

tejas•LEE
2010-2014

Third Grade



Key Points



Note For Presenter

The Key Points section shows you the most important information to convey for each slide.

Be especially careful that you have clearly covered these points.



Notes

Contents of this Module

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- General Information about Tejas LEE
- Graphophonemic Knowledge
- Accuracy
- Fluency
- Comprehension



Key Points



Notes

DO:

Read/review slide.



Key Points

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

DO:



Have the participants turn to their participant packet and give them a minute to fill in the missing words in the text. Choose a volunteer to read the completed text.

The text should read as follows:

The Tejas LEE is a research-based K-3 Spanish reading assessment. It is a tool for the early identification of reading difficulties and should be used to drive reading instruction in the classroom.



Notes

Should I Give the Tejas LEE? 4

The Tejas LEE is recommended for:
students receiving their primary
reading instruction in Spanish

However:

The final decision of whether to use a
Spanish or English assessment is up
to your district



Key Points

- If the student is receiving Spanish reading instruction, the Tejas LEE would normally be given.
- Final decision on which instrument to use is made by district or school.

DO:

Read/review slide.



ADDITIONAL INFORMATION FOR PRESENTER:

When Should a Student be Administered an English Instrument?

Even when a student is in a bilingual education program, there may be times when reading instruction is occurring primarily in English. For example, the student may be in the final stages of transitioning from Spanish to English reading. In this case, an English reading instrument may be more effective in providing data for instructional planning. Likewise, if the student is in an English as a Second Language (ESL) program or a general education classroom where English is the language used for reading instruction, an English instrument will generate the most useful information about current skills and instructional needs.

If the Tejas LEE is administered at the beginning of the year, then it also should be administered at the end of the year. This will allow you to assess progress and gains accurately. The TPRI also may be administered in addition to the Tejas LEE if you want to assess the student's English language skills.

Students enrolled in ESL programs may be exempted from the administration of an English instrument if their language proficiency is not sufficient to yield reliable and valid results. For further information, consult the "Reading Instruments Guide for Texas Public Schools and School Districts".



Notes

Transition to English

5

- If you administer the Tejas LEE at the beginning of year, you should also administer it at the end of year.
- Although the Tejas LEE and TPRI measure similar reading skills, they are not the same assessment and results **CANNOT** be compared between tests.

DO:

Read/review slide.



Key Points

- If you administer Tejas LEE at BOY, you must also administer it at MOY and EOY.
- The Tejas LEE will offer information about Spanish reading development, while the TPRI informs you about English reading development.
- Comparisons between the results on the Tejas LEE versus TPRI cannot be made.



Notes

What Should I Administer?

6

- Always begin testing with the current grade level of the Tejas LEE.
- If you have not obtained sufficient information to determine a student's instructional needs, you may administer a lower grade level test.



Key Points

- Always begin with the appropriate grade level assessment.
- Teachers may go down a grade level if they need additional information regarding a student's instructional needs.

DO:

Paraphrase slide.

SAY:

Your Tejas LEE kit comes with 24 student answer booklets for your grade level and two student answer booklets for each of the other grades should you need to test off grade level. Teachers may choose to go down a grade level to obtain additional information regarding a student's instructional needs. For example, a second grade teacher may decide to also administer the first grade assessment. However, we do not recommend going up a grade level as this may skew next year's assessment.

If you need to test at a lower level than Kindergarten, check with your bilingual department or with the pre-Kinder teachers on your campus to see what assessment(s) are used by your district.



Notes

Special Ed & Testing Accommodations

7

Special Ed: Special Education students should receive an **ON-GRADE LEVEL** assessment unless otherwise specified in their Individual Education Plan (IEP)

Testing Accommodations: A student may use the same testing accommodations that they regularly receive in their daily classroom instruction



Key Points

- Special Education students receive an on grade level assessment unless otherwise stated on their Individualized Education Plan (IEP).
- The IEP is developed by an Admissions, Review, and Dismissal (ARD) committee.
- Students may use any accommodation that they regularly receive in their daily instruction.

DO: Read/review slide. (Go over the information below as much as you feel is necessary based on the audience interest in this topic.)



ADDITIONAL INFORMATION FOR PRESENTER:

Special Education

The Tejas LEE should be administered to all K-2 special education students at their grade-level placement for reporting purposes per SB §28.006 (States that every student in K-2 must be administered an early reading assessment. As such, TEA will cover the expense for these assessments.) However, once this information is gathered, the special education teacher may move between grade levels on the Inventory to obtain instructional information to assist with setting appropriate student objectives and goals.

Testing Accommodations

If the student has an Individualized Educational Plan or an instructional plan developed by an ARD or Section 504 committee, this may assist you in deciding which accommodations are appropriate. The following accommodations may be used:

1. Instructions may be signed to a student with a hearing impairment.
2. A student may place a colored transparency over any part of the Inventory.
3. A student may use a place marker.
4. A student may spell words aloud in place of writing them. A scribe or the teacher should record the student's responses.
5. A student may use any other accommodation that is a routine part of his/her reading, writing, or spelling instruction.



Notes

When Do I Administer?

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	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
KINDER	6 weeks after the beginning of school year	Mid-January	Mid-April
FIRST	2 weeks after the beginning of school year	Mid-January	Mid-April
SECOND			
THIRD			



Key Points

- The Tejas LEE BOY assessment should be given 2 weeks after the beginning of school in G1-G3.
- For Kindergarten, the BOY assessment is given 6 weeks after the beginning of school.
- MOY is Mid-January.
- EOY is Mid-April.
- The actual testing window will be set by your district/school.

SAY:

The suggested times for administration of the Tejas LEE, as set by the Texas Office of Statewide Initiatives, are as follows (read slide).

Other things to keep in mind are:

- *Refer to district calendars for year round schedules.*
- *Special considerations need to be made for migrant students.*
- *These timelines for administration may also be found on the Tejas LEE website.*
- *Note that the BOY administration window for 1st and 2nd grade is 2 weeks after the beginning of the school year.*
- *However, the Kindergarten BOY administration occurs 6 weeks after the beginning of the school year.*

DO:



Have the participants turn to their participant packet and complete the administration schedule for First Grade



Notes

Performance Levels

Nivel de logro:



	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
NI			0-2

Desarrollado (D) = The student has mastered the skill.



Key Points

- There are 3 performance levels on the Tejas LEE.
- Desarrollado (D) means a student has mastered the skill.
- The cutpoints for the D level will remain constant throughout the entire year.

SAY:

On the Tejas LEE, “Performance Level” appears at the bottom of each task page in a box titled “Nivel de logro”. There are 3 different performance levels on the Tejas LEE. The first is “Desarrollado” (Developed). Students who score Developed have mastered the skill assessed on the Tejas LEE.

DO:



Have the participants turn to their participant packet and fill in the definition of “Desarrollado” in their own words.



Notes

Performance Levels

Nivel de logro:

	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
NI			0-2

Nivel esperado (NE) = Indicates the student is performing at a level expected for that grade and time point. The student is expected to further develop this skill during the remainder of the school year. A score of NE is acceptable and should not be considered problematic.



