



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.

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## 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




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## Structure of the MPLP

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### 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 1<sup>st</sup> grade stories and eliminating related words
- Each word list has columns for 2 administrations, more can be added by hand if necessary




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## 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.

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## 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

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B1

**Six Week  
Administration  
Schedule**

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## Baseline Administration

**B2**

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

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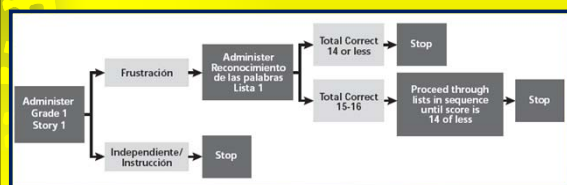
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## First Grade Baseline Administration

**B3**

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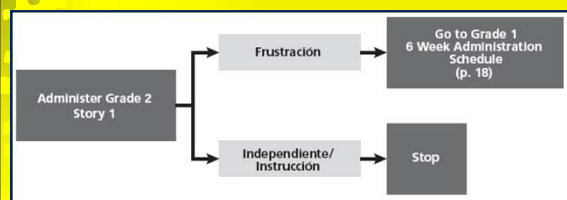
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## Second Grade Baseline Administration

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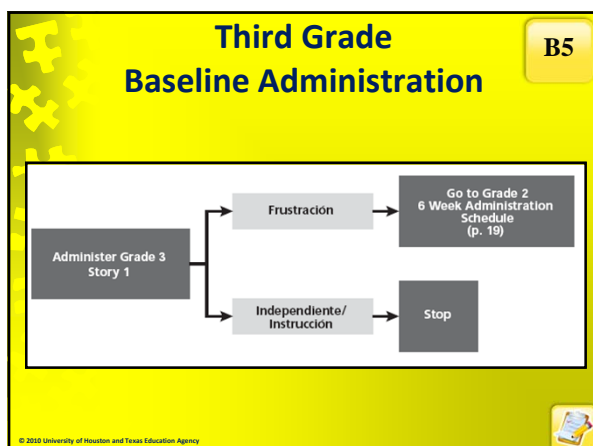
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### Baseline Assessment Summary 6 Week

**B6**

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

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### Six Week Story Overview

**B7**

- Students are timed as they read the entire selection.
- Students answer six comprehension questions.
- Students accuracy level can be: *Nivel independiente, Nivel de instrucción, or Nivel de frustración.*

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## Six Week Word List Overview **B8**

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

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## Non-Baseline Administrations **B9**

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## All Non-Baseline Administrations **B10**

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




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## Word Lists

**B11**

- 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

**B12**

**Instrucciones:**  
El estudiante debe leer una lista de palabras. Muestre 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. ut					

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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. ut		
7. ni		
8. va		
9. ya		
10. le		
11. con		
12. ni		
13. ut		
14. ni		
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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B17

Cuento 1		Exactitud, fluidez y comprensión de lectura			
6 semanas		La tarea de Andy			
<b>Exactitud de lectura</b>		<b>Tiempo</b>			
Administración	0-7 errores	8-17 errores	18 o más errores	Administración	Min : Seg = Total (en seg.)
Primera	IND	INS	FRU	Primera	: =
Segunda	IND	INS	FRU	Segunda	: =
Trace un círculo alrededor del nivel apropiado.					
<b>Fluidez</b>					
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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B18

Cuento 1		Exactitud, fluidez y comprensión de lectura			
6 semanas		La tarea de Andy			
<b>Exactitud de lectura</b>		<b>Tiempo</b>			
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.					
<b>Fluidez</b>					
Administración	Palabras en el cuento	-	Errores	=	Palabras correctas ÷ Segundos x 60 = PLCPM
Primera	146	-	7	=	÷ 211 x 60 =
Segunda	146	-		=	÷ x 60 =

