



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

3

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

4

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)

5

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

7

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

8

2 Week Administration Cycle ONLY

6 Week Administration Cycle ONLY

Both 2 Week and 6 Week
Administration Cycle

C1

**Two and Six Week
Administration
Schedule**

Choosing the Correct Administration Schedule

C2

Struggling students require close monitoring. We recommend a two week administration schedule with these students.

Average and above average students may be monitored less frequently. A six week administration schedule may be appropriate for these students.

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Baseline Administration

C3

The **Baseline Administration** is the first administration of the MPLP. It occurs two or six 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

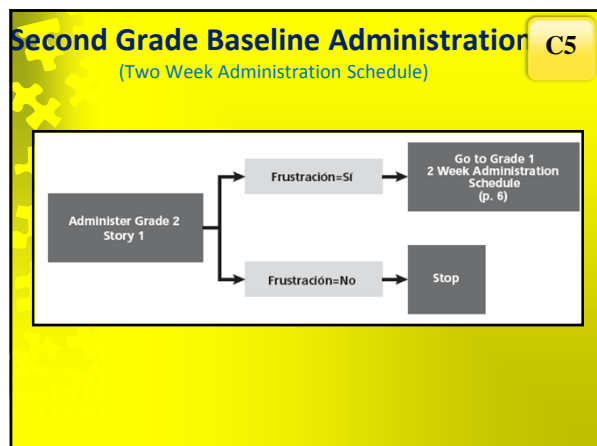
(Two Week Administration Schedule)

