



= Main Idea



=Key Points



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=Review



=Read On

Participant Packet

Proper Administration Procedures, K-2

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

Slide 8: Administration Schedule



Tejas LEE is given at three time points.

Beginning of Year (BOY): _____ (Kindergarten) _____ (G1-G3)

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



Place a checkmark next to the skills assessed at your grade level.

☐ Book and Print Awareness

☐ Listening Comprehension

☐ Phonological Awareness

☐ Reading Comprehension

☐ Graphophonemic Knowledge

☐ Fluency



= Main Idea



=Key Points



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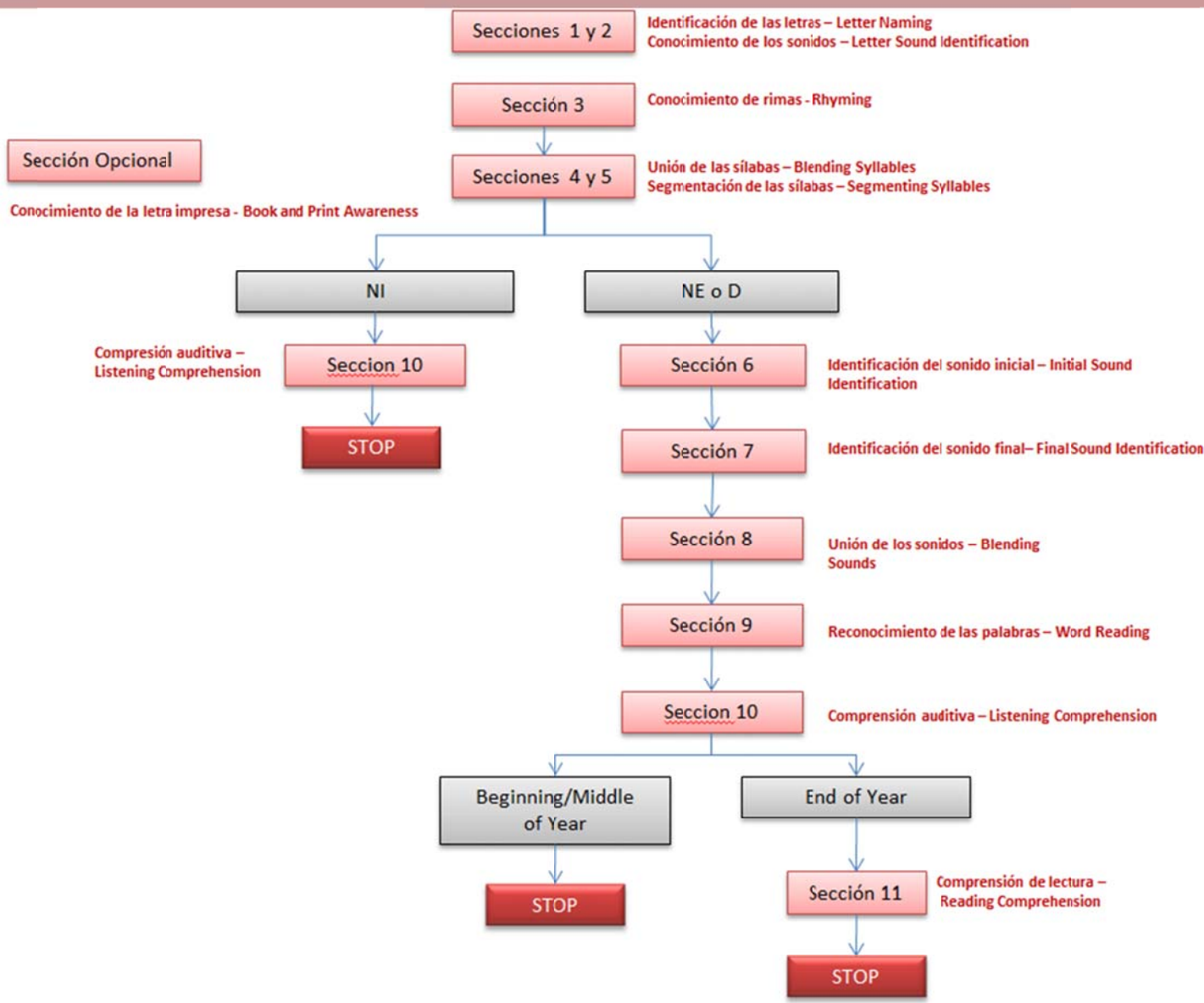


