



= Main Idea



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## Participant Packet

### Proper Administration Procedures, K-3

#### **Slide 4:** *What is the Tejas LEE?*



The Tejas LEE is a \_\_\_\_\_-based K-3 \_\_\_\_\_ reading assessment. It is a \_\_\_\_\_ for the early \_\_\_\_\_ of reading \_\_\_\_\_ and should be used to \_\_\_\_\_ reading instruction in the classroom.

drive

difficulties

tool

Spanish

research

identification

#### **Slide 9:** *Administration Schedule*



Tejas LEE is given at three time points.

Beginning of Year (BOY): \_\_\_\_\_ (Kindergarten) \_\_\_\_\_ (G1-G3)

Middle of year (MOY): Mid-January

End of Year (EOY): Mid-April

#### **Slides 10-12:** *Tejas LEE Performance Levels*



Desarrollado (D):

Nivel Esperado (NE):

Nivel de Intervención (NI):

#### **Slide 20:** *Concepts Assessed*



Place a checkmark next to the skills assessed at your grade level.

☐ Book and Print Awareness

☐ Listening Comprehension

☐ Phonological Awareness

☐ Reading Comprehension

☐ Graphophonemic Knowledge

☐ Fluency



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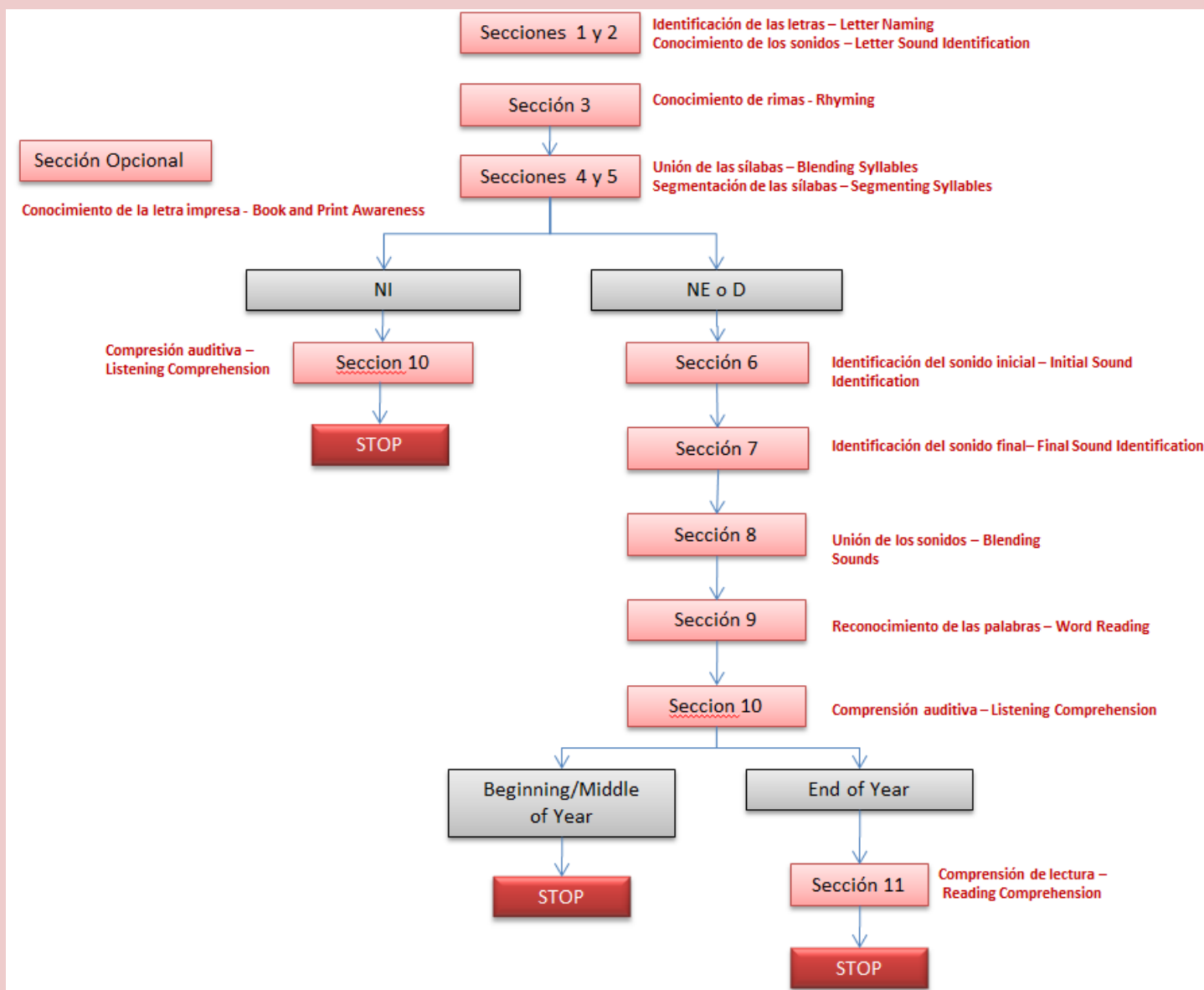


