



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

Participant Packet

Proper Administration Procedures, First Grade

Slide 3: *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

Slides 8: *First Grade Administration Schedule*



Tejas LEE is given at three time points.

Beginning of Year (BOY): _____

Middle of year (MOY): Mid-January

End of Year (EOY): Mid-April

Slides 9-11: *Tejas LEE Performance Levels*



Desarrollado (D):

Nivel Esperado (NE):

Nivel de Intervención (NI):

Slide 19: *Concepts Assessed in First Grade*



The First Grade Tejas LEE assesses the following skills:

- _____
- Graphophonemic Knowledge
- Reading Comprehension
- _____



= Main Idea



=Key Points



=Get Involved

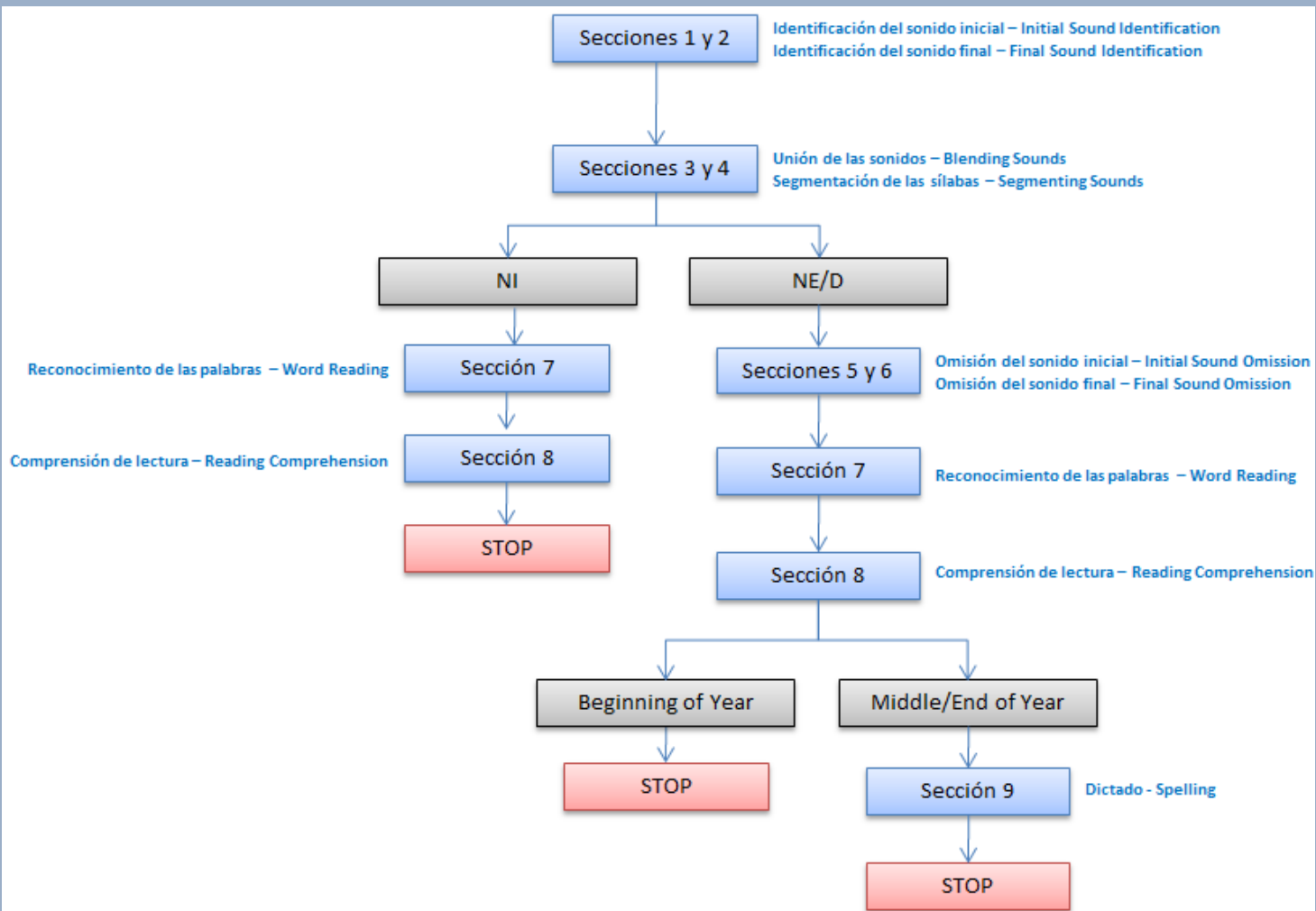


=Review



=Read On

Slide 20: First Grade: Administration Sequence





= Main Idea



=Key Points



=Get Involved



=Review



=Read On

Slide 24-27: 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 dialectical differences.
- When administering blending sections, teachers should leave distinct pauses between each syllable or sound to avoid blending for students.



