



= Main Idea



=Key Points



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## Participant Packet

### Proper Administration Procedures, K-3

#### *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



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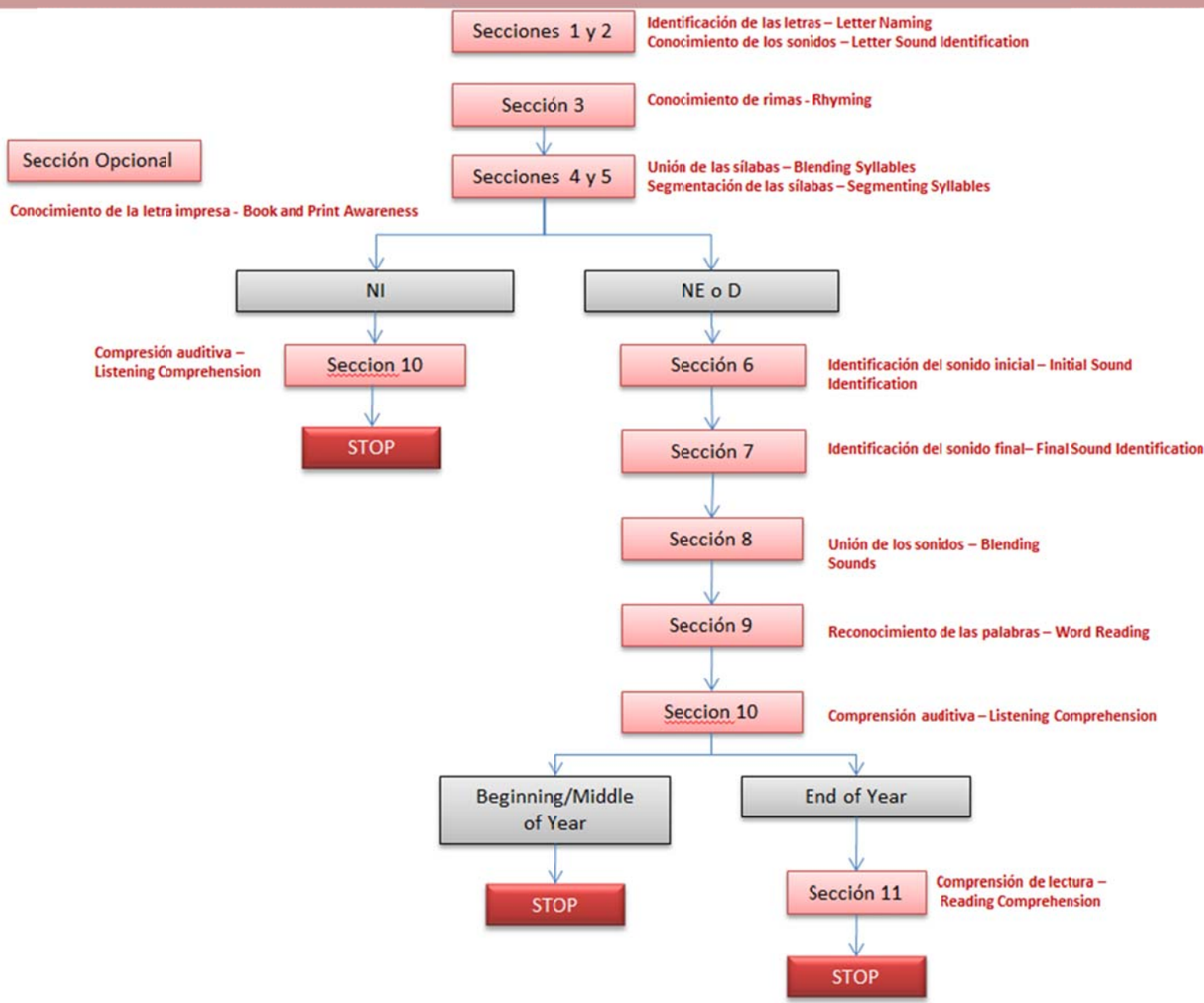


=Review



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## Slide 20: Kindergarten: Administration Sequence