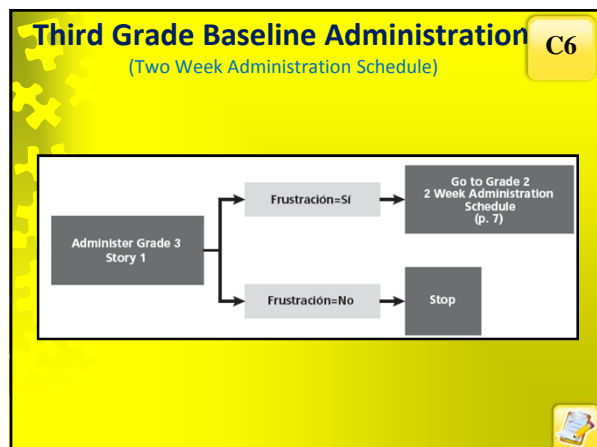
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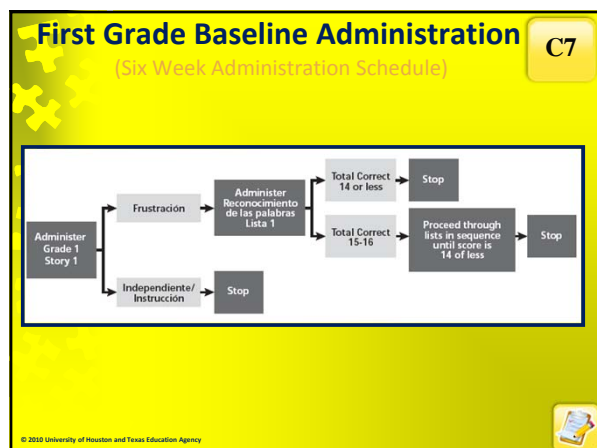
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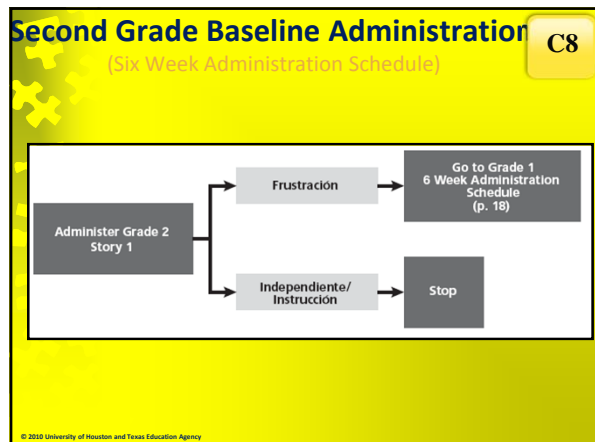
graph TD
    A[Administer Reconocimiento de las palabras, Lista 1] --> B{Total Correct 14 or less}
    A --> C{Total Correct 15-16}
    B --> D[Stop]
    C --> E[Proceed Through Word Lists in Sequence 2-6]
    E --> F{Total Correct on all lists 15-16}
    E --> G{Total Correct on any list is 14 or less}
    F --> H[Administer Grade 1 Story 1]
    H --> I[Stop]
    G --> J[Stop]
  
```

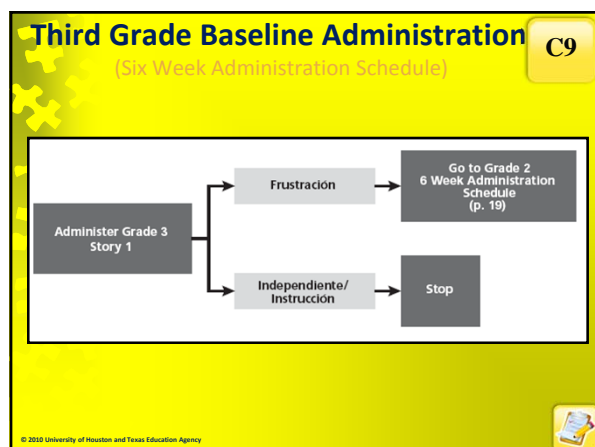
Should a first grader not be able to read any of the words on Word List #1, you may wish to consider progress monitoring that student using the MPE.

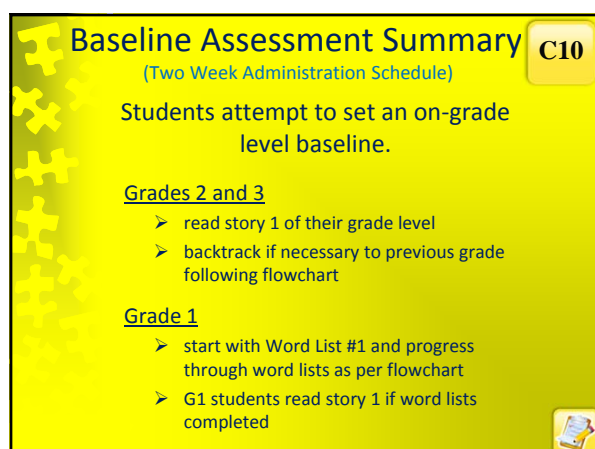












Baseline Assessment Summary C11

(Six Week Administration Schedule)

Students attempt to set an on-grade level baseline

- All grades read story 1 of their grade level
- G2 and G3 backtrack if necessary to previous grade following flowchart
- G1 students read word list #1 if they are unable to read Grade 1 Story 1

Story Overview C12

Two Week Schedule

- 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*

Six Week Schedule

- Students are timed as they read the ENTIRE SELECTION
- Students answer SIX comprehension questions
- Students accuracy rate can be: *Nivel independiente, Nivel de instrucción, or Nivel de frustración*

Story Overview C13

	Two Week	Six Week
Read	2 Minutes	Entire Story
Comprehension Questions		
--Number	2	6
--Type	General	Story Specific
Accuracy Levels	2	3

Word List Overview

C14

Two Week Schedule

- 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)

Six Week Schedule

- Students start reading the word lists **ONLY IF UNSUCCESSFUL** with Grade 1 Story 1 and start 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)

