

## Key Points



## Notes



## Key Points



## Notes

## Copyright Notification

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## Key Points



## Notes



## Contents of this Module

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- General Information about Tejas LEE
- Phonological Awareness
- Graphophonemic Knowledge
- Accuracy
- Fluency
- Comprehension

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**DO:**  
Read/review slide.



## Key Points



## Notes

**What is the Tejas LEE?** 4

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

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## Key Points

### DO:




Have the participants turn to their participant packet and give them a minute to fill in the missing words in the text. Choose a volunteer to read the completed text.

The text should read as follows:

The Tejas LEE is a research-based K-3 Spanish reading assessment. It is a tool for the early identification of reading difficulties and should be used to drive reading instruction in the classroom.



## Notes



## Should I Give the Tejas LEE? 5

The Tejas LEE is recommended for:  
students receiving their primary  
reading instruction in Spanish

However:

The final decision of whether to use a  
Spanish or English assessment is up  
to your district

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**DO:**  
Read/review slide.



### **ADDITIONAL INFORMATION FOR PRESENTER:**

#### When Should a Student be Administered an English Instrument?

Even when a student is in a bilingual education program, there may be times when reading instruction is occurring primarily in English. For example, the student may be in the final stages of transitioning from Spanish to English reading. In this case, an English reading instrument may be more effective in providing data for instructional planning. Likewise, if the student is in an English as a Second Language (ESL) program or a general education classroom where English is the language used for reading instruction, an English instrument will generate the most useful information about current skills and instructional needs.

If the Tejas LEE is administered at the beginning of the year, then it also should be administered at the middle and end of the year. This will allow you to assess progress and gains accurately. The TPRI also may be administered in addition to the Tejas LEE if you want to assess the student's English language skills.

Students enrolled in ESL programs may be exempted from the administration of an English instrument if their language proficiency is not sufficient to yield reliable and valid results. For further information, consult the "Reading Instruments Guide for Texas Public Schools and School Districts".




## **Key Points**

- If the student is receiving Spanish reading instruction, the Tejas LEE would normally be given.
- Final decision on which instrument to use is made by district or school.



## **Notes**



## Transition to English

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If you administer the Tejas LEE at the beginning of year, you should also administer it at the middle and end of year.

Although the Tejas LEE and TPRI measure similar reading skills, they are not the same assessment and results **CANNOT** be compared between tests.

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**DO:**

Read/review slide.




## Key Points

- If you administer Tejas LEE at BOY, you must also administer it at MOY and EOY.
- The Tejas LEE will offer information about Spanish reading development, while the TPRI informs you about English reading development.
- Comparisons between the results on the Tejas LEE versus TPRI cannot be made.



## Notes



## What Should I Administer? 7

Always begin testing with the current grade level of the Tejas LEE.

If you have not obtained sufficient information to determine a student's instructional needs, you may administer a lower grade level test.

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**DO:**

Paraphrase slide.

**SAY:**

*Your Tejas LEE kit comes with the instructions to administer the assessment both on and off-grade level (K-2 for Puzzle Piece Kits; K-3 for Confetti Kits). Teachers may choose to go down a grade level to obtain additional information regarding a student's instructional needs. For example, a second grade teacher may decide to also administer the first grade assessment. However, we do not recommend going up a grade level as this may skew next year's assessment. An off-grade level assessment will require you either obtain off-grade level paper "Folletos de respuesta del estudiante" or to learn how to assess off-grade level using your electronic device.*

*If you need to test at a lower level than Kindergarten, check with your bilingual department or with the pre-Kinder teachers on your campus to see what assessment(s) are used by your district.*



## Key Points

- Always begin with the appropriate grade level assessment.
- Teachers may go down a grade level if they need additional information regarding a student's instructional needs.



## Notes



Special Ed & Testing Accommodations

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Special Ed: Special Education students should receive an **ON-GRADE LEVEL** assessment unless otherwise specified in their Individual Education Plan (IEP)

Testing Accommodations: A student may use the same testing accommodations that they regularly receive in their daily classroom instruction

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**DO:** Read/review slide. (Go over the information below as much as you feel is necessary based on the audience interest in this topic. )



#### **ADDITIONAL INFORMATION FOR PRESENTER:**

##### Special Education

The Tejas LEE should be administered to all K-2 special education students at their grade-level placement for reporting purposes per SB §28.006 (States that every student in K-2 must be administered an early reading assessment. As such, TEA will cover the expense for these assessments.) However, once this information is gathered, the special education teacher may move between grade levels on the Inventory to obtain instructional information to assist with setting appropriate student objectives and goals.

##### Testing Accommodations

If the student has an Individualized Educational Plan or an instructional plan developed by an ARD or Section 504 committee, this may assist you in deciding which accommodations are appropriate. The following accommodations may be used:

1. Instructions may be signed to a student with a hearing impairment.
2. A student may place a colored transparency over any part of the Inventory.
3. A student may use a place marker.
4. A student may spell words aloud in place of writing them. A scribe or the teacher should record the student's responses.
5. A student may use any other accommodation that is a routine part of his/her reading, writing, or spelling instruction.



## **Key Points**

- Special Education students receive an on grade level assessment unless otherwise stated on their Individualized Education Plan (IEP).
- The IEP is developed by an Admissions, Review, and Dismissal (ARD) committee.
- Students may use any accommodation that they regularly receive in their daily instruction.



## **Notes**

When Do I Administer?			
	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
KINDER	6 weeks after the beginning of school year	Mid-January	Mid-April
FIRST	2 weeks after the beginning of school year	Mid-January	Mid-April
SECOND			
THIRD			

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## Key Points

- The Tejas LEE BOY assessment should be given 2 weeks after the beginning of school in G1-G2.
- MOY is Mid-January.
- EOY is Mid-April.
- The actual testing window will be set by your district/school.

### SAY:

*The suggested times for administration of the Tejas LEE, as set by the Texas Office of Statewide Initiatives, are as follows (read slide).*

*Other things to keep in mind are:*

- *Refer to district calendars for year round schedules.*
- *Special considerations need to be made for migrant students and for new students who arrive after an assessment period has ended.*
- *These timelines for administration may also be found on the Tejas LEE website.*
- *Note that the BOY administration window for 1<sup>st</sup> and 2<sup>nd</sup> grade is 2 weeks after the beginning of the school year.*

### DO:



Have the participants turn to their participant packet and complete the administration schedule for their appropriate grade level



## Notes

## Performance Levels

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**Nivel de logro:**

	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
NI			0-2

**Desarrollado (D) = The student has mastered the skill.**

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## Key Points

- There are 3 performance levels on the Tejas LEE.
- Desarrollado (D) means a student has mastered the skill.
- The cutpoints for the D level will remain constant throughout the entire year.

### SAY:

*On the Tejas LEE, "Performance Level" appears at the bottom of each task page in a box titled "Nivel de logro". There are 3 different performance levels on the Tejas LEE. The first is "Desarrollado" (Developed). Students who score Developed have mastered the skill assessed on the Tejas LEE.*

### DO:



Have the participants turn to their participant packet and fill in the definition of "Desarrollado" in their own words.



## Notes

## Performance Levels

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**Nivel de logro:**

	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
NI			0-2

**Nivel esperado (NE) =** Indicates the student is performing at a level expected for that grade and time point. The student is expected to further develop this skill during the remainder of the school year. A score of NE is acceptable and should not be considered problematic.

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### SAY:

*The second performance level is “Nivel esperado” (NE), or Expected Level. Not all tasks on the Tejas LEE have NE scores. When a task has an NE score, it will only appear during Beginning of Year and/or Middle of the Year administrations.*

*Nivel esperado indicates that the skill being assessed on the Tejas LEE is one that is may be taught on an on-going basis. As such, it would not be reasonable to assume that a student would have mastered this skill at the beginning or middle of the school year.*

*However, NE scores always turn into NI (Nivel de intervención) scores by the End of Year. While the score should not be considered problematic, teachers should be providing on-going instruction and practice in these skills so that their students master them.*

### DO:



Have the participants turn to their participant packet and fill in the definition of “Nivel Esperado” in their own words.



## Key Points

- Nivel Esperado (NE) indicates that the student is performing at an expected level for that grade and time point.
- Not all tasks will have an NE level.
- There is no NE level at EOY as all students are expected to be Developed by the end of year.
- Teachers should still provide on-going instruction for students scoring NE, so that their students can master the skill (s).



## Notes

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## Performance Levels

**Nivel de logro:**

	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
NI			0-2

→

**Nivel de intervención (NI) = The student is performing well below the expected level for the grade level and time point; intervention is strongly recommended.**

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## Key Points

- Nivel de intervención (NI) indicates that the student is performing below the expected level for that grade and time point and intervention is strongly recommended.
- Not all tasks will have an NI level at each time point.

### SAY:

*Note that the color of the NI box is different from D or NE. This is to draw teacher's attention to scores in this range and to emphasize that the Nivel de intervención level requires teacher intervention with these students.*

### DO:



Have the participants turn to their participant packet and fill in the definition of "Nivel de intervención" in their own words.



## Notes

## Tejas LEE Administration Guidelines

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1. Administer individually to one student at a time. Score and record after the administration is completed.
2. Administration should occur in a quiet environment with adequate lighting, free of distractions.
3. The *Guía de administración* should be used with every administration.

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**DO:**  
Paraphrase slide.



### ADDITIONAL INFORMATION FOR PRESENTER:

Additional information is provided below on Guideline #1.

1. The Tejas LEE should be administered individually to one student at a time. Exceptions to this include the Dictado (spelling) sections. In grades 2, this section may be administered to the entire class or to small groups of students. Grade 1 Dictado, however, may be administered only in a small group format or individually since not all students will be administered this section. Results should be scored and recorded after the administration is completed.



## Key Points

- Administer the Tejas LEE to one student at a time
  - except for Dictado section which can be given whole group (in grade 2) or small group (grades 1-2).
- The Tejas LEE should be given in quiet, distraction-free environment.
- Always use the Guía de administración when giving the assessment.



## Notes



Administration Guidelines

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4. Follow the branching rules for the particular grade level.
5. The materials needed for each task are listed at the top of each section in the *Guía de administración*.
6. In order to determine whether a section should be re-administered at MOY and EOY, look under the heading titled “Mitad y final del año”.

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**DO:**

Paraphrase slide.



**ADDITIONAL INFORMATION FOR PRESENTER:**

Additional information on Guidelines #4 and #6 is provided below.

4. Follow the branching rules for the particular grade level. Branching rules were established to reduce administration time and student frustration. The branching rules tell the teacher to skip a task the student would not likely be able to perform successfully and moves the student to a task where success is more likely.

6. If a student scores Desarrollado on certain sections of the Tejas LEE, these sections may not need to be re-administered during the subsequent assessment period. In other words, in subsequent assessments, you may be able to skip some sections. In order to determine whether a section should be re-administered, look in the colored box in the Administración section under the heading titled “Mitad y final del año”.



## Key Points

- Always follow the branching rules.
- Materials for individual tasks can be found at the top of the page.
- The “*Mitad y final del año*” section indicates when a section should be re-administered at middle and end of year and when it may be skipped.



## Notes

**Administration Guidelines** 15

7. What you say to the student during administration (e.g., questions, examples, etc.) is always presented in bold-faced italics.
8. Instructions may be repeated as needed.
9. Always administer all practice items.
10. Assessment items should be repeated only if the student was unable to hear them the first time they were given.

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**DO:**

Paraphrase slide.



**ADDITIONAL INFORMATION FOR PRESENTER:**

Additional information on Guideline #9 is provided below.

9. If a task has practice items, it is critical that all practice items be administered to each student at each administration. Practice items allow the student to gain a better understanding of what the task requires. Administering practice items helps to ensure the student understands the task at hand and that performance is accurate and not simply a reflection of their lack of understanding.



**Key Points**

- All student directions are presented in bold faced-italics.
- Task instructions can be repeated as needed.
- Always administer all practice items.
- Only repeat test items if student was unable to hear due to a distraction.



**Notes**



## Administration Guidelines

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11. In questions pertaining to a sound or syllable, the sound or syllable is presented between diagonal slash marks ( i.e. /t/ or /ma/ /sa/).
12. Hints or clues to assist the student in determining correct responses should be avoided.

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### DO:

Paraphrase slide.



## Key Points

- All sounds are presented between slash marks (i.e. /b/)
- All syllables are presented between slash marks (i.e. /ma/)
- No hints or clues should be given during the assessment.



## Notes

Administration Guidelines

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13. Be equally positive throughout the administration of the Tejas LEE, whether or not the student is able to give correct responses.

14. Be aware of students who are losing interest, easily distracted or exhibiting frustration. These behaviors often invalidate results.

The Tejas LEE does not need to be completed in one sitting.

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This slide has 1 ✓ ☆ CLICK of animation.

