

## Key Points



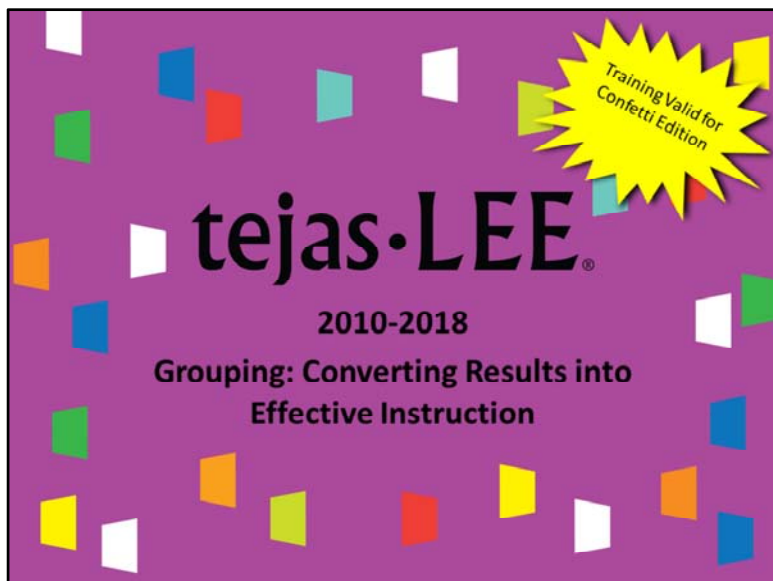
### Note For Presenter

The Key Points section shows you the most important information to convey for each slide.

Be especially careful that you have clearly covered these points.



## Notes



## Key Points



## Notes

## Copyright Notification

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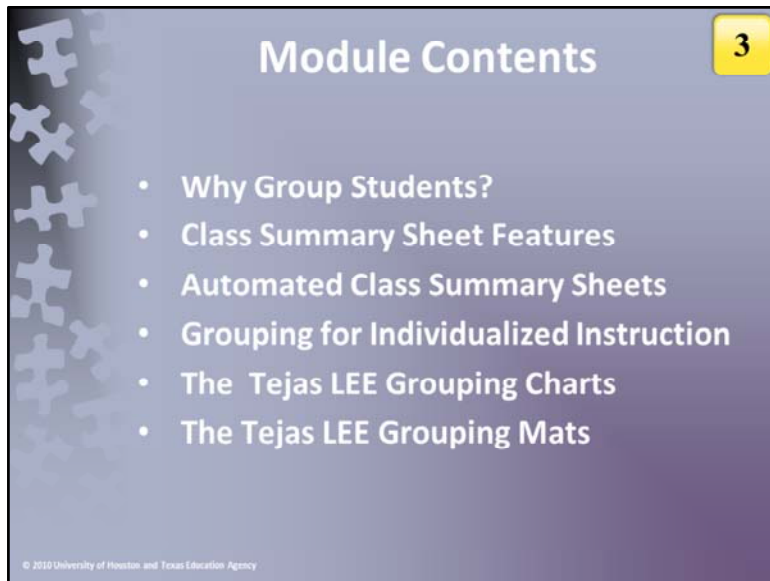
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## Key Points



## Notes

A presentation slide titled "Module Contents" with a yellow box containing the number "3" in the top right corner. The slide has a purple gradient background with a vertical strip of puzzle pieces on the left. A list of six items is centered on the slide. At the bottom left, there is a small copyright notice.

**Module Contents** 3

- Why Group Students?
- Class Summary Sheet Features
- Automated Class Summary Sheets
- Grouping for Individualized Instruction
- The Tejas LEE Grouping Charts
- The Tejas LEE Grouping Mats

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**DO:**

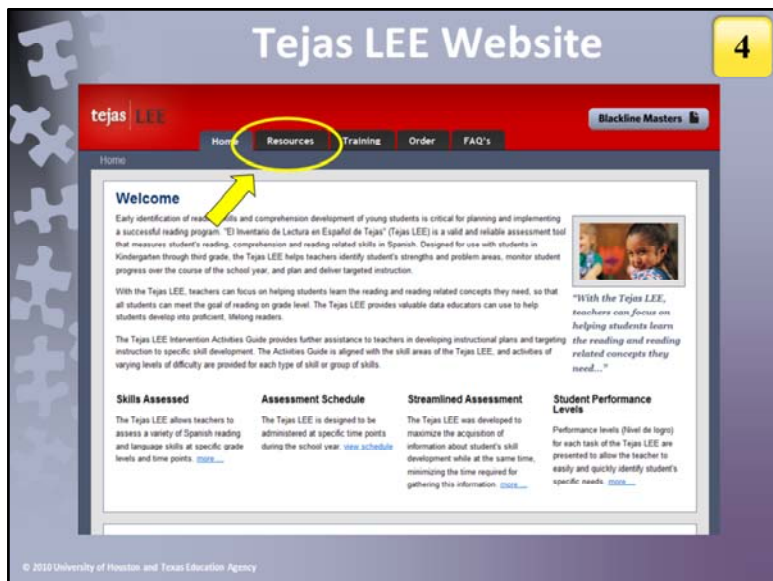
Read/review slide.



**Key Points**



**Notes**



## Key Points

- Please visit the website [www.tejaslee.org](http://www.tejaslee.org) to download teacher tools.
- Specific materials discussed today will be under the Resource tab. Once there, click on "For Teachers".

This slide has one (1) ✓ ☆ CLICK of animation.

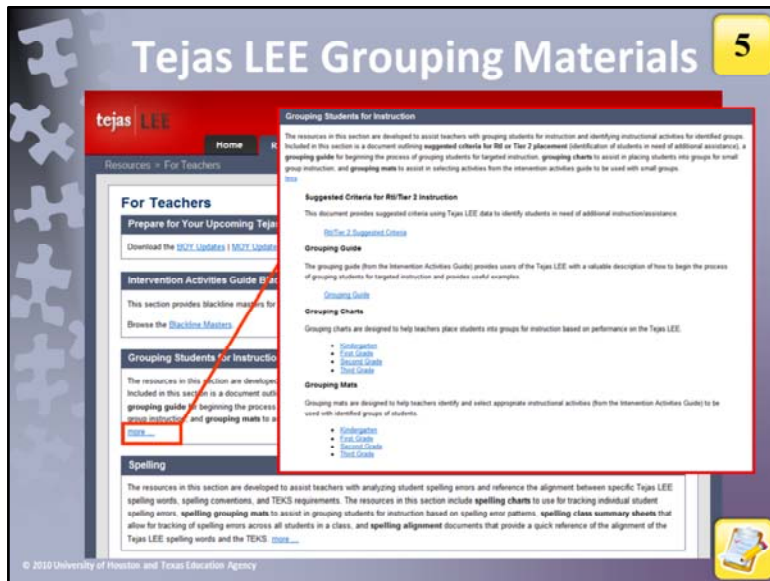
### SAY:

*This is the home page of the Tejas LEE website. All of the materials we will be discussing today are available on the website, including the Automated Class Summary Sheets, the Grouping Charts and the Grouping Mats. In order to access these materials, please click on the Resources tab at the top of the screen.*

✓ ☆ CLICK



## Notes



This slide has 1 ✓★CLICK of animation.

#### SAY:

Once you click on the Resources tab, click on For Teachers and then on Grouping Students for Instruction. Let's take a closer look at the choices. You will come to this page of downloads. There are several categories of tools available for you here on the website. Let's discuss them briefly.

#### ✓★CLICK

**Suggested Criteria for RtI/Tier 2 Instruction:** This document lays out the suggested RtI/Tier 2 criteria for each grade and timepoint, as recommended by the Tejas LEE development team. Your district's criteria may differ from these suggestions..

**Grouping Guide:** This document has step-by-step instructions on grouping your students. These instructions also appear in the Teacher Guide, behind the black tab titled, "Convertiendo los resultados a instrucción efectiva".

**Grouping Charts:** This is the document on which you can form instructional groups using the Grouping Guide.

**Grouping Mats:** The grouping mats list appropriate activities from the Intervention Activity Guide (IAG) for all sections of each grade level of the Tejas LEE. There are also suggested activities for skills not directly assessed by the Tejas LEE, such as Vocabulary and Writing, as well as space to specify the names of students who require intervention on each skill. Look for the section titled "Grouping Mats".

#### DO:



Point out to participants that they have this information in their Participant Packet as a quick reference guide.



## Key Points

- To locate Tejas LEE Grouping Materials, go to the Teacher Resource Page of the Tejas LEE website.
- Under Grouping Students for Individualized Instruction, click on the "more..." which will bring up a list of all the available Tejas LEE grouping materials



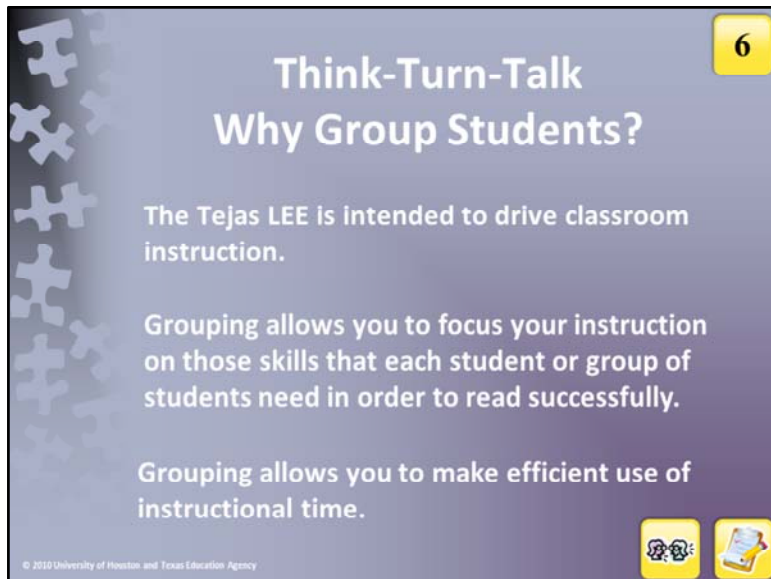
## Notes

### Note For Presenter

Whenever you see the pencil symbol



it is a reminder that there is a place in the participation packet for participants to fill in or reflect.



## Think-Turn-Talk Why Group Students?

6

- The Tejas LEE is intended to drive classroom instruction.
- Grouping allows you to focus your instruction on those skills that each student or group of students need in order to read successfully.
- Grouping allows you to make efficient use of instructional time.

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This slide has three (3) ✓ ☆CLICKS of animation.

### DO:



Pose the Think Turn Talk question to your group. Allow them a few minutes to discuss. Ask a few people to share.

- ✓ ☆CLICK to bring up the first reason.
- ✓ ☆CLICK to bring up the second reason.
- ✓ ☆CLICK to bring up the third reason.

### SAY:

*The Tejas LEE is intended as a diagnostic tool. It identifies critical reading readiness skills that are deficient and may interfere with a student's ability to learn to read successfully. However, identification of the deficits is only the first step. If, once the assessment is complete, teachers do not use this information to inform their instruction, the administration of the Tejas LEE is in vain. The results must be used in order for the Tejas LEE to have meaning. This module will show you how to use the results of the test to group your students for instruction.*



## Key Points

- Tejas LEE is a diagnostic tool intended to drive classroom instruction.
- Analyzing the data gathered will help teachers to group their students effectively.



## Notes





| Class Summary Sheet              |         |                                  |         |                                  |         |                       |      |
|----------------------------------|---------|----------------------------------|---------|----------------------------------|---------|-----------------------|------|
| 8                                |         |                                  |         |                                  |         |                       |      |
| Conocimiento de los grafonemas   |         |                                  |         |                                  |         |                       |      |
| Opcional                         |         | Sección 1                        |         | Sección 2                        |         | Sección 3             |      |
| Conocimiento de la letra impresa |         | Identificación de las letras     |         | Conocimiento de los sonidos      |         | Conocimiento de rimas |      |
| D: 8-10<br>NE: 6-7<br>NI: 0-5    |         | D: 26-30<br>NE: 10-25<br>NI: 0-9 |         | D: 26-30<br>NE: 10-25<br>NI: 0-9 |         | D: 4-5<br>NE: 0-3     |      |
| Puntaje                          | D/NE/NI | Puntaje                          | D/NE/NI | Puntaje                          | D/NE/NI | Puntaje               | D/NE |

This slide has one (1) ✓ ☆ CLICK of animation.

#### SAY:

Let's take a closer look at the Class Summary Sheets. Shown here is a part of the Kinder BOY class summary sheet. Underneath each section title you will find the performance cutpoints. The cutpoints are based on our pilot studies and research that shows where these students should be at BOY. For example:

✓ ☆ CLICK

In Optional Book and Print Awareness Section, the BOY cutpoints are 0-5 = NI (Nivel de intervención), 6-7 = NE (Nivel Esperado) and 8-10 = D (Desarrollado). By MOY, the NE cutpoint is eliminated as students are expected to have fully developed this skill by January.

In Sections 1 and 2, by contrast, the BOY cutpoints are 0-9 = NI, 10-25 = NE, but at MOY, these cutpoints are raised to 0-18 = NI and 19-25 = NE as students are expected to have learned more by this time, but not necessarily all of the letters and sounds. By end of year, the cutpoints are NI = 0-25, D=26-30 and the NE score eliminated.

The cutpoints for each skill on the Tejas LEE will vary based on the number of items and pilot study results.



## Key Points

- In the Class Summary Sheets, below each section name are the performance levels for that administration time point.
- Remember, D=Developed, NE=Expected Level, and NI=Intervention Level.
- The specific performance levels for a particular section will vary depending on the administration time point.



