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Module Contents

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- The Tejas LEE Grouping Mats

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Tejas LEE Website

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Tejas LEE Grouping Materials

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Grouping allows you to make efficient use of instructional time.

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[illegible]

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			Conocimiento de los grafonemas	
			Sección 2	
Comprensión de lectura			Dictado	
Cuento 1	Cuento 2	Nivel de logro global	D: 9-10 NI: 0-8	
D: 7-8 NI: 0-6	D: 7-8 NI: 0-6	D/NI	Puntaje	D/NI

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Reading Comprehension Information

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Comprensión de lectura								
Sección 1								
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

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Features of the Automated Class Summary Sheet

Instrucciones

Principio

Medio

Final

Gráficas

tejas LEE - Tercer grado

Generales

- Primero, oprima File → Save As... y archive con nuevo nombre.
- Use los botones en el lado izquierdo de la pantalla para navegar.
- Al ingresar datos, las células son grises:
 - Esto significa que no se debe ingresar datos.
- Si Ud. ve una célula con datos y la célula es gris, borre los datos o revise la información adjunta. El gris indica que no debe de haber datos en la célula.
- Al ingresar datos, otras células "se abrirán" así:

Principio del año

- Ingrese el nombre de cada estudiante.

Medio y final del año

- Estudiantes que tomaron la administración previa aparecerán automáticamente. Elija Sí o No en la columna a la izquierda del nombre del estudiante para confirmar que tomaron el Tejas LEE en esta administración.
- Si un estudiante no tomó la administración previa, pase a la primera línea en blanco y elija Sí debajo de ¿Administrado Medio (Final) del año? para "abrir" las células. Luego, ingrese el nombre y los datos.
- Si necesita agregar un estudiante nuevo en MOY o EOY, siempre use una línea nueva. Nunca utilice la línea de un estudiante que se ha retirado de su clase debido a que esto causará errores en los datos.

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BOY View

tejas LEE - Tercer grado - Principio del año

Maestro(a): Ms. Fonseca

Escuela: Medina Elementary

Fecha: Sept. 2010

Nombre del estudiante

Mario A

Carla A

Carlos B

Exactitud de lectura

D=IND o INS
NI=FRU

Cuento 1 (IND-INS-FRU)	Cuento 2 (IND-INS-FRU)	Nivel de logro global (D, NI)
IND	INS	D
IND	FRU	NI
IND	INS	D

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MOY View

tejas LEE - Tercer grado - Mitad del año

Maestro(a): Ms. Fonseca

Escuela: Medina Elementary

Fecha: _____

Administrado
mitad del año?

SI

SI

SI

NO

Nombre del estudiante

Mario A

Carla A

Carlos B

Exactitud de lectura

D=IND o INS
NI=FRU

Cuento 1 (IND-INS-FRU)	Cuento 2 (IND-INS-FRU)	Nivel de logro global (D, NI)
IND	IND	D
FRU	INS	NI
INS	IND	D

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Additional Features

tejas LEE - Tercer grado - Principio del año

Maestro(a): Ms. Fonseca

Escuela: Medina Elementary

Fecha: Sept. 2010

Nombre del estudiante

Mario A

Carla A

Carlos B

Exactitud de lectura

D=IND o INS
NI=FRU

Cuento 1 (IND-INS-FRU)	Cuento 2 (IND-INS-FRU)	Nivel de logro global (D, NI)
IND	INS	D
IND	FRU	NI
IND	INS	D

Instrucciones

Principio

Miód

Final

Para imprimir

Tejas

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Printable View

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Para imprimir

tejas LEE - Tercer grado - Principio del año

Maestro(a): Ms. Fonseca

Escuela: Medina Elementary

Fecha: Sept. 2010

Nombre del estudiante

Mario A

Carla A

Carlos B

Exactitud de lectura

D=IND o INS

N=FRU

Cuento 1 (IND-INS-FRU)	Cuento 2 (IND-INS-FRU)	Nivel de logro global (D, NI)
IND	INS	D
IND	FRU	NI
IND	INS	D