**DO:** Paraphrase slide. ✓ ☆ **CLICK** Read box. Stress that sections need to be completed in one sitting, but not the entire inventory.



#### ADDITIONAL INFORMATION FOR PRESENTER:

Additional information on Guidelines #13 and 14 is provided below.

13. Be equally positive throughout the administration of the Tejas LEE, whether or not the student is able to give correct responses. Be sure to praise effort and not correct responses. A student should always leave the administration feeling good about his/her performance.

14. Be aware of students who are losing interest, easily distracted or exhibiting frustration. These behaviors often invalidate results. The Tejas LEE does not have to be administered in one sitting. While most students will be able to complete the Tejas LEE during a single administration, others are easily bored or frustrated and should be given a break or allowed to complete the Tejas LEE at another time. You should finish the section being administered before stopping the administration (e.g., the administration should not be stopped at item 3 of a task with 10 items).

In Grades 1,2 and 3, the Reading Comprehension section is considered to be ONE section. Thus, both stories should be administered in a single setting.



## Key Points

- Always remain positive with the students during the assessment.
- Tejas LEE does not have to be completed in one sitting. However, do not stop testing in the middle of a task.



## Notes



## Tejas LEE K-2 Materials

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The kit includes:

- Guía de administración (Teacher's Guide)
- Cuaderno de lecturas (Story Booklet)
- Tarjetas de actividades (Task Cards)
- Folleto de respuestas del estudiante\* (Student Record Sheet)
- Resúmenes de la clase\* (Class Summary Sheets)
- Guía de actividades de intervención (Intervention Activities Guide)
- Cronómetro\* (Stopwatch)

**\* Pencil & Paper Districts:**  
These forms were provided to your district electronically. Your trainer will explain how you will receive the forms for your classroom use.

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**DO:** Read/review slide.



### ADDITIONAL INFORMATION FOR PRESENTER:

Guía de administración (Teacher's Guide): Everyone needs to read and follow the guidelines. Consistency is key. If not, this will affect the reliability of the student data.

Cuaderno de lecturas (Story Booklets): These contain all of the reading comprehension stories for K-2. A Cuaderno de lecturas is included in each K-2 kit.

Tarjetas de actividades (Task Cards): These cards have all of the non-story reading tasks. A complete set of cards for grades K-2 is included in each kit.

Folleto de respuestas del estudiante (Student Record Sheets) and Resúmenes de la clase (Class Summary Sheets): Are not a part of the kit but are being provided to the state electronically. TRAINER: Explain to your teachers how they will be receiving these forms (printed by the district or electronically).

Guía de actividades de intervención (Intervention Activities Guide): This guide provides teachers with ideas to use in planning lessons for students. The introduction for each section offers a quick overview of the skill addressed and in many cases, background information for the educator. Many activities now have reproducible blackline masters, which are available at [www.tejaslee.org](http://www.tejaslee.org)

Cronómetro (Stopwatch): The stopwatch is included in the First and Second Grade Kits.



## Key Points

The Tejas LEE Kit includes:

- Teacher's Guide
- Student Story Booklet
- Task Cards
- Student Record Sheets\*
- Class Summary Sheets\*
- Intervention Activity Guide
- Stopwatch (Grade 1, 2 only)

\* **TRAINER NOTE:** Texas Paper and Pencil districts may obtain PDFs of the Student Record Sheets and Class Summary Sheets from the [www.tpriandtjl.com](http://www.tpriandtjl.com) website. You can download the files and print them for your teachers.



## Notes




### INFORMATION FOR PRESENTER:

Place kits where participants will be able to go through and get acquainted with the contents of the Tejas LEE materials, if time permits.

## Tejas LEE K-3 Materials

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**The kit includes:**

- Guía de administración (Teacher's Guide)
- Tarjetas de actividades (Task Cards)
- Cuaderno de lecturas (Story Booklet)
- Cronómetro\* (Stopwatch)

**Separate Purchase Items**

- Guía de actividades de intervención (Intervention Activities Guide)
- Resúmenes de la clase\* (Class Summary Sheets)
- Folleto de respuestas del estudiante\* (Student Record Sheet)

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**DO:** Read/review slide.



### ADDITIONAL INFORMATION FOR PRESENTER:

Guía de administración (Administration Guide): Everyone needs to read and follow the guidelines. Consistency is key. If not, this will affect the reliability of the student data.

Tarjetas de actividades (Task Cards): These cards have all of the non-story reading tasks. A complete set of cards for grades K-2 is included in each third grade kit.

Cuaderno de lecturas (Story Booklets): These contain all of the reading comprehension stories for K-3. A Cuaderno de lecturas is included in each K-3 kit.

Cronómetro (Stopwatch): The stopwatch is included in the Third Grade Kit.

The following items are separate purchase items:

Guía de actividades de intervención (Intervention Activities Guide): This guide provides teachers with ideas to use in planning lessons for students. The introduction for each section offers a quick overview of the skill addressed and in many cases, background information for the educator. Many activities now have reproducible blackline masters, which are available at [www.tejaslee.org](http://www.tejaslee.org)

Folleto de respuestas del estudiante (Student Record Sheets): These are separate purchase items and are sold in packs of 15. If you use an electronic version of the Tejas LEE, you do not need the *Folleto de respuestas del estudiante*.

Resúmenes de la clase (Class Summary Sheets—CSS): There is one Class Summary Sheet (One for each of the 3 administrations of the Tejas LEE—BOY, MOY, EOY). These are sold by Brookes Publishing. Electronic users may print out electronic versions of this form. For Pencil & Paper districts, an electronic version of the CSS is available on the Tejas LEE website that teachers may use instead of the paper copy.



## Key Points

The Tejas LEE Confetti Kit has Grades K through 3. The kit includes.

The Tejas LEE Kit includes:

- Teacher's Guide
- Student Story Booklet
- Task Cards
- Stopwatch

\* The following items are not included in the kit but are available for purchase from Brookes Publishing.

- Student Record Sheets
- Class Summary Sheets
- Intervention Activities Guide



## Notes



### INFORMATION FOR PRESENTER:

Place kits where participants will be able to go through and get acquainted with the contents of the Tejas LEE materials, if time permits.

Concepts Assessed By Grade Level				
Concepts Assessed	Kindergarten	Grade 1	Grade 2	Grade 3
Book and Print Awareness	✓			
Phonological Awareness	✓	✓		
Graphophonemic Knowledge	✓	✓	✓	✓
Listening Comprehension	✓			
Reading Comprehension	✓	✓	✓	✓
Fluency		✓	✓	✓



## Key Points

### SAY:

*This slide simply summarizes the skill sets assessed by the Tejas LEE by grade level.*

Book and Print Awareness is an optional section in Kindergarten

Phonological Awareness is assessed in Kindergarten by Sections 3-8 and in First Grade by Sections 1-6.

Graphophonemic Knowledge is assessed in Kindergarten in Sections 1, 2 and 9, in First Grade in Sections 7 and 9, in Second Grade in Sections 1 and 3, and in Third Grade in Section 2.

Listening Comprehension is assessed in Kindergarten, Section 10.

Reading Comprehension is assessed in Kindergarten, Section 11, in First Grade, Sections 8, in Second Grade in Section 2, and in Third Grade in Section 1.

Fluency is assessed in First Grade, Sections 8, in Second Grade in Section 2, and in Third Grade in Section 1.

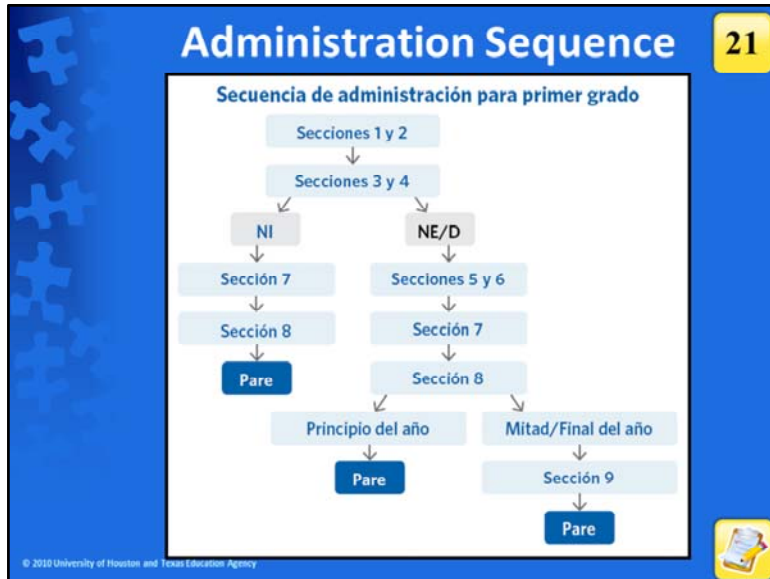
### DO:



Have participants turn to their participant packet and check off the skills assessed for their grade level.



## Notes



### DO:

Walk participants through the logic of the First Grade flowchart.

Be certain to point out these unique features of the First Grade assessment.

- There are three sets of combined sections:
  - Sections 1 and 2 (Identifying Initial and Final Sound)
  - Sections 3 and 4 ( Blending and Segmenting Sounds)
  - Sections 5 and 6 (Deleting Initial and Final Sound)
- Per the branching rules, if a student scores NI on Sections 3 and 4, they will move forward to Section 7. If a student scores D or NE on Sections 3 and 4, they will continue to Sections 5 and 6.
- Section 9 (Dictado) is only administered at the middle and end of year administrations. However, only those students who scored D/NE on Sections 3 and 4 will take this section.



Remind participants that there is a copy of this administration sequence in their participant packet.



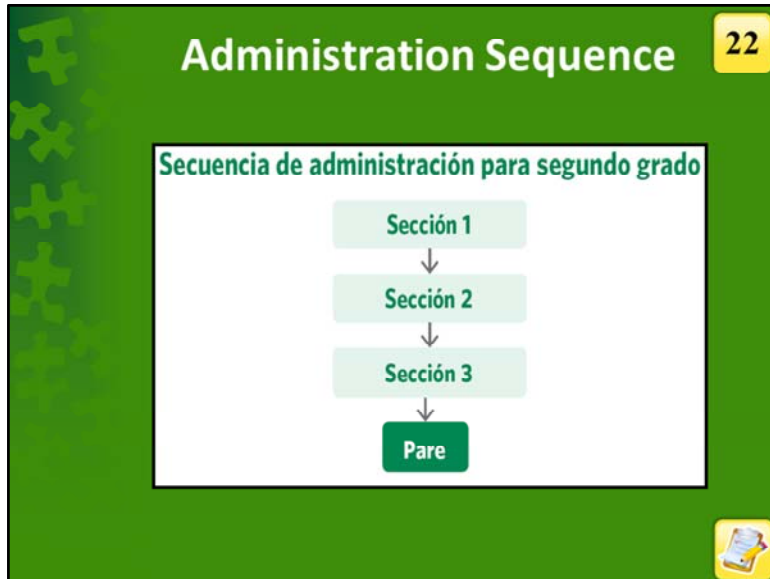
## Key Points

- There are 9 sections in the First Grade Tejas LEE.
- Sections 1 and 2 (Identifying Initial and Final Sound), Sections 3 and 4 ( Blending and Segmenting Sounds), and Sections 5 and 6 (Deleting Initial and Final Sound) are combined sections.
- If student is NI on Sections 3 and 4, continue to Section 7. If student is D/NE continue with Sections 5 and 6.
- Section 9 is only administered at middle and end of the year, but only to those students who scored D/NE on Sections 3 and 4.



## Notes





**DO:**

Walk participants through flowchart logic.

Sección 1: Reconocimiento de las palabras

Sección 2: Comprensión de lectura

Sección 3: Dictado



Remind participants that there is a copy of this administration sequence in their participant packet.

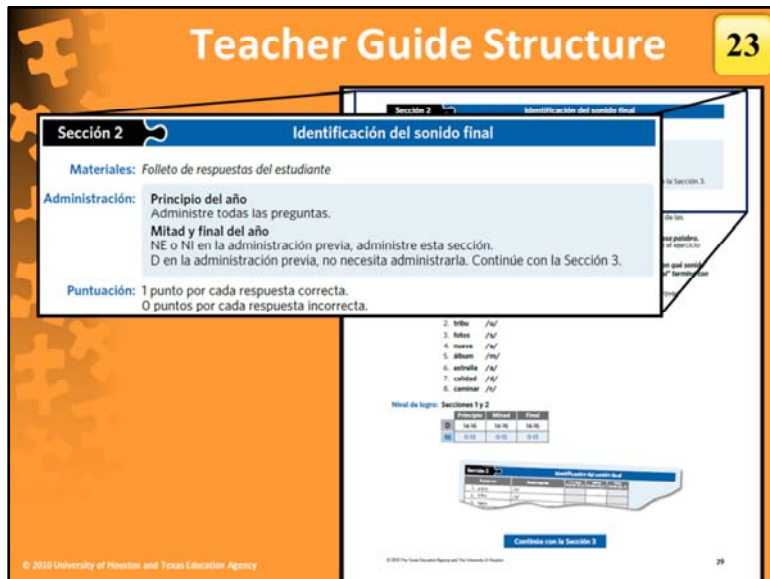


## Key Points

- All three sections must be given at each time point.



