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## Participant Packet

### Proper Administration Procedures, First Grade

#### **Slide 4:** *What is the Tejas LEE?*



The Tejas LEE is a \_\_\_\_\_-based K-3 \_\_\_\_\_ reading assessment. It is a \_\_\_\_\_ for the early \_\_\_\_\_ of reading \_\_\_\_\_ and should be used to \_\_\_\_\_ reading instruction in the classroom.

drive

difficulties

tool

Spanish

research

identification

#### **Slides 9:** *First Grade Administration Schedule*



Tejas LEE is given at three time points.

Beginning of Year (BOY): \_\_\_\_\_

Middle of year (MOY): Mid-January

End of Year (EOY): Mid-April

#### **Slides 10-12:** *Tejas LEE Performance Levels*



Desarrollado (D):

Nivel Esperado (NE):

Nivel de Intervención (NI):

#### **Slide 20:** *Concepts Assessed in First Grade*



The First Grade Tejas LEE assesses the following skills:

- \_\_\_\_\_
- Graphophonemic Knowledge
- Reading Comprehension
- \_\_\_\_\_



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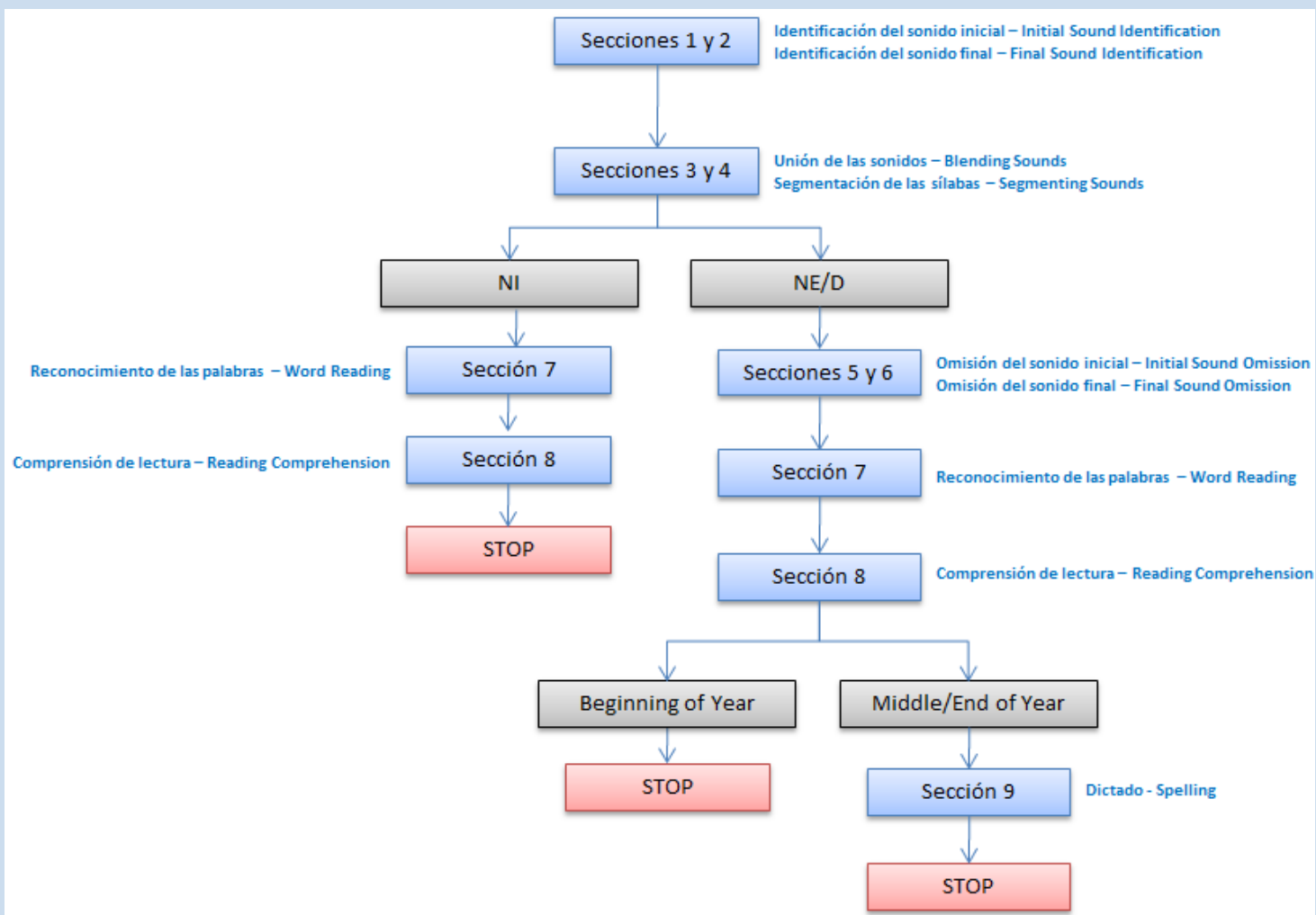


