



1



Tejas LEE
2010-2014

The
Monitoreo del progreso para lectores principiantes MPLP



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Contents of this Module

- Kit and MPLP Contents
- Components
- Structure
- General Guidelines
- Administering the MPLP
- Documenting Student Progress
- Interpreting and Planning

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What Comes in the MPLP Kit?


Each MPLP Kit Includes:

Guía de administración (Teacher Guide)

Cuaderno de lecturas (Student Story Booklet)

Available for purchase separately:

15 Folletos de respuestas del estudiante para el grado de administración (15 Grade Level Student Record Booklets—Specify the grade needed)



* May not be included in kits sold with PDAs.

Components of MPLP

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Exactitud, fluidez y comprensión de lectura:

- Reading Accuracy and Fluency Stories
- Reading Comprehension Questions

Reconocimiento de las palabras:

- Word Reading (Decoding) Lists (First Grade only)

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The MPLP measures progress in:

- Reading Accuracy
- Reading Fluency
- Reading Comprehension



Structure of the MPLP

6

12 Stories per grade level

- Stories are of approximately the same level of difficulty
- Each story appears twice in the student record booklets
- Tables are presented for 2 and 6 week administration schedule for all stories

6 Word Lists (First Grade ONLY)

- Each word list is progressively more difficult
- Word lists developed by lexiling 1st grade stories and eliminating related words
- Each word list has columns for 2 administrations, more can be added by hand if necessary



General Guidelines

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1. Always use your teacher guide, even if you have a PDA.
2. Have all needed materials ready.
3. Administer to one student at a time.
4. Administration should occur under typical classroom setting.
5. Teacher dialogue is always in *italics*.
6. Instructions may be repeated as needed.
7. Avoid hints or clues.
8. Give positive praise throughout the administration.

Administering the MPLP

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2 Week Administration Cycle ONLY

6 Week Administration Cycle ONLY

Both 2 Week and 6 Week
Administration Cycle

A1

**Two Week
Administration
Schedule**

Baseline Administration

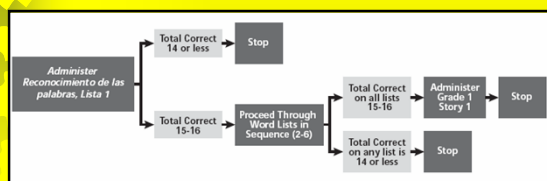
A2

The **Baseline Administration** is the first administration of the MPLP. It occurs two weeks after the BOY Tejas LEE assessment.

The purpose of the **Baseline Administration** is to establish a starting point for progress monitoring for the semester or school year.

First Grade Baseline Administration

A3

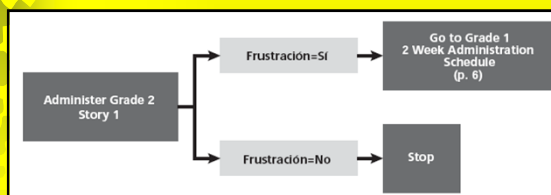


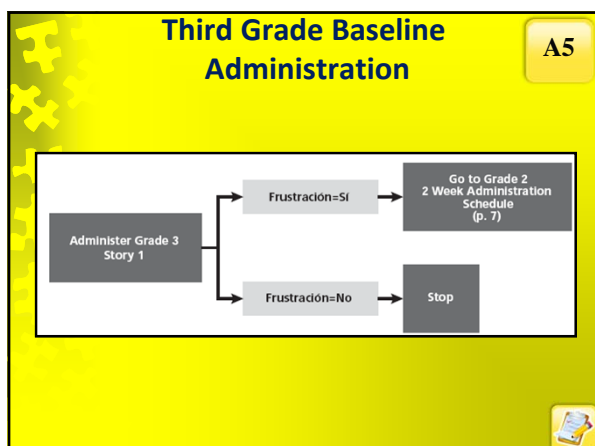
Should a first grader not be able to read any of the words on Word List #1, you may wish to consider progress monitoring that student using the MPLE.



Second Grade Baseline Administration

A4





Baseline Assessment Summary

A6

Students attempt to set an on-grade level baseline.

