

Key Points



Notes



Key Points



Notes

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Key Points



Notes



Appropriate Use of the MPLE 3

- A tool to monitor student progress on early reading skills
- Monitors growth between benchmarks
- Ensures students learn the alphabetic principle

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SAY:

Today we will be discussing the Monitoreo de Progreso de Lectores Emergentes, also known as the MPLE.

DO:

Read/review slide.



Key Points



Notes


What Comes in the MPLE Kit? 4

Each MPLE Kit Includes:

- Guía de administración
(Teacher Guide)
- Cuaderno de lecturas
(Student Story Booklet)

SOLD SEPARATELY

15 Folletos de respuestas
del estudiante (Student
Record Booklets)



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DO:

Read/review slide.

SAY:

The MPLE kit is a purchase item available from the publisher of the Tejas LEE—Brookes Publishing. If your district has the previous version of the MPLE (Dated 2006-2008 in an orange box), this is the current version and can still be used. In this case, you would only need to purchase student record booklets.




Key Points

- The MPLE Kit is available for purchase from our publisher, Brooke Publishing. Electronic versions are available from the Amplify (Wireless) and Tango LibertySource.
- The orange 2006-2008 version of the MPLE is still current and can be used if your district still has these kits.



Notes



Components

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The MPLE consists of the following:

- Alphabet Letter Task Card
- Word Reading (Decoding) Lists
- Listening Comprehension Stories and Questions
- Phonological Awareness Tasks

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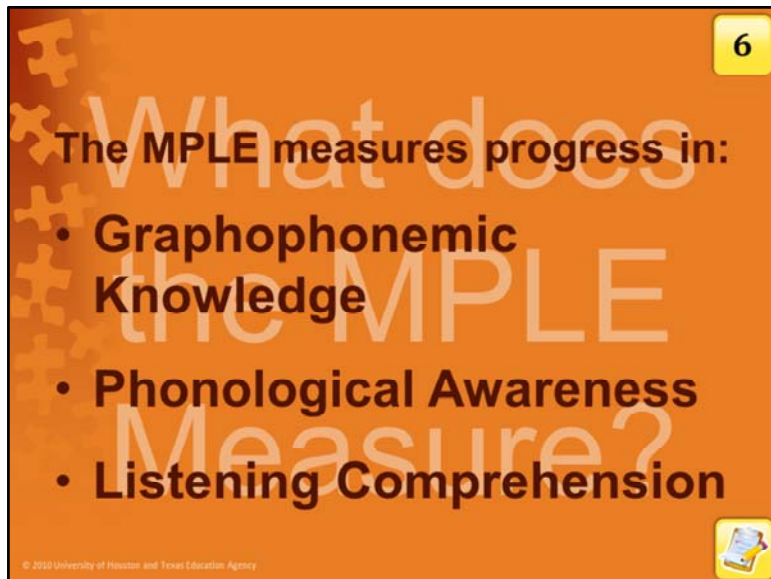
DO:
Read/review slide.



Key Points



Notes



This slide has 1 ✓ ☆ CLICK of animation.

DO:

Read slide.



ADDITIONAL INFORMATION FOR PRESENTER

The Monitoreo del progreso para lectores emergentes (MPLE) Kit is designed to measure students' progress in the acquisition of important early reading skills Graphophonemic Knowledge, Phonological Awareness and Listening Comprehension. The MPLE assesses progress in these skills by using brief assessments that can be repeated on a biweekly basis using the alternate forms provided. Student progress is measured through a variety of brief items arranged according to students' development and difficulty with the items. You can monitor student progress and chart development with the test scores to modify or adapt instruction to meet a student's specific needs.

The MPLE development study was conducted with 535 students in Texas. Decisions regarding the items and stories selected for each skill task, the sequence of tasks over the course of the year, and the ordering of the items within each task, were made based on early reading research and the data presented in the Technical Report.

DO:

✓ ☆ **CLICK** to bring up the specific skills assessed.



Key Points

The three domains that are measured in the MPLE are:

- Graphophonemic Knowledge
- Phonological Awareness
- Listening Comprehension



Notes



Have participants complete the exercise for this page in their Participant Packet. You may choose to darken the screen while they work on this by hitting the B on your keyboard. This will turn the screen BLACK. If you type B again, the slide show will return.

Required vs Optional Tasks

7

The MPLE offers a great deal of administration flexibility by incorporating both REQUIRED and OPTIONAL tasks.

- REQUIRED tasks ensure that teachers have the necessary information for informed instructional decisions
- OPTIONAL tasks can provide additional information about each student

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DO:

Paraphrase slide.



Key Points

The tasks in the MPLE are divided into two groups:

- Required: Must be administered at each administration
- Optional: May be administered for additional information



Notes

Required vs Optional Tasks 8		
Kindergarten	Required	Optional
MPLE	<ul style="list-style-type: none"> • Letter Name/ Letter Sound • Listening Comprehension 	<ul style="list-style-type: none"> • Syllable and Phoneme Blending • Syllable and Phoneme Segmenting • Initial Sound Identification • Word Reading

This slide has 2 ✓ ☆ CLICKS of animation.

SAY: *The required items are...*

✓ ☆ CLICK

... Letter Name/Letter Sound, Listening Comprehension and Listening Comprehension questions. The optional items are...

✓ ☆ CLICK

... Word Reading, Syllable and Phoneme Blending and Segmenting Syllables and Phonemes.

DO:



Point out to participants that they have this information in their handouts as a quick reference guide. They may wish to place this into their MPLE TE or kit.



Key Points

- Required:
 - Letter Name/Letter Sound
 - Listening Comprehension
- Optional:
 - Blending (Syllables and Phonemes)
 - Segmenting (Syllables and Phonemes)
 - Word Reading



Notes

Skill and Description	
Phonological Awareness	
Syllable and Phoneme Blending	<ul style="list-style-type: none"> • Presented with parts of a word • Provide the whole word
Syllable and Phoneme Segmenting	<ul style="list-style-type: none"> • Presented with word • Break words into component parts
Initial Sound Identification	<ul style="list-style-type: none"> • Presented with word • Identify beginning sound

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Key Points

DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

Syllable and Phoneme Blending is optional. Students are presented the parts of a word and asked to provide the word (without pauses). The order of items within the blending tasks follows a continuum from easy to difficult, with syllable blending presented before phoneme blending.

