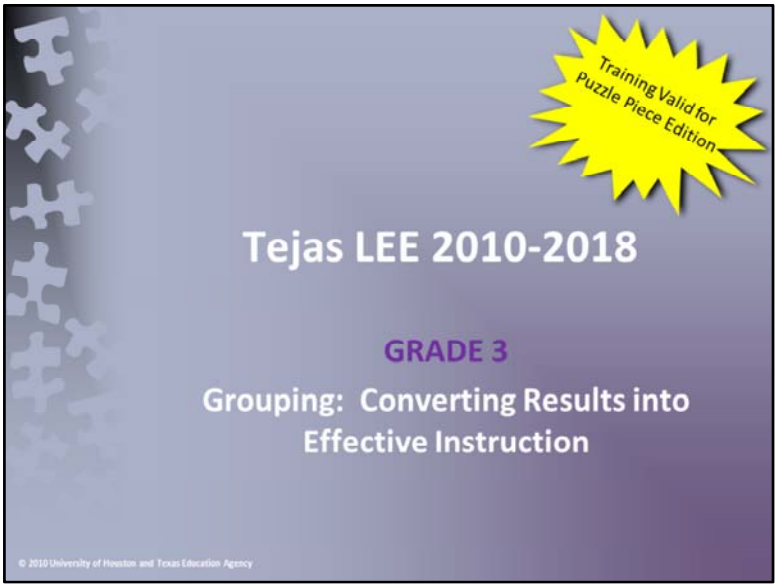


NOTE TO PRESENTER:

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 *Guia 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:

- Third Grade Grouping Mats (2 pages long—downloadable from our website, www.tejaslee.org), preferably in full color. One set for each teacher
- Purple 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.

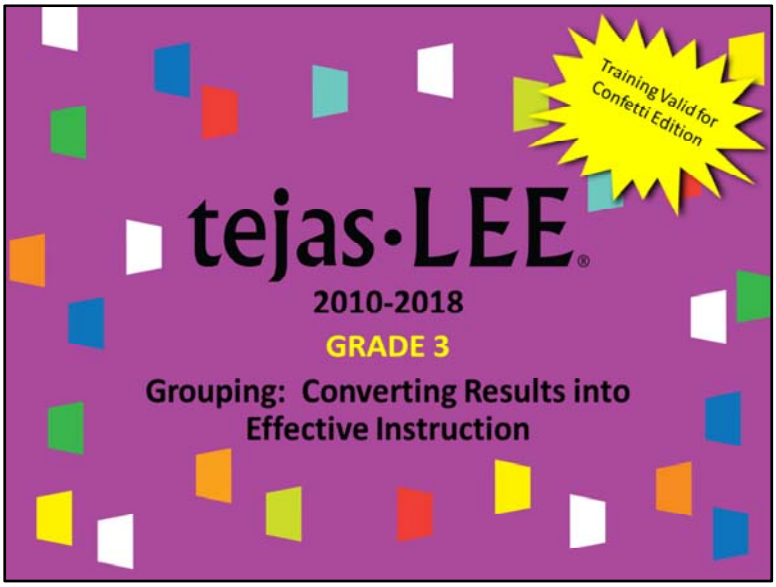
Key Points

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

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2

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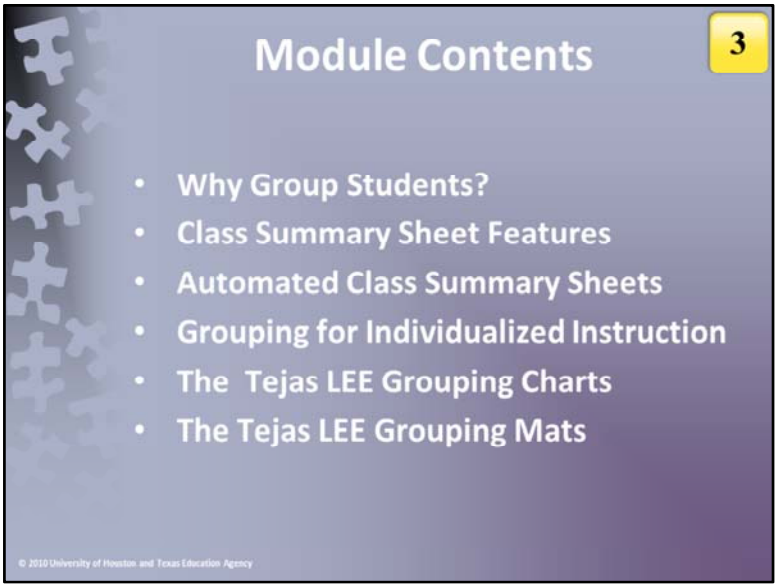
Key Points

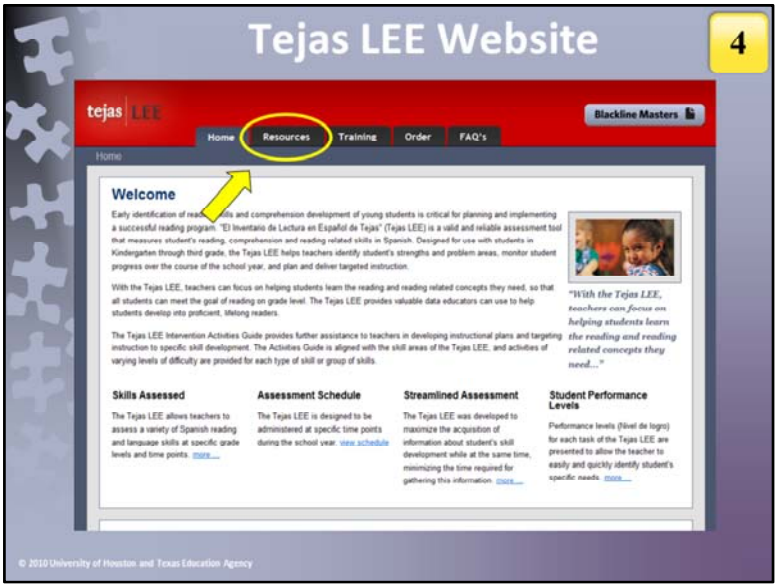
Notes



DO:
Read/review slide.

Key Points

Notes



This slide has 1 ✓☆CLICK of animation.

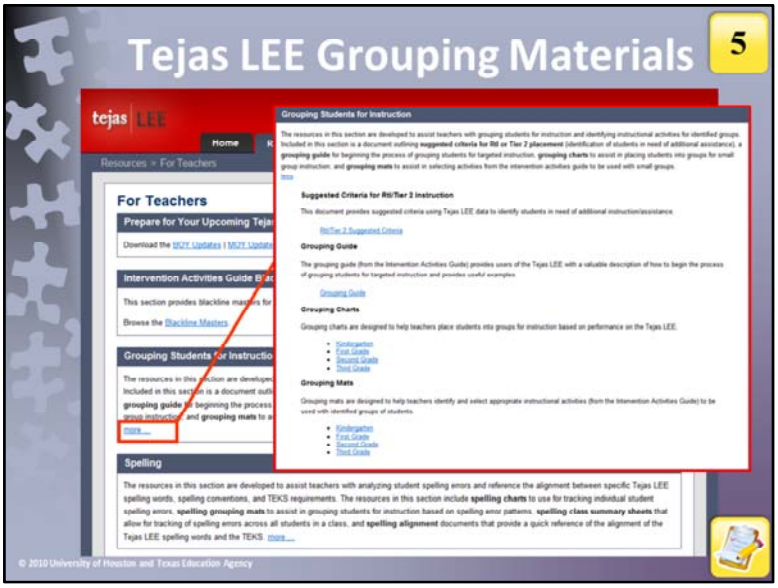
SAY:
This is the home page of the Tejas LEE website. All of the materials we will be discussing today are available on the website, including the Automated Class Summary Sheets, the Grouping Charts and the Grouping Mats. In order to access these materials, please click on the Resources tab at the top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

DO:
✓☆**CLICK**

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".

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 critiera 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".*

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

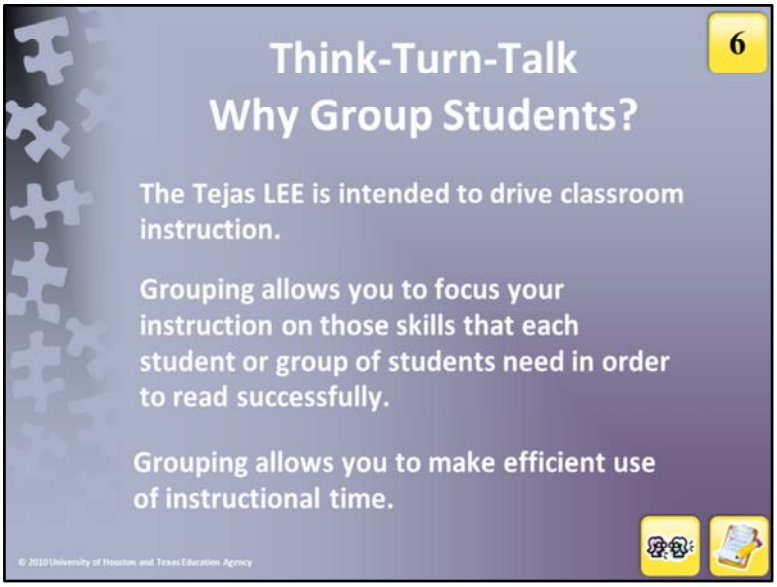
- To locate Tejas LEE Grouping Mats, go to the Teacher Resource Page of the Tejas LEE website.
- Under Grouping Students for Individualized Instruction, click on the "more…" which will bring up a list of all the available Tejas LEE grouping materials

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.



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.

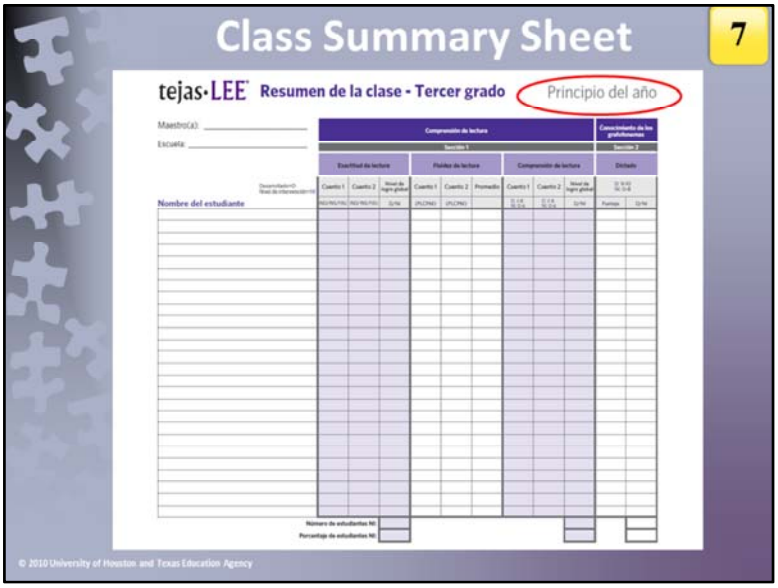
✓☆**CLICK** to bring up the first reason.
✓☆**CLICK** to bring up the second reason.
✓☆**CLICK** to bring up the third reason.

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



SAY:
The first tool you will need to use with your Tejas LEE results will be your Class Summary Sheet. There are several versions of the class summary sheet. Shown here is the paper Class Summary Sheet. For each grade level of the Tejas LEE, there are three Class Summary Sheets—one for each timepoint. The one shown here is for Beginning of Year (BOY) Third Grade. . The paper Class Summary Sheets are available from your district if you do a paper pencil administration. Paper Class Summary Sheets are also available to purchase from our national publisher, Brookes Publishing.

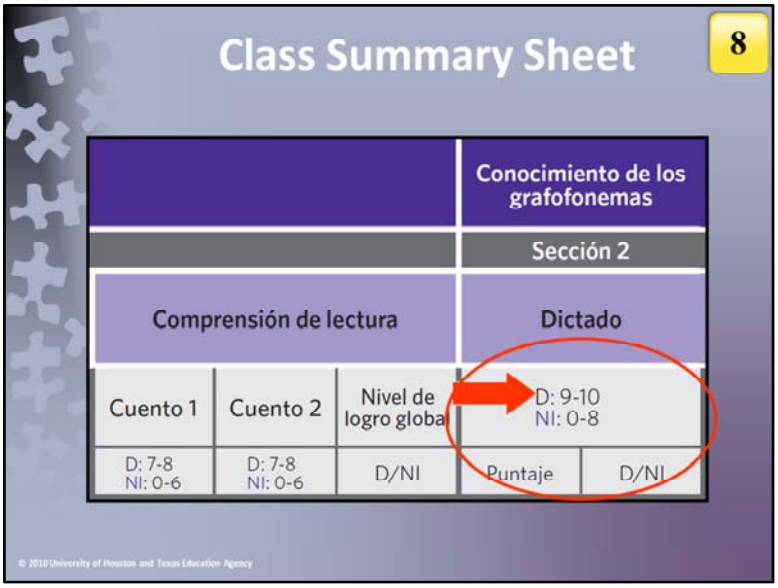
The Class Summary Sheet is also available electronically on the Tejas LEE website. I will show you the features and advantages of that format in a few moments.

Finally, if you use a PDA version of the Tejas LEE, your provider can show you haw to create an electronic version of the Class Summary Sheet. Although the format for each of these sheets is a little different, they all contain the same basic information and are the first step in using your Tejas LEE results to improve reading instruction.