Grades 2 and 3

- read story 1 of their grade level
- backtrack if necessary to previous grade following flowchart

Grade 1

- start with Word List #1 and progress through word lists as per flowchart
- G1 students read story 1 if word lists completed

Two Week Story Overview

A7

- Students read selections for NO MORE than two minutes
- Students answer two GENERAL comprehension questions
- Students accuracy rate is limited to *Nivel de frustración* or NOT *Nivel de frustración*

Two Week Word List Overview **A8**

- Students start reading the word lists with Word List #1
- Students continue to read the word lists until they reach the FRU level
- In administrations after baseline, students will only read one word list per administration and will re-read lists as many times as necessary until successful (15-16 correct)

Non-Baseline Administrations **A9**

All Non-Baseline Administrations **A10**

- Occur every two weeks
- Work forward through the stories or word lists one at a time



Word Lists

A11

- Students read word lists one at a time.
- After a student has successfully read word list #6, they then read Grade 1 Story 1 at the next administration

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Word Lists

A12

Instrucciones:
El estudiante debe leer una lista de palabras. Muestrele solamente una palabra a la vez. Utilice la hoja en blanco para cubrir el resto de las palabras.

Se voy a mostrar unas palabras y quiero que las lees en voz alta. Si no sabes alguna palabra, trata de leerla lo mejor que puedas. ¿Qué dice aquí?

El siguiente es un ejemplo de la forma en que esta sección aparece en el Folleto de respuestas del estudiante.

Reconocimiento de las palabras

Número 1			Número 2		
Palabras	primera administración (0,1)	segunda administración (0,1)	Palabras	primera administración (0,1)	segunda administración (0,1)
1. ti			1. ya		
2. no			2. va		
3. ni			3. no		
4. to			4. con		
5. de			5. mi		
6. or					

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Reconocimiento de las palabras

Número 1		
Palabras	primera administración (0,1)	segunda administración (0,1)
1. ti		
2. no		
3. ni		
4. to		
5. de		
6. or		
7. al		
8. en		
9. ya		
10. le		
11. con		
12. en		
13. al		
14. or		
15. ya		
16. le		
Total número 1:		
¿Frustración? (14 o menos)		
	Sí	No
Fecha:		

Número 1		
Palabras	Primera administración (0,1)	Segunda administración (0,1)
1. ti		
2. no		

15. ya		
16. le		
Total número 1:		
¿Frustración? (14 o menos)		
	Sí	No
Fecha:		

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Stories

A14

- Students progress through the stories one at a time.
- If a student scores *Nivel de frustración* on a story, they should BACKTRACK to the previous story

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Exactitud, fluidez y comprensión de lectura

A15


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A16

Cuento 1

Exactitud, fluidez y comprensión de lectura

Primera

La tarea de Andy

Diga:

Ahora vas a leer un cuento. El cuento se llama "La tarea de Andy". Se trata de un niño que pierde su tarea. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer desde la primera palabra.

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Backtracking

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- In Backtracking, a student re-reads a story they have previously read.
- Backtracking **ONLY** occurs when a student scores “*Nivel de frustración*” on a story.
- Students may re-read a story a maximum of 2 times.
- If the previous story has already been read twice, it should **NOT** be read a third time. The administration is ended.

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What does “a student may read a story only two times” mean?

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Week	Story	Did it count?	Administration
2	1	YES	1 ST
4	2	YES	1 ST
6	3	YES	1 ST
8	4=FRU	NO	X
	3	YES	2 ND
10	4=FRU	YES	1 ST
12	4	YES	2 ND

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Re-Establishing Baselines

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- Occurs during the first administration after the MOY Tejas LEE
- All off grade-level students attempt to re-establish an on-grade level baseline

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Re-Establishing Baselines

- Students attempt Story 1 of their grade level—if successful, this is their new baseline
- If unsuccessful, students continue where they left off before MOY

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Documenting Student Progress

14

Word Lists

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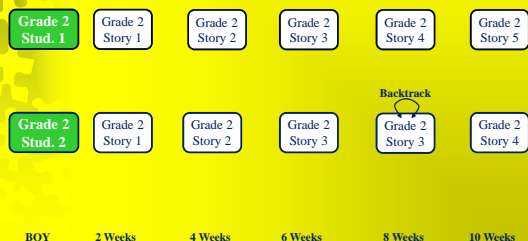
Interpreting and Planning

