



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 59 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:

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

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



Key Points



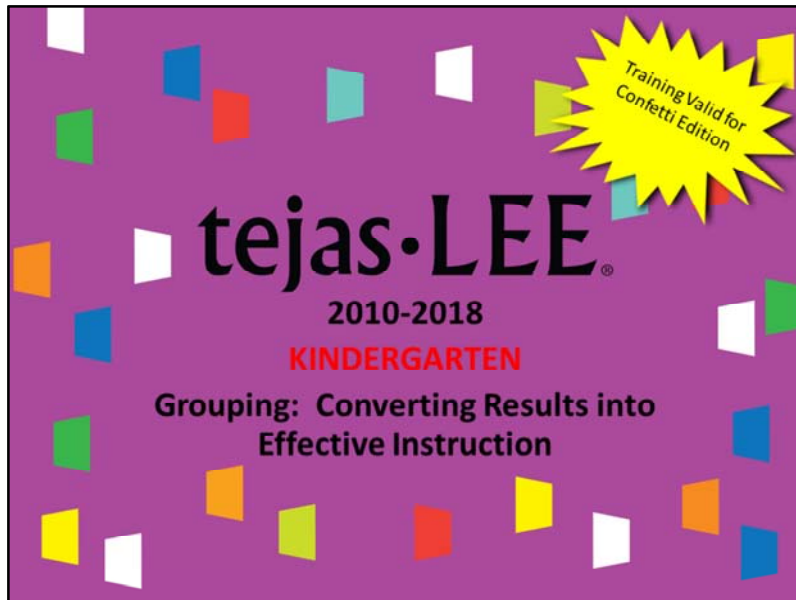
Note For Presenter

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

Be especially careful that you have clearly covered these points.



Notes



Key Points



Notes

Copyright Notification

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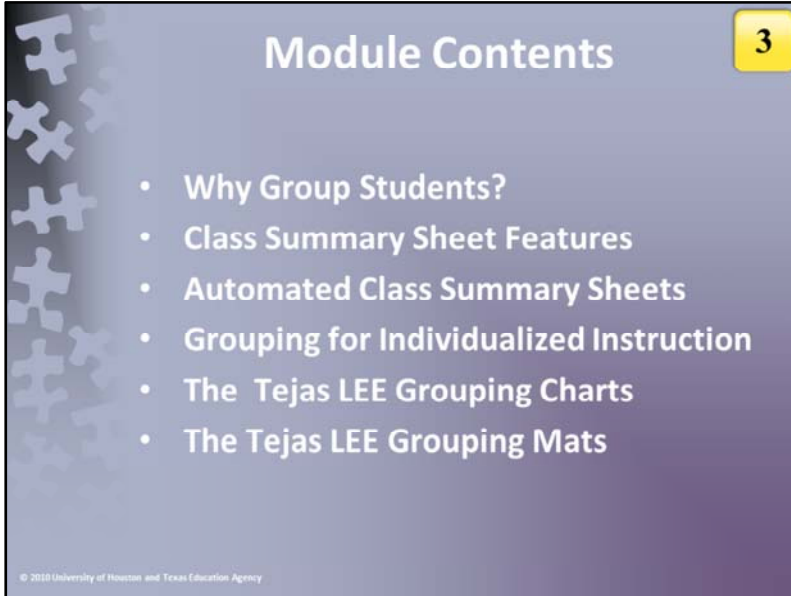
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Key Points



Notes

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

Module Contents

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

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DO:

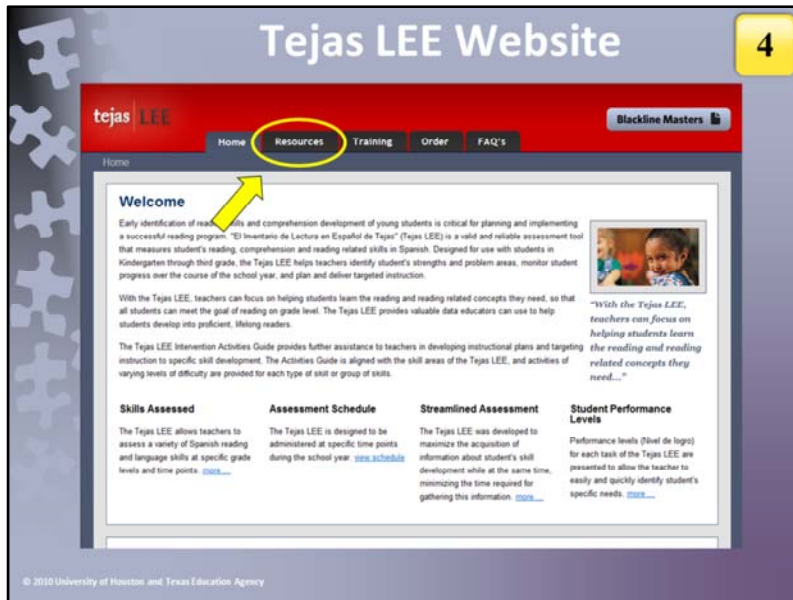
Read/review slide.



Key Points



Notes



Key Points

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

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

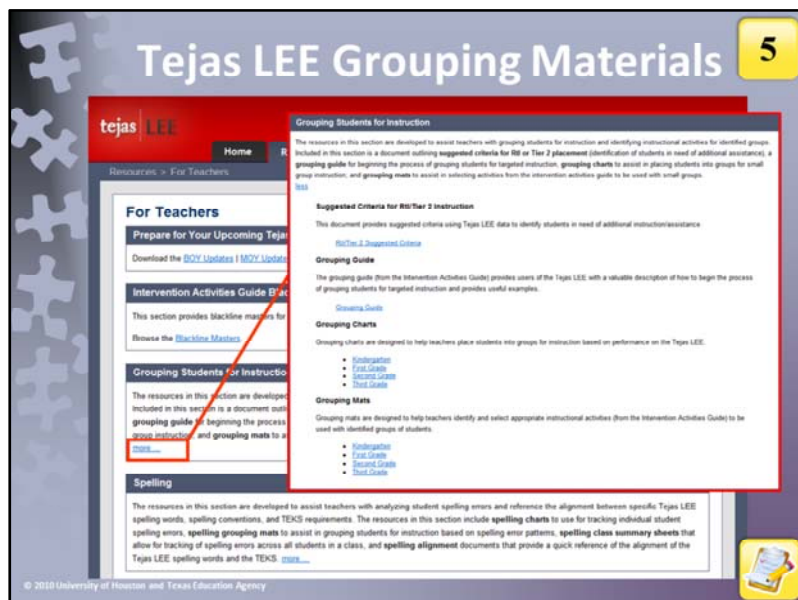
This is the home page of the Tejas LEE website. All of the materials we will be discussing today are available on the website, including the Automated Class Summary Sheets, the Grouping Charts and the Grouping Mats. In order to access these materials, please click on the Resources tab at the top of the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

DO:

✓ ☆ CLICK



Notes



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

This slide has 1 ✓ ☆CLICK of animation.