Slide 32: 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 _____.



Slide 36: Think, Turn and Talk

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

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



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

**Slide 39: 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.

Slide 40: Graphophonemic Knowledge: DictadoTips 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.

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



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

Slide 45: 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.

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.

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.

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



=Get Involved



=Review



=Read On

Slides 48-49: 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 50-54: 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.
- At BOY, there are 5 comprehension questions per story. At MOY and EOY, there are 8 questions per story.

Practice: Use materials on next page.



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

Guía de administración (Teacher's Guide)**Sección 8****Comprensión de lectura—Principio del año—Cuento 1**

Instrucciones: Ahora vas a leer un cuento llamado “El pato Lalo”. Se trata de la mascota de un niño. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.

Cuaderno de lecturas (Student Story Booklet)**Sección 8 - Principio del año - Cuento 1****El pato Lalo**

Pablo tiene una mascota que se llama Lalo. Es un pato blanco. Su pico y sus patas son color naranja. A Lalo le gusta nadar en el lago. El agua del lago es muy fresca.

Folleto de respuestas del estudiante (Student Record Sheet)

Sección 8		Comprensión de lectura—Principio del año—Cuento 1 (El pato Lalo)	
Preguntas de comprensión de “El pato Lalo” (Cuento 1)			Puntos (0, 1)
Explícitas	1. ¿Cómo se llama la mascota de Pablo? Respuesta: Lalo	Explícitas	
	2. ¿Qué tipo de mascota es? Respuesta: un pato		
	3. ¿Cómo es el pato? Respuesta: blanco, blanco y su pico y patas son color naranja. Se requiere una sola respuesta.		
	4. ¿Qué le gusta hacer a Lalo? Respuesta: nadar en el lago		
Implícita	5. ¿Por qué le gusta a Lalo nadar en el lago? Respuesta: el lago es muy fresco	Implícita	
TOTAL: (5 posibles)			
Nivel de logro: Trace un círculo alrededor del nivel apropiado.			D 4-5 NI 0-3

Continúe con el Cuento 2



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

Slides 55-58: 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 fluency rate target for EOY is *approximately 60 PLCPM*.

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 of for the 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	Nivel de logro (D, NI)	Cuento	Global	Cuento	Global	Global
							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



=Get Involved



=Review

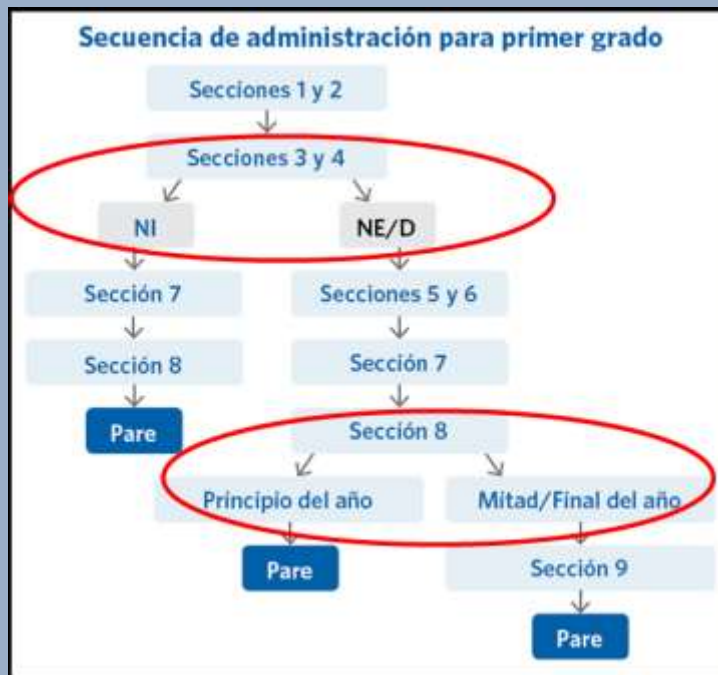


=Read On

Slides 60: 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.



Slides 61: 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
Materiales: Folleto de respuestas del estudiante	
Administración:	Principio del año Administre todas las preguntas.
	Mitad y final del año NE o NI en la administración previa, administre esta sección. D en la administración previa, no necesita administrarla. Continúe con la Sección 3.