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## Slide 21: First Grade: Administration Sequence





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### **Slide 25-28: Phonological Awareness**



Phonological Awareness is strictly \_\_\_\_\_.

#### Tips for administration

- Keep phoneme sounds clipped and clear.
- Avoid adding a schwa after consonant sounds. For examples, saying /puh/ instead of /p/. This can be confusing for students.
- Students should not be penalized for dialectal differences.
- When administering blending sections, teachers should leave distinct pauses between each syllable or sound to avoid blending for students.

### **Slide 33: Branching Rules for Unión y segmentación de los sonidos**



In First Grade BOY, for combined Sections 3 and 4:

- If a student's performance level is D (14-16) continue with \_\_\_\_\_.
- If a student's performance level is NE (9-13) continue with \_\_\_\_\_.
- If a student's performance level is NI (0-8) continue with \_\_\_\_\_.

### **Slide 37: Think, Turn and Talk**



**Think, Turn and Talk** with a partner about the following questions:

- Why is phonological awareness an important skill in First grade?
- Why do you think Tejas LEE only assesses phoneme level PA knowledge in First Grade?



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**Slide 40: Graphophonemic Knowledge: Reconocimiento de las palabras****Tips for administration**

- This section is not for story placement.
- This section measures single word decoding ability.
- Remember to use a blank sheet of paper to uncover one word at a time.
- This section also requires the use of the task cards.

**Slide 41: Graphophonemic Knowledge: Dictado****Tips for administration**

- This section is only administered at the following time points: \_\_\_\_\_, \_\_\_\_\_
- Not all students will take this section, only those who score D/NE on \_\_\_\_\_.
- This section may be administered in small group format or individually.
- Remember to say the word, read the sentence, and then repeat the word a second time.
- If student places an accent or dieresis where it is not needed, then the word should be counted as incorrect.
- List of words is the same for MOY and EOY.
- Do not allow your students to work directly in the Folleto. Either make photocopies for students to use or use a blank sheet of paper.

**Spelling Conventions/TEKS Correlations****MOY, EOY List**

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
tu		22F
beso	b vs. v	22Dv; 22F
chico	ch digraph; c vs. k	22Dv; 22F
baño	b vs. v; ñ sound	22Dv; 22F
leche	ch digraph	22F
soy	y vs. i	22Dv; 22F
padre	dr blend	22Dii; 22Dv; 22E; 22F
flan	fl blend	22E; 22F
grande	gr blend; nd cluster	22Dii; 22E; 22F
gente	soft g vs. j; nt cluster	22Dv; 22F



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**Slide 46: Determining Fluency Rate in PLCPM (Palabras Leídas Correctamente Por Minuto)****Part 1**

Alberto read the first grade story, *El sapito de mi sala*, (110 words) in 1 minute 47 seconds. He made 3 errors in the reading. Calculate his fluency rate.

Palabras en el cuento	-	Errores	=	Palabras correctas	÷	Segundos	x 60 =	Fluidez
110	-		=		÷		x 60 =	

Carmen read the second grade story, *El Festival del Charro*, (157 words) in 2 minutes 13 seconds. She made 5 errors in the reading. Calculate her fluency rate.