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B19

Cuento 1		Exactitud, fluidez y comprensión de lectura			
6 semanas		La tarea de Andy			
<b>Exactitud de lectura</b>		<b>Tiempo</b>			
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.					
<b>Fluidez</b>					
Administración	Palabras en el cuento	-	Errores	=	Palabras correctas ÷ Segundos x 60 = PLCPM
Primera	146	-	7	=	139 ÷ 211 x 60 = 40
Segunda	146	-		=	139 ÷ 211 x 60 = 39.52
Rounded to 40					

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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 <sup>ST</sup>
4	2	YES	1 <sup>ST</sup>
6	3	YES	1 <sup>ST</sup>
8	4=FRU	NO	X
	3	YES	2 <sup>ND</sup>
10	4=FRU	YES	1 <sup>ST</sup>
12	4	YES	2 <sup>ND</sup>

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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	

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## 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			

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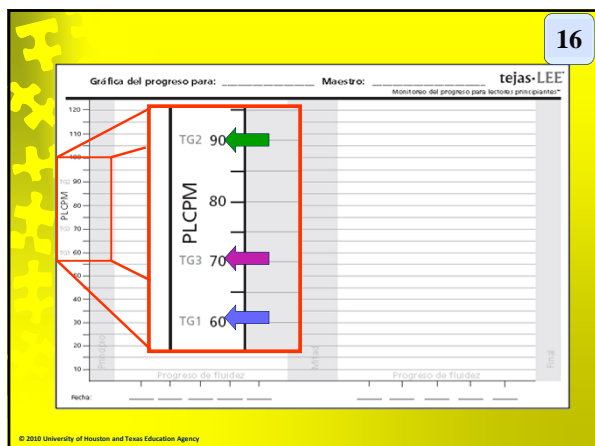
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**Plan individual del estudiante**  
Meta global:  
Leer con exactitud, fluidez y comprensión

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)

Fecha límite para lograr las metas: \_\_\_\_/\_\_\_\_/\_\_\_\_

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**Interpreting and Planning**