Key Points

- Nivel Esperado (NE) indicates that the student is performing at an expected level for that grade and time point.
- Not all tasks will have an NE level.
- There is no NE level at EOY as all students are expected to be Developed by the end of year.
- Teachers should still provide on-going instruction for students scoring NE, so that their students can master the skill (s).
- Third grade does not have an NE performance level



Notes

SAY:

The second performance level is “Nivel esperado” (NE), or Expected Level. Not all tasks on the Tejas LEE have NE scores. When a task has an NE score, it will only appear during Beginning of Year and/or Middle of the Year administrations.

Nivel esperado indicates that the skill being assessed on the Tejas LEE is one that is may be taught on an on-going basis. As such, it would not be reasonable to assume that a student would have mastered this skill at the beginning or middle of the school year.

However, NE scores always turn into NI (Nivel de intervención) scores by the End of Year. While the score should not be considered problematic, teachers should be providing on-going instruction and practice in these skills so that their students master them.

Please note that there is not an NE performance level for



DO.

Have the participants turn to their participant packet and fill in the definition of “Nivel Esperado” in their own words.

Performance Levels

Nivel de logro:

	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
NI			0-2

Nivel de intervención (NI) = The student is performing well below the expected level for the grade level and time point; intervention is strongly recommended.



Key Points

- Nivel de intervención (NI) indicates that the student is performing below the expected level for that grade and time point and intervention is strongly recommended.
- Not all tasks will have an NI level at each time point.

SAY:

Note that the color of the NI box is different from D or NE. This is to draw teacher's attention to scores in this range and to emphasize that the Nivel de intervención level requires teacher intervention with these students.

DO:



Have the participants turn to their participant packet and fill in the definition of "Nivel de intervención" in their own words.



Notes

Tejas LEE Administration Guidelines

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1. Administer individually to one student at a time. Score and record after the administration is completed.
2. Administration should occur in a quiet environment with adequate lighting, free of distractions.
3. The *Guía de administración* should be used with every administration.

DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

Additional information is provided below on Guideline #1. However, the additional information DOES NOT apply to Kindergarten administrations of the Tejas LEE.

1. The Tejas LEE should be administered individually to one student at a time. Exceptions to this include the Dictado (spelling) sections. In grades 2 and 3, this section may be administered to the entire class or to small groups of students. Grade 1 Dictado, however, may be administered only in a small group format or individually since not all students will be administered this section. Results should be scored and recorded after the administration is completed.



Key Points

- Administer the Tejas LEE to one student at a time
 - except for Dictado section which can be given whole group (in grades 2-3) or small group (grades 1-3).
- The Tejas LEE should be given in quiet, distraction-free environment.
- Always use the *Guía de administración* when giving the assessment.



Notes

Administration Guidelines

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4. Follow the branching rules for the particular grade level.
5. The materials needed for each task are listed at the top of each section in the *Guía de administración*.
6. In order to determine whether a section should be re-administered at MOY and EOY, look under the heading titled “Mitad y final del año”.

DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

Additional information on Guidelines #4 and #6 is provided below.

4. Follow the branching rules for the particular grade level. Branching rules were established to reduce administration time and student frustration. The branching rules tell the teacher to skip a task the student would not likely be able to perform successfully and moves the student to a task where success is more likely.

6. If a student scores Desarrollado on certain sections of the Tejas LEE, these sections may not need to be re-administered during the subsequent assessment period. In other words, in subsequent assessments, you may be able to skip some sections. In order to determine whether a section should be re-administered, look in the colored box in the Administración section under the heading titled “Mitad y final del año”.



Key Points

- Always follow the branching rules.
- Materials for individual tasks can be found at the top of the page.
- Always use the Guía de administración when giving the assessment.



Notes

Administration Guidelines

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7. What you say to the student during administration (e.g., questions, examples, etc.) is always presented in ***bold-faced italics***.
8. Instructions may be repeated as needed.
9. Always administer all practice items.
10. Assessment items should be repeated only if the student was unable to hear them the first time they were given.

DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

Additional information on Guideline #9 is provided below.

9. If a task has practice items, it is critical that all practice items be administered to each student at each administration. Practice items allow the student to gain a better understanding of what the task requires.

Administering practice items helps to ensure the student understands the task at hand and that performance is accurate and not simply a reflection of their lack of understanding.



Key Points

- All student directions are presented in ***bold faced-italics***.
- Task instructions can be repeated as needed.
- Always administer all practice items.
- Only repeat test items if student was unable to hear due to a distraction.



Notes

Administration Guidelines

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11. In questions pertaining to a sound or syllable, the sound or syllable is presented between diagonal slash marks (i.e. /t/ or /ma/ /sa/).
12. Hints or clues to assist the student in determining correct responses should be avoided.



Key Points

- All sounds are presented between slash marks (i.e. /b/)
- All syllables are presented between slash marks (i.e. /ma/)
- No hints or clues should be given during the assessment.

DO:

Paraphrase slide.



Notes

Administration Guidelines

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13. Be equally positive throughout the administration of the Tejas LEE, whether or not the student is able to give correct responses.

14. Be aware of students who are losing interest, easily distracted or exhibiting frustration. These behaviors often invalidate results.

The Tejas LEE does not need to be completed in one sitting.



Key Points

- Always remain positive with the students during the assessment.
- Tejas LEE does not have to be completed in one sitting. However, do not stop testing in the middle of a task.

This slide has 1 ✓ ☆ CLICK of animation.

DO: Paraphrase slide. ✓ ☆ *CLICK* Read box. Stress that sections need to be completed in one sitting, but not the entire inventory.



ADDITIONAL INFORMATION FOR PRESENTER:

Additional information on Guidelines #13 and 14 is provided below.


13. Be equally positive throughout the administration of the Tejas LEE, whether or not the student is able to give correct responses. Be sure to praise effort and not correct responses. A student should always leave the administration feeling good about his/her performance.

14. Be aware of students who are losing interest, easily distracted or exhibiting frustration. These behaviors often invalidate results. The Tejas LEE does not have to be administered in one sitting. While most students will be able to complete the Tejas LEE during a single administration, others are easily bored or frustrated and should be given a break or allowed to complete the Tejas LEE at another time. You should finish the section being administered before stopping the administration (e.g., the administration should not be stopped at item 3 of a task with 10 items).




Notes

Tejas LEE K-3 Materials



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The kit includes:

- Guía de administración (Teacher's Guide)
- Tarjetas de actividades (Task Cards)
- Cuaderno de lecturas (Story Booklet)
- Cronómetro* (Stopwatch) 

Separate Purchase Items

- Guía de actividades de intervención (Intervention Activities Guide)
- Resúmenes de la clase* (Class Summary Sheets)
- Folleto de respuestas del estudiante* (Student Record Sheet)



Key Points

The 3rd Grade Kit will be available for purchase in January 2011. It is actually a nationally sold K-3 kit.

The Tejas LEE Kit includes:

- Teacher's Guide
 - Student Story Booklet
 - Task Cards
 - Stopwatch
- * The following items are not included in the kit but are available for purchase from Brookes Publishing.
- Student Record Sheets
 - Class Summary Sheets
 - Intervention Activities Guide

DO: Read/review slide.