Word List Overview

C15

	Two Week	Six Week
Starting Point	Word List #1	Grade 1 Story 1
--If successful	Word List #2, etc...	BASELINE
--If unsuccessful	BASELINE	Word List #1, etc...
How Many Word Lists/Admin?		
Baseline Administration	Until FRU	UNTIL FRU
Other Administrations	1	1

C16

Non-Baseline Administrations

All Non-Baseline Administrations C17

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

Word Lists C18

- 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 C19

Materials:
Cuaderno de lecturas del estudiante, Folleto de respuestas del estudiante y una hoja en blanco.

Puntuación:
1 punto por cada palabra que el estudiante lee correctamente.
0 puntos por cada palabra que el estudiante lee incorrectamente.

Instrucciones:
El estudiante debe leer una lista de palabras. Muéstrale solamente una palabra a la vez. Utilice la hoja en blanco para cubrir el resto de las palabras.
Se va a mostrar una palabra y quiero que las leas en voz alta. Si no sabes alguna palabra, trata de decir 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

Nivel 1	
Palabra	Respuesta
1. ti	
2. no	
3. ni	
4. to	
5. de	

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C23

Cuento 1 Exactitud, fluidez y comprensión de lectura
2 semanas La tarea de Andy

Exactitud

Administración Última palabra leída Errores Palabras correctas Última palabra leída % exactitud (Promedio de 27 (85%) o menos)

Primera 59 7 52 59 .88 Si (No)

Segunda - - - - - SI No

$52 \div 59 = .8813$
(Rounded to .88)

Fluidez

Administración Última palabra leída Errores Palabras correctas Segundos x 60 PLCPM

Primera 59 7 52 120 x 60 = 26

Segunda - - - - - x 60 =

$52 \div 120 \times 60 = 26$
(Rounded to 26 PLCPM)

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C24

Cuento 1 Exactitud, fluidez y comprensión de lectura
2 semanas La tarea de Andy

Exactitud

