

NOTE TO PRESENTER:

Teachers should bring the following to this training:

- Their class summary sheet from the last administration of Tejas LEE
- A grouping mat, if they have one
- The *Guía de actividades de intervención*.

If training time allows, and your teachers do not yet have Tejas LEE Grouping Mats, Slide 62 of this presentation is designed as a short make and take.

NOTE*** If you want to do this activity, you will need to have the following items ready for your teachers:

- Second Grade Grouping Mats (2 pages long—downloadable from our website, www.tejaslee.org), preferably in full color. One set for each teacher
- Green letter sized folders (one for each teacher)
- Scissors and Glue (sufficient for your group)
- Laminating Machine (if available)

For this presentation, encourage participants to work with their own class data as you model using the sample class data in this presentation. In this way, the teachers will leave the training with their general ability groups already made, instructional foci for each group and some activities selected to begin their interventions.



Key Points



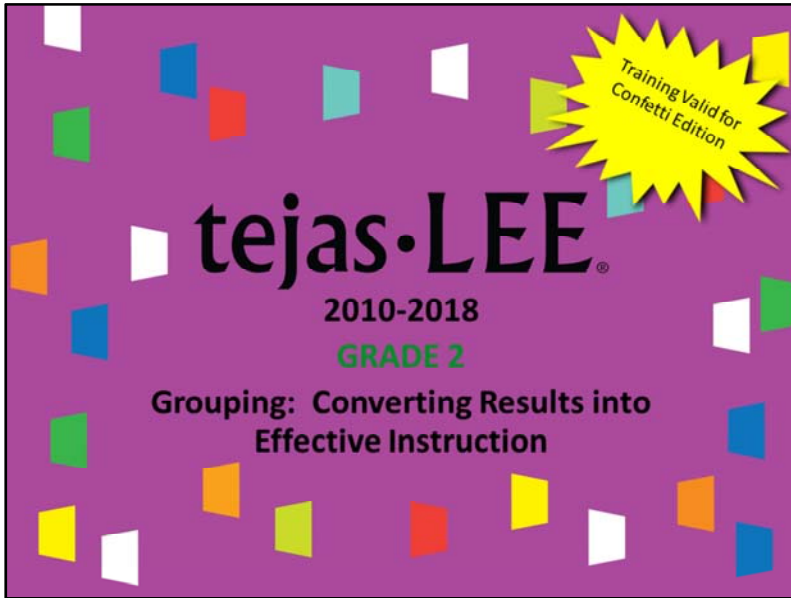
Note For Presenter

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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Key Points



Notes



Module Contents

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- 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:

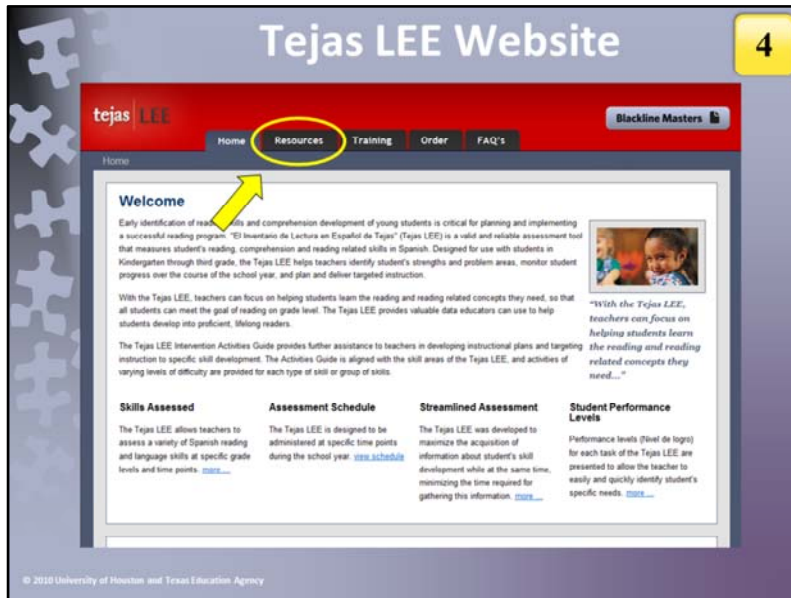
Read/review slide.



Key Points



Notes



Key Points

- Please visit the website www.tejaslee.org to download teacher tools.
- Specific materials discussed today will be under the Resource tab. Once there, click on “For Teachers”.

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SAY:

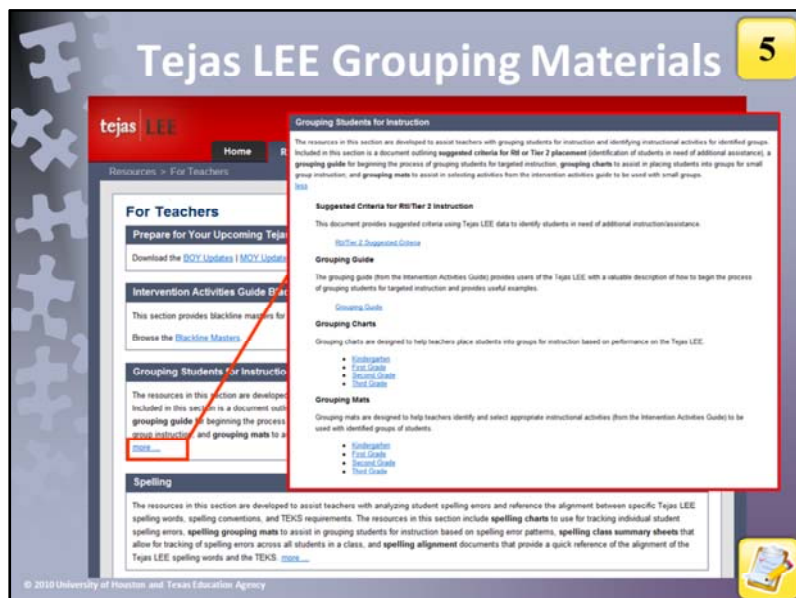
This is the home page of the Tejas LEE website. All of the materials we will be discussing today are available on the website, including the Automated Class Summary Sheets, the Grouping Charts and the Grouping Mats. In order to access these materials, please click on the Resources tab at the top of the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

DO:

✓ ☆ 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:

Have the participants turn to their participant packet and give them a minute complete the matching activity. Choose a volunteer to read the correct answers.