Segmenting Syllables and Phonemes is also optional. Students are presented with a whole word and asked to provide the word broken into its component parts (either syllables or individual phonemes). The order of items within the segmenting tasks follows a continuum of easy to difficult, with syllable segmentation presented before phoneme segmentation. In general, words with two- and three-syllables/phonemes are presented earlier in the sequence: four- and five-syllable/phoneme words appear later.



Notes

Skill and Description		10
Graphophonemic Knowledge		
Letter Name/Letter Sound	<ul style="list-style-type: none"> • Entire alphabet • Provide letter name and sound 	
Word Reading	<ul style="list-style-type: none"> • Read 5 words aloud • In order of difficulty 	



Key Points

DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

For the required Letter Name/Letter Sound item the entire alphabet is presented in order of difficulty. Students are asked to provide the letter name and the sound associated with the letter. While both Letter and Letter Sound items are scored, only Letter Sound is counted. If a student misses 5 or more Letter Sound items in a row, the task is stopped. Alternatively, if a student scores mastery (100%) on all Letter Name/Letter Sound items for two continuous assessment periods, the task can be discontinued.

Word Reading is optional where students are presented with five words to read out loud. The words are ordered in level of difficulty as determined by the data presented in the Technical Report. All words are two- or three-letter words and represent those students commonly encounter in beginning reading text.



Notes

Skill and Description 11	
Listening Comprehension	
Listening Comprehension	<ul style="list-style-type: none"> • Students are read a short passage • Ordered according to difficulty
Listening Comprehension Questions	<ul style="list-style-type: none"> • 3 questions <ul style="list-style-type: none"> –1 Explicit, –1 Implicit and –1 Vocabulary

DO:

Paraphrase this slide.



ADDITIONAL INFORMATION FOR PRESENTER:

For the required Listening Comprehension section, students listen to a brief passage read by the teacher. There is a different story for each administration. Students are then asked three comprehension questions about the story. There is one explicit, one implicit and one vocabulary question for each story. Answers are provided in the *Folleto de respuestas del estudiante*, however, teachers may use their professional judgment to determine whether any response given by the student should be counted as correct.

The stories in the MPLE are all originally written works in Spanish, not translations from other languages. The stories increase in their level of difficulty as the school year progresses.



Key Points



Notes

Schedule of Administration		
Kindergarten	BOY to MOY	MOY to EOY
MPLE	Every two weeks after BOY benchmark	Every two weeks after MOY benchmark

12

SAY:

The MPLE is designed to be administered after the Tejas benchmark. After the BOY benchmark, administer the MPLE two weeks later and continue every two weeks in sequence. Following the MOY benchmark, administer the MPLE two weeks later and continue every two weeks in sequence.




Key Points

- Administration should occur two weeks after benchmark and continue every 2 weeks after that.





Notes



Administration Guidelines

13

1. Start with required items.
2. Conclude with optional items to gain more information.
3. Record results on the Student Record Sheet during administration.
4. If the student hesitates longer than **10 seconds**, mark the item incorrect and move on to the next item without comment.

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This slide has 1 ✓ ☆ CLICK of animation.

SAY:

We recommend the classroom teacher or reading/language arts teacher administer the assessment. It is important to follow the administration guidelines.

DO:

Read/review slide.

✓ ☆ **CLICK**

Point out to your participants that in Guideline #4 there is a significant difference between the Tejas LEE and the MPLE. On most tasks of the Tejas LEE, the time a student is given to answer a question is left to the teacher's discretion, while on the MPLE, there is a specified limit of 10 seconds.



Point out to participants that they have this information in their handouts as a quick reference guide. They may wish to place this into their MPLE TE or kit.



Key Points

- Always start with required items, then administer optional tasks if needed.
- If the student takes longer than 10 seconds to answer, please mark item incorrect and move on to next item.



Notes

Administration Timeline

14

Administer task until Mastered

Skill	Serie 2	Serie 4	Serie 6	Serie 8	Serie 10	Serie 12
Letter Name/ Letter Sound*	X	X	X	X	X	X
Blending						
Segmenting						
Initial Sound				X	X	X
List. Comp./ Vocabulary*		X	X	X	X	X

Always administer task

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Key Points

- The first time you administer the MPLE, only the Letter Name/Letter Sound section is administered.
- Starting with Serie 4, Letter Name/Letter Sound and Listening Comprehension must be given at each administration

This slide has 2 ✓ ☆ CLICKS of animation.

SAY:

Because the MPLE is designed to monitor student progress between benchmark assessments, not all skills will be mastered at the point the skill drops from the timeline. It is important to continue to teach a skill even when it does not appear during the assessment period.

✓ ☆ CLICK

Please note that the Letter Name/Letter Sound section is a required task and should always be administered until the student masters it in two consecutive sessions.

✓ ☆ CLICK

The Listening Comprehension section should be administered each session starting with Serie 4.



Notes

Administration Timeline						
Middle- to End-of-Year						
Skill	Serie 14	Serie 16	Serie 18	Serie 20	Serie 22	Serie 24
Letter Name/ Letter Sound**	✗	✗	✗	✗	✗	✗
Blending	Syllables		Phonemes			
	✗	✗	✗	✗	✗	✗
Segmenting	Syllables		Phonemes			
	✗	✗	✗	✗	✗	✗
Initial Sound	✗	✗	✗			
Word Reading		✗	✗	✗	✗	✗
Comprehension/ Vocabulary*	✗	✗	✗	✗	✗	✗



Key Points

- Notice that the optional tasks of Phoneme Blending & Segmenting and Word Reading do not start until after the second half of the year.

This slide has 2 ✓ ☆ CLICK of animation.

SAY:

This slide shows the timeline for the second half of the year from MOY to EOY.

✓ ☆ CLICK

Notice that Word Reading has now been added as an additional optional task.

✓ ☆ CLICK

Also, the Blending and Segmenting sections have been expanded to include Phonemes.



Notes

Required Tasks						
Middle- to End-of-Year						
Skill	Serie 14	Serie 16	Serie 18	Serie 20	Serie 22	Serie 24
Letter Name/ Letter Sound**	X	X	X	X	X	X
Blending	Syllables		X	Phonemes		
	X	X		X	X	X
Segmenting	Syllables		X	Phonemes		
	X	X		X	X	X
Initial Sound	X	X	X			
Word Reading		X	X	X	X	X
Comprehension/ Vocabulary*	X	X	X	X	X	X



Key Points

- In the administration tables, required tasks will appear in a darker shade with darker, larger Xs.