## Notes



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#### SAY:

*Each section of the Teacher Guide is organized in the same fashion. Let's go through each part of the instructions.*

*The top of the page has the section number and the name of the skill in the colored bar.*

✓ ☆ CLICK

*Directly underneath this you will find the Materials section which lists the materials you will need to administer this section of the Tejas LEE.*

*The Administration section (highlighted in the colored box) gives you important information on when to or not to administer this section.*

*The next section is Puntuación (Scoring). Generally, scoring is always the same: 1 point for correct answers, 0 points for incorrect answers. Occasionally, you will have special indications on how to score a particular section. These will appear at the bottom of the Puntuación section.*



## Key Points

- Section number and section name will always appear at the top of the page in the colored bar.
- The Materials section lets you know what you will need for the administration of that task.
- The Administration section gives you helpful information on whether or not to administer this section at a particular time point.
- The Scoring section gives instructions on how to score the task: 1 for correct, 0 for incorrect.



## Notes



**Teacher Guide Structure** 24

**Sección 2** Identificación del sonido final

**Instrucciones:** El estudiante debe identificar el sonido final de cada palabra. En el caso de las consonantes, pronuncie el sonido de la letra, pero no diga el nombre.  
*Te voy a decir una palabra. Quiero que me digas con qué sonido termina esa palabra. Por ejemplo, la palabra "plátano" termina con el sonido /a/. (Demuestre el ejercicio según sea necesario.)*

**Práctica:** Ahora vamos a practicar. Escucha la palabra que voy a decir, "papel". ¿Con qué sonido termina "papel"? Si la respuesta no es correcta, digale: La palabra "papel" termina con el sonido /f/.

**Preguntas:** ¿Con qué sonido termina "\_\_\_"? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. entro /o/
2. tribu /u/
3. fotos /s/
4. nueve /e/
5. álbum /m/
6. estrella /a/
7. calidad /d/
8. caminar /r/

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This slide has 1 ✓ ☆ CLICK of animation.

**SAY:**

*The next section of the Directions is Instrucciones.*

✓ ☆ CLICK

*This section often provides helpful hints that can avoid administration pitfalls that can affect reliability. For instance, in this example, the teacher is reminded to pronounce the letter sound, not the letter name.*

*The following section is titled Práctica. Not all sections have a Práctica section. However, where they do appear, they are very important. The Práctica section allows students a chance to practice the skill on which they are to be assessed. It ensures that the student understands the task and that their score on the section reflects their actual ability rather than a lack of understanding of what they should do. On a few sections, 2 practice items may be provided. Be sure to always administer ALL of the practice items.*

*The final section is the Preguntas (Test items). Anything that is read to the student is presented in BOLD FACED, italic type. So, for this activity, the teacher should read the word. The answer to each item is presented in slash marks next to each word. As you will remember, when something is presented between slash marks, it refers to the sound rather than the letter name.*



## Key Points

- The Instructions section provides helpful hints for the teacher regarding administration of the task. Anything that needs to be read to the student is presented in ***bold-faced italic type***.
- Not all sections will have a practice section, however when it appears it is very important to give all practice items.
- The Test Item section contains all the items for that section.



## Notes

**Teacher Guide Structure** **25**

**Sección 2** Identificación del sonido final

**Nivel de logro: Secciones 1 y 2**

	Principio	Mitad	Final
D	14-16	14-16	14-16
NI	0-13	0-13	0-13

**Sección 2** Identificación del sonido final

Palabras	Respuestas	Principio Puntos 15, 6	Mitad Puntos 15, 6	Final Puntos 15, 6
1. erizo	/er/			
2. torbu	/tu/			
3. fotón				

Continue con la Sección 3

Continue con la Sección 3

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### SAY:

The next item on each page of the teacher guide is the Performance Level table. By comparing students results and timepoint, you can determine your students' performance level on the section. Please note that NI scores are always presented in color to draw your attention to the scores of students who will require intervention.

Also shown on the slide is a "tear-out" or illustration from the Folleto de respuestas del estudiante. This illustration is shown to direct you to the correct section of the Folleto for scoring.

At the bottom of the page, you will find a colored box with directions on which section to continue with. In this example, all students would continue with Section 3. However, sometimes the directions will tell you to branch to a certain section depending on the student's performance level.

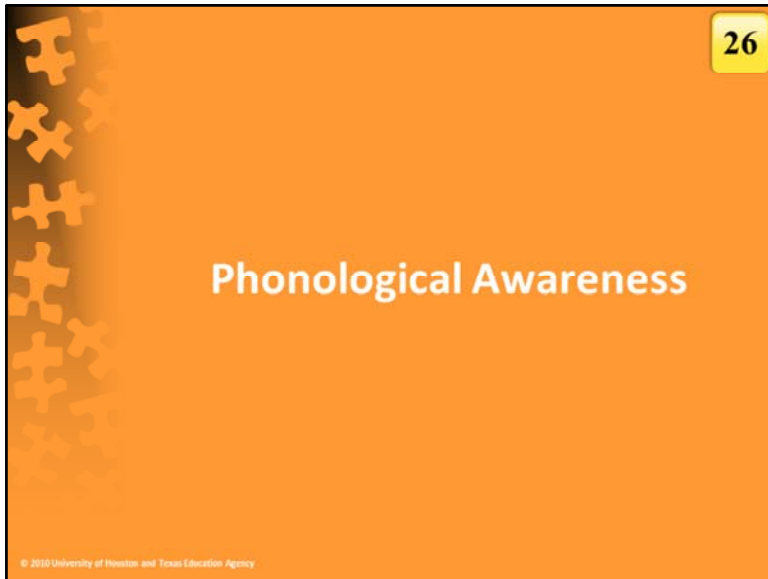


## Key Points

- The Performance Level table lists the cutpoints and performance levels for each administration.
- A screen shot of the Folleto is included as a quick reference for teachers.
- Instructions regarding what section to continue with will always be found at the bottom of the page in a colored box.



## Notes



**SAY:**

*Let's take a look at the reading skills assessed by the G1 and G2 Tejas LEE. The first domain we will discuss is Phonological Awareness. This skill is critical to First grade because the ability to manipulate sounds is an important predictor of future reading success. In addition, it can influence development of other reading skills such as graphophonemic knowledge.*




## Key Points

- Critical to Kindergarten and First grades
- The ability to manipulate sounds is an important predictor of future reading success.
- Can influence the development of graphophonemic knowledge



## Notes



## Phonological Awareness

27

Students who have Phonological Awareness are able to manipulate the sounds, syllables and words of language. They are able to:

- Identify and produce rhymes and alliteration
- Blend and segment sounds and syllables
- Manipulate sounds and syllables in words (i.e. substitutions and omissions)
- Identify initial and final sounds and syllables

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### **SAY:**

*At its most basic level, phonological awareness begins with the student's ability to attend to the sound structure of the language. Students need to be able to listen to any two sounds and determine whether they are the same or different.*

*Once they can do this, they can then be taught to attend to the sounds of language. Per the phonological continuum (IAG, p. 10):*

*Students begin with Rhyme and alliteration.*

*The next level involves blending and segmenting sentences.*

*Then, blending and segmenting syllables.*

*The highest level shown in the IAG is blending and segmenting phonemes.*

*These are just some of the more common phonological awareness tasks.*

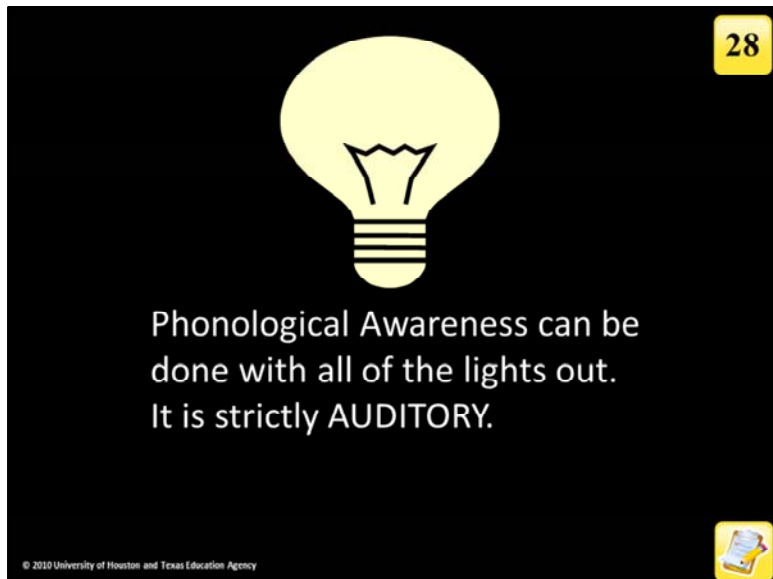


## **Key Points**

- Phonological awareness is the ability to identify and manipulate individual syllables and sounds in words.
- The Phonological continuum can be found on page 10 of the IAG. It includes:
  - Rhyming and Alliteration
  - Sound/Syllable Blending and Segmenting
  - Sound/Syllable Substitutions and Omissions
  - Identification of stressed syllables



## **Notes**



This slide has 2 ✓ ☆ CLICKS of animation.

**DO:**

✓ ☆ CLICK

If possible have a collaborator turn off all of the lights in the room at the same time as the screen goes blank.

**SAY:**

*Phonological Awareness can be done with all of the lights out. It is strictly AUDITORY.*

**DO:**

✓ ☆ CLICK

(to bring up the text)



Have the participants turn to their participant packet and fill in the blank. Point out that the participant packet contains tips for administering these sections.



## Key Points

- Phonological awareness is strictly AUDITORY.



## Notes

29

### Important Information About Phonological Awareness Tasks

All Conciencia fonológica (Phonological Awareness) sections are administered orally.

**Some Sounds Need Special Attention**

- Minimize the tendency to add a vowel sound after a consonant sound, especially for unvoiced consonants such as p, k and t. For example, p is not pronounced /puh/. Rather, it should be spoken in a loud whisper and in a clipped manner. Do not use your vocal cords at all for these sounds.
- Voiced consonants such as g and b cannot be pronounced without a vowel sound. It is important, however, to keep the vowel sound as short as possible with words containing voiced consonants. For example, the sound for the letter g is clipped; it is not pronounced /guh/.
- Continuant consonants such as m, f and n should not be followed by a vowel sound. They can, however, be continued slightly. For example, you may say /mmmmm/, but not /muh/.
- To pronounce vowel sounds, simply lengthen the sound of the vowel.
- Dialectal differences are of concern. Reliability of scoring can be weakened when students and teachers do not share the same dialect and, most particularly, when teachers are not sensitive to differences in dialect. Flexibility, professional judgment and knowledge of students should always be used in scoring student responses, but most particularly with students whose dialect is not the same as the teacher who is presenting the items to them.
- Examples of ideal administrations of phonological awareness tasks and auditory examples of the correct pronunciation of the sounds associated with each letter can be heard on the Tejas LEE website, [www.tejaslee.org](http://www.tejaslee.org).

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#### **SAY:**

*There are several things to keep in mind when working with phonemes.*

*The pronunciation of the phonemes should be as pure as possible. It is very important to avoid adding a schwa (or vowel) sound after consonants. The schwa distorts the sound and can be very confusing to struggling readers.*

*Dialectal differences can also cause administration difficulties. Students from different parts of the Spanish speaking world pronounce certain sounds distinctly. For example:*

*Students from Spain pronounce the letter “z” and the soft “c” as a /th/ sound (thinco, thapato, etc...)*

*Students from Uruguay, Argentina and Paraguay may pronounce the “ll digraph” as /zh/ (zhevo, zhuvia).*

*When administering the Tejas LEE, be cognizant of such differences. A student should not be penalized for his every day pronunciation of a certain sound because of accent.*



## **Key Points**

- 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.



## **Notes**

**Sección 1** **Identificación del sonido inicial** **30**

**Instrucciones:** El estudiante debe identificar el sonido inicial de cada palabra. En el caso de las consonantes, pronuncie el sonido de la letra, pero no diga el nombre.  
**Te voy a decir una palabra. Quiero que me digas con qué sonido empieza esa palabra.**  
**Por ejemplo, la palabra "teléfono" empieza con el sonido /t/. (Demuestre el ejercicio, según sea necesario.)**

**Práctica:** Ahora vamos a practicar. Escucha la palabra que voy a decir, "pato". ¿Con qué sonido empieza "pato"?  
 Si la respuesta no es correcta, dígame: La palabra "pato" empieza con el sonido /p/.