SAY:

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

✓ ☆CLICK

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

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

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

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

DO:



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



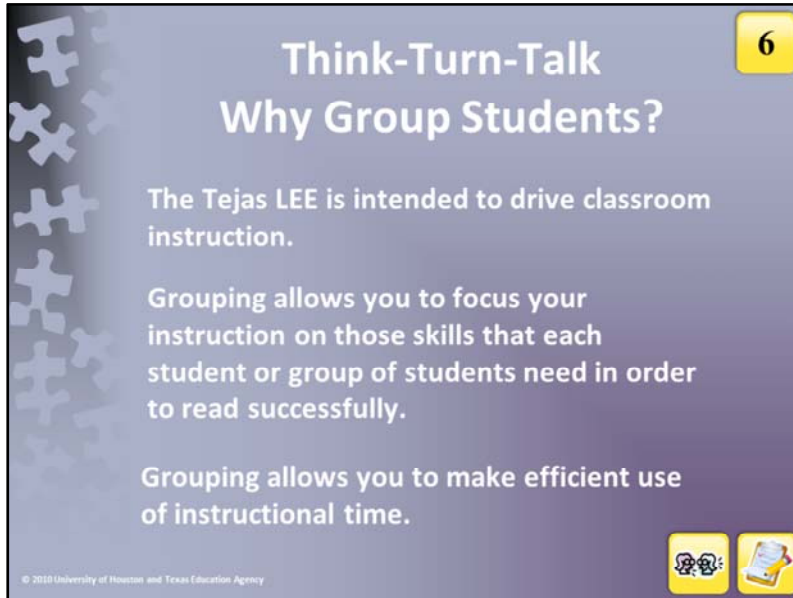
Notes

Note For Presenter

Whenever you see the pencil symbol



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



Think-Turn-Talk Why Group Students?

6

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

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This slide has 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

[illegible]

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

SAY:

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 how 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.



Notes

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

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

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

✓ ☆ CLICK

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

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

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



Key Points

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



Notes

NI Number and Percentage 9

To calculate the Percentage of students NI:

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

Número de estudiantes NI:							
Porcentaje de estudiantes NI:							

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This slide has 2 ✓ ☆ CLICKS of animation.

SAY:

Here is a screenshot of the bottom of the class summary sheet.

✓ ☆ **CLICK**

Notice that 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**

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

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

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

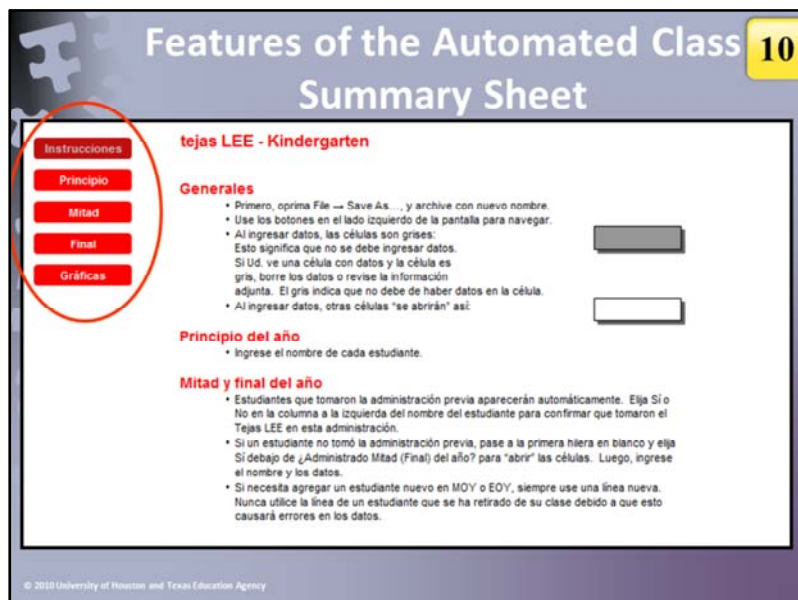
- If a section has an NI standard, then a Number of Students NI and Percentage of Students NI box will appear at the bottom of that section column. These boxes will not appear for sections that do not have an NI standard.
- To determine Percentage of students NI, divide the Number of students NI by the 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 1 ✓☆CLICK of animation.

SAY:

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

✓☆CLICK

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



Key Points

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



Notes

11

BOY View

Tejas LEE - Kindergarten - Principio del año

Conocimiento de los grafonemas

	Opcional	Sección 1	Sección 2
Maestro(a): <u>Ms. Fresas</u> Escuela: <u>Frutas Elementary</u> Fecha: <u>9/7/2010</u>	Conocimiento de la letra impresa D=8-10 NE=6-7 NI=0-5	Identificación de las letras D=26-30 NE=10-25 NI=0-9	Conocimiento de los sonidos D=26-30 NE=10-25 NI=0-9
Nombre del estudiante	Puntaje	D/NE/NI	Puntaje
Ayala, Alberto	8	D	20
Beltran, Betty	6	NE	10
Cabrera, Celia	9	D	28

	Sección 1	Sección 2
	Puntaje	D/NE/NI
Ayala, Alberto	19	NE
Beltran, Betty	8	NI
Cabrera, Celia	27	D

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Key Points

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

SAY:

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



Notes

12

MOY View

tejas LEE - Kindergarten - Mitad del año

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

¿Administrado mitad del año?
 SI
 SI
 SI

		Conocimiento de los grafonemas					
		Opcional	Sección 1		Sección 2		
		Conocimiento de la letra impresa	Identificación de las letras		Conocimiento de los sonidos		
		F=8-10 NI=0-7	D=26-30 NE=19-25 NI=0-18		D=26-30 NE=19-25 NI=0-18		
Nombre del estudiante		Puntaje	D/N/E/NI	Puntaje	D/N/E/NI	Puntaje	D/N/E/NI
Ayala, Alberto			D	30	D	28	D
Beltran, Betty		10	D	20	NE	18	NE
Cabrera, Celia			D		D		D

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Key Points

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

This slide has 1 ✓☆CLICK of animation.