## Notes

# NI Number and Percentage

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To calculate the Percentage of students NI:

$$\frac{\text{Number of students NI}}{\text{Total of students in your class}} \times 100$$

Número de estudiantes NI:

Porcentaje de estudiantes NI:

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This slide has two (2) ✓ ☆ CLICKS of animation.

**SAY:**

*At the bottom of the class summary sheet...*

✓★CLICK

*...those sections of the Tejas LEE that have an NI performance level will have two additional boxes for counting the Number of Students NI and the Percentage of Students NI.*

✓★CLICK

*The second arrow shows a column for which there is no NI standard at this time point, and there are no boxes available for calculating a Percentage of Students NI. This is because the students are not expected to have developed this skill at this time point. This skill will not be used for grouping/intervention at this point in the school year.*

*You will need to calculate the “Porcentaje de la clase NI” for each column with the two additional boxes. To do this, divide the Number of students NI by the total number of students in your class and multiply the result by 100. Note that we recommend that Whole Class Instruction be used instead of small group intervention if the Percentage of the Class NI is 67% or more.*



## Key Points

- If a section has an NI standard, then a Number of Students NI and Percentage of Students NI box will appear at the bottom of that section column. These boxes will not appear for sections that do not have an NI standard.
- To determine Percentage of students NI, divide the Number of students NI by the total number of students and then multiply by 100.
- For skills in which 67% or more are NI, we recommend using whole group instruction.
- For skills in which less than 66% are NI, we recommend using small group instruction.



## Notes

| Reading Comprehension Information |             |                       |                    |          |          |                        |                   |                       |
|-----------------------------------|-------------|-----------------------|--------------------|----------|----------|------------------------|-------------------|-----------------------|
| 10                                |             |                       |                    |          |          |                        |                   |                       |
| Comprensión de lectura            |             |                       |                    |          |          |                        |                   |                       |
| Sección 8                         |             |                       |                    |          |          |                        |                   |                       |
| Exactitud de lectura              |             |                       | Fluidez de lectura |          |          | Comprensión de lectura |                   |                       |
| Cuento 1                          | Cuento 2    | Nivel de logro global | Cuento 1           | Cuento 2 | Promedio | Cuento 1               | Cuento 2          | Nivel de logro global |
| IND/INS/FRU                       | IND/INS/FRU | D/NI                  | (PLCPM)            | (PLCPM)  |          | D: 4-5<br>NI: 0-3      | D: 4-5<br>NI: 0-3 | D/NI                  |

This slide has three (3) ✓ ☆ CLICKS of animation.

#### SAY:

Let's now look at the comprehension information we will need for grouping. For Kindergarten, things are straightforward. There is one Listening Comprehension story per timepoint and at End of Year, one Reading Comprehension story. However, for Grades 1, 2 and 3, there are two stories at each timepoint. When we are grouping, we will be mostly using the overall score (Nivel de logro global) and may use the individual story scores when deciding how best to group students who may be harder to place into a particular group.

✓ ☆ CLICK

Exactitud de lectura: Here we will look at how well the student reads correctly. Remember, a student needs to be either Nivel independiente or Nivel de instrucción on both stories to be considered Desarrollado on Accuracy.

✓ ☆ CLICK

Proporción de la fluidez: The reading fluency rate, measured in PLCPM (Palabras Leídas Correctamente por Minuto—Words Read Correctly Per Minute) is one measure of fluency we will look at for grouping. We will look at the average score for both stories. However, you will remember that if a student is Nivel de frustración on one of the stories, the "average" will be their score on the one story they did read at the Independent or Instructional level.

✓ ☆ CLICK

For *Comprensión de lectura*, just like for Reading Accuracy, a student must score Desarrollado on BOTH stories to have an overall score of Desarrollado.

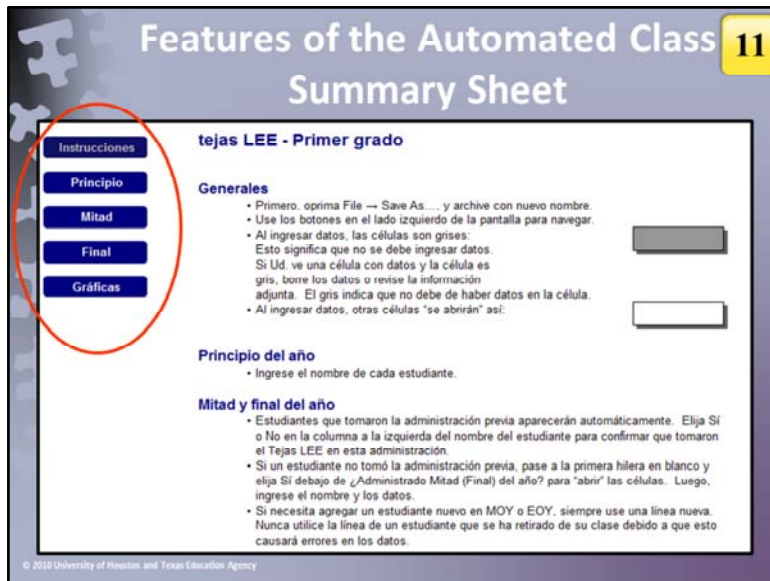


## Key Points

- Grades 1-3 will have two reading comprehension stories per time point.
- For the Accuracy overall score, a student is considered D if they score IND or INS on both stories. If a student scores FRU on either story, they are considered NI overall.
- For Fluency, there are no performance levels. However, to determine the fluency average, add both fluency scores and divide by two. If only one fluency score is available then that will be used as the average.
- For Comprehension, students must be D on both stories to be considered D overall.



## Notes



This slide has one (1) ✓☆CLICK of animation.

#### SAY:

*One alternative to the paper Class Summary Sheet is the Automated Class Summary Sheet. These sheets are available for download on the Tejas LEE website.*

#### ✓☆CLICK

*On the left hand side of the Instructions page, there are a series of buttons in the color of the grade (the example above is blue for first grade). These buttons will allow you to quickly navigate through the various views of the Class Summary Sheet. There is a button for each time point as well as a button for graphs.*



## Key Points

- Pencil Paper Tejas LEE users may wish to use the Electronic Version of the Class Summary Sheet.
- The Automated Class Summary Sheets open to an instructions page and contain buttons on left hand side for easy navigation between time points and several other screens.



## Notes

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## BOY View

**Tejas LEE - Primer grado - Principio del año**

Maestro(a): Ms. Fresas

Escuela: Frutas Elementary

Fecha: 9/7/2010

Conciencia fonológica

| Secciones 1 y 2                           |      | Secciones 3 y 4                     |         | Secciones 5 y 6                    |      |
|---|------|-------------------------------------|---------|------------------------------------|------|
| Identificación del sonido inicial y final |      | Unión y segmentación de los sonidos |         | Omisión del sonido inicial y final |      |
| D=14-16<br>NI=0-13                        |      | D=14-16<br>NE=9-13<br>NI=0-8        |         | D=9-10<br>NE=0-8                   |      |
| Puntaje                                   | D/NI | Puntaje                             | D/NE/NI | Puntaje                            | D/NE |
| 14  | D    | 14                                  | D       | 8                                  | NE   |
| 10  | NI   | 7                                   | NI      |                                    | NE   |
| 16  | D    | 15                                  | D       | 10                                 | D    |

**Nombre del estudiante**

|                |
|----------------|
| Ayala, Alberto |
| Beltran, Betty |
| Cabrera, Celia |

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## Key Points

- At BOY, a student name must be entered into the appropriate column in order to enter data into the Automated Class Summary Sheet.
- The Automated Class Summary will automatically convert numerical scores into the appropriate performance level. D is represented in GREEN, NE in YELLOW and NI in RED.
- The sheet will not allow scores to be entered for sections that should not be administered.

### SAY:

At BOY on the Automated Class Summary Sheets, all rows will be grayed out. In order to enter Tejas LEE results, you first have to type the student's name into the first column. This will open up the numerical scoring box for the first section on the sheet. As you enter results, the automated class summary sheet will automatically determine the performance level (D, NE, NI) and enter this information for you. NI results are represented in RED for your easy reference. These are the students who require intervention in this skill. NE is represented in YELLOW and D is represented by green. Once a score is entered, the sheet will open up the next box that should be scored based on the branching rules. The Automated Class Summary Sheet will NOT allow a score to be entered for a section that should not be administered.



## Notes

**13**

## MOY View

tejas LEE - Primer grado - Mitad del año

Maestro(a): Ms. Fresas  
 Escuela: Frutas Elementary  
 Fecha: \_\_\_\_\_

¿Administrado mitad del año?  
 SI  
 SI  
 SI  
 NO

| Conciencia fonológica                     |         |                                     |         |                                    |         |
|---|---------|-------------------------------------|---------|------------------------------------|---------|
| Secciones 1 y 2                           |         | Secciones 3 y 4                     |         | Secciones 5 y 6                    |         |
| Identificación del sonido inicial y final |         | Unión y segmentación de los sonidos |         | Omisión del sonido inicial y final |         |
| D=4-16<br>NI=0-13                         |         | D=14-16<br>NI=0-13                  |         | D=9-10<br>NI=5-8<br>NI=0-4         |         |
| Nombre del estudiante                     | Puntaje | Dir.                                | Puntaje | Dir.                               | Puntaje |
| Ayala, Alberto                            | 14      | D                                   | 14      | D                                  | 9       |
| Beltran, Betty                            |         | D                                   |         | D                                  | 7       |
| Cabrera, Celia                            |         | D                                   |         | D                                  | 7       |

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## Key Points

- At MOY, all students are grayed out. To enter scores, change “¿Administrado mitad del año?” from NO to SI.
- The Automated Class Summary will automatically apply entry point rules. Student score boxes will remain gray, but the D performance level will show for this section.
- New students should be entered on NEW lines, not on top of students who have withdrawn.

This slide has one (1) ✓☆CLICK of animation.

### SAY:

At the MOY administration, the Automated Class Summary Sheet looks somewhat different. You will see an additional column to the left of the student names. Here you should indicate whether the listed students took the test at MOY. Once you mark “SI”, the Class Summary Sheet will open up to the sections that should be administered to this student. If the student was D on sections that use the Entry Point Rule (See your grade level administration module for information on Entry Point Rules), the Automated Class Summary Sheet will direct you to the first section for which you need to input results for MOY, bypassing the other sections. The sections on which the student was D at BOY will remain “grayed out” but you will see the performance level.

### ✓☆CLICK

New students should always be entered on new lines, not on top of students who have withdrawn from the class.

### DO:

Show participants that for Alberto, Sections 1 & 2 and 3 & 4 are both grayed out because he was D at BOY. The D score remains, but the numerical score is not maintained. The Automated Class Summary Sheet opens up in white on sections 5 & 6, which is the first section which should be administered to Alberto at MOY due to Entry Point Rules.



## Notes



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## Additional Features

**Instrucciones**

Principio

Mitad

Final

**Para imprimir**

Aplicar

tejas LEE - Primer grado - Principio del año

Maestro(a):

Escuela:

Fecha:

Nombre del estudiante

|  |
|--|
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|  |

Co

Secciones 1 y 2

Identificación del sonido inicial y final

D-14-16  
H-6-13

| Puntaje | Difil |
|---------|-------|
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |

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## Key Points

- The “Para Imprimir” button is for printing purposes. It will take you to a grayscale page for the current timepoint.

This slide has one (1) ✓ ☆ CLICK of animation.

### SAY:

*Once you navigate to one of the class summary sheets, an additional button becomes visible.*

✓ ☆ CLICK

*This button says “Para imprimir” and will give a printable view. In addition, the worksheet is locked so that no changes can be made. This view is for printing purposes only. There is a printable view for each time point.*



## Notes

**15**

## Printable View

**Para imprimir**

tejas LEE - Primer grado - Principio del año

Maestro(a): Ms. Fresas

Escuela: Frutas Elementary

Fecha: 40428

| Nombre del estudiante | Conciencia fonológica                     |      |                                     |         |                                    |      |
|-----------------------|---|------|-------------------------------------|---------|------------------------------------|------|
|                       | Secciones 1 y 2                           |      | Secciones 3 y 4                     |         | Secciones 5 y 6                    |      |
|                       | Identificación del sonido inicial y final |      | Unión y segmentación de los sonidos |         | Omisión del sonido inicial y final |      |
|                       | D=14-16<br>NI=0-13                        |      | D=14-16<br>NE=9-13<br>NI=0-8        |         | D=9-10<br>NE=0-8                   |      |
|                       | Puntaje                                   | D/Ni | Puntaje                             | D/NE/NI | Puntaje                            | D/NE |
| Avila, Alberto        | 14  | D    | 14                                  | D       | 8                                  | NE   |
| Beltran, Betty        | 10  | NI   | 7                                   | NI      |                                    | NE   |
| Cabrera, Celia        | 15  | D    | 15                                  | D       | 10                                 | D    |

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## Key Points

- It is not possible to enter data when you are in the printable view.

This slide has one (1) ✓ ☆ CLICK of animation.

### SAY:

Once you click on the PRINTABLE view, the results show somewhat differently. You will notice that the D/NI and D/NE boxes do not appear in red or green.

✓ ☆ CLICK

Also, it is not possible to enter data when you are in the PRINTABLE view. To enter data, you must go back to one of the timepoint views (Principio, Mitad, Final).