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



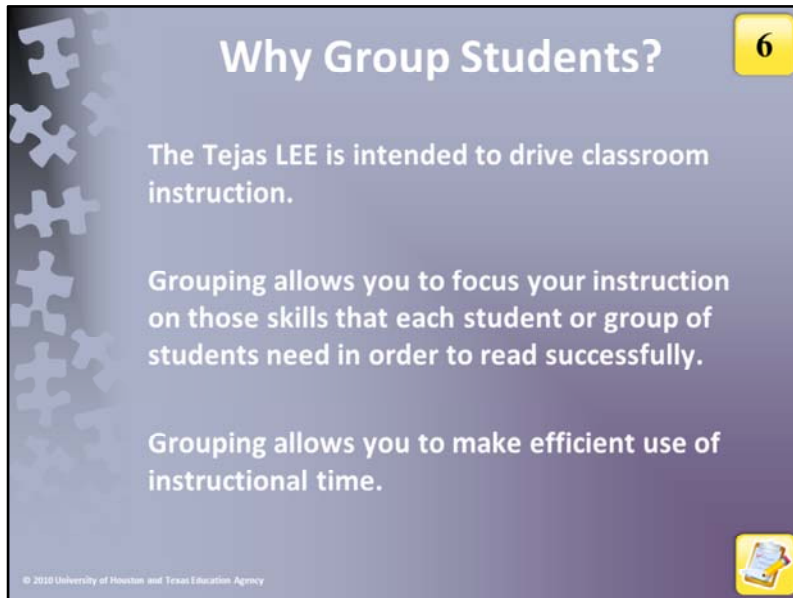
Notes

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.



Why Group Students?

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- 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 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							
Conocimiento de los grafonemas		Comprensión de lectura					
Sección 1		Sección 2					
Reconocimiento de las palabras		Exactitud de lectura			Fluidez de lectura		
D: 13-15 NE: 5-12 NI: 0-4		Cuento 1	Cuento 2	Nivel de logro global	Cuento 1	Cuento 2	Promedio
Puntaje	D/NE/NI	IND/INS/FRU	IND/INS/FRU	D/NI	(PLCPM)	(PLCPM)	

This slide has 1 ✓☆CLICK of animation.

SAY:

Let's take a closer look at the Class Summary Sheets. Shown here is a part of the Second Grade 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

On Section 1, the Word Reading task, the BOY cutpoints are 0-4 = NI (Nivel de intervención), 5- 12 = NE (Nivel esperado), and 13-15 = D (Desarrollado). At MOY, the cutpoints change to 0-9 = NI, 10-12 = NE, and 13-15 = D, as students are now expected to be able to read most, but not all of these words. By EOY, however, the NE performance level disappears, and students are either D or NI on this task.

For all other tasks on the second grade Tejas LEE, the cutpoints remain the same throughout the school year. In addition, Word reading is the only skill on which there is an NE performance level. For other tasks, students are either D or NI.

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

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

Número de estudiantes NI:

Porcentaje de estudiantes NI:



At the bottom of the class summary sheet...

...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.

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.



Have the participants turn to their participant packet and give them a minute calculate the % de la clase NI. Choose a volunteer to read the correct answers. The answers can be found in the NOTES section of this page.



- 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

Answers to Activity (rounded to nearest whole percent):

1. 52%
2. 24%
3. 32%
4. 76%

Reading Comprehension Information								
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: 7-8 NI: 0-6	D: 7-8 NI: 0-6	D/NI

This slide has 3 ✓ ☆ CLICKS of animation.

SAY:

Let's now look more in detail at the comprehension information we will need for grouping. For Grade 2, 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 story, the “average” will be their score on the one story they did read at the Independent or Instructional level. . There is no performance level for fluency as the rate needs to be looked at in conjunction with comprehension.

✓ ☆ CLICK

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

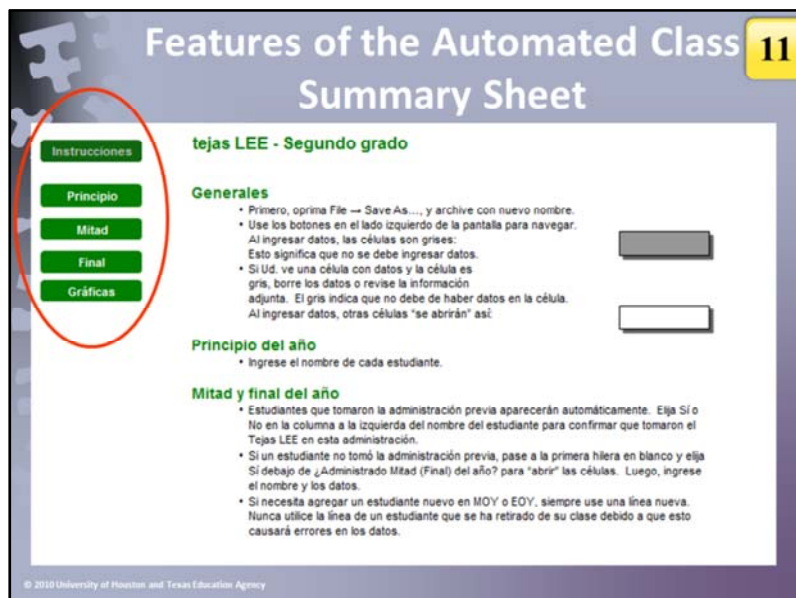


Key Points

- Grades 1-3 will have two reading comprehension stories at each 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 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 green for second 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

BOY View

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tejas LEE - Segundo grado - Principio del año

Maestro(a): _____

Escuela: _____

Fecha: _____

Conocimiento de los grafonemas	
Sección 1	
Reconocimiento de las palabras	
D=13-15 NE=5-12 NI=0-4	
Puntaje	D/NE/NI
Briana C	13 D
Tony E	10 NE
Elena G	3 NI

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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.



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.



Notes

13

MOY View

tejas LEE - Segundo grado - Mitad del año

Maestro(a): _____

Escuela: _____

Fecha: _____

Conocimiento de los grafonemas	
Sección 1	
Reconocimiento de las palabras	
D=13-15 NE=10-12 NI=0-9	
Nombre del estudiante	Puntaje
Briana C	12
Tony E	6
Elena G	6

¿Administrado mitad del año?

☐ SI
☐ SI
☐ SI

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This slide has 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 Briana, Sections 1 is grayed out because she was D at BOY. The D score remains, but the numerical score is not maintained. The Automated Class Summary Sheet opens up in white Section 2, Comprehension, which is the first section that Briana will need to take at MOY.



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.