**Preguntas:** ¿Con qué sonido empieza "\_\_\_"? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. tobillo /t/
2. zorro /s/
3. humano /u/
4. diamante /a/
5. planta /p/
6. jamón /j/
7. lluvia /y/
8. restaurante /r/

**Continúe con la Sección 2**

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This slide has 2 ✓ ☆ CLICKS of animation.

**DO:**

Draw participants' attention to the Instrucciones section.

✓ ☆ CLICK

**SAY:**

*The first task on the Tejas LEE First Grade is Initial Sound Identification. All tasks on the First Grade Tejas LEE are phoneme level tasks. This is because by First Grade, the best predictor of student reading performance is their ability to manipulate phonemes, rather than syllables. Remember that when you see a letter between two slash marks (show an example on the slide), you should say the letter sound to your students, NOT THE LETTER NAME.*

**DO:**

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

**SAY:**

*There is no performance level for Sección 1. This section is scored together with Sección 2. Go on to Sección 2 after completing this part.*



## Key Points

- Students must identify the initial sound in a word.
- Remember, when a letter appears between slash marks (i.e. /m/) you should say the letter sound, NOT the letter name.
- In First Grade, after completing this section, move to section 2 as the scores from both sections will be combined to determine final score and performance level.



## Notes



**Sección 2** **Identificación del sonido final** **31**

**Instrucciones:** El estudiante debe identificar el sonido final de cada palabra. En el caso de las consonantes, pronuncie el sonido de la letra, pero no diga el nombre.

**Te voy a decir una palabra. Quiero que me digas con qué sonido termina esa palabra. Por ejemplo, la palabra "plátano" termina con el sonido /a/. (Demuestre el ejercicio según sea necesario.)**

**Práctica:** Ahora vamos a practicar. Escucha la palabra que voy a decir, "papel". ¿Con qué sonido termina "papel"? Si la respuesta no es correcta, dígame: La palabra "papel" termina con el sonido /l/.

**Preguntas:** ¿Con qué sonido termina "\_\_\_"? (Repita según sea necesario. Ya NO provee la respuesta correcta.)

1. entro /o/
2. tribu /u/
3. fotos /s/
4. nueve /e/
5. álbum /m/
6. estrella /a/
7. calidad /d/
8. caminar /t/

	Principio	Mitad	Final
D	14-16	14-16	14-16
NI	0-13	0-13	0-13

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This slide has 2 ✓ ☆ CLICKS of animation.

#### SAY:

*This section is administered identical to the previous section with the exception that the student must now identify the final phoneme.*

#### DO:

✓ ☆ CLICK

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

Walk participants through the performance levels for this task. Point out that Secciones 1 and 2 produce a combined score and that this score is used to determine a student's performance level.

Point out that the color for the NI is different. This is to draw teachers' attention to NI scores and reinforce the importance of intervention with students scoring in this range.



## Key Points

- Students must identify the final sound in a word.
- In First grade, after completing this section, use the scores from both sections 1 and 2 to determine final score and performance level.
- NI performance level information is in a different color to draw teacher's attention and reinforce importance of intervention with students scoring at this level.



## Notes



Sección 3

Unión de los sonidos

32

**Instrucciones:** El estudiante debe decir la palabra que se forma al unir los sonidos de algunas letras. Pronuncie los sonidos de las letras, pero no diga el nombre de la letra. Es importante no distorsionar los sonidos individuales. Antes de decir las palabras en voz alta, dígalas en silencio a sí mismo para pronunciar los sonidos correctamente. Al decir los sonidos, es importante dejar pausas claras entre cada uno para evitar unirlos para los estudiantes.

*Te voy a decir mis despaño los sonidos que forman unas palabras. Quiero que me digas las palabras que se forman al juntar los sonidos. Por ejemplo, si digo /c/ /o/ /n/, la palabra que se forma es "con".*

**Práctica:** Ahora vamos a practicar. Si digo /s/ /o/ /r/, ¿qué palabra se forma?

Si la respuesta no es correcta, dígame: *Si junto los sonidos /s/ /o/ /r/, la palabra que se forma es "sor".*

**Preguntas:** Si digo /\_ /\_ /\_ /\_ /\_, ¿qué palabra se forma? (Repita según sea necesario.

Ya NO provea la respuesta correcta.)

1. /r/ /e/ /ch/ /o/ techo
2. /r/ /u/ /s/ gris
3. /c/ /a/ /y/ /e/ calle
4. /y/ /e/ /m/ /a/ yema
5. /b/ /u/ /rr/ /o/ burro
6. /r/ /e/ /r/ /o/ /s/ veloz
7. /p/ /r/ /u/ /m/ /a/ pluma
8. /r/ /e/ /b/ /r/ /e/ regla

#### sonidos

En esta sección.

Identificarla. Confiar con la Sección 5.

Se alinea los sonidos de algunas letras. Así el nombre de la letra. Es importante no decir los sonidos en voz alta, dígalos en silencio. Al decir los sonidos, es importante dejar pausas claras entre cada uno para evitar unirlos para los estudiantes.

Unos sonidos palabras. Quiero que me digas las palabras que se forman al juntar los sonidos.

¿qué palabra se forma?

Los sonidos /s/ /o/ /r/, la palabra que se forma es "sor".

¡Muy bien! ¡Según sea necesario.

Continúe con la Sección 4

Continúe con la Sección 4

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This slide has 2 ✓ ☆ CLICKS of animation.

**DO:**

Tell participants that when they pronounce the individual sounds (phonemes) for this section, they should do so at a deliberately slow pace. If the sounds are read too quickly, the teacher may actually be blending them together for the student, thus invalidating results. An ideal administration of this section, that includes appropriate pausing lengths is available on the Tejas LEE website.

✓★ **CLICK**

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓★ **CLICK**

**SAY:**

*In first grade, there is no performance level for Sección 3. This section is scored together with Sección 4. Go on to Sección 4 after completing this part.*



## Key Points

- Students must blend phonemes into words.
- When administering this section, teachers should leave distinct pauses between each sound to avoid blending for students.
- In first grade, after completing this section, move to section 4 as the scores from both sections will be combined to determine final score and performance level.



## Notes

**Sección 4** Segmentación de los sonidos **33**

**Instrucciones:** El estudiante debe dividir las palabras en sonidos. Primero, diga la palabra en silencio a sí mismo para que pueda reconocer fácilmente si el estudiante pronuncia los sonidos correctamente.

**Te voy a decir unas palabras que quiero que dividas en sonidos. Por ejemplo, voy a dividir la palabra "sopa" /s/ /o/ /p/ /a/. (Demuestre el ejercicio según sea necesario.)**

**Práctica:** Ahora vamos a practicar. Si digo "pan", dime, ¿cómo se divide en sonidos la palabra "pan"? Si la respuesta no es correcta, digale: **La palabra "pan" se divide en sonidos /p/ /a/ /n/.** Vamos a hacer otro ejemplo. Si digo "cama", dime, ¿cómo se divide en sonidos la palabra "cama"? Si la respuesta no es correcta, digale: **La palabra "cama" se divide en sonidos /k/ /a/ /m/ /a/.**

**Preguntas:** Dime, ¿cómo se divide en sonidos la palabra "\_\_\_\_"? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

- ola /o/ /l/ /a/
- mesa /m/ /e/ /s/ /a/
- ella /e/ /l/ /a/
- bello /b/ /e/ /l/ /o/
- piña /p/ /i/ /n/ /a/
- jabón /j/ /a/ /b/ /o/ /n/
- árbol /a/ /r/ /b/ /o/ /l/
- verde /v/ /e/ /r/ /d/ /e/

	Principio	Mitad	Final
D	14-16	14-16	14-16
NE	9-13		
NI	0-8	0-13	0-13



## Key Points

- Student must segment words into sounds.
- Be sure to administer both practice items before continuing with test items.
- Teachers may clap, or use any other method they normally do in class, to demonstrate this task.
- In first grade, the results from this section should be combined with scores from Section 3 to determine final score and performance level.

This slide has 2 ✓ ☆ CLICKS of animation.

**DO:**

Draw participants' attention to the Instrucciones section.

✓ ☆ CLICK

**SAY:**

*Teachers may demonstrate this task by clapping out each of the sounds (phonemes) or through whatever method they use to teach this concept in their classroom. This is a fairly difficult task; for this reason, 2 practice items are provided. Teachers should always have students practice both practice items.*

**DO:**

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

Walk participants through the performance levels for this task. Point out that in First Grade Secciones 3 and 4 produce a combined score and that this score is used to determine a student's performance level.




## Notes

## Branching Rules

34

- If a student's performance level is D (14-16) continue with Section 5.
- If a student's performance level is NE (9-13) continue with Section 5.
- If a student's performance level is NI (0-8) continue with Section 7.

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## Key Points

This slide has 3 ✓ ☆ CLICKS of animation.

### DO:

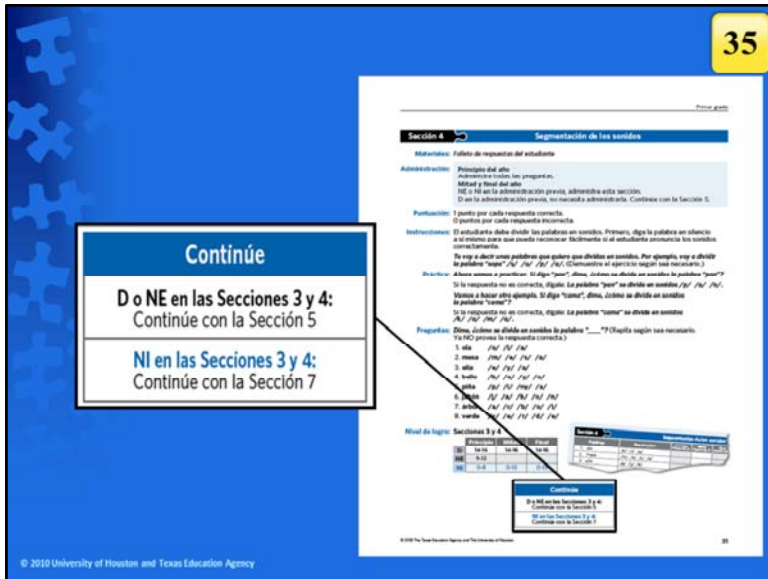


Have participants turn to their participant packet and fill in the blanks using the First Grade administration sequence as a reference.

After about **1 minute**, call on individuals to complete each statement. Click as each one is answered to reveal the correct answer on the slide.



## Notes



### SAY:

*The combined score of Secciones 3 and 4 will be used to determine which part of the Tejas LEE is administered next. For those students unable to manipulate blend and segment phonemes, there is a strong probability that they will not be able to do the next two sections, the initial and final phoneme omission tasks. For this reason, these students skip these sections so as to avoid frustration.*

*The scores on this section will also determine whether or not the student will be administered Section 9, Dictado, at the middle and end of year administrations.*



## Key Points

- Branching rules are designed to skip over sections the students are not likely to succeed in and serve to decrease student frustration.
- In First Grade, the branching rules come into play after Sections 3 and 4.
- If the student scores NI, they branch to Section 7.
- If they score D or NE, they are allowed to move forward to Section 5.
- The student's score on sections 3-4 will also determine if they take Section 9 (Spelling) at MOY and EOY.



## Notes

**Sección 5** **Omisión del sonido inicial** **36**

**Instrucciones:** El estudiante debe indicar cómo suena una palabra si se omite el sonido inicial.  
*Te voy a decir otras palabras. Dime cómo suena cada palabra si le quitas un sonido.*  
*Por ejemplo, si a la palabra "piso" le quito /p/, queda "iso".*

**Práctica:** Ahora vamos a practicar. Si a "luna", le quito /l/, ¿qué queda?

Si la respuesta no es correcta, dígame: Si a "luna", le quito /l/, queda "una".

**Preguntas:** Si a "\_\_\_\_\_" le quito /\_\_\_\_\_, ¿qué queda? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. les /l/ (es)
2. cama /k/ (ama)
3. rojo /r/ (ojo)
4. llave /y/ (ave)
5. marco /m/ (arco)

**Continúe con la Sección 6**

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## Key Points

- Student must delete the initial sound in a word.
- After completing this section, move to section 6 as the scores from both sections will be combined to determine final score and performance level.

This slide has 2 ✓ ☆ CLICKS of animation.

### SAY:

*The last pair of phoneme tasks in first grade deal with sound omission.*

### DO:

Draw participants' attention to the Instrucciones section.

✓ ☆ CLICK

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

### SAY:

*Note that there is no performance level for Sección 5. This section is scored together with Sección 6. Go on to Sección 6 after completing this part.*



## Notes

**Sección 6** **Omisión del sonido final** **37**

**Instrucciones:** El estudiante debe indicar cómo suena una palabra si se omite el sonido final.  
*Te voy a decir otras palabras. Dime cómo suena cada palabra si le quitas un sonido.*  
*Por ejemplo, si a la palabra "blusa" le quito /a/, queda "blus".*

**Práctica:** Ahora vamos a practicar. Si a "pico", le quito /o/, ¿qué queda?  
 Si la respuesta no es correcta, dígame: Si a "pico", le quito /o/, queda "pic".

