

Tejas LEE 2010-2014

GRADE 1

Grouping: Converting Results into Effective Instruction


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- Grouping for Individualized Instruction
- The Tejas LEE Grouping Charts
- The Tejas LEE Grouping Mats

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Tejas LEE Website

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Home Resources Training Order FAQ's Blackline Masters

Get Your Third Grade, MPLP, & MPLP BOY Materials

Grade 3 MPLP MPLP BOY Materials

Welcome

Early identification of reading skills and comprehension development of young students is critical for planning and implementing a successful reading program. "El Inventario de Lectura en Español de Tejas" (Tejas LEE) is a valid and reliable assessment tool that measures student's reading, comprehension and reading related skills in Spanish. Designed for use with students in Kindergarten through third grade, the Tejas LEE helps teachers identify student's strengths and problem areas, monitor student progress over the course of the school year, and plan and deliver targeted instruction.

With the Tejas LEE, teachers can focus on helping students learn the reading and reading related concepts they need, so that all students can meet the goal of reading on grade level. The Tejas LEE provides valuable data educators can use to help students develop into confident, lifelong readers.

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Tejas LEE Grouping Mats

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Home Resources Training Order FAQ's Blackline Masters

Resources - For Teachers

For Teachers

Third Grade, MPLP, & MPLP BOY Materials

Grade 3 MPLP MPLP BOY Materials

Intervention Activities Guide

This section provides Blackline Masters

Browse the Blackline Masters

Changes to the new version of

There are several new components to the new version of the Tejas LEE. The new version of the Tejas LEE was released in 2010. The new version of the Tejas LEE includes the following changes:

Grouping Students for Instruction

The resources in this section are developed to assist teachers with grouping students for instruction and identifying instructional activities for identified groups. Included in this section is a document outlining suggested criteria for 3rd or 4th placement (identification of students in need of additional assistance), a grouping guide for beginning the process of grouping students for targeted instruction, grouping charts to assist in placing students into groups for small group instruction, and grouping mats to assist in selecting activities from the intervention activities guide to be used with small groups.

Grouping Students for Instruction

The resources in this section are developed to assist teachers with grouping students for instruction and identifying instructional activities for identified groups. Included in this section is a document outlining suggested criteria for 3rd or 4th placement (identification of students in need of additional assistance), a grouping guide for beginning the process of grouping students for targeted instruction, grouping charts to assist in placing students into groups for small group instruction, and grouping mats to assist in selecting activities from the intervention activities guide to be used with small groups.

Suggested Criteria for 3rd or 4th Instruction

This document provides suggested criteria using Tejas LEE data to identify students in need of additional instruction/assistance.

Grouping Guide

The grouping guide (from the Intervention Activities Guide) provides users of the Tejas LEE with a valuable description of how to begin the process of grouping students for targeted instruction and provides useful examples.

Grouping Charts

Grouping charts are designed to help teachers place students into groups for instruction based on performance on the Tejas LEE.

Grouping Mats

Grouping mats are designed to help teachers identify and select appropriate instructional activities from the Intervention Activities Guide to be used with identified groups of students.

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Think-Turn-Talk

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Why Group Students?

The Tejas LEE is intended to drive classroom instruction.

Grouping allows you to focus your instruction on those skills that each student or group of students need in order to read successfully.

Grouping allows you to make efficient use of instructional time.

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Reading Comprehension Information 10

Comprensión de lectura

Sección 8

Exactitud de lectura			Fluidez de lectura			Comprensión de lectura		
Cuento 1	Cuento 2	Nivel de logro global	Cuento 1	Cuento 2	Promedio	Cuento 1	Cuento 2	Nivel de logro global
IND/INS/FRU	IND/INS/FRU	D/NI	(PLCPM)	(PLCPM)		D: 4-5 NI: 0-3	D: 4-5 NI: 0-3	D/NI

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Features of the Automated Class Summary Sheet 11

Instrucciones

Principio

Mitad

Final

Gráficas

tejas LEE - Primer grado

Generales

- Primero, oprima File → Save As..., y archive con nuevo nombre.
- Use los botones en el lado izquierdo de la pantalla para navegar.
- Al ingresar datos, las células son grises. Esto significa que no se debe ingresar datos. Si Ud. ve una célula con datos y la célula es gris, borre los datos o revise la información adjunta. El gris indica que no debe de haber datos en la célula.
- Al ingresar datos, otras células "se abrirán" así:

Principio del año

- Ingrese el nombre de cada estudiante.