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## Slide 21: Kindergarten: Administration Sequence





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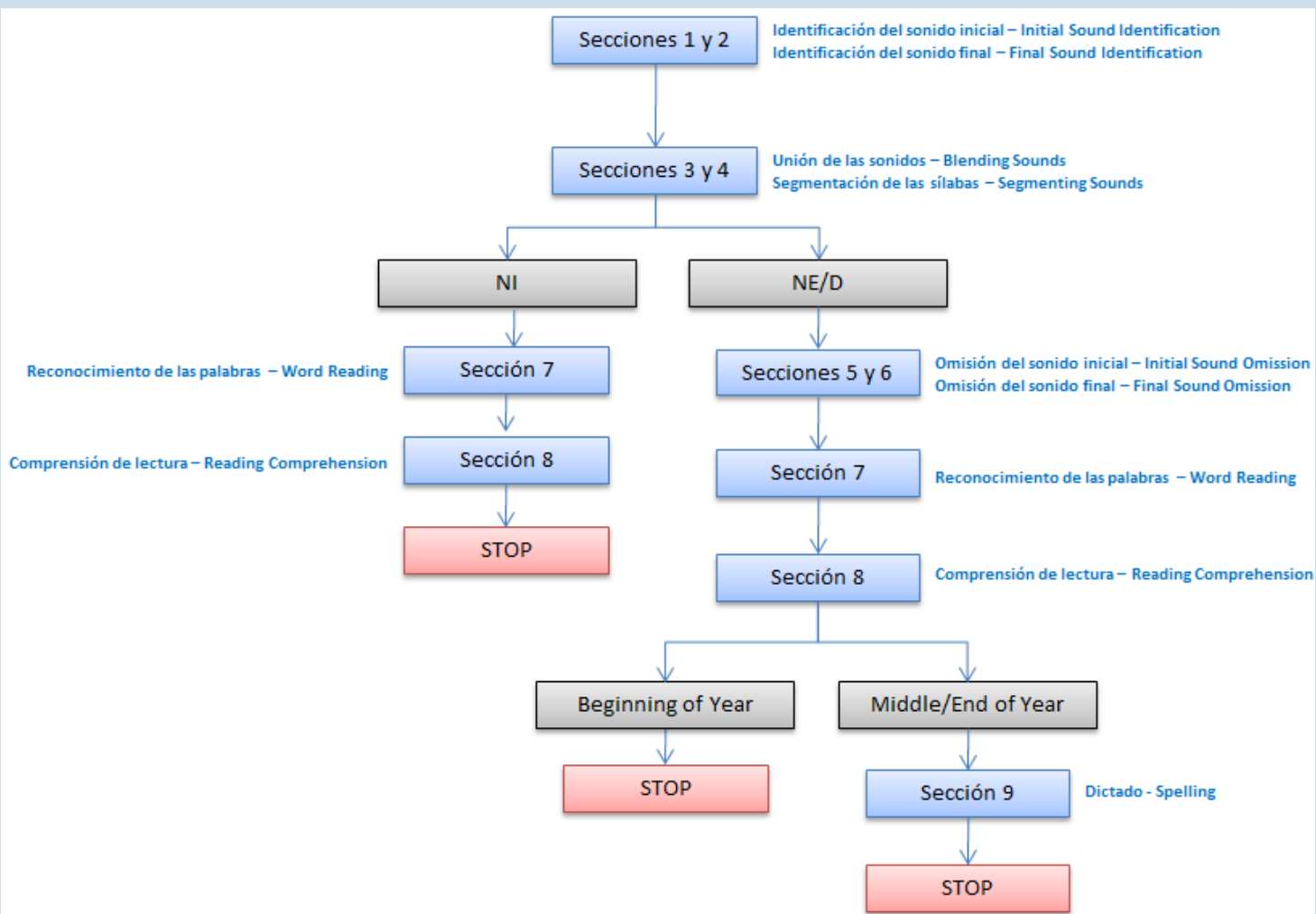