**Preguntas:** Si a "\_\_\_\_\_" le quito /\_\_\_\_/, ¿qué queda? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. osa /a/ (os)
2. solar /r/ (sola)
3. hacen /n/ (hace)
4. capaz /s/ (capa)
5. pared /d/ (pare)

	Principio	Mitad	Final
D	9-10	9-10	9-10
NE	0-8	5-8	
NI		0-4	0-8

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## Key Points

- Student must delete the final sound in a word.
- The results from this section should be combined with scores from Section 5 to determine final score and performance level.

This slide has 2 ✓ ☆ CLICKS of animation.

**DO:**

Draw participants' attention to the Instrucciones section.

✓ ☆ CLICK

**SAY:**

*This section is identical to the previous one, with the exception that now students need to delete the final sound.*

**DO:**

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

Walk participants through the performance levels for this task. Point out that Secciones 5 and 6 produce a combined score and that this score is used to determine a student's performance level.



## Notes

Think Turn Talk

38

Think about and discuss the following two questions with your neighbor:

- 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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## Key Points

### DO:

Have teachers “Think, Turn and Talk” with a partner about these two questions.



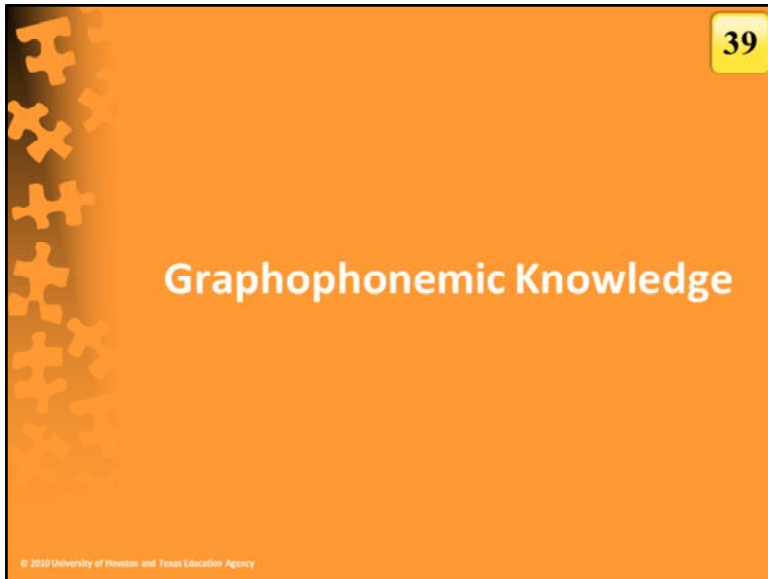
Remind participants there is a box in their participant packet for them to use to take notes from their conversation.

After about **1-2 minutes**, have pairs share and briefly discuss ideas that are provided. Be certain they make the following points:

1. Why is phonological awareness an important skill in First Grade?
  - The ability to manipulate sound is an important predictor of future reading success
  - Manipulating sounds helps students distinguish different sounds
  - Combining and isolating sounds can help with decoding and later spelling
  - It is a fun activity and helps build a love for reading
  - Good phonological awareness skills makes learning how to read easier
2. Why do you think Tejas LEE only assesses phoneme level PA knowledge in First Grade?
  - Although Spanish is a syllabic language, research shows that a student’s ability to manipulate syllables and phonemes are equal predictors of reading success in Kindergarten and the PHONEME knowledge is a better predictor starting in first grade
  - Phoneme knowledge helps students with difficulties blending
  - Phoneme knowledge helps with the later transition to English



## Notes



## Key Points


### **SAY:**

*Another crucial building block of reading is GK, or graphophonemic knowledge.*



## Notes





## Graphophonemic Knowledge 40

Students with graphophonemic knowledge:

- begin with a basic understanding of the alphabetic principle
- and progress to morphological elements of language, word reading and spelling.

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**DO:**

Read/review slide.

**SAY:**

*To read, students must know that letters represent sounds and that by combining letters, it is possible to read and write any word in the language.*

*Graphophonemic knowledge includes decoding words—including those containing letters with more than one possible sound. Students must learn the rules for choosing the correct sound and in the absence of such rules, must be able to decode through trial and error.*

*Graphophonemic Knowledge also includes reading and writing the “exceptions” (words that do not follow the rules. In Spanish, word such as “pijamas”, “iceberg” and “ballet” do not follow conventional rules for their correct pronunciation or spelling.)*



## Key Points

- Graphophonemic knowledge involves knowledge of the letters of the alphabet, the understanding of sound-symbol relationships, basic morphological elements of language, word reading, and spelling.



## Notes

**Sección 7** Reconocimiento de las palabras **41**

**Instrucciones:** El estudiante debe leer la lista de palabras. Muéstrela solamente una palabra a la vez. Utilice la hoja en blanco para cubrir el resto de las palabras.

**Te voy a mostrar unas palabras y quiero que las leas en voz alta. Si no sabes alguna palabra, trata de leerla lo mejor que puedas.**

**Preguntas:** ¿Qué dice aquí?

1. luz	6. tortuga	11. alfombra
2. vive	7. caballo	12. calcetines
3. lleva	8. enseña	13. gira
4. voy	9. hombres	14. pequeños
5. hay	10. chocolate	15. biblioteca

	Principio	Mitad	Final
<b>D</b>	13-15	13-15	13-15
<b>NE</b>	5-12	9-12	
<b>NI</b>	0-4	0-8	0-12

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This slide has 2 ✓ ☆ CLICKS of animation.

#### SAY:

*The first Graphophonemic task on the First Grade Tejas LEE is word reading. This task also appears in Second Grade (Section 1). Actual test items and performance levels will be different.*

#### DO:

Remind participants that this is one of the sections that requires the use of the task cards.

Remind teachers that having the blank sheet of paper for this activity is critical so that the students do not lose their place or become intimidated by the number of items he/she is to read.

✓ ☆ CLICK

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

Walk participants through the performance levels for this task.



Point out that the participant packet contains tips for administering this sections.



## Key Points

- Students must read a list of words.
- This section will require the use of the task cards included in the Tejas LEE kit, as well as a blank sheet of paper.
- Use a blank sheet of paper to uncover one word at a time.
- This task also appears in Second Grade (Section 1). Actual test items and performance levels will be different.



## Notes

**Sección 9** **Dictado** **42**

**Instrucciones:** Los estudiantes deben escribir palabras de diferentes niveles de dificultad. Esta sección del Tejas LEE se puede administrar individualmente o a toda la clase a la vez. Saque y reparta a los alumnos la página 12 o 13 del Folleto de respuestas del estudiante. No reparta el folleto entero debido a que las respuestas para el Dictado aparecen en otras páginas. Lea la palabra, úsela en una oración y repita la palabra. Se puede calificar después de administrar el inventario. Repita las instrucciones según sea necesario. *Te diré una palabra. Luego usaré la palabra en una oración y te la repetiré al final. Quiero que escribas esa palabra en tu hoja. Si no la sabes, o si no estás seguro, escríbela lo mejor que puedas. La primera palabra es "\_\_\_\_\_". (Lea la oración y repita la palabra.)*

**Preguntas:**

(Palabras)	(Oraciones)
1. tu	Tu hermano es muy alto. tu
2. beso	Mi abuela siempre me da un beso. beso
3. chico	Este chico es muy alto. chico
4. baño	Cada sábado le damos un baño a mi perro. baño
5. leche	A mí me gusta mucho tomar leche. leche
6. soy	Yo soy un buen estudiante. soy
7. padre	Mi padre es un piloto. padre
8. flan	Tenemos flan de postre hoy. flan
9. grande	Compramos un auto grande. grande
10. gente	Mucha gente asiste al partido de fútbol. gente

	Mitad	Final
D	9-10	9-10
NE	4-8	
NI	0-3	0-8

**\*Performance levels vary by grade**

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## Key Points

- Students must correctly spell a list of words.
- In first grade, this section is administered at MOY and EOY, but *only* to those students who scored D/NE on Sections 3 and 4.
- In first grade, if a student scores D on this section during MOY, they do not need to re-take it during EOY.
- In second grade, the Dictado section is given at each timepoint and all students take this section. Each timepoint has a different list of words. It may be administered to the entire class at one time.
- 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.



## Notes

This slide has 2 ✓★ CLICKS of animation.

**SAY:** Student spelling knowledge in First Grade is assessed at MOY and EOY. There is no Spelling assessment at Beginning of Year because there is NO expectation that First Grade students will know how to spell that early in the school year. The spelling word list for first grade is the same at MOY and EOY so, if a student scores Desarrollado at the MOY administration, this section DOES NOT need to be re-administered at EOY.

✓★ **CLICK**

Let's go over the directions. First of all, since this section may not be administered to every student, you may administer it in small group format or individually. The Folleto de respuestas del estudiante does contain sheets for your students to write the Dictado (Spelling) test. However, you should either make photocopies for your students to use or use a different sheet of paper. DO NOT allow your students to work directly in the booklets as the answers to each spelling test are on different pages of the Folleto.

Please note, that in second grade, the Dictado must be given at each time point as the list of words differs each time. Also, all students take the Spelling section in G2 so, it may be administered to the entire class at one time.

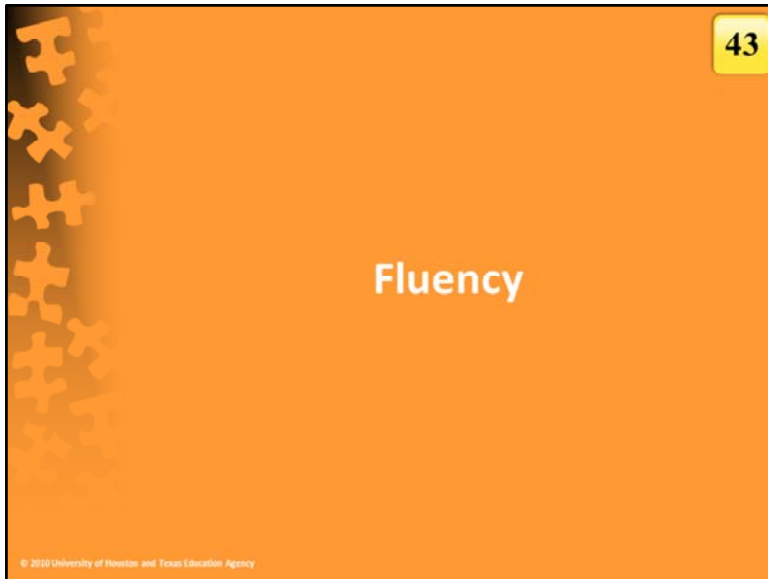
**DO:** Read the directions to participants or allow them to read the directions aloud. Then read the first two or three items from the BOY assessment. Point out to participants that for each item, they should read the word, then the sentence, then the word once again.

✓★ **CLICK** Review performance levels for First grade. Remind participants that the performance levels will vary by grade.



Have the participants turn to their participant packet and fill in the blank for their respective grade level. Point out that the participant packet contains tips for administering these sections. Draw participants' attention to the spelling convention/TEKS correlation. Go over a few words with participants.

**SAY:** There is a Tejas LEE module on spelling and a series of tools available for the Spelling Section. It is highly recommended that all first grade teachers be trained on this modules and the tools for instruction. The tools can be found on the Tejas LEE website.




## Key Points

### **SAY:**

*Now we will move on to fluency. Fluent readers direct attention toward text meaning. Word decoding is automatic and they are able to read with speed, accuracy and proper expression while comprehending text.*



## Notes



## Fluency

44

Fluency is not hurried reading. Students who are fluent readers are able to:

- Read words accurately
- Immediately recognize words without decoding
- Chunk text into meaningful phrases
- Read text with the appropriate expression
- Combine phrasing, expression and intonation during reading

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### SAY:

*Improving fluency does not necessarily mean an increase in a student's reading rate. Fluency is much more than rate. It also encompasses the ability to read with proper accuracy, automaticity, phrasing, expression and prosody. Fluency is the bridge between word recognition and comprehension. Let's briefly touch upon each of these components of fluency.*

**Rate** refers to the speed at which text should be read. Proper rate will vary. Good readers will increase rate to read a selection in which an auctioneer is soliciting bids and slow down when reading a solemn speech.

**Accuracy** refers to the ability to read words correctly.

**Automaticity** refers to the immediate recognition of words without decoding.

**Phrasing** is the chunking of individual words into appropriate statements or phrases that aid in determining meaning.

**Expression** refers to the characterization or voice that is used during reading. This would include reading the dialogue of a sports announcer with an excited voice, including the drawl in a Southern character's dialogue, and using a conspiratorial tone when a criminal plots their next crime.