SAY:

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

✓☆CLICK

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

DO:

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



Notes

13

Additional Features

Instrucciones

Principio

Medio

Final

Para imprimir

Gracias

tejas LEE - Kindergarten - Principio del año

Maestro(a):

Escuela:

Fecha:

Opcional

Conocimiento de la letra impresa

D=9-10
NE=6-7
NI=0-5

Nombre del estudiante

Puntaje	D/NE/NI

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Key Points

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

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

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

✓ ☆ CLICK

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



Notes

14

Printable View

Para imprimir

tejas LEE - Kindergarten - Principio del año

		Conocimiento de los grafonemas					
		Opcional	Sección 1		Sección 2		
Maestro(a): Ms. Fresas Escuela: Frutas Elementary Fecha: 9/7/2010		Conocimiento de la letra impresa	Identificación de las letras		Conocimiento de los sonidos		
		D=8-10 NE=6-7 NI=0-5	D=26-30 NE=10-25 NI=0-9		D=26-30 NE=10-25 NI=0-9		
		Puntaje	D/NE/NI	Puntaje	D/NE/NI	Puntaje	D/NE/NI
Nombre del estudiante							
Ayala, Alberto		8	D	20	NE	19	NE
Beltran, Betty		6	NE	10	NE	8	NI
Cabrera, Celia		9	D	28	D	27	D

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Key Points

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

This slide has 1 ✓ ☆CLICK of animation.

SAY:

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

✓ ☆CLICK

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



Notes

Branching Features											
Secciones 4 y 5		Sección 6		Sección 7		Sección 8		Sección 9		Sección 10	
Unión y segmentación de las sílabas		Identificación del sonido inicial		Identificación del sonido final		Unión de los sonidos		Reconocimiento de las palabras		Comprensión auditiva	
D=10-12 NE=5-9 NI=0-4		D=7-8 NE=0-6		D=7-8 NE=0-6		D=7-8 NE=0-6		D=9-10 NE=0-8		D=5-6 NI=0-4	
Puntaje	D/NE	Puntaje	D/NE	Puntaje	D/NE	Puntaje	D/NE	Puntaje	D/NE	Puntaje	D/NI
4	NI		NE		NE		NE		NE		

SAY:

Grayed out boxes: Depending on the grade level and branching rules, some sections may be “grayed out” during the administration. In the above example, a student scored NI on sections 4 and 5 (first light green arrow) and because of branching rules, skipped sections 6 through 9—which is grayed out (red arrows), and was directed to section 10, which is the next section that should be administered according to branching rules (second green arrow).

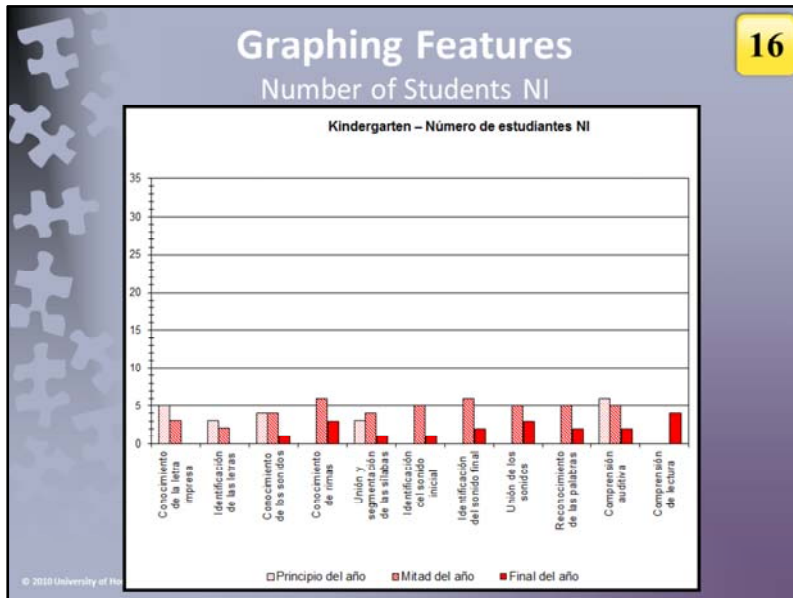


Key Points

- 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.

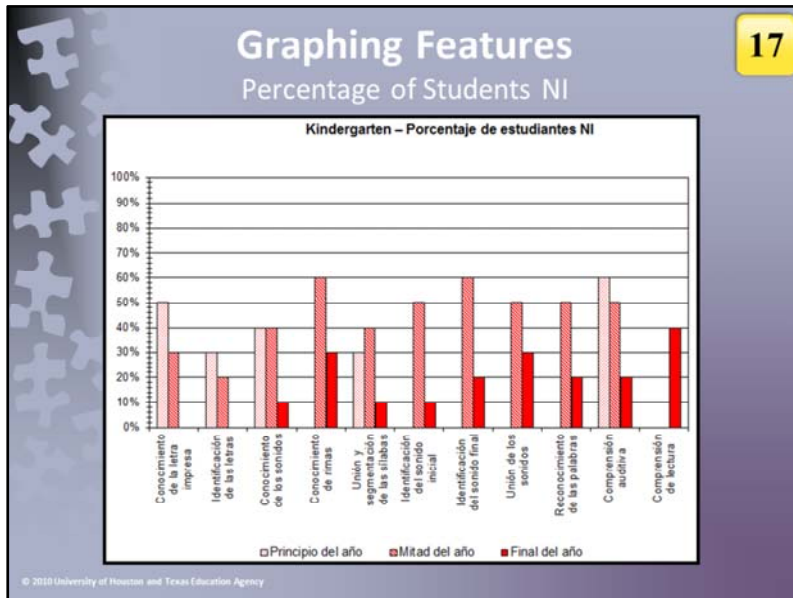


Key Points

- 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

18

Grouping: Converting Results into Effective Instruction

- General Ability Grouping
- Skill Specific Grouping

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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.