Key Points

- In order to analyze the data, teachers will need their class summary sheet (CSS).
- Class summary sheets are available in several versions:
  - Paper CSS from your district or Brookes Publishing
  - Electronic CSS from Tejas LEE vendor
  - Electronic CSS from Tejas LEE website
- All versions of the CSS will contain the same basic information
- Each administration time point will have different CSS

Notes



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SAY:
Let's take a closer look at the Class Summary Sheets. Shown here is a part of the Third 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**

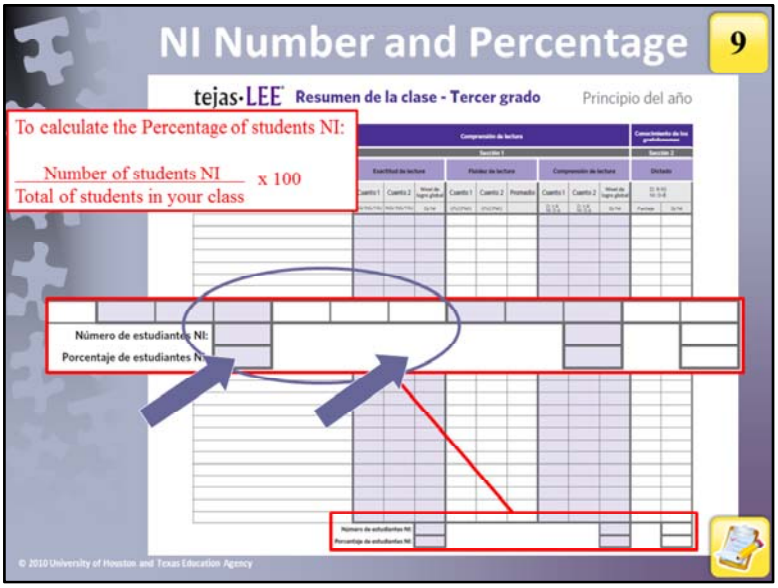
In the Spelling, the BOY cutpoints are 0-8 = NI (Nivel de intervención) and 9-10 = D (Desarrollado). For all tasks on third grade, the cutpoints remain the same throughout the school year. In other grades, however, there is an additional NE performance level and cutpoints may change from administration to administration.

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



This slide has 3 ✓☆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.

✓☆CLICK

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.

DO:

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.

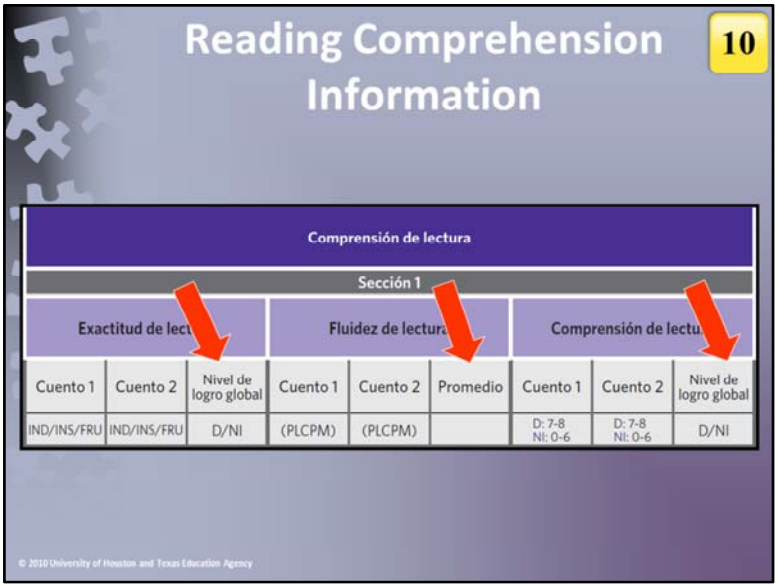
Key Points

- 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

Answers to Activity (rounded to nearest whole percent):

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



This slide has 3 ✓☆CLICKS of animation.

SAY:
Let's now look at more in detail at the comprehension information we will need for grouping. For Grade 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

<u>Exactitud de lectura:</u> 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

<u>Proporción de la fluidez:</u> 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.

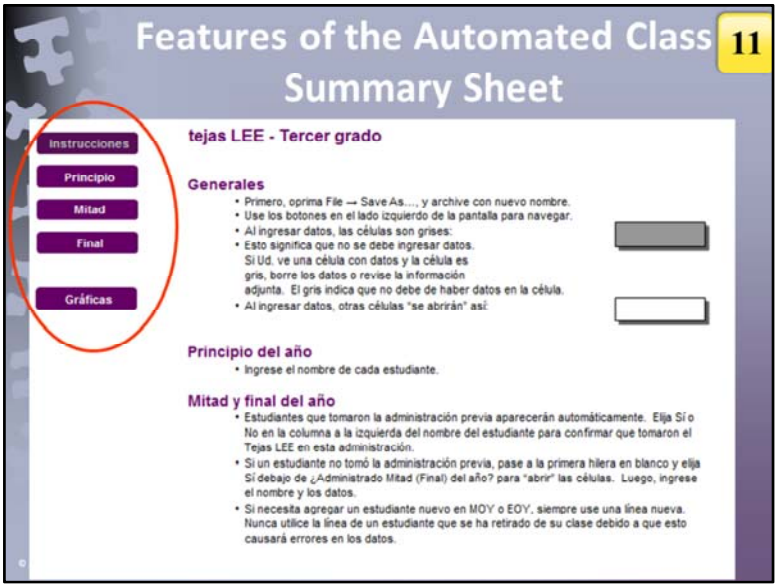
✓☆CLICK

<u>Comprensión de lectura</u> 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 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.

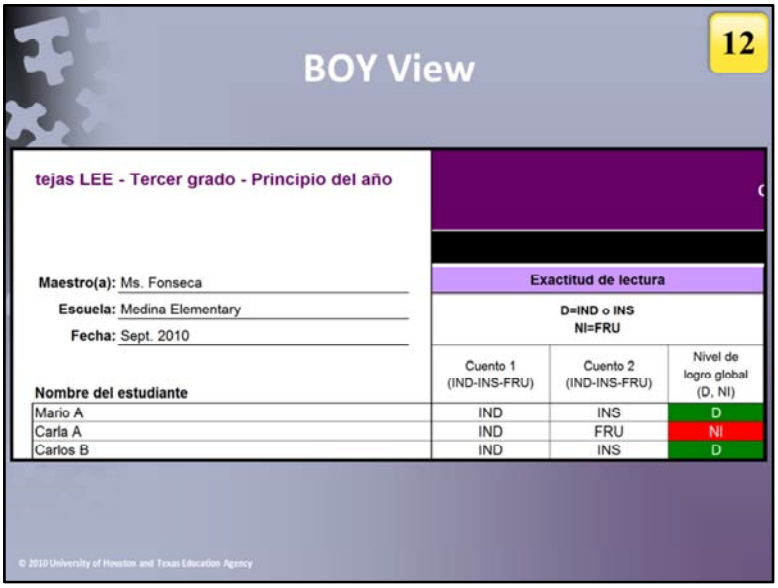
✓☆CLICK

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 purple for third 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

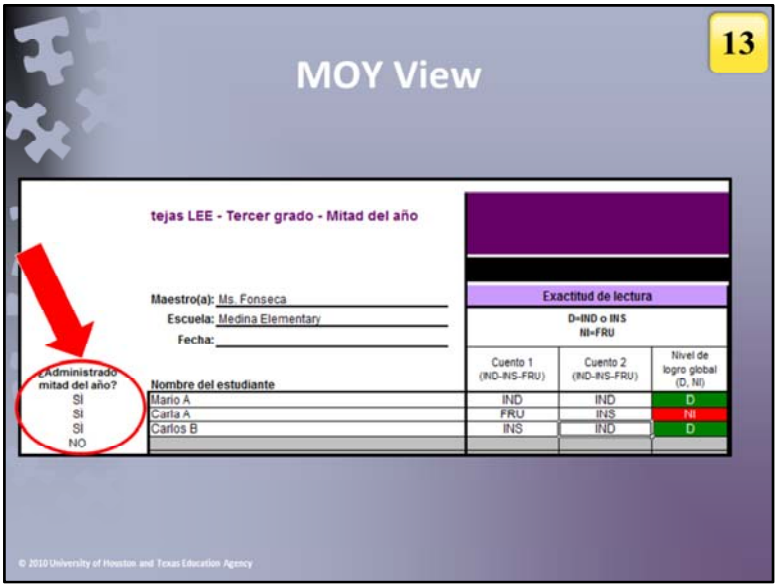


SAY:
At BOY on the Automated Class Summary Sheets, all rows will be grayed out. In order to enter Tejas LEE results, you first have to type the student's name into the first column. This will open up the numerical scoring box for the first section on the sheet. As you enter results, the automated class 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 (There is no NE Performance Level in 3rd grade) 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



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 (This does not apply to third grade, but does apply to off grade level administrations.), 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.

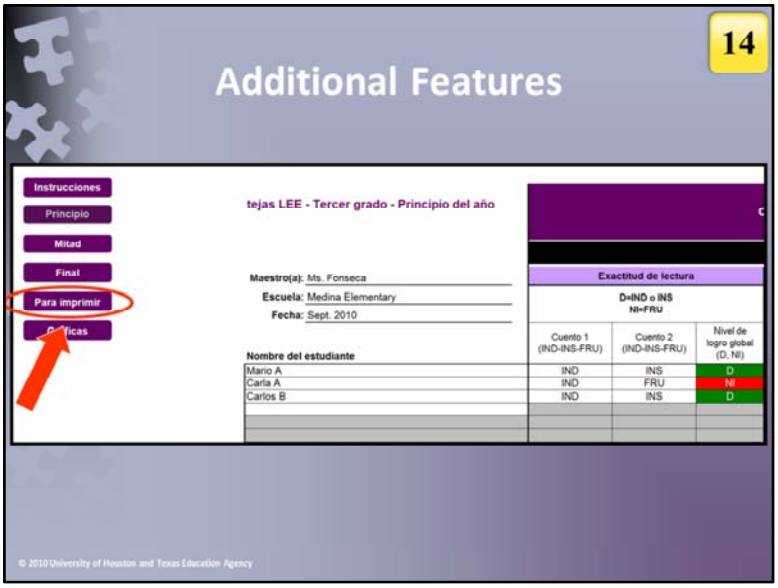
New students should always be entered on new lines, not on top of students who have withdrawn from the class.

DO:
Point out that on the rows where the "¿Administrado mitad del año?" has been changed to SI, the score boxes are in white and scores can be inputted. On the fourth column, everything is "grayed out" and scores cannot be entered as the "¿Administrado mitad del año?" box still says NO.

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. (However, these do not apply in Third Grade.) 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



This slide has 1 ✓☆CLICK of animation.

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

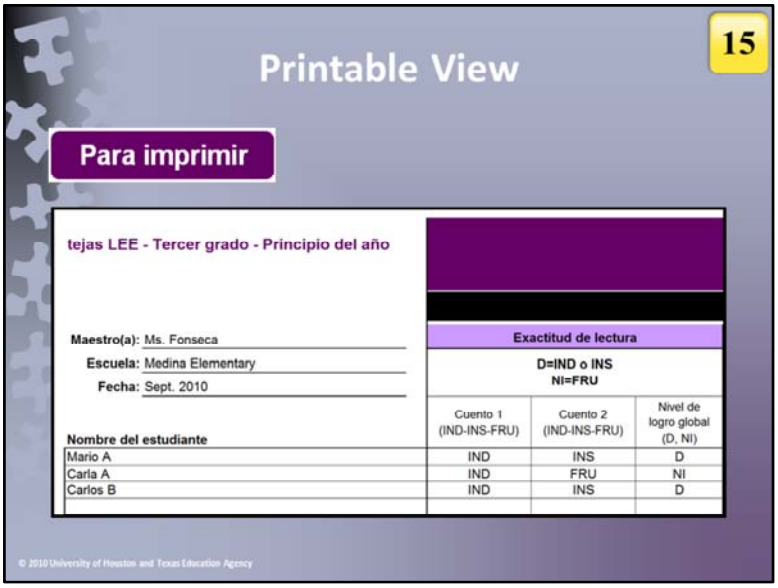
✓☆CLICK

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.

Key Points

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

Notes



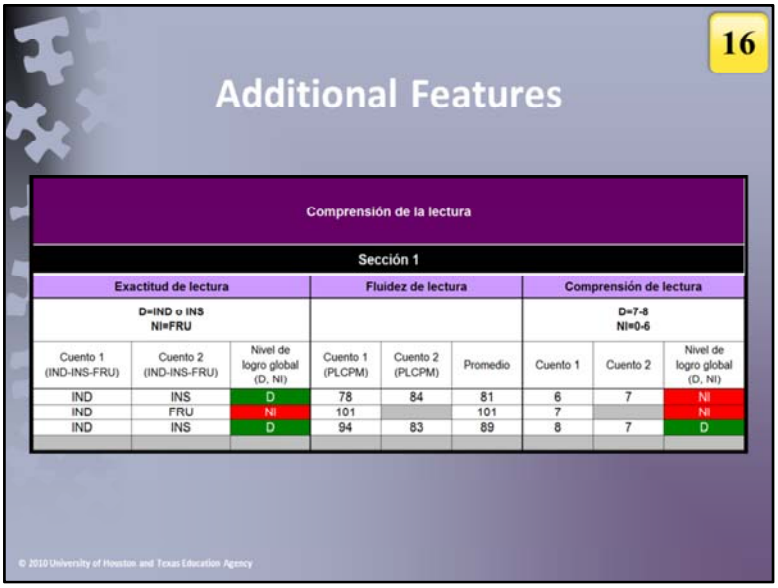
SAY:
Once you click on the PRINTABLE view, the results show somewhat differently. You will notice that the D/NI boxes do not appear in red or green.

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).

Key Points

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

Notes



SAY:
On the Comprehension sections for Third Grade, there are some columns with special features.

<u>Exactitud de lectura:</u> 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.