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## Slide 22: First Grade: Administration Sequence





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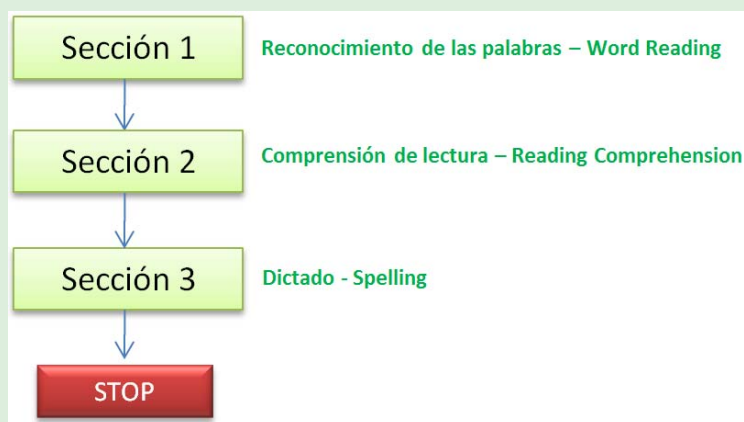


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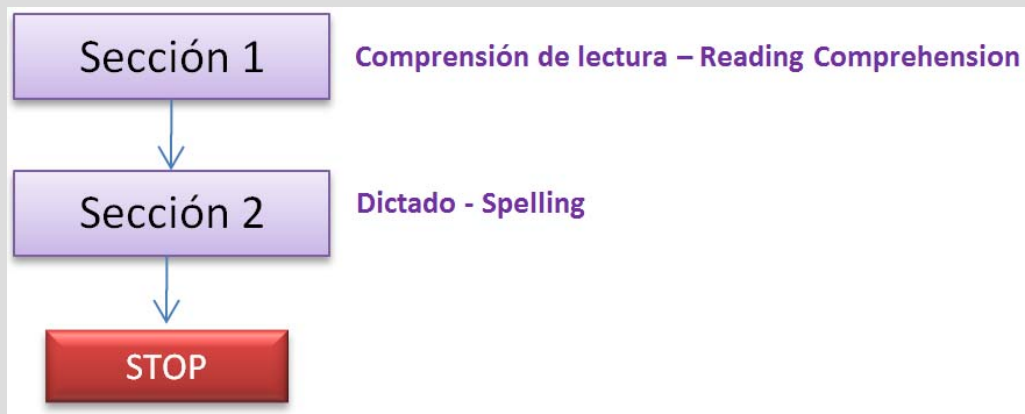


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**Slide 23: Second Grade: Administration Sequence**



**Slide 24: Third Grade: Administration Sequence**



**Slides 28-30: Kindergarten: Book and Print Awareness**



In Kindergarten, the Book and Print Awareness section is \_\_\_\_\_.

Tips for administration

- Choose a book that contains the following:
  - Printed Title
  - Complete sentences of text.
  - More than one line or page of text (so student can answer #5).
  - Large font size
- Use the same book with the entire class



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### **Slides 31-34: Kindergarten and First Grade: Phonological Awareness**



Phonological Awareness is strictly \_\_\_\_\_.

