Convirtiendo los resultados a instrucción efectiva

Grouping: Converting Results into Effective Instruction

Differentiated instructional grouping can be accomplished in a variety of ways. There is no right or wrong way to group, but some methods may lead to more beneficial outcomes than others. In addition to student needs, other grouping considerations include how similar the class is in terms of skill development, maturity, Spanish language proficiency and instructional time constraints. Reading instruction should consist of a variety of flexible grouping formats that target specific instructional skills. These formats include whole-group instruction; teacher-directed small group instruction, including same-ability groups and mixed-ability groups; and individual one-on-one instruction. Several grouping formats may be used for independent small group work or instruction , which include single/independent, pairs/partners and workstations.

Using Tejas LEE Data to Group Students
The sections 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

Performance Levels: Understanding Your Tejas LEE Results
There are three possible performance levels (*Nivel de logro*) on the Tejas LEE:
- **Desarrollado (D)** Indicates the student has mastered the skill.
- **Nivel esperado (NE)** Indicates the student has not yet mastered the skill, but is performing at an acceptable level at that time point.
- **Nivel de intervención (NI)** Indicates the student is performing below the 25th percentile at that time point and intervention is strongly recommended.

Keep in mind that not all tasks will have all three performance levels, and performance levels for a particular task may change at each administration of the Tejas LEE.

Preparing Tejas LEE Data for Grouping
After administering the Tejas LEE at the beginning, middle or end of the school year, examine the data from the *Resumen de la clase* (Class Summary Sheet) to determine the strengths and weaknesses of each student and the class as a whole. The *Resumen de la clase* allow you to transfer the information from the *Folletos de respuestas del estudiante* (Individual Student Record Sheets) onto a one-page sheet with data on all students.

The *Resumen de la clase* is provided in two different formats: a paper version in the Tejas LEE Kit and an electronic version from our website, www.tejaslee.org. Each format presents the same basic information and provides an overall view of classroom performance to facilitate student grouping. Choose the format you find the easiest and most comfortable to use. If your school or district uses an electronic version of the Tejas LEE, your provider can supply you with a completed electronic version of the *Resumen de la clase*.

If you are using the paper version of the Class Summary Sheet:

1. Be sure to record both the student's raw (numerical) score and the *Nivel de logro* (performance level) for each task in the appropriate columns.

2. Write NE or NI in all spaces where tasks were not administered because of the branching rules.

   Note: To determine whether NE or NI should be recorded for a task not administered due to branching rules, look at the *Nivel de logro* for that particular time point. The student score is assumed to be zero for these tasks. Look to see whether a score of zero is NE or NI for that time point and record this information in the corresponding columns on the Class Summary Sheet.

3. Calculate the *Porcentaje de estudiantes NI* (percentage of students NI). This percentage will be used to determine whether you teach a skill in a whole group or small group. Calculate this percentage only for those columns with boxes at the very bottom of the Class Summary Sheet. These will be the only skills for which an NI (intervention) performance level exists at each grade/time point.

If you are using the automated version of the Class Summary Sheet:

1. Record each student's score for each task. Performance levels do not have to be entered as they are automatically calculated.

2. If your Class Summary Sheet results come from a vendor website, be certain you choose to have your class results described by raw score (numerical) format and not by performance level, as the latter will not give you enough detailed information for grouping purposes.

3. The automated Class Summary Sheet will calculate the *Porcentaje de estudiantes NI* (percentage of students NI) where necessary. This percentage will be used to determine whether you teach a skill in a whole group or small group.

Follow the Guidelines for Differentiated Instructional Grouping

Download (or print) a copy of the Grouping Chart for your grade level from our website, www.tejaslee.org.

1. Determine which skills should be taught whole group versus small group.

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

3. When all skill columns are complete, identify students who consistently fall into the Low group across skills. These students should be placed in the Final column for the Low group.
   - Determine the instructional needs for this group and write them in the *Enfoque de instrucción* column.

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

5. Look at the remaining students. Some student scores will fall into the Middle group across most skills and the Low group on some; others will fall into the Middle group across most skills and the High group on some skills. These two groups most likely will form the base for your Middle Low and Middle High groups. List these students in the Middle Low or Middle High Final boxes.
   - Determine the instructional needs of the Middle Low and Middle High groups and write them in the *Enfoque de instrucción* column.

6. Some students may not follow the specific patterns discussed earlier. At this step, you may have 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.