This slide has 1 ✓ ☆ CLICK of animation.

DO:

✓ ☆ CLICK

SAY:

Please note that the required tasks are shaded in gray and have slightly larger Xs.



Notes

Optional Tasks						
Middle- to End-of-Year						
Skill	Serie 14	Serie 16	Serie 18	Serie 20	Serie 22	Serie 24
Letter Name/ Letter Sound**	X	X	X	X	X	X
Blending	Syllables		Phonemes			
	X	X	X	X	X	X
Segmenting	Syllables		Phonemes			
	X	X	X	X	X	X
Initial Sound	X	X	X			
Word Reading		X	X	X	X	X
Comprehension/ Vocabulary*	X	X	X	X	X	X



Key Points

- Optional tasks are located in the middle of the table with lighter shading.
- Not all optional tasks are offered at each administration point.

This slide has 2 ✓ ☆ CLICKS of animation.

DO:

✓ ☆ CLICK

SAY:


The optional tasks are located in the middle, are a lighter shade, and are marked by smaller Xs. Also please note that not all optional tasks are offered at each serie. For example, word reading is not offered until Serie 16 and Initial Sound stops at Serie 18.

DO:

✓ ☆ CLICK to bring up word OPTIONAL.



Notes



Administration

18

Format is similar to the Tejas LEE in terms of:

- Materials
- Directions
- Practice
- Scoring

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DO:
Paraphrase slide.



Key Points



Notes

19

Format

Materiales: Folleto de r

Puntuación: 1 punto por
0 punto por

Instrucciones: El estudiante
despacio las
se forman a
'otro'.

Práctica: **Ahora vame**
correcta, dic

Preguntas: **Si digo /_/_/**
No haga co

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This slide has 1 ✓ ☆ CLICK of animation.

DO:

✓ ☆ CLICK

SAY:

The materials are listed at the top of the page for each item. The scoring information follows and is the same for all of the items, 1 for correct responses and 0 for incorrect responses. The directions follow and tell you exactly how to administer the item. What you say during the task is presented in bold. If there is a practice item you must present it before moving on to the test items.



Key Points

- Materials, scoring, and task instruction information can be found at the top of the page for each task.
- Everything that needs to be said aloud to the students is presented in bold, italic type.
- Administer all practice items before continuing on to the actual test items.



Notes

Format
20

Requerido
Comprensión auditiva

Serie 4

Opcional
Unión de las sílabas

Opcional
Serie 4

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Key Points

- Each task will be labeled as Required or Optional in the top left hand corner.

This slide has 2 ✓☆ CLICKS of animation.

SAY:

Another format feature that we want to point out is located at the top left hand corner of the page.

✓☆ CLICK


Note that this particular section (Comprensión auditiva) is marked as “Requerido”. This serves as a quick visual cue to remember which tasks are required.

✓☆ CLICK

In comparison, this second example shows that this task (Unión de las sílabas) is optional.



Notes



Scoring

21

1. All items are scored correct (1) or incorrect (0).
2. With the exception of Letter Name/Sound, each task within each set contains 3-5 items.
3. Letter Name/Sound has a ceiling of 5 incorrect in a row.
4. If the student hesitates longer than 10 seconds, mark the item incorrect and move on to the next item without comment.

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DO:
Paraphrase slide.



Key Points

- Scoring for all items is correct (1) and incorrect (0)
- Most tasks have only 3 to 5 items.
- Letter Name/Sound has a ceiling of 5 incorrect in a row
- If a student hesitates more than 10 seconds, mark the item incorrect



Notes

Discontinue Rule

22

- If a student has mastered all letter names and sounds for 2 consecutive assessments, you may stop administering the task and move to the optional tasks within the set.

Requerido													
Letras y sonidos													
No continúe después de 5 fallas consecutivas en la columna del sonido.													
	Serie 14		Serie 16		Serie 18		Serie 20		Serie 22		Serie 24		
	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	
1. O o	1	1	1	1	1	1							
2. S s	1	1	1	1	1	1							
28. P p	1	0	1	1	1	1							
29. H h	1	1	1	1	1	1							
30. LL ll	0	0	1	1	1	1							
TOTAL	29	28	30	30	30	30							

Do not administer

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Key Points

- If a student correctly answers all 30 Letter Names and Sounds for two consecutive administrations, you do not have to administer this section anymore for the remainder of the school year.

This slide has 3 ✓ ☆ CLICKS of animation.

SAY: Now we're going to discuss the Discontinue Rule. It states that: If a student has mastered all letter names and sounds for 2 consecutive assessments, you may stop administering the task and move to the optional tasks within the set.

Let's look at our graphic to illustrate this rule. Please note that in order to see this clearly, this letter and sound chart only shows the top and bottom portions of the page.

✓ ☆ CLICK

On Serie 14, Marisa scores a 29 on Letter Names and 28 on Letter Sounds.

✓ ☆ CLICK

Two weeks later, on Serie 16, Marisa shows mastery of this concept by scoring 30 on both parts.

According to our Discontinue Rule, we may only stop assessment of LNLS when a student has mastered it in two consecutive sessions. So on Serie 18, the teacher once again administers LNLS.

✓ ☆ CLICK (Note there will be a 3 second delay before the words DO NOT ADMINISTER appear on the slide.)

Once again, Marisa scores a 30 on both Letter Names and Letter Sounds. For the remainder of the school year, the teacher does not need to administer this section any longer.



Notes

Discontinue Rule

23

- If a student has mastered all letter names, but not sounds (or vice versa), for 2 consecutive assessments, stop administering the mastered task and continue only with the needed skill.

Requerido													
Letras y sonidos													
No continúe después de 5 fallas consecutivas en la columna del sonido.													
	Serie 14		Serie 16		Serie 18		Serie 20		Serie 22		Serie 24		
	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	
1. O o	1	1	1	1	1	1	-	1					
2. S s	1	1	1	1	1	1	-	1					
28. P p	0	0	1	1	1	1	-	1					
29. H h	1	0	1	0	1	1	-	1					
30. LL ll	0	0	1	0	1	0	-	1					
TOTAL	28	27	30	28	30	29	-	30					

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Key Points

- If a student correctly answers all 30 Letter Names or Sounds for two consecutive administrations, you do not have to administer that portion anymore for the remainder of the school year. Continue forward with the remaining skill they have not yet mastered.

