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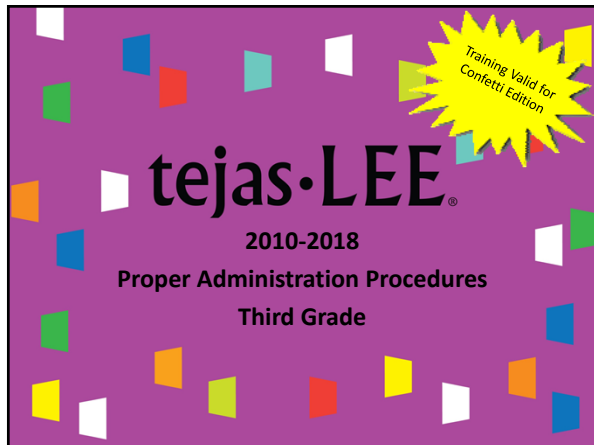
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### Contents of this Module

3

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

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### 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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### 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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## Transition to English

6

If you administer the Tejas LEE at the beginning of year, you should also administer it at the 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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## 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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## Special Ed & Testing Accommodations

8

**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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## When Do I Administer?

9

	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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## Performance Levels

10

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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## Performance Levels

11

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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Performance Levels

12

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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Tejas LEE

Administration Guidelines

13

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

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Administration Guidelines

14

- Follow the branching rules for the particular grade level.
- The materials needed for each task are listed at the top of each section in the *Guía de administración*.
- 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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## Administration Guidelines

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- 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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## Administration Guidelines

16

- 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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## Administration Guidelines

17

- 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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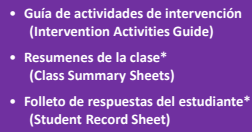
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[illegible]

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## 20

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## Teacher Guide Structure 21

**Sección 2** Dictado

**Materiales:** Fotocopias de las hojas para el dictado del Folleto de respuestas del estudiante (página 9 para el principio del año, página 10 para la mitad del año, página 11 para el final del año), un lápiz con borrador

**Administración:** Principio, mitad y final del año  
Administre esta sección.

**Puntuación:** 1 punto por cada respuesta correcta.  
0 puntos por cada respuesta incorrecta.  
Las respuestas se consideran INCORRECTAS si:  
• las falta el acento pertinente o  
• tienen un acento donde no deben tenerlo.

**Nivel de logro:**

	Principio	Medio	Final
1	4-10	4-10	4-10
2	1-3	1-3	1-3

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## Teacher Guide Structure 22

**Instrucciones:** Esta sección del FLEA se puede administrar individualmente o a toda la clase a la vez. Hay una lista de palabras diferentes para cada administración. Siempre administre esta sección independientemente de los resultados previos.

El estudiante deberá escribir palabras con diferentes niveles de dificultad. Seque fotocopias y reparta a los alumnos la página 9, 10 o 11 del Folleto de respuestas del estudiante. No reparta el folleto 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 daré 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 no estás seguro, escríbela lo mejor que puedas. La primera palabra es "\_\_\_\_\_". (Lea la oración y repita la palabra).**

**Nivel de logro:**

	Principio	Medio	Final
1	4-10	4-10	4-10
2	1-3	1-3	1-3

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## Teacher Guide Structure 23

**Sección 2** Dictado-Preguntas

**Principio del año:**  
(Palabras)  
(Oraciones)

1. feliz No estoy feliz cuando tengo mucha tarea. feliz
2. luces Las luces iluminaron el bosque oscuro. luces
3. zapato Un zapato se me cayó al río. zapato
4. abrió Recién se abrió una biblioteca cerca de mi casa. abrió
5. coser Mi tía Paula se compró una máquina de coser. coser
6. lluvia No fuimos al parque debido a la lluvia. lluvia
7. bilingüe Tomás es bilingüe; habla inglés y español. bilingüe
8. lentamente La tortuga cruzó la calle lentamente. lentamente
9. daríamos Daríamos más dinero, pero no tenemos. daríamos
10. vergüenza Me da vergüenza hablar en público. vergüenza

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## Teacher Guide Structure

24

	Principio	Mitad	Final
<b>D</b>	9-10	9-10	9-10
<b>NI</b>	0-8	0-8	0-8

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## Graphophonemic Knowledge

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## Graphophonemic Knowledge

26

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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## Fluency

30

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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## How is fluency measured on the Tejas LEE?

