score 1

Rationale:

- Serious errors in one or more sentences interfere with communication

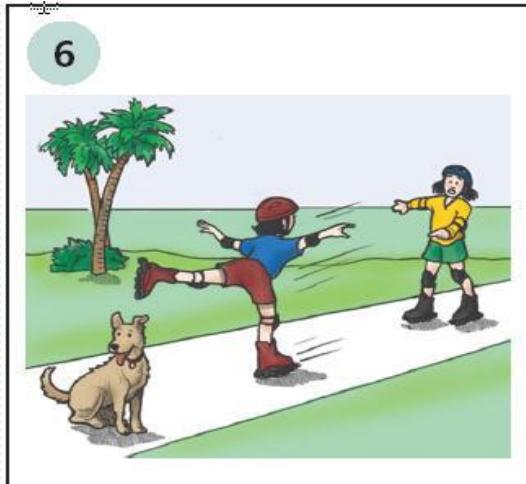
2 Basic communication

- Two responses satisfy the task with one or more grammatical errors
- Two fluent responses with numerous mechanical errors

Write About

**The dog is looking away
the children.**

The girls are skating.



Write About

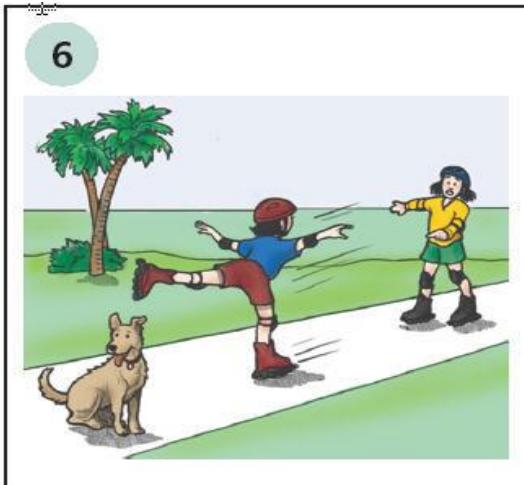
**The dog is looking away
the childrens.**

The girls are skating.

Score 2

Rationale:

- Two sentences that both satisfy the task
- Grammatical error not typical of a native speaker (missing 'from')



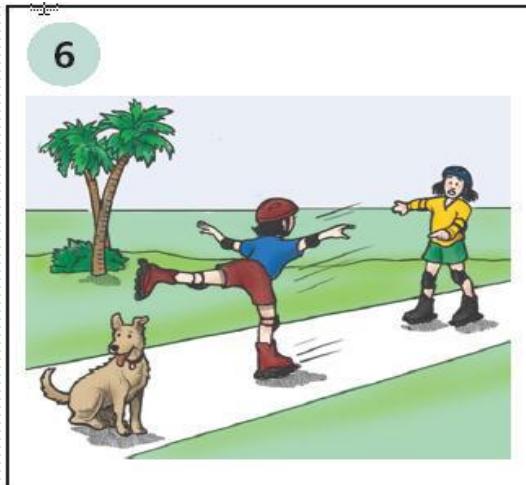
3 Fluent communication

Effective communication

- Two fluent responses with no grammatical errors
- May contain only a few minor mechanical errors
- Write Why does not require complete sentence

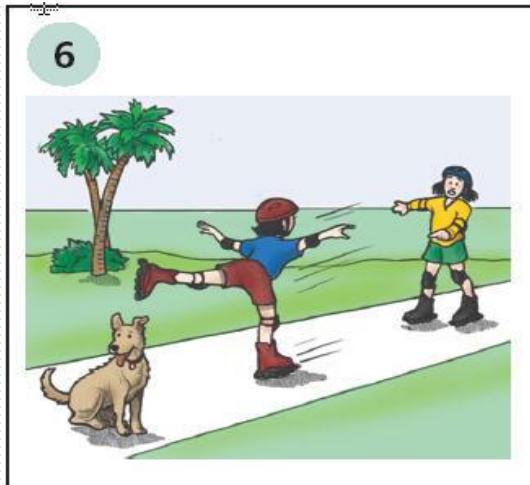
Write About

**The girls are skating.
The dog is not looking.**



Write About

**The girls are skating.
The dog is not looking.**



Score 3

Rationale:

- Two sentences that both satisfy the task.
- Fluent – no grammar errors

Write Why

Sample Response Grades 4-5

7 If you could go on a field trip, where would you rather go? Circle one.

science museum

national park

Why did you choose that place? Write two reasons.

