



= Main Idea



=Key Points



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=Review



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Participant Packet

Proper Administration Procedures, Second and Third 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: Second and Third 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 Second and Third Grade



The Tejas LEE assesses the following skills:

- Graphophonemic Knowledge
- _____
- _____



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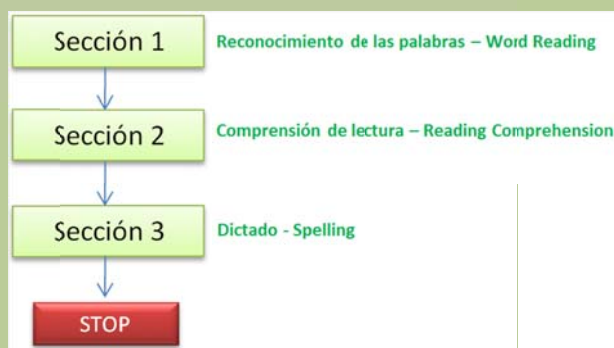


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Slide 20: Second Grade: Administration Sequence



Slide 21: Third Grade: Administration Sequence



Slide 27: Second Grade: 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.

Slides 28-29: 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 diresis 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: Dictado: Spelling Conventions/TEKS Correlations**BOY List**

| Word | Applicable Spelling Convention(s) | Applicable TEK(S) |
|-------------|--|--------------------------|
| 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

| Word | Applicable Spelling Convention(s) | Applicable TEK(S) |
|-------------|--|--------------------------|
| 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

| Word | Applicable Spelling Convention(s) | Applicable TEK(S) |
|-------------|--|--------------------------|
| 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 |



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

| Word | Applicable Spelling Convention(s) | Applicable TEK(S) |
|-------------|--|--------------------------|
| 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

| Word | Applicable Spelling Convention(s) | Applicable TEK(S) |
|-------------|---|--------------------------|
| 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

| Word | Applicable Spelling Convention(s) | Applicable TEK(S) |
|-------------|---|--------------------------|
| 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 |



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Slide 34: 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 |



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Slides 37-38: Second and Third Grade: 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 en sus historias mágicas los caballos tienen alas?

Respuesta: para que puedan volar, para que puedan volar por el cielo
Se requiere una sola respuesta.



Slides 39-42: 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.
- At each time point, there are 8 questions per story—6 explicit and 2 implicit.

Practice: Use sample second grade story on next page.



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Guía de administración (Teacher's Guide)

Sección 2

Comprensión de lectura—Principio del año—Cuento 1

Instrucciones: *Ahora vas a leer un cuento llamado "El abuelo de Nico". Se trata de cómo se divierte Nico con su abuelo. 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 2 - Principio del año - Cuento 1 El abuelo de Nico

Mi abuelo es muy creativo. Me encanta pasar tiempo con él. Mi abuelo no tiene televisión ni juegos electrónicos. Entonces pasamos nuestro tiempo juntos jugando afuera.

A veces, mi abuelo me enseña los sonidos que los diferentes pájaros hacen. Nos pasamos el tiempo platicando y cantando con los pájaros. Una vez, vimos un arco iris hermoso. Yo quería encontrar el final del arco iris para poder subir hasta las nubes. Caminamos todo el día. Pero cada vez que nos acercábamos al final del arco iris – ¡se movía!

Por la noche, nos acostamos en el patio. Vemos las estrellas en el cielo. Mi abuelo dice que el observar las estrellas es como ver una película. Inventamos historias mágicas. Mi historia favorita es cuando volamos en caballos con alas persiguiendo estrellas fugaces.

Me siento tan afortunado de tener a un abuelo que me enseña cosas fascinantes.

Folleto de respuestas del estudiante (Student Record Sheet)

| Preguntas de comprensión de "El abuelo de Nico" (Cuento 1) | | Puntos (0, 1) | |
|--|---|--|-----------------------|
| Explícitas | 1. ¿Qué cosas no tiene el abuelo? Respuesta: televisión, juegos electrónicos Se requiere una sola respuesta. | | |
| | 2. ¿Dónde pasan su tiempo jugando Nico y su abuelo? Respuesta: afuera | | |
| | 3. ¿Por qué quiere Nico encontrar el final del arco iris? Respuesta: para poder subirse o para poder subir hasta las nubes Se requiere una sola respuesta. | | |
| | 4. ¿Por qué no encontraron el final del arco iris? Respuesta: se movía, cada vez que se acercaban se movía Se requiere una sola respuesta. | | |
| | 5. ¿Cómo que, dijo el abuelo de Nico, era el observar las estrellas? Respuesta: como ver una película | | Total |
| | 6. ¿Qué perseguían cuando volaban por el cielo? Respuesta: estrellas fugaces o estrellas Se requiere una sola respuesta. | | |
| Implícitas | 7. ¿Por qué le enseñó el abuelo de Nico los sonidos que hacen los diferentes pájaros? Respuesta: para platicar y cantar con los pájaros, para platicar con los pájaros, para cantar con los pájaros, para que aprendiera y reconociera los diferentes pájaros Se requiere una sola respuesta. | | Total |
| | 8. ¿Por qué en sus historias mágicas los caballos tienen alas? Respuesta: para que puedan volar, para que puedan volar por el cielo Se requiere una sola respuesta. | | |
| TOTAL: (8 posibles) | | | |
| Continúe con el Cuento 2 | | Nivel de logro: Trace un círculo alrededor del nivel apropiado. | D 7-8 NI 0-6 |



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Slides 43-46: 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 fluency rate target for EOY is *approximately 90 PLCPV*.

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 2: 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 | Nivel de logro (D, NI) | | Puntaje |
| Enrique | Principio | 1 | N | IND | INST | FRU | | 55 | | 7 | D | |
| | | 2 | E | IND | INST | FRU | | | | | | |
| Ana | Principio | 1 | N | IND | INST | FRU | | 61 | | 8 | D | |
| | | 2 | E | IND | INST | FRU | | 59 | | 7 | D | |
| Laura | Principio | 1 | N | IND | INST | FRU | | 60 | | 7 | D | |
| | | 2 | E | IND | INST | FRU | | 72 | | 5 | NI | |
| Jorge | Principio | 1 | N | IND | INST | FRU | | | | | | |
| | | 2 | E | IND | INST | FRU | | 50 | | 4 | 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?



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Slides 47: Second Grade: 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

Reconocimiento de las palabras

Materiales: Sección 1 de las tarjetas de actividades-Segundo grado, hoja en blanco, el *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 2.