=Review



=Read On

Slide 20: Kindergarten: Administration Sequence





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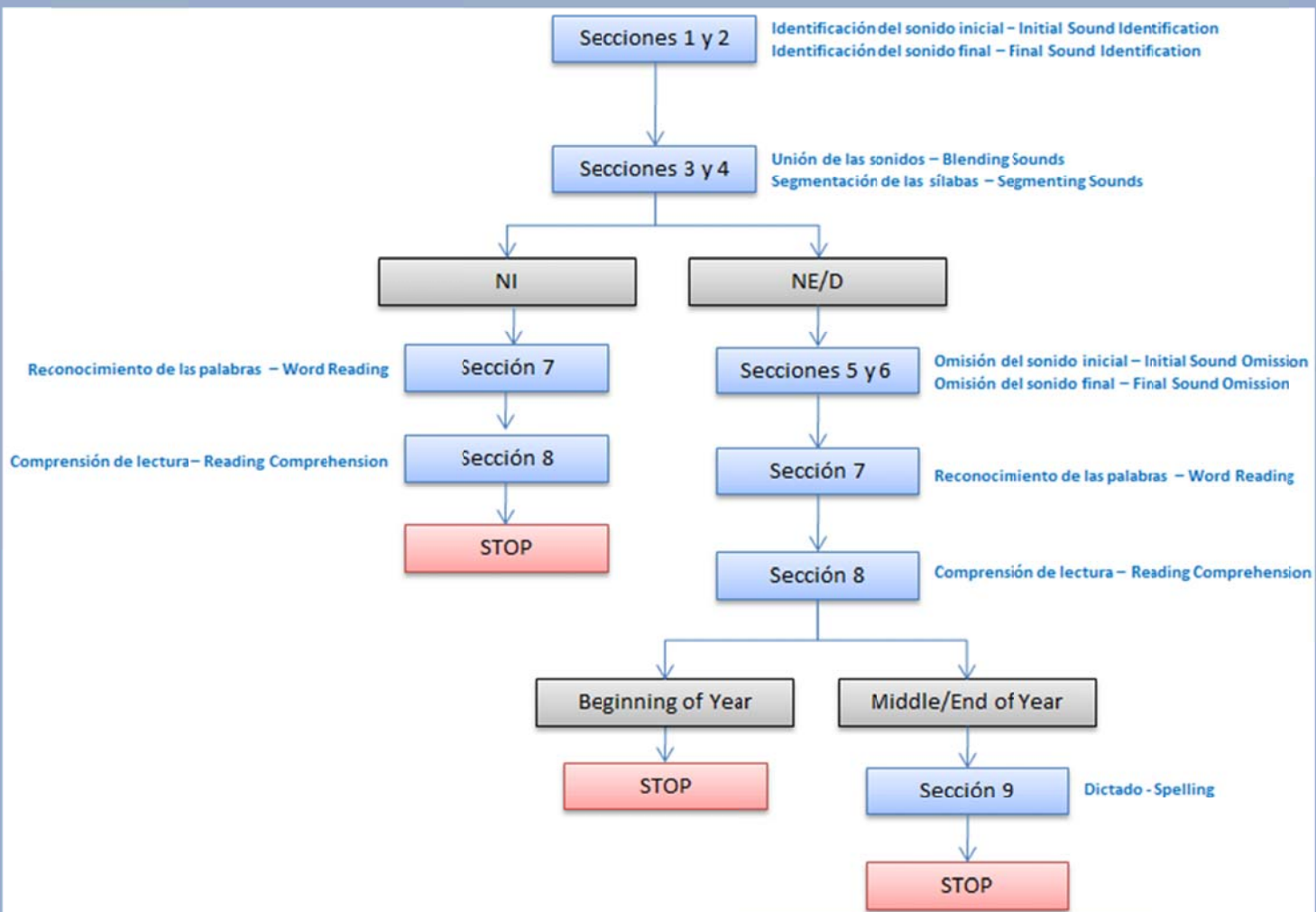