1)

2)

Is bery butiful.

I am the chosing park is bery butiful.

Write Why

Is bery butiful.

I am the chosing park is bery butiful.

Score 1

Rationale:

- Two responses but the same reason is repeated so there is only one response that satisfies the task.
 - Write Why responses can be just the reason; a complete sentence is not required.
-

Write Why

I could seeing things that are old.

I could see dinosaure.

Write Why

I could seeing things that are old.

I could see dinosaure.

Score 2

Rationale:

- Two sentences and both satisfy the task.
 - Grammar errors ('seeing,' 'dinoaure' needs to be plural or have the article 'a')
-

Write Why

I would like to learn about science.

I would love to see science things.

Write Why

I would like to learn about science.

I would love to see science things.

Score 3

Rationale:

- Two sentences and both satisfy the task.
 - Fluent -- No errors in grammar.
-

Quiz #3

Scoring

**Answer the 3
questions in the
Polling pane.**

Scoring Practice

Speak in Sentences

Your turn to score

Write About Scoring Sample #1

Sample Response Grades 4-5

6



1) They are having dinner together.

2)

Write About Scoring Sample #1

6



1) They are having dinner together.

2)

Score 1

Rationale:

- Only one response.
- Satisfies the task but must have two responses to score 2.

Write About Scoring Sample #2

6



1) The kids is eating with
the mom and dad.

2) They have the food.

Write About Scoring Sample #2

6



1) The kids is eating with
the mom and dad.

2) They have the food.

Score 2

Rationale:

- Two responses and both satisfy the task.
- Errors in usage (subject/verb agreement; ‘the food’).

Write About Scoring Sample #3

6



- 1) Cling and with him
Family.
- 2) Mom, Dad, Both.

Write About Scoring Sample #3

6



1) King and with him
Family.

2) Mr, Dad, Bot.

Score 1

Rationale:

- Two responses with the first only rudimentary sentence structure and the second a list of words.
- The first response is sufficient to satisfy the task but two responses are required to score 2.

Write About Scoring Sample #4

6



- 1) While they are having dinner the boy asks for more.
- 2) The mother gives him more food.

Write About Scoring Sample #4

6



1) While they are having dinner the boy asks for more.

2) The mother gives him more food.

Score 3

Rationale:

- Two responses that both satisfy the task.
- Fluent, grammatically correct.

Write About Scoring Sample #5

6



1) They eating dinner.

2) Grandpa is here.

Write About Scoring Sample #5

6



1) They eating dinner.

2) Grandpa is here.

Score 2

Rationale:

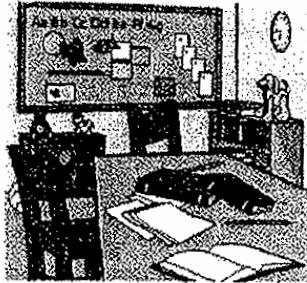
- Two responses and both satisfy the task.
- Error in grammar (missing auxiliary verb).

Write Why Scoring Sample #1

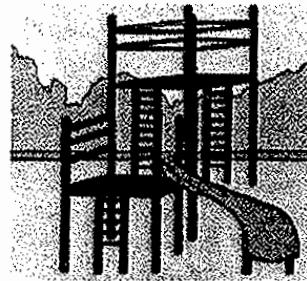
Sample Response Grades 2-3

5

Which place do you like better? Circle one.



the classroom



outside

Why did you choose that place? Write two reasons.

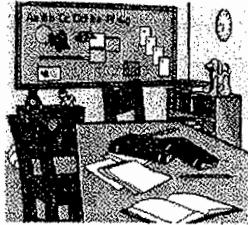
1. Class is good for the brain.