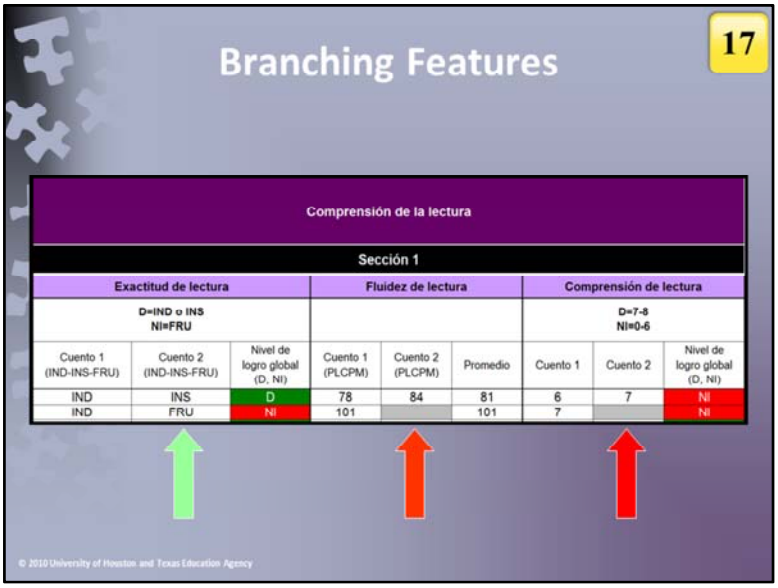
<u>Fluidez de lectura:</u> The Automated Class Summary Sheet will calculate an average fluency rate for both stories. If there is only one fluency rate (because a student was Nivel de frustración on one of the stories) the Automated Class Summary Sheet will present the score of the other story as the Average. Please note that the Tejas LEE no longer has a performance standard for Fluency Rate.

<u>Comprensión de lectura:</u> 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

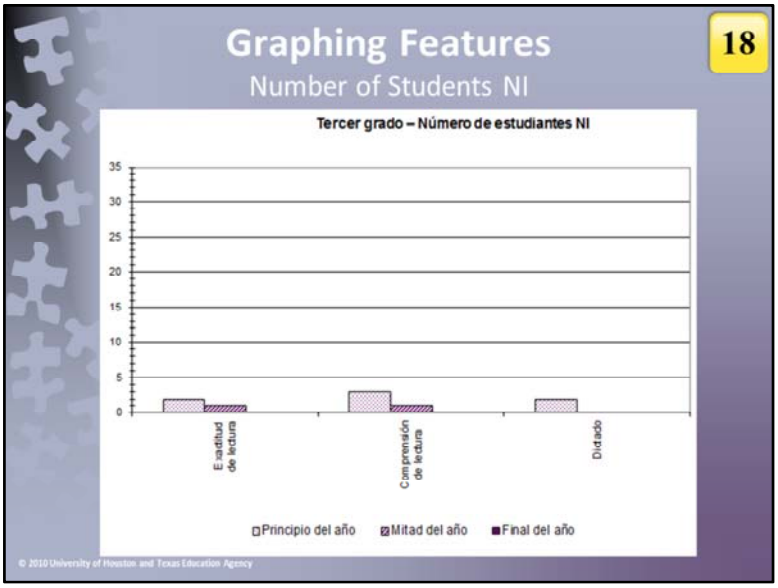


SAY:
<u>Grayed out boxes:</u> Depending on the grade level and branching rules, some sections may be "grayed out" during the administration. In the above example, a student scored FRU on Story 1 Accuracy (light green arrow) and because of branching rules, fluency and comprehension should not be calculated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

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.

Notes

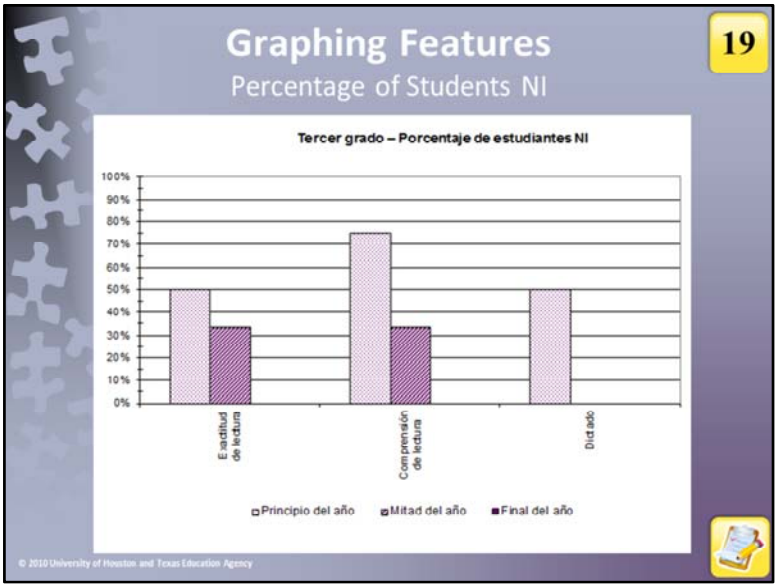


SAY:
Once a user clicks on the graph view, they will see the Needs Intervention data each time point in two different views. The one shown above has the number of students NI. This is probably not the most useful way to look at your data because hopefully, you do not have large numbers of students NI. 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.

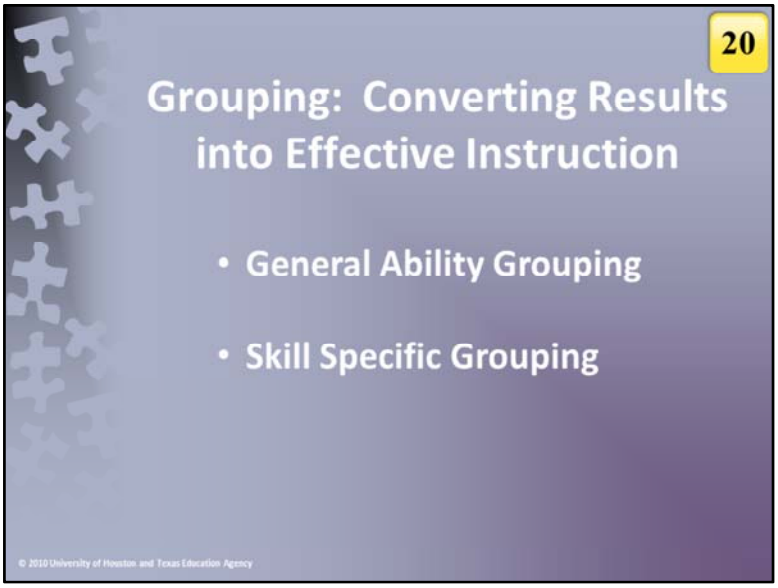
Key Points

- 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.

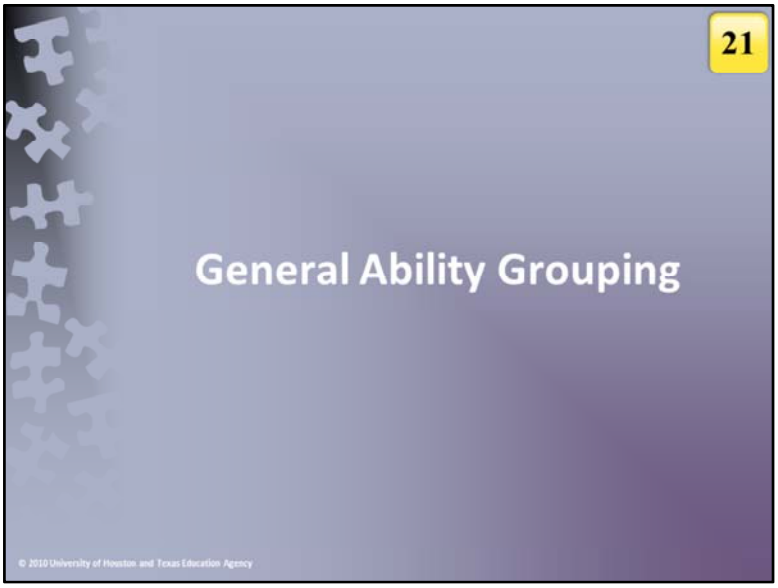
The first grouping type that is commonly used for individualized instruction is General Ability Grouping. Students are moved across groups as they master skills. The General Ability Grouping is based on student performance on the Tejas LEE, as will be shown in the upcoming slides.

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.

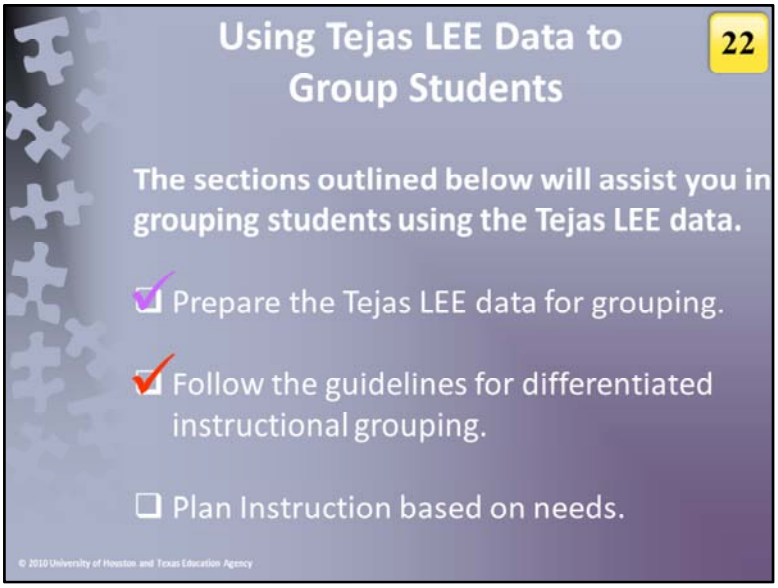
Notes



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

Key Points

Notes



This slide has 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 - Tercer Grado

Principio del año

Maestra: _____

Escuela: _____

Nombre del estudiante (D = Desarrollado; NI = Nivel de intervención)	Comprensión de lectura – Sección 1 – Exactitud de lectura: Cuento 1 (IND/INS/NI, FRU)	Cuento 2 (IND/INS/NI, FRU)	Nivel de logro global (D NI)	Fluidez de lectura: Cuento 1 (Palabras)	Cuento 2 (Palabras)	Promedio	Comprensión de lectura: Cuento 1 (D= 7-8 NI=0-6)	Cuento 2 (D= 7-8 NI=0-6)	Nivel de logro global (D NI)	Dictado – Sección 2 (D = 9-10, NI = 0-8): Puntaje	D NI
Avila, Luis	IND	IND	D	74	83	79	7	8	D	9	D
Calles, Jennifer	IND	INS	D	68	71	70	7	6	NI	7	NI
Enriquez, Adán	INS	INS	D	57	61	59	6	6	NI	6	NI
Fontalvo, Eduardo	FRU	INS	NI		65	65		5	NI	5	NI
García, José	IND	INS	D	107	94	101	7	8	D	10	D
González, Omar	FRU	FRU	NI						NI	5	NI
Herrera, Eddie	IND	IND	D	88	82	85	7	7	D	9	D
Jiménez, Kevin	INS	IND	D	74	66	70	5	8	NI	7	NI
Martinez, Camila	FRU	INS	NI		54	54		4	NI	6	NI
Mireles, Adriana	INS	IND	D	63	61	62	7	7	D	9	D
Nieto, Margarita	INS	INS	D	88	93	91	6	7	NI	4	NI
Pardo, Eloy	INS	INS	D	75	71	73	8	8	D	9	D
Quiñones, Graciela	INS	IND	D	90	78	84	8	7	D	8	NI
Rosa, Fernando	INS	INS	D	78	59	64	8	6	NI	7	NI
Salinas, Josue	FRU	FRU	NI						NI	3	NI
Torres, Jason	IND	IND	D	74	82	78	7	7	D	8	NI
Número de estudiantes NI:			4						9		11
Porcentaje de estudiantes NI:			25%						56%		73%

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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.

If teachers do not have their class summary sheets, you will use the sample BOY third grade class of 16 students to demonstrate the grouping process. This slide shows a screenshot of the class summary sheet already filled out. <u>You should have enough copies of this summary sheet prepared for your participants.</u> 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

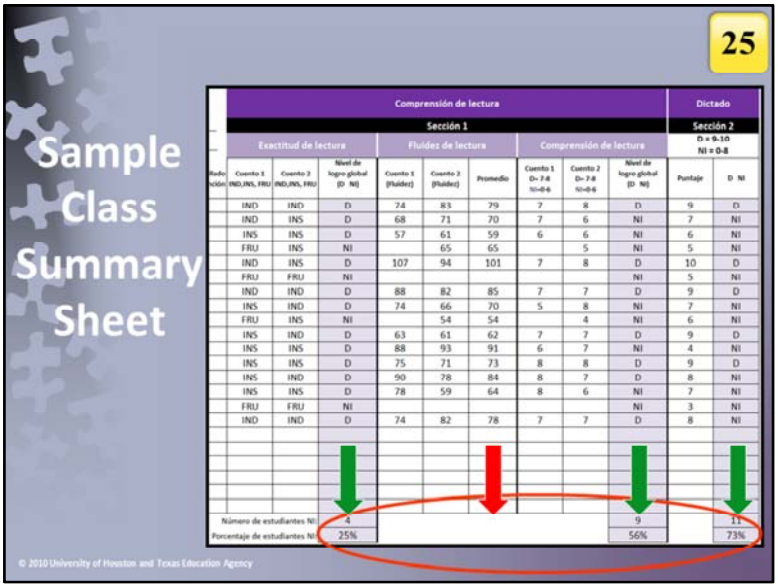
DO:
Paraphrase slide.