Palabras en el cuento	-	Errores	=	Palabras correctas	÷	Segundos	x 60 =	Fluidez
157	-		=		÷		x 60 =	

Nicolasa read the third grade story, *La montaña rusa*, (277 words) in 3 minutes 34 seconds. She made 12 errors in the reading. Calculate her fluency rate.

Palabras en el cuento	-	Errores	=	Palabras correctas	÷	Segundos	x 60 =	Fluidez
277	-		=		÷		x 60 =	

**Part 2**

Look at the fluency rates in the class summary sheet below and discuss what you notice at your table.

Nombre del estudiante	Fluidez de lectura		
	Cuento 1	Cuento 2	Promedio
	(PLCPM)	(PLCPM)	
Desarrollado=D Nivel esperado=NE Nivel de intervención=NI Carolina B	253	317	285
David C	194	238	216
Evelin G	423	407	415
Alvaro H	214	190	202
Rubén M	89	124	107



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### **Slides 49-50: Comprehension Questions**



#### Tips for administration

- Suggested answers are listed after every comprehension question. However, due to space limitations not all possible answers are listed. Teachers should use their professional judgment to determine if an answer is correct or incorrect.
- In some cases, questions may require more than one answer in order to be scored correct. For those questions, the number of responses needed for a correct score will be listed under the suggested answers.
- When the question requires more than one answer, the teacher may prompt the student for an additional response by saying, \_\_\_\_\_.

Sample Question:

#### **8. ¿Por qué dijo Danielito que el cocodrilo lo había atacado?**

Respuesta: él quería echarle la culpa al cocodrilo, para que su mamá no lo regañara a él  
Se requiere una sola respuesta.

### **Slides 51-55: Reading Comprehension**



#### Reminders:

- This section is given at every time point, regardless of previous performance.
- Students must read/attempt two stories.
- If student misses three words in first sentence, stop the reading of that story and score as NI. Do not calculate fluency and do not administer comprehension questions.
- If student successfully reads the story, calculate fluency and administer comprehension questions.
- Students will always attempt story 2, regardless of performance on Story 1.
- At BOY, there are 5 comprehension questions per story. At MOY and EOY, there are 8 questions per story.

Practice: Use materials on next page.



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Guía de administración (Teacher's Guide)**Sección 8****Comprensión de lectura—Principio del año—Cuento 1**

**Instrucciones:** *Ahora vas a leer un cuento llamado "El pato Lalo". Se trata de la mascota de un niño. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.*

Cuaderno de lecturas (Student Story Booklet)**Sección 8 - Principio del año - Cuento 1****El pato Lalo**

Pablo tiene una mascota que se llama Lalo. Es un pato blanco. Su pico y sus patas son color naranja. A Lalo le gusta nadar en el lago. El agua del lago es muy fresca.

Folleto de respuestas del estudiante (Student Record Sheet)

Sección 8		Comprensión de lectura—Principio del año—Cuento 1 (El pato Lalo)	
Preguntas de comprensión de "El pato Lalo" (Cuento 1)		Puntos (0, 1)	
Explícitas	1. ¿Cómo se llama la mascota de Pablo? Respuesta: Lalo		Total
	2. ¿Qué tipo de mascota es? Respuesta: un pato		
	3. ¿Cómo es el pato? Respuesta: blanco, blanco y su pico y patas son color naranja Se requiere una sola respuesta.		
	4. ¿Qué le gusta hacer a Lalo? Respuesta: nadar en el lago		
Implicita	5. ¿Por qué le gusta a Lalo nadar en el lago? Respuesta: el lago es muy fresco		
TOTAL: (5 posibles)			
Nivel de logro: Trace un círculo alrededor del nivel apropiado.		D 4-5	
		NI 0-3	

**Continúe con el Cuento 2**





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**Slides 56-59: Determining Overall Scores****Determining the Overall Score for Accuracy, Fluency, and Comprehension****Reading Accuracy:**

INS or IND on BOTH Stories = D overall

FRU on EITHER Story = NI overall

**Reading Fluency:**

There is NO D/NI performance standard for Fluency. To determine the overall fluency rate, average the rates of the two stories together. If one score is missing, the overall rate is the fluency rate of the single story. The fluency rate target for EOY is *approximately 60 PLCPM*.