Mitad y final del año

- Estudiantes que tomaron la administración previa aparecerán automáticamente. Elija Si o No en la columna a la izquierda del nombre del estudiante para confirmar que tomaron el Tejas LEE en esta administración.
- Si un estudiante no tomó la administración previa, pase a la primera hilera en blanco y elija Si debajo de ¿Administrado Mitad (Final) del año? para "abrir" las células. Luego, ingrese el nombre y los datos.
- Si necesita agregar un estudiante nuevo en MOY o EOY, siempre use una línea nueva. Nunca utilice la línea de un estudiante que se ha retirado de su clase debido a que esto causará errores en los datos.

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BOY View 12

tejas LEE - Primer grado - Principio del año

Maestro(a): Ms. Fresas

Escuela: Frutas Elementary

Fecha: 9/7/2010

Nombre del estudiante

Ayala, Alberto	14	D	14	D	8	NE
Beltran, Betty	10	NE	7	NI		NE
Cabrera, Celia	16	D	15	D	10	D

Conciencia fonológica					
Secciones 1 y 2		Secciones 3 y 4		Secciones 5 y 6	
Identificación del sonido inicial y final		Unión y segmentación de los sonidos		Omisión del sonido inicial y final	
D=14-16 NI=0-13		D=14-16 NE=9-13 NI=0-8		D=9-10 NE=0-8	
Puntaje	D/NI	Puntaje	D/NE/NI	Puntaje	D/NE

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Additional Features

Comprensión de la lectura								
Sección 8								
Exactitud de lectura			Fluidez de lectura			Comprensión de lectura		
D=IND o INS NI=FRU						D=4-5 NI=0-3		
Cuento 1	Cuento 2	Nivel de logro global	Cuento 1	Cuento 2	Promedio	Cuento 1	Cuento 2	
IND-INS-FRU	IND-INS-FRU	D/NI	(PLCPM)	(PLCPM)		Puntaje	Puntaje	
IND	INS						D/NI	
IND	INS	D	35	31	33	5	4	D
INS	FRU	NI	23		23	3		NI

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Branching Features

Conciencia fonológica						Conocimiento de los grafones	
Secciones 1 y 2		Secciones 3 y 4		Secciones 5 y 6		Sección 7	
Identificación del sonido inicial y final		Unión y segmentación de los sonidos		Omisión del sonido inicial y final		Reconocimiento de las palabras	
D=14-16 NI=0-13		D=14-16 NE=9-13 NI=0-8		D=9-10 NE=0-8		D=13-15 NE=5-12 NI=0-4	
Puntaje	D/NI	Puntaje	D/NE/NI	Puntaje	D/NE	Puntaje	D/NE/NI
14	D	8	NI		NE		

↑
↑
↑

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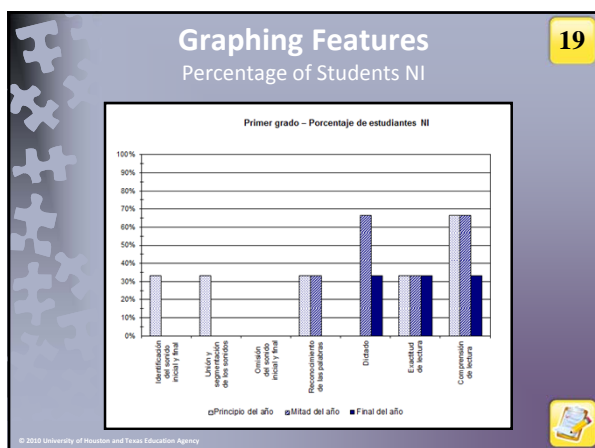
Graphing Features

Number of Students NI

Primer grado – Número de estudiantes NI

Legend: ■ Principio del año ■ Mitad del año ■ Final del año

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Grouping: Converting Results into Effective Instruction

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- General Ability Grouping
- Skill Specific Grouping

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General Ability Grouping

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Using Tejas LEE Data to Group Students

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The sections outlined 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.