ADDITIONAL INFORMATION FOR PRESENTER:

Guía de administración (Administration Guide): Everyone needs to read and follow the guidelines. Consistency is key. If not, this will affect the reliability of the student data.

Tarjetas de actividades (Task Cards): These cards have all of the non-story reading tasks. A complete set of cards for grades K-2 is included in each third grade kit.

Cuaderno de lecturas (Story Booklets): These contain all of the reading comprehension stories for K-3. A Cuaderno de lecturas is included in each K-3 kit.

Cronómetro (Stopwatch): The stopwatch is included in the Third Grade Kit.

The following items are separate purchase items:

Guía de actividades de intervención (Intervention Activities Guide): This guide provides teachers with ideas to use in planning lessons for students. The introduction for each section offers a quick overview of the skill addressed and in many cases, background information for the educator. Many activities now have reproducible blackline masters, which are available at www.tejaslee.org

Folleto de respuestas del estudiante (Student Record Sheets): Each kit contains 2 sets of 25 student record sheets, one for each student in the class. In addition, there are two off level Folletos for each of the other grades in the kit for each of the two school years.

Resúmenes de la clase (Class Summary Sheets): Each kit contains 6 class summary sheets (One for each of the 3 administrations of the Tejas LEE for each of the two school years). This form is filled out after the class has been assessed for grouping and intervention purposes.



Notes



INFORMATION FOR PRESENTER:

Place kits where participants will be able to go through and get acquainted with the contents of the Tejas LEE materials, if time permits.



Key Points

Concepts Assessed By Grade Level				
Concepts Assessed	Kindergarten	Grade 1	Grade 2	Grade 3
Book and Print Awareness	✓			
Phonological Awareness	✓	✓		
Graphophonemic Knowledge	✓	✓	✓	✓
Listening Comprehension	✓			
Reading Comprehension	✓	✓	✓	✓
Fluency		✓	✓	✓

SAY:

This slide simply summarizes the skill sets assessed by the Tejas LEE by grade level.

Book and Print Awareness is an optional section in Kindergarten

Phonological Awareness is assessed in Kindergarten by Sections 3-8 and in First Grade by Sections 1-6.

Graphophonemic Knowledge is assessed in Kindergarten in Sections 1, 2 and 9, in First Grade in Sections 7 and 9, in Second Grade in Sections 1 and 3, and in Third Grade in Section 2.

Listening Comprehension is assessed in Kindergarten, Section 10.

Reading Comprehension is assessed in Kindergarten, Section 11, in First Grade, Sections 8, in Second Grade in Section 2, and in Third Grade in Section 1.

Fluency is assessed in First Grade, Sections 8, in Second Grade in Section 2, and in Third Grade in Section 1.

DO:



Have the participants turn to their participant packet and fill in the concepts assessed in the Second Grade Tejas LEE assessment.



Notes

Administration Sequence

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Secuencia de administración para tercer grado

Sección 1



Sección 2



Pare



Key Points

- Both sections must be given at each time point.

DO:

Walk participants through flowchart logic.



Notes



Key Points

- Section number and section name will always appear at the top of the page in colored bar.
- The Materials section lets you know what you will need for the administration of that task.
- The Administration section gives you helpful information on whether or not to administer this section at a particular time point.
- The Scoring section gives instructions on how to score the task: 1 for correct, 0 for incorrect.



Notes

Teacher Guide Structure

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Sección 2

Dictado

Materiales: Fotocopias de las hojas para el dictado del Folleto de respuestas del estudiante (página 9 para el principio del año, página 10 para la mitad del año, página 11 para el final del año), un lápiz con borrador

Administración: Principio, mitad y final del año
Administre esta sección.

Puntuación: 1 punto por cada respuesta correcta.
0 puntos por cada respuesta incorrecta.
Las respuestas se consideran INCORRECTAS si:
• les falta el acento pertinente o
• tienen un acento donde no deben tenerlo.

Nivel de logro:

	Principio	Medio	Final
1	9-10	9-10	9-10
2	0-8	0-8	0-8

Sección 2 - Dictado - Principio del año

Sección 2 - Dictado - Medio del año

Sección 2 - Dictado - Final del año

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

Each section of the Teacher Guide is organized in the same fashion. Let's go through each part of the instructions.

The top of the page has the section number and the name of the skill in the black and purple bar.

DO:

✓ ☆ CLICK

SAY:

Directly underneath this you will find the Materials section which lists the materials you will need to administer this section of the Tejas LEE. In the Spelling example shown here, you will need to find the spelling sheets in the student record booklets. The yellow highlighting indicates that these page numbers have not yet been finalized at this time. Use of these sheets is optional. You may choose to have your students take the spelling section on their own paper.

The Administration section (highlighted in a lavender box) gives you important information on when to or not to administer this section. As you will not here, this section is administered at each timepoint regardless of performance on the previous administration. This is true for both sections of the Third Grade Tejas LEE, spelling and Reading Comprehension. However, if you should administer a Kinder, First or Second grade assessment, there are different administration rules for different sections.

The next section is Puntuación (Scoring). For Third Grade, scoring is always the same: 1 point for correct answers, 0 points for incorrect answers. However, you will note some special notes at the bottom about scoring the actual spelling items.

Instrucciones: Esta sección del Tejas LEE se puede administrar individualmente o a toda la clase a la vez. Hay una lista de palabras diferentes para cada administración. Siempre administre esta sección independientemente de los resultados previos.

El estudiante deberá escribir palabras con diferentes niveles de dificultad. Saque fotocopias y reparta a los alumnos la página 9, 10 ó 11 del Folleto de respuestas del estudiante. No reparta el folleto debido a que las respuestas para el Dictado aparecen en otras páginas. Lea la palabra, úsela en una oración y repita la palabra. Se puede calificar después de administrar el inventario. Repita las instrucciones según sea necesario.

Te diré una palabra. Luego usaré la palabra en una oración y te la repetiré al final. Quiero que escribas esa palabra en tu hoja. Si no la sabes, o no estás seguro, escríbela lo mejor que puedas. La primera palabra es "_____". (Lea la oración y repita la palabra).

Nivel de logro:

	Principio	Medio	Final
D	9-10	9-10	9-10
NI	0-8	0-8	0-8

Sección 2 Dictado—Principio del año

Palabras	Oraciones	Palabras	Puntaje
1. feliz	No estoy feliz cuando tengo mucha tarea.	feliz	
2. hacer	Les gusta hacer...	hacer	

Sección 2 Dictado—Medio del año

Palabras	Oraciones	Palabras	Puntaje
1. humbal	El perro humbal el árbol durante el accidente.	humbal	
2. social	El perro social que no loque nada en el mundo.	social	
3. social	Quiero que se fijen en...	social	

Sección 2 Dictado—Final del año

Palabras	Oraciones	Palabras	Puntaje
1. hacia	El viento sopla hacia el este.	hacia	
2. guerra	Les gusta hacer la guerra.	guerra	
3. social	Quiero que se fijen en...	social	



Key Points

- The Instructions section provides helpful hints for the teacher regarding administration of the task. Anything that needs to be read to the student is presented in ***bold-faced italic type***.
- The Test Item section contains all the items for that section.