Administración Última palabra leída Errores Palabras correctas Última palabra leída % exactitud (Promedio de 27 (85%) o menos)

Primera 59 7 52 59 .88 Si (No)

Segunda - - - - - SI No

$52 \div 59 = .8813$
(Rounded to .88)

Fluidez

Administración Última palabra leída Errores Palabras correctas Segundos x 60 PLCPM

Primera 59 7 52 120 x 60 = 26

Segunda - - - - - x 60 =

$52 \div 120 \times 60 = 26$
(Rounded to 26 PLCPM)

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C25

Cuento 1 Exactitud, fluidez y comprensión de lectura
6 semanas La tarea de Andy

Exactitud de lectura

Administración 0-7 errores 8-17 errores 18 o más errores

Primera IND INS FRU

Segunda IND INS FRU

Trace un círculo alrededor del nivel apropiado.

Tiempo

Administración Min : Seg = Total (en seg.)

Primera : =

Segunda : =

Fluidez

Administración Palabras en el cuento Errores Palabras correctas Segundos x 60 PLCPM

Primera 146 7 x 60 =

Segunda 146 x 60 =

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C26

Cuento 1		Exactitud, fluidez y comprensión de lectura			
6 semanas		La tarea de Andy			
		Exactitud de lectura		Tiempo	
Administración	0-7 errores	8-17 errores	18 o más errores	Administración	Min : Seg = Total (en seg.)
Primera	IND	INS	FRU	Primera	3 : 31 = 211
Segunda	IND	INS	FRU	Segunda	: =
Trace un círculo alrededor del nivel apropiado.					
Fluidez					
Administración	Palabras en el cuento	-	Errores	=	Palabras correctas
Primera	146	-	7	=	139
Segunda	146	-		=	
		Errores		Segundos x 60 =	
Primera		7		211 x 60 =	
Segunda				x 60 =	

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C27

Cuento 1		Exactitud, fluidez y comprensión de lectura			
6 semanas		La tarea de Andy			
		Exactitud de lectura		Tiempo	
Administración	0-7 errores	8-17 errores	18 o más errores	Administración	Min : Seg = Total (en seg.)
Primera	IND	INS	FRU	Primera	3 : 31 = 211
Segunda	IND	INS	FRU	Segunda	: =
Trace un círculo alrededor del nivel apropiado.					
Fluidez					