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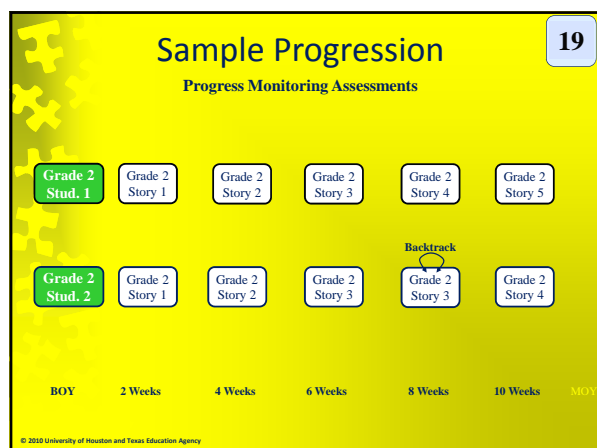
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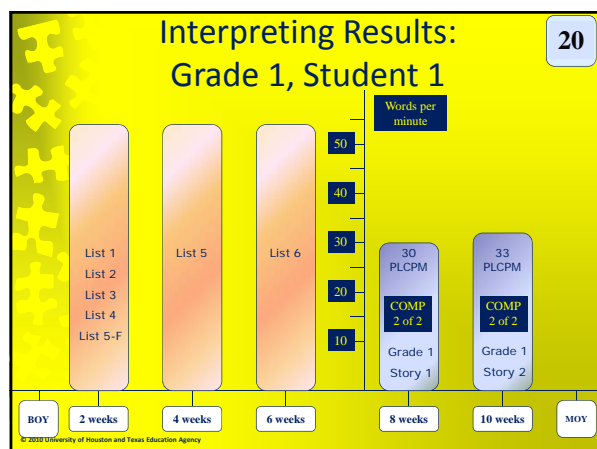
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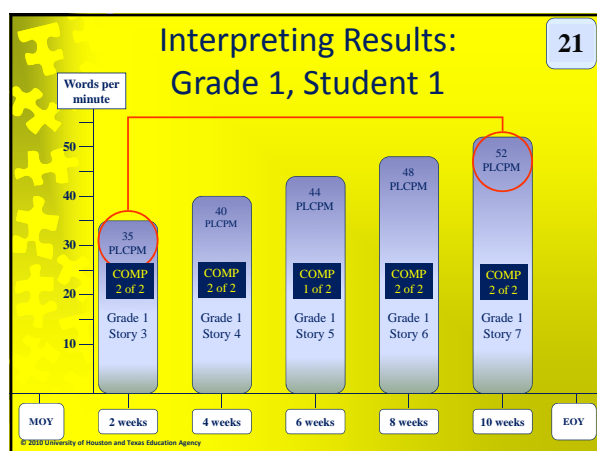
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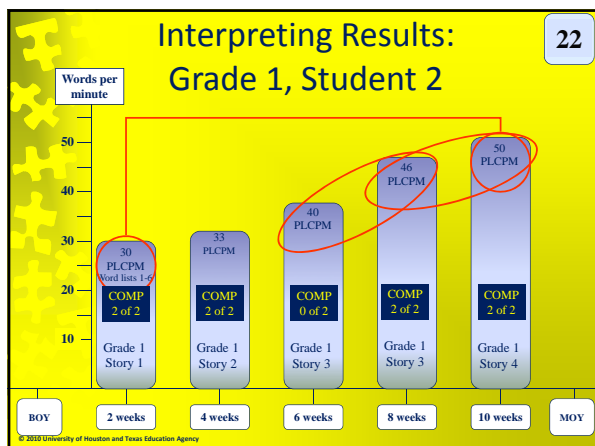
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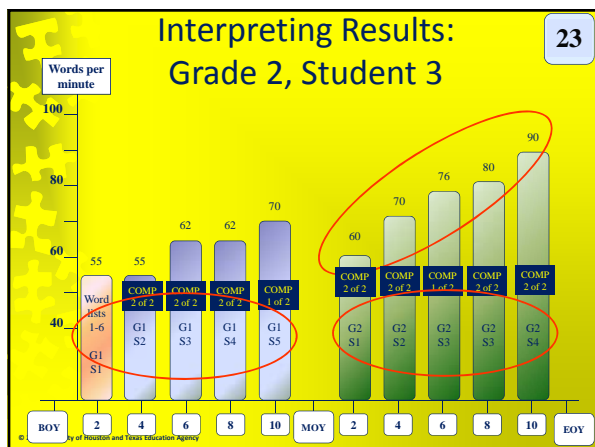
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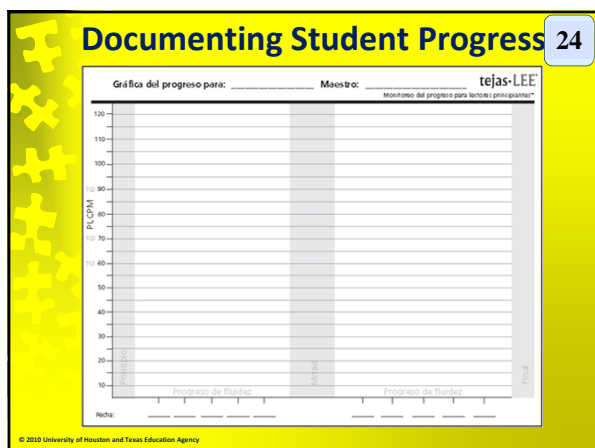
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## Implications for Instruction

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## Interpreting Results: Grade 1, Olivia

List 1  
List 2  
List 3  
List 4 F

List 4 F

List 4 F

BOY
2 weeks
4 weeks
6 weeks
8 weeks
10 weeks
MOY

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## MPLP results for Olivia Word List #4