31

Fluency is measured on the Tejas LEE by calculating the PLCPM

Palabras  
Leídas  
Correctamente  
Por  
Minuto

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## Determining Accuracy

32

Si el estudiante lee incorrectamente 3 palabras en la primera oración o 31 o más palabras durante el transcurso de la lectura, PARE y continúe con el cuento 2.

1 Exactitud de lectura		
	Marque en el cuadro la cantidad de errores	Errores
Fru	31 o más errores	
Ins	De 13 a 30 errores	
Ind	12 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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## Calculating the PLCPM Rate 33

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	
3 07	=	187	248	-	12	=	236	=	187	x 60 =	76

$1 \times 60 = 180 \text{ sec.}$   
 $180 + 7 = 67$

$248 - 12 = 236$

$236 \div 187 \times 60 = 75.72$   
 Rounded off to 76

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## Comprehension 34

Comprehension

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## Comprehension 35

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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## Comprehension Questions

36

### ¿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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## Comprehension Questions

37

### Format

Preguntas de comprensión de “El gansito milagroso” (Cuento 1)

1. ¿Por qué se despertó la niña durante la noche?

Respuesta: los gansos estaban haciendo mucho ruido, se oía mucho alboroto. Se requiere una sola respuesta.

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## Reading Comprehension

38

### Grades 1-3

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

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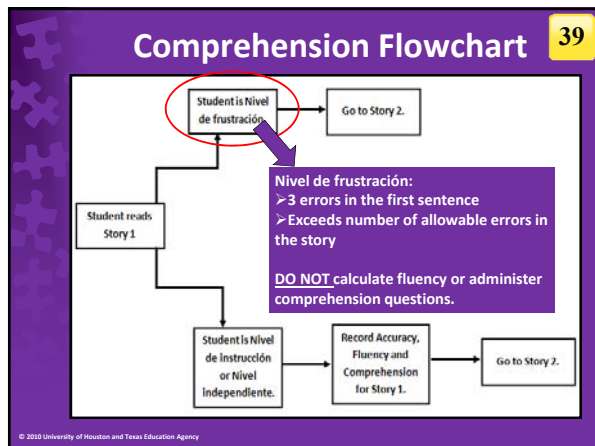
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## Sección 1 Comprensión de lectura—Principio del año—Cuento 1 (El gansito milagroso) 40

**Explicitas**

**Implícitas**

Preguntas de comprensión de "El gansito milagroso" (Cuento 1)		Puntos (0, 1)
1.	¿Por qué se despertó la niña durante la noche?	
2.	¿Qué fue a investigar al ruido?	
3.	¿Qué tenía el papá entre sus manos?	
4.	¿Qué vio la niña cuando llegó al lago?	
5.	¿Qué pasó al final de la historia?	
6.	¿Por qué estaban haciendo mucho ruido los gansos al principio del cuento?	
7.	¿Por qué fue la niña al lago?	
8.	¿Por qué fue la niña al lago?	
<b>TOTAL</b>		
<b>Nivel de lectura</b>		
<b>NI</b>		

Debe ser revisado por el docente.