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

The next section of the Directions is Instrucciones.

DO:

✓ ☆ CLICK

SAY:

This section often provides helpful hints that can avoid administration pitfalls that can affect reliability. For example, in the example, the teacher is reminded that there is a different spelling list for each administration of the Tejas LEE and for this reason, the Spelling is given at each time point, regardless of student performance on the previous spelling test.

In most cases, the section that follows is the Preguntas (Test items)—However, in the case of the Spelling section, due to space issues, this section appears on the following page. So in this case, the Performance Levels, or the “Nivel de logro”, appear next. Below this are tear out images of the relevant pages from the student record booklets that serve as an easy reference for the teacher as to where to record student results.



Notes



Key Points

Teacher Guide Structure

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Sección 2

Dictado—Preguntas

Principio del año:
(Palabras)

(Oraciones)

1. feliz

No estoy feliz cuando tengo mucha tarea. feliz

2. luces

Las luces iluminaron el bosque oscuro. luces

3. zapato

Un zapato se me cayó al río. zapato

4. abrió

Recién se abrió una biblioteca cerca de mi casa. abrió

5. coser

Mi tía Paula se compró una máquina de coser. coser

6. lluvia

No fuimos al parque debido a la lluvia. lluvia

7. bilingüe

Tomás es bilingüe; habla inglés y español. bilingüe

8. lentamente

La tortuga cruzó la calle lentamente. lentamente

9. daríamos

Daríamos más dinero, pero no tenemos. daríamos

10. vergüenza

Me da vergüenza hablar en público. vergüenza

6. invierno

Durante el invierno, hace mucho frío. invierno

7. serrucho

Karina cortó la tabla con el serrucho. serrucho

8. medianoche

Ayer no me dormí hasta medianoche. medianoche

9. explicación

Entendí la tarea después de una explicación. explicación

10. miniatura

El pastel tiene una figura de ballarina en miniatura. miniatura

abrió

coser

inglés

ente

amos

ab

toque

eros. fran

gicos

nato, terrible

abiertas

as, atragas

social

PARA

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

The last piece of the Directions are the “Preguntas” or in the case of spelling, “Palabras”. In the case of the Spelling section, these appear on the following page of the guide. For all other sections of the Tejas LEE, these appear just before the “Nivel de logro”

DO:

✓ ☆ CLICK



Notes

Teacher Guide Structure

23

	Principio	Mitad	Final
D	9-10	9-10	9-10
NI	0-8	0-8	0-8



Key Points

- The Performance Level table lists the cutpoints and performance levels for each administration.

SAY:

The next item on each page of the teacher guide is the Performance Level table. By comparing students results and timepoint, you can determine your students' performance level on this section.



Notes

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Graphophonemic Knowledge



Key Points

SAY:

Another crucial building block of reading is GK, or graphophonemic knowledge.



Notes

Graphophonemic Knowledge ²⁵

Students with graphophonemic knowledge:

- begin with a basic understanding of the alphabetic principle
- and progress to morphological elements of language, word reading and spelling.

DO:

Read/review slide.

SAY:

To read, students must know that letters represent sounds and that by combining letters, it is possible to read and write any word in the language.

Graphophonemic knowledge includes decoding words—including those containing letters with more than one possible sound. Students must learn the rules for choosing the correct sound and in the absence of such rules, must be able to decode through trial and error.

Graphophonemic Knowledge also includes reading and writing the “exceptions” (words that do not follow the rules. In Spanish, word such as “pijamas”, “iceberg” and “ballet” do not follow conventional rules for their correct pronunciation or spelling.)



Key Points

- Graphophonemic knowledge involves knowledge of the letters of the alphabet, the understanding of sound-symbol relationships, basic morphological elements of language, word reading, and spelling.

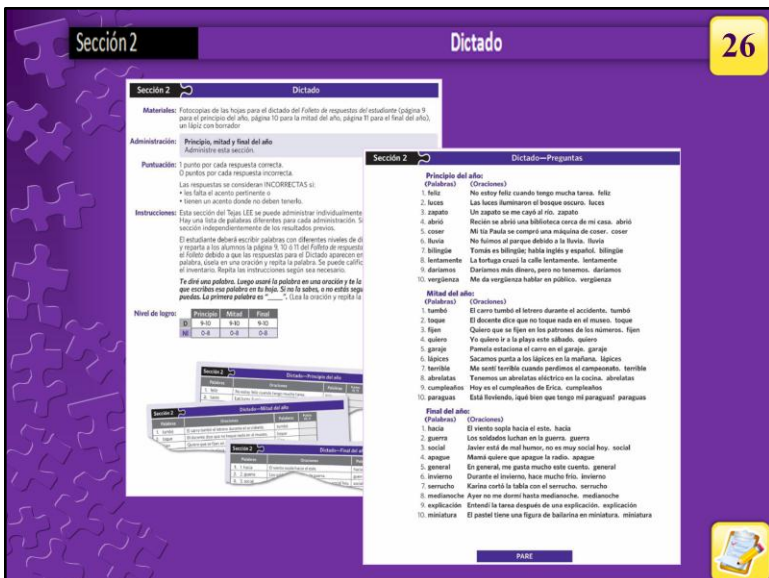


Notes



Key Points

- Students must correctly spell ten words.
- This section is administered at each time point.
- Every time point will have a different list of words.



SAY:

Student spelling knowledge in Third Grade is assessed at each timepoint. There is a different word list for each timepoint and each assessment assesses increasingly more challenging spelling conventions. Thus, at each timepoint, students are expected to have knowledge of the spelling conventions addressed or they require intervention on these skills. I showed you the lavender box explaining this earlier.

DO:



Point out that the participant packet contains tips for administering these sections. Draw participants' attention to the spelling convention/TEKS correlation. Go over a few words with participants.

SAY:

There is a Tejas LEE module on spelling and a series of tools available for the Spelling Section. It is highly recommended that all third grade teachers be trained on this module and the tools for instruction. The tools can be found on the Tejas LEE website.



Notes



Key Points

- This section may be administered to the whole class at one time.
- For administration, hand students the torn out Dictado page from the *Folleto* or photocopies of this page.
- If a student misplaces or omits a accent or dieresis mark, the word is counted as incorrect.



Notes

Sección 2
Dictado
27

Sección 2 Dictado

Materiales: Fotocopias de las hojas para el dictado del Folleto de respuestas del estudiante (página 10 para el principio del año, página 11 para la mitad del año, página 12 para el final del año) con banderos.

Administración: Principio, mitad y final del año. Administre esta sección.

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

Las respuestas se consideran INCORRECTAS si:
• no lleva el acento pertinente o
• tienen un acento donde no deben tenerlo.

Instrucciones: Esta sección del Toño LEE se puede administrar individualmente o a toda la clase. Hay una lista de palabras diferentes para cada administración. Siempre administre a la vez.