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Additional Features

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Comprensión de la lectura

Sección 1

Exactitud de lectura			Fluidez de lectura			Comprensión de lectura		
D=IND o INS						D=7-8		
N=FRU						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)
IND	INS	D	78	84	81	6	7	NI
IND	FRU	NI	101		101	7		NI
IND	INS	D	94	83	89	8	7	D

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Branching Features

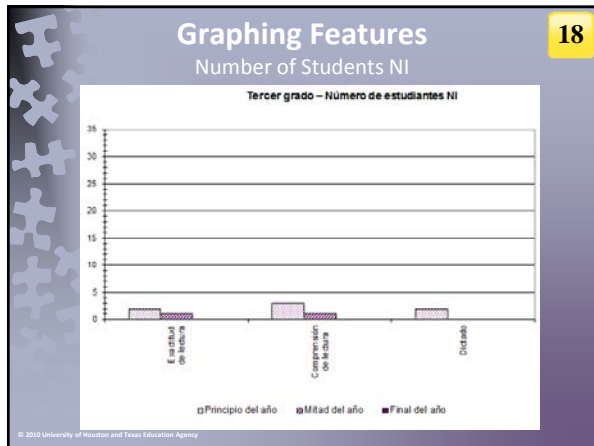
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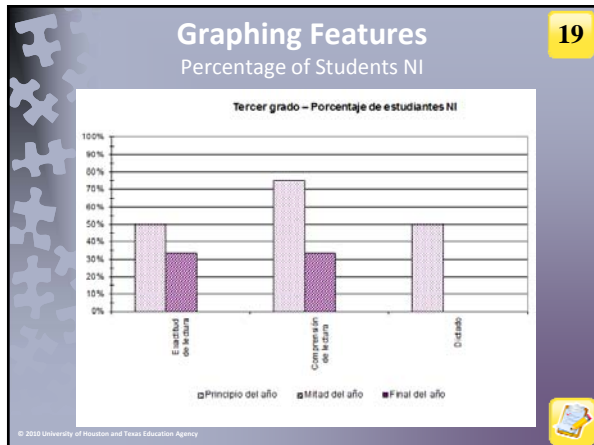
Comprensión de la lectura

Sección 1

Exactitud de lectura			Fluidez de lectura			Comprensión de lectura		
D=IND o INS						D=7-8		
N=FRU						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)
IND	INS	D	78	84	81	6	7	NI
IND	FRU	NI	101		101	7		NI

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Grouping: Converting Results into Effective Instruction

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- General Ability Grouping
- Skill Specific Grouping

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Guidelines for differentiated instructional grouping

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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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Sample Class Summary Sheet

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Comprensión de lectura												Distrito		
Sección 1												Sección 2		
Exactitud de lectura			Fluidez de lectura			Comprensión de lectura			Nivel de logro global		Porcentaje			
Cuadro 1	Cuadro 2	Nivel de logro global	Cuadro 1	Cuadro 2	Procedido	Cuadro 1	Cuadro 2	Procedido	Cuadro 1	Cuadro 2	Nivel de logro global	Porcentaje	D	NI
IND	IND	D	74	83	79	7	8	D	5	D				
IND	INS	D	68	71	70	7	6	NI	7	NI				
IND	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				
IND	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				
IND	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	1	NI				
IND	IND	D	74	82	78	7	7	D	8	NI				
Número de estudiantes NI: 4												25%		
Número de estudiantes NI: 9												56%		
Número de estudiantes NI: 73%														