## Notes



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## Additional Features

| Comprensión de la lectura |             |                       |                    |          |          |                        |          |                       |
|---------------------------|-------------|-----------------------|--------------------|----------|----------|------------------------|----------|-----------------------|
| Sección 8                 |             |                       |                    |          |          |                        |          |                       |
| Exactitud de lectura      |             |                       | Fluidez de lectura |          |          | Comprensión de lectura |          |                       |
| D=IND o INS<br>NI=FRU     |             |                       |                    |          |          | D=4-5<br>NI=0-3        |          |                       |
| Cuento 1                  | Cuento 2    | Nivel de logro global | Cuento 1           | Cuento 2 | Promedio | Cuento 1               | Cuento 2 | Nivel de logro global |
| IND-INS-FRU               | IND-INS-FRU | D/NI                  | (PLCPM)            | (PLCPM)  |          | Puntaje                | Puntaje  | D/NI                  |
| IND                       | INS         | D                     | 35                 | 31       | 33       | 5                      | 4        | D                     |
| INS                       | FRU         | NI                    | 23                 |          | 23       | 3                      |          | NI                    |

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### SAY:

*On the Comprehension sections for First, Second and Third Grade, there are some columns with special features.*

**Exactitud de lectura:** *There is a pulldown menu for the Reading Accuracy section for each story. There are three possible choices: Nivel independiente (IND), Nivel de instrucción (INS), and Nivel de frustración (FRU). Once you input the information for stories 1 and 2, the Automated Class Summary Sheet will determine the correct performance level.*

**Fluidez de lectura:** *The Automated Class Summary Sheet will calculate an average fluency rate for both stories. If there is only one fluency rate (because a student was Nivel de frustración on one of the stories) the Automated Class Summary Sheet will present the score of the other story as the Average. Please note that the Tejas does not have a performance standard (D/NI) for Fluency Rate.*

**Comprensión de lectura:** *You simply input the score your student achieved on the comprehension questions for both stories. The Automated Class Summary Sheet will determine the performance level for each student and select D or NI as appropriate.*



## Key Points

- The Accuracy Section has a pulldown menu for you to record Accuracy levels for both stories. The ACSS then determines the correct performance level.
- The ACSS will then open up the appropriate fluency and comprehension cells. If cells remain “grayed out”, no data should be entered.
- The ACSS will average fluency scores and determine the overall comprehension score once data has been entered.



## Notes

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# Branching Features

| Conciencia fonológica                     |      |                                     |         |                                    |      | Conocimiento de los grafonos   |         |
|---|------|-------------------------------------|---------|------------------------------------|------|--------------------------------|---------|
| Secciones 1 y 2                           |      | Secciones 3 y 4                     |         | Secciones 5 y 6                    |      | Sección 7                      |         |
| Identificación del sonido inicial y final |      | Unión y segmentación de los sonidos |         | Omisión del sonido inicial y final |      | Reconocimiento de las palabras |         |
| D=14-16<br>NI=0-13                        |      | D=14-16<br>NE=9-13<br>NI=0-8        |         | D=9-10<br>NE=0-8                   |      | D=13-15<br>NE=5-12<br>NI=0-4   |         |
| Puntaje                                   | D/NI | Puntaje                             | D/NE/NI | Puntaje                            | D/NE | Puntaje                        | D/NE/NI |
| 14  | D    | 8                                   | NI      |                                    | NE   |                                |         |
|   |      |                                     |         |                                    |      |                                |         |

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## Key Points

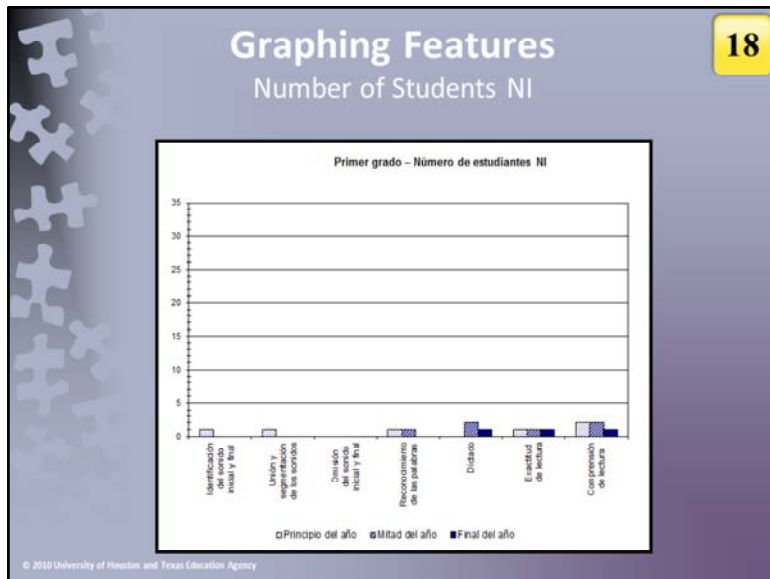
- On some grade levels, some sections will be “grayed out”, indicating that these sections should not have been administered due to branching rules.

### SAY:

Grayed out boxes: Depending on the grade level and branching rules, some sections may be “grayed out” during the administration. In the above 1<sup>st</sup> grade example, a student scored NI on sections 3 and 4 (first light green arrow) and because of branching rules, skipped sections 5 and 6—which is grayed out (red arrow), and was directed to section 7, which is the next section that should be administered according to branching rules (second green arrow).



## Notes



### SAY:

Once a user clicks on the graph view, they will see the Needs Intervention data each time point in two different views. The one shown above has the number of students NI. This is probably not the most useful way to look at your data because hopefully, you do not have large numbers of students NI. Since the graph allows for up to 35 students in a class, the bars tend to be very small.

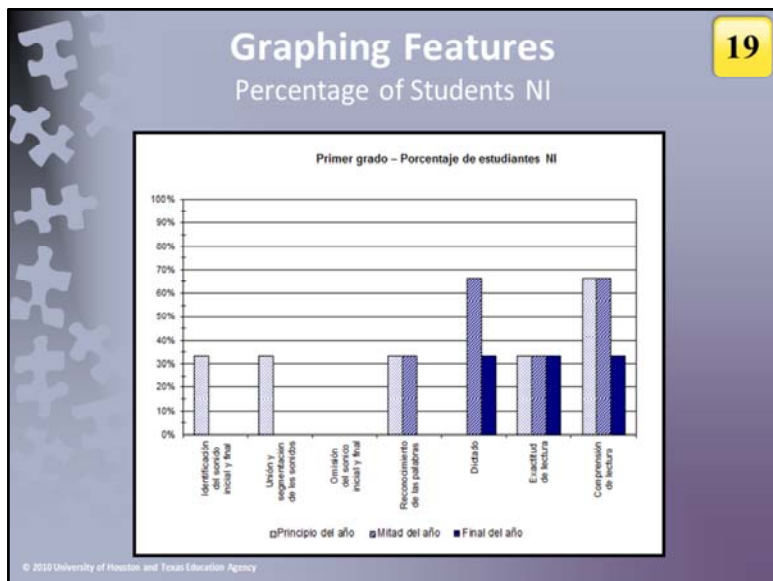


## Key Points

- The ACSS allows teachers to view data graphically by clicking on the GRAFICA button.
- Two views are available, this one shows the Number of Students NI.



## Notes



**SAY:**

*The second view shows the percentage of the class NI. This view is particularly useful for determining whether to use small group or whole class instruction to address a skill.*

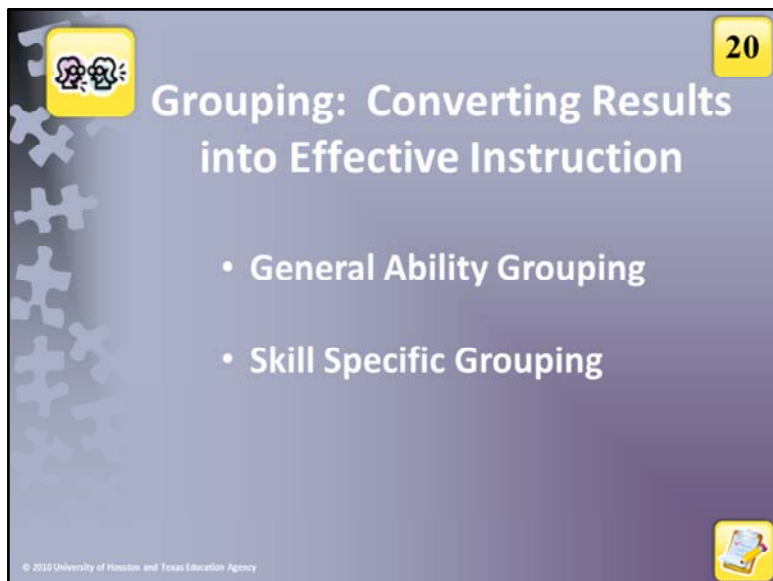


## Key Points

- The second view is the Percentage of Students NI . This view is particularly useful for grouping students.



## Notes



### SAY:

*Armed with this information from the Tejas LEE assessment, we are now ready to group students for individualized instruction. For the purposes of the Tejas LEE, there are two basic types of small group instruction.*

*The first grouping type that is commonly used for individualized instruction is General Ability Grouping. Students are moved across groups as they master skills. The General Ability Grouping is based on student performance on the Tejas LEE, as will be shown in the upcoming slides.*

*The second is Skill Specific Grouping. In this type of grouping, the teacher calls together a group of students who have not yet mastered a specific section on the Tejas LEE, such as initial syllable omission. Skill Specific Groups tend to be highly fluid and may be short-lived. Students move out of these groups as soon as the skill is mastered and if all students show mastery of the skill, it ceases to exist. This allows the teacher to refocus instruction on remaining weaknesses among students.*



**Think, Turn and Talk** with a partner about the following questions:  
What is the difference between General Ability and Skill Specific Grouping?

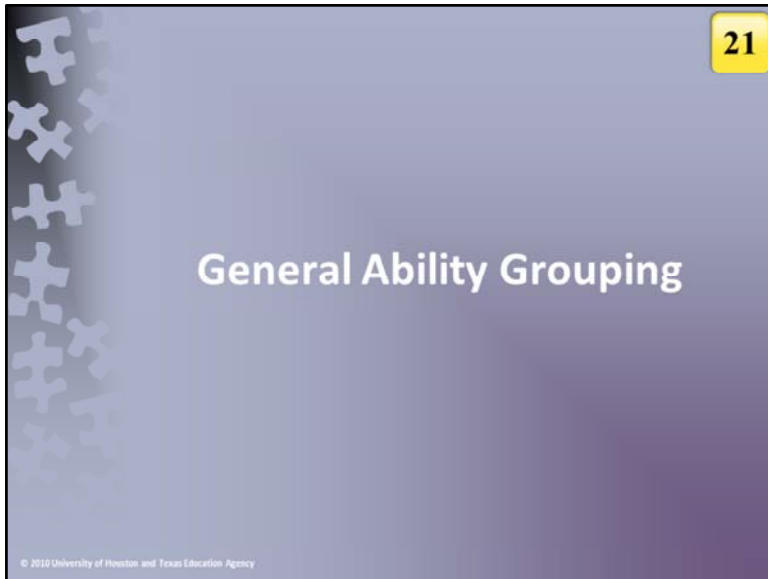


## Key Points

- There are two basic types of grouping for the Tejas LEE: flexible (or general ability grouping) and skill specific grouping.
- Flexible (or general ability) grouping is based on their overall performance of the Tejas LEE. Students are moved between groups as different skills are mastered.
- As its name implies, skill specific grouping focuses on a particular skill or section of the Tejas LEE assessment. As soon as the skill is mastered this group is dissolved.



## Notes




## Key Points

### **SAY:**

*First let's discuss the process used for General Ability Grouping.*



## Notes



## Using Tejas LEE Data to Group Students

22

The sections outlined below will assist you in grouping students using the Tejas LEE data.

- ☒ Prepare the Tejas LEE data for grouping.
- ☒ Follow the guidelines for differentiated instructional grouping.
- ☐ Plan Instruction based on needs.

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This slide has one (1) ✓ ☆CLICK of animation.

### SAY:

*This slide shows necessary steps for grouping students using the Tejas LEE data. The previous slides discussed how to fill out the class summary sheet. In doing so, we have already completed step one.*

✓ ☆CLICK

*Now let's move on to step two: Follow the guidelines for differentiated instruction grouping.*



## Key Points

- Step 1 of grouping students is preparing the data. This is achieved by completing the class summary sheet.
- In order to complete Step 2, we must first familiarize ourselves with the guidelines in the following slides.