Sección 2 Dictado—Preguntas

Principio del año: (Oraciones)

1. feliz No estoy feliz cuando tengo mucha tarea. feliz
2. luces Las luces iluminaron el bosque oscuro. luces
3. apague Un zapato se me cayó al río. apague
4. abrió Recién se abrió una biblioteca cerca de mi casa. abrió
5. coser Mi tía Paula se compró una máquina de coser. coser
6. bilingüe No fuimos al parque debido a la lluvia. bilingüe
7. bilingüe Tomada es bilingüe; habla inglés y español. bilingüe
8. lentamente La barba cruzó la calle lentamente. lentamente

Final del año: (Palabras) (Oraciones)

1. hacia El viento sopla hacia el este. hacia
2. guerra Los soldados luchan en la guerra. guerra
3. social Javier está de mal humor, no es muy social hoy. social
4. apague Mamá quiere que apague la radio. apague
5. general En general, me gusta mucho este cuento. general
6. invierno Durante el invierno, hace mucho frío. invierno

	Principio	Mitad	Final
D	9-10	9-10	9-10
NI	0-8	0-8	0-8

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

Let's go over the directions. First of all, this section may be administered to your entire class at one time. This would be a great time saver. The Folleto de respuestas del estudiante does contain sheets for your students to write the Dictado (Spelling) test. However, you should either tear these sheets out of the book or make photocopies for your students to use. DO NOT allow your students to work directly in the booklets as the answers to each spelling test are on different pages of the Folleto.

DO:

✓ ☆ CLICK Read the directions to participants or allow them to read the directions aloud. Then read the first two or three items from the BOY assessment. Point out to participants that for each item, they should read the word, then the sentence, then the word once again.

SAY:

Please note that when scoring the Spelling test, a word is considered MISSPELLED if a needed accent or dieresis mark is missing or if it has an unneeded accent/dieresis mark.

Since we are assessing student knowledge of accenting and dieresis use in Spanish, let's take a closer look at these skills and how to teach them.

DO:

Walk participants through the performance levels for this task. Allow participants to practice if time allows.

Fluency



Key Points

SAY:

Now we will move on to fluency. Fluent readers direct attention toward text meaning. Word decoding is automatic and they are able to read with speed, accuracy and proper expression while comprehending text.



Notes

Fluency

29

Fluency is not hurried reading. Students who are fluent readers are able to:

- Read words accurately
- Immediately recognize words without decoding
- Chunk text into meaningful phrases
- Read text with the appropriate expression
- Combine phrasing, expression and intonation during reading

SAY:

Improving fluency does not necessarily mean an increase in a student's reading rate. Fluency is much more than rate. It also encompasses the ability to read with proper accuracy, automaticity, phrasing, expression and prosody. Fluency is the bridge between word recognition and comprehension. Let's briefly touch upon each of these components of fluency.

Rate refers to the speed at which text should be read. Proper rate will vary. Good readers will increase rate to read a selection in which an auctioneer is soliciting bids and slow down when reading a solemn speech.

Accuracy refers to the ability to read words correctly.

Automaticity refers to the immediate recognition of words without decoding.

Phrasing is the chunking of individual words into appropriate statements or phrases that aid in determining meaning.

Expression refers to the characterization or voice that is used during reading. This would include reading the dialogue of a sports announcer with an excited voice, including the drawl in a Southern character's dialogue, and using a conspiratorial tone when a criminal plots their next crime.

Prosody is the combination of phrasing, intonation and expression during reading. In prosody, you might actually in your mind's ear hear the emotion in a father's voice as he is making a toast at his daughter's wedding, you can hear both the joy and the sadness in his voice, and perhaps, even the cracks in his voice as he struggles to hold back tears.

Prosody can even exist at the single word level. Let's take the word "DUDE". Say Dude like you are very disappointed in that person. Note the intonation and the elongation of the word. Now say it like you are really proud of him.



Key Points

- Fluency is not hurried or fast reading.
- Fluent reading involves the following:
 - Rate
 - Accuracy
 - Automaticity
 - Phrasing
 - Expression
 - Prosody



Notes

How is fluency measured on the Tejas LEE?

30

Fluency is measured on the Tejas LEE by calculating the PLCPM

Palabras

Leídas

Correctamente

Por

Minuto



Key Points

- Rate is measured on the Tejas LEE by calculating the words read correctly per minute.

DO:

Paraphrase slide.

SAY:

Although, there are many elements to fluency as mentioned in the previous slide, the one that is easiest to objectively measure is reading rate. In the Tejas LEE we measure this by calculating the PLCPM, referred to in English as the words correct per minute, WCPM. Let's look at how to calculate your students' reading rates.



Notes

31

Determining Accuracy

Si el estudiante lee incorrectamente 3 palabras en la primera oración o 32 o más palabras durante el transcurso de la lectura, PARE y continúe con el cuento 2.

1 Exactitud de lectura		Errores
Marque en el cuadro la cantidad de errores		
Fru	31 o más errores	
Ins	De 13 a 30 errores	
Ind	12 o menos errores	

IF A STUDENT HAS AN ACCURACY SCORE OF NIVEL DE FRUSTRACION, **DO NOT** CALCULATE THE FLUENCY RATE OR ASK THE COMPREHENSION QUESTIONS



Key Points

There are three accuracy levels in the Tejas LEE:

- Nivel independiente
 - Nivel de instruccion
 - Nivel de frustración
- If a student miscalls 3 or more words in the first sentence of a story, stop administration of that story and score as Nivel de frustración. If this occurs during Story 1, the student must still attempt Story 2.
 - Errors: mispronunciations, omissions, reversals, substitutions, hesitations longer than 3 seconds
 - Not errors: repetitions, insertions, self corrections



Notes

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

Accuracy is different from fluency. Accuracy refers to the error-free reading of the text. On the Tejas LEE, we have three Accuracy levels:

Nivel independiente: 95% or better of words read correctly

Nivel de instrucción: from 88% to 94% of words read correctly

Nivel de frustración: Less than 88% of words read correctly.

DO: ✓ ☆ CLICK

Draw participants attention to the text box at the bottom of the slide. Paraphrase the information.

SAY:

In addition, if a student miscalls 3 words or more in the first sentence, stop the administration of the story. If the student is reading story #1, continue on to story 2.

The following are counted as errors on the Tejas LEE: mispronunciations, omissions, reversals, substitutions, and hesitations longer than 3 seconds.

The following are NOT counted as errors: repetitions, insertions, and self corrections.

Calculating the PLCPM Rate 32

2 Tiempo

Min : Seg	=	Total (en seg.)
3 07	=	187

3 Proporción de la fluidez de la lectura

Palabras en el cuento	-	Errores	=	Palabras correctas	÷	Segundos	x 60 =	Fluidez
248	-	12	=	236	÷	187	x 60 =	76

$1 \times 60 = 180 \text{ sec.}$
 $180 + 7 = 187$

$248 - 12 = 236$

$236 \div 187 \times 60 = 75.72$
Rounded off to 76



Key Points

- To determine fluency rate:
 1. Convert total time read into seconds only.
 2. Subtract number of errors made from total number of words in story to determine number of words read correctly.
 3. Divide total number of words read correctly by total number of seconds and multiply by 60.
 4. Round to the nearest whole number.

This slide has 3 ✓ ☆ CLICKS of animation.

