



= Main Idea



=Key Points



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Participant Packet

Proper Administration Procedures, First and Second Grade

Slide 4: *What is the Tejas LEE?*



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

drive

difficulties

tool

Spanish

research

identification

Slide 9: *Administration Schedule*



Tejas LEE is given at three time points.

Beginning of Year (BOY): _____ (Kindergarten) _____ (G1-G3)

Middle of year (MOY): Mid-January

End of Year (EOY): Mid-April

Slides 10-12: *Tejas LEE Performance Levels*



Desarrollado (D):

Nivel Esperado (NE):

Nivel de Intervención (NI):

Slide 20: *Concepts Assessed*



Place a checkmark next to the skills assessed at your grade level.

☐ Book and Print Awareness

☐ Listening Comprehension

☐ Phonological Awareness

☐ Reading Comprehension

☐ Graphophonemic Knowledge

☐ Fluency



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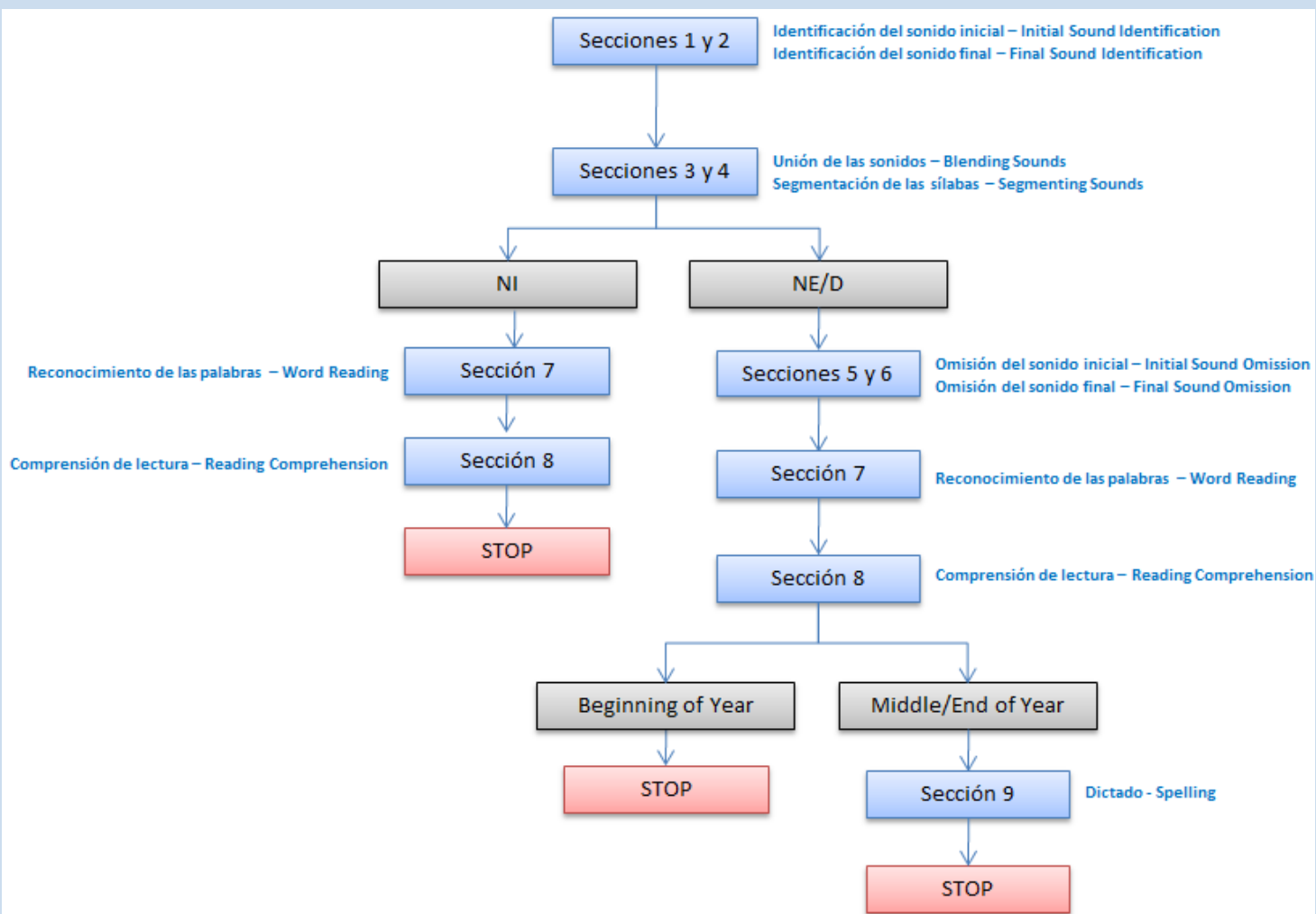