## Notes

**Sample Class Summary Sheet** **23**

tejas LEE Resumen de la clase - Primer grado Principio del año

Nombre(s): \_\_\_\_\_ Apellido: \_\_\_\_\_

| Conocimiento fonológico                   | Conocimiento de los grafismos |  | Comprensión de lectura         |                           |
|---|-------------------------------|--|--------------------------------|---------------------------|
|   | Sección 5.2                   |  | Sección 5.6                    |                           |
|   | Sección 5.2                   | Sección 5.6                              | Sección 5.2                    | Sección 5.6               |
| Identificación del sonido inicial y final | Identificación de los sonidos | Comprensión del contexto inicial y final | Reconocimiento de las palabras | Comprensión de la lectura |
| Puntaje                                   | Calificación                  | Puntaje                                  | Calificación                   | Puntaje                   |
| 1   | 1                             | 1  | 1                              | 1                         |
| 2   | 2                             | 2  | 2                              | 2                         |
| 3   | 3                             | 3  | 3                              | 3                         |
| 4   | 4                             | 4  | 4                              | 4                         |
| 5   | 5                             | 5  | 5                              | 5                         |
| 6   | 6                             | 6  | 6                              | 6                         |
| 7   | 7                             | 7  | 7                              | 7                         |
| 8   | 8                             | 8  | 8                              | 8                         |
| 9   | 9                             | 9  | 9                              | 9                         |
| 10  | 10                            | 10                                       | 10                             | 10                        |
| 11  | 11                            | 11                                       | 11                             | 11                        |
| 12  | 12                            | 12                                       | 12                             | 12                        |
| 13  | 13                            | 13                                       | 13                             | 13                        |
| 14  | 14                            | 14                                       | 14                             | 14                        |
| 15  | 15                            | 15                                       | 15                             | 15                        |
| 16  | 16                            | 16                                       | 16                             | 16                        |
| 17  | 17                            | 17                                       | 17                             | 17                        |
| 18  | 18                            | 18                                       | 18                             | 18                        |
| 19  | 19                            | 19                                       | 19                             | 19                        |
| 20  | 20                            | 20                                       | 20                             | 20                        |
| 21  | 21                            | 21                                       | 21                             | 21                        |
| 22  | 22                            | 22                                       | 22                             | 22                        |
| 23  | 23                            | 23                                       | 23                             | 23                        |
| 24  | 24                            | 24                                       | 24                             | 24                        |
| 25  | 25                            | 25                                       | 25                             | 25                        |
| 26  | 26                            | 26                                       | 26                             | 26                        |
| 27  | 27                            | 27                                       | 27                             | 27                        |
| 28  | 28                            | 28                                       | 28                             | 28                        |
| 29  | 29                            | 29                                       | 29                             | 29                        |
| 30  | 30                            | 30                                       | 30                             | 30                        |
| 31  | 31                            | 31                                       | 31                             | 31                        |
| 32  | 32                            | 32                                       | 32                             | 32                        |
| 33  | 33                            | 33                                       | 33                             | 33                        |
| 34  | 34                            | 34                                       | 34                             | 34                        |
| 35  | 35                            | 35                                       | 35                             | 35                        |
| 36  | 36                            | 36                                       | 36                             | 36                        |
| 37  | 37                            | 37                                       | 37                             | 37                        |
| 38  | 38                            | 38                                       | 38                             | 38                        |
| 39  | 39                            | 39                                       | 39                             | 39                        |
| 40  | 40                            | 40                                       | 40                             | 40                        |
| 41  | 41                            | 41                                       | 41                             | 41                        |
| 42  | 42                            | 42                                       | 42                             | 42                        |
| 43  | 43                            | 43                                       | 43                             | 43                        |
| 44  | 44                            | 44                                       | 44                             | 44                        |
| 45  | 45                            | 45                                       | 45                             | 45                        |
| 46  | 46                            | 46                                       | 46                             | 46                        |
| 47  | 47                            | 47                                       | 47                             | 47                        |
| 48  | 48                            | 48                                       | 48                             | 48                        |
| 49  | 49                            | 49                                       | 49                             | 49                        |
| 50  | 50                            | 50                                       | 50                             | 50                        |
| 51  | 51                            | 51                                       | 51                             | 51                        |
| 52  | 52                            | 52                                       | 52                             | 52                        |
| 53  | 53                            | 53                                       | 53                             | 53                        |
| 54  | 54                            | 54                                       | 54                             | 54                        |
| 55  | 55                            | 55                                       | 55                             | 55                        |
| 56  | 56                            | 56                                       | 56                             | 56                        |
| 57  | 57                            | 57                                       | 57                             | 57                        |
| 58  | 58                            | 58                                       | 58                             | 58                        |
| 59  | 59                            | 59                                       | 59                             | 59                        |
| 60  | 60                            | 60                                       | 60                             | 60                        |
| 61  | 61                            | 61                                       | 61                             | 61                        |
| 62  | 62                            | 62                                       | 62                             | 62                        |
| 63  | 63                            | 63                                       | 63                             | 63                        |
| 64  | 64                            | 64                                       | 64                             | 64                        |
| 65  | 65                            | 65                                       | 65                             | 65                        |
| 66  | 66                            | 66                                       | 66                             | 66                        |
| 67  | 67                            | 67                                       | 67                             | 67                        |
| 68  | 68                            | 68                                       | 68                             | 68                        |
| 69  | 69                            | 69                                       | 69                             | 69                        |
| 70  | 70                            | 70                                       | 70                             | 70                        |
| 71  | 71                            | 71                                       | 71                             | 71                        |
| 72  | 72                            | 72                                       | 72                             | 72                        |
| 73  | 73                            | 73                                       | 73                             | 73                        |
| 74  | 74                            | 74                                       | 74                             | 74                        |
| 75  | 75                            | 75                                       | 75                             | 75                        |
| 76  | 76                            | 76                                       | 76                             | 76                        |
| 77  | 77                            | 77                                       | 77                             | 77                        |
| 78  | 78                            | 78                                       | 78                             | 78                        |
| 79  | 79                            | 79                                       | 79                             | 79                        |
| 80  | 80                            | 80                                       | 80                             | 80                        |
| 81  | 81                            | 81                                       | 81                             | 81                        |
| 82  | 82                            | 82                                       | 82                             | 82                        |
| 83  | 83                            | 83                                       | 83                             | 83                        |
| 84  | 84                            | 84                                       | 84                             | 84                        |
| 85  | 85                            | 85                                       | 85                             | 85                        |
| 86  | 86                            | 86                                       | 86                             | 86                        |
| 87  | 87                            | 87                                       | 87                             | 87                        |
| 88  | 88                            | 88                                       | 88                             | 88                        |
| 89  | 89                            | 89                                       | 89                             | 89                        |
| 90  | 90                            | 90                                       | 90                             | 90                        |
| 91  | 91                            | 91                                       | 91                             | 91                        |
| 92  | 92                            | 92                                       | 92                             | 92                        |
| 93  | 93                            | 93                                       | 93                             | 93                        |
| 94  | 94                            | 94                                       | 94                             | 94                        |
| 95  | 95                            | 95                                       | 95                             | 95                        |
| 96  | 96                            | 96                                       | 96                             | 96                        |
| 97  | 97                            | 97                                       | 97                             | 97                        |
| 98  | 98                            | 98                                       | 98                             | 98                        |
| 99  | 99                            | 99                                       | 99                             | 99                        |
| 100                                       | 100                           | 100                                      | 100                            | 100                       |

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## Key Points

- This is a screen shot of a sample first grade class summary sheet.


### SAY:

At this time, we are going to use a sample BOY first grade class of 16 students to demonstrate the grouping process. This slide shows a screenshot of the class summary sheet already filled out. You should have a copy of this summary sheet in your handouts.



## Notes





## Guidelines for differentiated instructional grouping 24

1. Determine which skills should be taught whole group versus small group.  
Recommendations:  
Large Group: 67% or more NI  
Small Group: 66% or less

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**DO:**

Paraphrase slide.

**SAY:**

*Although we recommend the above percentages, always follow school and or district policies regarding grouping. You may also find that the your particular class results may necessitate using different percentages. Use your professional judgment. For example, some teachers may opt to use whole group instruction on any skill on which more than 50% of the class is NI.*



## Key Points

- The first thing that teachers must do is look at their class summary sheet and determine which skills need to be taught whole group versus small group.
- The Tejas LEE recommends using whole group when addressing skills in which 67% or more of your class scored NI. Small group instruction is recommended for skills in which 66% or less of your class scored NI.
- Teachers may use their professional judgment in determining whether to use whole or small group.



## Notes

**Sample Class Summary Sheet**

25

tejas LEE Resumen de la clase - Primer

Maestro (a):  
Escuela:

Desempeño  
Nivel de Intervención

|                              |    | Conciencia fonológica                     |      |                                     |         | Conocimiento de los grafogramas        |      |                                |         |
|------------------------------|----|---|------|-------------------------------------|---------|--|------|--------------------------------|---------|
|                              |    | Secciones 1-2                             |      | Secciones 3-4                       |         | Sección 5-6                            |      | Sección 7                      |         |
|                              |    | Identificación del sonido inicial y final |      | Unión y organización de los sonidos |         | Eliminación del sonido inicial y final |      | Reconocimiento de las palabras |         |
|                              |    | D/N/Ni NI/D                               |      | D/N/Ni NI/D NI/D                    |         | D/N/Ni NI/D                            |      | D/N/Ni NI/D                    |         |
|                              |    | Puntaje                                   | D/Ni | Puntaje                             | D/Ni/Ni | Puntaje                                | D/Ni | Puntaje                        | D/Ni/Ni |
| Avila, Luis                  | 7  | Ni  |      | 3                                   | Ni      |  |      | 4                              | Ni      |
| Calles, Jennifer             | 14 | D   |      | 10                                  | NE      | 5                                      | NE   | 13                             | D       |
| Enriquez, Adán               | 10 | Ni  |      | 6                                   | Ni      |  |      | 7                              | NE      |
| Fontalvo, Eduardo            | 10 | Ni  |      | 5                                   | Ni      |  |      | 6                              | NE      |
| Garcia, José                 | 15 | D   |      | 13                                  | NE      | 7                                      | NE   | 13                             | D       |
| González, Omar               | 9  | Ni  |      | 4                                   | Ni      |  |      | 5                              | NE      |
| Herrera, Eddie               | 6  | Ni  |      | 2                                   | Ni      |  |      | 4                              | Ni      |
| Jiménez, Kevin               | 15 | D   |      | 13                                  | NE      | 8                                      | NE   | 13                             | D       |
| Martinez, Camila             | 10 | Ni  |      | 7                                   | Ni      |  |      | 10                             | NE      |
| Mirales, Adriana             | 16 | D   |      | 14                                  | D       | 8                                      | NE   | 15                             | D       |
| Nieto, Margarita             | 14 | D   |      | 11                                  | NE      | 4                                      | NE   | 13                             | D       |
| Pardo, Uly                   | 14 | D   |      | 10                                  | NE      | 4                                      | NE   | 14                             | D       |
| Quiñones, Graciela           | 10 | Ni  |      | 6                                   | Ni      |  |      | 7                              | NE      |
| Rosa, Fernando               | 8  | Ni  |      | 3                                   | Ni      |  |      | 4                              | Ni      |
| Salinas, Josue               | 7  | Ni  |      | 4                                   | Ni      |  |      | 3                              | Ni      |
| Torres, Jason                | 16 | D   |      | 14                                  | D       | 7                                      | NE   | 14                             | D       |
| Número de estudiantes NI     |    | 9   |      | 9                                   |         |  |      | 4                              |         |
| Porcentaje de estudiantes NI |    | 56%                                       |      | 56%                                 |         |  |      | 25%                            |         |

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### SAY:

The first thing to look at is the very bottom of the Class Summary Sheet. At each time point, the sections with a NI performance level will have two additional boxes at the bottom of the column to assist you in the grouping process—

The number of students NI  
The percentage of students NI

In this fragment of a Class Summary Sheet from BOY first grade, Sections 1 & 2 combined, 3 & 4 combined, and 7 have an NI performance standard and intervention is required (green arrows), while Sections 5 & 6 combined do not have NI at this time point (red arrow). No intervention should be given as students are not yet expected to have mastered these skills.

Not shown here, but also requiring intervention at BOY is comprehension. We will look at this on the next slide.



## Key Points

- The number of students NI and percentage of students NI can be found at the bottom of the class summary sheet.
- Only the skills that have an NI level at this time point will have corresponding total NI boxes at the bottom of the column.
- If a section does not have total NI boxes then students are not expected to be developed in that particular skill at this time point.



## Notes

26

| Comprensión de lectura |                      |                 |                      |                    |          |          |                        |                 |          |     |     |
|------------------------|----------------------|-----------------|----------------------|--------------------|----------|----------|------------------------|-----------------|----------|-----|-----|
| Sección 8              |                      |                 |                      |                    |          |          |                        |                 |          |     |     |
| Nombre del estudiante  | Exactitud de lectura |                 |                      | Fluidez de lectura |          |          | Comprensión de lectura |                 |          |     |     |
|                        | Cuento 1             | Cuento 2        | Nivel de             | Cuento 1           | Cuento 2 | Promedio | Cuento 1               | Cuento 2        | Nivel de |     |     |
|                        | (IND, INS, FRU)      | (IND, INS, FRU) | letra global (D, NI) | (PLCPM)            | (PLCPM)  |          | (D=4-5, NI=0-3)        | (D=4-5, NI=0-3) | (D, NI)  |     |     |
| Auila, Lori            | FRU                  | FRU             | NI                   | --                 | --       | --       | --                     | --              | NI       |     |     |
| Callas, Jennifer       | IND                  | INS             | D                    | 31                 | 35       | 33       | 4 (D)                  | 3 (NI)          | NI       |     |     |
| Enriquez, Adán         | INS                  | FRU             | NI                   | 17                 | --       | 17       | 3 (NI)                 | --              | NI       |     |     |
| Fontalvo, Eduardo      | INS                  | FRU             | NI                   | 15                 | --       | 15       | 3 (NI)                 | --              | NI       |     |     |
| García, José           | IND                  | INS             | D                    | 42                 | 39       | 41       | 4 (D)                  | 4 (D)           | D        |     |     |
| González, Omar         | FRU                  | FRU             | NI                   | --                 | --       | --       | --                     | --              | NI       |     |     |
| Herrera, Eddie         | FRU                  | FRU             | NI                   | --                 | --       | --       | --                     | --              | NI       |     |     |
| Jiménez, Kevin         | IND                  | INS             | D                    | 41                 | 40       | 41       | 5 (D)                  | 4 (D)           | D        |     |     |
| Martínez, Camila       | INS                  | FRU             | NI                   | 21                 | --       | 21       | 4 (D)                  | --              | NI       |     |     |
| Mireles, Adriana       | IND                  | IND             | D                    | 45                 | 43       | 44       | 5 (D)                  | 5 (D)           | D        |     |     |
| Nieto, Margarita       | IND                  | INS             | D                    | 30                 | 27       | 29       | 4 (D)                  | 3 (NI)          | NI       |     |     |
| Pardo, Eloy            | IND                  | INS             | D                    | 29                 | 33       | 31       | 4 (D)                  | 4 (D)           | D        |     |     |
| Quifones, Graciela     | INS                  | FRU             | NI                   | 20                 | --       | 20       | 3 (NI)                 | --              | NI       |     |     |
| Rosa, Fernando         | FRU                  | FRU             | NI                   | --                 | --       | --       | --                     | --              | NI       |     |     |
| Salinas, Ismael        | FRU                  | FRU             | NI                   | --                 | --       | --       | --                     | --              | NI       |     |     |
| Torres, Jason          | IND                  | IND             | D                    | 44                 | 42       | 43       | 4 (D)                  | 4 (D)           | D        |     |     |
|                        |                      |                 |                      |                    |          |          |                        |                 |          | 56% | 69% |

### SAY:

Shown here is the comprehension part of the class summary sheet. You will note that Reading Accuracy and Reading Comprehension do have performance standards at BOY (and all time points—green arrows). These stories were selected for each time point based on the results of our pilot studies. Students are expected to read the stories accurately and have comprehension at each time point.