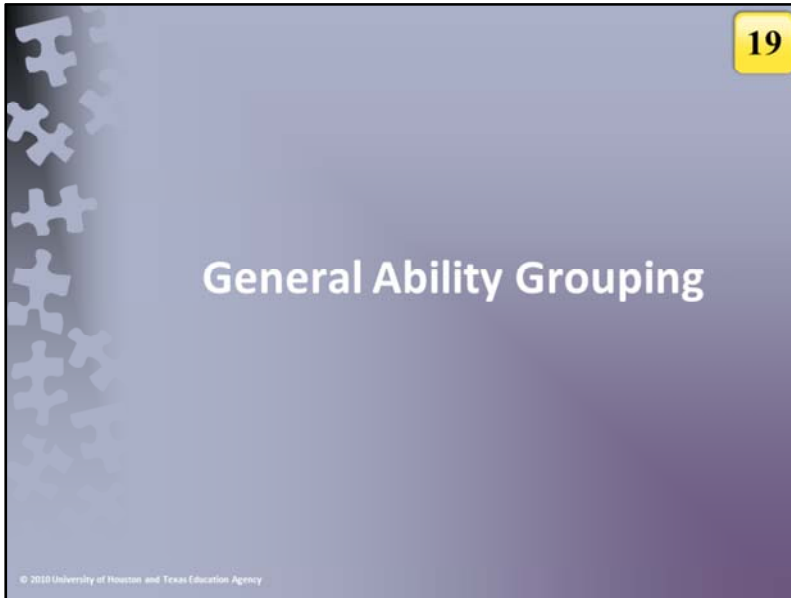


Key Points

- 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




Key Points

SAY:

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



Notes



Using Tejas LEE Data to Group Students

20

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

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

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This slide has 1 ✓☆CLICK of animation.

SAY:

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

[illegible]

Key Points

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

SAY:

At this time, we are going to practice grouping.

NOTE FOR PRESENTER:

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

You will use the sample BOY kindergarten grade class of 16 students to demonstrate the grouping process. This slide shows a screenshot of the class summary sheet already filled out.

You should have enough copies of this summary sheet prepared for your participants. Pass them out at this time.

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



Notes



Guidelines for differentiated instructional grouping 22

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

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DO:

Paraphrase slide.

SAY:

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



Key Points

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



Notes

Sample Class Summary Sheet

23

tejas·LEE® Resumen de la clase - Kindergarten

Conocimiento de los grafemas

Miembro (a): _____
Escuela: _____

Desempeño Nivel Esperado Nivel de intervención	Opcional		Sección 1		Sección 2		Sección 3	
	Conocimiento de la letra impresa		Identificación de las letras		Conocimiento de los sonidos		Conocimiento de rimas	
	D/Ni	Ni	D/Ni	Ni	D/Ni	Ni	D/Ni	Ni
Puntaje	5	NI	7	NI	4	NI	0	NE
Auila, Luis	8	D	26	D	25	NE	2	NE
Calles, Jennifer	6	NE	11	NE	9	NI	1	NI
Enriquez, Adán	5	NI	11	NE	9	NI	1	NE
Fontalvo, Eduardo	9	D	27	D	27	D	0	NI
García, Isaci	5	NI	6	NI	5	NI	0	NE
González, Omar	4	NI	5	NI	3	NI	0	NE
Herrera, Eddie	8	D	26	D	26	D	2	NE
Jiménez, Kevin	6	NE	12	NE	9	NI	1	NE
Martínez, Camilla	10	D	29	D	28	D	4	D
Muñoz, Adriana	8	D	27	D	26	D	2	NE
Nieto, Margarita	8	D	27	D	25	NE	2	NE
Pardo, Eloy	6	NE	13	NE	10	NE	1	NE
Quilones, Graciela	4	NI	8	NI	6	NI	0	NE
Rosa, Fernando	4	NI	7	NI	7	NI	0	NE
Salinas, Jesse	8	D	26	D	27	D	3	NE
Torres, Jason								
Número de estudiantes NI	6		5		8			
Porcentaje de estudiantes NI	38%		31%		50%			

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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.

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 Kindergarten, Book and Print Awareness, Section 1, and Section 2 have an NI performance standard and intervention is required (green arrows), while Section 3 does not have NI at this time point (red arrow). No intervention should be given as students are not yet expected to have mastered these skills.

Not shown here, but also requiring intervention at BOY is Blending and Segmenting Syllables (Sections 4 and 5) and Listening Comprehension (Section 10).



Notes

24

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 Brook and Print Awareness and Section 1 as small group instruction as the percentages are 38% and 31% respectively.



- 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

25

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

SAY:

Intervention should occur with those students scoring NI on each task. In our example, 6 students are NI on Book and Print Awareness.

✓★CLICK

The six red arrows point to the scores that require intervention in this section.

✓★CLICK

Let's turn our attention now to Section 1. In this section, five students require intervention in letter names. However, notice that there is also an NE standard for this time point in both of these sections. An additional 3 students scored NE in Book and Print Awareness and an additional 4 scored NE in letter names. While these students do not require intervention at BOY, we will want to monitor their progress. Keep in mind that an NE score will become an NI score at MOY or EOY unless student performance improves. Students scoring NE are expected to continue developing these skills as the school year progresses.



Key Points

- In this example, 6 students scored NI on the Optional Section. They will need intervention in Book and Print Awareness.
- For section1, 5 students scored NI and will require intervention in Letter Names.
- An additional 3 students scored NE on optional section and 4 scored NE on Section 1.
- Although students who score NE do not require intervention, they will still benefit from more practice in order to achieve mastery.