This slide has 4 ✓ ☆ CLICKS of animation.

SAY:

Now let's look at the second part of the Discontinue Rule. It states that: If a student has mastered all letter names, but not sounds, for 2 consecutive assessments, you may stop administering letter names and continue only with letter sounds.

Let's look at our graphic to illustrate this rule. Again, remember this letter and sound chart only shows the top and bottom portions of the page.

✓ ☆ CLICK

On Serie 14, Nora scores a 28 on Letter Names and 27 on Letter Sounds.

✓ ☆ CLICK

Two weeks later, on Serie 16, Nora shows mastery of letter names, but only scores 28 on letter sounds.

✓ ☆ CLICK


On Serie 18, Nora once again scores a 30 on Letter Names, and improves to a 29 on Letter Sounds. According to our Discontinue Rule, now that Nora has scored a 30 on Letter Names in two consecutive sessions, for the remainder of the school year, the teacher does not need to administer Letter Names any longer.

✓ ☆ CLICK

So on Serie 20, the teacher only administers Letter Sounds.




Notes



Discontinue Rule

24

- Listening Comprehension does not have a discontinue rule. This section should always be administered.



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Key Points

DO:

Paraphrase slide.



Have the participants complete the TRUE/FALSE activity in their Participant Packet.

ANSWERS:

1. FALSE—A score of 30 is needed in two consecutive administrations, not 28.
2. TRUE
3. FALSE—There is no discontinue rule for Listening Comprehension. This task is always administered.
4. TRUE



Notes

Procedures for Optional Set Items

25

- Optional items may be started at any administration
- Before MOY, always begin an optional task with the first available set. So, for Sound Blending, you would begin with Serie 4, and with Initial Sound, you would begin with Serie 8.
- After MOY, you may choose to start optional tasks with Serie 14 and move back to Serie 4 if the student has difficulty
- Always record the actual date of administration next to the optional tasks if this differs from the date of the required tasks

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SAY:

Teachers may decide to administer Optional tasks at any time during the school year.

Before BOY, teachers should begin with the first available Optional task. So, for example, if a teacher is administering MPLE Serie 10 to his/her students, and decides to begin Blending, Segmenting and Initial Sounds Optional tasks with three students, the student should be administered Blending Serie 4, Segmenting Serie 4 and Initial Sounds Serie 8, as these are the first available set. The teacher should record the ACTUAL date of administration for these items.

After MOY, the teacher may decide to begin with Serie 14, rather than with the first available. However, should the student be unable to perform the items in Serie 14, it is advisable to move back to Serie 4.



Have the participants complete the Fill in the Blank activity in their Participant Packet.

ANSWERS:

1. Any
2. First available set
3. Serie 14

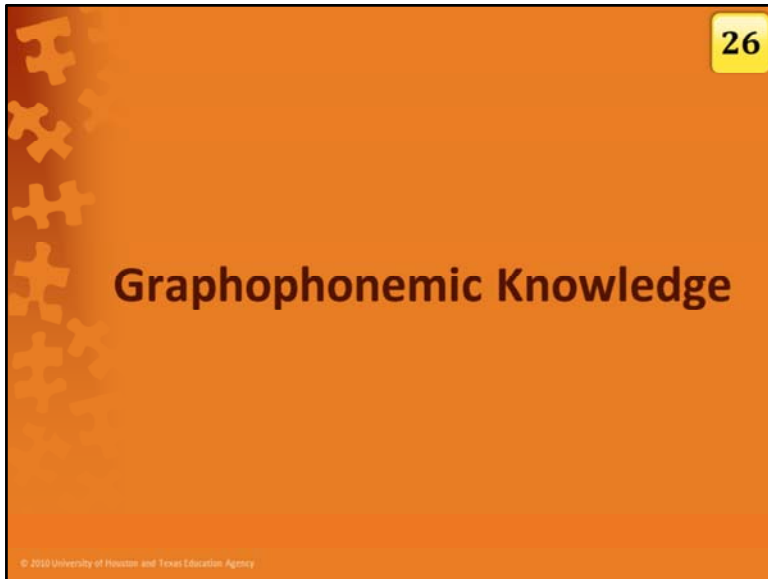


Key Points

- May begin administering Optional tasks at any point in the school year.
- Before MOY, start with the first available set of a task.
- After MOY, you may begin with the current set or begin with the first set available (i.e. Serie 4, etc).
- Record actual date of administration.



Notes



SAY:

Graphophonemic Knowledge is the first area of reading that is assessed on the MPLE. It is the understanding that there is a predictable relationship between phonemes, the sounds of spoken language and graphemes, the letters and spelling that represent those sounds in written language. Now let's take a look at how Graphophonemic Knowledge is assessed on the MPLE.

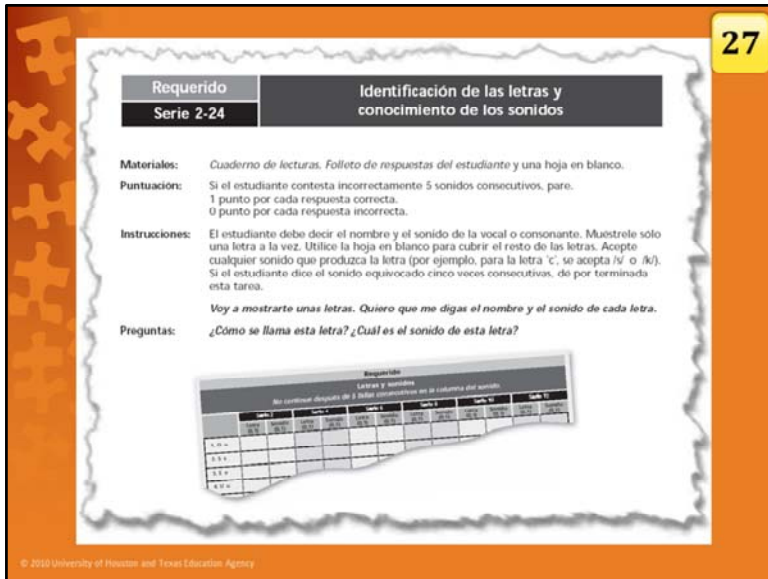


Key Points

- First reading domain that is assessed in the MPLE is Graphophonemic Knowledge.
- Graphophonemic Knowledge is the understanding that written words are composed of patterns of letters that represent the sounds of spoken words.