#### Tips for administration

- Keep phoneme sounds clipped and clear.
- Avoid adding a schwa after consonant sounds. For examples, saying /puh/ instead of /p/. This can be confusing for students.
- Students should not be penalized for dialectal differences.
- When administering blending sections, teachers should leave distinct pauses between each syllable or sound to avoid blending for students.

### **Slide 38: Kindergarten: Branching Rules for Unión y segmentación de las sílabas**



In Kindergarten, for combined Sections 4 and 5:

- If a student's performance level is D (10-12) continue with \_\_\_\_\_.
- If a student's performance level is NE (5-9) continue with \_\_\_\_\_.
- If a student's performance level is NI (0-4) continue with \_\_\_\_\_.

### **Slide 42: Kindergarten: Identificación del sonido final (Section 7)--Teacher Guide Error**



In the practice section for Section 7, please replace the word "papel" with the word "animal".

**Práctica:** Ahora vamos a practicar. Escucha la palabra que voy a decir "~~papel~~". ¿Con qué sonido termina ~~papel~~? Si la respuesta no es correcta, dígame: La palabra "~~papel~~" termina con el sonido /l/. **animal**

### **Slide 45: First Grade: Branching Rules for Unión y segmentación de los sonidos**



In First Grade BOY, for combined Sections 3 and 4:

- If a student's performance level is D (14-16) continue with \_\_\_\_\_.
- If a student's performance level is NE (9-13) continue with \_\_\_\_\_.
- If a student's performance level is NI (0-8) continue with \_\_\_\_\_.



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### **Slide 48: Think, Turn and Talk**



**Think, Turn and Talk** with a partner about the following questions:

- Why is phonological awareness an important skill in Kindergarten and First grade?
- Why do you think Tejas LEE only assesses phoneme level PA knowledge in First Grade?



### **Slides 51-52: Kindergarten: Graphophonemic Knowledge: Identificación de las letras y conocimiento de los sonidos (Sections 1 and 2)**

#### Tips for administration

- Sections 1 and 2 are administered and scored simultaneously, but have separate performance levels.
- For faster scoring, teacher may choose to only score the incorrect responses (0) during the administration, and afterwards go back and score the correct responses (1).
- If a student misses 5 consecutive \_\_\_\_\_ in a row, end administration of this section. Continue only with letter \_\_\_\_\_.
- If student provides letter name instead of the letter sound, the teacher may prompt:  
\_\_\_\_\_
- Teacher should accept as correct *any* correct sound for a given letter.



### **Slide 53: K-2: Graphophonemic Knowledge: Reconocimiento de las palabras**

#### Tips for administration

- This section is not for story placement.
- This section measures single word decoding ability.
- Remember to use a blank sheet of paper to uncover one word at a time.
- This section also requires the use of the task cards.



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**Slide 54: First Grade: Graphophonemic Knowledge: Dictado****Tips for administration**

- This section is only administered at the following time points: \_\_\_\_\_, \_\_\_\_\_
- Not all students will take this section, only those who score D/NE on \_\_\_\_\_.
- This section may be administered in small group format or individually.
- Remember to say the word, read the sentence, and then repeat the word a second time.
- If student places an accent or dieresis where it is not needed, then the word should be counted as incorrect.
- List of words is the same for MOY and EOY.
- Do not allow your students to work directly in the Folleto. Either make photocopies for students to use or use a blank sheet of paper.

**First Grade: Spelling Conventions/TEKS Correlations****MOY, EOY List**

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
tu		22F
beso	b vs. v	22Dv; 22F
chico	ch digraph; c vs. k	22Dv; 22F
baño	b vs. v; ñ sound	22Dv; 22F
leche	ch digraph	22F
soy	y vs. i	22Dv; 22F
padre	dr blend	22Dii; 22Dv; 22E; 22F
flan	fl blend	22E; 22F
grande	gr blend; nd cluster	22Dii; 22E; 22F
gente	soft g vs. j; nt cluster	22Dv; 22F



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**Slide 54:** *Second and Third Grade: Graphophonemic Knowledge: Dictado*



Tips for administration

- This section may be administered in whole group format.
- Remember to say the word, read the sentence, and then repeat the word a second time.
- If student places an accent or dieresis where it is not needed, or fails to include a needed mark, then the word should be counted as incorrect.
- There is a different word list for each administration time point.
- Do not allow your students to work directly in the Folleto. Either make photocopies for students to use or use a blank sheet of paper.
- All words are aligned with new SLAR TEKS.