Notes

Tejas LEE Grouping Chart

26

BOY ____ MOY ____ EOY ____

Kindergarten Grouping Chart

K	Conocimiento de la letra impresa (primeros)	Conocimiento de los grafonemas		Conciencia fonológica			Reconocimiento de las palabras	Comprensión auditiva	Final	Enfoque de instrucción
	Letras	Sonidos	Rimas	Sílabas	Sonidos					
BAJO										
MEDIO										
ALTO										

Continúa planeando con la Guía de actividades de intervención

AGE	Conocimiento de la letra impresa	Conciencia fonológica	Conocimiento de los grafonemas	Fluidez	Comprensión	Vocabulario	Escritura
	p. 3	p. 9	p. 33	p. 87	p. 97	p. 139	p. 165

26



Key Points

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

SAY:


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

This handout is in your participant binder.

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



Notes



Guidelines for differentiated instructional grouping 27

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

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DO:

Walk participants through this slide.

SAY:

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

DO:

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



Key Points

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



Notes

The Low Group	
K	Conocimiento de la letra impresa (opcional)
	Eddie (4) Fernando (4) Josue (4) Luis (5) Eduardo (5) Omar (5)

28



Key Points

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

DO:

Ensure that everyone understands why we placed these students into the Low Group for Book and Print Awareness.

Also point out that we have placed the numerical score next to each student's name. This information is important, particularly with your low group. Even within your low group, the instructional needs of a student with a raw score of 0 will be very different from a student with a raw score of 5 even though both of them will be NI in this particular skill.



Notes

The High Group 29

ALTO	Jennifer (8)
	Kevin (8)
	Margarita (8)
	Eloy (8)
	Jason (8)
	José (9)
	Adriana (10)

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DO:

Ensure that everyone understands why we placed these students into the High Group for Book and Print Awareness.



Key Points

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



Notes

The Middle Group 30

Adán (6)
Camila (6)
Graciela (6)

MEDIO

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SAY:

In our example class, there are only sixteen students. The Middle Group is comprised of students who have NE results. However, if there is no NE standard and/or there is more than 5-6 NI students, the Low Group will be limited to the neediest 5-6, while the Middle Group will be comprised of a mix of “High NI” students, NE students (when applicable) and “Low D” students. This will allow the teacher to have a maximum impact on the students who need the intervention most by limiting the number in this group.

Also note that we did not place the middle group students in the middle, but intentionally bunched them toward the top (nearer the low group). This is because, although these students are in the “middle” (scoring NE on this task), they have not yet mastered this skill.

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

DO:

Answer any questions about the Middle group before proceeding.



Key Points

- These students were chosen for the Middle group because they had NE scores on the Optional Section.
- Lower middle students are placed nearer the LOW group while students with stronger skills are placed nearer the HIGH group
- Be sure to read the **BOLDED** paragraph to your participants



Notes

K	Conocimiento de la letra impresa (opciones)	Conocimiento grafotipo
	BAJO	Letras
	Eddie (4) Fernando (4) Josue (4) Luis (5) Eduardo (5) Omar (5)	Eddie (5) Omar (6) Luis (7) Josue (7) Fernando (8)
MEDIO	Adán (6) Camila (6) Graciela (6)	Adán (11) Eduardo (11) Camila (12) Graciela (13)
ALTO	Jennifer (8) Kevin (8) Margarita (8) Eloy (8) Jason (8) José (9) Adriana (10)	Jennifer (26) Kevin (26) Jason (26) José (27) Margarita (27) Eloy (27) Adriana (29)

32



Key Points

- Based on their results on the Optional Section and Section 1, we have placed students into low, medium, and high groups.

SAY:

The Low, Middle and High groups have been added for Book and Print Awareness and Section 1, Letter Names. You would continue to progress along the grouping mat in this fashion for each section of the Tejas LEE Assessment.



Notes

Helpful Hints

33

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

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SAY:

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

Don't only look at the performance level score (D, NE, NI). Look also at the raw (numerical score). For example, there is a difference between a student with a raw score of zero on a task (no knowledge of the skill) and one who's score is 9 on Sections 1—still NI, but only one point away from a NE score on this skill.

For skills for which there is no NI performance standard at BOY (rhyming, phoneme level PA tasks), you do not need to record student results for these sections. However, you may choose to do so for additional information. If a student skips a section due to branching rules, treat them as if they scored 0 (zero) on that section.



Key Points

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



Notes

Your Turn

- Complete Section 2 (GK Sonido), Section 3 (PA Rhyming) and Sections 4-5 (PA Syllable Tasks).
- Skip the PA Sonido Column and the Reconocimiento de las palabras columns
- DO NOT yet complete the Comprehension, Final, or Instructional Focus columns.

34

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DO:



Have participants complete Sections 2 (GK Sonido), 3 (PA Rhyming) and Section 4-5 (PA Syllable Task).

Even though Section 3 (Rhyming) does not yet have a NI performance standard, we can still divide our class into HIGH, MEDIUM and LOW for this skill as all students take this section. By MOY there will be a NI performance level and the teacher will want to target this skill during the fall semester.

At BOY, we will leave the PA Sonidos and the Reconocimiento de las palabras columns blank. This is because these columns will look nearly identical to sections 4 and 5. At BOY, there is no NI performance level for phoneme level PA tasks or Word Reading and students scoring NI on Sections 4-5 are branched past these sections. However, at MOY and EOY, you should complete these columns as there is an NI performance standard on these tasks.

REMINDER: Students branched past tasks are assumed to have a score of 0 (ZERO) on the task and are assigned the NE/NI level that corresponds to a score of zero.