Notes



Key Points

- Letter Names/Letter Sounds is one of two required tasks.
- Student must provide letter name and sound simultaneously.
- If student misses 5 sounds (not letters) in a row, stop administration of this task and move on to the next section.

SAY:

This is one of two required tasks. Students are presented with the entire alphabet in order of difficulty and asked to provide the letter name and the sound associated with that letter. Also:

- While both letter name and sound are scored, only the letter sound activity is ended if a student misses 5 in a row. Administer the entire letter name regardless of student performance.
- If a student misses five or more letter sounds in a row, stop administration of this task and move on to the next section.
- If a student scores mastery (100%) on all the letter names or letter sound items for two continuous assessment periods, this portion of the task can be discontinued.



Notes

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Opcional	Reconocimiento de las palabras
Serie 16	

Materiales: Cuaderno de lecturas, Folleto de respuestas del estudiante y una hoja en blanco.

Puntuación: 1 punto por cada respuesta correcta.
0 punto por cada respuesta incorrecta.

Instrucciones: El estudiante debe leer una lista de palabras. Muéstrole solamente una palabra a la vez. Utilice la hoja en blanco para cubrir el resto de las palabras.

Te voy a mostrar unas palabras y quiero que las leas en voz alta. Si no sabes alguna palabra, trata de leerla lo mejor que puedas. ¿Que dice aquí?

Práctica: Ninguna.

Preguntas: ¿Que dice aquí?

No haga comentarios durante las cinco tareas siguientes.

Reconocimiento de las palabras	Puntos (0/1)
1. mi	
2. no	
3. si	

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Key Points

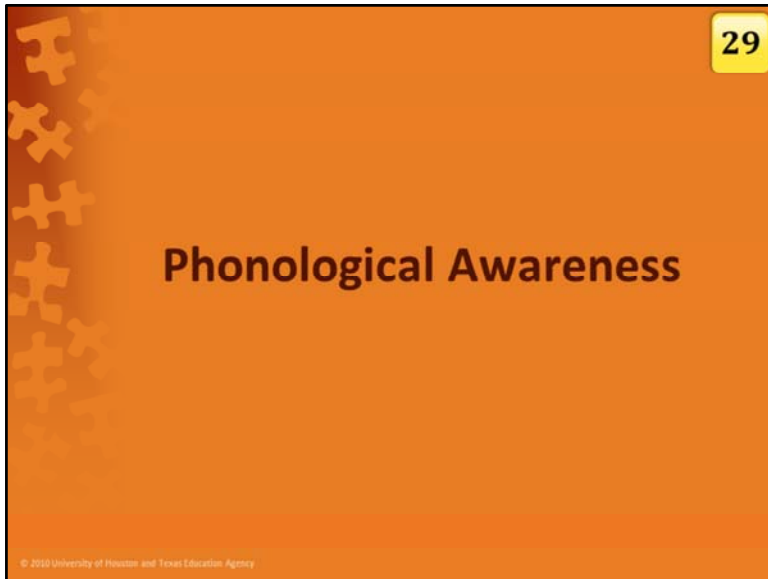
- This is an optional task.
- Students must read aloud 5 words.
- Words are ordered by level of difficulty.

SAY:

Reconocimiento de las palabras (Word Reading) is the second Graphophonemic Knowledge task offered in the MPLE. This is an optional task. Students are presented with five words to read out loud. The words are ordered by level of difficulty. All words are two or three letter words and represent those that students commonly encounter in beginning reading text.



Notes



SAY:

Phonological Awareness is the second area of reading that is assessed on the MPLE. It is the ability to identify, think about or manipulate the individual sounds (phonemes) and/or syllables in words. Now let's take a look at how Phonemic Awareness is assessed on the MPLE. All of these tasks are strictly auditory.



Key Points

- Phonological Awareness is the second skill assessed in the MPLE.
- PA is the ability to identify and manipulate sounds and/or syllables in words.
- All PA tasks are strictly auditory.



Notes

30

Opcional	Unión de las sílabas	
Serie 4		

Materiales: Folleto de respuestas del estudiante.

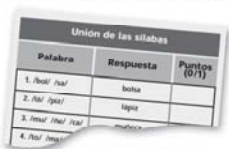
Puntuación: 1 punto por cada respuesta correcta.
0 punto por cada respuesta incorrecta.

Instrucciones: El estudiante debe decir la palabra que se forma al unir las sílabas. *Te voy a decir muy despacio las sílabas que forman unas palabras. Quiero que me digas las palabras que se forman al juntar las sílabas. Por ejemplo, si digo /ol/ /tro/, la palabra que se forma es 'otro'.*

Práctica: Ahora vamos a practicar. Si digo /ri/ /co/, ¿qué palabra se forma? Si la respuesta no es correcta, dígame: Si junto las sílabas /ri/ /co/, se forma la palabra 'rico'.

Preguntas: Si digo /_/_/_/_/ ..., ¿qué palabra se forma? (Repita según sea necesario.)

No haga comentarios durante las cinco tareas siguientes.



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Key Points

- This task is optional.
- Students must blend syllables into words.
- During administration, teachers must leave clear pauses in between syllables in order to avoid blending word for student.

SAY:

This task is optional. Students are presented the syllables that form a word and asked to provide the whole word (without pauses). The order of items within the blending tasks follows a continuum from easy to difficult. In order for the teacher to get an accurate reading of a student's ability to blend syllables, it is crucial that the teacher leave adequate time between the syllables.



NOTES FOR PRESENTER:

You may practice some items out loud with the participants in order to model correct spacing between syllables.



Notes

31

Opcional	Segmentación de las sílabas
Serie 4	

Materiales: Folleto de respuestas del estudiante.

Puntuación: 1 punto por cada respuesta correcta.
0 punto por cada respuesta incorrecta.

Instrucciones: El estudiante debe dividir las palabras en sílabas. Primero hágalo usted, ya sea dando palmadas (aplaudiendo) o con el método que usted usa en el salón de clase para representar las sílabas.

Te voy a decir unas palabras que quiero que dividas en sílabas. Por ejemplo, voy a dividir la palabra 'así' /aí/ /sí/. (Demuestre el ejercicio, según sea necesario.)

Práctica: Ahora vamos a practicar. Si digo 'menor', dime, ¿cómo se divide en sílabas la palabra 'menor'?

Si la respuesta no es correcta, dígame: La palabra 'menor' se divide en sílabas /me/ /nor/.