SAY: In order to determine the fluency rate, a table is provided in the Folleto de respuestas del estudiante. If you are using an electronic form of the Tejas LEE, your device will automatically calculate the fluency rate for you. The first step is to convert the time it took your student to read the story into seconds.

DO: ✓ ☆ CLICK

SAY: Multiply the number of minutes by 60 and add this amount to the seconds. In the example provided, (point to the screen) we multiplied 3 minutes by 60 and added this amount to 7 for a total time of 187 seconds.

DO: ✓ ☆ CLICK

SAY: The next step is to determine the number of words read correctly. The total number of words in the story is printed in your Folleto. In the example, the total is 248. Subtract the number of errors the student read and the result will be the total number of words read correctly. In our example 248 total words minus 21 errors equals 236 words read correctly.

DO: ✓ ☆ CLICK

SAY: Finally, divide the number of words read correctly (236) by the number of seconds and multiply the results by 60. This will give you the total number of words read correctly per minute (In Spanish PLCPM). Round this number off to the nearest whole number.

DO:

If your participants calculate fluency themselves, have them practice the examples (Part 1 and 2) in their participant packet. If they use an electronic version of the Tejas LEE, have them do only Part 2



Notes

Answers to Fluency Activity:

1. 60 plcpm
2. 69 plcpm (68.57, rounded)
3. 74 plpcm (74.299, rounded)

Comprehension



Key Points

SAY:

Measuring a student's ability to comprehend through either listening or reading text is another goal of the Texas LEE.

The ultimate goal of print is to communicate ideas and concepts. Comprehension involves the integration of phonological awareness, graphophonemic knowledge, fluency and vocabulary knowledge.



Notes

Comprehension

34

Students who are able to comprehend draw from a variety of strategies. These include:

- Using background knowledge
- Making connections
- Identifying main idea and important details
- Summarizing text
- Making inferences
- Understanding vocabulary and concepts

DO:

Paraphrase slide.



Key Points

- Comprehension is the ability to extract meaning from text.
- Comprehension problems can also stem from problems in phonological awareness, graphophonemic knowledge, fluency and vocabulary knowledge.
- Student background knowledge and knowledge of comprehension strategies is also important.



Notes

Comprehension Questions

35

¿Y qué más?

- Suggested answers are provided for each question. However, teachers should use their professional judgment to determine if a question is correct.
- If a question requires more than one answer, a teacher may prompt the student with “¿Y qué más?”
- These reminders appear before every set of questions.

Las respuestas a continuación son las más comunes pero no todas las posibles. Puede usar su criterio profesional para determinar si las respuestas de sus alumnos son correctas. Si una pregunta requiere más de una respuesta, es permisible decirle al estudiante. —¿Y qué más?



Key Points

- The list of suggested answers is not exhaustive. Due to space limitations, only the most common are listed.
- Teachers should use their professional judgment to determine if an answer is correct or incorrect.
- If a question, requires more than one answer, the teacher may prompt “¿Y qué más?”

SAY:

Before beginning the listening and reading comprehension questions, there is a paragraph that talks about acceptable answers. Each of the Tejas LEE comprehension stories was field tested with hundreds of students. The questions asked on the Tejas LEE are open-ended and it is likely that some of your students will provide answers not given in the guide. In situations where there are multiple correct answers, space limitations do not allow us to list every possible correct answer.

Teachers should use their professional judgment to decide whether or not an answer provided by a student answers the question asked and may score the response accordingly.

If a question requires more than one answer, you may prompt a student to provide an additional response by asking: ¿Y qué más?

Let's take a closer look at the actual test sections.

DO:



Have the participants turn to their participant packet and fill in the blanks. Point out that the participant packet contains tips for administering this section.



Notes

Comprehension Questions Format

36

Preguntas de comprensión de "El gansito milagroso" (Cuento 1)

1. *¿Por qué se despertó la niña durante la noche?*

Respuesta: los gansos estaban haciendo mucho ruido, se oía mucho alboroto

Se requiere una sola respuesta.



Key Points

- Questions that are to be read to students are presented in ***bold-faced italic type***.
- Suggested answers are listed below each question. This list is not exhaustive. Only the most common answers are listed. Teachers should use their professional judgment to determine if an answer is correct or incorrect.
- If more than one answer is possible, the question will indicate how many are required in order to be scored as correct.

This slide has 3 ✓★ CLICKS of animation.

SAY: Each question has several features of which you should be aware.

DO: ✓★ CLICK

SAY: First, what is read to the student is presented in bold faced, italic type.

DO: ✓★ CLICK

SAY: Second, possible answers are provided after the word **RESPUESTA**. This is what I was referring to on the previous slide. Just because an answer your student gave is not listed does not necessarily mean the answer is incorrect. Evaluate whether your student answered the question correctly and score it appropriately.

DO: ✓★ CLICK

SAY: Third, when more than one answer is provided, the *Guía* will indicate how many answers your student must provide. In the example shown above, only one of the two answers provided is necessary.



Notes

Reading Comprehension Grades 1-3

37

- Students read 2 stories at each administration
- Students always read/attempt both stories



Key Points

- Students must always read/attempt both stories at each time point.
- Student interest and story genre can have an impact on results. As such, reading two stories will provide teachers with valuable information.

SAY:

Starting at First grade, the reading comprehension section always has two stories. Always administer both stories at each time point. Even if a student is Nivel de frustración on Story 1, the student should always attempt Story 2.



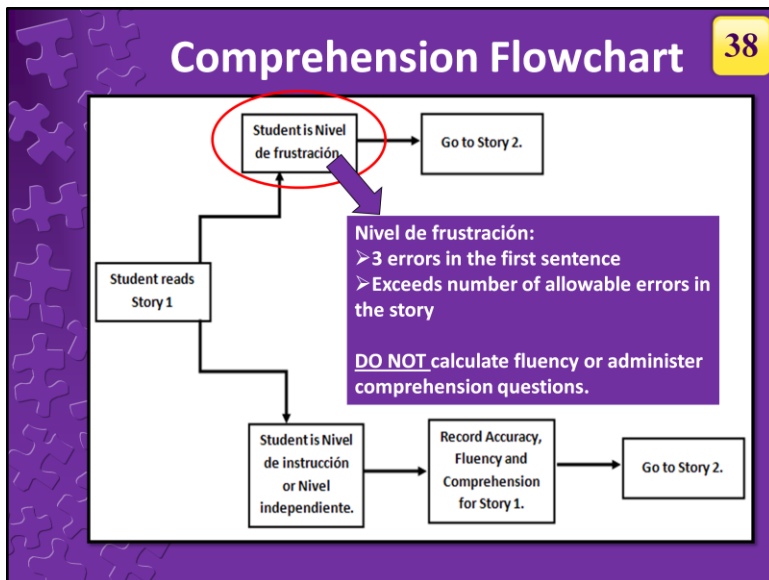
ADDITIONAL INFORMATION FOR PRESENTER:

Students are assessed on two stories at each time point. There are many benefits to having students read more than one story. The first is student interest. If only a single story is read at each time point, results may be skewed if a student simply has little or no interest in the content of the story. By having two stories, there is a much greater likelihood that students will have an interest in at least one story. This will give a more reliable score of performance.