Notes

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Additional Features

Instrucciones

Principio

Mitad

Final

Para imprimir

Gracias

tejas LEE - Segundo grado - Principio del año

Maestro(a):

Escuela:

Fecha:

Nombre del estudiante

Briana C	13	D
Tony E	10	NE
Elena G	3	NE

Conocimiento de los grafonemas

Sección 1

Reconocimiento de las palabras

D=13-15
NE=5-12
NI=0-4

Puntaje	D/NE/NI
13	D
10	NE
3	NE

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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 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

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Printable View

Para imprimir

Maestro(a): _____
 Escuela: _____
 Fecha: _____

Nombre del estudiante	grafonemas		Exactitud de lectura		
	Sección 1				
	Reconocimiento de las palabras				
	D=13-15 NE=5-12 NI=0-4		D=IND o INS NI=FRU		
	Puntaje	D/NE/NI	Cuento 1 IND-INS-FRU	Cuento 2 IND-INS-FRU	Nivel de logro global (D/NI)
Briana C	13	D	INS	IND	D
Tony E	10	NE	INS	FRU	NI
Elena G	3	NI	FRU	FRU	NI

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Key Points

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

SAY:

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

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 lectura								
Sección 2								
Exactitud de lectura			Fluidez de lectura			Comprensión de lectura		
D=IND o INS NI=FRU						D=7-8 NI=0-6		
Cuento 1 IND-INS-FRU	Cuento 2 IND-INS-FRU	Nivel de logro global (D/NI)	Cuento 1 (PLCPM)	Cuento 2 (PLCPM)	Promedio	Cuento 1	Cuento 2	Nivel de logro global (D/NI)
INS	IND	D	55	57	56	7	8	D
INS	FRU	NI	43		43	6		NI
FRU	FRU	NI						NI
IND	INS	D	107	84	96	7	8	D

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SAY:

On the Comprehension sections for 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 LEE no longer has a performance standard 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

Branching Features								
Comprensión de lectura								
Sección 2								
Exactitud de lectura			Fluidez de lectura			Comprensión de lectura		
D=IND o INS NI=FRU						D=7-8 NI=0-6		
Cuento 1 IND-INS-FRU	Cuento 2 IND-INS-FRU	Nivel de logro global (D/NI)	Cuento 1 (PLCPM)	Cuento 2 (PLCPM)	Promedio	Cuento 1	Cuento 2	Nivel de logro global (D/NI)
INS	IND	D	55	57	56	7	8	D
INS	FRU	NI	43		43	6		NI
FRU	FRU	NI						NI
IND		D	107		96	7		D

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Key Points

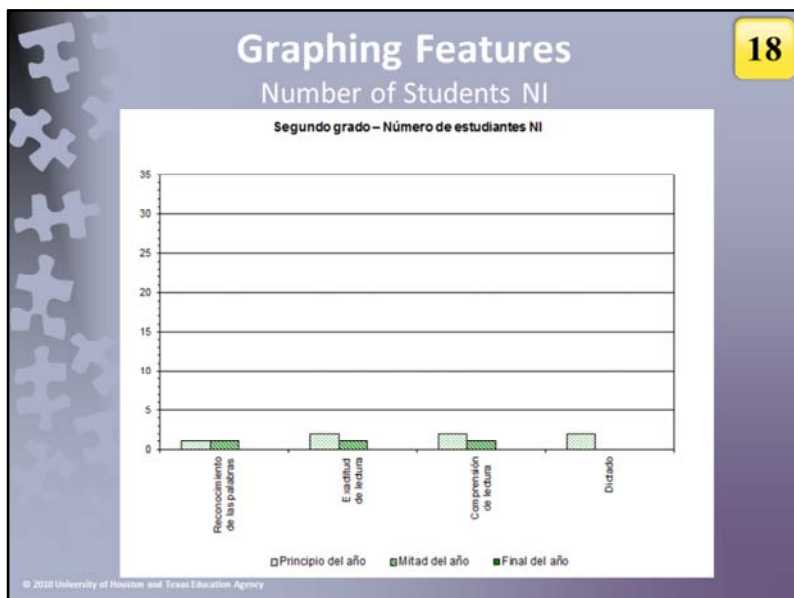
- On some grade levels, some sections will be “grayed out”, indicating that these sections should not have been administered due to branching rules.

SAY:

Grayed out boxes: Depending on the grade level and branching rules, some sections may be “grayed out” during the administration. In the above example, the second student scored FRU on Story 2 Accuracy (light green arrow) and because of branching rules, fluency and comprehension should not be calculated for this story. So, the Fluency and Comprehension boxes for story 2 are grayed out (red arrows), and the teacher is able to enter data only for fluency and comprehension for story 1.



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.

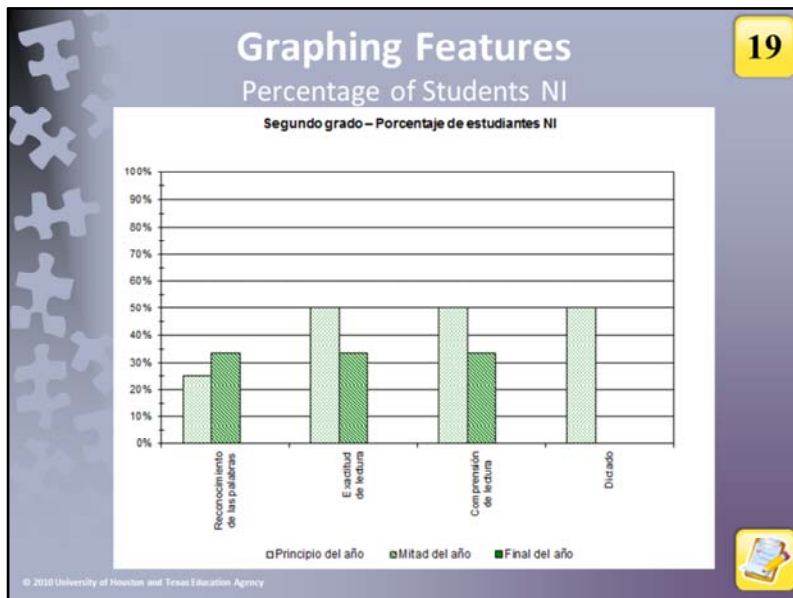


Key Points

- 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.

DO:

Have the participants turn to their participant packet and give them a minute calculate the complete the TRUE/FALSE activity. Choose a volunteer to read the correct answers. The answers can be found in the NOTES section of this page.



Key Points

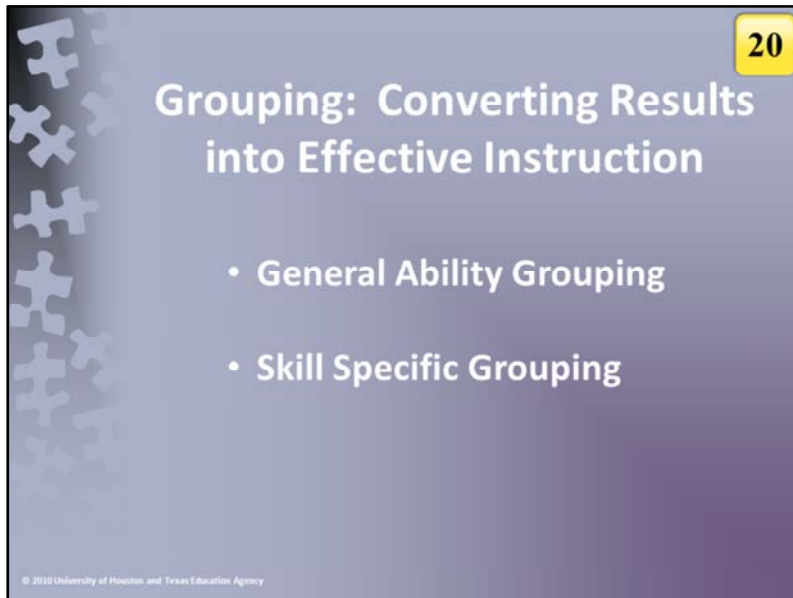
- The second view is the Percentage of Students NI . This view is particularly useful for grouping students.