Preguntas: Dime, ¿cómo se divide en sílabas la palabra '_____'? (Repita según sea necesario.)

No haga comentarios durante las cinco tareas siguientes.

Palabra	Respuesta	Puntos (1/1)
1. proa	/pro/ /a/	
2. cosa	/co/ /sa/	
3. poco	/po/ /co/	
4. todo	/to/ /do/	

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SAY:

This task is optional. In this section, students are presented with the whole word and asked to provide the word broken into syllables. In general, words with two and three syllables are presented early in the sequence; four and five syllable words appear later.



Key Points

- This task is optional.
- Students must segment words into syllables.
- In general, words are presented from easiest to hardest.



Notes

32

Opcional	Unión de los sonidos	
Serie 18		

Materiales: Folleto de respuestas del estudiante.

Puntuación: 1 punto por cada respuesta correcta.
0 puntos por cada respuesta incorrecta.

Instrucciones: El estudiante debe decir la palabra que se forma al unir los sonidos de algunas letras. Pronuncie los sonidos de las letras pero no diga los nombres.

Te voy a decir muy despacio los sonidos que forman unas palabras. Quiero que me digas las palabras que se forman al unir los sonidos. Por ejemplo, si digo /a/ /s/ /a/, la palabra que se forma es 'oso'.

Práctica: Ahora vamos a practicar. Si digo /a/ /s/ /a/, ¿qué palabra se forma? Si la respuesta no es correcta, dígame: Si junto los sonidos /a/ /s/ /a/, se forma la palabra 'oso'.

Preguntas: Si digo /_/_/_/_/ → ¿qué palabra se forma? (Repita según sea necesario.)

No haga comentarios durante las cinco tareas siguientes.

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SAY:

This task is also optional. In this section, the students are presented with phonemes that form a word and asked to provide the whole word (without pauses). Phoneme blending is higher on the continuum of difficulty, and as such is presented in the second half of the year.

On the Tejas LEE website, there is a video clip demonstrating the proper pronunciation of all Spanish phonemes. We strongly recommend that all teachers view this video clip before attempting to administer any task involving phonemes. Good working knowledge of the proper pronunciation of Spanish phonemes is critical for valid and reliable test results on these sections.

Teachers should always be cognizant of students in their classroom who may have dialectal or regional differences. A student should not be penalized for pronouncing a phoneme differently if this is due to dialectal or regional differences.



NOTES FOR PRESENTER:

You may practice some items out loud with the participants in order to model correct spacing between syllables.



Key Points

- This task is optional.
- Students must blend sounds into words.
- During administration, teachers must leave clear pauses in between sounds in order to avoid blending word for student.
- This skill does not appear until the second half of the year because it is higher on the PA continuum than syllables.
- Video of correct pronunciation of phonemes can be found on Tejas LEE website: www.tejaslee.org



Notes

33

Opcional	Segmentación de los sonidos
Serie 18	

Materiales: Folleto de respuestas del estudiante.

Puntuación: 1 punto por cada respuesta correcta.
0 puntos por cada respuesta incorrecta.

Instrucciones: El estudiante debe dividir las palabras sonido por sonido.
Te voy a decir unas palabras que quiero que dividas sonido por sonido. Por ejemplo, voy a dividir la palabra 'así' así / así / sí / sí / sí / sí.

Práctica: Ahora vamos a practicar. Si digo 'cera', dime, ¿cómo se divide sonido por sonido la palabra 'cera'?

Si la respuesta no es correcta, digale: La palabra 'cera' se divide sonido por sonido así / así / sí / sí / sí / sí.

Preguntas: Dime, ¿cómo se divide sonido por sonido la palabra '...'? (Repita según sea necesario.)
No haga comentarios durante las cinco tareas siguientes.

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SAY:

This task is optional. In this section, the students are presented with a whole word and asked to provide the word broken into component phonemes. In general, two and three phoneme words are presented early in the sequence; four and five phoneme words appear later.



Key Points

- This task is optional.
- Students must segment words into sounds.
- In general, words are presented from easiest to hardest.



Notes

34

Opcional	Identificación del sonido inicial												
Serie 8													
Materiales: Folleto de respuestas del estudiante. Puntuación: 1 punto por cada respuesta correcta. 0 punto por cada respuesta incorrecta. Instrucciones: El estudiante debe identificar el sonido inicial de cada palabra. Pronuncie el sonido de la letra, pero no diga el nombre. <i>Te voy a decir una palabra. Quiero que me digas con qué sonido empieza esa palabra. Por ejemplo, la palabra 'día' empieza con el sonido /di/. (Demuestre el ejercicio, según sea necesario.)</i> Práctica: <i>Ahora vamos a practicar. Escucha la palabra que voy a decir: 'nunca'. ¿Con qué sonido empieza 'nunca'?</i> Si la respuesta no es correcta, digale: <i>La palabra 'nunca' empieza con el sonido /n/.</i> Preguntas: <i>¿Con qué sonido empieza '...'?</i> (Repita según sea necesario.) No haga comentarios durante las cinco tareas siguientes.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; font-weight: bold; font-size: small;">Identificación del sonido inicial</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Palabra</th> <th style="background-color: #cccccc;">Respuesta</th> <th style="background-color: #cccccc;">Puntos (0-1)</th> </tr> </thead> <tbody> <tr> <td>1. oso</td> <td>/o/</td> <td></td> </tr> <tr> <td>2. tela</td> <td>/t/</td> <td></td> </tr> <tr> <td>3. agua</td> <td></td> <td></td> </tr> </tbody> </table> </div>	Palabra	Respuesta	Puntos (0-1)	1. oso	/o/		2. tela	/t/		3. agua		
Palabra	Respuesta	Puntos (0-1)											
1. oso	/o/												
2. tela	/t/												
3. agua													

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SAY:

This is the last Phonological Awareness task and is also optional. The student is presented with 5 words and must identify the initial phoneme. Please remember not to overemphasize the first sound when pronouncing the words.



Key Points

- This task is optional.
- Students must identify initial sound.
- Do not overemphasize the first sound when saying the word aloud (i.e. oooooooooo)



Notes



SAY:

Listening Comprehension is the last area of reading that is assessed on the MPLE. It is the understanding of what is being read aloud. Now let's take a look at how Listening Comprehension is assessed on the MPLE.



Key Points

- Listening comprehension is the third skill assessed in the MPLE.
- Listening comprehension is the ability to extract meaning from what is being read aloud.