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Slide 21: First Grade: Administration Sequence





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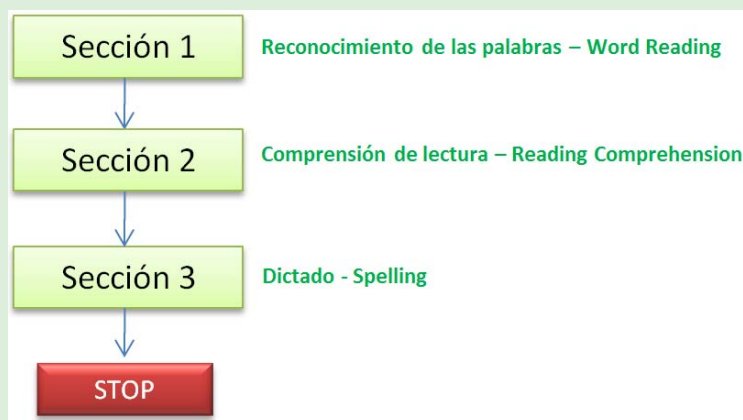


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Slide 22: Second Grade: Administration Sequence



Slides 26-29: First Grade: Phonological Awareness



Phonological Awareness is strictly _____.

Tips for administration

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

Slide 34: First Grade: Branching Rules for Unión y segmentación de los sonidos



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

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



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Slide 38: Think, Turn and Talk



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

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

Slide 41: First and Second Grade: Graphophonemic Knowledge: Reconocimiento de las palabras



Tips for administration

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



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Slide 42: First Grade: Graphophonemic Knowledge: Dictado**Tips for administration**

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

First Grade: Spelling Conventions/TEKS Correlations**MOY, EOY List**

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



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Slide 41: Second Grade: Graphophonemic Knowledge: Dictado



Tips for administration

- This section may be administered in whole group format.
- Remember to say the word, read the sentence, and then repeat the word a second time.
- If student places an accent or dieresis where it is not needed, or fails to include a needed mark, then the word should be counted as incorrect.
- There is a different word list for each administration time point.
- 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.
- All words are aligned with new SLAR TEKS.



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Second Grade: Spelling Conventions/TEKS Correlations**BOY List**

| Word | Applicable Spelling Convention(s) | Applicable TEK(S) |
|-------------|--|--------------------------|
| sapo | initial /s/ sound | 23Av; 23D |
| debe | b vs. v | 23Av; 23D |
| mamá | diacritical agudo word | 23D; 23E |
| fino | y vs. i | 23Av; 23D |
| perro | digraph rr; rr vs. r | 23Ai; 23Av; 23D |
| gasta | st cluster, hard g sound | 23Av; 23D |
| flores | fl blend, final /s/ sound-plural | 23Aii; 23B; 23D |
| alarma | rm cluster; r vs. rr | 23Aii; 23Av; 23D |
| miedo | ie diphthong | 23D |
| imanes | final /s/ sound-plural | 23Av; 23D |

MOY List

| Word | Applicable Spelling Convention(s) | Applicable TEK(S) |
|-------------|--|--------------------------|
| piña | ñ sound | 23D |
| drama | dr blend | 23Aii; 23B; 23D |
| llorar | ll vs y, rr vs. r | 23Aii; 23Av; 23D; 23E |
| muchacho | ch digraph | 23D |
| galleta | ll vs. y | 23Av; 23D |
| baila | ai diphthong; b vs. v | 23Av; 23D |
| dulce | soft c | 23Av; 23D |
| cuello | ue diphthong; ll vs. y; c vs. k | 23Av; 23D |
| guante | hard g, ua pattern; nt cluster | 23D |
| quemar | qu spelling pattern | 23Aii; 23Aiv; 23D; 23E |