Notes

KEY for Activity:

1. FALSE—The ACSS should be downloaded from our website
2. TRUE
3. FALSE—New students should be entered on new lines
4. TRUE
5. TRUE



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 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.

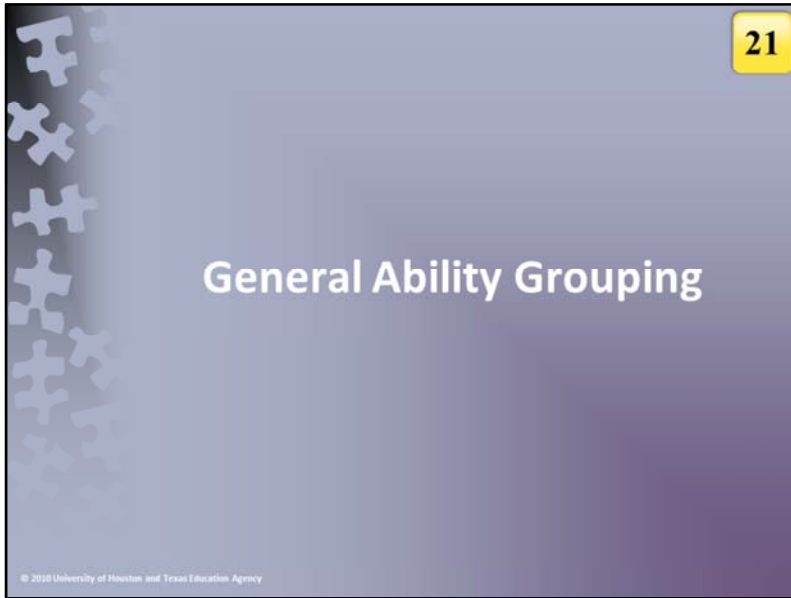


Key Points

- 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



SAY:


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



Key Points



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 ✓☆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

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Sample Class Summary Sheet

23

tejas·LEE®

Resumen de la clase - Segundo Grado

Principio del año

Maestro/a:

Escuela:

Desarrollado + D
NI expresado + NI
Nivel de intervención + I/I

Número del estudiante

		Conocimiento de los grafófonemas		Comprensión de lectura												Conocimiento de los grafófonemas							
		Sección 1		Sección 2						Sección 3						Sección 3							
		Reconocimiento de los paisajes		Exactitud de lectura			Fluidez de lectura			Comprensión de lectura			Dictado			Sección 3							
		D = 8-15 NI = 5-12 D = 8-12		Cuento 1		Cuento 2		Nivel de lectura global		Cuento 1		Cuento 2		Procedimiento		Cuento 1		Cuento 2		Nivel de lectura global		D = 8-18 NI = 8-12	
		Paisaje	NI/NI/M	REORG/FRU	REORG/FRU	REORG/FRU	REORG/FRU	REORG/FRU	REORG/FRU	Cuento 1 (FLUJ)	Cuento 2 (FLUJ)	Cuento 1 (FLUJ)	Cuento 2 (FLUJ)	Cuento 1 (FLUJ)	Cuento 2 (FLUJ)	Paisaje	Cuento 1	Cuento 2	Nivel de lectura global	Paisaje	NI/NI/M	Paisaje	NI/NI/M
	Auila, Luis	13	D	IND	IND	IND	IND	D	54	57	56	7	8	D	9	D							
	Calles, Jennifer	12	NI	IND	IND	IND	IND	D	43	37	40	7	6	NI	7	NI							
	Enriquez, Adán	9	NI	IND	IND	IND	IND	D	55	48	52	6	6	NI	6	NI							
	Fomtalvo, Eduardo	6	NI	FRU	IND	IND	IND	NI		38	38			5	NI	5	NI						
	García, José	14	D	IND	IND	IND	IND	D	74	63	69	7	8	D	10	D							
	González, Omar	2	NI	FRU	FRU	FRU	FRU	D						NI	5	NI							
	Herera, Eddie	15	D	IND	IND	IND	IND	D	61	63	62	7	8	D	9	D							
	Jiménez, Kevin	11	NI	IND	IND	IND	IND	D	27	31	29	5	8	NI	4	NI							
	Martínez, Camila	5	NI	FRU	IND	IND	IND	NI		28	28			6	NI	6	NI						
	Mirales, Mariana	12	NI	IND	IND	IND	IND	D	62	58	60	7	7	D	9	D							
	Nieto, Marjaret	15	D	IND	IND	IND	IND	D	91	107	99	6	7	NI	7	NI							
	Pardo, Eloy	13	D	IND	IND	IND	IND	D	71	53	62	8	8	D	9	D							
	Quiñones, Graciela	15	D	IND	IND	IND	IND	D	84	76	80	8	7	D	8	NI							
	Rosa, Fernando	13	D	IND	IND	IND	IND	D	55	61	58	8	6	NI	7	NI							
	Salinas, José	2	NI	FRU	FRU	FRU	FRU	NI						3	NI								
	Torres, Isael	15	D	IND	IND	IND	IND	D	88	81	85	7	7	D	8	NI							

SAY:

At this time, we are going to practice grouping.



NOTE FOR PRESENTER:

This process is most powerful when teachers are using their own data. If teachers brought their Class Summary Sheets with them, have them take them out now. Otherwise, say:

You will use the sample BOY second 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 enough copies of this summary sheet prepared for your participants. Pass them out at this time.

If teachers are using their own class information, they will be completing the grouping for their students. Otherwise, they will complete the sample class information with you.



Key Points

- If teachers have their own class summary sheets, have them group their own students as you demonstrate with the sample class.
- If teachers do not have their class summary sheets available, pass out copies of the sample class summary sheet and have teachers group the students with you as you walk them through the steps.



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 we must do is look at our 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

25

Sample Class Summary Sheet

Resumen de la clase - Segundo Grado

Principio del año

Conocimiento de los grafófonemas		Comprensión de lectura										Conocimiento de los grafófonemas	
Sección 1		Sección 2										Sección 3	
Reconocimiento de las palabras		Exactitud de lectura		Fluidez de lectura		Comprensión de lectura				Dictado			
D = 1-15 NE = 1-10 NI = 0-4		Cuenta 1		Cuenta 2		Nivel de logro global		Cuenta 1		Cuenta 2		Promedio	

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, Word Reading, Reading Accuracy, Reading Comprehension and Spelling all have D/NI performance levels. Fluency is the only section without a performance standard.