7. Once all 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.

Helpful Hints

- Record the actual raw (numerical) score next to student names. This is often helpful when trying to decide into which group to place them.

- It is often helpful to record the student accuracy score (IND, INST, FRU) and the actual fluency score to assist with grouping and instruction.

- The grouping chart may be used electronically or in hard copy form. If you are comfortable with an electronic form, your chart may be saved and updated electronically as you see fit. If you prefer with the hard copy form, you can use sticky notes to write names and move around the chart as needed, or laminate the grouping chart and use an erasable marker.

Sample Grouping for Beginning-of-Year First Grade

On the following page is an example of a first grade *Resumen de la clase* (Class Summary Sheet) and a corresponding completed Grouping Chart. The teacher in this example chose to transfer data from the *Folletos de respuestas del estudiante (Individual Student Record Sheets)* to the paper version of the *Resumen de la clase*. The final groups were formed following steps 1–7 on pages 58-59. Although the grouping guidelines offer explicit steps for grouping, keep in mind your knowledge of students' skill levels and performance dictate the grouping format you ultimately use. The following is only one example of how a teacher could group students based on Tejas LEE data. ***It is important to remember that groups should be flexible and change with ongoing assessment and observation.***

Sample First Grade Resumen de Calificaciones

tejas·LEE® Resumen de la clase – Primer grado

Maestro(a): Ms. Navarro
Escuela: Houston

Principio del año

Desarrollado=D
Nivel esperado=NE
Nivel de intervención=NI

Nombre del estudiante	Conciencia fonológica — Secciones 1-2 Identificación del sonido inicial y final (D:14-16 NI:0-13) Puntaje	D/NI	Secciones 3-4 Unión y segmentación de los sonidos (D:14-16 NE:9-13 NI:0-8) Puntaje	D/NE/NI	Secciones 5-6 Omisión del sonido inicial y final (D:9-10 NE:0-8) Puntaje	D/NE	Conocimiento de los grafofonemas — Sección 7 Reconocimiento de las palabras (D:13-15 NE:5-12 NI:0-4) Puntaje	D/NE/NI	Exactitud de lectura Cuento 1 IND/INS/FRU	Cuento 2 IND/INS/FRU	Nivel de logro global D/NI	Comprensión de lectura — Sección 8 Fluidez de lectura Cuento 1 (PLCPM)	Cuento 2 (PLCPM)	Promedio	Comprensión de lectura Cuento 1 (D:4-5 NI:0-3)	Cuento 2 (D:4-5 NI:0-3)	Nivel de logro global D/NI
Luis	7	NI	3	NI			4	NI	FRU	FRU	NI	--	--	--	--	--	NI
Jennifer	14	D	10	NE	5	NE	13	D	IND	INS	D	31	35	33	4 (D)	3 (NI)	NI
Adán	10	NI	6	NI			7	NE	INS	FRU	NI	17	--	17	3 (NI)	--	NI
Eduardo	10	NI	5	NI			6	NE	INS	FRU	NI	15	--	15	2 (NI)	--	NI
José	15	D	13	NE	7	NE	13	D	IND	INS	D	42	39	41	4 (D)	4 (D)	D
Omar	9	NI	4	NI			5	NE	FRU	FRU	NI	--	--	--	--	--	NI
Eddie	6	NI	2	NI			4	NI	FRU	FRU	NI	--	--	--	--	--	NI
Kevin	15	D	13	NE	8	NE	13	D	IND	INS	D	41	40	41	5 (D)	4 (D)	D
Camila	10	NI	7	NI			10	NE	INS	FRU	NI	21	--	21	4 (D)	--	NI
Adriana	16	D	14	D	8	NE	15	D	IND	IND	D	45	43	44	5 (D)	5 (D)	D
Margarita	14	D	11	NE	4	NE	13	D	IND	INS	D	30	27	29	4 (D)	3 (NI)	NI
Eloy	14	D	10	NE	4	NE	14	D	IND	INS	D	29	33	31	4 (D)	4 (D)	D
Graciela	10	NI	6	NI			7	NE	INS	FRU	NI	20	--	20	3 (NI)	--	NI
Fernando	8	NI	3	NI			4	NI	FRU	FRU	NI	--	--	--	--	--	NI
Josue	7	NI	4	NI			3	NI	FRU	FRU	NI	--	--	--	--	--	NI
Jason	16	D	14	D	7	NE	14	D	IND	IND	D	44	42	43	4	4 (D)	D
Número de estudiantes NI:	9		9				4		9								11
Porcentaje de estudiantes NI:	56%		56%				25%		56%								69%