=Review



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Slide 21: First Grade: Administration Sequence





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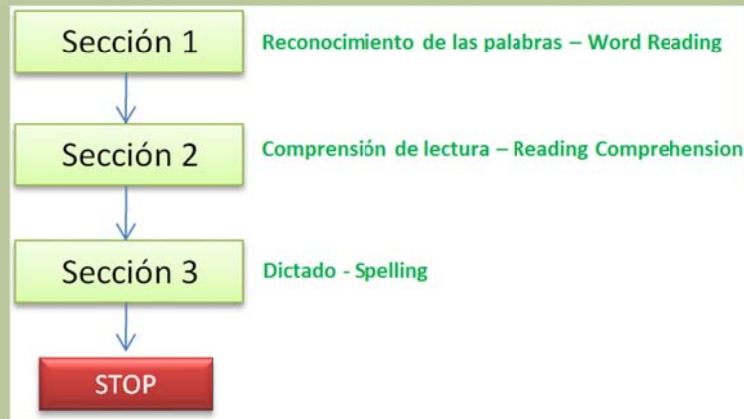


=Review



=Read On

Slide 22: Second Grade: Administration Sequence



Slides 26-28: Kindergarten: Book and Print Awareness

In Kindergarten, the Book and Print Awareness section is _____.

Tips for administration

- Choose a book that contains the following:
 - Printed Title
 - Complete sentences of text.
 - More than one line or page of text (so student can answer #5).
 - Large font size
- Use the same book with the entire class



Slides 29-32: Kindergarten and First Grade: Phonological Awareness

Phonological Awareness is strictly _____.

Tips for administration

- Keep phoneme sounds cipped and clear.
- Avoid adding a schwa after consonant sounds. For examples, saying /puh/ instead of /ɔ/. This can be confusing for students.
- Students should not be penalized for dialectal differences.
- When administering blending sections, teachers should leave distinct pauses between each syllable or sound to avoid blending for students.



= Main Idea



=Key Points



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Slide 36: Kindergarten: Branching Rules for Unión y segmentación de las sílabas

In Kindergarten, for combined Sections 4 and 5:

- If a student's performance level is D (10-12) continue with _____.
- If a student's performance level is NE (5-9) continue with _____.
- If a student's performance level is NI (0-4) continue with _____.



Slide 40: Kindergarten: Identificación del sonido final (Section 7)--Teacher Guide Error

In the practice section for Section 7, please replace the word "papel" with the word "animal".

Práctica: *Ahora vamos a practicar. Escucha la palabra que voy a decir "~~papel~~". ¿Con qué sonido termina ~~papel~~? Si la respuesta no es correcta, dígame: La palabra "~~papel~~" termina con el sonido /l/. **animal***



Slide 43: First Grade: Branching Rules for Unión y segmentación de los sonidos

In First Grade BOY, for combined Sections 3 and 4:

- If a student's performance level is D (14-16) continue with _____.
- If a student's performance level is NE (9-13) continue with _____.
- If a student's performance level is NI (0-8) continue with _____.