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Sample Progression

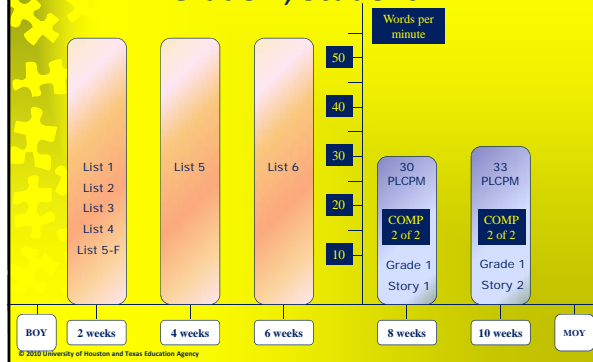
Progress Monitoring Assessments



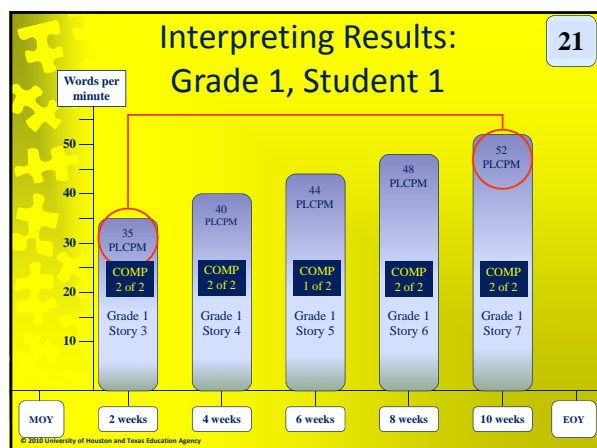
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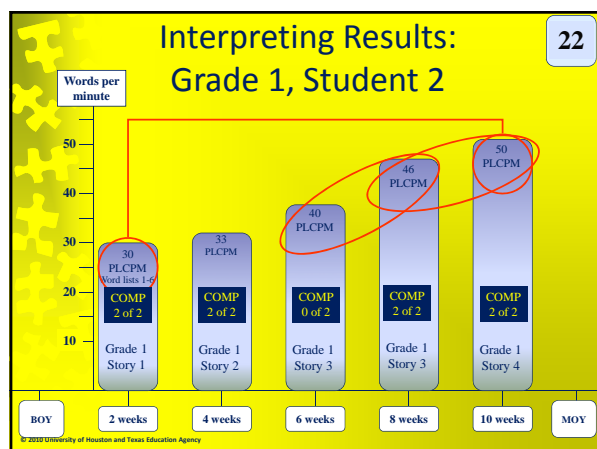
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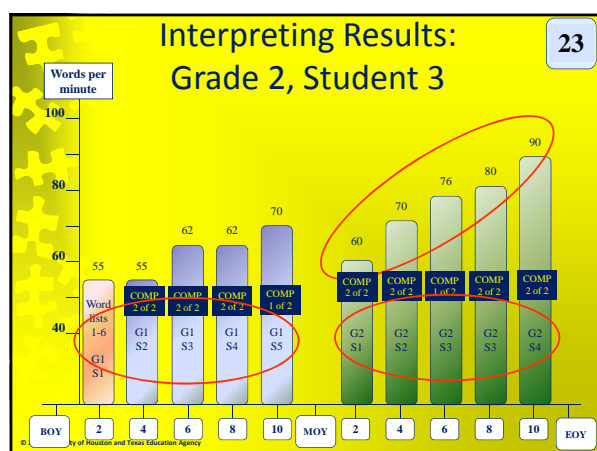
Interpreting Results: Grade 1, Student 1