Sample First Grade Grouping Mat

tejas·LEE® Tabla de agrupación – Primer grado

Principio ☐
Mitad ☐
Final ☐

Nivel	Conciencia fonológica — Identificación del sonido inicial y final	Conciencia fonológica — Unión y segmentación de los sonidos	Conciencia de los grafonemas — Omisión del sonido inicial y final	Conciencia de los grafonemas — Reconocimiento de las palabras	Conciencia de los grafonemas — Dictado	Comprensión de lectura — Exactitud	Comprensión de lectura — Fluidez	Comprensión de lectura — Comprensión	Final	Enfoque de instrucción
Bajo	Luis, Omar, Eddie, Fernando, Josue	Luis, Adán, Eduardo, Omar, Eddie, Camila, Graciela, Fernando, Josue		Luis, Eddie, Fernando, Josue		Luis, Omar, Eddie, Fernando, Josue, Adán, Eduardo, Camila, Graciela	Luis, Omar, Eddie, Fernando, Josue	Luis, Omar, Eddie, Fernando, Josue, Adán, Eduardo, Graciela	1. Eddie, Josue, Luis, Fernando, Omar	• Conciencia fonológica (sonidos) (básica) • Conocimientos de los grafofonemas (básico)
Medio	Adán, Eduardo, Camila, Graciela	Jennifer, José, Kevin, Margarita, Eloy	Jennifer, Margarita, Eloy	Adán, Eduardo, Omar, Camila, Graciela		Jennifer, José, Kevin, Margarita, Eloy	Adán (17), Eduardo (15), Camila (21), Graciela (20), Margarita (29), Jennifer (33), Eloy (31)	Jennifer, Camila, Margarita	2. Eduardo, Camila, Graciela, Adán 3. Jennifer, Margarita, Eloy	• Conciencia fonológica (sonidos) (básica) • Conocimientos de los grafofonemas • Comprensión de lectura • Conciencia fonológica (sonidos) • Fluidez • Comprensión de lectura
Alto	Jennifer, José, Kevin, Adriana, Margarita, Eloy, Jason	Adriana, Jason	José, Kevin, Adriana, Jason	Jennifer, José, Kevin, Adriana, Margarita, Eloy, Jason		Adriana, Jason	José (41), Kevin (41), Adriana (44), Jason (43)	José, Kevin, Adriana, Eloy, Jason	4. Jason, Adriana, José, Kevin	• Conciencia fonológica (omisión de sonidos) • Fluidez • Comprensión de lectura

Continúe planeando con la *Guía de actividades de intervención*

Conocimiento de la letra impresa	Conciencia fonológica	Conocimiento de los grafofonemas	Fluidez	Comprensión	Vocabulario	Escritura
Página 3	Página 9	Página 33	Página 87	Página 97	Página 139	Página 165

Planning Instruction Based on Needs

Grouping Mat

Download a copy of the Tejas LEE Grouping Mat (or GK Grouping Mat) from the Tejas LEE website (www.tejaslee.org) for your grade level. You may use the Grouping Mat for skill-specific grouping and/or to select appropriate intervention activities from the *Guía de actividades de intervención*. There is space on the mat to list students and check off activities as they are used. Grouping Mats also provide space to list activities you plan to use from other resources.

Graphophonemic Knowledge (GK) and Spelling Grouping Tools

The Tejas LEE has developed a series of tools to help educators examine the needs of students to guide spelling instruction and intervention. These tools are available for first, second and third grade and allow the teacher to identify which specific spelling conventions need to be addressed in a small or whole group format.

GK Grouping Mat: This tool is similar in structure to the regular grouping mat, with space to list students who need assistance with specific spelling patterns. It also lists associated activities from the *Guía de actividades de intervención*.

Spelling Chart: This tool is similar to the GK Grouping Mat, but is designed for use with individual students.

Spelling Class Summary Sheet: This tool allows you to examine class performance on each of the spelling patterns assessed, to prioritize skill instruction and determine instructional method.

Guía de actividades de intervención

When using activities from the *Guía de actividades de intervención* to plan instruction, preview each activity to ensure it is at the appropriate difficulty level for your group and that all of the materials you need are at hand. Blackline masters for many of the activities are available on the Tejas LEE website.

Acknowledgements