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**Second Grade: Spelling Conventions/TEKS Correlations****BOY List**

<b>Word</b>	<b>Applicable Spelling Convention(s)</b>	<b>Applicable TEK(S)</b>
sapo	initial /s/ sound	23Av; 23D
debe	b vs. v	23Av; 23D
mamá	diacritical agudo word	23D; 23E
fino	y vs. i	23Av; 23D
perro	digraph rr; rr vs. r	23Ai; 23Av; 23D
gasta	st cluster, hard g sound	23Av; 23D
flores	fl blend, final /s/ sound-plural	23Aii; 23B; 23D
alarma	rm cluster; r vs. rr	23Aii; 23Av; 23D
miedo	ie diphthong	23D
imanes	final /s/ sound-plural	23Av; 23D

**MOY List**

<b>Word</b>	<b>Applicable Spelling Convention(s)</b>	<b>Applicable TEK(S)</b>
piña	ñ sound	23D
drama	dr blend	23Aii; 23B; 23D
llorar	ll vs y, rr vs. r	23Aii; 23Av; 23D; 23E
muchacho	ch digraph	23D
galleta	ll vs. y	23Av; 23D
baila	ai diphthong; b vs. v	23Av; 23D
dulce	soft c	23Av; 23D
cuello	ue diphthong; ll vs. y; c vs. k	23Av; 23D
guante	hard g, ua pattern; nt cluster	23D
quemar	qu spelling pattern	23Aii; 23Aiv; 23D; 23E

**EOY List**

<b>Word</b>	<b>Applicable Spelling Convention(s)</b>	<b>Applicable TEK(S)</b>
clavo	cl blend; b vs. v; c vs. k	23Av; 23B; 23D
raza	s vs. z vs. c; initial /rr/ spelled r	23Ai; 23D
pensé	diacritical agudo word	23D; 23E; 23H
enseña	ñ sound; ns cluster	23D
tarjetas	g vs. j; final /s/ sound-plural	23Aii; 23Av; 23D
hormiga	initial silent h; rm cluster	23Aii; 23Aiii; 23D
carrera	rr digraph; c vs. k	23Ai; 23Aii; 23Av; 23D
felices	soft c; z to ces pattern	23Av; 23C; 23D
juguete	gue spelling pattern	23Aiv; 23Av; 23D
girasol	soft g vs. j	23Aii; 23Av; 23D; 23E



= Main Idea



=Key Points



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=Review



=Read On

**Third Grade: Spelling Conventions/TEKS Correlations****BOY List**

<b>Word</b>	<b>Applicable Spelling Convention(s)</b>	<b>Applicable TEK(S)</b>
feliz	unstressed final z; c vs. s vs. z	24Av
luces	z to ces; c vs. s vs. z	24Av; 24C
zapato	s vs. c vs. z	24Av
abrió	agudo word; br blend, hiatus, tense	24B; 24Ei; 24G; 24J
coser	s vs. c vs. z; c vs. k	24Av
lluvia	ll vs.y; b vs. v; ia diphthong	24Av; 24G
bilingüe	b vs.v; ng cluster; dieresis	24Aiv; 24Av
lentamente	nt cluster; mente stable ending	24D
daríamos	esdrújula word; hiatus; tense	24F; 24G; 24J
vergüenza	rg cluster; dieresis; nz cluster; b vs.v	24Aiv; 24Av

