



**STUDENT ASSESSMENTS FOR  
TEACHER AND PRINCIPAL EVALUATION**

**FORM C**

**PUBLICLY AVAILABLE SERVICES SUMMARY**

This form will be posted on the New York State Education Department’s Web site and distributed through other means for all applications that are approved in conjunction with this RFQ to allow LEAs to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

<b>Assessment Provider Information</b>	
Name of Assessment Provider:	CTB/McGraw-Hill
Assessment Provider Contact Information:	John Reginald, District Manager 330-678-1386 john_reginald@ctb.com
Name of Assessment:	preLAS (LASLinks family of products)  Type of Assessment: Early childhood assessment of English and Spanish language proficiency
Can this assessment be used as a growth measure?	Yes
Does this assessment provide normative inferences about student growth? If so, how?	Yes.  Normative scores are available for the assessments. The normative scores allow users to compare individual student's performance with the national sample. For example, if a student scored 50th percentile in year one, that means this student has similar performance to an average student in the national norms group. If this student scores 55th percentile in year two, it means that this student is performing better than an average student in the national norms sample.  Students' normative growth can be calculated using students' normative scores. Summary statistics on the students' growth for each teacher can be calculated and compared to norms or expectations that are established from a reference group that the user decides on (for example, using a consortium of districts in NYS as a reference group ).
What are the grade(s) the assessment covers?	PreK–1
What are the subject area(s) the assessment covers?	English Language Proficiency, Spanish Language Proficiency, Pre-Literacy Skills

<p>What are the technology requirements associated with the assessment?</p>	<p><i>PreLAS</i> is an assessment administered through paper and pencil. CTB provides scoring options which include hand scoring and local scanning.</p>
---	--

**Please provide an overview of the application for LEAs. Please include:**

- **A description of the assessment;**
- **A description of how the assessment is used;**
- **A description of how scores are reported (include links to sample reports as appropriate);**
- **A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance. (3 pages max)**

**Description of assessment:**

*PreLAS* helps measure the language development of first- and second language students in both English and Spanish. Both editions use the same tests and follow quality-testing standards. *PreLAS* Oral is designed for children ages 4 to 6, while *Pre-Literacy* is appropriate for children ages 5 and 6. *PreLAS* is comprised of five game-like tests that assess general and specific features of a child's language proficiency. *PreLAS* is a test designed to measure young children's expressive and receptive abilities in three linguistic components of oral language: morphology, syntax, and semantics. Six subscales are used to elicit information about general and specific features of children's language ability.

Components of the test include recognizing words, letters and numbers; listening to and telling stories; and naming items in pictures. The format of the test has been carefully designed to include colorful illustrations and a game-like appearance to keep the child's attention.

The six subscales used in *preLAS* are:

1. The student's ability to follow instructions.
2. The child's ability to understand simple oral instructions as well as language used to talk about relationships, likenesses and differences. The child points to one of two pictures, which best represents, the oral stimulus sentence.
3. The child's ability to provide labels for common household objects - articles of clothing, eating utensils, and furniture. The administrator points to various items and asks the student to identify the item.
4. The child's expressive ability with morphological and syntactical features through the repetition of oral stimulus sentences.
5. The child's ability to provide an appropriate clause to complete a compound or complex sentence.
6. The child's ability to listen to a short story and then retell it. Sample probe questions are provided for use when the child is shy or reluctant to talk.

A norming study was recently completed that included 850 examinees at nine different sites and Cronbach's Alpha was used to estimate the reliability of each subtest. Reliability coefficients were in the .80s and .90s for those subtests as well as for part/whole correlations. Therefore, growth measures are based on normed data.

**Description of how the assessment is used:**

*PreLAS* comes in two forms; C&D. Form C is typically used for placement/identification or base lining a student's language proficiency. Form D is used as the follow-up test to measure student progress.

The test can be administered by any teacher or other school personnel 1) who are qualified to work with four-to-six year-olds, 2) who are proficient speakers of standard English, 3) who are completely familiar with all administrative aspects of the test, either through a workshop or through self-study, and 4) who are able to distinguish correct from incorrect responses. Audio cassettes with test items and stories are provided as a means of standardizing test stimuli. The cassettes are optional to the extent that they may be distracting to young children.