Administración	Palabras en el cuento	-	Errores	=	Palabras correctas
Primera	146	-	7	=	139
Segunda	146	-		=	
		Errores		Segundos x 60 =	
Primera		7		211 x 60 = 40	
Segunda				x 60 =	
		Errores		Segundos x 60 =	
Primera		7		211 x 60 = 40	
Segunda				x 60 =	
		Errores		Segundos x 60 =	
Primera		7		211 x 60 = 40	
Segunda				x 60 =	
		Errores		Segundos x 60 =	
Primera		7		211 x 60 = 40	
Segunda				x 60 =	

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C28

Comprehension Two Week Schedule

Cuento 1		Exactitud, fluidez y comprensión de lectura			
2 semanas		La tarea de Andy			
Estas preguntas son para fines de instrucción y no afectan la proporción de la fluidez. No saque el resultado.					
1. ¿De quién o de qué se trata esta historia mayormente?					
2. ¿Qué pasó en esta historia?					

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What does “a student may read a story only two times” mean? 10

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 11

- 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 12

- 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

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Word Lists

Monitoreo del progreso para lectores principiantes
Primer grado
Formulario de datos del reconocimiento de las palabras

Año de administración: _____
Nombre del estudiante: _____
Maestro: _____

Fecha de lectura	Número de lista	¿Fru? (S/N)	Total correctas
		Si No	
		Si No	
		Si No	
		Si No	
		Si No	
		Si No	
		Si No	
		Si No	
		Si No	
		Si No	

15

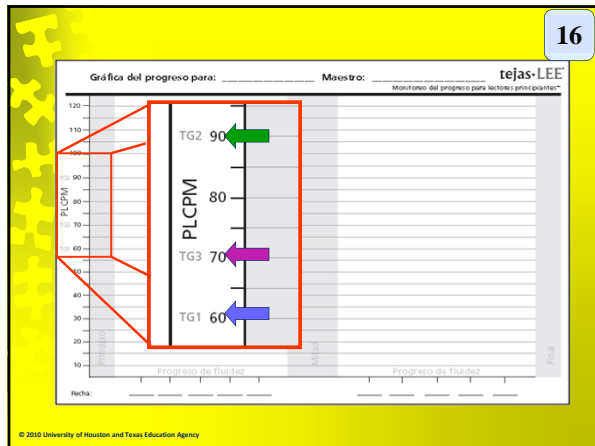
Story Reading Accuracy, Fluency, Comprehension

Monitoreo del progreso para lectores principiantes
Primer grado
Formulario de datos de exactitud, fluidez y comprensión

Año de administración: _____
Nombre del estudiante: _____
Maestro: _____

Código del cuento	Número del cuento	Exactitud de lectura		Proporción de la fluidez (FLCPM)	Preguntas de comp. (3 semanas)