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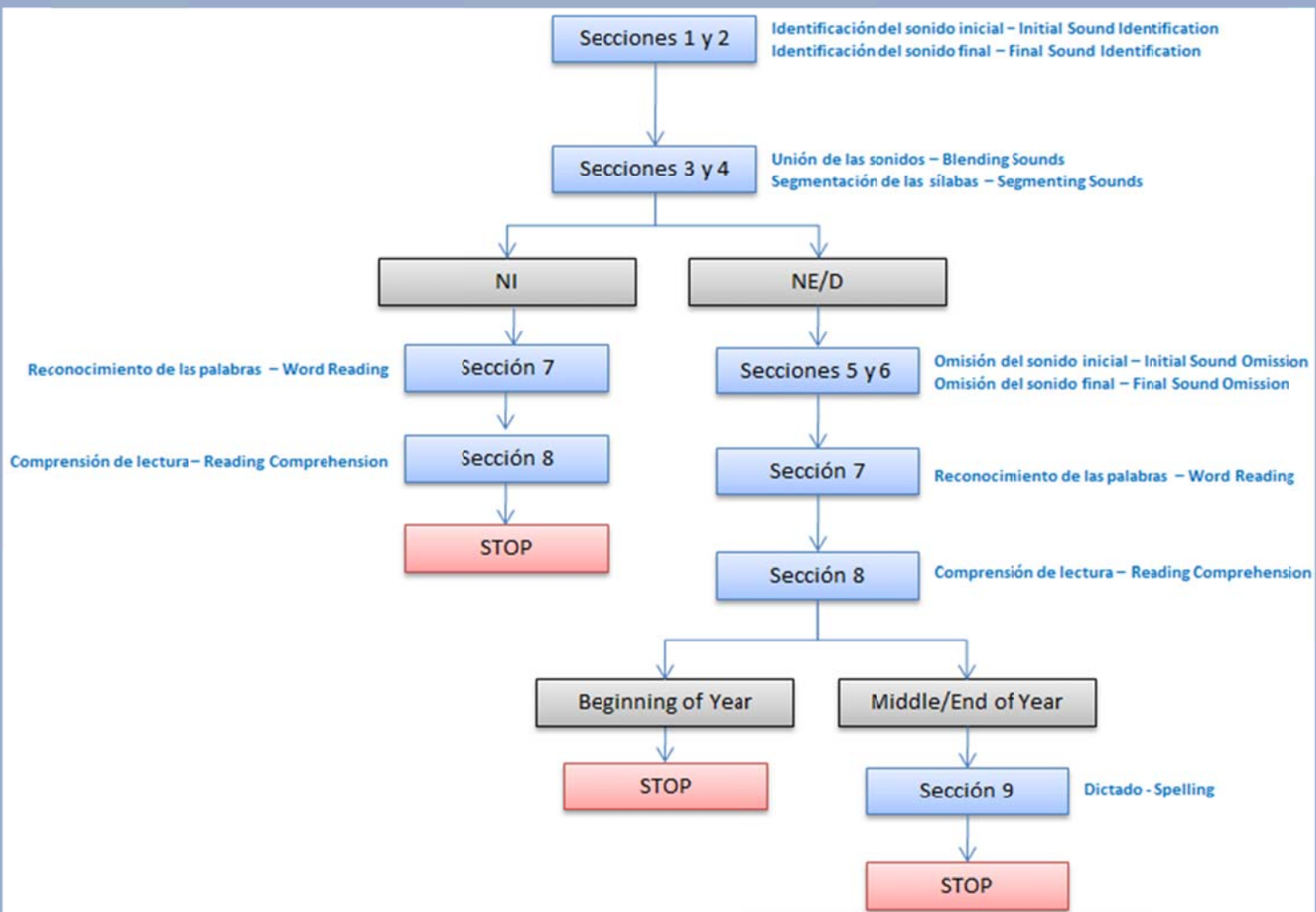


=Review



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## Slide 21: First Grade: Administration Sequence