EOY List

| Word | Applicable Spelling Convention(s) | Applicable TEK(S) |
|-------------|--|--------------------------|
| clavo | cl blend; b vs. v; c vs. k | 23Av; 23B; 23D |
| raza | s vs. z vs. c; initial /rr/ spelled r | 23Ai; 23D |
| pensé | diacritical agudo word | 23D; 23E; 23H |
| enseña | ñ sound; ns cluster | 23D |
| tarjetas | g vs. j; final /s/ sound-plural | 23Aii; 23Av; 23D |
| hormiga | initial silent h; rm cluster | 23Aii; 23Aiii; 23D |
| carrera | rr digraph; c vs. k | 23Ai; 23Aii; 23Av; 23D |
| felices | soft c; z to ces pattern | 23Av; 23C; 23D |
| juguete | gue spelling pattern | 23Aiv; 23Av; 23D |
| girasol | soft g vs. j | 23Aii; 23Av; 23D; 23E |



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Slide 47: First and Second Grade: Determining Fluency Rate in PLCPM
(Palabras Leídas Correctamente Por Minuto)



Part 1

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

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

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

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

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

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

Part 2

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

| Nombre del estudiante | Fluidez de lectura | | |
|-----------------------|--------------------|----------|----------|
| | Cuento 1 | Cuento 2 | Promedio |
| | (PLCPM) | (PLCPM) | |
| Carolina B | 253 | 317 | 285 |
| David C | 194 | 238 | 216 |
| Evelin G | 423 | 407 | 415 |
| Alvaro H | 214 | 190 | 202 |
| Rubén M | 89 | 124 | 107 |



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=Key Points



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Slides 50-51: First and Second Grade: Comprehension Questions



Tips for administration

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

Sample Question:

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

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

Slides 52-56: First and Second Grade: Reading Comprehension



Reminders:

- This section is given at every time point, regardless of previous performance.
- Students must read/attempt two stories.
- If student misses three words in first sentence, stop the reading of that story and score as NI. Do not calculate fluency and do not administer comprehension questions.
- If student successfully reads the story, calculate fluency and administer comprehension questions.
- Students will always attempt story 2, regardless of performance on Story 1.
- For First Grade: At BOY, there are 5 comprehension questions per story. At MOY and EOY, there are 8 questions per story.
- For Second Grade: At each time point, there are 8 questions per story—6 explicit and 2 implicit.



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Slides 57-60: First and Second Grade: Determining Overall Scores**Determining the Overall Score for Accuracy, Fluency, and Comprehension****Reading Accuracy:**

INS or IND on BOTH Stories = D overall

FRU on EITHER Story = NI overall

Reading Fluency:

There is NO D/NI performance standard for Fluency. To determine the overall fluency rate, average the rates of the two stories together. If one score is missing, the overall rate is the fluency rate of the single story. The EOY fluency rate target is *approximately* 60 PLCPM for first grade and 90 PLCPM for second grade.

Reading Comprehension:

D on BOTH stories = D overall

NI on EITHER story = NI overall

Based on the information above, complete the following:

1. Determine the overall scores for the first grade students in the table below.

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

2. Jot down any questions you have about how the results are shown above. Be sure to check with a neighbor or a presenter so that your questions are answered.
3. Why is there no fluency or comprehension score for Enrique on story 2 or Jorge on story 1?



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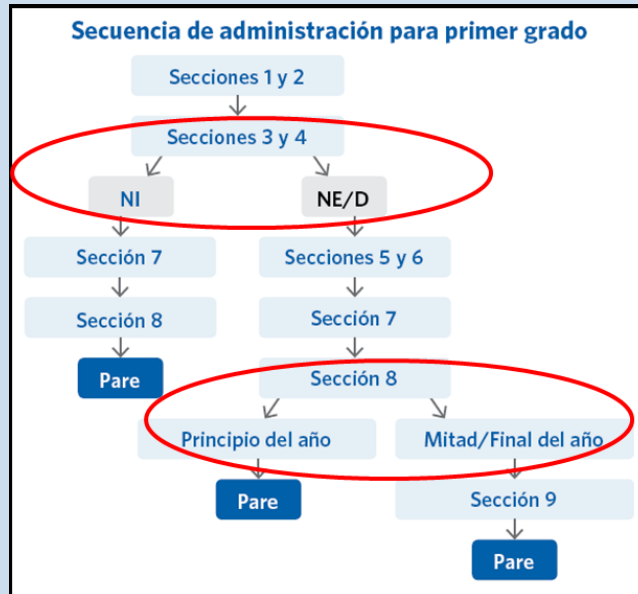
= Review



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Slides 61-62: First Grade: Branching Rules

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

**Slides 63-64: First and Second Grade: Entry Point Rules****Reminders:**

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

| Sección 1 | Identificación del sonido inicial |
|---|---|
| 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. |