		2 semanas (Fru?) (S/N)	6 semanas (Fru?) (S/N)		
		Si No			
		Si No			
		Si No			
		Si No			
		Si No			
		Si No			
		Si No			
		Si No			
		Si No			
		Si No			

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Plan individual del estudiante
Meta global:
Leer con exactitud, fluidez y comprensión

Metas logradas: ☒ ☐ ☐

Exactitud Fluidez Comp.

Fecha límite para lograr las metas: ____/____/____

Exactitud de lectura
Meta: _____
Estrategias implementadas para lograr la meta:
(Referirse a la Guía de actividades de intervención)

Fluidez de lectura
Meta: _____
Estrategias implementadas para lograr la meta:
(Referirse a la Guía de actividades de intervención)

Comprensión de lectura
Meta: _____
Estrategias implementadas para lograr la meta:
(Referirse a la Guía de actividades de intervención)

Plan individual del estudiante
Meta global:
Leer con exactitud, fluidez y comprensión

Metas logradas: ☒ ☐ ☐

Exactitud Fluidez Comp.

Fecha límite para lograr las metas: ____/____/____

Exactitud de lectura
Meta: _____
Estrategias implementadas para lograr la meta:
(Referirse a la Guía de actividades de intervención)

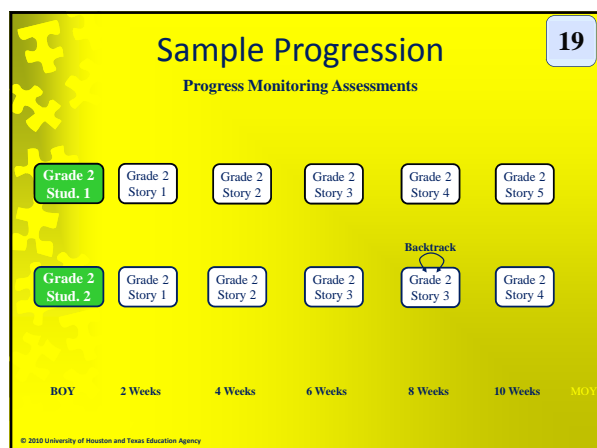
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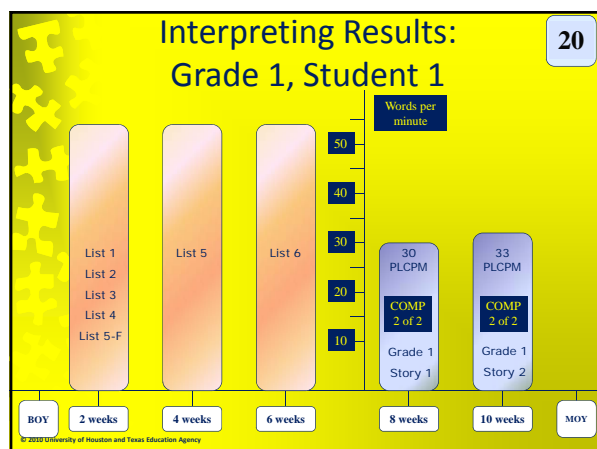
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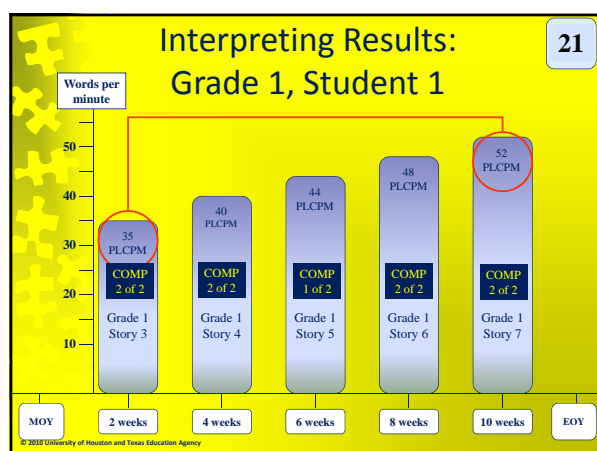
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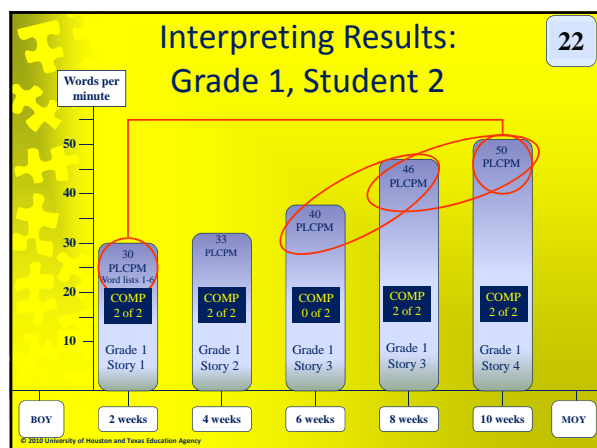
Interpreting and Planning

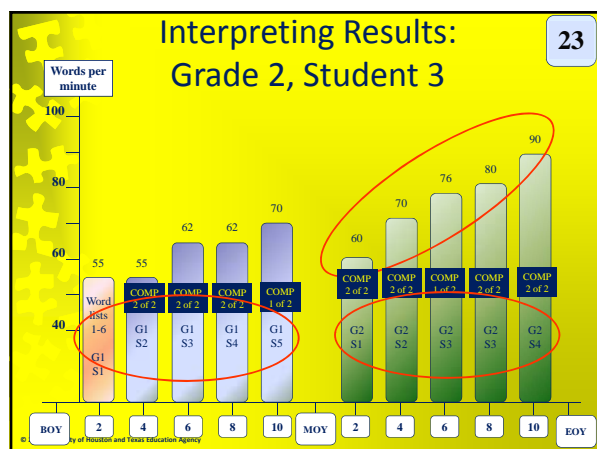
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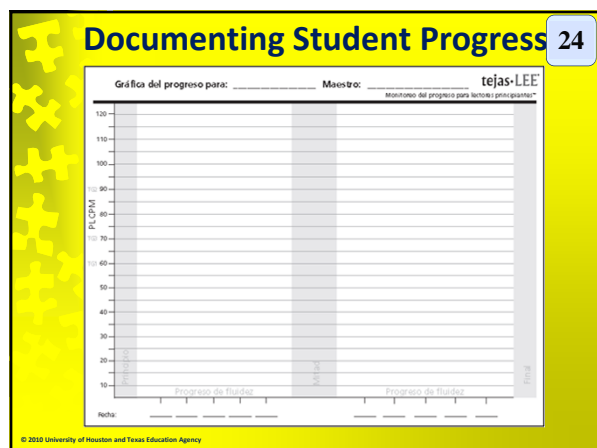












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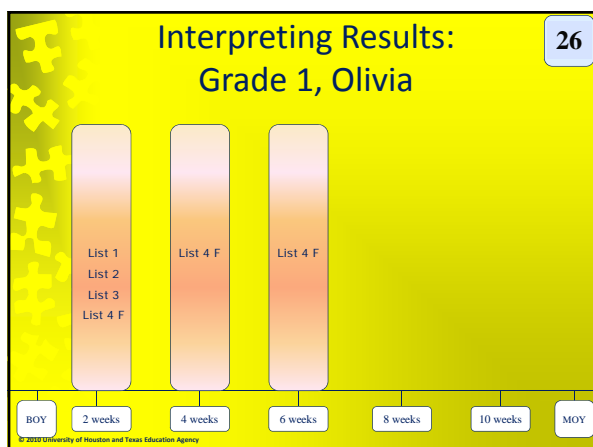
Implications for Instruction

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Interpreting Results: Grade 1, Olivia

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MPLP results for Olivia Word List #4