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



	Comprensión de lectura									Dictado	
	Sección 1									Sección 2	
	Exactitud de lectura			Fluidez de lectura			Comprensión de lectura			D = 8-10 NI = 0-8	
Radio ción	Cuento 1 IND,INS, FRU	Cuento 2 IND,INS, FRU	Nivel de logro global (D NI)	Cuento 1 (Fluidez)	Cuento 2 (Fluidez)	Promedio	Cuento 1 D= 7-8 NI=0-6	Cuento 2 D= 7-8 NI=0-6	Nivel de logro global (D NI)	Puntaje	D NI
	IND	IND	D	74	83	79	7	8	D	9	D
	IND	INS	D	68	71	70	7	6	NI	7	NI
	INS	INS	D	57	61	59	6	6	NI	6	NI
	FRU	INS	NI		65	65		5	NI	5	NI
	IND	INS	D	107	94	101	7	8	D	10	D
	FRU	FRU	NI						NI	5	NI
	IND	IND	D	88	82	85	7	7	D	9	D
	INS	IND	D	74	66	70	5	8	NI	7	NI
	FRU	INS	NI		54	54		4	NI	6	NI
	INS	IND	D	63	61	62	7	7	D	9	D
	INS	INS	D	88	93	91	6	7	NI	4	NI
	INS	INS	D	75	71	73	8	8	D	9	D
	INS	IND	D	90	78	84	8	7	D	8	NI
	INS	INS	D	78	59	64	8	6	NI	7	NI
	FRU	FRU	NI						NI	3	NI
	IND	IND	D	74	82	78	7	7	D	8	NI
Número de estudiantes NI			4						9		11
Porcentaje de estudiantes NI			25%						56%		73%

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

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

Maestra: _____

Escuela: _____

26

Nombre del estudiante	Comprensión de lectura — Sección 1								
	Exactitud de lectura			Fluidez de lectura			Comprensión de lectura		
D = Desarrollado NI = Nivel de intervención	Cuento 1 IND,INS, FRU	Cuento 2 IND,INS, FRU	Nivel de logro global (D NI)	Cuento 1 (Fluidez)	Cuento 2 (Fluidez)	Promedio	Cuento 1 D= 7-8 NI=0-6	Cuento 2 D= 7-8 NI=0-6	Nivel de logro global (D NI)
Avila, Luis	IND	IND	D	74	83	79	7	8	D
Calles, Jennifer	IND	INS	D	68	71	70	7	6	NI
Enriquez, Adán	INS	INS	D	57	61	59	6	6	NI
Fontalvo, Eduardo	FRU	INS	NI		65	65		5	NI
García, José	IND	INS	D	107	94	101	7	8	D
González, Omar	FRU	FRU	NI						NI
Herrera, Eddie	IND	IND	D	88	82	85	7	7	D
Jiménez, Kevin	INS	IND	D	74	66	70	5	8	NI
Martínez, Camila	FRU	INS	NI		54	54		4	NI
Mireles, Adriana	INS	IND	D	63	61	62	7	7	D
Nieto, Margarita	INS	INS	D	88	93	91	6	7	NI
Pardo, Eloy	INS	INS	D	75	71	73	8	8	D
Quiñones, Graciela	INS	IND	D	90	78	84	8	7	D
Rosa, Fernando	INS	INS	D	78	59	64	8	6	NI
Salinas, Josue	FRU	FRU	NI						NI
Torres, Jason	IND	IND	D	74	82	78	7	7	D
Número de estudiantes NI:			4						9
Porcentaje de estudiantes NI:			25%						56%

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SAY:

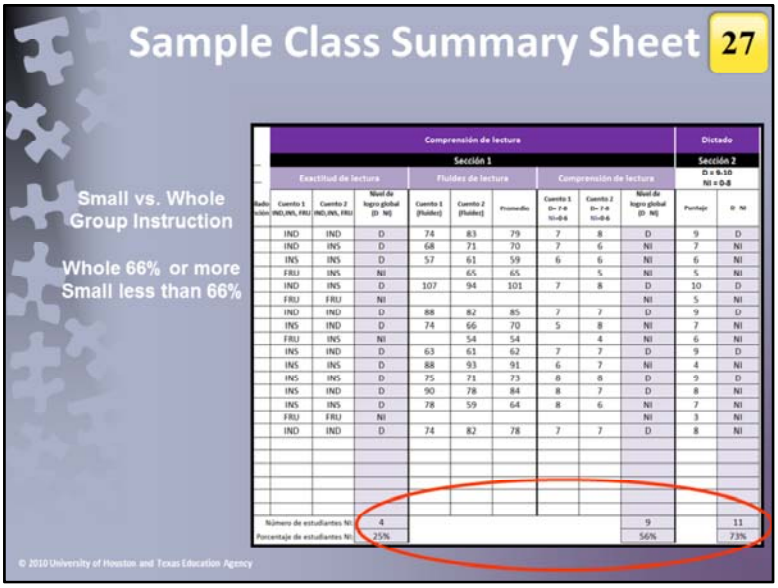
Shown here is the comprehension part of the class summary sheet. You will note that Reading Accuracy and Reading Comprehension do have performance standards at BOY (and all time points—green arrows). These stories were selected for each time point based on the results of our pilot studies. Students are 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 ready quickly and accurately, but who do not understand a thing they read once they complete the selection. Thus, the fluency rate should be 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



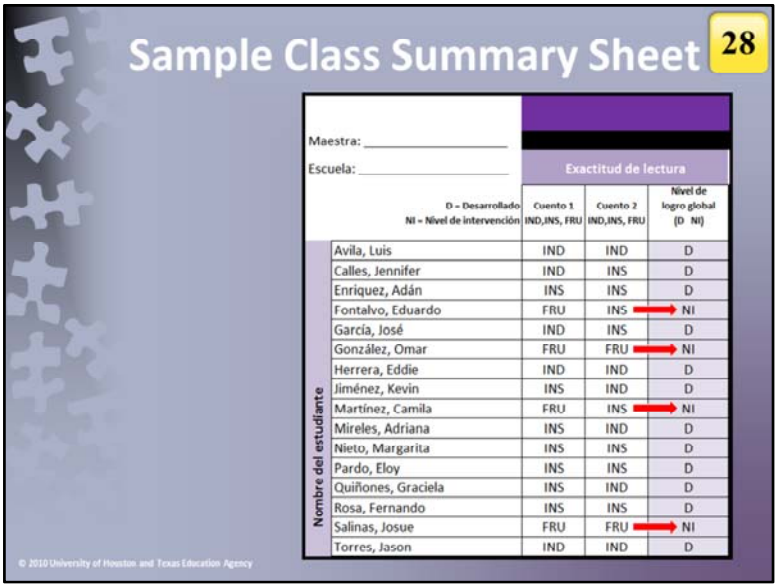
	Comprensión de lectura								Dictado	
	Sección 1								Sección 2	
	Exactitud de lectura			Fluidez de lectura			Comprensión de lectura		D = 6-10 NI = 0-8	
Radio sección	Cuento 1 IND,INS, FRU	Cuento 2 IND,INS, FRU	Nivel de logro global (D NI)	Cuento 1 (Fluidez)	Cuento 2 (Fluidez)	Promedio	Cuento 1 D= 7-8 NI=0-6	Cuento 2 D= 7-8 NI=0-6	Nivel de logro global (D NI)	Puntaje	D NI
	IND	IND	D	74	83	79	7	8	D	9	D
	IND	INS	D	68	71	70	7	6	NI	7	NI
	INS	INS	D	57	61	59	6	6	NI	6	NI
	FRU	INS	NI		65	65		5	NI	5	NI
	IND	INS	D	107	94	101	7	8	D	10	D
	FRU	FRU	NI						NI	5	NI
	IND	IND	D	88	82	85	7	7	D	9	D
	INS	IND	D	74	66	70	5	8	NI	7	NI
	FRU	INS	NI		54	54		4	NI	6	NI
	INS	IND	D	63	61	62	7	7	D	9	D
	INS	INS	D	88	93	91	6	7	NI	4	NI
	INS	INS	D	75	71	73	8	8	D	9	D
	INS	IND	D	90	78	84	8	7	D	8	NI
	INS	INS	D	78	59	64	8	6	NI	7	NI
	FRU	FRU	NI						NI	3	NI
	IND	IND	D	74	82	78	7	7	D	8	NI
Número de estudiantes NI			4						9		11
Porcentaje de estudiantes NI			25%						56%		73%

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

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 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.

Notes



Sample Class Summary Sheet

28

Maestra: _____

Escuela: _____

D = Desarrollado
NI = Nivel de intervención

Nombre del estudiante	Exactitud de lectura		
	Cuento 1 IND,INS, FRU	Cuento 2 IND,INS, FRU	Nivel de logro global (D NI)
Avila, Luis	IND	IND	D
Calles, Jennifer	IND	INS	D
Enriquez, Adán	INS	INS	D
Fontalvo, Eduardo	FRU	INS →	NI
García, José	IND	INS	D
González, Omar	FRU	FRU →	NI
Herrera, Eddie	IND	IND	D
Jiménez, Kevin	INS	IND	D
Martínez, Camila	FRU	INS →	NI
Mireles, Adriana	INS	IND	D
Nieto, Margarita	INS	INS	D
Pardo, Eloy	INS	INS	D
Quiñones, Graciela	INS	IND	D
Rosa, Fernando	INS	INS	D
Salinas, Josue	FRU	FRU →	NI
Torres, Jason	IND	IND	D

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This slide has 1 ✓☆CLICK of animation.

SAY:
Intervention should occur with those students scoring NI on each task. In our example, 4 students are NI on Reading Accuracy.

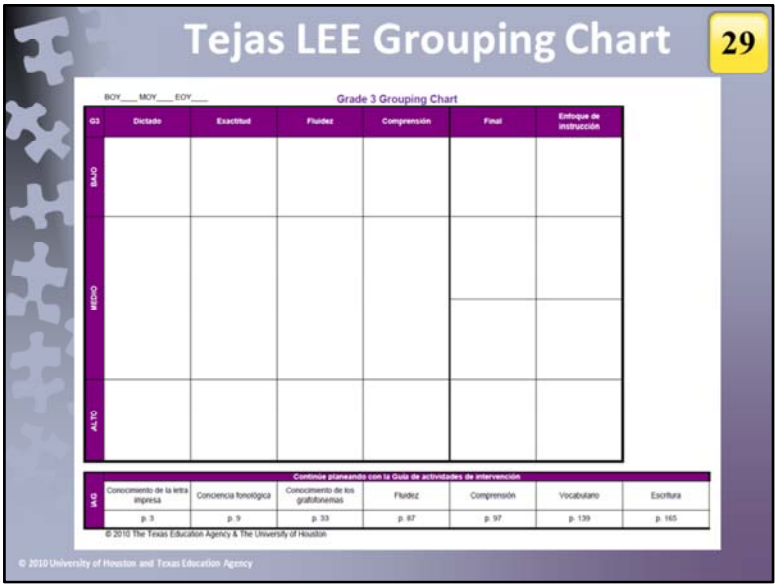
✓☆CLICK

The four arrows point to the scores that require intervention. However, since the Reading Accuracy reflects an overall score that encompasses the reading of two stories, We should also look at whether the student missed one or both and what kind of story each was (At BOY, Story 1 is Narrative, Story 2 is Expository).

Key Points

- In this example, 4 students scored NI in sections 1 Reading Accuracy. They will need intervention in this skill.
- Since the Reading Accuracy = reflects an overall score that encompasses the reading of two stories, We should also look at whether the student missed one or both.

Notes



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.

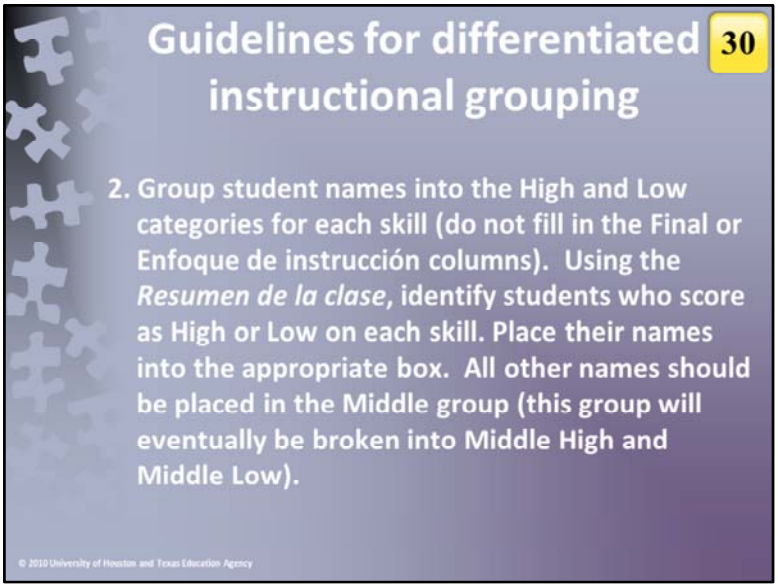
Now that we have introduced our grouping chart we can continue to the next guideline for differentiated instructional grouping.

For the moment, we are going to skip the first column, "Dictado" (spelling) and start with the second one, "Exactitud" (Accuracy). We will come back to Spelling at the end of the grouping process.

Key Points

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

Notes



DO:
Walk participants through this slide.