Fluency does NOT have a performance standard, nor does it at any time point. This is because the fluency measure on the table, reading rate, is not an end in itself. This is not to say that reading rate (speed) is not important, it certainly is. Automatic and rapid reading helps students to understand text. However, the goal of fluency is not simply to read fast, it is to improve comprehension. All of us have had students in our classroom who read quickly and accurately, but who do not understand a thing they read once they complete the selection. Thus, the fluency rate should always be looked at in conjunction with comprehension.



## Key Points

- For the reading comprehension section, there is an NI level for accuracy and comprehension at each time point.
- However, fluency does NOT have a performance level standard at any time point. Although fluency rate is important, it needs to be looked at in conjunction with comprehension and not in isolation.



## Notes

## Sample Class Summary Sheet 27

| Maestro (A): _____<br>Escuela: _____ |                | Secciones 1-2                             |               | Secciones 3-4                         |               |
|--------------------------------------|----------------|---|---------------|---------------------------------------|---------------|
|                                      |                | Identificación del sonido inicial y final |               | Unión y representación de los sonidos |               |
|                                      |                | Oración NI-DI                             | Oración NI-DI | Oración NI-DI                         | Oración NI-DI |
| Desarrollado                         | Nivel Esperado | Puntaje                                   | DI/NI         | Puntaje                               | DI/NI         |
| Nivel de intervención                |                |   |               |                                       |               |
| Avila, Luis                          |                | 7   | NI            | 3                                     | NI            |
| Calles, Jennifer                     |                | 14  | DI            | 10                                    | NE            |
| Enriquez, Adán                       |                | 10  | NI            | 6                                     | NI            |
| Fontalvo, Eduardo                    |                | 10  | NI            | 5                                     | NI            |
| García, José                         |                | 15  | DI            | 13                                    | NE            |
| González, Omar                       |                | 9   | NI            | 4                                     | NI            |
| Herrera, Eddie                       |                | 6   | NI            | 2                                     | NI            |
| Jiménez, Kevin                       |                | 15  | DI            | 13                                    | NE            |
| Martínez, Camila                     |                | 10  | NI            | 7                                     | NI            |
| Mireles, Adriana                     |                | 16  | DI            | 14                                    | DI            |
| Nieto, Margarita                     |                | 14  | DI            | 11                                    | NE            |
| Pardo, Eloy                          |                | 14  | DI            | 10                                    | NE            |
| Quiriones, Graciela                  |                | 10  | NI            | 6                                     | NI            |
| Rosa, Fernando                       |                | 8   | NI            | 3                                     | NI            |
| Sallinas, Jairo                      |                | 7   | NI            | 4                                     | NI            |
| Torres, Jason                        |                | 16  | DI            | 14                                    | DI            |
|                                      |                | Número de estudiantes NI                  | 9             |                                       | 9             |
|                                      |                | Porcentaje de estudiantes NI              | 56%           |                                       | 56%           |

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### SAY:

The next thing to look at is the actual percentage of the class NI. If the percentage is less than 67%, we recommend that this skill be taught as small group instruction. In the example above, our teacher should provide intervention on section 1 and 2 combined and 3 and 4 combined as small group instruction as the percentage is 56%.

To further target intervention, teachers should also look at the results in the individual sections that make up the combined scores. For example, if it turns out that all NI students have mastered initial sounds but struggle with final sounds, intervention should target only final sounds.



## Key Points

- Look at percentage of students NI for each skill (where applicable) and determine whether that skill should be addressed whole group or small group.
- Remember, the Texas LEE recommends using whole group when addressing skills in which 67% or more of your class scored NI. Small group instruction is recommended for skills in which 66% or less of your class scored NI.



## Notes

| Sample Class Summary Sheet 28        |                    |   |    |   |    |
|--------------------------------------|--------------------|---|----|---|----|
| Maestro (a): _____<br>Escuela: _____ |                    | Secciones 1-2                                     |    | Secciones 3-4                                     |    |
|                                      |                    | Identificación del sonido inicial y final         |    | Unión y segmentación de los sonidos               |    |
|                                      |                    | Desarrollado Nivel Esperado Nivel de Intervención |    | Desarrollado Nivel Esperado Nivel de Intervención |    |
|                                      |                    | Puntaje D/NI                                      |    | Puntaje D/NI/NE                                   |    |
| Número del estudiante                | Avila, Luis        | 14  | NI | 3   | NI |
|                                      | Callen, Jennifer   | 14  | D  | 10  | NE |
|                                      | Enriquez, Adán     | 14  | NI | 6   | NI |
|                                      | Fontalvo, Eduardo  | 14  | NI | 5   | NI |
|                                      | García, José       | 15  | D  | 13  | NE |
|                                      | González, Omar     | 15  | NI | 4   | NI |
|                                      | Herrera, Eddie     | 15  | D  | 2   | NI |
|                                      | Jiménez, Kevin     | 15  | D  | 13  | NE |
|                                      | Marín, Camila      | 15  | NI | 7   | NI |
|                                      | Miranda, Adriana   | 16  | D  | 14  | D  |
|                                      | Nieto, Margarita   | 14  | D  | 11  | NE |
|                                      | Pardo, Eloy        | 14  | D  | 10  | NE |
|                                      | Quiñones, Graciela | 14  | NI | 6   | NI |
|                                      | Rosa, Fernando     | 14  | NI | 3   | NI |
|                                      | Sánchez, Iván      | 14  | NI | 4   | NI |
|                                      | Torres, Jason      | 16  | D  | 14  | D  |
| Número de estudiantes NI             |                    | 9   |    | 9   |    |
| Porcentaje de estudiantes NI         |                    | 56%   |    | 56%   |    |

This slide has two (2) ✓ ☆ CLICKS of animation.

#### SAY:

Intervention should occur with those students scoring NI on each task. In our example, 9 students are NI on tasks 1 and 2 combined.

#### ✓ ☆ CLICK

The nine arrows point to the scores that require intervention. However, since sections 1 and 2 are combined, we should look more carefully at the two individual tasks to see whether some students only need intervention with one of the two related skills (initial vs. final sounds—sections 1 & 2; blending vs. segmenting in sections 3 & 4). This would be true of any combined sections on Kinder and first grade.

Let's turn our attention now to Sections 3 and 4. Again, nine students require intervention in blending and segmenting and we do want to look at their performance on the individual tasks to make our intervention groups more relevant. However, there is also an NE standard for this time point. An additional 5 students scored NE.

#### ✓ ☆ CLICK

While these students do not require intervention at BOY, we will want to monitor their progress. Keep in mind that an NE score will become an NI score at MOY or EOY unless student performance improves. Students scoring NE are expected to continue developing these skills as the school year progresses.



## Key Points

- In this example, 9 students scored NI in sections 1 and 2. They will need intervention in identifying initial and final sounds.
- For sections 3 and 4, 9 students scored NI and will require intervention in blending and segmenting sounds.
- For all combined sections, teachers may find it useful to look at the student's scores in the individual subsections to better determine their needs.
- Although students who score NE do not require intervention, they will still benefit from more practice in order to achieve mastery.



## Notes

| Tejas LEE Grouping Chart                                      |                                      |                                    |                                      |                                      |                                      |                                      |           |         |             |
|---|--------------------------------------|------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|-----------|---------|-------------|
|   | Conciencia fonológica                |                                    |                                      | Conocimiento de los grafismos        |                                      |                                      | Escribir  | Fluidez | Comprensión |
|   | Identificación de sonidos y palabras | Segmentación de palabras y sílabas | Identificación de palabras y sílabas | Reconocimiento de palabras y sílabas | Identificación de palabras y sílabas | Reconocimiento de palabras y sílabas |           |         |             |
| BAJO  |                                      |                                    |                                      |                                      |                                      |                                      |           |         |             |
| MEJO  |                                      |                                    |                                      |                                      |                                      |                                      |           |         |             |
| ALTO  |                                      |                                    |                                      |                                      |                                      |                                      |           |         |             |
| Continúa planeando con la Guía de actividades de intervención |                                      |                                    |                                      |                                      |                                      |                                      |           |         |             |
| BAJO  | Conocimiento de la letra impresa     | Conciencia fonológica              | Conocimiento de los grafismos        | Fluidez                              | Comprensión                          | Vocabulario                          | Escritura |         |             |
|   | p. 3                                 | p. 9                               | p. 33                                | p. 87                                | p. 97                                | p. 139                               | p. 165    |         |             |



## Key Points

- This is a screen shot of a First Grade Grouping Chart.
- The Grouping Chart can be used to facilitate general ability grouping.

### SAY:

*This is an example of the chart that we will be using to group students in the upcoming slides.*

*This handout is in your participant binder and can be downloaded from the Grouping section of the Tejas LEE website.*

*Now that we have introduced our grouping chart we can continue to the next guideline for differentiated instructional grouping.*



## Notes



**Guidelines for differentiated instructional grouping** 30

2. Group student names into the High and Low categories for each skill (do not fill in the Final or Enfoque de instrucción columns). Using the *Resumen de la clase*, identify students who score as High or Low on each skill. Place their names into the appropriate box. All other names should be placed in the Middle group (this group will eventually be broken into Middle High and Middle Low).

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**DO:**

Walk participants through this slide.

**SAY:**

*When creating your intervention groups, your lowest group should have no more than 5-6 members. In a case like in our class, where 9 students are NI in this skill, we want to focus on those students who have the greatest need. This can be determined by looking at their raw scores. Those who are slightly stronger can be placed into the middle group. We will still intervene with them, but not with the frequency or intensity as we will with those with greatest need.*

**DO:**



Have the participants complete the blank grouping chart for Sections 1 and 2 (Low, Medium, High) before proceeding to the next slide.



## Key Points

- Look at each section of the Tejas LEE and put students into Low, Medium, or High groups for each skill.
- The Medium group usually consists of a mix of high NI, low D, or NE students.



## Notes

**The Low Group** 31

|      |  |
|------|--|
|      | Con  |
|      | Iden. del sonido inicial y final                               |
| BAJO | Eddie (6)<br>Luis (7)<br>Josue (7)<br>Fernando (8)<br>Omar (9) |

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**DO:**

Ensure that everyone understands why we placed these students into the Low Group for Sections 1 & 2.

Also point out that we have placed the numerical score next to each student's name. This information is important, particularly with your low group. Even within your low group, the instructional needs of a student with a raw score of 0 will be very different from a student with a raw score of 10 even though both of them will be NI in this particular skill.



## Key Points

- These students were chosen for the low group because they had the lowest NI scores in Sections 1 and 2.
- Include numerical scores as they give you additional information as to each student's relative knowledge of a particular skill



## Notes



**The High Group** 32

|             |   |
|-------------|---|
| <b>ALTO</b> | Jennifer (14)<br>Margarita (14)<br>Eloy (14)<br>José (15)<br>Kevin (15)<br>Jason (16)<br>Adriana (16) |
|-------------|---|

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**DO:**

Ensure that everyone understands why we placed these students into the High Group for Sections 1 & 2.



## Key Points

- These students were chosen for the high group because they had the highest D scores in Sections 1 and 2.



## Notes

33

## The Middle Group

MEDIO

Adán (10)

Eduardo (10)

Camila (10)

Graciela (10)

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### SAY:

*In our example class, there are only sixteen students. The Middle Group is comprised of students who have high NI results. In a normal class, if there are more than 5-6 NI students, the Low Group will be limited to the neediest 5-6, while the Middle Group will be comprised of a mix of “High NI” students and “Low D” students. This will allow the teacher to have a maximum impact on the students who need the intervention most by limiting the number in this group.*

*Also note that we did not place the middle group students in the middle, but intentionally bunched toward the top (nearer the low group). This is because, although these students are in the “middle”, they are still NI in this skill.*

***In our example, students with low NI scores become the LOW group, high NI was MIDDLE and D was HIGH. This will not always be true. Should a class score particularly low in a skill, your HIGH group may be made up of NI students—just those who scored the highest while your LOW group will be those with the lowest NI scores and thus, the highest need for intervention. Every class will be different and grouping needs to be based on student need, not a pre-set formula.***

### DO:

Answer any questions about the Middle group before proceeding.