Continúa con la Cuento 2

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## Reading Comprehension 41

Tercer grado

**Sección 1 - Principio del año - Cuento 1**  
**El gansito milagroso**

Me desperté de repente. Escuché mucho alboroto.  
Eran los gansos que estaban causando todo el ruido.  
¡Qué raro! Los gansos nunca hacen ruido durante la noche. Oí los pasos de mis padres en el pasillo

<b>Principio</b>	
<b>D</b>	<b>7-8</b>
<b>NI</b>	<b>0-6</b>

Preguntas de comprensión de "El gansito milagroso" (Cuento 1)		Puntos (0, 1)
1.	¿Por qué se despertó la niña durante la noche?	
2.	¿Qué fue a investigar al ruido?	
3.	¿Qué tenía el papá entre sus manos?	
4.	¿Qué vio la niña cuando llegó al lago?	
5.	¿Qué pasó al final de la historia?	
6.	¿Por qué estaban haciendo mucho ruido los gansos al principio del cuento?	
7.	¿Por qué fue la niña al lago?	
8.	¿Por qué fue la niña al lago?	
<b>TOTAL</b>		
<b>Nivel de lectura</b>		
<b>NI</b>		

Debe ser revisado por el docente.

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## Determining Overall Scores 42

### 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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## Determining Overall Scores 43

### 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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## Determining Overall Scores 44

Cuento	Global
Puntaje	Promedio de puntaje
78	84
90	
FRU	77
77	

If a student has only one fluency score, this becomes the overall score

Nivel de exactitud, fluidez y comprensión de lectura					
Primeros cuentos de la historia			Segundo cuento		
Global	Cuento	Global	Cuento	Global	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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## Determining Overall Scores 45

### 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.

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## Recording Student Results 46

Palabras	Oraciones	Palabras	Puntos (0-12)	Proyecto del año
1. feliz	No estoy feliz cuando tengo mucha tarea.	feliz		
2. luces	Las luces iluminaron el bosque oscuro.	luces		
3. zapato	Un zapato se me cayó al río.	zapato		
4. abrió	Recién se abrió una biblioteca cerca de mi casa.	abrió		

<b>TOTAL:</b> (10 posibles)				
<b>Nivel de logro:</b> Trace un círculo alrededor del nivel apropiado.	<table border="1"> <tr> <td>D 9-10</td> <td rowspan="2">PARE</td> </tr> <tr> <td>NI 0-8</td> </tr> </table>	D 9-10	PARE	NI 0-8
D 9-10	PARE			
NI 0-8				

Diccionario		Diccionario	
Palabra	Puntos	Palabra	Puntos
feliz		luces	
zapato		abrió	

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## Recording Student Results 47

**tejas-LEE** Folleto de respuestas del estudiante Tercer grado  
Resumen de calificaciones

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

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

Año de administración: ☐ 2010-2011 ☐ 2011-2012 ☐ 2012-2013 ☐ 2013-2014

Sección 1: Exactitud, fluidez y comprensión de lectura											
Código	Nivel	Categoría	Principio del año			Medio del año			Final del año		
			Exactitud	Fluidez	Comprensión	Exactitud	Fluidez	Comprensión	Exactitud	Fluidez	Comprensión
1	N	1									
2	E	2									
1	N	1									
2	E	2									
1	N	1									
2	E	2									

Destrezas		Principio del año		Medio del año		Final del año	
Destreza	Puntuación	Puntuación	Puntuación	Puntuación	Puntuación	Puntuación	Puntuación
Comprensión de lectura							

Sección 2: Dictado

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Tejas LEE Video Clips

51

Videos

Administration Videos

Kindergarten

First Grade

Second Grade

Third Grade

Pronunciation

Third Grade Section 1

Third Grade Section 2

Third Grade - Section 1

Download Video

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Questions & Answers

52

If you have any further questions:

• contact the Tejas LEE team at [tejaslee.info@times.uh.edu](mailto:tejaslee.info@times.uh.edu)

• check for an answer online at [www.tejaslee.org](http://www.tejaslee.org)

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Next Steps

53

TEA Recommends:

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

➤ the Administration Module(3<sup>rd</sup> Grade) ✓

➤ Grouping Students

➤ Using the Intervention Guide

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54

- 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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55

End of Module

Thank you

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