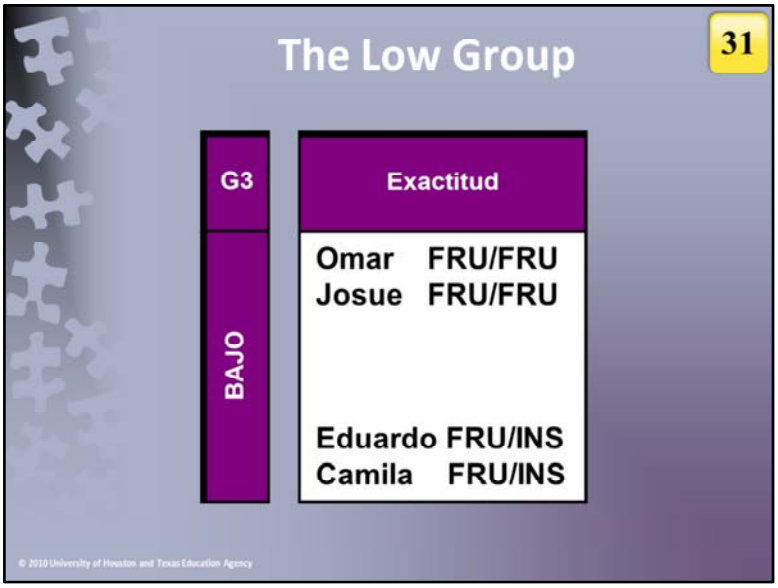
SAY:
When creating your intervention groups, your lowest group should have no more than 5-6 members. In a case, where more than 5-6 students are NI in a skill, we want to focus on those students who have the greatest need. This can be determined by looking at their raw scores. Those who are slightly 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 Reading Accuracy (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



DO:
Ensure that everyone understands why we placed these students into the Low Group for Accuracy. There are 4 students NI in this skill. Also note that we have placed the actual Accuracy scores on both stories next to each student's name. This is because, the instructional needs of a student with FRU scores on both stories will be very different from a student FRU on only one story, even though both of them will be NI in this particular skill.

Also have participants note that Omar and Josue are separated from Eduardo and Camila. Their needs are greater and the teacher may need to dedicate more time or more intensive interventions with these two students to help them in this skill.

Key Points

- These students were chosen for the low group because they had the NI scores in Section 1 Reading Accuracy.
- Include the students' raw scores as they give you additional information as to each student's relative knowledge of a particular skill.

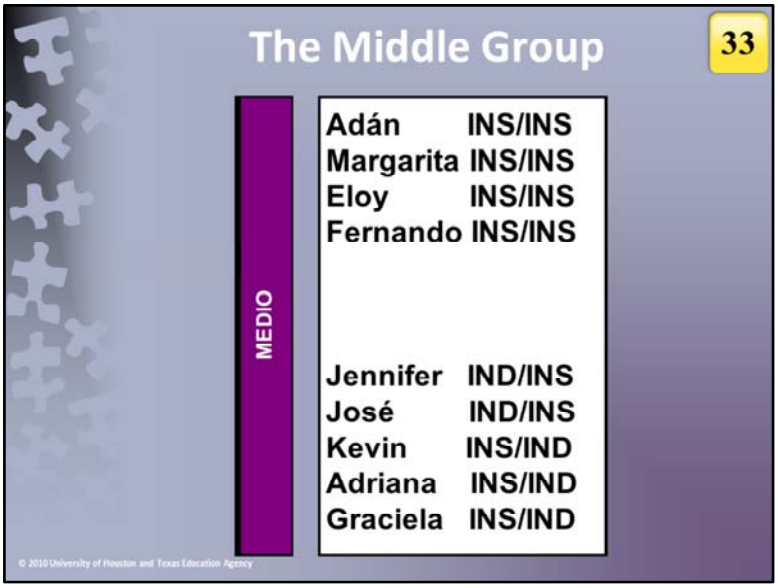
Notes

DO:
Ensure that everyone understands why we placed these students into the High Reading Accuracy Group.

Key Points

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

Notes



SAY:
In our example class, there are only sixteen students. The Middle Group is comprised of students who have high accuracy scores in the Instructional range. If in a class, if there are more than 5-6 FRU students, the Low Group will limited to the neediest ones, while some students NI in Accuracy (those with only one FRU score) will be placed in the Middle Group. This will allow the teacher to have a maximum impact on the students who need the intervention most by limiting the number in the NI group.

Also note that we did not place the middle group students in the middle, but intentionally bunched them toward the top and bottom. This is because, although these students are in the "middle", some have weaker skills and are closer to the LOW group while others have stronger skills.

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 one or two accuracy scores at the Instructional Level. Although they were D, they were not as strong readers as those who scored Independent level on both stories
- 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

34

G3	Dictado	Exactitud	Fluidez	Comprensión	Final	Enfoque de instrucción
BAJO		Omar FRU/FRU Josue FRU/FRU Eduardo FRU/INS Camila FRU/INS				
MEDIO		Adán INS/INS Margarita INS/INS Eloy INS/INS Fernando INS/INS Jennifer INS/INS José IND/INS Kevin INS/IND Adriana INS/IND Graciela INS/IND				
ALTO		Luis IND/IND Eddie IND/IND Jason IND/IND				

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SAY:
This screen shot shows all three of the groups for the Accuracy column.

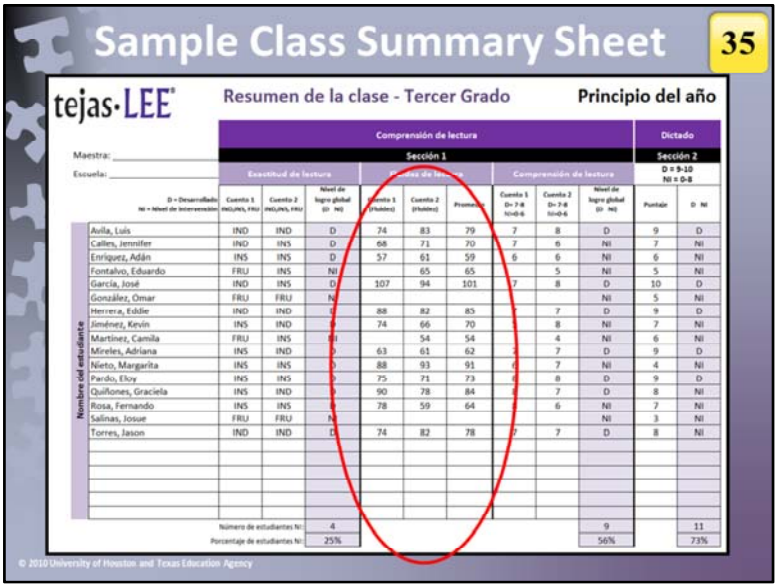
DO:
Draw participants attention to the MEDIO box for the Exactitud column. The students here have further been divided. The students closer to the BAJO group have INS scores for both stories, while those closer to the ALTO group have one INS and one IND score. The ALTO group has IND scores for both stories.

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.

Key Points

- Based on their results on Reading Accuracy, we have placed students into low, medium, and high groups.

Notes



Sample Class Summary Sheet

35

tejas·LEE

Resumen de la clase - Tercer Grado

Principio del año

Maestra: _____

Escuela: _____

D = Desarrollado NI = Nivel de intervención	Comprensión de lectura									Dictado	
	Sección 1									Sección 2	
	Exactitud de lectura			Fluidez de lectura			Comprensión de lectura			D = 9-10 NI = 0-8	
Nombre del estudiante	Cuento 1 (IND,INS,FRU)	Cuento 2 (IND,INS,FRU)	Nivel de logro global (D NI)	Cuento 1 (Palabras)	Cuento 2 (Palabras)	Promedio	Cuento 1 D= 7-8 NI=0-6	Cuento 2 D= 7-8 NI=0-6	Nivel de logro global (D NI)	Puntaje	D NI
Avila, Luis	IND	IND	D	74	83	79	7	8	D	9	D
Calles, Jennifer	IND	INS	D	68	71	70	7	6	NI	7	NI
Enriquez, Adán	INS	INS	D	57	61	59	6	6	NI	6	NI
Fontalvo, Eduardo	FRU	INS	NI		65	65		5	NI	5	NI
García, José	IND	INS	D	107	94	101	7	8	D	10	D
González, Omar	FRU	FRU	NI						NI	5	NI
Herrera, Eddie	IND	IND	D	88	82	85		7	D	9	D
Jiménez, Kevin	INS	IND	D	74	66	70		8	NI	7	NI
Martinez, Camila	FRU	INS	NI		54	54		4	NI	6	NI
Mireles, Adriana	INS	IND	D	63	61	62	7	7	D	9	D
Nieto, Margarita	INS	INS	D	88	93	91	6	7	NI	4	NI
Pardo, Eloy	INS	INS	D	75	71	73	6	8	D	9	D
Quiñones, Graciela	INS	IND	D	90	78	84	8	7	D	8	NI
Rosa, Fernando	INS	INS	D	78	59	64		6	NI	7	NI
Salinas, Josue	FRU	FRU	NI						NI	3	NI
Torres, Jason	IND	IND	D	74	82	78	7	7	D	8	NI
Número de estudiantes NI:			4						9		11
Porcentaje de estudiantes NI:			25%						56%		73%

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SAY:

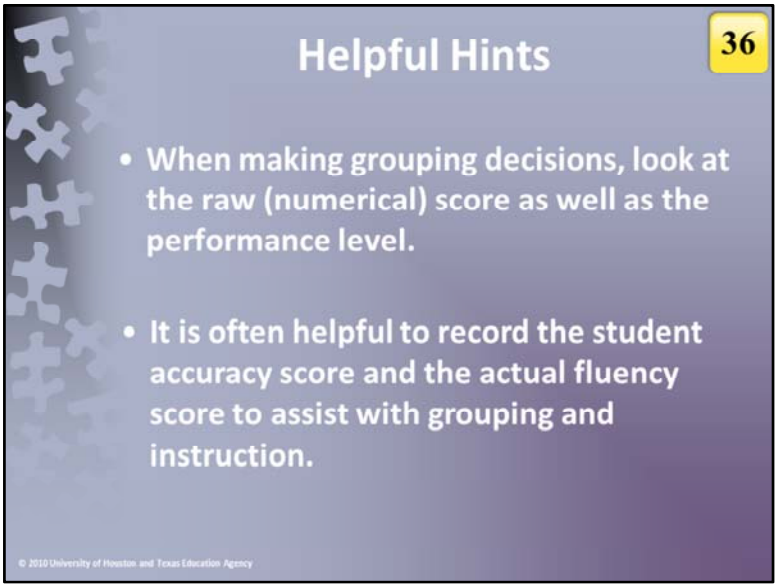
We now look at the next column for which there is an NI performance standard—Fluency. Here, you will want to look at the overall scores and the individual story scores. Each class will be different. For example, if very few or no students have missing fluency scores (due to poor reading accuracy), the NI group may consist of those students who read both stories, but at a lower rate.. However, if many students struggled with reading accuracy, you may need to only include those who lack a fluency score on both stories in your low group and place those with only one score into the middle group.

In determining your fluency groups, you may also want to consider taking into account other skills not assessed on the Tejas LEE, such as chunking, expression and prosody.

Key Points

- When grouping students in the fluency section, note that students with poor accuracy (score of FRU) will be missing one or both fluency scores
- Look at both the individual scores as well as the overall average in determining fluency grouping
- You may also wish to take into account other elements of fluency not evaluated by the Tejas LEE (chunking, expression, prosody)

Notes



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.

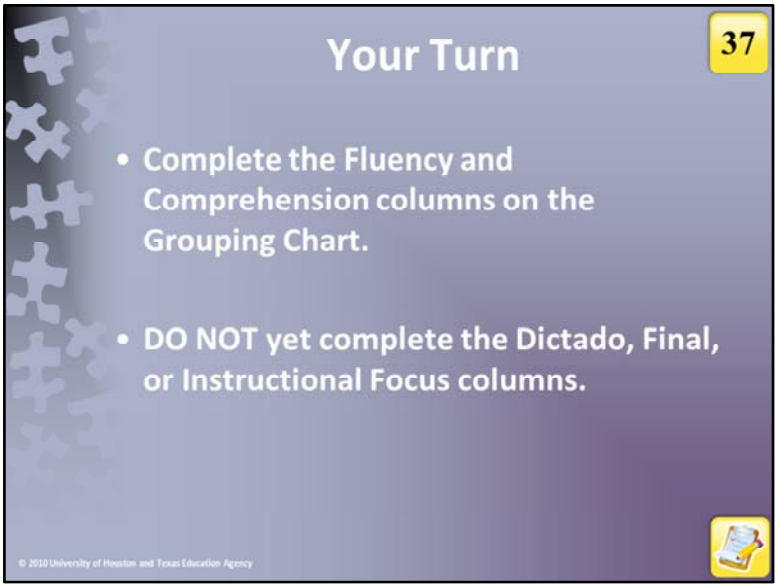
Don't only look at the performance level score (D, NE, NI). Look also at the raw (numerical) score. There is a large difference between a student with a raw score of zero on a task (no knowledge of the skill) and one who's score is 8 on the Spelling task—still NI, but only one point away from a D score on this skill.