## Key Points

- These students were chosen for the Middle group because they had the highest NI scores in Sections 1 and 2. Although they were NI, they were the only ones who scored a double digit raw score.
- Lower middle students are placed nearer the LOW group while students with stronger skills are placed nearer the HIGH group
- Be sure to read **BOLDED** paragraph to your participants



## Notes

# Sample Class Summary Sheet

tejas | LEE

## Resumen de la clase - Primer

34

Maestro (a): \_\_\_\_\_  
 Docente: \_\_\_\_\_

Desempeño D  
 Nivel de Intercambios

Número del estudiante

|                    | Conciencia fonológica                     |      |                                     |         | Conocimiento de los grafonemas      |      |                                |         |
|--------------------|---|------|-------------------------------------|---------|-------------------------------------|------|--------------------------------|---------|
|                    | Secciones 1-2                             |      | Secciones 3-4                       |         | Sección 5-6                         |      | Sección 7                      |         |
|                    | Identificación de sonidos inicial y final |      | Unión y segmentación de los sonidos |         | Omitidos del sonido inicial y final |      | Reconocimiento de las palabras |         |
|                    | D/D/E                                     | NE/D | D/D/E                               | NE/D    | D/D/E                               | NE/D | D/D/E                          | NE/D    |
|                    | Puntaje                                   | D/Ni | Puntaje                             | D/NE/Ni | Puntaje                             | D/NE | Puntaje                        | D/NE/Ni |
| Avila, Luis        | 7   | Ni   | 8                                   | Ni      |                                     |      | 4                              | Ni      |
| Calles, Jennifer   | 14  | D    | 10                                  | NE      | 5                                   | NE   | 13                             | D       |
| Enriquez, Adán     | 10  | Ni   | 6                                   | Ni      |                                     |      | 7                              | NE      |
| Fontana, Eduardo   | 10  | Ni   | 5                                   | Ni      |                                     |      | 6                              | NE      |
| García, José       | 15  | D    | 13                                  | NE      | 7                                   | NE   | 13                             | D       |
| González, Omar     | 9   | Ni   | 4                                   | Ni      |                                     |      | 5                              | NE      |
| Herrera, Loidie    | 6   | Ni   | 2                                   | Ni      |                                     |      | 4                              | Ni      |
| Jiménez, Kevin     | 15  | D    | 13                                  | NE      | 8                                   | NE   | 13                             | D       |
| Martínez, Camila   | 10  | Ni   | 7                                   | NE      |                                     |      | 10                             | NE      |
| Mireles, Adriana   | 16  | D    | 14                                  | D       | 8                                   | NE   | 15                             | D       |
| Nieto, Margarita   | 14  | D    | 11                                  | NE      | 4                                   | NE   | 13                             | D       |
| Pardo, Eloy        | 14  | D    | 10                                  | NE      | 4                                   | NE   | 14                             | D       |
| Quiñones, Graciela | 10  | Ni   | 6                                   | Ni      |                                     |      | 7                              | NE      |
| Rosa, Fernando     | 8   | Ni   | 3                                   | Ni      |                                     |      | 4                              | Ni      |
| Salinas, Jozue     | 7   | Ni   | 4                                   | Ni      |                                     |      | 3                              | Ni      |
| Torres, Isael      | 16  | D    | 14                                  | D       | 7                                   | NE   | 14                             | D       |
|                    |   |      |                                     |         |                                     |      |                                |         |
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**SAY:**

*We now look at the next column for which there is an NI performance standard—Sections 3 & 4 combined. Here, the Low, Middle and High groups are very easy to identify because we have students with scores of D (high), NE (middle) and NI (low). This information is entered onto the Grouping Chart shown on the next slide.*



## Key Points

- Next, we will look at the next section that has an NI level, Sections 3 and 4.
- Since this section has all three performance levels, D/NE/NI, it is easier to place students into high, middle and low groups.



## Notes

| Conciencia fonológica |   |                                   |
|-----------------------|---|-----------------------------------|
|                       | Identificación del sonido inicial y final | Unión y separación de los sonidos |
| BAJO                  | Eddie (6)                                 | Eddie (2)                         |
|                       | Luis (7)                                  | Luis (3)                          |
|                       | Josue (7)                                 | Fernando (3)                      |
|                       | Fernando (8)                              | Omar (4)                          |
|                       | Omar (9)                                  | Amos (4)                          |
| MEDIO                 | Adán (10)                                 | Eduardo (5)                       |
|                       | Eduardo (10)                              | Adán (6)                          |
|                       | Camila (10)                               | Graciela (6)                      |
|                       | Graciela (10)                             | Camila (7)                        |
|                       |   |                                   |
| ALTO                  | Jennifer (14)                             | Jennifer (10)                     |
|                       | Margarita (14)                            | Eloy (10)                         |
|                       | Eloy (14)                                 | Margarita (11)                    |
|                       | José (15)                                 |                                   |
|                       | Kevin (15)                                | José (13)                         |
|                       | Jason (16)                                | Kevin (13)                        |
|                       | Adriana (16)                              |                                   |
|                       |   | Adriana (14)                      |
|                       |   | Jason (14)                        |

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### SAY:

*The Low, Middle and High groups have been added for Tasks 3 & 4. You would continue to progress along the grouping mat in this fashion for each section of the Tejas LEE Assessment.*




## Key Points

- Based on their results on Sections 3 and 4, we have placed students into low, medium, and high groups.



## Notes



## Helpful Hints

36

- When making grouping decisions, look at the raw (numerical) score as well as the performance level.
- It is often helpful to record the student accuracy score and the actual fluency score to assist with grouping and instruction.

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### **SAY:**

*Now you will complete the next several columns on the grouping chart. Here are a few helpful hints with you that may make your grouping easier.*

*Don't only look at the performance level score (D, NE, NI). Look also at the raw (numerical score). There is a large difference between a student with a raw score of zero on a task (no knowledge of the skill) and one who's score is 13 on Sections 1 & 2 combined—still NI, but only one point away from a D score on this skill.*

*Also, when you are grouping students for the accuracy and fluency columns, you may find it useful to record some additional information next to student names. In the Accuracy column, you may wish to note the student scores on both stories (for example IND, INST) or the overall performance for both (D or NI). Under fluency, you may find it useful to jot down the actual student fluency rate next to the names.*

*Finally, cross out the column for DICTADO. As this is Beginning of Year, the Spelling section of the G1 assessment is not given. You will use this column after MOY and EOY administrations, but not at this timepoint.*




## **Key Points**

- When making grouping decisions, it is often helpful to also look at the students' raw or numerical scores for each section.
- For Accuracy and Fluency columns, teachers may find it useful to include additional information next to students' names (i.e. actual accuracy levels, fluency rates)




## **Notes**



## Your Turn

37

- Complete the Grouping Chart, all the way across up to and including the Fluency column.
- DO NOT yet complete the Comprehension, Final, or Instructional Focus columns.



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**DO:**



Have participants complete the Grouping Chart based on the sample data up to and including the Fluidez column. They should NOT yet complete the Comprehension, Final or Instructional Focus columns.

**REMINDER:** On the Kinder and First Grade assessment, students branched past tasks are assumed to have a score of 0 (ZERO) on the task and are assigned the NE/NI level that corresponds to a score of zero.



## Key Points

- Have participants complete the columns up to and including Fluency
- In Kindergarten and First Grade, if students are branched past a section, assume their score is 0 (zero) and assign the appropriate score of NI or NE

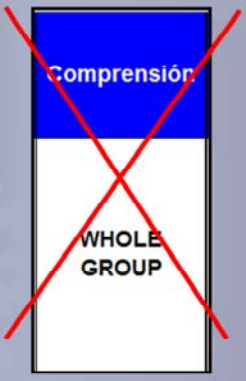


## Notes

# Sample Class Summary Sheet 38

| Comprensión de lectura |                 |                               |                    |          |          |                        |               |                               |    |
|------------------------|-----------------|-------------------------------|--------------------|----------|----------|------------------------|---------------|-------------------------------|----|
| Sección 8              |                 |                               |                    |          |          |                        |               |                               |    |
| Exactitud de lectura   |                 |                               | Fluidez de lectura |          |          | Comprensión de lectura |               |                               |    |
| Cuento 1               | Cuento 2        | Nivel de logro global (D, NI) | Cuento 1           | Cuento 2 | Promedio | Cuento 1               | Cuento 2      | Nivel de logro global (D, NI) |    |
| (IND, INS, FRU)        | (IND, INS, FRU) |                               | (PLCPM)            | (PLCPM)  |          | (D, 4, 3, NI)          | (D, 4, 3, NI) |                               |    |
| FRU                    | FRU             | NI                            | ---                | ---      | ---      | ---                    | ---           | ---                           | NI |
| IND                    | INS             | D                             | 31                 | 35       | 33       | 4 (D)                  | 3 (NI)        | ---                           | NI |
| INS                    | FRU             | NI                            | 17                 | ---      | 17       | 3 (NI)                 | ---           | ---                           | NI |
| INS                    | FRU             | NI                            | 15                 | ---      | 15       | 2 (NI)                 | ---           | ---                           | NI |
| IND                    | INS             | D                             | 42                 | 39       | 41       | 4 (D)                  | 4 (D)         | ---                           | D  |
| FRU                    | FRU             | NI                            | ---                | ---      | ---      | ---                    | ---           | ---                           | NI |
| FRU                    | FRU             | NI                            | ---                | ---      | ---      | ---                    | ---           | ---                           | NI |
| IND                    | INS             | D                             | 41                 | 40       | 41       | 5 (D)                  | 4 (D)         | ---                           | D  |
| INS                    | FRU             | NI                            | 21                 | ---      | 21       | 4 (D)                  | ---           | ---                           | NI |
| IND                    | IND             | D                             | 45                 | 43       | 44       | 5 (D)                  | 5 (D)         | ---                           | D  |
| IND                    | INS             | D                             | 30                 | 27       | 29       | 4 (D)                  | 3 (NI)        | ---                           | NI |
| IND                    | INS             | D                             | 29                 | 33       | 31       | 4 (D)                  | 4 (D)         | ---                           | D  |
| INS                    | FRU             | NI                            | 20                 | ---      | 20       | 3 (NI)                 | ---           | ---                           | NI |
| FRU                    | FRU             | NI                            | ---                | ---      | ---      | ---                    | ---           | ---                           | NI |
| FRU                    | FRU             | NI                            | ---                | ---      | ---      | ---                    | ---           | ---                           | NI |
| IND                    | IND             | D                             | 44                 | 42       | 43       | 4 (D)                  | 4 (D)         | ---                           | D  |
|                        |                 |                               |                    |          |          |                        |               |                               |    |
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## Grouping for Comprehension 39



| Exactitud   | Fluidez  | Comprensión   |
|---|--|---|
| FRU/FRU<br>Luis<br>Omar<br>Eddie<br>Fernando<br>Josue     | N/A<br>Luis<br>Omar<br>Eddie<br>Fernando<br>Josue                    | N/A<br>Luis<br>Omar<br>Eddie<br>Fernando<br>Josue             |
| INS/FRU<br>Adán<br>Eduardo<br>Camila<br>Graciela          | 1 Story<br>Adán (15)<br>Eduardo (17)<br>Camila (20)<br>Graciela (21) | Eduardo 2/-<br>Adán 2/-<br>Graciela 3/-                       |
| IND/INS<br>Jennifer<br>José<br>Kevin<br>Margarita<br>Eloy | 2 Stories<br>Margarita (29)<br>Eloy (31)<br>Jennifer (33)            | Jennifer 4/3<br>Margarita 4/3<br>Camila 5/-                   |
| IND/IND<br>Adriana<br>Jason                               | José (41)<br>Kevin (41)<br>Jason (43)<br>Adriana (44)                | José 4/4<br>Eloy 4/4<br>Jason 4/4<br>Kevin 5/4<br>Adriana 5/5 |

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## Key Points

- Even if certain skills are to be taught whole group, be sure to also group students into Low, Middle and High groups and this will provide you with insights into their relative strengths and weaknesses.

### SAY:

*One way to represent this column is by simply writing "WHOLE GROUP" in the box for comprehension. While it is true that this teacher should address comprehension deficits in Whole Group because of the % NI, placing students into the LOW, MIDDLE and HIGH group provides invaluable insights into the relative strengths and weaknesses of each student.*

### DO:

Draw participants' attention to the Accuracy, Fluency and Comprehension columns. Point out the following:

**ACCURACY (Exactitud):** We have grouped students by their relative accuracy scores: (FRU/FRU) indicating a non-reader, (INS/FRU) indicating some early reading; etc...

**FLUENCY:** Numerical scores are written in.

**COMPREHENSION:** Scores on both stories are included.

### DO:



Have participants complete the Comprehension column on their Grouping Chart using one of these two methods. You may either let them copy from this screen shot or turn off the projector and allow them to score on their own.