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 NI boxes.
- If a section does not have NI boxes then students are not expected to be developed in that particular skill at this time point.



Notes

27

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Whole 66% or more
Small less than 66%

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 Word Reading, Reading Accuracy and Reading Comprehension as small group instruction as the percentages are 13%, 25% and 56%. However, Spelling might best be provided as a whole group activity as 73% of the class is NI in this skill.



- 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 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.



Sample Class Summary Sheet 28		
Maestra: _____ Escuela: _____ Desarrollado = D Nivel esperado = NE Nivel de intervención = NI		Conocimiento de los grafonemas Sección 1 Reconocimiento de las palabras D = 13-15 NE = 6-12 NI = 0-5
Nombre del estudiante	Puntaje	D/NE/NI
Avila, Luis	13	D
Calles, Jennifer	12	NE
Enriquez, Adán	9	NE
Fontalvo, Eduardo	6	NE
García, José	7	D
González, Omar	2	NI
Herrera, Eddie	15	D
Jiménez, Kevin	11	NE
Martínez, Camila	5	NE
Mireles, Adriana	12	NE
Nieto, Margarita	15	D
Pardo, Eloy	13	D
Quiñones, Graciela	15	D
Rosa, Fernando	2	NI
Salinas, Josue	2	NI
Torres, Jason	15	D



Key Points

- In this example, 2 students scored NI on section 1. They will need intervention in Single Word Reading.
- An additional 6 students scored NE on this skill.
- Although students who score NE do not require intervention, they will still benefit from more practice in order to achieve mastery.

There are 2 ✓ ☆ CLICKS of animation for this slide.

SAY:

Intervention should occur with those students scoring NI on each task. In our example, 2 students are NI on Word Reading.

✓ ☆ CLICK

The two arrows point to the scores that require intervention. We do want to look at their performance on the individual items for this task to make our intervention more relevant. However, there is another group of students that we also should keep an eye on. There is an NE standard for this time point. An additional 6 students in our sample class 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.



Notes

Tejas LEE Grouping Chart						
G2	Conocimiento de los grafónimos		Exactitud	Fluidez	Comprensión	Enfoque de instrucción
	Reconocimiento de las palabras	Dictado				
BAJO						
MEIO						
ALTO						
Continuar planeando con la Guía de actividades de intervención						
BAJO	Conocimiento de la letra impresa	Conciencia fonológica	Conocimiento de los grafónimos	Fluidez	Comprensión	Escritura
	p. 3	p. 9	p. 33	p. 67	p. 97	p. 139
						p. 165

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Key Points

- This is a screen shot of a Second Grade Grouping Chart.
- This 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.

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 where more than 6 students are NI a particular 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 Section 1 (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
G2	Conocimiento de	
	Reconocimiento de las palabras	
BAJO	Omar (2)	
	Josue (2)	
	Camila (5)	
	Eduardo (6)	

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DO:

Ensure that everyone understands why we placed these students into the Low Group for Word Reading. Omar and Josue are NI in this task and are obvious choices. While Camila and Adán's Word Reading scores are NE, have scores significantly below the remaining NE students. Their teacher felt they would benefit from intervention in GK.

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 either NI scores on Section 1 or very low NE scores.
- 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

ALTO	Luis (13)
	Eloy (13)
	Fernando (13)
	José (14)
	Eddie (15)
	Margarita (15)
	Graciela (15)
	Jason (15)

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DO:

Ensure that everyone understands why we placed these students into the High Word Reading Group.

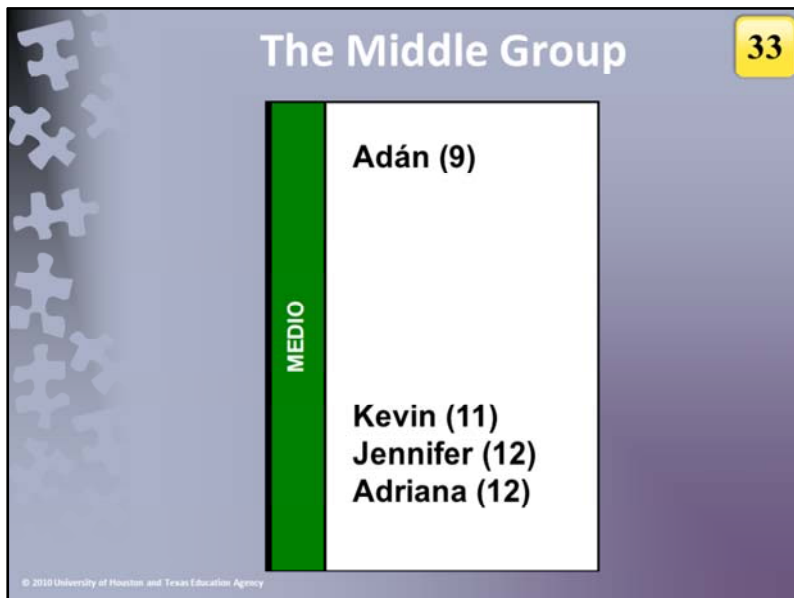


Key Points

- These students were chosen for the high group because they had the D scores on Section 1.



Notes



SAY:

In our example class, there are only sixteen students. The Middle Group is comprised of students who have higher NE 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 “NE or 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 placed one (Eduardo) near the LOW group and bunched the others toward the bottom (nearer the HIGH group). This is because, although these students are in the “middle”, Eduardo is closer to the LOW group in ability while the others are closer in skill level to the HIGH students.

In our example, students with low NE or NI scores become the LOW group, higher NE 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 fell between the ability of the LOW and HIGH group students
- Lower middle students are placed nearer the LOW group while students with stronger skills are placed nearer the HIGH group
- Be sure to read the **BOLDED** paragraph to your participants



Notes

34

SAY:



- Next, we will look at the next section that has an NI level, Section 2--Accuracy.
- Since the overall Accuracy performance level is comprised of two individual story accuracy scores, both scores should be considered in determining LOW, MIDDLE and HIGH group placement.



Notes

35



Key Points

- Based on their Accuracy results on Section 2, we have placed students into low, middle, and high groups.

SAY:

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

DO:

Draw participants attention to the MEDIO box for the Exactitud column. The students here have further been divided. The students closer to the BAJO group have INS scores for both stories, while those closer to the ALTO group have one INS and one IND score. The ALTO group has IND scores for both stories.

While it may not always be necessary to divide out your middle group in this fashion, you certainly do have the flexibility to do so.



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 8 on the Spelling task—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.



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 Comprehension column.
- DO NOT yet complete the
- Spelling, 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 Comprehension column. They should NOT yet complete the Spelling, Final or Instructional Focus columns.