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Sample Class Summary Sheet

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Comprensión de lectura												Distrito		
Sección 1												Sección 2		
Exactitud de lectura			Fluidez de lectura			Comprensión de lectura			Nivel de logro global		Porcentaje			
Cuadro 1	Cuadro 2	Nivel de logro global	Cuadro 1	Cuadro 2	Procedido	Cuadro 1	Cuadro 2	Procedido	Cuadro 1	Cuadro 2	Nivel de logro global	Porcentaje	D	NI
IND	IND	D	74	83	79	7	8	D	5	D				
IND	INS	D	68	71	70	7	6	NI	7	NI				
IND	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				
IND	IND	D	63	61	62	7	7	D	9	D				
INS	INS	D	88	93	91	6	7	NI	4	NI				
IND	IND	D	75	71	73	8	8	D	9	D				
INS	INS	D	90	78	84	8	7	D	8	NI				
INS	INS	D	78	59	64	8	6	NI	7	NI				
FRU	FRU	NI						NI	1	NI				
IND	IND	D	74	82	78	7	7	D	8	NI				
Número de estudiantes NI: 4												25%		
Número de estudiantes NI: 9												56%		
Número de estudiantes NI: 73%														

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Whole 66% or more
Small less than 66%

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Guidelines for differentiated instructional grouping

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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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The Low Group

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G3	Exactitud	
	Omar	FRU/FRU
BAJO	Josue	FRU/FRU
	Eduardo	FRU/INS
	Camila	FRU/INS

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The High Group

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ALTO	Luis	IND/IND
	Eddie	IND/IND
	Jason	IND/IND

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MEDI

Adán	INS/INS
Margarita	INS/INS
Eloy	INS/INS
Fernando	INS/INS

Jennifer	IND/INS
José	IND/INS
Kevin	INS/IND
Adriana	INS/IND
Graciela	INS/IND

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G3	Diciado	Exactitud	Fluidez	Comprensión	Final	Estrategias 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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Resumen de la clase - Tercer Grado

Principio del año

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Grouping for Dictado

G3	Dictado
BAJO	Josue (3)
	Margarita (4)
	Omar (5)
	Eduardo (5)
MEDIO	Camila (6)
	Adán (6)
	Jennifer (7)
	Kevin (7)
	Fernando (7)
ALTO	Jason (8)
	Graciela (8)
	Luis (9)
	Eddie (9)
	Adriana (9)
	Eloy (9)
	José (10)

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Final BOY Skill Grouping


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

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Guidelines for differentiated instructional grouping

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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Guidelines for differentiated instructional grouping

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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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Guidelines for differentiated instructional grouping

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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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Guidelines for differentiated instructional grouping

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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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Guidelines for differentiated instructional grouping

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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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Final BOY Ability Grouping

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Gr	Dictado	Exactitud	Fluidez	Comprensión	Final	Enfoque de instrucción
BAJO	Josue (3) Margarita (4) Omar (5)	FRU/FRU Omar Josue	FRU/FRU Omar Josue	N/A Omar Josue		
	Eduardo (5)	FRU/INS Eduardo Camila	One Story Camila --/54 Eduardo --/65	One Story Camila --/4 Eduardo --/5		
	Camila (6) Adán (6) Jennifer (7) Kevin (7) Fernando (7)	INS/INS Adán Margarita Eloy Fernando	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		
MEDIO	Jason (8) Graciela (8)	INS/IND Jennifer José Kevin Adriana Graciela				
	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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Group Activity

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Final BOY Ability Grouping 48

Low	Omar Josue Eduardo Camila	Middle High	Adriana Eloy Graciela Jason
	Jennifer Adán Kevin Margarita Fernando		Luis José Eddie
Middle Low		High	

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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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Possible Intervention Activities 50

Low	FLU—Rereading, high freq. phrases FLU-5 FLU-8 GK—Spelling—irreg. verbs/reg. patterns GRA-56 GRA-61 COM—Visualization & prior knowledge COM-15 COM-22 GK—Spelling-/s/ sound; b vs v GRA-58 GRA-59	Middle High	FLU—Chunking & Reading with expression" FLU-14 FLU-15 GK—Spelling-/s/ sound; diéresis GRA-59 GRA-85 COM—Main idea/ Cause & Effect COM-38 COM-63 GK—Spelling-Accents & Homophones GRA-69 GRA-75
	Middle Low		High

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[illegible]

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Prepare the data on your class summary sheet.

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[illegible]

OPTIONAL

Make your own grouping mat.

Materials needed:

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Step 6: Implement

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Questions & Answers

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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