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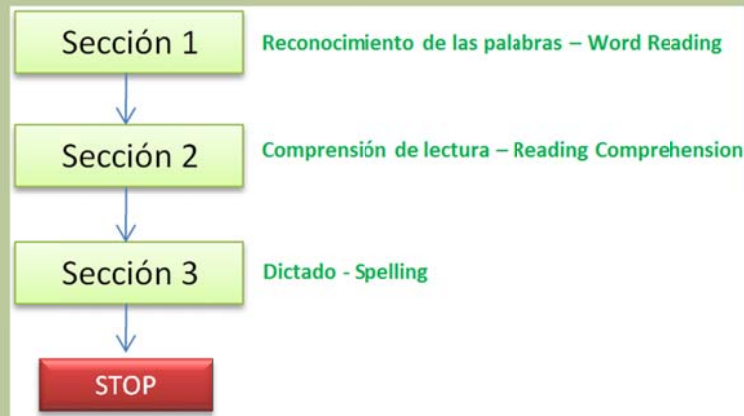


=Review



=Read On

### Slide 22: Second Grade: Administration Sequence



### Slide 23: Third Grade: Administration Sequence



### Slides 27-29: 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



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=Key Points



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=Review



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### **Slides 30-33: Kindergarten and First Grade: Phonological Awareness**



Phonological Awareness is strictly \_\_\_\_\_.

#### Tips for administration

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



### **Slide 37: 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 41: 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 44: 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 \_\_\_\_\_.





= Main Idea



=Key Points



=Get Involved



=Review



=Read On

### *Slide 47: 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?



### *Slides 50-51: 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 52: 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.



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=Key Points



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=Review



=Read On

**Slide 53: 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.

**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             |



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

### *Slide 53: Second and Third Grade: Graphophonemic Knowledge: Dictado*

#### Tips for administration



- This section may be administered in whole group format.
- Remember to say the word, read the sentence, and then repeat the word a second time.
- If student places an accent or 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



= Get Involved



= Review



= Read On

**Second Grade: Spelling Conventions/TEKS Correlations****BOY List**

| <b>Word</b> | <b>Applicable Spelling Convention(s)</b> | <b>Applicable TEK(S)</b> |
|-------------|------------------------------------------|--------------------------|
| 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**

| <b>Word</b> | <b>Applicable Spelling Convention(s)</b> | <b>Applicable TEK(S)</b> |
|-------------|------------------------------------------|--------------------------|
| piña        | ñ sound                                  | 23D                      |
| drama       | dr blend                                 | 23Aii; 23B; 23D          |
| llorar      | ll vs y, rr vs. r                        | 23Aii; 23Av; 23D; 23E    |
| muchacho    | ch digraph                               | 23D                      |
| galleta     | ll vs. y                                 | 23Av; 23D                |
| baila       | ai diphthong; b vs. v                    | 23Av; 23D                |
| dulce       | soft c                                   | 23Av; 23D                |
| cuello      | ue diphthong; ll vs. y; c vs. k          | 23Av; 23D                |
| guante      | hard g, ua pattern; nt cluster           | 23D                      |
| quemar      | qu spelling pattern                      | 23Aii; 23Aiv; 23D; 23E   |

**EOY List**

| <b>Word</b> | <b>Applicable Spelling Convention(s)</b> | <b>Applicable TEK(S)</b> |
|-------------|------------------------------------------|--------------------------|
| 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

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

| <b>Word</b> | <b>Applicable Spelling Convention(s)</b> | <b>Applicable TEK(S)</b> |
|-------------|------------------------------------------|--------------------------|
| feliz       | unstressed final z; c vs. s vs. z        | 24Av                     |
| luces       | z to ces; c vs. s vs. z                  | 24Av; 24C                |
| zapato      | s vs. c vs. z                            | 24Av                     |
| abrió       | agudo word; br blend, hiatus, tense      | 24B; 24Ei; 24G; 24J      |
| coser       | s vs. c vs. z; c vs. k                   | 24Av                     |
| lluvia      | ll vs.y; b vs. v; ia diphthong           | 24Av; 24G                |
| bilingüe    | b vs.v; ng cluster; dieresis             | 24Aiv; 24Av              |
| lentamente  | nt cluster; mente stable ending          | 24D                      |
| daríamos    | esdrújula word; hiatus; tense            | 24F; 24G; 24J            |
| vergüenza   | rg cluster; dieresis; nz cluster; b vs.v | 24Aiv; 24Av              |