**Prosody** is the combination of phrasing, intonation and expression during reading. In prosody, you might actually in your mind's ear hear the emotion in a father's voice as he is making a toast at his daughter's wedding, you can hear both the joy and the sadness in his voice, and perhaps, even the cracks in his voice as he struggles to hold back tears.

Prosody can even exist at the single word level. Let's take the word "DUDE". Say Dude like you are very disappointed in that person. Note the intonation and the elongation of the word. Now say it like you are really proud of him.



## Key Points

- Fluency is not hurried or fast reading.
- Fluent reading involves the following:
  - Rate
  - Accuracy
  - Automaticity
  - Phrasing
  - Expression
  - Prosody



## Notes

**How is fluency measured on the Tejas LEE?** 45

Fluency is measured on the Tejas LEE by calculating the PLCPM

Palabras  
Leídas  
Correctamente  
Por  
Minuto

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**DO:**

Paraphrase slide.

**SAY:**

*Although, there are many elements to fluency as mentioned in the previous slide, the one that is easiest to objectively measure is reading rate. In the Tejas LEE we measure this by calculating the PLCPM, referred to in English as the words correct per minute, WCPM. Let's look at how to calculate your students' reading rates.*



## Key Points

- Rate is measured on the Tejas LEE by calculating the words read correctly per minute.



## Notes



**Determining Accuracy** 46

Si el estudiante lee incorrectamente 3 palabras en la primera oración o 5 o más palabras durante el transcurso de la lectura, PARE y continúe con el cuento 2.

1 Exactitud de lectura		Errores
Marque en el cuadro la cantidad de errores		
Fru	5 o más errores	
Ins	De 3 a 4 errores	
Ind	2 o menos errores	

IF A STUDENT HAS AN ACCURACY SCORE OF NIVEL DE FRUSTRACION, DO NOT CALCULATE THE FLUENCY RATE OR ASK THE COMPREHENSION QUESTIONS

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This slide has 1 ✓ ☆ CLICK of animation.

### SAY:

*Accuracy is different from fluency. Accuracy refers to the error-free reading of the text.*

*The following are counted as errors on the Tejas LEE: mispronunciations, omissions, reversals, substitutions, and hesitations longer than 3 seconds.*

*The following are NOT counted as errors: repetitions, insertions, and self corrections.*

*In addition, if a student miscalls 3 words or more in the first sentence, stop the administration of the story. If the student is reading story #1, continue on to story 2.*

*On the Tejas LEE, we have three Accuracy levels:*

*Nivel independiente:* 95% or better of words read correctly

*Nivel de instrucción:* from 88% to 94% of words read correctly

*Nivel de frustración:* Less than 88% of words read correctly.

**DO:** ✓ ☆ CLICK

Draw participants attention to the text box at the bottom of the slide. Paraphrase the information.



## Key Points

There are three accuracy levels in the Tejas LEE:

- Nivel independiente
  - Nivel de instrucción
  - Nivel de frustración
- If a student miscalls 3 or more words in the first sentence of a story, stop administration of that story and score as Nivel de frustración. If this occurs during Story 1, the student must still attempt Story 2.
  - Errors: mispronunciations, omissions, reversals, substitutions, hesitations longer than 3 seconds
  - Not errors: repetitions, insertions, self corrections



## Notes



## Calculating the PLCPM Rate 47

2 Tiempo			3 Proporción de la fluidez de la lectura								
Min : Seg	=	Total (en seg.)	Palabras en el cuento	-	Errores	=	Palabras correctas	÷	Segundos	x 60 =	Fluidez
1:07	=	67	35	-	2	=	33	÷	67	x 60 =	30

$1 \times 60 = 60 \text{ sec.}$   
 $60 + 7 = 67$

$35 - 2 = 33$

$33 \div 67 \times 60 = 29.55$   
 Rounded off to 30

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## Key Points

- To determine fluency rate:
  1. Convert total time read into seconds only.
  2. Subtract number of errors made from total number of words in story to determine number of words read correctly.
  3. Divide total number of words read correctly by total number of seconds and multiply by 60.
  4. Round to the nearest whole number.

This slide has 3 ✓ ☆ CLICKS of animation.

### SAY:

*In order to determine the fluency rate, a table is provided in the Folleto de respuestas del estudiante. If you are using an electronic form of the Tejas LEE, your device will automatically calculate the fluency rate for you. The first step is to convert the time it took your student to read the story into seconds.*

### ✓ ☆ CLICK

*Multiply the number of minutes by 60 and add this amount to the seconds. In the example provided, (point to the screen) we multiplied 1 minute by 60 and added this amount to 7 for a total time of 67 seconds.*

### ✓ ☆ CLICK

*The next step is to determine the number of words read correctly. The total number of words in the story is printed in your Folleto. In the example, the total is 35. Subtract the number of errors the student read and the result will be the total number of words read correctly. In our example 35 total words minus 2 errors equals 33 words read correctly.*

### ✓ ☆ CLICK

*Finally, divide the number of words read correctly (33) by the number of seconds and multiply the results by 60. This will give you the total number of words read correctly per minute (In Spanish PLCPM). Round this number off to the nearest whole number.*

### DO:



If your participants calculate fluency themselves, have them practice the examples (Part 1 and 2) in their participant packet. If they use an electronic version of the Tejas LEE, have them do only Part 2



## Notes

Answers to Fluency Activity:

1. 60 plcpm
2. 69 plcpm (68.57, rounded)
3. 74 plpcm (74.299, rounded)



## Key Points

**SAY:**

*Measuring a student's ability to comprehend through either listening or reading text is another goal of the Texas LEE.*

*The ultimate goal of print is to communicate ideas and concepts. Comprehension involves the integration of phonological awareness, graphophonemic knowledge, fluency and vocabulary knowledge.*



## Notes

**Comprehension** 49

Students who are able to comprehend draw from a variety of strategies. These include:

- Using background knowledge
- Making connections
- Identifying main idea and important details
- Summarizing text
- Making inferences
- Understanding vocabulary and concepts

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**DO:**

Paraphrase slide.



## Key Points

- Comprehension is the ability to extract meaning from text.
- Comprehension problems can also stem from problems in foundation skills: phonological awareness, graphophonemic knowledge, fluency and vocabulary knowledge.
- Student background knowledge and knowledge of comprehension strategies is also important.



## Notes

## Comprehension Questions

50

### ¿Y qué más?

- Suggested answers are provided for each question. However, teachers should use their professional judgment to determine if a question is correct.
- If a question requires more than one answer, a teacher may prompt the student with “¿Y qué más?”
- These reminders appear before every set of questions.

Las respuestas a continuación son las más comunes pero no todas las posibles. Puede usar su criterio profesional para determinar si las respuestas de sus alumnos son correctas. Si una pregunta requiere más de una respuesta, es permisible decirle al estudiante. —¿Y qué más?

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#### **SAY:**

*Before beginning the listening and reading comprehension questions, there is a paragraph that talks about acceptable answers. Each of the Tejas LEE comprehension stories was field tested with hundreds of students. The questions asked on the Tejas LEE are open-ended and it is likely that some of your students will provide answers not given in the guide. In situations where there are multiple correct answers, space limitations do not allow us to list every possible correct answer.*

*Teachers should use their professional judgment to decide whether or not an answer provided by a student answers the question asked and may score the response accordingly.*

*If a question requires more than one answer, you may prompt a student to provide an additional response by asking: ¿Y qué más?*

*Let's take a closer look at the actual test sections.*

#### **DO:**



Have the participants turn to their participant packet and fill in the blanks. Point out that the participant packet contains tips for administering this section.



## **Key Points**

- The list of suggested answers is not exhaustive. Due to space limitations, only the most common are listed.
- Teachers should use their professional judgment to determine if an answer is correct or incorrect.
- If a question, requires more than one answer, the teacher may prompt “¿Y qué más?”



## **Notes**

**Comprehension Questions Format** 51

¿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.

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This slide has 3 ✓ ☆ CLICKS of animation.

**SAY:**

*Each question has several features of which you should be aware.*

✓ ☆ CLICK

*First, what is read to the student is presented in bold faced, italic type.*

✓ ☆ CLICK

*Second, possible answers are provided after the word RESPUESTA. Just because an answer your student gave is not listed does not necessarily mean the answer is incorrect. Evaluate whether your student answered the question correctly and score it appropriately.*

✓ ☆ CLICK

*Third, when more than one answer is provided, the Guía will indicate how many answers your student must provide. In the example shown above, only one of the two answers provided is necessary.*



## Key Points

- Questions that are to be read to students are presented in ***bold-faced italic type***.
- Suggested answers are listed below each question. This list is not exhaustive. Only the most common answers are listed. Teachers should use their professional judgment to determine if an answer is correct or incorrect.
- If more than one answer is listed, the question will indicate how many of the correct answers are required for the item to be scored as correct.



## Notes

## Reading Comprehension

### Grades 1-3

52

- Students read 2 stories at each administration
- Students always read/attempt both stories

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#### **SAY:**

*Starting at First grade, the reading comprehension section always has two stories. Always administer both stories at each time point. Even if a student is Nivel de frustración on Story 1, the student should always attempt Story 2.*



#### **ADDITIONAL INFORMATION FOR PRESENTER:**

Students are assessed on two stories at each time point. There are many benefits to having students read more than one story. The first is student interest. If only a single story is read at each time point, results may be skewed if a student simply has little or no interest in the content of the story. By having two stories, there is a much greater likelihood that students will have an interest in at least one story. This will give a more reliable score of performance.

In addition, during the Middle of Year and End of Year administration, different genres of reading are assessed. At MOY, G1 students read one realistic fiction story (*El charco*) and one pseudo-expository story (*La mariposa*). At End of Year, students read one expository text (*Pájaros*) and one realistic fiction story (*El sapo de mi sala*). Student performance on different literary genres can give insights into a student's relative strengths and weaknesses.

At BOY, G2 students read *El abuelo de Nico* (narrative) and *El Festival del Charro* (pseudo expository); at MOY *Una tarde de lluvia* (narrative) and *La granja* (narrative); and at EOY *La bailarina* (narrative) and *La tarea de Luis* (narrative).



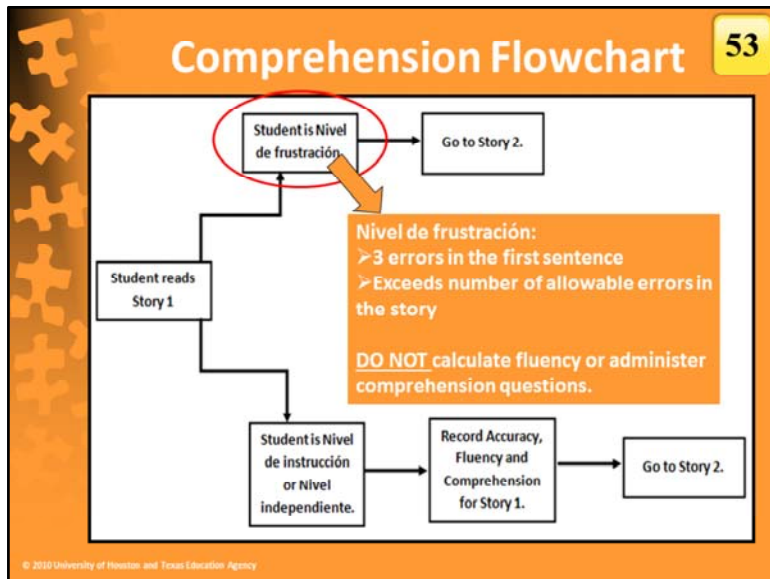
## **Key Points**

- Students must always read/attempt both stories at each time point.
- Student interest and story genre can have an impact on results. As such, reading two stories will provide teachers with valuable information.



## **Notes**





## Key Points

A student can store *Nivel de Frustración* by doing one of the following:

- Scoring 3 or more errors in the first sentence.
- Exceeding the allowable number of errors on the pre-determined *Nivel de Frustración* cutpoint for a particular story.

This slide has 1 ✓ ☆ CLICK of animation.

### DO:

Walk participants through the logic of the flowchart. Do not explain *Nivel de frustración* until you bring up the text box.

✓ ☆ CLICK

### SAY:

*There are two ways in which a student may score at Nivel de frustración in a Reading Comprehension story. First, a student is considered frustrated if they make three or more errors in the first sentence. The second is if the student exceeds the number of allowable errors for that particular story. The number of errors allowed for each story is determined based on the number of words in the story. This number is found in the Folleto de respuestas del estudiante in the colored box below the story. (See next slide) IF A STUDENT IS NIVEL DE FRUSTRACION ON A STORY, YOU ONLY RECORD THE ACCURACY LEVEL. DO NOT CALCULATE THE FLUENCY RATE. DO NOT ADMINISTER THE COMPREHENSION QUESTIONS. No Fluency score is recorded for that story and the Comprehension score is recorded as NI.*

*ALL STUDENTS, regardless of performance on story 1, should also attempt to read story 2. The same Nivel de frustración rules apply to story 2.*



## Notes



**Sección 8** **Comprensión de lectura—Principio del año—Cuento 1 (El pato Lalo)** **54**

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.