Key Points

- Have participants complete the columns associated with Sections 2, 3 and 4-5 (combined) independently or in groups.
- At BOY, the columns for PA Sonidos and Reconocimiento de las palabras can be skipped as these columns will be nearly identical to PA Sílabas. **THESE COLUMNS WILL NEED TO BE COMPLETED AT MOY AND EOY.**
- If students are branched past a section, assume their score is 0 (zero) and assign the appropriate score of NI or NE



Notes

35

11
69%

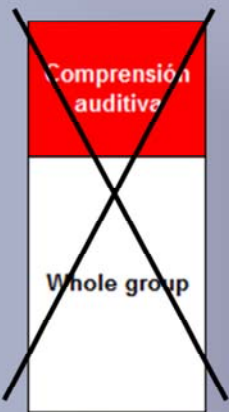
SAY:

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



Notes

Grouping for Comprehension 36



Comprensión auditiva
Eddie (0)
Fernando (1)
Luis (2)
Josue (2)
Eduardo (3)
Omar (3)
Camila (3)
Graciela (3)
Jennifer (4)
Adán (4)
Margarita (4)
Kevin (5)
Eloy (5)
Jason (5)
José (6)
Adriana (6)

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SAY:

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

DO:



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



Key Points

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



Notes

Final BOY Skill Grouping

37

N	Conocimiento de la letra impresa (spelling)	Conocimiento de los grafotemas		Conciencia fonológica			Reconoce, de las palabras	Comprensión auditiva	Final	Enfoque de instrucción
		Letras	Sonidos	Rimas	Sílabas	Sonidos				
BAJO	Eddie (4) Fernando (4) Josue (4) Luis (5) Eduardo (5) Omar (5)	Eddie (5) Omar (6) Luis (7) Josue (7) Fernando (8)	Eddie (3) Luis (4) Omar (5) Fernando (6) Josue (7)	Luis (0) José (0) Omar (0) Eddie (0) Fernando (0) Josue (0)	Eddie (2) Fernando (2) Luis (1) Omar (3) Josue (3)			Eddie (0) Fernando (1) Luis (2) Josue (2)		
	Adán (6) Camila (6) Graciela (6)	Adán (11) Eduardo (11) Camila (12) Graciela (13)	Adán (9) Eduardo (9) Camila (9) Graciela (10)	Adán (1) Eduardo (1) Camila (1) Graciela (1) Jennifer (2) Kevin (2) Margarita (2) Eloy (2)	Adán (4) Eduardo (4) Camila (4) Graciela (4)			Eduardo (3) Omar (3) Camila (3) Graciela (3)		
			Jennifer (25) Eloy (23)	Jason (5)	Margarita (9) Eloy (9)			Adán (4) Margarita (4) Jennifer (4)		
	Jennifer (8) Kevin (8) Margarita (8) Eloy (8) Jason (8) José (9) Adriana (10)	Jennifer (26) Kevin (26) Jason (26) Jose (27) Margarita (27) Adriana (27) Adriana (29)	Kevin (26) Margarita (26) Jose (27) Jason (27) Adriana (28)	Adriana (4)	Jennifer (10) Jose (10) Kevin (10) Jason (11) Adriana (12)			Kevin (5) Eloy (5) Jason (5) José (6) Adriana (6)		

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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.



Key Points

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



Notes

Guidelines for differentiated instructional grouping **38**

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

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DO:

Paraphrase slide.

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



Key Points

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



Notes

Guidelines for differentiated instructional grouping 39

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

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DO:

Paraphrase slide.



Key Points

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



Notes

Guidelines for differentiated instructional grouping 40

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

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DO:

Paraphrase slide.



Key Points

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



Notes

Guidelines for differentiated instructional grouping 41

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

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DO:

Paraphrase slide.



Key Points

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



Notes

Guidelines for differentiated instructional grouping 42

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

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DO:

Paraphrase slide.



Key Points

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



Notes

Final BOY Ability Grouping 43									
N	Conocimiento de la letra impresa (letras)	Conocimiento de los grafotemas		Conciencia fonológica			Reconoce, de las palabras	Comprensión auditiva	Final
		Letras	Sonidos	Rimas	Silabas	Sonidos			
BAJO	Eddie (4) Fernando (4) Josue (4) Luis (5) Eduardo (5) Omar (5)	Eddie (5) Omar (6) Luis (7) Josue (7) Fernando (6) Josue (7)	Eddie (3) Luis (4) Omar (5) Fernando (6) Josue (7) Josue (7)	Luis (0) José (0) Omar (0) Eddie (0) Fernando (0) Josue (0)	Eddie (2) Fernando (2) Luis (1) Omar (3) Josue (3) Josue (3)			Eddie (0) Fernando (1) Luis (2) Josue (2)	
	Adán (6) Camila (6) Graciela (6)	Adán (11) Eduardo (11) Camila (12) Graciela (13)	Adán (9) Eduardo (9) Camila (9) Graciela (10)	Adán (1) Eduardo (1) Camila (1) Graciela (1) Jennifer (2) Kevin (2) Margarita (2) Eloy (2)	Adán (4) Eduardo (4) Camila (4) Graciela (4)			Eduardo (3) Omar (3) Camila (3) Graciela (3)	
			Jennifer (25) Eloy (25)	Jason (5)	Margarita (9) Eloy (9)			Adán (4) Margarita (4) Jennifer (4)	
	Jennifer (8) Kevin (8) Margarita (8) Eloy (8) Jason (8) José (9) Adriana (10)	Jennifer (26) Kevin (26) Jason (26) Jose (27) Margarita (27) Adriana (28) Adriana (29)	Kevin (26) Margarita (26) Jose (27) Jason (27) Adriana (28) Adriana (29)	Adriana (4)	Jennifer (10) Jose (10) Kevin (10) Jason (11) Adriana (12)			Kevin (5) Eloy (5) Jason (5) Jose (6) Adriana (6)	
MEDIO									
ALTO									

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Key Points

SAY:

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



Notes



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.

DO:



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

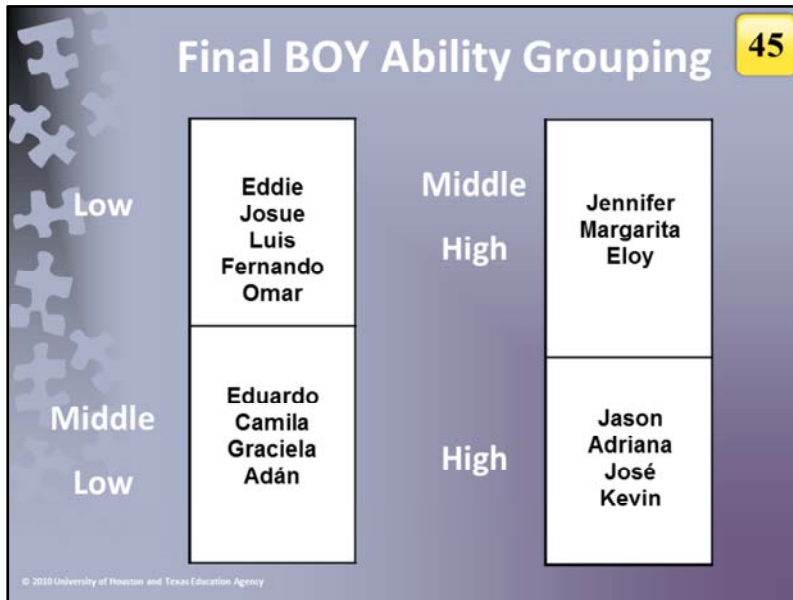
Once they have filled out their final and instructional grouping columns individually (give them about 5 minutes), then have them compare their groups at their table.