**MOY List**

| <b>Word</b> | <b>Applicable Spelling Convention(s)</b>              | <b>Applicable TEK(S)</b> |
|-------------|-------------------------------------------------------|--------------------------|
| tumbó       | agudo word; mb cluster; tense                         | 24Avi; 24Ei; 24J         |
| toque       | qu pattern                                            | 24Av                     |
| fijen       | j vs. g                                               | 24Av                     |
| quiero      | qu pattern; ie diphthong; soft r                      | 24Aii; 24Av; 24G         |
| garaje      | j vs. g; soft r                                       | 24Aii; 24Av              |
| lápices     | esdrújula word; z to ces; c vs.s vs.z                 | 24Av; 24C; 24F           |
| terrible    | hard r vs. rr; bl blend                               | 24Ai; 24Av; 24B          |
| abrelatas   | compound word; br blend                               | 24B; 24D                 |
| cumpleaños  | compound word, ñ, mpl cluster; c vs. k; hiatus; tense | 24Av; 24D; 24G           |
| paraguas    | compound word; soft r                                 | 24Aii; 24Av; 24D         |

**EOY List**

| <b>Word</b> | <b>Applicable Spelling Convention(s)</b>      | <b>Applicable TEK(S)</b> |
|-------------|-----------------------------------------------|--------------------------|
| hacia       | silent h; c vs. s vs. z; ia diphthong         | 24Aiii; 24Av; 24G        |
| guerra      | gue pattern; hard r vs. rr                    | 24Ai, 24Aiv, 24Av        |
| social      | c vs. s vs. z; ia diphthong                   | 24Av, 24G                |
| apague      | gue pattern                                   | 24Aiv                    |
| general     | g vs. j; soft r                               | 24Aii, 24Av              |
| invierno    | b vs. v; nv cluster; ie diphthong, rn cluster | 24Av, 24Avi, 24G         |
| serrucho    | hard r vs. rr, ch digraph, c vs. s vs. z      | 24Ai, 24Av               |
| medianoche  | compound word, ia diphthong; ch digraph       | 24D, 24G                 |
| explicación | x; pl blend; ción stable ending               | 24B, 24D, 24Ei, 24G      |
| miniatura   | ia diphthong; soft r                          | 24Aii, 24Av, 24G         |



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

**Slide 58: First, Second, and Third 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 61-62: K-3: 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 63-66: 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 67-68: 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 69-73: First, Second, and Third Grade: Reading Comprehension**

#### Reminders:

- This section is given at every time point, regardless of previous performance.
- Students must read/attempt two stories.
- If student misses three words in first sentence, stop the reading of that story and score as NI. Do not calculate fluency and do not administer comprehension questions.
- If student successfully reads the story, calculate fluency and administer comprehension questions.
- Students will always attempt story 2, regardless of performance on Story 1.
- At 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 74-77: First, Second, and Third Grade: Determining Overall Scores****Determining the Overall Score for Accuracy, Fluency, and Comprehension****Reading Accuracy:**

INS or IND on BOTH Stories = D overall

FRU on EITHER Story = NI overall

**Reading Fluency:**

There is NO D/NI performance standard for Fluency. To determine the overall fluency rate, average the rates of the two stories together. If one score is missing, the overall rate is the fluency rate of the single story. The fluency rate target for EOY is approximately 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)<br>Exp. (E) | Exactitud de lectura |                           |     | Proporción de la fluidez |        | Comprensión |                           |        |
|                                                        |           |        |                       | Cuento               | Global                    |     | Cuento                   | Global | Cuento      |                           | Global |
|                                                        |           |        |                       |                      | Nivel de logro<br>(D, NI) |     |                          |        | Puntaje     | Nivel de logro<br>(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