Key Points



Notes

Sample Class Summary Sheet 38														
tejas•LEE® Resumen de la clase - Segundo Grado Principio del año														
Muestra: Escuela: Desarrollado + D NI + 5-12 Nivel de intervención + NI D = 15-15 NI = 5-12 NI = 8-8	Conocimiento de los grafonemas		Comprensión de lectura										Conocimiento de los grafonemas	
	Sección 1		Sección 2										Sección 3	
	Reconocimiento de las palabras		Exactitud de lectura		Fluidez de lectura		Comprensión de lectura		Dictado					
	Prueba	NI/NI	NI/NI	NI/NI	NI/NI	NI/NI	NI/NI	NI/NI	NI/NI	NI/NI	NI/NI	NI/NI	NI/NI	NI/NI
Nombre del estudiante	Aula, Luis	13	D	IND	IND	D	54	57	56	7	8	D	9	D
	Calles, Jennifer	12	NE	IND	IND	D	43	37	40	7	6	NI	7	NI
	Enriquez, Adán	9	NE	IND	IND	D	55	48	52	6	6	NI	6	NI
	Fontana, Eduardo	6	NE	FRU	IND	NI	38	38		5	5	NI	5	NI
	García, José	14	D	IND	IND	D	74	63	69	7	8	D	10	D
	González, Omar	2	NI	FRU	FRU	NI						NI	5	NI
	Herrera, Eddie	15	D	IND	IND	D	61	63	62	7	7	D	9	D
	Jiménez, Kevin	11	NE	IND	IND	D	27	31	29	5	8	NI	4	NI
	Martínez, Camila	5	NE	FRU	IND	NI	28	28		6	6	NI	6	NI
	Murales, Adriana	12	NE	IND	IND	D	62	58	60	7	7	D	9	D
	Nieto, Margarita	15	D	IND	IND	D	91	107	99	6	7	NI	7	NI
	Pardo, Eloy	13	D	IND	IND	D	71	53	62	8	8	D	9	D
	Quiñones, Graciela	15	D	IND	IND	D	84	76	80	8	7	D	8	NI
	Rosa, Fernando	13	D	IND	IND	D	55	61	58	8	6	NI	7	NI
	Salinas, Josue	2	NI	FRU	FRU	NI						NI	3	NI
	Tomás, Jason	15	D	IND	IND	D	88	81	85	7	7	D	8	NI
Número de estudiantes NI		2											11	
Porcentaje de estudiantes NI		13%											73%	

SAY:

Looking at the final Section for which there is an NI performance level (Dictado/Spelling), we find that the percentage of the class NI is 73%. This indicates that this skill should be taught as a whole group activity, rather than in small group.

There are two ways we can represent this on the grouping mat.



Key Points


- Comprehension is the last section at First Grade BOY that has an NI performance level.
- In this class, 69% of the students scored NI in comprehension.
- It is recommended that this skill be taught whole group.



Notes

Grouping for Spelling

39



Dictado
Josue (3)
Kevin (4)
Eduardo (5)
Omar (5)
Adán (6)
Camila (6)
Jennifer (7)
Margarita (7)
Fernando (7)
Graciela (8)
Jason (8)
Luis (9)
Eddie (9)
Adriana (9)
Eloy (9)
Jose (10)

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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:



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.



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



Notes

Final BOY Skill Grouping 40						
Conocimiento de los grafonemas		Exactitud	Fluidez	Comprensión	Final	Enfoque de instrucción
G2	Reconocimiento de las palabras					
BAJO	Omar (2) Josue (2)	FRU/FRU Omar Josue	N/A Omar Josue	N/A Omar Josue		
	Camila (5) Eduardo (6)	FRU/INS Eduardo Camila	One story Camila (28) Eduardo (38)	One story Eduardo --/5 Camila --/6		
MEDIO	Adán (9)	INS/INS Adán Camila (6)	Two stories Kevin (29) Jennifer (40)	N/A Adán 6/6		
	Jennifer (7) Margarita (7) Fernando (7)	INS/INS Jennifer José Eddie Kevin Eloy	Adán (52) Luis (56) Fernando (58)	N/A Kevin 5/8 Margarita 6/7 Jennifer 7/6 Fernando 8/6		
ALTO	Kevin (11) Jennifer (12) Adriana (12)	Graciela (8) Jason (8)	Adriana (60) Eloy (62) Eddie (62) José (69)			
	Luis (13) Eloy (13) Fernando (13) José (14) Eddie (15) Margarita (15) Graciela (15) Jason (15)	Luis (9) Eddie (9) Adriana (9) Eloy (9) José (10)	Graciela (80) Jason (85) Margarita (99)	D/D Eddie 7/7 Adriana 7/7 Jason 7/7 Luis 7/8 José 7/8 Graciela 8/7 Eloy 8/8		



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.

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.

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.

SAY:

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



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

G2	Conocimiento de los grafonemas		Exactitud	Fluidez	Comprensión	Final	Enfoque de instrucción
	Reconocimiento de las palabras						
BAJO	Omar (2) Josue (2)	Josue (3) Margarita (4) Eduardo (5) Omar (5)	ERU/ERU Omar Josue	N/A Omar Josue	N/A Omar Josue		
	Camila (5) Adán (6)		ERU/INS Eduardo Camila	One story Camila (28) Eduardo (38)	One story Eduardo --/5 Camila --/6		
MEDIO	Eduardo (9)	Camila (6) Jason (6)	INS/INS Adán Eddie Eloy Fernando	Two stories Kevin (29) Jennifer (40)	N/A Adán 6/6		
	Kevin (11) Jennifer (12) Adriana (12)	Jennifer (7) Kevin (7) Fernando (7) Adán (8) Graciela (8)	INS/IND Jennifer José Kevin Adriana Graciela	Eddie (52) Luis (56) Eloy (58) Adriana (60) Adán (62) Fernando (62) José (69)	N/A Kevin 5/8 Margarita 6/7 Jennifer 7/6 Fernando 8/6		
ALTO	Luis (13) Eloy (13) Fernando (13) José (14) Margarita (15) Graciela (15) Eddie (15) Jason (15)	Luis (9) Eddie (9) Adriana (9) Eloy (9) José (10)	IND/IND Luis Margarita Jason	Graciela (80) Jason (85) Margarita (99)	D/D Eddie 7/7 Adriana 7/7 Jason 7/7 Luis 7/8 José 7/8 Graciela 8/7 Eloy 8/8		

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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.