Notes

36

Requerido	Comprensión auditiva
Serie 4	

Materiales: Folleto de respuestas del estudiante.

Puntuación: 1 punto por cada respuesta correcta.
0 puntos por cada respuesta incorrecta.
Use su criterio profesional para determinar si las respuestas son correctas.

Instrucciones: Léale al estudiante la introducción y el cuento en voz alta. Al terminar la lectura, hágale las preguntas de comprensión.

Te voy a leer un cuento llamado El paraguas. Después te haré unas preguntas. Escúchalo con atención.

Lea el pasaje.

A Marisa le gustan mucho los días de lluvia. Su mamá le regaló un paraguas. El paraguas era azul y tenía tres gatos pintados de color rojo. A Marisa se le hizo muy hermoso y lo cuidaba mucho. Quería que lloviera todos los días para poder usar su paraguas.

Una mañana, el cielo estaba lleno de nubes negras. Marisa vio relámpagos. También oyó truenos. La mamá de Marisa dijo que iba a llover. Marisa estaba desayunando. Siempre comía cereal y plátanos. Empezó a llover. Marisa comió lo más rápido que pudo. Después, agarró su paraguas nuevo y se fue a caminar en la lluvia. Marisa estaba feliz con su paraguas nuevo.

Preguntas: Anote el puntaje del estudiante en el Folleto de respuestas del estudiante.

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SAY:

This is the second required task. You read a short passage out loud to one student at a time and ask three questions related to the passage. Each passage is ordered by difficulty based on the data presented in the Technical Report.



Key Points

- This task is required.
- Teacher must read short passage aloud to student and ask 3 comprehension questions.
- Reading passages are ordered from easiest to hardest.



Notes

37

Comprensión auditiva		Puntos (0/1)
1. ¿Qué tipo de días le gustan a Marisa? Respuesta: A Marisa le gustan los días lluviosos.		Explicit
2. ¿Cómo supo la mamá de Marisa que iba a llover? Respuesta: La mamá de Marisa supo que iba a llover porque las nubes estaban negras o había relámpagos o se oían truenos en el cielo.		Implicit
3. ¿Cuál es el significado de la palabra <i>paraguas</i> ? Respuesta: El paraguas es algo que se usa para protección de la lluvia.		Vocabulary
TOTAL (3 posibles)		

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This slide has 3 ✓ ☆ CLICKS of animation.

SAY:

Every listening comprehension story is followed by three questions. The first question will be...

✓ ☆ CLICK

...explicit, and is based on a fact presented directly in the passage. The second question is...

✓ ☆ CLICK

...implicit, and is based on knowledge inferred from the passage. The last question is...

✓ ☆ CLICK

...vocabulary, and is based on the understanding of a word's meaning.

Suggested answers are provided below the question. However, you may use your professional judgment to decide if an additional answer should be counted as correct.

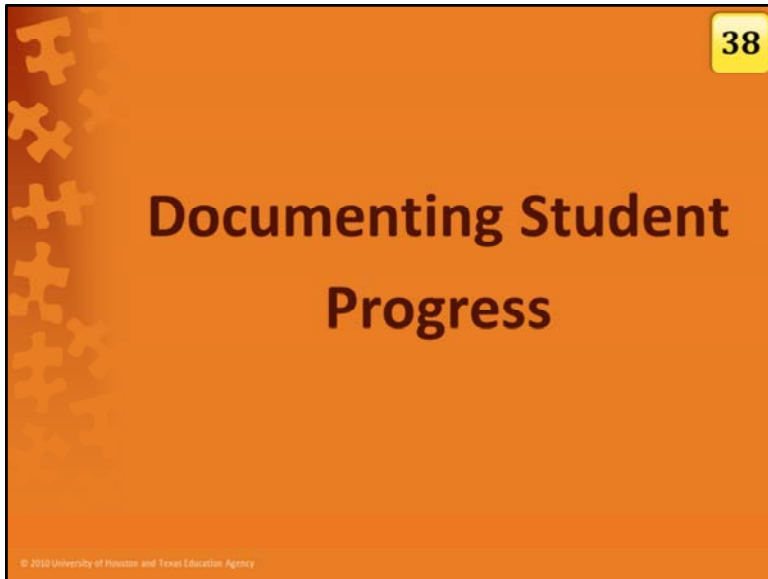


Key Points

- First comprehension question will be explicit.
- Second question will be implicit.
- Third question will be vocabulary.



Notes



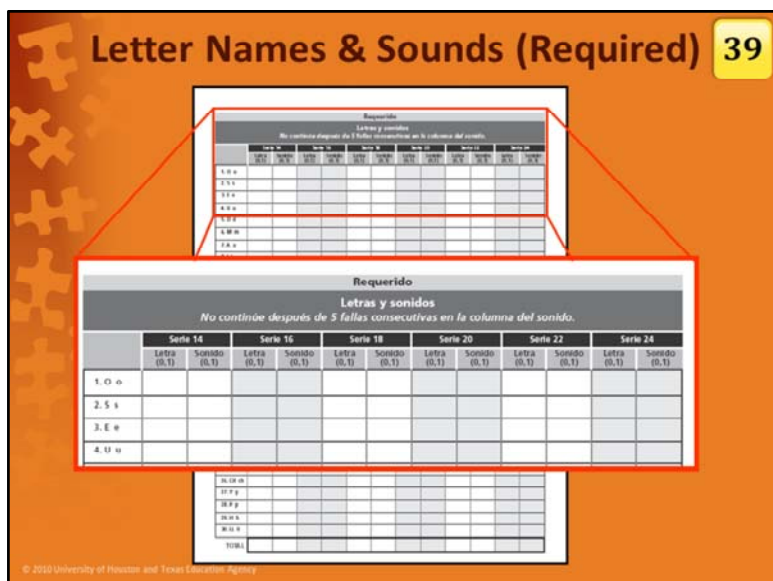
Key Points

SAY:

Now let's take a look at the forms that you will be using to track the students' progress.



Notes



This slide has 1 ✓ ☆ CLICK of animation.

SAY:

This sheet will be used to track students' progress in Letter Names and Letter Sounds. There are two pages with this chart: the first covers Series 2-12 and the second covers Series 14-24. Let's take a closer look...

✓ ☆ CLICK

Please note that at the top of the page is a reminder stating that you must stop the administration if the student misses 5 consecutive letter sounds. The Series are listed across the top in black boxes, and each has two sub columns beneath it: one for letter names and one for letter sounds. Write the total correct for each column at the bottom of the page.