2. I like the books.

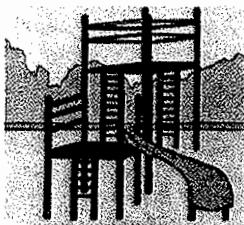
Write Why Scoring Sample #1

5

Which place do you like better? Circle one.



the classroom



outside

Why did you choose that place? Write two reasons.

1. Class is good for the brain.

2. I like the books.

Score 2

Rationale:

- Two responses and both satisfy the task.
- Numerous errors in mechanics (spelling) and usage (for the learner).

Write Why Scoring Sample #2

Why did you choose that place? Write two reasons.

1. Room ac good.

2. Books and Inn.

Write Why Scoring Sample #2

Why did you choose that place? Write two reasons.

1. Room are good.

2. Books and Inn.

Score 1

Rationale:

- Two responses but only the first satisfies the task.
- The second is two words that don't make a reason without a subject/verb, such as 'I like.'

Write Why Scoring Sample #3

Why did you choose that place? Write two reasons.

1. I pick the classroom to read.

2. I like my teacher.

Write Why Scoring Sample #3

Why did you choose that place? Write two reasons.

1. I pick the classroom to read.

2. I like my teacher.

Score 3

Rationale:

- Two responses and both satisfy the task.
- Fluent, without grammatical error ('to read' is grammatically accurate usage).

Write Why Scoring Sample #4

Why did you choose that place? Write two reasons.

1. I like outside the most so I can run.
2. Outside we can be loud.

Write Why Scoring Sample #4

Why did you choose that place? Write two reasons.

1. I like outside the most so I can run.

2. Outside we can be loud.

Score 3

Rationale:

- Two responses and both satisfy the task.
- Fluent, without grammatical error.

Write Why Scoring Sample #5

Why did you choose that place? Write two reasons.

1. My friend is in my class.

2. Her name is Jenny.

Write Why Scoring Sample #5

Why did you choose that place? Write two reasons.

1. My friend is in my class.

2. Her name is Jenny.

Score 1

Rationale:

- Two responses and only the first one satisfies the task.
- The second sentence elaborates on the first and is not a second reason.

TABULATION & SCORING

Tabulation of scores

LAS Links Placement Test STUDENT PROFILE SHEET																				
Student Name _____	Test Date _____	Proficiency Level _____																		
Grade _____	Instructional Program _____																			
School _____	Birth Date _____	Gender _____																		
	District _____	Teacher _____																		
TABULATE STUDENT TOTAL SCORE POINTS OBTAINED:																				
1) Enter the Score Points Obtained in the Score Points Obtained column for each Skill Area.																				
2) Total the number of Score Points Obtained for each Skill Area.																				
Speaking Skill Area																				
Item Number	Maximum Points Possible	Score Points Obtained																		
1	[1]																			
2	[1]																			
3	[1]																			
4	[1]																			
5	[1]																			
6	[1]																			
Total	[10]																			
Listening Skill Area																				
Item Number	Maximum Points Possible	Score Points Obtained																		
1	[1]																			
2	[1]																			
3	[1]																			
4	[1]																			
5	[1]																			
6	[1]																			
Total	[6]																			
Reading Skill Area																				
Item Number	Maximum Points Possible	Score Points Obtained																		
1	[1]																			
2	[1]																			
3	[1]																			
4	[1]																			
5	[1]																			
6	[1]																			
Total	[6]																			
Writing Skill Area																				
Item Number	Maximum Points Possible	Score Points Obtained																		
1	[1]																			
2	[1]																			
3	[1]																			
4	[1]																			
5	[1]																			
6	[1]																			
7	[1]																			
Total	[11]																			
CALCULATE THE STUDENT OVERALL SCORE POINTS AND PLACEMENT PROFICIENCY LEVEL:																				
3) Transfer the Total Score Points Obtained for each Skill Area to the Total Score Points Obtained column.																				
4) Add the number of Total Score Points Obtained for each Skill Area and enter the Overall Score Points.																				
5) Put a check mark (✓) in each box if the Total Score Points Obtained meet the criterion for each Skill Area (i.e., the student's Total Score Points Obtained equal 8 [8]).																				
6) Circle the Placement Proficiency Level that meets the Overall Placement Proficiency Level Table.																				
7) Place this document in the student's placement records.																				
<table border="1"> <thead> <tr> <th colspan="2">Overall Score Points Total and Placement Proficiency Level</th> </tr> <tr> <th>Overall Score Points</th> <th>Check (✓)</th> </tr> </thead> <tbody> <tr> <td>Total Score Points are 8 or over the number need to the Skill Area</td> <td>Circle the Proficiency Level according to the Overall Proficiency Label Table</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Speaking (7)</td> <td></td> </tr> <tr> <td>Listening (4)</td> <td></td> </tr> <tr> <td>Reading (4)</td> <td></td> </tr> <tr> <td>Writing (8)</td> <td></td> </tr> <tr> <td>Total (33)</td> <td></td> </tr> </tbody> </table>			Overall Score Points Total and Placement Proficiency Level		Overall Score Points	Check (✓)	Total Score Points are 8 or over the number need to the Skill Area	Circle the Proficiency Level according to the Overall Proficiency Label Table			Speaking (7)		Listening (4)		Reading (4)		Writing (8)		Total (33)	
Overall Score Points Total and Placement Proficiency Level																				
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Overall Placement Proficiency Level Table																				
4 ✓ ✓	Not Proficient																			
4 ✓ ✓ ✓	Approaching Proficiency																			
93 pts	Proficient																			