Also, when you are grouping students for the fluency and comprehension columns, you may find it useful to record some additional information next to student names. In the Comprehension column, you may wish to note the student scores on both stories (for example 4/6) 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 the Fluency and Comprehension columns, teachers may find it useful to include additional information next to students' names (i.e. actual accuracy levels, fluency rates)

Notes



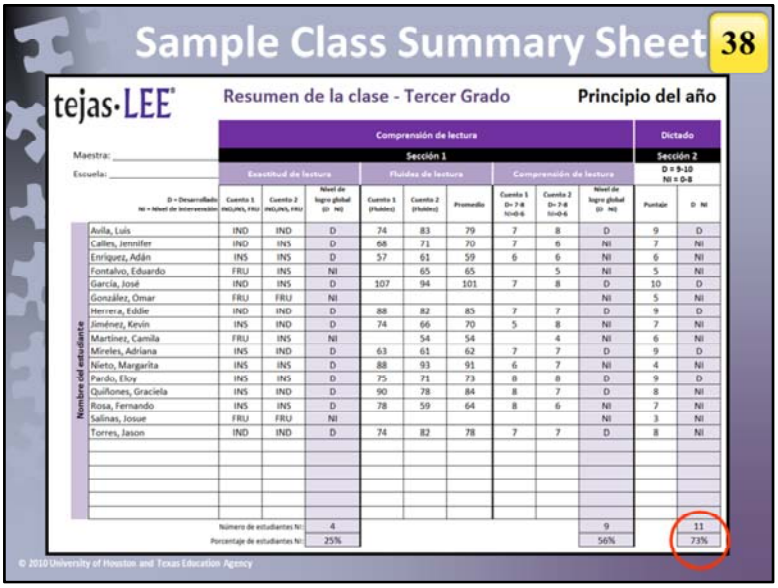
DO:

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

Key Points

- Have participants complete the columns up to and including Fluency
- 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

tejas·LEE

Resumen de la clase - Tercer Grado

Principio del año

Maestra: _____

Escuela: _____

Nombre del estudiante	Comprensión de lectura – Sección 1 – Exactitud de lectura: Cuento 1 (IND/INS/NI, FRU)	Cuento 2 (IND/INS/NI, FRU)	Nivel de logro global (D NI)	Fluidez de lectura: Cuento 1 (Palabras)	Cuento 2 (Palabras)	Promedio	Comprensión de lectura: Cuento 1 (D= 7-8 NI=0-6)	Cuento 2 (D= 7-8 NI=0-6)	Nivel de logro global (D NI)	Dictado – Sección 2 (D = 9-10, NI = 0-8): Puntaje	D NI
Avila, Luis	IND	IND	D	74	83	79	7	8	D	9	D
Calles, Jennifer	IND	INS	D	68	71	70	7	6	NI	7	NI
Enriquez, Adán	INS	INS	D	57	61	59	6	6	NI	6	NI
Fontalvo, Eduardo	FRU	INS	NI		65	65		5	NI	5	NI
García, José	IND	INS	D	107	94	101	7	8	D	10	D
González, Omar	FRU	FRU	NI						NI	5	NI
Herrera, Eddie	IND	IND	D	88	82	85	7	7	D	9	D
Jiménez, Kevin	INS	IND	D	74	66	70	5	8	NI	7	NI
Martinez, Camila	FRU	INS	NI		54	54		4	NI	6	NI
Mireles, Adriana	INS	IND	D	63	61	62	7	7	D	9	D
Nieto, Margarita	INS	INS	D	88	93	91	6	7	NI	4	NI
Pardo, Eloy	INS	INS	D	75	71	73	8	8	D	9	D
Quiñones, Graciela	INS	IND	D	90	78	84	8	7	D	8	NI
Rosa, Fernando	INS	INS	D	78	59	64	8	6	NI	7	NI
Salinas, Josue	FRU	FRU	NI						NI	3	NI
Torres, Jason	IND	IND	D	74	82	78	7	7	D	8	NI
Número de estudiantes NI:			4						9		11
Porcentaje de estudiantes NI:			25%						56%		73%

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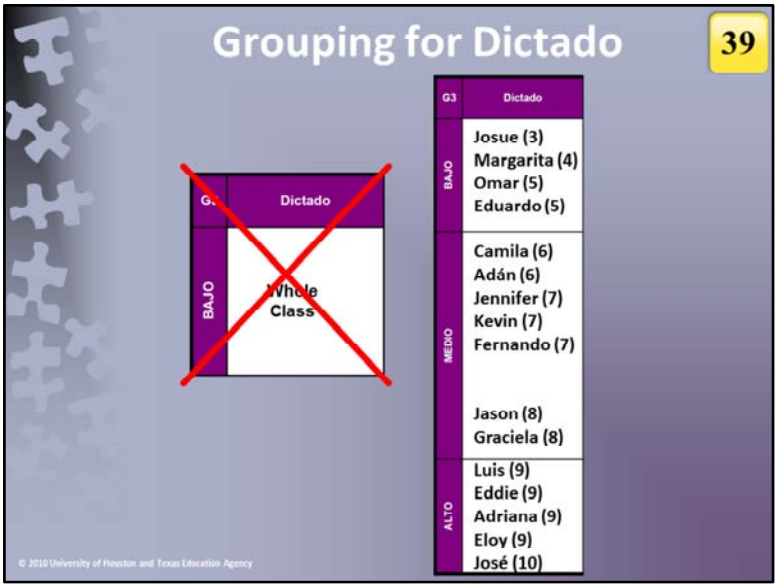
SAY:
Looking at the final Section for which there is an NI performance level (Dictado/Spelling), we find that the percentage of the class NI is 73%. This indicates that this skill should be taught as a whole group activity, rather than in small group.

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

Key Points

- Spelling is the last section on the Third Grade assessment
- In this class, 73% of the students scored NI in Spelling.
- It is recommended that this skill be taught whole group.

Notes



SAY:
One way to represent this column is by simply writing "WHOLE GROUP" in the box for Spelling. While it is true that this teacher should address spelling 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. Remind them of the following:

ACCURACY (Exactitud): We have grouped students by their relative accuracy scores: (FRU/FRU) indicating a very poor or possible non-reader, (INS/FRU) indicating some 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. 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

- Teachers can choose to either write whole group in the Comprehension column or break down their students into low, middle, and high groups.

Notes

Final BOY Skill Grouping

40

G3	Dictado	Exactitud	Fluidez	Comprensión	Final	Enfoque de instrucción
BAJO	Josue (3) Margarita (4) Omar (5) Eduardo (5)	FRU/FRU Omar Josue FRU/INS Eduardo Camila	FRU/FRU Omar Josue One Story Camila --/54 Eduardo --/65	N/A Omar Josue One Story Camila --/4 Eduardo --/5		
MEDIO	Camila (6) Adán (6) Jennifer (7) Kevin (7) Fernando (7) Jason (8) Graciela (8)	INS/INS Adán Margarita Eloy Fernando INS/IND Jennifer José Kevin Adriana Graciela	Two stories Margarita 59 Adán 62 Fernando 64 Jennifer 70 Kevin 70 Eloy 73 Jason 78 Luis 79	NI/NI Adán 6/6 NI/D Kevin 5/8 Margarita 6/7 Jennifer 7/6 Fernando 8/6		
ALTO	Luis (9) Eddie (9) Adriana (9) Eloy (9) José (10)	IND/IND Luis Eddie Jason	Graciela 84 Eddie 85 Adriana 91 José 101	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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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.

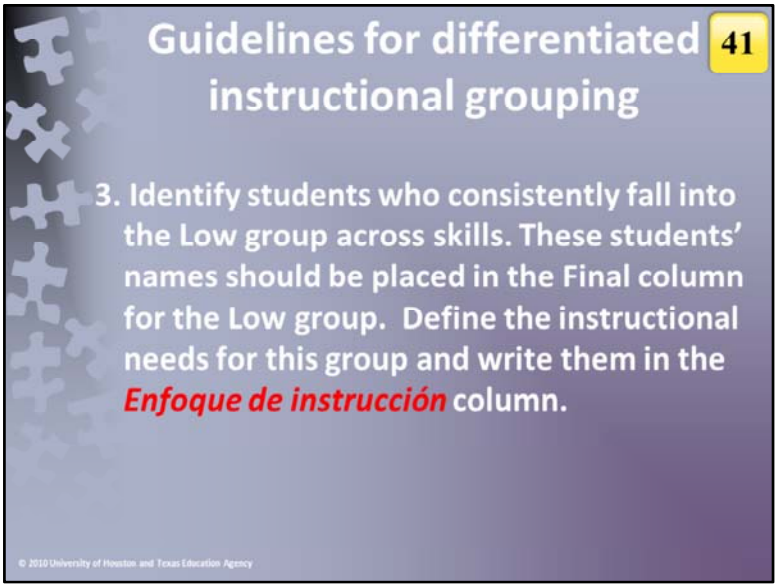
NOTE TO PRESENTER:

On the fluency section, Adán was not placed with the high fluency group despite his score of 91 plcpm. This is because, despite his high rate, his comprehension was not strong. The teacher felt that Adán should work on fluency skills such as chunking text and reading with expression and she would be working on those skills in the middle group.

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



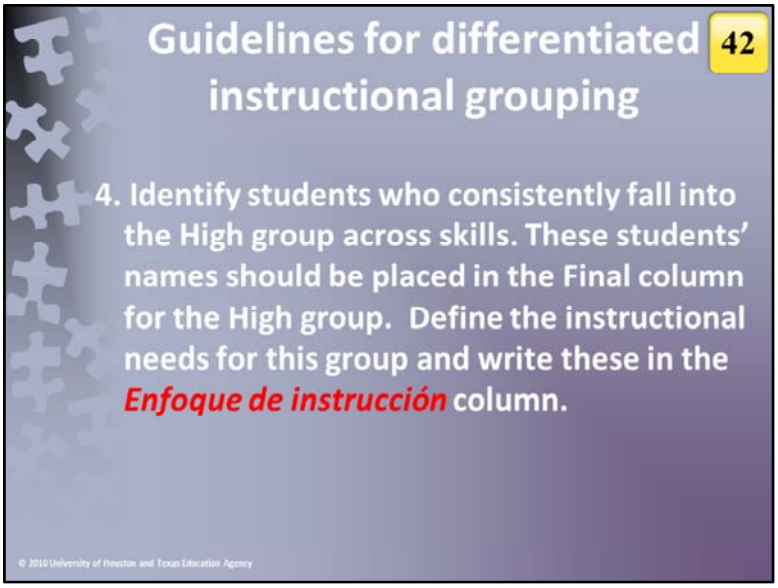
DO:
Paraphrase slide.

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

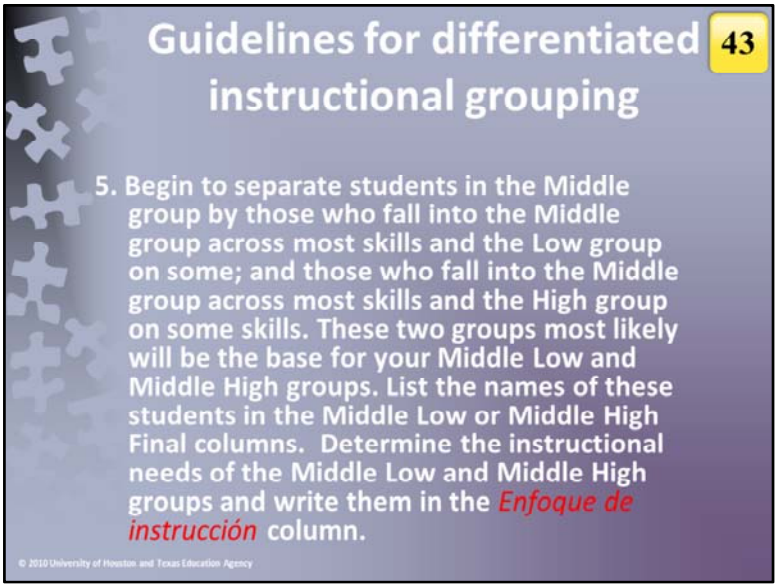


DO:
Paraphrase slide.

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

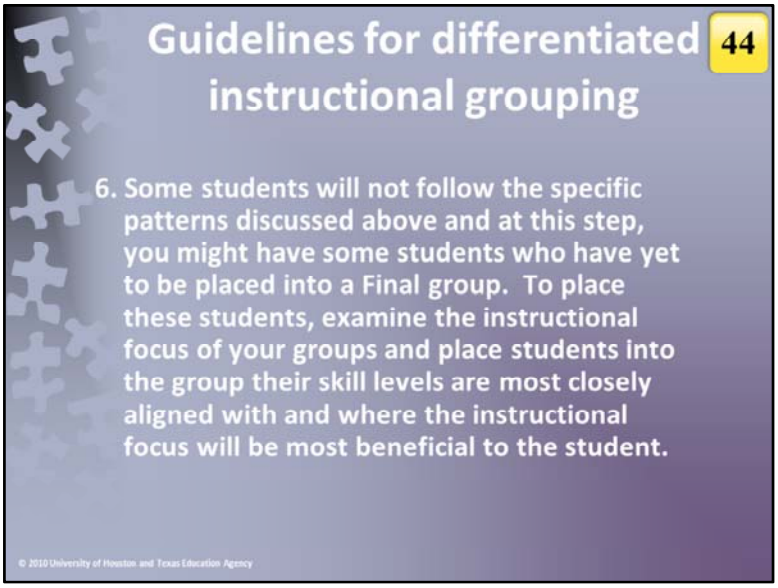


DO:
Paraphrase slide.

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

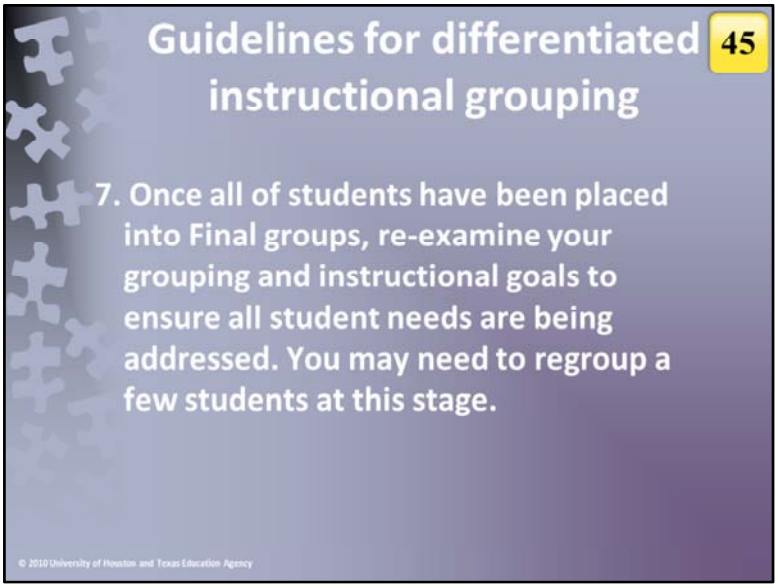


DO:
Paraphrase slide.