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Sample Class Summary Sheet

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tejas LEE		Resumen de la clase - Primer grado										Principio del año	
		Conocimiento de la familia			Conocimiento de los graduados			Comprensión de la lectura					
		Sección 1.1		Sección 1.4		Sección 1.6		Sección 1.7		Sección 8			
		Identificación del estado, letra y fonema		Identificación del estado, letra y fonema		Identificación del estado, letra y fonema		Exposición de la lectura		Comprensión de la lectura			
		Puntaje	DI/NI	Puntaje	DI/NI	Puntaje	DI/NI	Cuento 1	Cuento 2	Media de los cuentos	Cuento 1	Cuento 2	Media de los cuentos
		NI	DI	NI	DI	NI	DI	NI	DI	NI	NI	DI	NI
Desarrollo	Benito, Benito	7	NI	3	NI	4	NI	7	NI	17	NI	17	NI
	Benito, Benito	14	DI	10	NI	5	NI	13	DI	31	35	33	4 (2)
	Benito, Benito	10	NI	6	NI	7	NI	7	NI	17	17	17	NI
	Benito, Benito	10	NI	5	NI	6	NI	7	NI	17	17	17	NI
	Benito, Benito	10	DI	13	NI	7	NI	13	DI	41	39	40	4 (2)
	Benito, Benito	9	NI	4	NI	5	NI	7	NI	17	17	17	NI
	Benito, Benito	9	NI	4	NI	5	NI	7	NI	17	17	17	NI
	Benito, Benito	15	DI	13	NI	8	NI	13	DI	41	40	40	4 (2)
	Benito, Benito	10	NI	7	NI	8	NI	10	NI	21	21	21	NI
	Benito, Benito	10	DI	14	DI	15	DI	15	DI	45	45	45	5 (2)
Número de estudiantes	Benito, Benito	14	DI	13	NI	4	NI	13	DI	30	37	33	4 (2)
	Benito, Benito	14	DI	10	NI	4	NI	14	DI	29	35	32	4 (2)
	Benito, Benito	10	NI	6	NI	7	NI	7	NI	20	20	20	NI
	Benito, Benito	9	NI	3	NI	4	NI	7	NI	17	17	17	NI
	Benito, Benito	7	NI	4	NI	5	NI	7	NI	17	17	17	NI
	Benito, Benito	16	DI	14	DI	7	NI	14	DI	44	41	42	4 (2)
	Benito, Benito												
	Benito, Benito												
	Benito, Benito												
	Benito, Benito												
		Número de estudiantes NI		9		4		9		11		11	
		Porcentaje de estudiantes NI		56%		25%		56%		55%		55%	

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Guidelines for differentiated instructional grouping

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

Recommendations:

Large Group: 67% or more NI

Small Group: 66% or less

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The Low Group

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BAJO	Con
	Iden. del sonido inicial y final
	Luis Omar Eddie Fernando Josue

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The High Group

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ALTO	Jennifer José Kevin Adriana Margarita Eloy Jason
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The Middle Group

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MEDIO	Adán Eduardo Camila Graciela
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tejas LEE Resumen de la clase - Primer Semestre