Slide 46: Think, Turn and Talk

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

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



= Main Idea



=Key Points



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=Review



=Read On



Slides 49-50: Kindergarten: Graphophonemic Knowledge: Identificación de las letras y conocimiento de los sonidos (Sections 1 and 2)

Tips for administration

- Sections 1 and 2 are administered and scored simultaneously, but have separate performance levels.
- For faster scoring, teacher may choose to only score the incorrect responses (0) during the administration, and afterwards go back and score the correct responses (1).
- If a student misses 5 consecutive _____ in a row, end administration of this section. Continue only with letter _____.
- If student provides letter name instead of the letter sound, the teacher may prompt: _____
- Teacher should accept as correct *any* correct sound for a given letter.



Slide 51: K-2: Graphophonemic Knowledge: Reconocimiento de las palabras

Tips for administration

- This section is not for story placement.
- This section measures single word decoding ability.
- Remember to use a blank sheet of paper to uncover one word at a time.
- This section also requires the use of the task cards.



Slide 52: First Grade: Graphophonemic Knowledge: Dictado

Tips for administration

- This section is only administered at the following time points: _____, _____
- Not all students will take this section, only those who score D/NE on _____.
- This section may be administered in small group format or individually.
- Remember to say the word, read the sentence, and then repeat the word a second time.
- If student places an accent or dieresis where it is not needed, then the word should be counted as incorrect.
- List of words is the same for MOY and EOY.
- Do not allow your students to work directly in the Folleto. Either make photocopies for students to use or use a blank sheet of paper.



= Main Idea



=Key Points



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=Review



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First Grade: Spelling Conventions/TEKS Correlations**MOY, EOY List**

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
tu		22F
beso	b vs. v	22Dv; 22F
chico	ch digraph; c vs. k	22Dv; 22F
baño	b vs. v; ñ sound	22Dv; 22F
leche	ch digraph	22F
soy	y vs. i	22Dv; 22F
padre	dr blend	22Dii; 22Dv; 22E; 22F
flan	fl blend	22E; 22F
grande	gr blend; nd cluster	22Dii; 22E; 22F
gente	soft g vs. j; nt cluster	22Dv; 22F

Slide 52: Second 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 dieresis 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.



= Main Idea



=Key Points



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=Review



=Read On

Second Grade: 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
cueello	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



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

Slide 57: First and Second Grade: Determining Fluency Rate in PLCPM
(Palabras Leídas Correctamente Por Minuto)

Part 1



Alberto read the first grade story, *El sapito de mi sala*, (110 words) in 1 minute 47 seconds. He made 3 errors in the reading. Calculate his fluency rate.

Carmen read the second grade story, *El Festival del Charro*, (157 words) in 2 minutes 13 seconds. She made 5 errors in the reading. Calculate her fluency rate.

Nicolasa read the third grade story, *La montaña rusa*, (277 words) in 3 minutes 34 seconds. She made 12 errors in the reading. Calculate her fluency rate.

Part 2

Look at the fluency rates in the class summary sheet below and discuss what you notice at your table.

Nombre del estudiante	Fluidez de lectura		
	Cuento 1	Cuento 2	Promedio
	(PLCPM)	(PLCPM)	
Carolina B	253	317	285
David C	194	238	216
Evelin G	423	407	415
Alvaro H	214	190	202
Rubén M	89	124	107



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

Slides 60-61: K-2: Comprehension Questions



Tips for administration

- Suggested answers are listed after every comprehension question. However, due to space limitations not all possible answers are listed. Teachers should use their professional judgment to determine if an answer is correct or incorrect.
- In some cases, questions may require more than one answer in order to be scored correct. For those questions, the number of responses needed for a correct score will be listed under the suggested answers.
- When the question requires more than one answer, the teacher may prompt the student for an additional response by saying, _____.

Sample Question:

8. ¿Por qué dijo Danielito que el cocodrilo lo había atacado?

Respuesta: él quería echarle la culpa al cocodrilo, para que su mamá no lo regañara a él

Se requiere una sola respuesta.