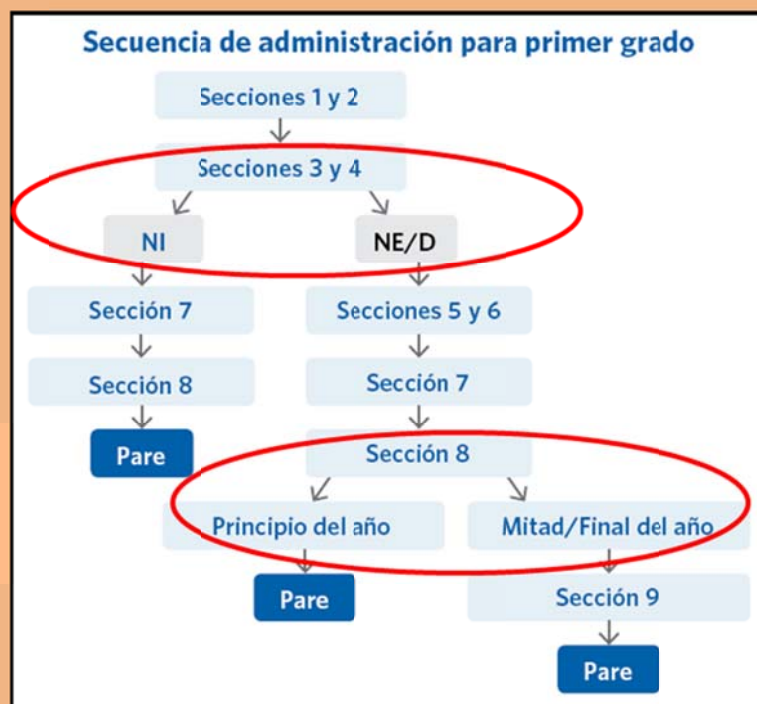
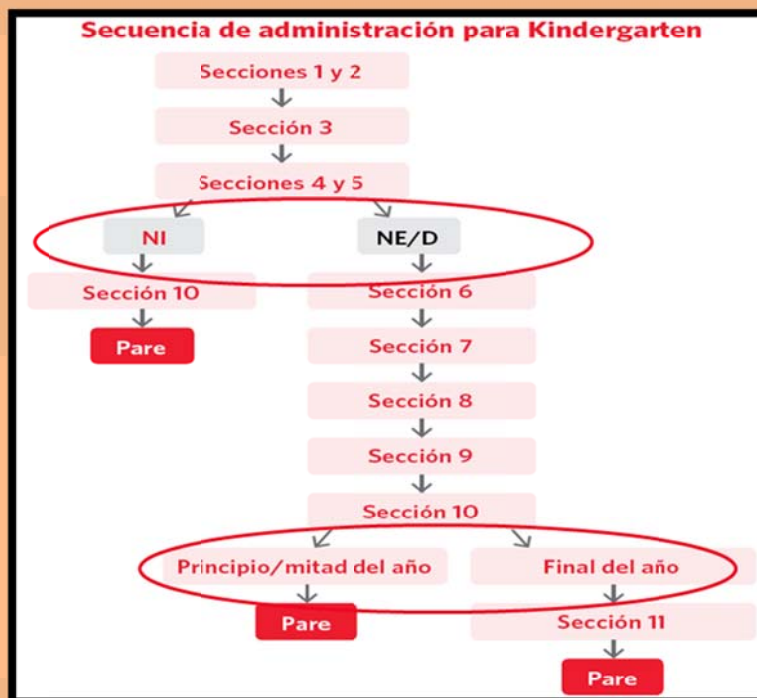
=Review



=Read On

**Slides 78-80: 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



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=Review



=Read On

### Slides 81: 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                                                                                                                                                     |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Materiales:</b> Folleto de respuestas del estudiante |                                                                                                                                                                                       |
| <b>Administración:</b>                                  | <b>Principio del año</b><br>Administre todas las preguntas.                                                                                                                           |
|                                                         | <b>Mitad y final del año</b><br>NE o NI en la administración previa, administre esta sección.<br>D en la administración previa, no necesita administrarla. Continúe con la Sección 3. |



### Slide 85: 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



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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            |                   |                            |               |                            |               |                            |