Details for establishing the reliability of test administration and scoring are described in the *preLAS* Scoring and Interpretation Manual. Sample protocols are provided in this manual.

*PreLAS* is individually administered. Approximately ten minutes should be allocated for the testing of each student. Testing should be done in a quiet area, and the student should not have heard the test items before the test is administered to him or her.

Picture stimuli are presented in an easel-style book and the test administrator records correct responses on an individual score sheet as the test progresses. An optional audiotape may be used for "Simon Says", "Choose a Picture", and "Say What You Hear" to ensure that standard English is modeled for the examinee. Test instructions may be given in any language that helps the examinee understand what is expected, but all test items are administered in English. The Scoring and Interpretation Manual provides guidelines for identifying appropriate responses and resolving scoring ambiguities.

Pre-literacy skills are assessed with a fun board game that is designed to capture receptive and expressive language skills in action. As the teacher helps the student move around the board, these skills are assessed:

- Upper and lowercase letter recognition
- Number recognition and concepts
- Color recognition
- Shapes and spatial relationships such as "in front of," "under"
- Reading two- and three-letter sight words, such as "and," "is," and "up"
- Writing name, age, and two- and three-letter sight words

*PreLAS* uses graphics and stories based on early childhood literature and Kindergarten readiness skills.

**Description of how scores are reported:**

Scoring can be completed locally by a trained teacher or CTB can provide computerized scoring and reporting services. Raw scores correspond to one of three

categories: Non-English Speakers, Limited English Speakers, and Fluent (Proficient) English Speakers.

The general instructions for the test may be given in the child's home language, and the administrator should be certain the child thoroughly understands the general instructions. But the test items themselves should be administered in English.

*PreLAS* provides the following set of comprehensive reports:

- District: Roster Report
- Teacher: Skill Area and Strand Report; Group list Report
- Student: Student Proficiency Report

The following is a link where sample reports can be viewed:

<http://www.ctb.com/ctb.com/control/ctbProductViewAction?productFamilyId=454&productId=808&p=products>

Sample reports are also provided in Appendix D of this submission.

**Description of how the assessment provider supports the implementation of the assessment, including any technical assistance.**

LAS Links Professional Development enables educators to gain new skills to improve the instruction and assessment of LEP students and enhance teachers' ability to understand and use assessment measures and results and link them to instructional strategies.

Interpretation Guides describe how to interpret LAS Links test results and help educators understand test content, LEP standards assessed, research basis of the tests, and scoring tables.

Staff Development DVDs and Audio CDs can be used in individual or group sessions and support classroom instruction with sample LAS Links test items, score reports, and student responses. They also provide instruction and practice in administering, scoring, and interpreting test results.

Customized on-site professional development, available upon request, provides hands-on training in test administration and interpretation of LAS Links results. CTB also provides help desk and technical support to address any questions or issues that *preLAS* users may have.

**Estimated Service Costs (non-binding)**  
*Please include information about costs associated with the use of the assessment, including costs associated with technical assistance, training, professional development, scoring, etc. Please clearly identify whether these services, for cost, are required in order for an LEA to use the assessment.*

Fixed costs over a given academic year.	No fixed costs required for <i>preLAS</i> . Please refer to 2012 Costs breakout for <i>preLAS</i> following Form C.
---	---

Per-student costs over a given academic year that are above the estimated fixed costs.	Due to the detailed nature of the pricing please refer to our pricing sheet following Form C.
Time-and-materials costs that are limited to special services that are NOT required for standard administration during a given year (e.g., special professional development services at the start of a contract, standard setting if required, test augmentation if required, language translation fees for tests and supporting materials) and that are delineated on either a time-and-materials or a cost-per-service basis for each special service).	Due to the detailed nature of the pricing please refer to our pricing sheet following Form C.