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



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

G3	Dictado	Exactitud	Fluidez	Comprensión	Final	Enfoque de instrucción
BAJO	Josue (3) Margarita (4) Omar (5) Eduardo (5)	FRU/FRU Omar Josue FRU/INS Eduardo Camila	FRU/FRU Omar Josue One Story Camila --/54 Eduardo --/65	N/A Omar Josue One Story Camila --/4 Eduardo --/5		
MEDIO	Camila (6) Adán (6) Jennifer (7) Kevin (7) Fernando (7) Jason (8) Graciela (8)	INS/INS Adán Margarita Eloy Fernando INS/IND Jennifer José Kevin Adriana Graciela	Two stories Margarita 59 Adán 62 Fernando 64 Jennifer 70 Kevin 70 Eloy 73 Jason 78 Luis 79	NI/NI Adán 6/6 NI/D Kevin 5/8 Margarita 6/7 Jennifer 7/6 Fernando 8/6		
ALTO	Luis (9) Eddie (9) Adriana (9) Eloy (9) José (10)	IND/IND Luis Eddie Jason	Graciela 84 Eddie 85 Adriana 91 José 101	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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SAY:
This information is then transferred onto the grouping sheet in the Final column.

Key Points

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.

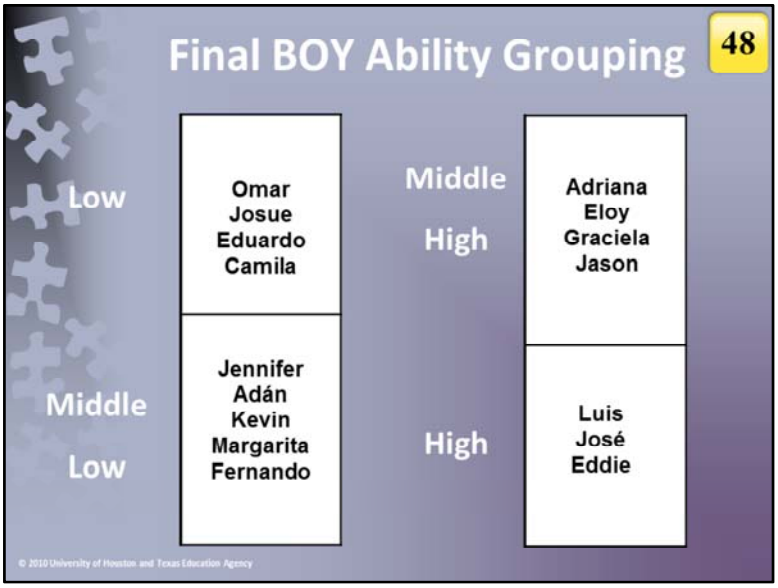
Ask for a volunteer to come up to the front and share their final grouping . You may want to have the teacher write out their final grouping on a chart table.t Encourage participants to discuss how their groups differed from the one shared or from others at their tables. Each table should be given the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

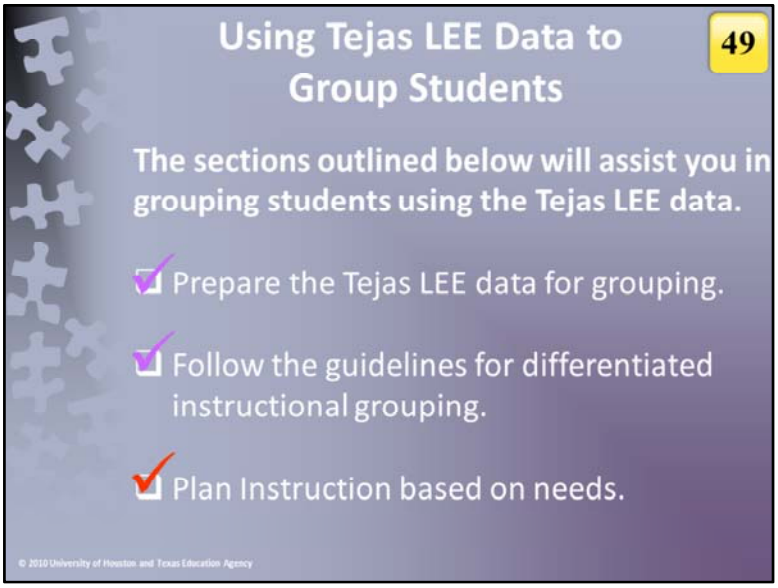


SAY:
This is <u>one</u> example of how to group this particular class. Your final groups may differ somewhat from what is shown here.

Key Points

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

Notes



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

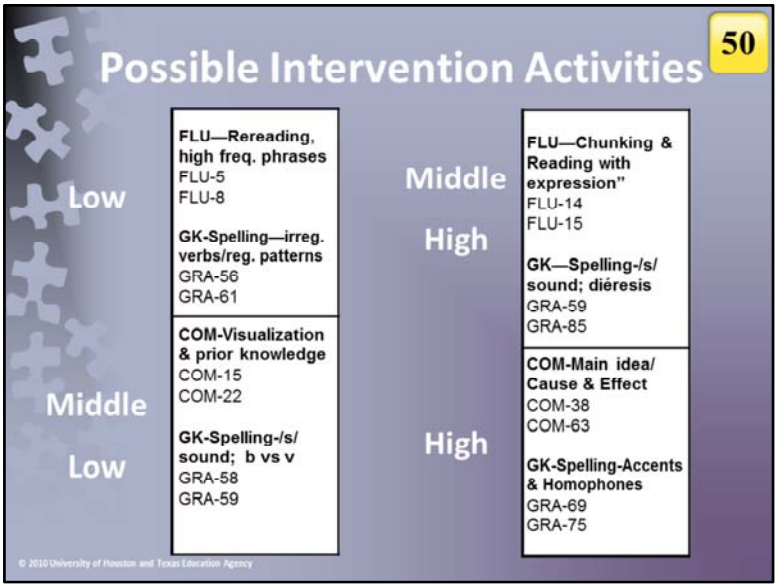
You would accomplish this by going into the Tejas LEE Intervention Activities Guide and pulling activities that addressed the needs you identified in the instructional focus columns. The table at the bottom of the Grouping Chart serves as a quick reference of where to go in the IAG for different reading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



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 accuracy and fluency, thus high frequency phrases and re-reading. They also need help in identifying regular spelling patterns and spelling of common but irregular verbs (ir, hacer, ser)

MIDDLE LOW GROUP—Teacher chose to help them with visualization and how to use prior knowledge to assist with comprehension. For spelling, she decided to work on common letter confusions.

MIDDLE HIGH GROUP—Work on fluency skills of chunking and reading with expression to assist comprehension. In spelling, work on common letter confusions, direresis

HIGH GROUP—Work on high level comprehension skills—main idea & Cause and effect. For spelling, work on homophones and accents.

Key Points

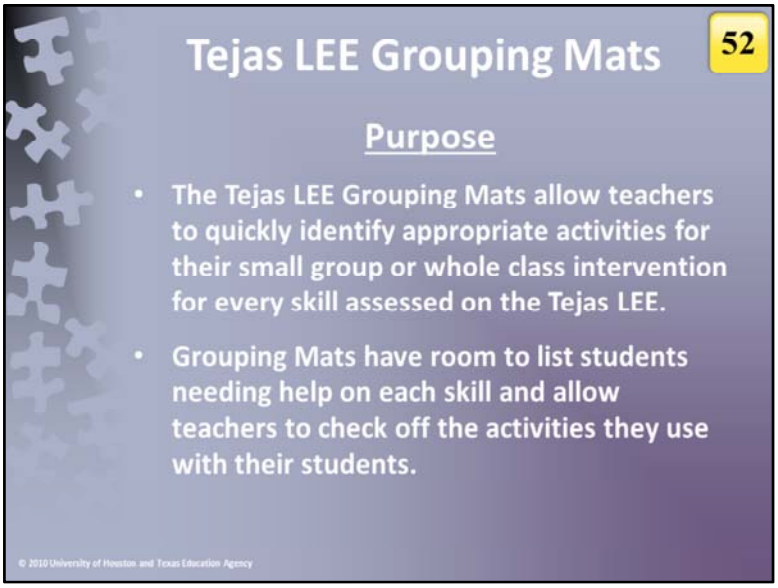
- This slide shows possible instructional foci for each of our 4 groups.

Notes

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

Key Points

Notes

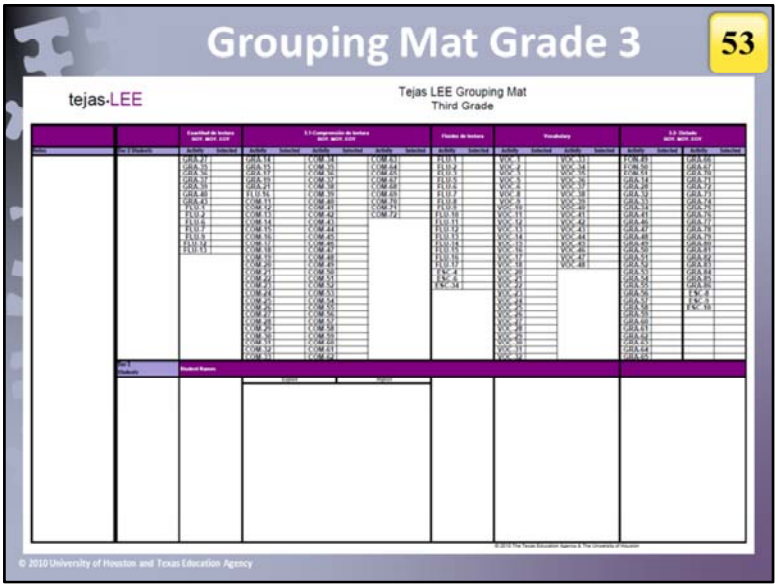


DO:
Paraphrase slide.

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

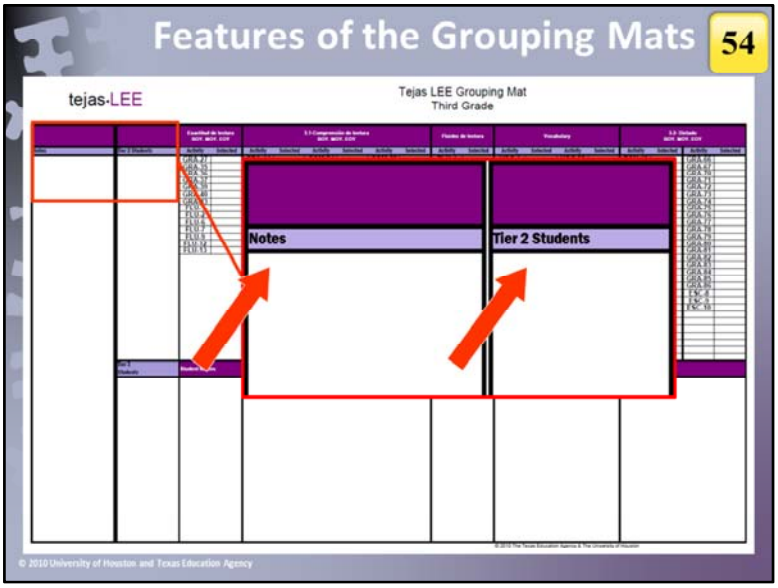


SAY:
Remember, at the beginning of this presentation we said there were two ways to group using your Tejas LEE results. Now we're going to learn how to do skill specific grouping using the Tejas LEE Grouping Mats.

Key Points

- The Tejas LEE Grouping Mats are used for skill specific grouping.

Notes



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…

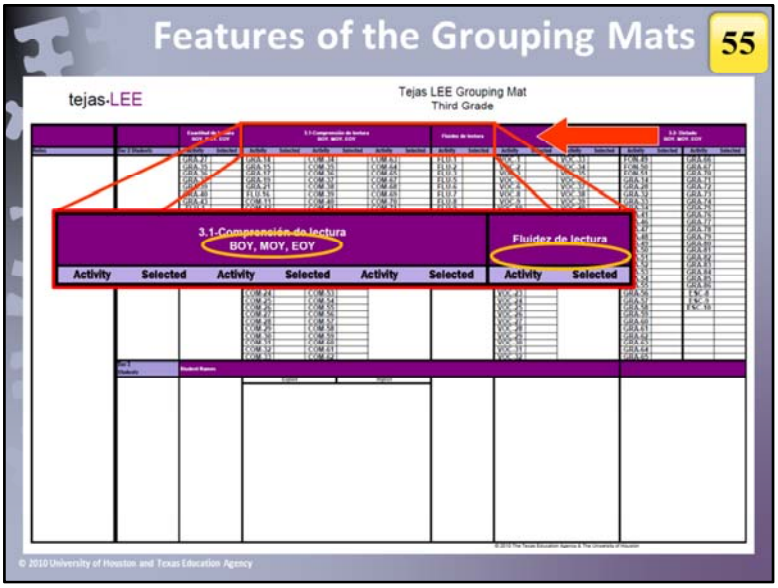
✓☆**CLICK**

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

Key Points

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

Notes



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).

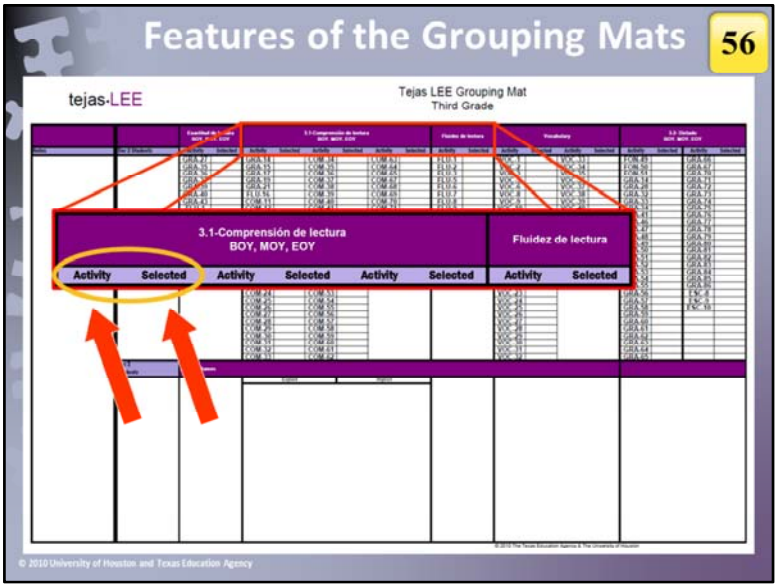
✓☆CLICK

For 3.1, Reading Comprehension, there is an intervention level (NI) for BOY, MOY and EOY, but for Reading Fluency, there are no performance standards.