In addition, during the Middle of Year and End of Year administration, different genres of reading are assessed. At MOY, students read one realistic fiction story (El charco) and one pseudo-expository story (La mariposa). At End of Year, students read one expository text (Pájaros) and one realistic fiction story (El sapo de mi sala). Student performance on different literary genres can give insights into a student's relative strengths and weaknesses.



Notes



Key Points

A student can store *Nivel de Frustración* by doing one of the following:

- Scoring 3 or more errors in the first sentence.
- Scoring within the pre-determined *Nivel de Frustración* cutpoint for a particular story.

This slide has 1 ✓ ☆ CLICK of animation.

DO:

Walk participants through the logic of the flowchart. Do not explain *Nivel de frustración* until you bring up the text box.

✓ ☆ CLICK

SAY:

There are two ways in which a student may score at Nivel de frustración in a Reading Comprehension story. First, a student is considered frustrated if they make three or more errors in the first sentence. The second is if the student exceeds the number of allowable errors for that particular story. The number of errors allowed for each story is determined based on the number of words in the story. This number is found in the Folleto de respuestas del estudiante in the colored box below the story. (See next slide) IF A STUDENT IS NIVEL DE FRUSTRACION ON A STORY, YOU ONLY RECORD THE ACCURACY LEVEL. DO NOT CALCULATE THE FLUENCY RATE. DO NOT ADMINISTER THE COMPREHENSION QUESTIONS. No Fluency score is recorded for that story and the Comprehension score is recorded as NI.

ALL STUDENTS, regardless of performance on story 1, should also attempt to read story 2. The same Nivel de frustración rules apply to story 2.



Notes

Sección 1 Comprensión de lectura—Principio del año—Cuento 1 39

Sección 1 Comprensión de lectura—Principio del año—Cuento 1 (El gansito milagroso)		Puntos (6, 1)
Explicitas	1. ¿Por qué se despertó la niña durante la noche? Respuesta: los gansos estaban haciendo mucho ruido, se oía mucho alboroto. Se requiere una sola respuesta.	
	2. ¿Quién fue a investigar el ruido? Respuesta: el papá	
	3. ¿Qué tenía el papá entre sus manos? Respuesta: un gansito	
	4. ¿Qué vio la niña cuando llegó al lago? Respuesta: la mamá gansa	
	5. ¿Quién ayudó al gansito a nadar para llegar con su mamá? Respuesta: un ganso grande	
	6. ¿Qué pasó al final de la historia? Respuesta: el gansito se reunió con su mamá	
Implicitas	7. ¿Por qué estaban haciendo mucho ruido los gansos al principio del cuento? Respuesta: porque una vibora trató de comerse a un gansito	Total
	8. ¿Por qué fue la niña al lago? Respuesta: a buscar a la mamá del gansito, para soltar al gansito. Se requiere una sola respuesta.	Total
TOTAL: (10 puntos)		
Nivel de logro: Trace un círculo alrededor del nivel apropiado.		D 7-8 NI 0-6

Continúe con el Cuento 2



Key Points

- There are 8 comprehension questions: 6 explicit and 2 implicit.
- Grey bar next to questions will identify question type.
- Total number correct for each question type before adding them together to calculate overall total correct.

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

This is a screen shot from the Student Record Sheet. There are 8 questions for each story on the Third Grade Tejas LEE. Six of the questions are explicit and two are implicit.

DO:

✓ ☆ CLICK

SAY:

The explicit questions are the first six, followed by the two implicit questions. This allows you to score each separately to look for the type of questions with which your students have difficulty. Notice the two TOTAL boxes inside the purple oval. To determine whether your students are D or NI on each story, the explicit and implicit questions are added together. A score of 7 or 8 is needed for a student to be developed on each story. A student must be D on both stories for an overall performance score of D.



Notes



Key Points

- Students will read the story from the Student Story Booklet.
- Students should begin reading with the first word.
- Students will be administered eight comprehension questions.
- Performance level for this task is: D=7-8 NI=0-6



Notes

Reading Comprehension

40

Tercer grado

Sección 1 - Principio del año - Cuento 1
El gansito milagroso

➡ Me desperté de repente. Escuché mucho alboroto. Eran los gansos que estaban causando todo el ruido. ¡Qué raro! Los gansos nunca han...

Principio	
D	7-8
NI	0-6

Sección 1 Comprensión de lectura-Principio del año-Cuento 1 (El gansito milagroso)

Preguntas de comprensión de "El gansito milagroso" (Cuento 1)	Puntos (ti, fj)
1. ¿Por qué se despertó la niña durante la noche? Respuesta: los gansos estaban haciendo mucho ruido, se oía mucho alboroto. Se requiere una sola respuesta.	
2. ¿Quién fue a investigar el ruido? Respuesta: el papá	
3. ¿Qué tenía el papá entre sus manos? Respuesta: un gansito	
4. ¿Qué vio la niña cuando llegó al lago? Respuesta: la mamá gansa	

This slide has 3 ✓ ☆ CLICKS of animation.

SAY: In the Teacher's Guide, the reading comprehension instructions now include a brief one sentence introduction to each of the stories.

DO: ✓ ☆ CLICK

SAY: The student version of the story is located in the Cuaderno de lecturas(the pink Story Booklet) , under the Third Grade tabs. Your students should start reading with the first word of the story, not the story title, as shown by the arrow.

DO: ✓ ☆ CLICK

After the student finished reading, ask him/her the eight comprehension questions for this story located in the Folleto de respuestas del estudiante and score the responses.

DO: ✓ ☆ CLICK

SAY: After scoring the answers, look on your performance level table to see whether your student is D or NI on this section.

DO: Walk participants through the performance levels for this task. Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide.



Point out that the participant packet contains reminders for administering this section. Allow participants to practice using their participant packet.

Determining Overall Scores 41

Accuracy

If a student scores FRU on EITHER story, they are considered to be NI in accuracy

A score of INS or IND is necessary for a student to be D in accuracy

If a student exceeds the number of allowed errors in a story, they are FRU in that story

DO:

Have participants pull out their “Determining the Overall Score for Reading Comprehension” handout.

Read/review slide.



Key Points

- In order to receive an overall D score on accuracy, a student must score an IND or INS on both stories read.
- If a student receives a score of FRU on either story, then they are considered NI overall.



Notes

Determining Overall Scores

42

Fluency

Average the two fluency scores together to determine the overall fluency score

There is no performance level for fluency on the Tejas LEE

There is a EOY target of approximately ____ plcpm in first grade, ____ plcpm in second grade and ____ plcpm in third grade



Key Points

- In order to determine the overall fluency score, average the fluency scores from the stories.
- Fluency does not have a performance standard.
- Fluency rate should be looked at in conjunction with comprehension score.

DO:

Paraphrase slide

SAY:

Although there is no performance level for fluency, by the End of Year administration, students should be reading approximately ____ words per minute in first grade, ____ words per minute in second grade and ____ words per minute in third grade. Keep in mind, however, that the actual number of words read per minute is NOT an end in itself. Always look at the fluency score in conjunction with the comprehension score.