Comprensión de lectura—Principio del año—Cuento 1 (El pato Lalo)		Puntos (0, 1)
1. mascota de Pablo?	Explícita	<div style="border: 1px solid blue; border-radius: 50%; padding: 5px; display: inline-block;"> <b>TOTAL</b>            (5 posibles)         </div>
2. ¿Qué color es?	Explícita	
3. ¿Cómo es el pato?	Explícita	
4. ¿Por qué Lalo?	Explícita	
5. ¿Por qué Lalo nadar en el lago?	Implícita	<div style="border: 1px solid blue; border-radius: 50%; padding: 5px; display: inline-block;"> <b>TOTAL</b>            (5 posibles)         </div>
<b>Nivel de logro:</b> Trace un círculo alrededor del nivel apropiado.		<b>D</b> 4-5 <b>NI</b> 0-3

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**1 2**



## Key Points

- For first grade, at BOY, there are only five comprehension questions: 4 explicit, 1 implicit.
- The gray bar next to questions will identify question type.

This slide has 1 ✓ ☆ CLICK of animation.

### SAY:

*There are 5 questions for each story on the Beginning of Year First Grade Tejas LEE. Four of the questions are explicit and one is implicit.*

### ✓ ☆ CLICK

*The explicit questions are the first four, followed by the implicit question. This allows you to score each separately to look for the type of questions with which your students have difficulty. Notice the two TOTAL boxes inside the blue oval. To determine whether your students are D or NI on each story, the explicit and implicit questions are added together. A score of 4 or 5 is needed for a student to be developed on each story. A student must be D on both stories for an overall performance score of D.*



## Notes

**Sección 8** **Comprensión de lectura—Mitad del año—Cuento** **55**

Preguntas de comprensión de "El charco" (Cuento 1)		Puntos (0, 1)
Explícitas	1. ¿Dónde quería jugar Danielito? Respuesta: afuera, en el jardín Se requiere una sola respuesta.	
	2. ¿Qué le dijo la mamá a Danielito antes de que saliera afuera a jugar? Respuesta: que no se ensuciara	
	3. ¿Con cuáles dos animalitos jugó Danielito? Respuesta: con una rana y un cocodrilo Se requieren las dos respuestas.	
	4. ¿Dónde estaba el charco? Respuesta: debajo del columpio Si dice afuera, pregunte—¿Dónde afuera?	
	5. ¿Qué le pasó a Danielito cuando metió a sus animalitos al charco? Respuesta: Danielito se ensució de lodo	
	6. ¿Qué le dijo Danielito a su mamá cuando ella se enojó? Respuesta: que el cocodrilo lo había atacado	
Implícitas	7. ¿Por qué se enojó la mamá? Respuesta: porque le dijo que no se ensuciara; porque se ensució; porque estaba todo enlodado; porque estaba todo mojado Se requiere una sola respuesta.	
	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.	
<b>TOTAL:</b> (8 posibles)		
Nivel de logro: Trace un círculo alrededor del nivel apropiado.		D 7-8 No

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**1** **2**

### SAY:

*For Middle and End of Year, there are 8 questions for each comprehension story. The first six questions are explicit, the last two are implicit. For second and third grade, there are 8 comprehension questions at all time points.*



## Key Points

- For first grade, at MOY and EOY, there are 8 comprehension questions: 6 explicit and 2 implicit.
- For second and third grade, there are 8 comprehension questions at all time points.



## Notes

**Reading Comprehension** **56**

Primer grado

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.

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)	Exámenes
1. ¿Cómo se llama la mascota de Pablo?	Respuesta: Lalo
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
Total	

Principio

D	4-5
NI	0-3

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This slide has 4 ✓ ☆ CLICKS of animation.

#### SAY:

*In the Teacher's Guide, the reading comprehension instructions now include a brief one sentence introduction to each of the stories.*

#### ✓ ☆ CLICK

*The student version of the story is located in the Cuaderno de lecturas. The tabs are arranged by grade level and time point. Your students should start reading with the first word of the story, not the story title, as shown by the arrow.*

#### ✓ ☆ CLICK

*After the student finished reading, ask him/her the comprehension questions for this story located in the Folleto de respuestas del estudiante and score the responses.*

#### ✓ ☆ CLICK

*After scoring the answers, look on your performance level table to see whether your student is D or NI on this section.*

#### DO:

✓ ☆ CLICK Walk participants through the performance levels for this task. Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide.



Point out that the participant packet contains reminders for administering this section.




## Key Points

- Students will read the story from the Student Story Booklet.
- Students should begin reading with the first word.
- Students will be administered eight comprehension questions (except for first grade BOY which will have five).
- Performance level for this task for **First Grade, BOY** is: D=4-5 NI=0-3
- Performance level at all other time points and grade levels is: D=7-8 NI=0-6
- This task appears in first, second, and third grade.



## Notes



## Determining Overall Scores 57

### Accuracy

- If a student scores FRU on EITHER story, they are considered to be NI in accuracy
- A score of INS or IND is necessary for a student to be D in accuracy
- If a student exceeds the number of allowed errors in a story, they are FRU in that story

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1 2

**DO:**

Have participants pull out their “Determining the Overall Score for Reading Comprehension” handout.

Read/review slide.



## Key Points

- In order to receive an overall D score on accuracy, a student must score an IND or INS on both stories read.
- If a student receives a score of FRU on either story, then they are considered NI overall.



## Notes

**Determining Overall Scores** 58

Fluency

Average the two fluency scores together to determine the overall fluency score

There is no performance level for fluency on the Tejas LEE

There is a EOY target of approximately 60 plcpm in first grade, 90 plcpm in second grade and 110 plcpm in third grade

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1 2

**DO:**

Paraphrase slide

**SAY:**

*Although there is no performance level for fluency, by the End of Year administration, students should be reading approximately 60 words per minute in first grade, 90 words per minute in second grade and 110 words per minute in third grade. Keep in mind, however, that the actual number of words read per minute is NOT an end in itself. Always look at the fluency score in conjunction with the comprehension score.*



## Key Points

- In order to determine the overall fluency score, average the fluency scores from the stories.
- Fluency does not have a performance standard.
- Fluency rate should be looked at in conjunction with comprehension score.



## Notes

59

Proporción de la fluidez	
Cuento	Global
Puntaje	Promedio de puntaje
28	32
35	
FRU	28
28	

Sección 8: Lectura, fluidez y comprensión de lectura					
Lectura	Proporción de la fluidez		Comprensión		
	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)

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## Key Points

- In order to calculate the overall fluency score, add the two fluency scores together and divide by two.
- If a student only has one fluency rate, then by default that becomes the overall score.

This slide has 3 ✓ ☆ CLICKS of animation.

### SAY:

*Let's take a look at how to determine the overall fluency score.*

✓ ☆ CLICK

*When a student has two fluency scores, simply add the two scores together and divide by two.*

✓ ☆ CLICK


*In this case,  $28 + 35$  equals 63, divided by 2 is 31.5, rounded to 32 words per minute.*

✓ ☆ CLICK

*In the second case, since this student was FRUSTRATED on the first story, there is only 1 fluency score. This single # becomes the overall fluency score.*



## Notes



## Determining Overall Scores

60


### Comprehension

If a student scores NI on either story, they are considered to be NI overall.

A student **MUST** score D on both stories for an overall score of D.

1

2



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**DO:**  
Paraphrase slide.



Have participants turn to their participant packet, and practice determining the overall scores for Accuracy, Fluency and Comprehension.

Allow participants to discuss which students they feel need more assistance in Fluency.



## Key Points

- In order to receive an overall D score on comprehension, a student must score D on both stories read.
- If a student receives a score of NI on either story, then they are considered NI overall.




## Notes

Answers to Overall Score activity:

	ACC	FLU	COM
Enrique:	NI	25	NI
Ana:	D	40	D
Laura:	D	48	NI
Jorge:	NI	33	NI





## Branching Rules

61

As mentioned in the administration guidelines, **NOT** all sections of the Tejas LEE will be administered to all students each time.

- Branching Rules have students skip sections on which they are not likely to be successful.
- Branching rules reduce student frustration.

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**DO:**

Read/review slide.

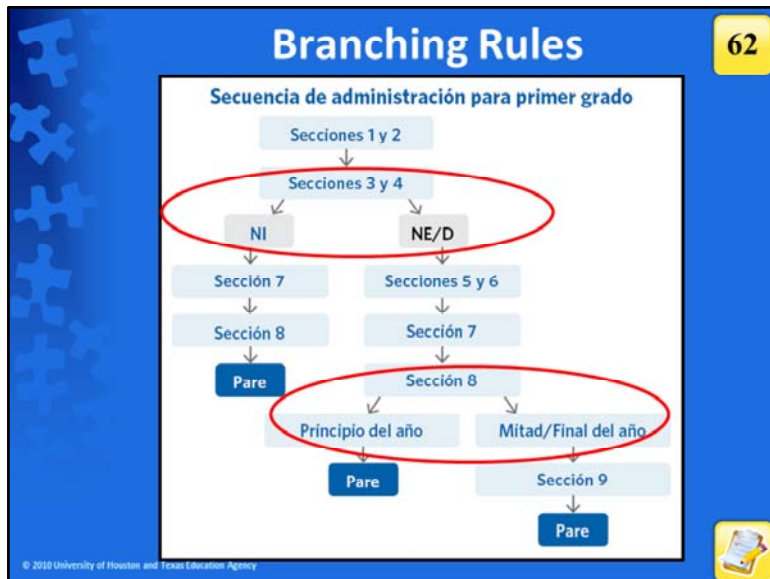


## Key Points

- Branching rules have students skip over sections in which they are not likely to succeed. This reduces student frustration.



## Notes



## Key Points

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

### SAY:

*Branching rules have two functions.*

*First, branching rules are designed to minimize student frustration. They direct a teacher to skip one or more sections of the Tejas LEE based on student performance on an earlier section. Students are branched past sections on which during our field studies, we found that fewer than 5% of those tested could perform a certain task if they were unsuccessful on the previous task.*

*Second, branching rules let you know that certain sections are only given during certain administrations of the Tejas LEE. For example, in the First Grade example shown above, Sección , Spelling, is ONLY given at Middle and End of Year. At the Beginning of year administration, the first grade Tejas LEE assessment ends with Reading Comprehension.*

*Also remember, that not all students will do the Dictado section at Middle and End of Year. ONLY those students who had a D/NE on the combined score of Sections 3 and 4 will do the Dictado.*

### DO:



Have the participants turn to their participant packet and fill in the blank. Point out that the participant packet contains tips for administering this section.



## Notes

## Entry Point Rules

63

Entry Point Rules avoid re-administration of some sections on which a student has already scored *Desarrollado*.

To determine whether a section needs to be readministered, look in the colored box in the *Administración* section under the heading titled “*Mitad y final del año*”.

Sección 1
Identificación del sonido inicial

*Materiales:* Folleto de respuestas del estudiante

*Administración:* **Principio del año**  
Administre todas las preguntas.

**Mitad y final del año**  
NE o NI en la administración previa, administre esta sección.  
D en la administración previa, no necesita administrarla. Continúe con la Sección 3.

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## Key Points

- Entry Point rules have students skip sections which they have already mastered in a previous administration.

### DO:

Read/review slide.



Have the participants turn to their participant packet and fill in the blank. Point out that the participant packet contains tips for administering this section.



### ADDITIONAL INFORMATION FOR PRESENTER:

In previous versions of the Tejas LEE, Entry Point rules were referred to as Jumping-In rules.



## Notes

## Entry Point Rules

64

tejas-LEE Folleto de respuestas del estudiante
Primer grado

**Resumen de calificaciones**

Nombre del estudiante: Gabriela de la Garza Maestro(a): Mr. Benavidez

Fecha de administración: 09/01/2010 Año de administración: ☒ inicio ☐ fin

Destrezas	Principio del año		Medio del año		Fin del año	
	Puntaje	Calificación	Puntaje	Calificación	Puntaje	Calificación
Secciones 1-2: Identificación del sonido inicial y final	15	D				
Secciones 3-4: Unión y segmentación de los sonidos	11	NE				
Secciones 5-6: Omisión del sonido inicial y final	7	NE				
Sección 7: Reconocimiento de las palabras	10	NE				
Sección 9: Dictado						

**Example:** Applying the Entry point rules for Sections 1 and 2, the middle-of-year administration for this student would begin with Sections 3 and 4.