Key Points

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

Notes



This slide has 1 ✓☆CLICK of animation.

SAY:
There are two sub-columns under each task.

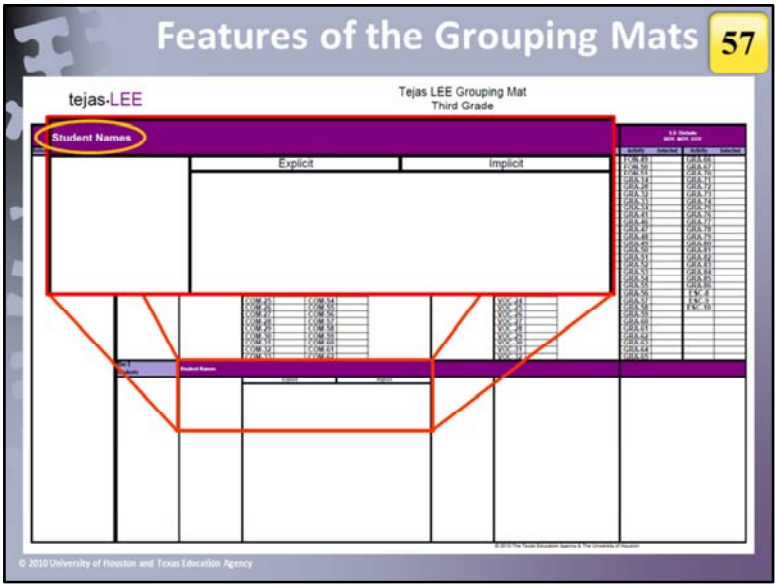
✓☆CLICK

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.

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.

Notes



This slide has 1 ✓☆CLICK of animation.

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

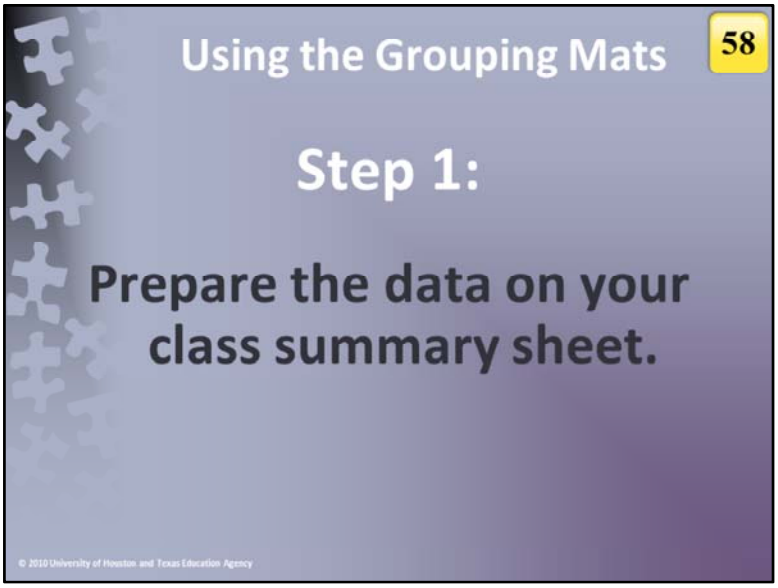
✓☆CLICK

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.

Key Points

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

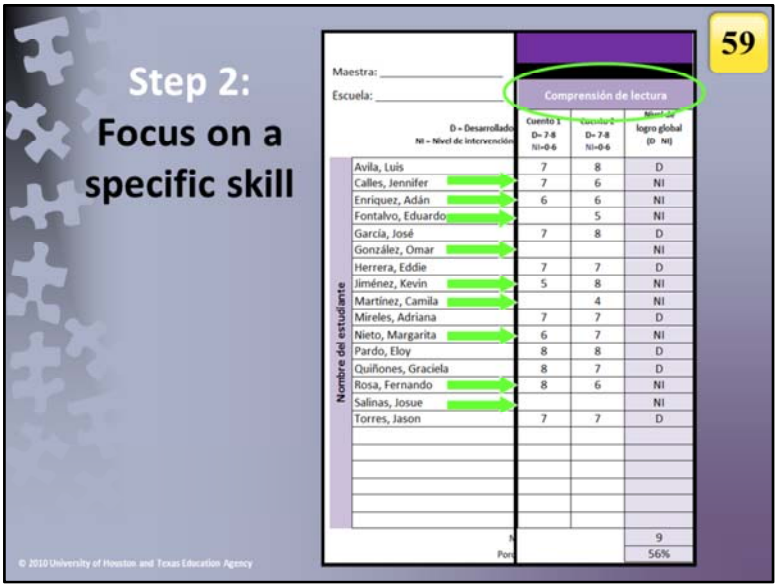
Notes



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



This slide has 2 ✓☆CLICKS of animation.

SAY:
First, we focus in on a specific skill. For example, let's take a look at part of Section 1, Comprensión de lectura.

✓☆**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…

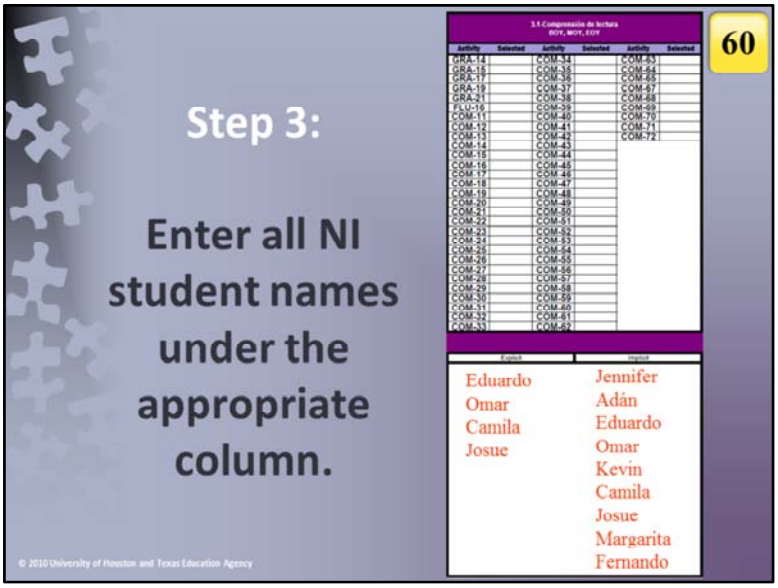
✓☆**CLICK**

Jennifer, Adán, Eduardo, Omar, Kevin, Camila, Margarita, Fernando and Josue.

Key Points

- Highlight the students who scored NI on each skill.
- In this example, 9 students scored NI on Section 1, Comprehension.

Notes



This slide has 1 ✓☆CLICK of animation.

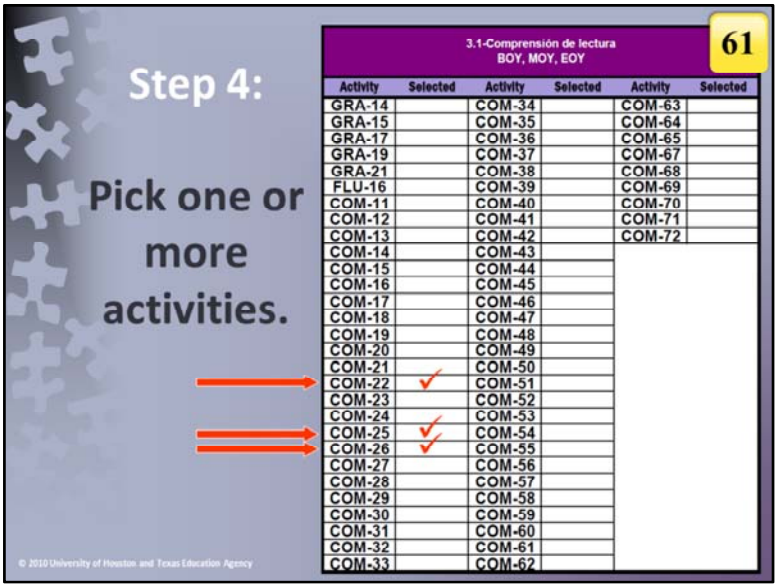
SAY:
We now take the names from the previous slide and write their names in the appropriate place on the Grouping Mat. Since Tejas LEE comprehension questions are identified as explicit and implicit, we can further pinpoint the instructional needs of the students. In our example, the teacher found that only 4 students needed intervention on explicit questions, but all nine required extra instruction on implicit questions. 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.

DO:
✓☆**CLICK**

Key Points

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

Notes



Activity	Selected	Activity	Selected	Activity	Selected
GRA-14		COM-34		COM-63	
GRA-15		COM-35		COM-64	
GRA-17		COM-36		COM-65	
GRA-19		COM-37		COM-67	
GRA-21		COM-38		COM-68	
FLU-16		COM-39		COM-69	
COM-11		COM-40		COM-70	
COM-12		COM-41		COM-71	
COM-13		COM-42		COM-72	
COM-14		COM-43			
COM-15		COM-44			
COM-16		COM-45			
COM-17		COM-46			
COM-18		COM-47			
COM-19		COM-48			
COM-20		COM-49			
COM-21		COM-50			
COM-22	✓	COM-51			
COM-23		COM-52			
COM-24		COM-53			
COM-25	✓	COM-54			
COM-26	✓	COM-55			
COM-27		COM-56			
COM-28		COM-57			
COM-29		COM-58			
COM-30		COM-59			
COM-31		COM-60			
COM-32		COM-61			
COM-33		COM-62			

This slide has 1 ✓☆CLICK of animation.

DO:
If available, have the teachers look at the section 3.1 of the Third 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 "Comprensión de lectura". You may wish to have teachers discuss which they would use. Help guide the conversation to include that comprehension is a very broad skill. Deficits in comprehension may be a result of weak foundation skills or may be a result of inadequate student knowledge of comprehension strategies. Teachers will need to keep this in mind when selecting activities. In our sample class, our teacher thought that all students would benefit from some direct instruction in Visualization and Self Monitoring strategies.

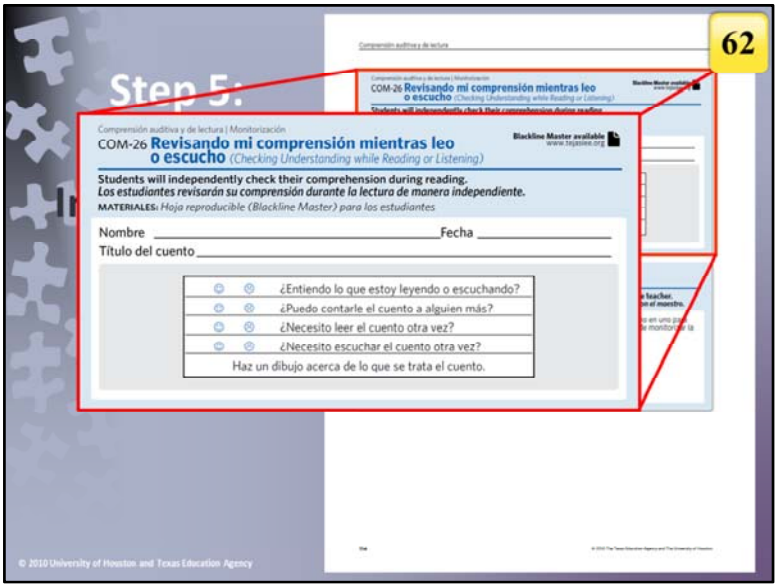
SAY:
Let's see which 3 activities this teacher selected to intervene with the nine students who need help with this skill and take a closer look at one of the activities.

DO:
✓☆**CLICK**

Key Points

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

Notes



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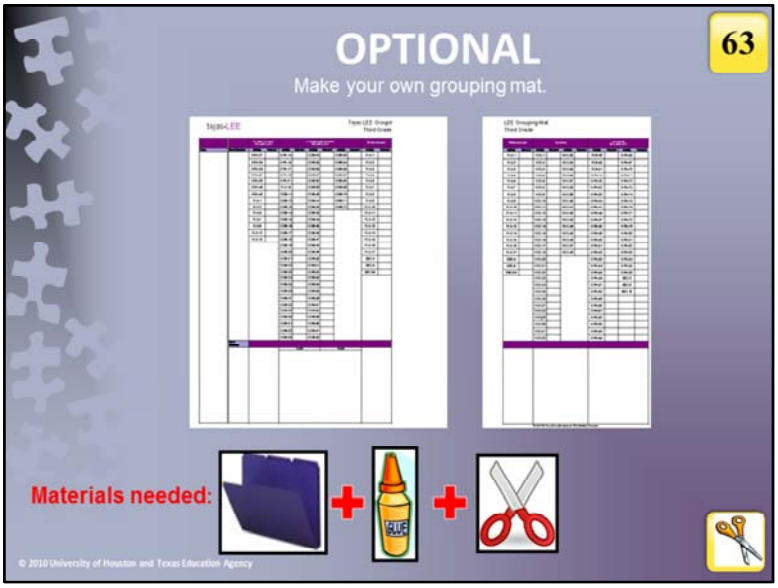
SAY:
COM-26 was one of the activities chosen. Let's take a closer look at this activity.

DO:
✓☆CLICK
Briefly explain activity to participants.

Key Points

Notes



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 purple colored folder (letter sized)
2. Color copies of the Third 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.

Key Points

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

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