**MOY List**

<b>Word</b>	<b>Applicable Spelling Convention(s)</b>	<b>Applicable TEK(S)</b>
tumbó	agudo word; mb cluster; tense	24Avi; 24Ei; 24J
toque	qu pattern	24Av
fijen	j vs. g	24Av
quiero	qu pattern; ie diphthong; soft r	24Aii; 24Av; 24G
garaje	j vs. g; soft r	24Aii; 24Av
lápices	esdrújula word; z to ces; c vs.s vs.z	24Av; 24C; 24F
terrible	hard r vs. rr; bl blend	24Ai; 24Av; 24B
abrelatas	compound word; br blend	24B; 24D
cumpleaños	compound word, ñ, mpl cluster; c vs. k; hiatus; tense	24Av; 24D; 24G
paraguas	compound word; soft r	24Aii; 24Av; 24D

**EOY List**

<b>Word</b>	<b>Applicable Spelling Convention(s)</b>	<b>Applicable TEK(S)</b>
hacia	silent h; c vs. s vs. z; ia diphthong	24Aiii; 24Av; 24G
guerra	gue pattern; hard r vs. rr	24Ai, 24Aiv, 24Av
social	c vs. s vs. z; ia diphthong	24Av, 24G
apague	gue pattern	24Aiv
general	g vs. j; soft r	24Aii, 24Av
invierno	b vs. v; nv cluster; ie diphthong, rn cluster	24Av, 24Avi, 24G
serrucho	hard r vs. rr, ch digraph, c vs. s vs. z	24Ai, 24Av
medianoche	compound word, ia diphthong; ch digraph	24D, 24G
explicación	x; pl blend; ción stable ending	24B, 24D, 24Ei, 24G
miniatura	ia diphthong; soft r	24Aii, 24Av, 24G



= Main Idea



=Key Points



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**Slide 59: First, Second, and Third Grade: Determining Fluency Rate in PLCPM**  
(Palabras Leídas Correctamente Por Minuto)



**Part 1**

Alberto read the first grade story, *El sapito de mi sala*, (110 words) in 1 minute 47 seconds. He made 3 errors in the reading. Calculate his fluency rate.

Palabras en el cuento	-	Errores	=	Palabras correctas	÷	Segundos	x 60 =	Fluidez
110	-		=		÷		x 60 =	

Carmen read the second grade story, *El Festival del Charro*, (157 words) in 2 minutes 13 seconds. She made 5 errors in the reading. Calculate her fluency rate.

Palabras en el cuento	-	Errores	=	Palabras correctas	÷	Segundos	x 60 =	Fluidez
157	-		=		÷		x 60 =	

Nicolasa read the third grade story, *La montaña rusa*, (277 words) in 3 minutes 34 seconds. She made 12 errors in the reading. Calculate her fluency rate.

Palabras en el cuento	-	Errores	=	Palabras correctas	÷	Segundos	x 60 =	Fluidez
277	-		=		÷		x 60 =	

**Part 2**

Look at the fluency rates in the class summary sheet below and discuss what you notice at your table.

Nombre del estudiante	Fluidez de lectura		
	Cuento 1	Cuento 2	Promedio
	(PLCPM)	(PLCPM)	
Carolina B	253	317	285
David C	194	238	216
Evelin G	423	407	415
Alvaro H	214	190	202
Rubén M	89	124	107



= Main Idea



=Key Points



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=Review



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### ***Slides 62-63: K-3: Comprehension Questions***



#### **Tips for administration**

- Suggested answers are listed after every comprehension question. However, due to space limitations not all possible answers are listed. Teachers should use their professional judgment to determine if an answer is correct or incorrect.
- In some cases, questions may require more than one answer in order to be scored correct. For those questions, the number of responses needed for a correct score will be listed under the suggested answers.
- When the question requires more than one answer, the teacher may prompt the student for an additional response by saying, \_\_\_\_\_.

Sample Question:

#### **8. ¿Por qué dijo Danielito que el cocodrilo lo había atacado?**

Respuesta: él quería echarle la culpa al cocodrilo, para que su mamá no lo regañara a él

Se requiere una sola respuesta.