Key Points

- This is a screen shot of the Student Record Sheet for the Letter Name/Sound section.
- This section has two pages: one for Serie 2-12, the second for 14-24
- Reminder of Discontinue rule is listed under the title.
- Each Serie has two sub columns beneath it to score both letter names and letter sounds.



Notes

Listening Comprehension (Required)
40

Serie 2-12		Requerido	
Comprensión auditiva			
Serie	Puntaje de comprensión (1-2)	Puntaje de vocabulario (3)	
4			
6			
8			
10			
12			

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SAY:

This chart will be used to track progress in listening comprehension for Series 4-12. Notice that now the Series numbers are listed on the left hand side. The gray band wit REQUERIDO across the top is a reminder that this is a required task and should be administered each time.



Key Points

- This is the summary section of the Student Record Sheet for Listening Comprehension for the first half of the year.
- Serie numbers are listed on the left hand side.
- Required band across top serves as an additional reminder that this task should be given at each administration.



Notes

Optional Tasks

41

Serie 2-12

Opcional

Unión de las sílabas

Serie	Puntaje
4	
6	
8	
10	
12	

Segmentación de las sílabas

Serie	Puntaje
4	
6	
8	
10	
12	

Identificación del sonido inicial

Serie	Puntaje
8	
10	
12	

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Optional Tasks

41



Key Points

- This is the summary section of the optional tasks for the first half of the year.
- Notice they are different sizes because not all optional tasks were available at each administration.

SAY:

This chart will be used to track students' progress in the optional tasks. This chart is for Series 2-12, that is why only 3 optional tasks are listed. In the Optional chart for Series 14-24, all 6 optional tasks are listed. Also, please note that the table for Identificación del sonido inicial is smaller than the other two. This is because this task is not an option until Serie 8.



Notes

Sample Student Progression 42

Example:

José is identified as a Tier 2 student and does not know any of his letter names or sounds at the beginning of the year.

Administer REQUIRED Letter names and sounds (LNLS), starting with Week 2, after the administration of the Tejas LEE BOY.

Administer REQUIRED Listening Comprehension beginning with Week 4.

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DO:

Paraphrase slide.




Key Points

- José is Tier 2 student.
- Administer only Letter Names/Sounds during the first administration (Serie 2).
- Administer both required tasks, Letter Names/Sounds and Listening Comprehension, starting with Serie 4.



Notes



Sample Student Progression 43



Example (continued):

By Week 8 after the BOY administration (Serie 8), José is doing much better. You decide to also monitor José's phonological awareness skills.

Thus at Serie 8, José's administration would be as follows:

- Letter Name, Letter Sound (Serie 8)
- Listening Comprehension (Serie 8)
- Blending Syllables (Serie 4)
- Segmenting Syllables (Serie 4)
- Initial Sound Identification (Serie 8)

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DO:

Paraphrase slide.



Have participants do a Think, Turn and Talk about the tasks and the Series indicated. In their participant packet, have them explain why each task starts at the point it does. Clarify any confusion.

Letter Name, Letter Sound (Required)—Since this is required, the Week 8 = Serie 8

Listening Comprehension (Required) Since this is required, Week 8 = Serie 8

Blending Syllables (Optional) This is the first time this task is given. We should start with the first available set, which in this case is Serie 4.

Segmenting Syllables (Optional) This is the first time this task is given. We should start with the first available set, which in this case is Serie 4.

Initial Sound Identification (Optional) This is the first time this task is given. We should start with the first available set, which in this case is Serie 8.

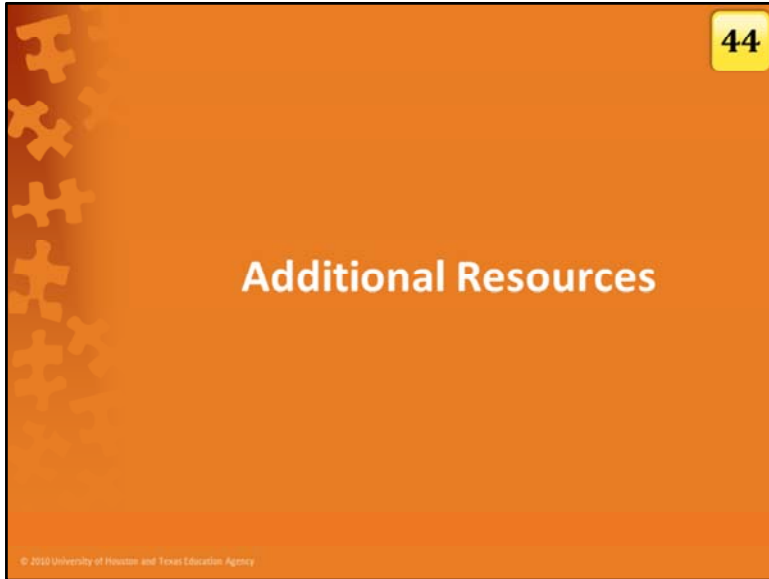


Key Points

- By Serie 8, José is improving and teacher would now like to start administering optional tasks.
- Teacher should administer the Letter Name/Sound and Listening Comprehension sections for that week and the first available set of each optional task.



Notes



Key Points



Notes



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SAY:

One additional resource available to you is the official Tejas LEE website, www.tejaslee.org. On this website you can find a page of Frequently Asked Questions.

There are also video clips of an ideal administration of each section of the kindergarten assessment. You can select which sections you wish to view. Additional video clips give the correct pronunciation of the sounds for each letter of the Spanish alphabet, including some dialectical variations.

In addition, the website has a teacher resource area that includes Blackline masters for many activities in the Intervention Activity Guide, additional intervention activities not in the Guide, materials for grouping (Grouping Charts, Grouping Mats, Spelling Grouping Mats, etc...)

Other information that is regularly posted to the site includes upcoming trainings.

✓ ☆ CLICK



Key Points

- The official Tejas LEE website is www.tejaslee.org
- The website includes:
 - FAQs
 - Videos of proper administration
 - Blackline masters
 - Additional intervention activities
 - Additional teacher resources
 - Training information
 - Product information



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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Key Points

This slide has 1 ✓ ☆ CLICK of animation.

DO:

Answer any questions that your participants have regarding this module.

✓ ☆ CLICK

Review contact information for Tejas LEE.



Notes