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Número 4			
Palabras	Primería adquisición (1-12)	Segunda adquisición (13-16)	Tercera adquisición (17-20)
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

Sección 7 Reconocimiento de las palabras			
Palabras	Principio Puntos 16-17	Medio Puntos 18-19	Final Puntos 20-21
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 palabras)			
Nivel de logro: <small>Trace un círculo alrededor del nivel apropiado.</small>	D 13-15	D 13-15	D 13-15
	NE 5-12	NE 9-12	
	NI 0-4	NI 0-8	NI 0-12

☐ Marque cuando Desarrollado. Esta sección no se tiene que administrar otra vez.
 Continúe con la Sección 8

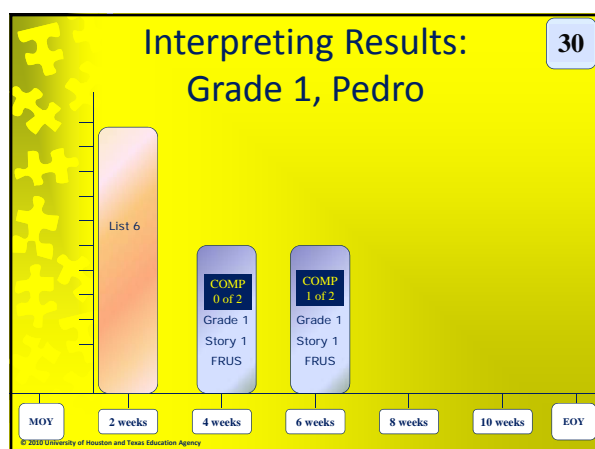
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Implications for Instruction

- ✓ 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 31



Analyze this scenario

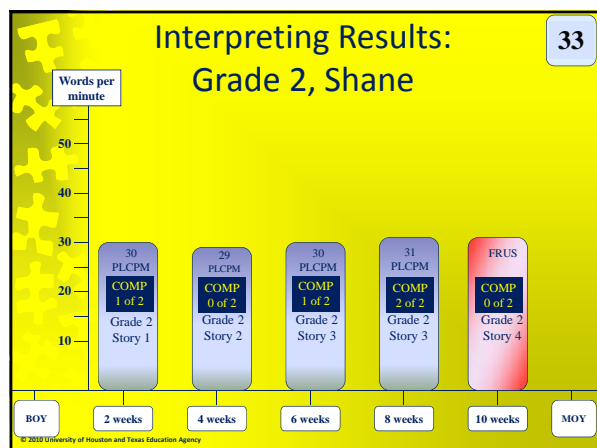
1. How do Pedro's difficulties differ from Olivia's?
2. What strategies should the teacher employ to assist Pedro?

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How did you do? 32

- ✓ 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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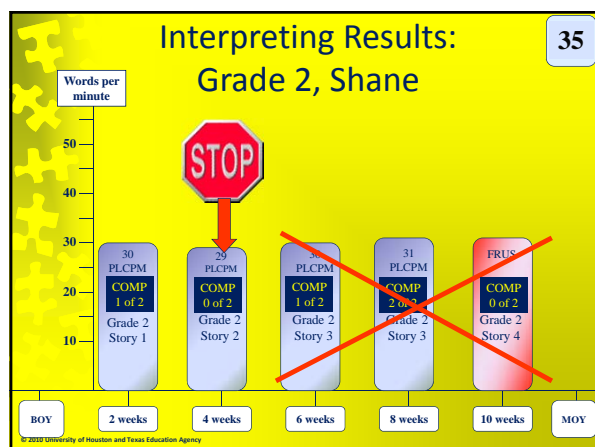
Think Turn Talk Activity 34



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.

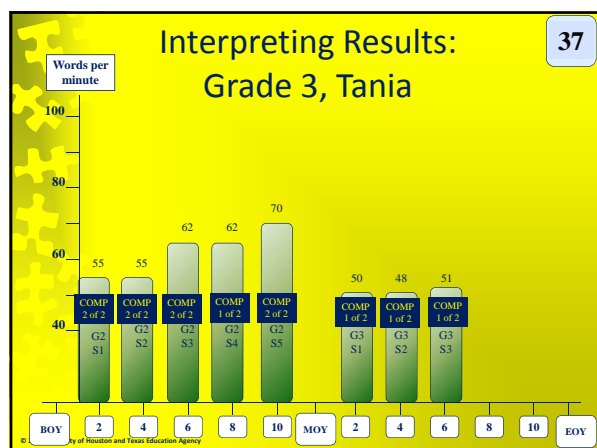
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How did you do? 36

- ✓ 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.

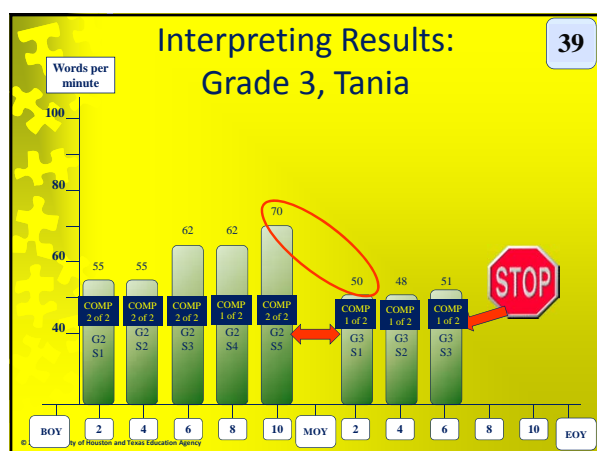
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Think Turn Talk Activity

Analyze this scenario

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



How did you do?

40

- ✓ 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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For further information, you can contact us:

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