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1 2

### SAY:

*Entry Point rules streamline administration of the Tejas LEE at MOY and EOY. When a student demonstrates mastery (scores Desarrollado) on certain sections of the Tejas LEE, these sections do NOT need to be re-administered during subsequent administrations.*

*For example, in First Grade, teachers do not have to re-administer the Phonological Awareness or the Graphophonemic Knowledge tasks once a student has demonstrated mastery.*

*However, READING COMPREHENSION is ALWAYS administered at each time point. It is critical to be monitoring student progress in Reading Comprehension throughout First Grade. In addition, the reading comprehension stories change with each administration of the Tejas LEE.*



## Key Points

- In general, students do not have to re-take any section in which they have scored a D previously.
- However, there are some exceptions to this rule: Listening Comprehension, Reading Comprehension, and the Dictado sections (in second and third grade) must always be given regardless of previous performance.



## Notes

## Recording Student Results 65

tejas•LEE Folleto de respuestas del estudiante Primer grado

Palabras	Respuestas	Principio Puntos (0, 1)	Mitad Puntos (0, 1)	Final Puntos (0, 1)
1. tobillo	/t/			
2. zorro	/s/			
3. humano	/u/			
4. diamante	/d/			
5. planta	/p/			

<b>TOTAL SECCION 2:</b> (8 posibles)	<b>TOTAL SECCION 1:</b> (8 posibles)	<input type="checkbox"/> Marque cuando Desarrollado. Esta sección no se tiene que administrar otra vez.						
<b>TOTAL SECCIONES 1 + 2:</b> (16 posibles)	<b>Nivel de logro:</b> Trace un círculo alrededor del nivel apropiado.	<input type="checkbox"/> Marque cuando Desarrollado. Esta sección no se tiene que administrar otra vez.						
	<table style="width: 100%; text-align: center;"> <tr> <td>D 14-16</td> <td>D 14-16</td> <td>D 14-16</td> </tr> <tr> <td>NI 0-13</td> <td>NI 0-13</td> <td>NI 0-13</td> </tr> </table>	D 14-16	D 14-16	D 14-16	NI 0-13	NI 0-13	NI 0-13	<input type="checkbox"/> Marque cuando Desarrollado. Esta sección no se tiene que administrar otra vez.
D 14-16	D 14-16	D 14-16						
NI 0-13	NI 0-13	NI 0-13						

Continúe con la Sección 3

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## Key Points

- All student results should be recorded on the Student Record Sheets

This slide has 1 ✓ ☆ CLICK of animation.

### SAY:

*Student results are recorded in the Folleto de respuestas del estudiante (Those using electronic versions of the Tejas LEE do not need to complete the Folletos as the forms are created electronically). Above you see a sample page from the Folleto. When completing the Folleto, you should enter NUMERICAL scores into the places provided (0 or 1) and then total them as indicated. Once you have completed a section, add up the total number of correct responses in the section and enter that score under TOTAL. Then circle the appropriate performance level (D, NE, NI).*

### DO:

✓ ☆ CLICK

Point to the scoring columns and to the areas for the questions and the TOTAL area.

### SAY:

*On the example shown here, you see how to record the scores when an overall score is required for two sections. On the top line, the score for the current session is recorded. Then the score for the previous session (in our example Section 1) is recorded. The two scores are added together to determine the combined score. This number is compared to the performance level and the appropriate score is circled.*



## Notes

## Recording Student Results

66

tejas·LEE Folio de respuestas del estudiante
Primer grado

Resumen de calificaciones

Nombre del estudiante: \_\_\_\_\_ Maestr(a): \_\_\_\_\_

Fecha de administración:  
 Principio del año: \_\_\_\_\_ Medio del año: \_\_\_\_\_ Final del año: \_\_\_\_\_

Año de administración:  
☐ 2010-2011 ☐ 2011-2012

Sección	Principio del año			Medio del año			Final del año		
	Primer grado	Segundo grado	Tercer grado	Primer grado	Segundo grado	Tercer grado	Primer grado	Segundo grado	Tercer grado
<b>Sección 1: Identificación del nombre</b>									
1.1									
<b>Sección 2: Habilidades y conocimientos</b>									
2.1									
2.2									
2.3									
2.4									
<b>Sección 3: Comprensión del mundo</b>									
3.1									
<b>Sección 4: Escritura</b>									
4.1									
<b>Sección 5: Matemáticas</b>									
5.1									
5.2									
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5.99									
5.100									

Sección 6: Escritura, lectura y comprensión de la lectura  
 Sección 7: Matemáticas  
 Sección 8: Ciencias  
 Sección 9: Inglés  
 Sección 10: Artes  
 Sección 11: Educación física  
 Sección 12: Educación social  
 Sección 13: Educación ambiental  
 Sección 14: Educación económica  
 Sección 15: Educación tecnológica  
 Sección 16: Educación en salud  
 Sección 17: Educación en seguridad  
 Sección 18: Educación en ciudadanía  
 Sección 19: Educación en valores  
 Sección 20: Educación en habilidades de vida  
 Sección 21: Educación en habilidades de pensamiento crítico  
 Sección 22: Educación en habilidades de comunicación  
 Sección 23: Educación en habilidades de trabajo en equipo  
 Sección 24: Educación en habilidades de resolución de problemas  
 Sección 25: Educación en habilidades de toma de decisiones  
 Sección 26: Educación en habilidades de liderazgo  
 Sección 27: Educación en habilidades de emprendimiento  
 Sección 28: Educación en habilidades de innovación  
 Sección 29: Educación en habilidades de creatividad  
 Sección 30: Educación en habilidades de pensamiento divergente  
 Sección 31: Educación en habilidades de pensamiento convergente  
 Sección 32: Educación en habilidades de pensamiento crítico  
 Sección 33: Educación en habilidades de comunicación  
 Sección 34: Educación en habilidades de trabajo en equipo  
 Sección 35: Educación en habilidades de resolución de problemas  
 Sección 36: Educación en habilidades de toma de decisiones  
 Sección 37: Educación en habilidades de liderazgo  
 Sección 38: Educación en habilidades de emprendimiento  
 Sección 39: Educación en habilidades de innovación  
 Sección 40: Educación en habilidades de creatividad  
 Sección 41: Educación en habilidades de pensamiento divergente  
 Sección 42: Educación en habilidades de pensamiento convergente  
 Sección 43: Educación en habilidades de pensamiento crítico  
 Sección 44: Educación en habilidades de comunicación  
 Sección 45: Educación en habilidades de trabajo en equipo  
 Sección 46: Educación en habilidades de resolución de problemas  
 Sección 47: Educación en habilidades de toma de decisiones  
 Sección 48: Educación en habilidades de liderazgo  
 Sección 49: Educación en habilidades de emprendimiento  
 Sección 50: Educación en habilidades de innovación  
 Sección 51: Educación en habilidades de creatividad  
 Sección 52: Educación en habilidades de pensamiento divergente  
 Sección 53: Educación en habilidades de pensamiento convergente  
 Sección 54: Educación en habilidades de pensamiento crítico  
 Sección 55: Educación en habilidades de comunicación  
 Sección 56: Educación en habilidades de trabajo en equipo  
 Sección 57: Educación en habilidades de resolución de problemas  
 Sección 58: Educación en habilidades de toma de decisiones  
 Sección 59: Educación en habilidades de liderazgo  
 Sección 60: Educación en habilidades de emprendimiento  
 Sección 61: Educación en habilidades de innovación  
 Sección 62: Educación en habilidades de creatividad  
 Sección 63: Educación en habilidades de pensamiento divergente  
 Sección 64: Educación en habilidades de pensamiento convergente  
 Sección 65: Educación en habilidades de pensamiento crítico  
 Sección 66: Educación en habilidades de comunicación  
 Sección 67: Educación en habilidades de trabajo en equipo  
 Sección 68: Educación en habilidades de resolución de problemas  
 Sección 69: Educación en habilidades de toma de decisiones  
 Sección 70: Educación en habilidades de liderazgo  
 Sección 71: Educación en habilidades de emprendimiento  
 Sección 72: Educación en habilidades de innovación  
 Sección 73: Educación en habilidades de creatividad  
 Sección 74: Educación en habilidades de pensamiento divergente  
 Sección 75: Educación en habilidades de pensamiento convergente  
 Sección 76: Educación en habilidades de pensamiento crítico  
 Sección 77: Educación en habilidades de comunicación  
 Sección 78: Educación en habilidades de trabajo en equipo  
 Sección 79: Educación en habilidades de resolución de problemas  
 Sección 80: Educación en habilidades de toma de decisiones  
 Sección 81: Educación en habilidades de liderazgo  
 Sección 82: Educación en habilidades de emprendimiento  
 Sección 83: Educación en habilidades de innovación  
 Sección 84: Educación en habilidades de creatividad  
 Sección 85: Educación en habilidades de pensamiento divergente  
 Sección 86: Educación en habilidades de pensamiento convergente  
 Sección 87: Educación en habilidades de pensamiento crítico  
 Sección 88: Educación en habilidades de comunicación  
 Sección 89: Educación en habilidades de trabajo en equipo  
 Sección 90: Educación en habilidades de resolución de problemas  
 Sección 91: Educación en habilidades de toma de decisiones  
 Sección 92: Educación en habilidades de liderazgo  
 Sección 93: Educación en habilidades de emprendimiento  
 Sección 94: Educación en habilidades de innovación  
 Sección 95: Educación en habilidades de creatividad  
 Sección 96: Educación en habilidades de pensamiento divergente  
 Sección 97: Educación en habilidades de pensamiento convergente  
 Sección 98: Educación en habilidades de pensamiento crítico  
 Sección 99: Educación en habilidades de comunicación  
 Sección 100: Educación en habilidades de trabajo en equipo

### SAY:

Once you have completed an administration with a student, you should transfer the results from each section to the *Resumen de calificaciones* page. This page (shown above) is perforated so that it can be removed. Many school districts require that this sheet be placed into the student permanent record folder.



## Key Points

- Transfer results from the individual sections to the Summary page of the Student Record Sheets
- This student summary page is perforated and can be torn off and stored in their permanent record folder.



## Notes

[illegible]

**SAY:**

*A final tool for recording student results is the Class Summary Sheet (Resumen de la clase). Results for each of your students should be transferred from the Resumen de calificaciones to this document. This document will be used to group students for small group instruction and its completion is a prerequisite to the next module, Grouping Students for Individualized Instruction. Some Tejas LEE users may prefer the Automated Class Summary Sheet available for download on our website. Tejas LEE users who administer an electronic version of the assessment can generate a Class Summary Sheet from their vendor.*



## Key Points

- Transfer results from the individual Student Record Sheets to the Class Summary sheet.
- The class summary sheet will be used to make grouping and instructional decisions.
- The class summary sheet is also available in electronic format on our website.
- If using an electronic version of Tejas LEE, vendors will be able to generate this sheet for users.



## Notes





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Additional Resources

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## Key Points



## Notes



This slide has 1 ✓ ☆ CLICK of animation.

#### SAY:

*One additional resource available to you is the official Tejas LEE website, [www.tejaslee.org](http://www.tejaslee.org). On this website you can find a page of Frequently Asked Questions.*

*There are also video clips of an ideal administration of each section of the G1 and G2 assessment. You can select which sections you wish to view. Additional video clips give the correct pronunciation of the sounds for each letter of the Spanish alphabet, including some dialectical variations.*

*In addition, the website has a teacher resource area that includes Blackline masters for many activities in the Intervention Activity Guide and materials for grouping (Grouping Charts, Grouping Mats, Spelling Grouping Mats, etc...)*

*Other information that is regularly posted to the site includes upcoming trainings.*

#### DO:

✓ ☆ CLICK



## Key Points

- The official Tejas LEE website is [www.tejaslee.org](http://www.tejaslee.org)
- The website includes:
  - FAQs
  - Videos of proper administration
  - Blackline masters
  - Additional teacher resources
  - Training information
  - Product information



## Notes



## Key Points

### SAY:

*Here is a screen shot of the video page. It is easy to navigate between each clip.*



## Notes

**Questions & Answers** 71

If you have any further questions:

- contact the Tejas LEE team at **tejaslee.info@times.uh.edu**
- check for an answer online at **www.tejaslee.org**

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This slide has 1 ✓ ☆ CLICK of animation.

**DO:**


Answer any questions that your participants have regarding this module. Then ✓ ☆ **CLICK** to bring up the contact information for Tejas LEE.



## Key Points



## Notes



## Next Steps

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TEA Recommends:

All professionals administering or using the Tejas LEE assessment should complete, at a minimum:

- the Administration Module(1, 2) ✓
- Grouping Students
- Using the Intervention Guide

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## Key Points

**DO:**  
Paraphrase slide.



## Notes

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You have now completed MODULE ONE.

At this time, set the time and place for your next training module:

• GROUPING STUDENTS

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**DO:**

Spend a few moments with your teachers to set a time for the second module, grouping students. Ideally, this module should be presented at the end of the Beginning of Year administration, once teachers have most or all of their student results.



## Key Points



## Notes

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End of Module

Thank you

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## Key Points



## Notes