<b>If approved as a student assessment for teacher and/or principal evaluations, we are prepared to provide services to (Please indicate by clicking on the appropriate boxes below):</b>	
<input checked="" type="checkbox"/>	<b>All</b> Districts/LEAs in the State of New York, or
<input type="checkbox"/>	Only to those eligible Districts/LEAs indicated below:

**For Assessments That Cover ELA and Math Only:**

Please mark with an “X” the elements below that apply to the assessment. If you project the assessment will change to include elements over the next three years, please mark the applicable year. Shaded cells represent NYSED’s suggested guidance to the field as New York State transitions to the Common Core.

**ELA: Non-Binding Guidelines for Phase-In of Common Core Assessment-Related Elements**

Elements	Applicable Year		
	12-13	13-14	14-15
Includes texts	N/A	N/A	N/A
Include texts – fiction and non-fiction	N/A	N/A	N/A
Include writing	N/A	N/A	N/A
Includes writing from texts – fiction and non-fiction (from Social Studies / History, Science, and Technical Subjects)	N/A	N/A	N/A

Assesses listening	N/A	N/A	N/A
Assesses speaking	N/A	N/A	N/A
Assess all four domains of CCSS (Reading, Writing, Speaking, Listening) with fidelity	N/A	N/A	N/A

**MATH: Non-Binding Guidelines for Phase-In of Common Core Assessment-Related Elements**

Elements	Applicable Year		
	12-13	13-14	14-15
Has appropriate level of focus	N/A	N/A	N/A
Has appropriate level of focus per PARCC frameworks	N/A	N/A	N/A
Includes open-ended items	N/A	N/A	N/A
Includes open-ended items that measure application	N/A	N/A	N/A
Appropriate measurement of mathematical practices	N/A	N/A	N/A
Has various assessment modes to demonstrate mathematical skills and concepts	N/A	N/A	N/A
Assesses modeling	N/A	N/A	N/A
Assesses fluency	N/A	N/A	N/A

## **2012 Detailed Cost Breakdown for preLAS**

<b>preLAS Observational Assessment Materials</b>		
<p><b>The preLAS Observational Assessment is designed to be a complimentary assessment to preLAS 2000.</b></p> <ul style="list-style-type: none"> <li>• It targets the youngest ELL population in daycare centers or other preschool programs.</li> <li>• It provides caretakers the opportunity to observe 3-year-old children during regular activities in a systematic way.</li> </ul>		
<b>Materials</b>	<b>Grades</b>	<b>Price</b>
preLAS Observational Assessment Answer Sheets English	Pre-K (3 yr. olds)	\$4.41/student*
preLAS Observational Assessment Answer Sheets Spanish	Pre-K (3 yr. olds)	\$4.41/student*
preLAS Observational Assessment User’s Manual - English	Pre-K (3 yr. olds)	\$60.90/manual
preLAS Observational Assessment User’s Manual - Spanish	Pre-K (3 yr. olds)	\$60.90/manual
<b>preLAS 2000 Materials</b>		
<b>preLAS 2000 Form C for Placement &amp; Identification of Students</b>		
Examiner’s Kit - English	Pre-K – K (4-6 yr. olds)	\$278.50/classroom
Examiner’s Kit - Spanish	Pre-K – K (4-6 yr. olds)	\$278.50/classroom
<b>preLAS 2000 Form D to Measure Progress</b>		
Examiner’s Kit - English	Pre-K – K (4-6 yr. olds)	\$278.50/classroom
<b>preLAS 2000 Additional or Replacement Materials</b>		
Examiner’s Manual (C, D)	Pre-K – K (4-6 yr. olds)	\$59.00/manual
Examiner’s Manual - Spanish (C)	Pre-K – K (4-6 yr. olds)	\$59.00/manual
Examiner’s Quick Reference Guide (C, D)	Pre-K – K (4-6 yr. olds)	\$10.10/guide
Examiner’s Quick Reference Guide - Spanish (C)	Pre-K – K (4-6 yr. olds)	\$10.10/guide
Cue Picture Book (C, D)	Pre-K – K (4-6 yr. olds)	\$71.20/book
Cue Picture Book - Spanish (C)	Pre-K – K	\$71.20/book