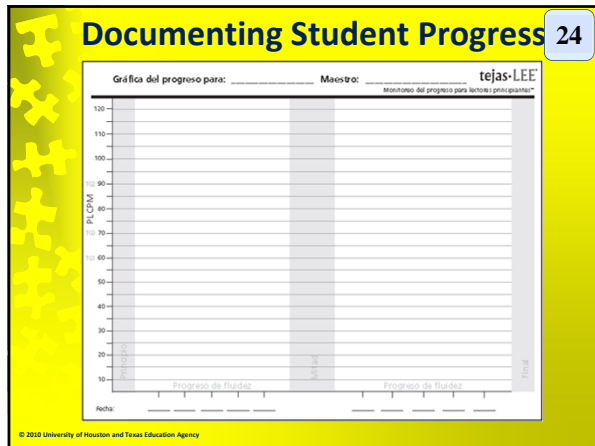


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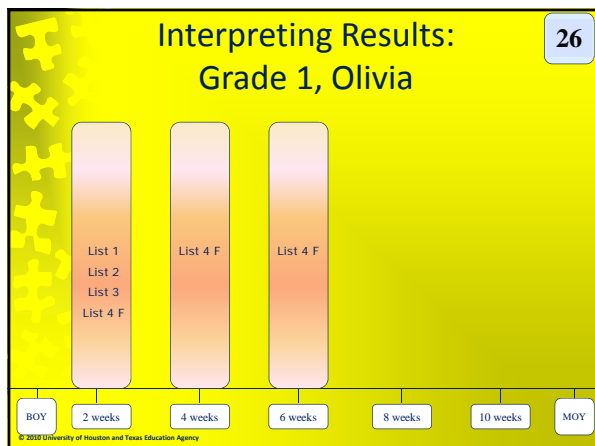












MPLP results for Olivia Word List #4

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Número 4			
Palabras	Primer acertado de 15	Segundo acertado de 15	
1. toda	0		
2. come	1		
3. nada	0		
4. gusta	0		
5. noche	1		
6. tengo	0		
7. pastel	0		
8. feliz	1		
9. mejor	0		
10. perro	1		
11. ellos	1		
12. mucho	1		
13. grande	0		
14. tiene	1		
15. miel	1		
16. campos	0		
Total número 4:	8		
¿Frustración? (14 o menos)	Si	No	Si No
Fecha:	9/11/10		

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Tejas LEE results for Olivia Section 7

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Sección 7 Reconocimiento de las palabras			
Palabras	Primer acertado de 15	Segundo acertado de 15	Tercer acertado de 15
1. luz			
2. vive			
3. lleva			
4. voy			
5. hay			
6. tortuga			
7. caballo			
8. enseña			
9. hombres			
10. chocolate			
11. alfombra			
12. calcetines			
13. gira			
14. pequeños			
15. biblioteca			
TOTAL: (15 posibles)			
Nivel de logro: Trace un círculo alrededor del nivel apropiado.	D 13-15	D 13-15	D 13-15
	NE 9-12	NE 9-12	NE 9-12
	NI 0-8	NI 0-8	NI 0-12

Marque cuando Desarrollado.
Esta sección no se tiene
que administrar otra vez.

Continúe con la Sección 8

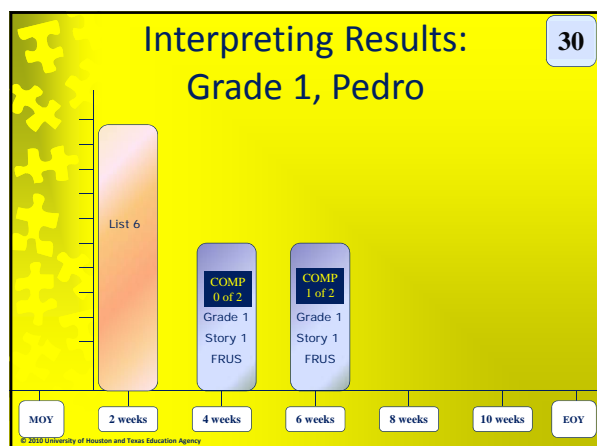
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Implications for Instruction

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- ✓ Olivia needs explicit review of and instruction on the following letters: g, j, d.
- ✓ Olivia needs help with words ending in consonant sounds.
- ✓ Olivia is having difficulty with consonant clusters. Provide more opportunities for practice.

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Think Turn Talk Activity

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Analyze this scenario

1. How do Pedro's difficulties differ from Olivia's?
2. What strategies should the teacher employ to assist Pedro?

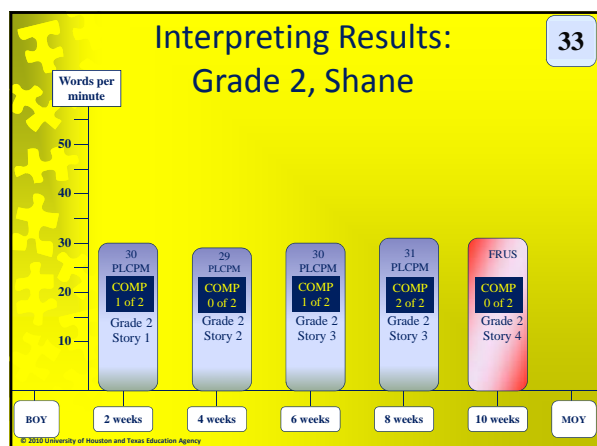
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How did you do?