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

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



Notes



SAY:

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



Key Points

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



Notes

Using Tejas LEE Data to Group Students 46

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

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

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This slide has 1 ✓☆CLICK of animation.

SAY:

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

✓☆CLICK

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



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

Possible Intervention Activities 47			
Low	Middle	High	Enfoque de instrucción 1. Conocimiento de la letra impresa IMP-5, IMP-6 2. Conciencia fonológica Unión y segment. de sílabas letras FON-29, FON-33
			Enfoque de instrucción 1. Conciencia fonológica Conocimiento de rima FON-7, FON-8 2. Conciencia fonológica Ident. sonido inicial y final FON-34, FON-39
Middle	Low	High	Enfoque de instrucción 1. Conciencia fonológica unión y segment. de sílabas FON-31, FON-33 2. Conocimiento de los grafonemas-Nombres y sonidos de letras GRA-5, GRA-13
Low			Enfoque de instrucción 1. Conciencia fonológica Conocimiento de rima FON-8, FON-18 2. Conciencia fonológica Ident. sonido final FON-36, FON-39



Key Points

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



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.

Also remind participants that as students learn the skills, the focus of instruction will need to shift.

LOW GROUP—Struggling with letter sounds/letter names and with basic PA tasks. So we focused their instruction on PA syllable tasks and letter identification

MIDDLE LOW GROUP—These students also need work with basic PA syllable level tasks and letter name/letter sound skills but can do so at a higher level. Thus although the small group skills chose are the same, the activities will be more advanced for these students.

MIDDLE HIGH GROUP—We have these students working on the higher level PA phoneme level tasks and on rhyming.

HIGH GROUP—Only one student in this class is D in rhyming so even our high group benefits from rhyming small group instruction. We also have this group working on PA phoneme tasks, but on activities more challenging than our Middle High group.



Notes



Key Points

SAY:

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



Notes

49

Key Points

- ## Notes

Tejas LEE Grouping Mats

50

Purpose

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

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DO:

Paraphrase slide.

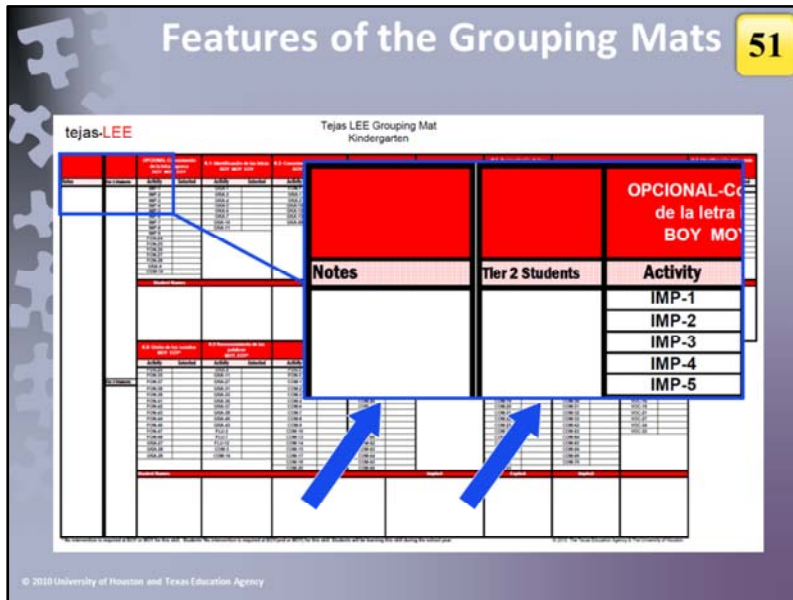


Key Points

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



Notes



This slide has 3 ✓ ☆CLICKS of animation.

SAY:

Now let's take a look at the features of the grouping mats. On the left hand side of the mat are two columns. Let's take a closer look.

✓ ☆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

52



Key Points

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

This slide has 3 ✓★CLICKS of animation.

SAY:

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

✓★CLICK

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

✓★CLICK

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

✓★CLICK

For Sections K.1 and K.2 there is an intervention level (NI) for BOY, MOY and EOY, but for K.3 the intervention level is only at MOY and EOY.



Notes



Features of the Grouping Mats 54

tejasLEE Tejas LEE Grouping Mat Kindergarten

Student	1.1 Identify and describe the parts of a whole	1.2 Identify and describe the parts of a whole	1.3 Identify and describe the parts of a whole	1.4 Identify and describe the parts of a whole	1.5 Identify and describe the parts of a whole	1.6 Identify and describe the parts of a whole	1.7 Identify and describe the parts of a whole	1.8 Identify and describe the parts of a whole	1.9 Identify and describe the parts of a whole	1.10 Identify and describe the parts of a whole
Student 1										
Student 2										
Student 3										
Student 4										
Student 5										
Student 6										
Student 7										
Student 8										
Student 9										
Student 10										
Student 11										
Student 12										
Student 13										
Student 14										
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Student 46										
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Student 92										
Student 93										
Student 94										
Student 95										
Student 96										
Student 97										
Student 98										
Student 99										
Student 100										

Student Names

Explicit

Implicit

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Key Points

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

This slide has 1 ✓☆CLICK of animation.

SAY:


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

✓☆CLICK

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



Notes



Using the Grouping Mats

55

Step 1:

Prepare the data on your class summary sheet.

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Key Points

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.