## Notes



| Final BOY Skill Grouping 40 |                                 |                             |                                       |                                |        |           |                |               |       |
|-----------------------------|---------------------------------|-----------------------------|---------------------------------------|--------------------------------|--------|-----------|----------------|---------------|-------|
|                             | Conciencia fonológica           |                             |                                       | Conocimiento de los grafismos  |        | Exactitud | Fluidez        | Comprensión   | Final |
|                             | Mez. del sonido inicial y final | Unión y sep. de los sonidos | Conciencia del sonido inicial y final | Reconocimiento de las palabras | Decodo |           |                |               |       |
| BAJO                        | Eddie (6)                       | Eddie (2)                   |                                       | Josue (3)                      |        | FRU/FRU   | N/A            | N/A           |       |
|                             | Luis (7)                        | Luis (5)                    |                                       | Luis (4)                       |        | Luis      | Luis           | Luis          |       |
|                             | Josue (7)                       | Fernando (5)                |                                       | Omar (6)                       |        | Omar      | Omar           | Omar          |       |
|                             | Fernando (8)                    | Omar (6)                    |                                       | Eddie (4)                      |        | Eddie     | Eddie          | Eddie         |       |
|                             | Omar (9)                        | Eduardo (5)                 |                                       | Fernando (4)                   |        | Fernando  | Fernando       | Fernando      |       |
| MEDIO                       | Adán (10)                       | Adán (2)                    |                                       | Omar (5)                       |        | INS/FRU   | 1 STORY        | Eduardo 2/-   |       |
|                             | Eduardo (10)                    | Eloy (10)                   |                                       | Eduardo (6)                    |        | Adán      | Adán (15)      | Adán 2/-      |       |
|                             | Camila (10)                     | Margarita (11)              |                                       | Adán (7)                       |        | Eduardo   | Eduardo (17)   | Graciela 3/-  |       |
|                             | Graciela (10)                   |                             |                                       | Graciela (7)                   |        | Camila    | Camila (20)    |               |       |
|                             |                                 |                             |                                       |                                |        | Graciela  | Graciela (21)  |               |       |
| ALTO                        | Jennifer (14)                   | Jennifer (10)               |                                       | Camila (10)                    |        | IND/INS   | Jennifer       | Jennifer 4/3  |       |
|                             | Margarita (14)                  |                             |                                       |                                |        | José      | 2 Stories      | Margarita 4/3 |       |
|                             | Eloy (14)                       | José (13)                   |                                       |                                |        | Kevin     | Margarita (29) | Camila 5/-    |       |
|                             | José (15)                       | Kevin (13)                  |                                       |                                |        | Margarita | Eloy (31)      |               |       |
|                             | Kevin (15)                      |                             |                                       |                                |        | Eloy      | Jennifer (33)  |               |       |
|                             | Jason (16)                      | Adriana (14)                |                                       | Jennifer (13)                  |        | IND/IND   | José (43)      | José 4/4      |       |
|                             | Adriana (16)                    | Jason (14)                  |                                       | José (13)                      |        | Adriana   | Kevin (41)     | Eloy 4/4      |       |
|                             |                                 |                             |                                       | Kevin (13)                     |        | Jason     | Jason (43)     | Jason 4/4     |       |
|                             |                                 |                             |                                       | Margarita (13)                 |        |           | Adriana (44)   | Kevin 5/4     |       |
|                             |                                 |                             |                                       | Eloy (14)                      |        |           |                | Adriana 5/5   |       |

## SAY:

Here is a screenshot of our grouping chart up to this point. Your grouping chart may look somewhat different from this one. This is fine. There are no absolutes in grouping. In a roomful of teachers, all looking at the same data, it is likely that the grouping mat of each teacher will look somewhat different. What really matters is considering each student's performance and using your professional judgment to decide how each student's needs can best be met.

Now that we have grouped students by skill, let's move on to the next step in the guidelines.



## Key Points

- Here is what our grouping chart should look like up to this point.
- Keep in mind that grouping is very flexible, and that there is no "right" way to group. Grouping may vary slightly due to teachers' professional judgment.



## Notes

**Guidelines for differentiated instructional grouping** 41

3. Identify students who consistently fall into the Low group across skills. These students' names should be placed in the Final column for the Low group. Define the instructional needs for this group and write them in the *Enfoque de instrucción* column.

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**DO:**

Paraphrase slide.

Remind participants that general ability grouping is not an exact science. Flexibility is of utmost importance when deciding how to group your class. Teachers know their students better than anyone else, and just use their professional judgment when assigning groups.



## Key Points

- Place students who are consistently in the Low Group for all skills in the Final Low group.
- Identify their needs and write these in the Instructional Focus column.



## Notes

**Guidelines for differentiated instructional grouping** 42

4. Identify students who consistently fall into the High group across skills. These students' names should be placed in the Final column for the High group. Define the instructional needs for this group and write these in the *Enfoque de instrucción* column.

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**DO:**  
Paraphrase slide.



## Key Points

- Place students who are consistently in the High Group for all skills in the Final High group.
- Although these students will not need intervention, identify areas for enrichment or continued growth and write them in the Instructional Focus column.



## Notes

## Guidelines for differentiated instructional grouping 43

5. Begin to separate students in the Middle group by those who fall into the Middle group across most skills and the Low group on some; and those who fall into the Middle group across most skills and the High group on some skills. These two groups most likely will be the base for your Middle Low and Middle High groups. List the names of these students in the Middle Low or Middle High Final columns. Determine the instructional needs of the Middle Low and Middle High groups and write them in the *Enfoque de instrucción* column.

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### DO:

Paraphrase slide.



## Key Points

- Place students who fell into a mix of Low and Middle groups into the Final Low Middle group.
- Place students who fell into a mix of Middle and High groups into the Final Middle High group.
- Determine needs of these groups and write them in the Instructional Focus column.



## Notes

## Guidelines for differentiated instructional grouping

44

6. Some students will not follow the specific patterns discussed above and at this step, you might have some students who have yet to be placed into a Final group. To place these students, examine the instructional focus of your groups and place students into the group their skill levels are most closely aligned with and where the instructional focus will be most beneficial to the student.

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### DO:

Paraphrase slide.



## Key Points

- Use professional judgment to place students who do not fall neatly into one of the previously mentioned patterns.
- Place these students in the group that most aligns with their specific instructional needs.



## Notes

**Guidelines for differentiated instructional grouping** 45

7. Once all of students have been placed into Final groups, re-examine your grouping and instructional goals to ensure all student needs are being addressed. You may need to regroup a few students at this stage.

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**DO:**

Paraphrase slide.



## Key Points

- After all Final groups are determined, re-examine the groups to make sure everyone's needs are being met.
- You may move some students around if necessary at this time.



## Notes

| Final BOY Ability Grouping 46 |                                 |                            |                                       |                                |        |           |                |               |       |
|-------------------------------|---------------------------------|----------------------------|---------------------------------------|--------------------------------|--------|-----------|----------------|---------------|-------|
|                               | Conciencia fonológica           |                            |                                       | Conocimiento de los grafismos  |        | Exactitud | Fluidez        | Comprensión   | Final |
|                               | Mon. del sonido inicial y final | Mon. y seq. de los sonidos | Conciencia del sonido inicial y final | Reconocimiento de las palabras | Decodo |           |                |               |       |
| BAJO                          | Eddie (6)                       | Eddie (2)                  |                                       | Josue (3)                      |        | FRU/FRU   | N/A            | N/A           |       |
|                               | Luis (7)                        | Luis (3)                   |                                       | Luis (4)                       |        | Luis      | Luis           | Luis          |       |
|                               | Josue (7)                       | Fernando (5)               |                                       | Eddie (4)                      |        | Omar      | Omar           | Omar          |       |
|                               | Fernando (8)                    | Omar (6)                   |                                       | Fernando (4)                   |        | Eddie     | Eddie          | Eddie         |       |
| MEDIO                         | Omar (9)                        | Eduardo (5)                |                                       |                                |        | Fernando  | Fernando       | Fernando      |       |
|                               |                                 | Adrian (5)                 |                                       |                                |        | Josue     | Josue          | Josue         |       |
|                               |                                 | Graciela (6)               |                                       |                                |        |           |                |               |       |
|                               |                                 | Camila (7)                 |                                       |                                |        |           |                |               |       |
|                               | Adán (10)                       | Jennifer (10)              |                                       | Omar (5)                       |        | INS/FRU   | 1 Story        | Eduardo 2/    |       |
|                               | Eduardo (10)                    | Eloy (10)                  |                                       | Eduardo (6)                    |        | Adán      | Adán (15)      | Adán 2/       |       |
|                               | Camila (10)                     | Margarita (11)             |                                       | Adán (7)                       |        | Eduardo   | Eduardo (17)   | Graciela 3/   |       |
|                               | Graciela (10)                   |                            |                                       | Graciela (7)                   |        | Camila    | Camila (20)    |               |       |
|                               |                                 |                            |                                       |                                |        | Graciela  | Graciela (21)  |               |       |
|                               |                                 |                            |                                       |                                |        | IND/INS   |                | Jennifer 4/3  |       |
| ALTO                          |                                 |                            |                                       |                                |        | Jennifer  |                | Margarita 4/3 |       |
|                               |                                 |                            |                                       |                                |        | José      | 2 Stories      | Camila 5/     |       |
|                               |                                 |                            |                                       |                                |        | Kevin     | Margarita (29) |               |       |
|                               |                                 |                            |                                       |                                |        | Margarita | Eloy (31)      |               |       |
|                               |                                 |                            |                                       |                                |        | Eloy      | Jennifer (33)  |               |       |
|                               | Jennifer (14)                   |                            |                                       | Jennifer (13)                  |        | IND/IND   |                | José 4/4      |       |
|                               | Margarita (14)                  |                            |                                       | José (13)                      |        | Adriana   | José (41)      | Eloy 4/4      |       |
|                               | Eloy (14)                       | Adriana (14)               |                                       | Kevin (13)                     |        | Jason     | Kevin (41)     | Jason 4/4     |       |
|                               | José (15)                       | Jason (14)                 |                                       | Margarita (13)                 |        |           | Jason (43)     | Kevin 5/4     |       |
|                               | Kevin (15)                      |                            |                                       | Eloy (14)                      |        |           | Adriana (44)   | Adriana 5/5   |       |



## Key Points

SAY:

*This information is then transferred onto the grouping sheet in the Final column.*



## Notes





#### DO:



Have participants complete the Final and Instructional Needs Columns on their Grouping Chart.

Once they have filled out their final and instructional grouping columns individually (give them about 5 minutes), then have them compare their groups at their table.

Ask for a volunteer to come up to the front and share their final grouping. You may want to have the teacher write out their final grouping on a chart table. Encourage participants to discuss how their groups differed from the one shared or from others at their tables. Each table should be given the opportunity to discuss their rationale.

When summing up the discussion, emphasize that there is no right or wrong answer to grouping. Grouping is intuitive and based on experience, as well as the teacher's knowledge of their class.

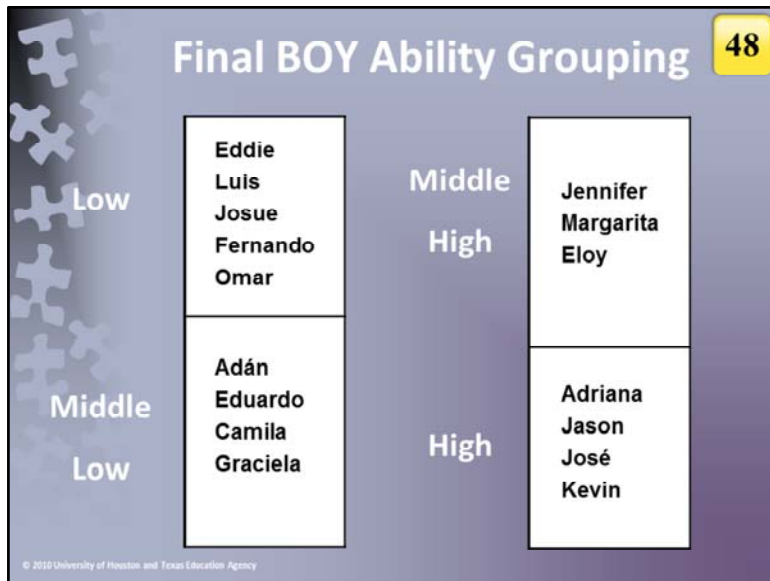


## Key Points

- There is no one way to group students. Grouping is flexible and will vary due to professional judgment.
- The important thing to keep in mind while forming groups is to make sure that everyone's needs are being met.



## Notes



## Key Points


- This is just one example of how to group this particular class.

### SAY:

*This is one example of how to group this particular class.  
Your final groups may differ somewhat from what is shown here.*



## Notes



## Using Tejas LEE Data to Group Students

49

The sections outlined below will assist you in grouping students using the Tejas LEE data.

- ✓ Prepare the Tejas LEE data for grouping.
- ✓ Follow the guidelines for differentiated instructional grouping.
- ✓ Plan Instruction based on needs.

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This slide has one (1) ✓ ☆CLICK of animation.

### SAY:

*After completing Steps 1 and 2, you would move on to Step 3: Plan instruction based on needs.*

✓ ☆CLICK

*You would accomplish this by going into the Tejas LEE Intervention Activities Guide and pulling activities that addressed the needs you identified in the instructional focus columns. The table at the bottom of the Grouping Chart serves as a quick reference of where to go in the IAG for different reading skills.*

*If time permits and if IAGs are available, allow participants to work in groups to determine one or two Instructional Foci (Enfoques de instrucción) for each of the 4 groups. Encourage them to set a specific focus (ie., “Initial sound identification” rather than “Phonological Awareness”) and then to dig into the IAG to select several activities that could be used during small group instruction to teach the identified need. Our suggestions follow on the next slide.*

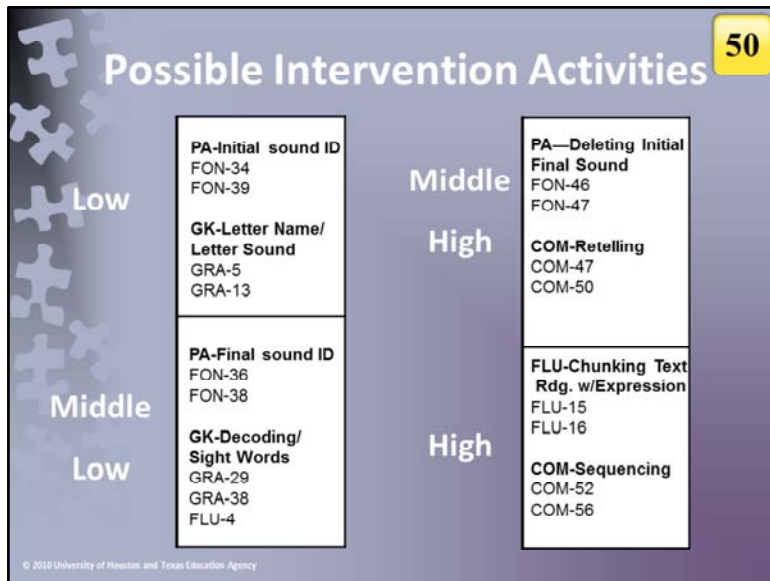


## Key Points

- Step 3 is plan instruction based on needs.
- Pull activities from the Tejas LEE IAG (or other resources) that address the needs of your different groups.