**Reading Comprehension:**

D on BOTH stories = D overall

NI on EITHER story = NI overall

Based on the information above, complete the following:

1. Determine the overall scores of for the students in the table below.

Sección 8: Exactitud, fluidez y comprensión de lectura												
		Cuento	Narr. (N) Exp. (E)	Exactitud de lectura			Proporción de la fluidez		Comprensión			
				Cuento	Global	Cuento	Global	Cuento		Global		
					Nivel de logro (D, NI)		Puntaje	Promedio de puntaje	Puntaje	Nivel de logro (D, NI)	Nivel de logro (D, NI)	
Enrique	Principio	1	N	IND	INST	FRU		25		4	D	
		2	N	IND	INST	FRU						
Ana	Principio	1	N	IND	INST	FRU		44		5	D	
		2	N	IND	INST	FRU		36		4	D	
Laura	Principio	1	N	IND	INST	FRU		53		4	D	
		2	N	IND	INST	FRU		42		3	NI	
Jorge	Principio	1	N	IND	INST	FRU						
		2	N	IND	INST	FRU		33		2	NI	

2. Jot down any questions you have about how the results are shown above. Be sure to check with a neighbor or a presenter so that your questions are answered.

3. Why is there no fluency or comprehension score for Enrique on story 2 or Jorge on story 1?





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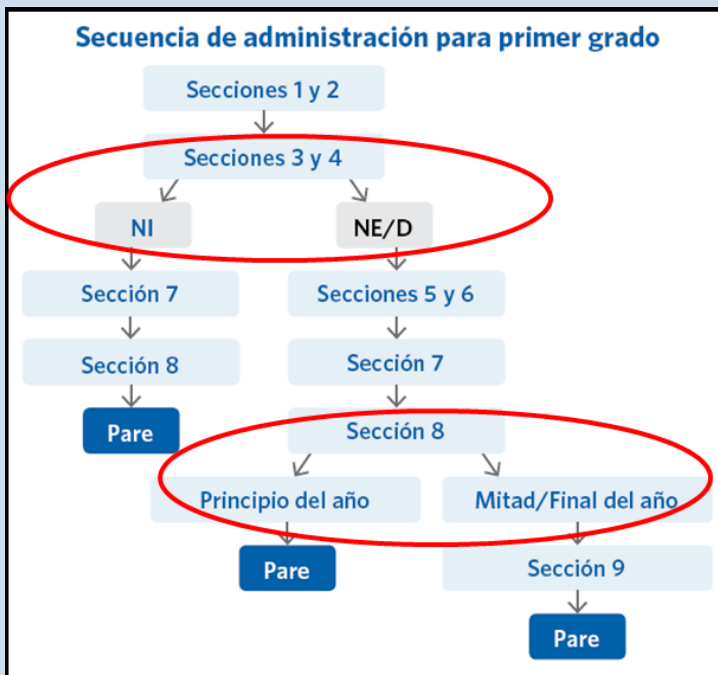


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### Slides 61: Branching Rules



Branching rules minimize \_\_\_\_\_ by skipping students past sections in which they will not likely \_\_\_\_\_. This is based on performance on easier tasks. Branching rules also tell teachers when certain sections should be administered.



### Slides 62: Entry Point Rules



#### Reminders:

- Formally known as the Jumping In Rules.
- Entry Point Rules avoid re-administration of some sections on which a student has already scored \_\_\_\_\_ in a \_\_\_\_\_ administration.
- To determine whether a section needs to be re-administered, look in the colored box in the Administración section under the heading titled “Mitad y final del año”.

Sección 1	Identificación del sonido inicial
<b>Materiales:</b> Folleto de respuestas del estudiante	
<b>Administración:</b>	<p><b>Principio del año</b> Administre todas las preguntas.</p> <p><b>Mitad y final del año</b> NE o NI en la administración previa, administre esta sección. D en la administración previa, no necesita administrarla. Continúe con la Sección 3.</p>