Ciencia Tecnológica

Maestro(a): _____
 Escolar: _____

Desempeño del estudiante
 Nivel Esperado
 Nivel de observación

Sección	Seccións 1-2		Seccións 3-4		Sección 5-6		Sección 7	
	Identificación del contenido inicial y final	Resolución de los problemas	Identificación del contenido inicial y final	Resolución de los problemas	Identificación del contenido inicial y final	Resolución de los problemas	Identificación del contenido inicial y final	Resolución de los problemas
Número de estudiantes	Portage	D/NI	Portage	D/NI	Portage	D/NI	Portage	D/NI
	Avila, Luis	7	NI	3	NI	4	NI	4
	Callen, Jennifer	14	D	10	NI	5	NI	13
	Emery, Adam	10	NI	6	NI	7	NI	7
	Fonfale, Eduardo	10	NI	5	NI			6
	Garcia, Jose	15	D	13	NI	7	NI	13
	Gonzalez, Omar	9	NI	4	NI			5
	Herrera, Eddie	6	NI	2	NI			4
	Jimenez, Kevin	15	D	13	NI	8	NI	13
	Mathews, Camila	10	NI	7	NI	10	NI	10
Número de estudiantes	Mirales, Adriana	16	D	14	D	8	NI	15
	Nova, Margarita	14	D	11	NI	4	NI	13
	Pardo, Eloy	14	D	10	NI	4	NI	14
	Quintero, Graciela	10	NI	6	NI			7
	Rosa, Fernando	8	NI	3	NI			4
	Salinas, Josee	7	NI	4	NI			3
	Torres, Jason	16	D	14	D	7	NI	14
Número de estudiantes NI: 9		9		4		4		
Porcentaje de estudiantes NI: 56%		56%		28%		28%		

Men. del sem. inicial y final		Mujeres y sus los sonidos	
BAJO	Luis	Luis	
	Adán	Eduardo	
MEDIO	Omar	Omar	
	Eddie	Eddie	
ALTO	Fernando	Camila	
	Josse	Graciela	
MEDIO	Adán	Jennifer	
	Eduardo	José	
ALTO	Camila	Kevin	
	Graciela	Margarita	
ALTO	Jennifer	Eloy	
	José	Adriana	
ALTO	Kevin	Jason	
	Adriana		
ALTO	Margarita		
	Eloy		
ALTO	Jason		

Helpful Hints

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- When making grouping decisions, look at the raw (numerical) score as well as the performance level.
- It is often helpful to record the student accuracy score and the actual fluency score to assist with grouping and instruction.

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[illegible]

Grouping for Comprehension

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Comprensión

WHOLE GROUP

Comprehension
Luis Omar Eddie Fernandez Jose Edlin Eduardo Graciete
Jennifer Camilla Margarita
José Kevin Adriana Elvy Jason

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Guidelines for differentiated instructional grouping 43

5. Begin to separate students in the Middle group by those who fall into the Middle group across most skills and the Low group on some; and those who fall into the Middle group across most skills and the High group on some skills. These two groups most likely will be the base for your Middle Low and Middle High groups. List the names of these students in the Middle Low or Middle High Final columns. Determine the instructional needs of the Middle Low and Middle High groups and write them in the *Enfoque de instrucción* column.

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Guidelines for differentiated instructional grouping 44

6. Some students will not follow the specific patterns discussed above and at this step, you might have some 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 to the student.

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Guidelines for differentiated instructional grouping 45

7. Once all of 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.

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Group Activity



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Low	Middle
Eddie Josue Luis Fernando Omar	Jennifer Margarita Eloy
Middle	High
Eduardo Camila Graciela Adán	Jason Adriana José Kevin

Using Tejas LEE Data to Group Students 49

The sections outlined 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.

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Skill Specific Grouping 50

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Tejas LEE Grouping Mats 51

Purpose

- The Tejas LEE Grouping Mats allow teachers to quickly identify appropriate activities for their small group or whole class intervention for every skill assessed on the Tejas LEE.
- Grouping Mats have room to list students needing help on each skill and allow teachers to check off the activities they use with their students.

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Features of the Grouping Mats 55

tejas-LEE
Texas LEE Grouping Mat
First Grade

1.1. Identificación del sonido inicial
BOY MOY EOY

1.2. Identificación del sonido final
BOY MOY EOY

1.3. Unión de los sonidos
BOY MOY EOY

Activity Selected Activity Selected Activity Selected

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Features of the Grouping Mats 56

tejas-LEE
Texas LEE Grouping Mat
First Grade

1.1. Identificación del sonido inicial
BOY MOY EOY

1.2. Identificación del sonido final
BOY MOY EOY

1.3. Unión de los sonidos
BOY MOY EOY

Student Names Explicit Implicit

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Using the Grouping Mats 57

Step 1:

Prepare the data on your class summary sheet.

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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

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