## Notes



## Key Points

- This slide shows possible instructional foci for each of our 4 groups.



### NOTES FOR PRESENTER:

This page shows our thoughts as to what this classroom teacher might work on during small group instruction with each of these groups. If your teachers came up with different ideas, validate their ideas as all of these groups would benefit from instruction on multiple skills. As we do not “know” these students as we would our own class, we can only use our intuition and experience to make educated guesses as to what would most benefit this class.

**DO:** Remind participants that as students learn the skills, the focus of instruction will need to shift.

**LOW GROUP**—Needs help with very basic skills and as such, Initial Sound Identification and Letter Name/Letter Sound were the skills selected

**MIDDLE LOW GROUP**—Section 1-2 scores indicate these students can identify initial, but not Final Sounds. We also intuited that these students know most letter names/sounds so we focused GK instruction on decoding and basic sight words

**MIDDLE HIGH GROUP**—Work on high level PA skills—sound omission and on basic comprehension skill—retelling

**HIGH GROUP**—Work on fluency through chunking text; reading with expression. In comprehension, work on story event sequencing.



## Notes



## Key Points

### **SAY:**

*Now let's switch gears a little bit and talk about skill specific grouping.*




## Notes

## 52

## Key Points

- ## Notes



## Tejas LEE Grouping Mats

53

### Purpose

- The Tejas LEE Grouping Mats allow teachers to quickly identify appropriate activities for their small group or whole class intervention for every skill assessed on the Tejas LEE.
- Grouping Mats have room to list students needing help on each skill and allow teachers to check off the activities they use with their students.

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**DO:**  
Paraphrase slide.



## Key Points

- The Tejas LEE Grouping Mats allow teachers to group their students by skills and provide a list of activities from the IAG to address that skill.



## Notes



## Key Points

- Here is a screen shot of the Kindergarten Grouping Mat.*



## Key Points

- SAY:**

## Notes

Here is a screen shot of the Second Grade Grouping Mat.



- There is a Grouping Mat for each grade level. Here is a screen shot of the Second grade mat.



## Notes

## 57

*Here is a screen shot of the Third Grade Grouping Mat.*



- There is a Grouping Mat for each grade level. Here is a screen shot of the Third grade mat.



## 58

**SAY:** *Now let's take a look at the features of the grouping mats.*

On the left hand side of the mat are two columns. Let's take a closer look.

*The first column is titled “Notes”.*

*This column can be used for many purposes such as listing student names, comments about special circumstances, listing additional resources beside the IAG, etc...*

*The second column on the mat provides space to list your tier two students.*



- The first two columns in the Grouping Mat give teachers space to write Notes and list their Tier 2 and 3 students.



## Notes

**Features of the Grouping Mats** 59

tejas-LEE

Tejas LEE Grouping Mat  
First Grade

1.4- Segmentación de los sonidos  
BOY MOY EOY

1.5- Omisión del sonido inicial  
MOY EOY\*

1.6- Omisión del sonido final  
MOY EOY\*

Activity Selected Activity Selected Activity Selected

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## Key Points

- The dark blue boxes list the section number, section name, and time points in which it has an NI performance level.

This slide has three (3) ✓☆CLICKS of animation.

### SAY:

*In subsequent columns, the name of each Tejas LEE task can be found under the task number in the colored horizontal strip(s) that match the kit color for each grade level.*

✓☆CLICK

*Let's zero in on the specific information you will find in these colored strips.*

✓☆CLICK

*As you can see, under each task, the mat indicates when each particular skill has an intervention standard (NI).*

✓☆CLICK

*For 1.4 there is an intervention level (NI) for BOY, MOY and EOY, but for 1.5 and 1.6, the intervention level is only at MOY and EOY.*



## Notes

## 60

*The first, labeled “Activity” lists all of the activities from the Intervention Activity Guide (IAG) that could be used to re-teach that particular skill. The second column “Selected”, allows the teacher to mark those activities that he/she wishes to use with that particular group. Alternately, it can be used to indicate activities that have already been used with the group. Teachers can place a check mark by the activity or document intervention by recording the date on which the activity was used.*



- Under each Tejas LEE section are two columns labeled Activity and Selected.
- The Activity column lists all the activities from the IAG that address that specific skill.
- If teachers choose to use a particular activity, they may place a check under the Selected column to show that they've used that activity.



## Notes



**Features of the Grouping Mats** 61

tejas-LEE

Tejas LEE Grouping Mat  
First Grade

| Task          | 1.1 Understand and represent addition and subtraction within 20 | 1.2 Understand and represent multiplication and division within 20 | 1.3 Understand and represent fractions and decimals | 1.4 Understand and represent measurement | 1.5 Understand and represent geometry | 1.6 Understand and represent data | 1.7 Understand and represent problem solving | 1.8 Understand and represent communication |
|---------------|---|--|---|--|---------------------------------------|-----------------------------------|--|--|
| Student Names |   |  |   |  |                                       |                                   |  |  |
| Explicit      |   |  |   |  |                                       |                                   |  |  |
| Implicit      |   |  |   |  |                                       |                                   |  |  |

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## Key Points

- Teachers should write the names of the students who scored NI in the space provided under the corresponding section.

This slide has one (1) ✓☆CLICK of animation.

### SAY:


*Underneath each of the tasks, space is provided in an area labeled "Student Names".*

### ✓☆CLICK

*Here the teacher can write the names of students who are NI in each task. When recording student names, it is recommended that an erasable marker be used. In this way, the mat can be revised as students make progress and/or after each assessment period.*



## Notes



## Using the Grouping Mats

62

### Step 1:

### Prepare the data on your class summary sheet.

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**SAY:**

*Now that we've reviewed the features of the grouping mats, let's talk about how to use them. The first step is to prepare the data on the class summary sheet. This is the same step as when we did general ability grouping.*



## Key Points



## Notes

[illegible]

This page has two (2) ✓ ☆ CLICKS of animation.

**SAY:**

*First, we focus in on a specific skill. For example, let's take a look at Section 1, Identificación del sonido inicial y final.*

✓★CLICK

*As you can see from the Número de estudiantes NI at the bottom of the page, 9 students, 56% of our imaginary class, needs intervention on this skill. They are...*

✓★CLICK

*Luis, Adán, Eduardo, Omar , Eddie, Camila Graciela,  
Fernando and Josue.*



## Key Points

- Highlight the students who scored NI on each skill.
- In this example, 9 students scored NI on combined Sections 1 and 2 (Initial and Final Sound Identification).



## Notes

Step 3:

Enter all NI student names under the appropriate column.

| 1.1. Identificación del sonido inicial<br>BOY MOY EOY |          | 1.2. Identificación del sonido final<br>BOY MOY EOY |          |
|---|----------|---|----------|
| Activity  | Selected | Activity  | Selected |
| FON-12  |          | FON-34  |          |
| FON-13  |          | FON-36  |          |
| FON-14  |          | FON-37  |          |
| FON-21  |          | FON-38  |          |
| FON-22  |          | FON-39  |          |
| FON-34  |          | FON-40  |          |
| FON-37  |          | FON-42  |          |
| FON-38  |          | GRA-4   |          |
| FON-39  |          | GRA-7   |          |
| FON-40  |          | GRA-28  |          |
| FON-42  |          | GRA-29  |          |
| GRA-1   |          | GRA-39  |          |
| GRA-13  |          | GRA-46  |          |
| GRA-29  |          |   |          |
| GRA-42  |          |   |          |
| GRA-46  |          |   |          |

| Student Names |             |
|---------------|-------------|
| Luis          | Luis        |
| Omar          | Adán        |
| Eddie         | Eduardo     |
| Fernando      | Omar Camila |
| Josue         | Eddie Josue |
|               | Graciela    |
|               | Fernando    |

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## Key Points

- Teachers should write the names of the students who scored NI in the space provided under the corresponding section.
- Looking at numerical scores and actual assessment allow teachers to target initial sound identification to only those students needing remediation in this skill (5 of the 9 NI students)

This slide has one (1) ✓ ☆ CLICK of animation.

### SAY:

*We now take the names from the previous slide and write their names in the appropriate place on the Grouping Mat. Since sections 1 and 2 are combined, the teacher may not have to enter all students in both columns. In our example, the teacher found that only 5 students needed intervention on initial sound identification, but all nine required extra instruction on identifying the final sound. It is best to use an erasable marker so that as students develop these skills, they can be added or removed from the various lists.*

✓ ☆ CLICK



## Notes

**Step 4:**

**Pick one or more activities.**

| 1.1- Identificación del sonido inicial<br>BOY MOY EOY |          | 1.2- Identificación del sonido final<br>BOY MOY EOY |          |
|---|----------|---|----------|
| Activity  | Selected | Activity  | Selected |
| FON-12  |          | FON-34  |          |
| FON-13  |          | FON-36  |          |
| FON-14  |          | FON-37  |          |
| FON-21  |          | FON-38  |          |
| FON-22  | ✓        | FON-39  |          |
| FON-34  |          | FON-40  |          |
| FON-37  |          | FON-42  |          |
| FON-38  |          | GRA-4   |          |
| FON-39  | ✓        | GRA-7   |          |
| FON-40  |          | GRA-28  |          |
| FON-42  | ✓        | GRA-29  |          |
| GRA-1   |          | GRA-39  |          |
| GRA-13  |          | GRA-46  |          |
| GRA-29  |          |   |          |
| GRA-42  |          |   |          |
| GRA-46  |          |   |          |

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## Key Points

- Teachers should review the activities available for this skill and choose the ones that he/she deems most appropriate.

This slide has one (1) ✓ ☆ CLICK of animation.

### DO:

If available, have the teachers look at the section 1.1 of the First Grade grouping mats and at their **Guía de actividades de intervención** to see the various activities that we have identified to address a reading deficit in "Identificación del sonido inicial". You may wish to have teachers discuss which they would use.

### SAY:

*Let's see which 3 activities this teacher selected to intervene with the seven students who need help with this skill and take a closer look at one of the activities.*

✓ ☆ CLICK



## Notes

Conciencia fonológica

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## Step 5:

Conciencia fonológica | Rimas y alteración

### FON-22 Extiende la frase fantástica (Add to the Fantastic Phrase)

Students will lengthen alliterative phrases or sentences.  
Los estudiantes alargarán una frase u oración aliterativa.

**MATERIALES:** Frases u oraciones aliterativas pre-hechas

Diga una frase de palabras que comienzan con el mismo sonido. Los estudiantes deben prolongar la frase usando palabras que también comiencen con el mismo sonido.

**Ejemplos:**

|                         |   |
|-------------------------|---|
| el enorme elefante      | (El enorme elefante es elegante.)                     |
| bien bonita ballena     | (Bien bonita ballena busca buena báscula.)            |
| feo fantasma            | (Feo fantasma felicita a furioso felino.)             |
| vaca valiosa            | (Vaca valiosa vuela, vaca valiosa va de vacaciones.)  |
| feliz toca fabulosa     | (Feliz toca fabulosa forma fortuna fácilmente.)       |
| tan triste tortuga      | (Tan triste tortuga tararea temas tan tristes.)       |
| serpiente sorprendida   | (Serpiente sorprendida se sale sin su sandía.)        |
| altiva ardilla asustada | (Altiva ardilla asustada avienta avellanas al avión.) |
| orangután orgulloso     | (Orangután orgulloso oye osos optimistas.)            |

Es una hacienda no estrecha.  
Es un platano muy pequeño.  
Es un oso feroz.  
Es un rito cortado.  
Es un animalito con trompa y muy bien vestido.  
Es una cantante inteligente.  
Es el hermano de mi mamá.  
Es un animalito de cota muy ancho que come helados y que es muy travieso.  
Es una villana que no se parece a las demás.

Es un rancho ancho.  
Es una banana enana.  
Es un oso pensoso.  
Es un rito rojo.  
Es un elefante elegante.  
Es una artista bella.  
Es un tío mío.  
Es una ardilla pila.  
Es una serpiente diferente.

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## Key Points

This slide has one (1) ✓ ☆CLICK of animation.

### SAY:

*FON-22 was one of the activities chosen. Let's take a closer look at this activity.*

✓ ☆CLICK

### DO:

Briefly explain activity to participants. (The selected activity is Alliteration, which is actually a precursor to initial sound identification, scaffolding student learning)



If time permits, have participants take out their Tejas LEE Intervention Activities Guide and the First Grade Grouping Mat and select appropriate activities for students needing intervention in Section 7. They may work in groups. Have several teams share their thinking behind the activities they selected.



## Notes

## Step 6: Implement

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### **SAY:**

*Step 6 is to implement the activities chosen with your small groups.*



## Key Points



## Notes



## Questions & Answers

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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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This slide has one (1) ✓ ☆ CLICK of animation.

**DO:**

Answer any questions that your participants have regarding this module.

✓ ☆ **CLICK** to bring up the contact information for Tejas LEE.



## Key Points



## Notes