### ***Slides 64-67: Kindergarten: Listening Comprehension (Section 10)***



#### **Reminders:**

- There is a different listening comprehension story for each administration time point.
- At Beginning of Year, there are \_\_\_\_ explicit and \_\_\_\_ implicit questions.
- At End of Year, there are \_\_\_\_ explicit and \_\_\_\_ implicit questions.
- At BOY and MOY, this will be the final section in the assessment.
- At EOY, students may branch to Section 11, \_\_\_\_\_, but only if they scored Developed on \_\_\_\_\_.



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### ***Slides 68-69: Kindergarten: Reading Comprehension (Section 11)***



#### **Reminders:**

- This section is only given at End of Year.
- Not all students will take this section. Students must score Developed on \_\_\_\_\_ in order to take this section.
- If student misses three words in first sentence, stop the task and score as NI.
- If student successfully reads the text, administer the three comprehension questions.
- This section will also require the use of the *Cuaderno de lecturas*.

### ***Slides 70-74: First, Second, and Third Grade: Reading Comprehension***



#### **Reminders:**

- This section is given at every time point, regardless of previous performance.
- Students must read/attempt two stories.
- If student misses three words in first sentence, stop the reading of that story and score as NI. Do not calculate fluency and do not administer comprehension questions.
- If student successfully reads the story, calculate fluency and administer comprehension questions.
- Students will always attempt story 2, regardless of performance on Story 1.
- For First Grade: At BOY, there are 5 comprehension questions per story. At MOY and EOY, there are 8 questions per story.
- For Second and Third Grade: At each time point, there are 8 questions per story—6 explicit and 2 implicit.



= Main Idea



=Key Points



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**Slides 75-78: First, Second, and Third Grade: Determining Overall Scores****Determining the Overall Score for Accuracy, Fluency, and Comprehension****Reading Accuracy:**

INS or IND on BOTH Stories = D overall

FRU on EITHER Story = NI overall

**Reading Fluency:**

There is NO D/NI performance standard for Fluency. To determine the overall fluency rate, average the rates of the two stories together. If one score is missing, the overall rate is the fluency rate of the single story. The EOY fluency rate target is *approximately* 60 PLCPM for first grade, 90 PLCPM for second grade and 110 PLCPM for third grade.

**Reading Comprehension:**

D on BOTH stories = D overall

NI on EITHER story = NI overall

Based on the information above, complete the following:

1. Determine the overall scores for the first grade students in the table below.

Sección 8: Exactitud, fluidez y comprensión de lectura												
		Cuento	Narr. (N) Exp. (E)	Exactitud de lectura			Proporción de la fluidez		Comprensión			
				Cuento	Global	Cuento	Global	Cuento		Global		
					Nivel de logro (D, NI)	Puntaje	Promedio de puntaje	Puntaje	Nivel de logro (D, NI)	Nivel de logro (D, NI)		
Enrique	Principio	1	N	IND	INST	FRU		25		4	D	
		2	N	IND	INST	FRU						
Ana	Principio	1	N	IND	INST	FRU		44		5	D	
		2	N	IND	INST	FRU		36		4	D	
Laura	Principio	1	N	IND	INST	FRU		53		4	D	
		2	N	IND	INST	FRU		42		3	NI	
Jorge	Principio	1	N	IND	INST	FRU						
		2	N	IND	INST	FRU		33		2	NI	

2. Jot down any questions you have about how the results are shown above. Be sure to check with a neighbor or a presenter so that your questions are answered.