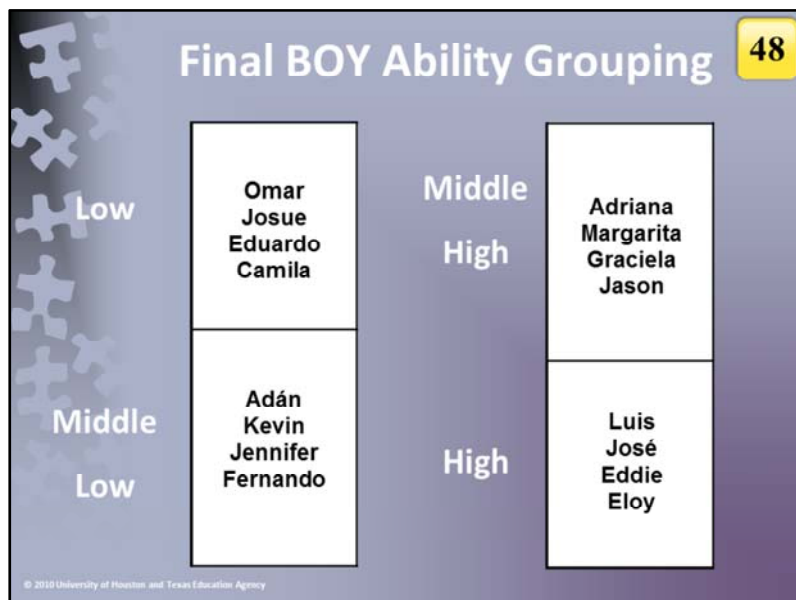


Key Points

- 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



SAY:

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




Key Points

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



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 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., "Cause and Effect" rather than "Comprehension") 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

50



DO:

HIGH GROUP—Work on fluency through chunking text; reading with expression. In comprehension, work on monitoring their own comprehension.



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



Notes



SAY:

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



Key Points



Notes

Tejas LEE Grouping Mats 52

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

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Key Points

- SAY:**



Notes

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Key Points

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

This slide has 4 ✓★CLICKS of animation.

SAY:

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

✓★CLICK

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

✓★CLICK

The first column is titled “Notes”.

✓★CLICK

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

✓★CLICK

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



Notes

Features of the Grouping Mats 55

tejas-LEE

Tejas LEE Grouping Mat
Second Grade

2.1 Comprensión de los problemas de los problemas BOY, MOY, EOY		2.2 Comprensión de lectura BOY, MOY, EOY		Fluidez de lectura		2.3 Dictado BOY, MOY, EOY		2.4 Escritura	
Activity	Selected	Activity	Selected	Activity	Selected	Activity	Selected	Activity	Selected
2.1.1		2.2.1		2.2.2		2.3.1		2.4.1	
2.1.2		2.2.3		2.2.4		2.3.2		2.4.2	
2.1.3		2.2.5		2.2.6		2.3.3		2.4.3	
2.1.4		2.2.7		2.2.8		2.3.4		2.4.4	
2.1.5		2.2.9		2.2.10		2.3.5		2.4.5	
2.1.6		2.2.11		2.2.12		2.3.6		2.4.6	
2.1.7		2.2.13		2.2.14		2.3.7		2.4.7	
2.1.8		2.2.15		2.2.16		2.3.8		2.4.8	
2.1.9		2.2.17		2.2.18		2.3.9		2.4.9	
2.1.10		2.2.19		2.2.20		2.3.10		2.4.10	
2.1.11		2.2.21		2.2.22		2.3.11		2.4.11	
2.1.12		2.2.23		2.2.24		2.3.12		2.4.12	
2.1.13		2.2.25		2.2.26		2.3.13		2.4.13	
2.1.14		2.2.27		2.2.28		2.3.14		2.4.14	
2.1.15		2.2.29		2.2.30		2.3.15		2.4.15	
2.1.16		2.2.31		2.2.32		2.3.16		2.4.16	
2.1.17		2.2.33		2.2.34		2.3.17		2.4.17	
2.1.18		2.2.35		2.2.36		2.3.18		2.4.18	
2.1.19		2.2.37		2.2.38		2.3.19		2.4.19	
2.1.20		2.2.39		2.2.40		2.3.20		2.4.20	
2.1.21		2.2.41		2.2.42		2.3.21		2.4.21	
2.1.22		2.2.43		2.2.44		2.3.22		2.4.22	
2.1.23		2.2.45		2.2.46		2.3.23		2.4.23	
2.1.24		2.2.47		2.2.48		2.3.24		2.4.24	
2.1.25		2.2.49		2.2.50		2.3.25		2.4.25	
2.1.26		2.2.51		2.2.52		2.3.26		2.4.26	
2.1.27		2.2.53		2.2.54		2.3.27		2.4.27	
2.1.28		2.2.55		2.2.56		2.3.28		2.4.28	
2.1.29		2.2.57		2.2.58		2.3.29		2.4.29	
2.1.30		2.2.59		2.2.60		2.3.30		2.4.30	
2.1.31		2.2.61		2.2.62		2.3.31		2.4.31	
2.1.32		2.2.63		2.2.64		2.3.32		2.4.32	
2.1.33		2.2.65		2.2.66		2.3.33		2.4.33	
2.1.34		2.2.67		2.2.68		2.3.34		2.4.34	
2.1.35		2.2.69		2.2.70		2.3.35		2.4.35	
2.1.36		2.2.71		2.2.72		2.3.36		2.4.36	
2.1.37		2.2.73		2.2.74		2.3.37		2.4.37	
2.1.38		2.2.75		2.2.76		2.3.38		2.4.38	
2.1.39		2.2.77		2.2.78		2.3.39		2.4.39	
2.1.40		2.2.79		2.2.80		2.3.40		2.4.40	
2.1.41		2.2.81		2.2.82		2.3.41		2.4.41	
2.1.42		2.2.83		2.2.84		2.3.42		2.4.42	
2.1.43		2.2.85		2.2.86		2.3.43		2.4.43	
2.1.44		2.2.87		2.2.88		2.3.44		2.4.44	
2.1.45		2.2.89		2.2.90		2.3.45		2.4.45	
2.1.46		2.2.91		2.2.92		2.3.46		2.4.46	
2.1.47		2.2.93		2.2.94		2.3.47		2.4.47	
2.1.48		2.2.95		2.2.96		2.3.48		2.4.48	
2.1.49		2.2.97		2.2.98		2.3.49		2.4.49	
2.1.50		2.2.99		2.2.100		2.3.50		2.4.50	

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Key Points

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

This slide has 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 2.2, Reading Comprehension, there is an intervention level (NI) for BOY, MOY and EOY, but for Reading Fluency, there are no performance standards.



Notes

Features of the Grouping Mats 56

tejas-LEE

Tejas LEE Grouping Mat
Second Grade

2.1 Comprensión de los textos BOY, MOY, EOY		2.2 Comprensión de lectura BOY, MOY, EOY		2.3 Dictado BOY, MOY, EOY		Vocabulario	
Activity	Selected	Activity	Selected	Activity	Selected	Activity	Selected
2.2-Comprensión de lectura BOY, MOY, EOY		Fluidez de lectura		2.3 Dictado BOY, MOY, EOY			
Activity	Selected	Activity	Selected	Activity	Selected	Activity	Selected

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Key Points

- 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.