Notes



Key Points

- In order to calculate the overall fluency score, add the two fluency scores together and divide by two.
- If a student only has one fluency rate, then by default that becomes the overall score.



Notes

Determining Overall Scores 43

only has one fluency score, this becomes the overall score

Cuento	Global
Puntaje	Promedio de puntaje
78	84
90	
FRU	77
77	

Sección 1: Exactitud, fluidez y comprensión de lectura

Cuento	Global	Proporción de la fluidez		Comprensión	
		Nivel de logro (D, NI)	Puntaje	Puntaje	Nivel de logro (D, NI)
INST	FRU				
INST	FRU				
INST	FRU				
INST	FRU				
INST	FRU				

Final

1	N	IND	INST	FRU
2	E	IND <th>INST</th> <th>FRU</th>	INST	FRU

This slide has 3 ✓ ☆ CLICKS of animation.

SAY:

Let's take a look at how to determine the overall fluency score.

DO:

✓ ☆ CLICK

SAY:

When a student has two fluency scores, simply add the two scores together and divide by two.

DO:

✓ ☆ CLICK

SAY:

In this case, $78 + 90$ equals 168, divided by 2 is 84 words per minute.

DO:

✓ ☆ CLICK

SAY:

In the second case, since this student was FRUSTRATED on the first story, there is only 1 fluency score. This single # becomes the overall fluency score.

Determining Overall Scores 44

Comprehension

If a student scores NI on either story, they are considered to be NI overall.

A student **MUST** score D on both stories for an overall score of D.



Key Points

- In order to receive an overall D score on comprehension, a student must score D on both stories read.
- If a student receives a score of NI on either story, then they are considered NI overall.

DO:

Paraphrase slide.



Have participants turn to their participant packet, and practice determining the overall scores for Accuracy, Fluency and Comprehension.

Allow participants to discuss which students they feel need more assistance in Fluency.



Notes



Key Points

- All student results should be recorded on the Student Record Sheets

Recording Student Results 45

Palabras	Oraciones	Palabras	Puntos (0,1)
1. feliz	No estoy feliz cuando tengo mucha tarea.	feliz	
2. luces	Las luces iluminaron el bosque oscuro.	luces	
3. zapato	Un zapato se me cayó al río.	zapato	

TOTAL:		Nivel de logro:	
(10 posibles)		D	9-10
		NI	0-8

Trace un círculo alrededor del nivel apropiado.

PARE

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

Student results are recorded in the Folleto de respuestas del estudiante (Those using electronic versions of the Tejas LEE do not need to complete the Folletos as the forms are created electronically). Above you see a sample page from the Folleto.

DO:

✓ ☆ CLICK

SAY:

When completing the Folleto, you should enter NUMERICAL scores into the places provided (0 or 1) and then total them as indicated. Once you have completed a section, add up the total number of correct responses in the section and enter that score under TOTAL. Then circle the appropriate performance level (D, NE, NI).

DO:

Point to the scoring columns and to the areas for the questions and the TOTAL area



Notes

Recording Student Results 46

tejas·LEE Folleto de respuestas del estudiante Tercer grado
Resumen de calificaciones

Nombre del estudiante: _____ Maestro(a): _____

Fecha de administración: _____
 Principio del año: _____ Mitad del año: _____ Final del año: _____

Año de administración:
☐ 2010-2011 ☐ 2011-2012
☐ 2012-2013 ☐ 2013-2014

Sección 1: Exactitud, fluidez y comprensión de lectura

Nivel	Tipo de prueba	Exactitud de lecturas			Fluidez de lecturas			Comprensión de lecturas		
		Prueba	Global	Detalle	Prueba	Global	Detalle	Prueba	Global	Detalle
1	N	IND	IND	IND	IND	IND	IND	IND	IND	IND
	E	IND	IND	IND	IND	IND	IND	IND	IND	IND
2	N	IND	IND	IND	IND	IND	IND	IND	IND	IND
	E	IND	IND	IND	IND	IND	IND	IND	IND	IND
3	N	IND	IND	IND	IND	IND	IND	IND	IND	IND
	E	IND	IND	IND	IND	IND	IND	IND	IND	IND
4	N	IND	IND	IND	IND	IND	IND	IND	IND	IND
	E	IND	IND	IND	IND	IND	IND	IND	IND	IND

Sección 2: Dictado

Nivel	Tipo de prueba	Principio del año			Mitad del año			Final del año		
		Prueba	Global	Detalle	Prueba	Global	Detalle	Prueba	Global	Detalle
1	N	IND	IND	IND	IND	IND	IND	IND	IND	IND
	E	IND	IND	IND	IND	IND	IND	IND	IND	IND
2	N	IND	IND	IND	IND	IND	IND	IND	IND	IND
	E	IND	IND	IND	IND	IND	IND	IND	IND	IND



Key Points

- Transfer results from the individual sections to the Summary page of the Student Record Sheets
- This student summary page is perforated and can be torn off and stored in their permanent record folder.

SAY:

Once you have completed an administration with a student, you should transfer the results from each section to the Resumen de calificaciones page. This page (shown above) is perforated so that it can be removed. Many school districts require that this sheet be placed into the student permanent record folder.



Notes

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Key Points

- Transfer results from the individual Student Record Sheets to the Class Summary sheet.
- The class summary sheet will be used to make grouping and instructional decisions.
- The class summary sheet is also available in electronic format on our website.
- If using an electronic version of Tejas LEE, vendors will be able to generate this sheet for users.

A final tool for recording student results is the Class Summary Sheet (Resumen de la clase). Results for each of your students should be transferred from the Resumen de calificaciones to this document. This document will be used to group students for small group instruction and its completion is a prerequisite to the next module, Grouping Students for Individualized Instruction. Some Tejas LEE users may prefer the Automated Class Summary Sheet available for download on our website. Tejas LEE users who administer an electronic version of the assessment can generate a Class Summary Sheet from their vendor.



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Additional Resources



Key Points



Notes



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

This slide has 1 ✓ ☆ CLICK of animation.

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 each section of each 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 and information on the annual Tejas LEE Summer Conference.

DO:

✓ ☆ CLICK



Notes



Key Points



SAY:

Here is a screen shot of the video page. It is easy to navigate between each clip.



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Questions & Answers

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



Key Points

This slide has 1 CLICK v★ of animation.

DO:

Answer any questions that your participants have regarding this module. Then CLICK v★ to bring up the contact information for Tejas LEE.



Notes

Next Steps

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TEA Recommends:

All professionals administering or using the Tejas LEE assessment should complete, at a minimum:

- the Administration Module(3rd Grade) ✓
- Grouping Students
- Using the Intervention Guide



Key Points

DO:

Paraphrase slide.



Notes

- You have now completed MODULE ONE.
- At this time, set the time and place for your next training module:

• GROUPING STUDENTS



Key Points

DO:

Spend a few moments with your teachers to set a time for the second module, grouping students. Ideally, this module should be presented at the end of the Beginning of Year administration, once teachers have most or all of their student results.



Notes

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End of Module

Thank you



Key Points



Notes