3. Why is there no fluency or comprehension score for Enrique on story 2 or Jorge on story 1?



= Main Idea



=Key Points



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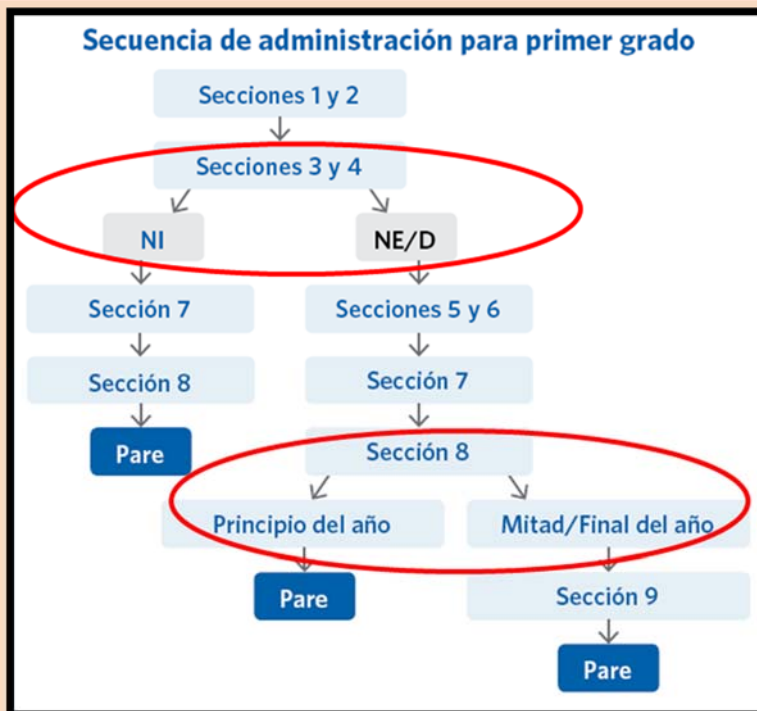
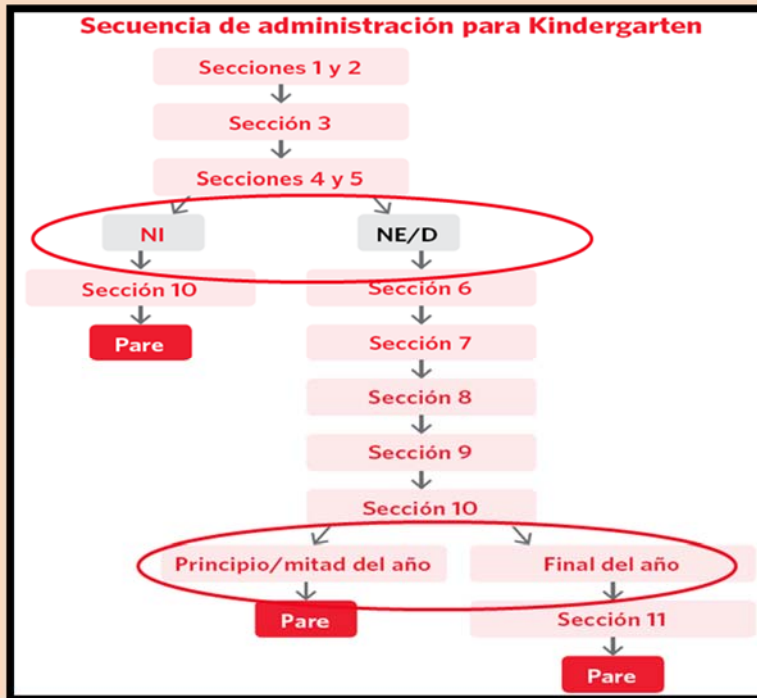


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### Slides 79-81: Kindergarten and First Grade: Branching Rules



Branching rules minimize \_\_\_\_\_ by skipping students past sections in which they will not likely \_\_\_\_\_. This is based on performance on easier tasks. Branching rules also tell teachers when certain sections should be administered.







= Main Idea



=Key Points



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=Review




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### **Slides 82: K-2: Entry Point Rules**



#### Reminders:

- Formally known as the Jumping In Rules.
- Entry Point Rules avoid re-administration of some sections on which a student has already scored \_\_\_\_\_ in a \_\_\_\_\_ administration.
- To determine whether a section needs to be re-administered, look in the colored box in the Administración section under the heading titled “Mitad y final del año”.

Sección 1	Identificación del sonido inicial
<b>Materiales:</b> Folleto de respuestas del estudiante	
<b>Administración:</b>	<b>Principio del año</b> Administre todas las preguntas.
	<b>Mitad y final del año</b> NE o NI en la administración previa, administre esta sección. D en la administración previa, no necesita administrarla. Continúe con la Sección 3.