Slides 62-65: Kindergarten: Listening Comprehension (Section 10)

Reminders:

- There is a different listening comprehension story for each administration time point.
- At Beginning of Year, there are ____ explicit and ____ implicit questions.
- At End of Year, there are ____ explicit and ____ implicit questions.
- At BOY and MOY, this will be the final section in the assessment.
- At EOY, students may branch to Section 11, _____, but only if they scored Developed on _____.



= Main Idea



=Key Points



=Get Involved



=Review



=Read On



Slides 66-67: Kindergarten: Reading Comprehension (Section 11)

Reminders:

- This section is only given at End of Year.
- Not all students will take this section. Students must score Developed on _____ in order to take this section.
- If student misses three words in first sentence, stop the task and score as NI.
- If student successfully reads the text, administer the three comprehension questions.
- This section will also require the use of the *Cuaderno de lecturas*.



Slides 68-72: First and Second 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 BOY, there are 5 comprehension questions per story. At MOY and EOY, there are 8 questions per story.



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

Slides 73-76: First and Second 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 60 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 8: 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)	
Enrique	Principio	1	N	IND	INST	FRU	25		4	D	
		2	N	IND	INST	FRU					
Ana	Principio	1	N	IND	INST	FRU	44		5	D	
		2	N	IND	INST	FRU			36	4	
Laura	Principio	1	N	IND	INST	FRU	53		4	D	
		2	N	IND	INST	FRU			42	3	
Jorge	Principio	1	N	IND	INST	FRU	33				
		2	N	IND	INST	FRU			2	NI	

2. Jot down any questions you have about how the results are shown above. Be sure to check with a neighbor or a presenter so that your questions are answered.

3. Why is there no fluency or comprehension score for Enrique on story 2 or Jorge on story 1?



= Main Idea



= Key Points



= Get Involved



= Review

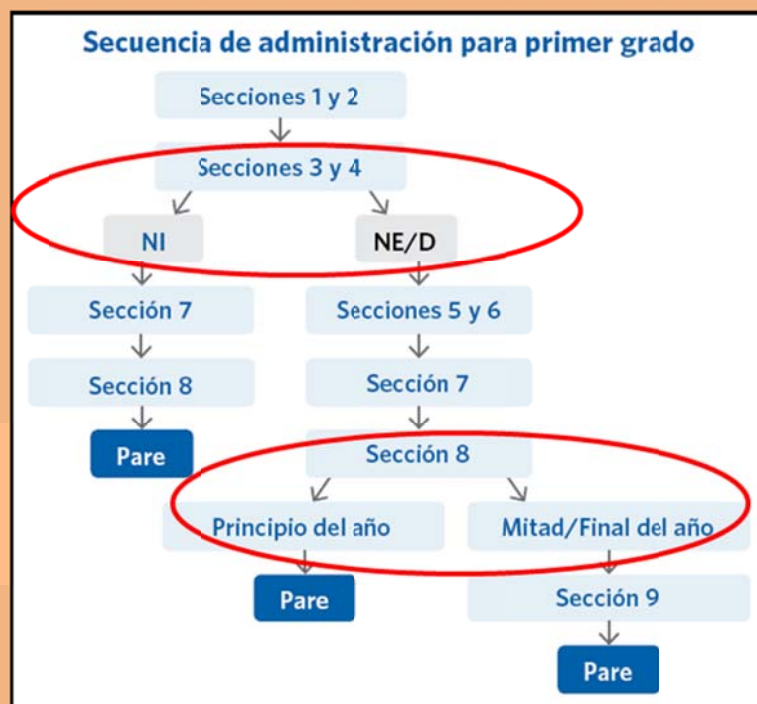
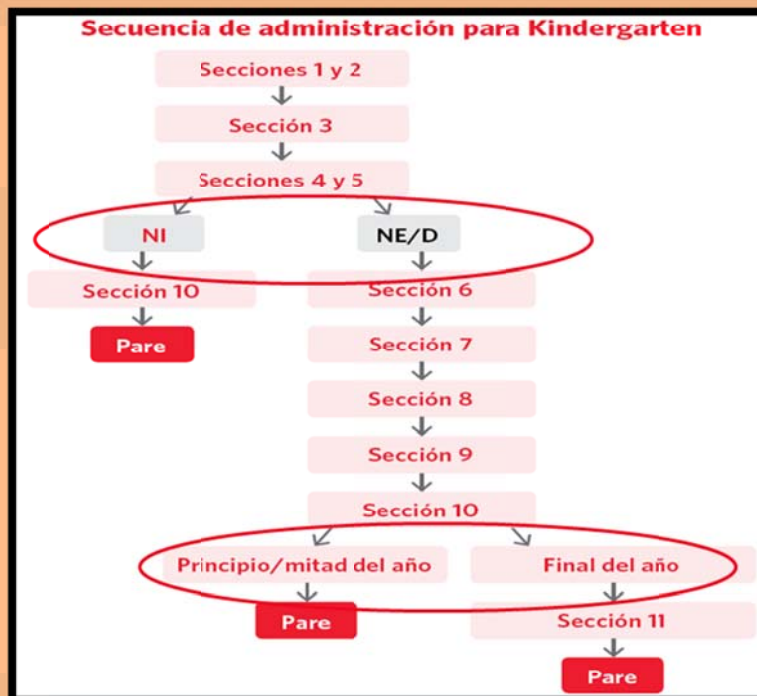