Notes

Step 2:

Focus on a specific skill

		Conocimiento de los grafotemonas											
		Opcional				Sección 1				Sección 2			
		Conocimiento de la letra impresa				Identificación de las letras				Conocimiento de los sonidos			
		D-1-6	D-7-8	D-9-10	NI-1-6	D-1-6	NI-1-6	D-1-6	NI-1-6	D-1-6	NI-1-6	D-1-6	NI-1-6
Desarrollado-D Nivel Esperado-D Nivel de emergencia-E		Puntaje	D/NI	Puntaje	D/NE/NI	Puntaje	D/NE/NI	Puntaje	D/NE	Puntaje	D/NE	Puntaje	D/NE
Nombre del estudiante	Avila, Luis	5	NI	7	NI	4	NI	4	NI	4	NI	4	NI
	Calles, Jennifer	8	D	26	D	25	NE	25	NE	25	NE	25	NE
	Enriquez, Adán	6	NE	6	NE	9	NI	9	NI	9	NI	9	NI
	Pontalvo, Eduardo	3	NI	13	NE	9	NI	9	NI	9	NI	9	NI
	García, José	9	D	27	D	27	D	27	D	27	D	27	D
	González, Omar	5	NI	6	NI	5	NI	5	NI	5	NI	5	NI
	Herrera, Eddie	4	NI	5	NI	3	NI	3	NI	3	NI	3	NI
	Jiménez, Kevin	8	D	26	D	26	D	26	D	26	D	26	D
	Martinez, Camila	6	NE	6	NE	9	NI	9	NI	9	NI	9	NI
	Mireles, Adriana	10	D	29	D	28	D	28	D	28	D	28	D
	Nieto, Margarita	8	D	27	D	26	D	26	D	26	D	26	D
	Pardo, Eloy	8	D	27	D	25	NE	25	NE	25	NE	25	NE
	Quiñones, Graciela	6	NE	6	NE	10	NE	10	NE	10	NE	10	NE
	Rosa, Fernando	4	NI	8	NI	6	NI	6	NI	6	NI	6	NI
	Salinas, Josue	4	NI	7	NI	7	NI	7	NI	7	NI	7	NI
	Torres, Jason	8	D	26	D	27	D	27	D	27	D	27	D
		Número de estudiantes NI				5				8			
		Porcentaje de estudiantes NI				33%				31%			

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This page has 3 ✓ ☆ CLICKS of animation.

SAY:

First, we focus in on a specific skill. For example, let's take a look at the Optional Section, Conocimiento de la letra impresa.

✓★CLICK

As you can see from the Número de estudiantes NI at the bottom of the page, 6 students, 38% of our imaginary class, needs intervention on this skill. The students are...

✓★CLICK

Luis, Eduardo, Omar , Eddie, Fernando and Josue. . However, there are also 3 students who are NE on this task and they all have low NE scores...

✓★CLICK

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



Key Points

- Highlight the students who scored NI on each skill.
- In this example, 6 students scored NI on the Optional Section and 3 additional students scored NE.



Notes

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Step 3:

Enter all NI
student names
under the
appropriate
column.

OPCIONAL-Conocimiento
de la letra impresa
BOY MOY EOY

Activity	Selected
IMP-1	
IMP-2	
IMP-3	
IMP-4	
IMP-5	
IMP-6	
IMP-7	
IMP-8	
IMP-9	
FON-24	
FON-25	
FON-26	
FON-27	
FON-28	
GRA-9	
COM-16	

Student Names

Luis

Eduardo

Omar

Eddie

Fernando

Josue

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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. 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.
- Looking at numerical scores and actual assessment allow teachers to target initial sound identification to those with greatest need
- Students with higher scores can be targeted once priority students have mastered this skill



Notes

Step 4:

Pick one or more activities.



OPCIONAL-Conocimiento de la letra impresa BOY MOY EOY	
Activity	Selected
IMP-1	
IMP-2	
IMP-3	
IMP-4	
IMP-5	✓
IMP-6	
IMP-7	✓
IMP-8	
IMP-9	
FON-24	✓
FON-25	
FON-26	
FON-27	
FON-28	
GRA-9	
COM-16	

Student Names

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This slide has 1 ✓ ☆ CLICK of animation.

DO:

If available, have the teachers look at the section Opcional of the Kindegarten 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 “Conocimiento de la letra impresa”. You may wish to have teachers discuss which they would use.

SAY:

Let’s see which 3 activities this teacher selected to intervene with the six students who scored NI on 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



Key Points

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Conocimiento de la letra impresa
IMP-7 Haciendo libritos (Making Books)

Students will make, write and illustrate their own book.
Los estudiantes harán, escribirán e ilustrarán su propio libro.

MATERIALES: Papel, papel cartón, marcadores, crayones, tijeras, lápices

Pida a los estudiantes que elaboren sus propios libros con trabajos que ya hayan escrito o ilustrado. (Demuestre o dé instrucciones de cómo se puede hacer diferentes tipos de libros.) Los estudiantes deben usar su imaginación para crear las cubiertas de los libros. No olvide incluir la página titular con sus nombres como autores e ilustradores (o fotografías). En la última página escriba: "Si leiste mi libro, por favor firma o escribe tu nombre aquí."

Se puede variar el contenido de estos libritos de acuerdo con el grado de los estudiantes. Por ejemplo, los estudiantes de primer grado pueden incluir un contenido y los estudiantes de segundo grado pueden incluir un glosario.

Step 5:
Go to the
Intervention
Activities
Guide.

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SAY:

IMP-7 was one of the activities chosen. Let's take a closer look at this activity.

DO:

✓☆CLICK

Briefly explain activity to participants.




Notes


OPTIONAL

Make your own grouping mat.

60







Tejas LEE Grouping Mat
Kindergarten



Mat

Materials needed:


+

+




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Key Points

DO: (OPTIONAL)

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

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

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



Notes

Step 6: Implement **61**



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Key Points

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.



Notes



Questions & Answers

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If you have any further questions:

- contact the Tejas LEE team at tejaslee.info@times.uh.edu
- check for an answer online at www.tejaslee.org

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This slide has 1 ✓☆ CLICK of animation.

DO:

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



Key Points



Notes