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

There are two sub-columns under each task.

✓ ☆ CLICK

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.



Notes

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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 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

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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

Step 2:

Focus on a specific skill

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Sección 1		
Reconocimiento de las palabras		
	Puntaje	D/NE/NI
Avila, Luis	13	D
Calles, Jennifer	12	NE
Enriquez, Adán	9	NE
Fontalvo, Eduardo	6	NE
García, José	14	D
González, Omar	2	NI
Herrera, Eddie	15	D
Jiménez, Kevin	11	NE
Martínez, Camila	5	NE
Mireles, Adriana	12	NE
Nieto, Margarita	15	D
Pardo, Eloy	13	D
Quiñones, Graciela	15	D
Rosa, Fernando	13	D
Salinas, Josue	2	NI
Torres, Jason	15	D
Número de estudiantes NI:		2
Porcentaje de estudiantes NI:		13%



Key Points

- Highlight the students who scored NI on each skill.
- In this example, 2 students scored NI on Section 1.
- The teacher also decided to work with the lowest scoring NE students as preventative intervention.

This slide has 3 ✓☆CLICKS of animation.

SAY:

First, we focus in on a specific skill. For example, let's take a look at part of Section 1, Reconocimiento de las palabras.

✓☆CLICK

As you can see from the Número de estudiantes NI at the bottom of the page, 2 students, 13% of our imaginary class, needs intervention on this skill. They are...

✓☆CLICK

Omar and Josue. However, there are also 3 students who are NE on this task and three of them have very low NE scores

✓☆CLICK

Adán, Eduardo and Camila. The teacher decides to include these students in the intervention group to provide them with additional practice.



Notes

Step 3:

Enter all NI student names under the appropriate column.

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2.1-Reconocimiento de las palabras BOY, MOY, EOY

Activity	Selected
GRA-8	
GRA-11	
GRA-27	
GRA-31	
GRA-35	
GRA-36	
GRA-37	
GRA-39	
GRA-40	
GRA-43	
FLU-2	
FLU-7	
FLU-12	
COM-5	
COM-16	

Student Names

Omar
 Josue
 Adán
 Eduardo
 Camila

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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 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. When you tasks with both NE and NI results, you can decide which students require intense intervention, and which may require only occasional support..

DO:


✓ ☆ CLICK



Notes

Step 4:

Pick one or more activities.



2.1-Reconocimiento de las palabras BOY, MOY, EOY	
Activity	Selected
GRA-8	
GRA-11	
GRA-27	✓
GRA-31	
GRA-35	
GRA-36	✓
GRA-37	
GRA-39	
GRA-40	✓
GRA-43	
FLU-2	
FLU-7	
FLU-12	
COM-5	
COM-16	

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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 1 ✓ ☆ CLICK of animation.

DO:

If available, have the teachers look at the section 2.1 of the Second 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 “Reconocimiento de las palabras”.

SAY:

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

✓ ☆ CLICK

In GRA-27, the teacher felt that implementing a tactile activity might help those students struggling with word reading. In GRA-36, she chose Bingo as a fun way for students to strengthen their decoding. Finally, in GRA-40, the teacher decides to have them manipulate and blend syllables to strengthen word attack skills.



Notes



Key Points

Step 5:

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Conocimiento de los grafonemas | Reconocimiento de palabras y trabajo con sílabas

GRA-40 Unión de sílabas (Blending Syllables)

Students will create and use word wheels to practice reading words.

Los estudiantes crearán y usarán ruedas de palabras para practicar la lectura de las palabras.

MATERIALES: Cartulinas, marcadores, tarjetas de índice, tijeras, tachuelas

Siga el mismo procedimiento de la Rueda de palabras, pero usando sílabas:

Sílabas abiertas: cv cv (consonante, vocal)

cv	cv	cv	cv	cv	cv
sa	ca	ma	la	pa	ga
sa	co	ma	má	pa	ja
sa	la	ma	no	pa	la
sa	na	ma	pa	pa	pá
sa	po	ma	sa	pa	ra
		ma	ta	pa	sa
				pa	ta
				pa	vo

Sílabas abiertas y sílabas cerradas: cv cvc (consonante, vocal, consonante)

cv	cvc	cvc	cv	cvc	cvc
sa	ber	mar	ca	par	tes
sa	car	mar	zo	par	tir
sa	lir	Mar	te	par	dos

Variaciones:

- Los estudiantes pueden ilustrar las palabras que nombran y hacer un libro de sus palabras.
- Los estudiantes pueden dibujar en una tarjeta algo que empiece con la letra de estudio. Exhiba los dibujos en el árbol de letras. Los estudiantes pronuncian la palabra y pegan la tarjeta en el árbol de la letra correcta.

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This slide has 1 ✓☆CLICK of animation.

SAY:

COM-40 was one of the activities chosen. Let's take a closer look at this activity.

DO:

✓☆CLICK

Briefly explain activity to participants. (The selected activity simplifies decoding by only changing 1 phoneme in 2 or three phoneme syllables. This will help students build their decoding skills and confidence.)



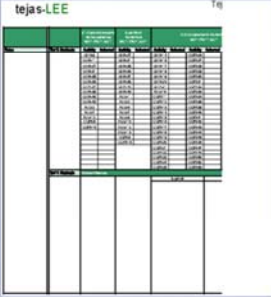

If time permits, have participants take out their Tejas LEE Intervention Activities Guide and the Second Grade Grouping Mat and select appropriate activities for students needing intervention in Section 2--Accuracy. They may work in groups. Have several teams share their thinking behind the activities they selected.






Notes

OPTIONAL
Make your own grouping mat.

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Materials needed:


+

+


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Key Points

DO: (OPTIONAL)

If the amount of training time allows, at this time, allow for your participants to make their own Tejas LEE Grouping Mats. Ideally, provide each participant with the following:

1. A green colored folder (letter sized)
2. Color copies of the Second Grade Tejas LEE Grouping Mats (2 pages)
3. Scissors
4. Glue
5. Laminating machine (if available—one for the group)

Allow participants time to make their grouping mats. If possible, have a few completed mats available for them to see.



Notes



SAY:

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

DO:

If time permits, allow participants to return to the Grouping Charts they completed and work on the last column "Enfoque de instrucción". They may work either individually or in groups. They should look at the instructional needs of each of their groups and select a reading objective and several activities from the IAG. The teachers may work in groups. Invite teachers to share their ideas and thinking, including their activity selection and why they chose those particular activities. A completed sample of the "Enfoque de instrucción" is provided in the participant packet.



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
- check for an answer online at www.tejaslee.org

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This slide has 1 ✓☆ CLICK of animation.

DO:

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



Key Points



Notes