= Read On

Slides 77-79: Kindergarten and First Grade: Branching Rules



Branching rules minimize _____ by skipping students past sections in which they will not likely _____. This is based on performance on easier tasks. Branching rules also tell teachers when certain sections should be administered.





= Main Idea



=Key Points



=Get Involved



=Review



=Read On

Slides 80: K-2: Entry Point Rules



Reminders:

- Formally known as the Jumping In Rules.
- Entry Point Rules avoid re-administration of some sections on which a student has already scored _____ in a _____ administration.
- To determine whether a section needs to be re-administered, look in the colored box in the Administración section under the heading titled “Mitad y final del año”.

Sección 1	Identificación del sonido inicial
Materiales: Folleto de respuestas del estudiante	
Administración:	
Principio del año Administre todas las preguntas.	
Mitad y final del año NE o NI en la administración previa, administre esta sección. D en la administración previa, no necesita administrarla. Continúe con la Sección 3.	



Slide 84: Kindergarten Student Record Sheet Error

On a small portion of the Kindergarten Student Record Sheets, there is an error on the very last page, the “Resumen de calificaciones”. The score on this page for sections 4 and 5 should have been combined into a single score, but in error, a line was provided for each of the individual sections.

Correct as shown in the example on the next page.



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

tejas•LEE

Folleto de respuestas del estudiante

Kindergarten

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

		Principio del año		Mitad del año		Final del año	
Destrezas		Puntaje	Nivel de logro (D, NE, NI)	Puntaje	Nivel de logro (D, NE, NI)	Puntaje	Nivel de logro (D, NE, NI)
Conocimiento de la letra impresa							
Opcional	Conocimiento de la letra impresa	10	D				
Conocimiento de los grafonemas							
Sección 1	Identificación de las letras	26	D				
Sección 2	Conocimiento de los sonidos	23	NE				
Conociencia fonológica							
Sección 3	Conocimiento de rimas	2	NE				
Conociencia fonológica - sílabas							
Sección 4	Unión de las sílabas	↓	↓				
Sección 5	Segmentación de las sílabas	9	NE				
Conociencia fonológica - sonidos							
Sección 6	Identificación del sonido inicial						
Sección 7	Identificación del sonido final						
Sección 8	Unión de los sonidos						
Reconocimiento de las palabras							
Sección 9	Reconocimiento de las palabras						
Comprensión auditiva							
Sección 10	Comprensión auditiva						
Comprensión de lectura							
Sección 11	Comprensión de lectura						