Pages 63, 65 & 67 Examiner's Guide

Answer Keys in Examiner's Guide pages 62, 64 & 66

Tabulation of scores

Speaking Skill Area

Item Number	Maximum Points Possible	Score Points Obtained
1	[1]	
2	[1]	
3	[1]	
4	[1]	
5	[3]	
6	[3]	
Total	[10]	

Reading Skill Area

Item Number	Maximum Points Possible	Score Points Obtained
1	[1]	
2	[1]	
3	[1]	
4	[1]	
5	[1]	
6	[1]	
Total	[6]	

Tabulation of scores

Listening Skill Area

Item Number	Maximum Points Possible	Score Points Obtained
1	[1]	
2	[1]	
3	[1]	
4	[1]	
5	[1]	
6	[1]	
Total	[6]	

Writing Skill Area

Item Number	Maximum Points Possible	Score Points Obtained
1	[1]	
2	[1]	
3	[1]	
4	[1]	
5	[1]	
6	[3]	
7	[3]	
Total	[11]	

Tabulation of scores

Overall Score Points Total and Placement Proficiency Level			
Overall Score Points		Overall Proficiency Level	
Skill Area	Total Score Points Obtained	if the Total Score Points are at or over the number next to the Skill Area	Circle the Proficiency Level according to the Overall Proficiency Label Table
Speaking [7]			NP
Listening [4]			AP
Reading [4]			P
Writing [8]			
Total [33]			

Tabulation of scores

Overall Placement Proficiency Level Table	
✓	Not Proficient
✓ ✓	Approaching Proficiency
33 pts	Proficient
Recommendations	
Keep in mind the following in regards to the Placement Test Overall Placement Proficiency Level:	
<ul style="list-style-type: none">• It is intended to be used for initial placement of students.• Students who obtain Approaching Proficiency should take <i>LAS Links</i>, Form A or B.• Analysis of the linguistic characteristics (vocabulary, grammar, and syntactic structures) contained in the items or scoring rubrics allows for further exploration of the student's English language abilities.	



WE'RE ALMOST DONE

What we covered today

Elementary LAS Links Placement Test

- Speaking with 0-3 rubric
- Listening, Reading, Writing multiple choice
- Writing with rubric 0-3
- Tabulation of scores

CTB Support for Indiana

Call: CTB/Indiana Help Desk

(800) 282-1132

Email:

ctb_ilepa_helpdesk@ctb.com

One last thing

Thank you for your time today and
your commitment to the students

**Before you log off,
please complete the
evaluation questions
in the Polling pane.**