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- ✓ Pedro is struggling to decode words in connected text
- ✓ Have Pedro work with short phrases, then one sentence, then more than one sentence to build confidence
- ✓ Allow him to read big books and reread familiar books

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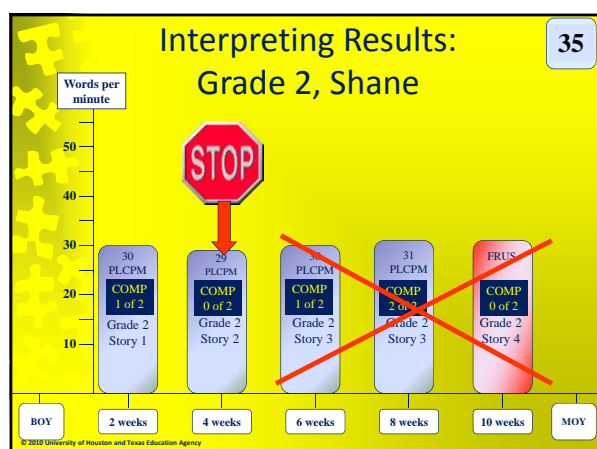


Think Turn Talk Activity

Analyze this scenario

1. Where do you see an opportunity for adjustments?
2. What can the teacher do here?
3. Discuss how this data informs instruction.

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How did you do?

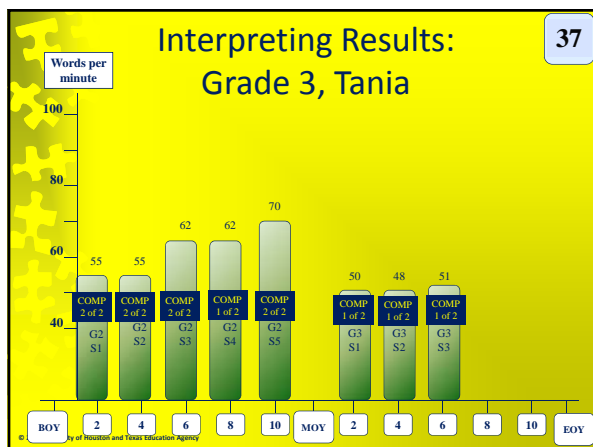
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- ✓ Shane's teacher missed an opportunity to address the lack of fluency growth at week 4.
- ✓ Shane needs explicit instruction with decoding to assist with his accuracy and his fluency.
- ✓ Given the very low fluency rate, Shane would benefit from repeated readings and pairing up with a more fluent classmate.

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Interpreting Results: Grade 3, Tania

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Think Turn Talk Activity

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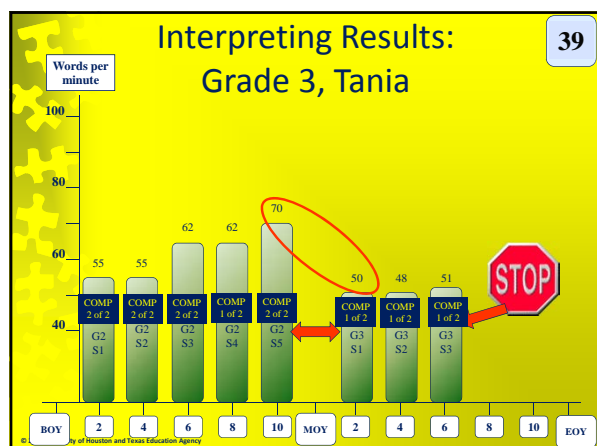


Analyze this scenario

1. What are Tania's challenges?
2. Come up with some ideas on how to inform her instruction.

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How did you do?

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- ✓ Tania's accuracy is a strength.
- ✓ The drop in fluency before and after MOY is not a big deal because there was a change in grade level
- ✓ Tania's fluency flat lined once she started reading G3 material.
- ✓ The G3 stories are significantly different from the G1 and G2 stories and have implications for instruction.
- ✓ Tania needs direct, explicit instruction in vocabulary and more exposure to complicated text

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Thoughts to keep in mind about the Third Grade MPLP Stories

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- Content dense
- More challenging vocabulary
- Complex sentence structure
- Longer than first or second grade stories
- Expected PLCPM is 70

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Questions and Answers

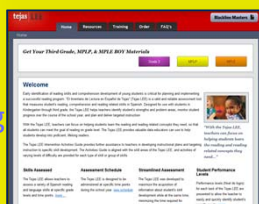
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