Número 4		
Palabras	Primeración adquisición (0-1)	Segunda adquisición (0-1)
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)	<div style="display: flex; justify-content: space-between;"> <span>Si</span> <span>No</span> </div>	<div style="display: flex; justify-content: space-between;"> <span>Si</span> <span>No</span> </div>
Fechas:	9 / 11 / 10	1 / 1 / 1

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## Tejas LEE results for Olivia Section 7

Sección 7 Reconocimiento de las palabras			
Palabras	Principio Puntos (0-1)	Medio Puntos (0-1)	Final Puntos (0-1)
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			
<b>TOTAL:</b> (15 palabras)			
<b>Nivel de logro:</b> <small>Trace un círculo alrededor del nivel apropiado.</small>	<b>D</b> 13-15	<b>D</b> 10-15	<b>D</b> 10-15
	<b>NE</b> 5-12	<b>NE</b> 9-12	
	<b>NI</b> 0-4	<b>NI</b> 0-8	<b>NI</b> 0-12

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

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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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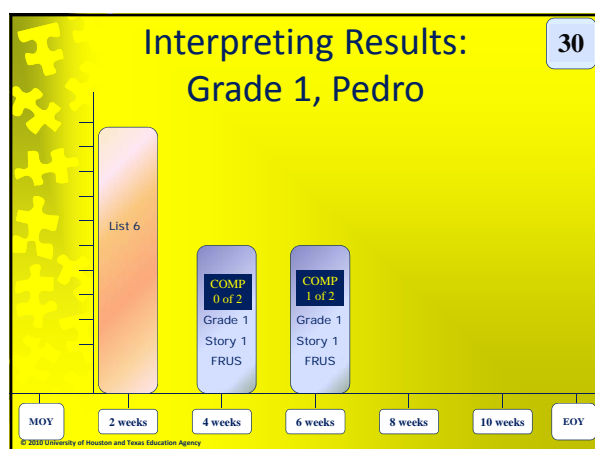
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### Think Turn Talk Activity 31



**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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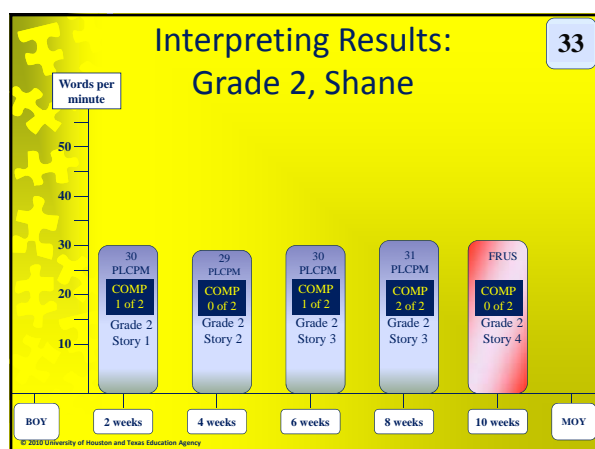
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### Think Turn Talk Activity 34



**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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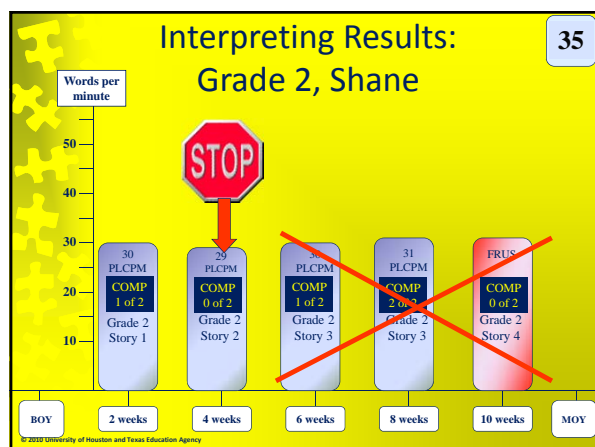
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### How did you do? 36

- ✓ 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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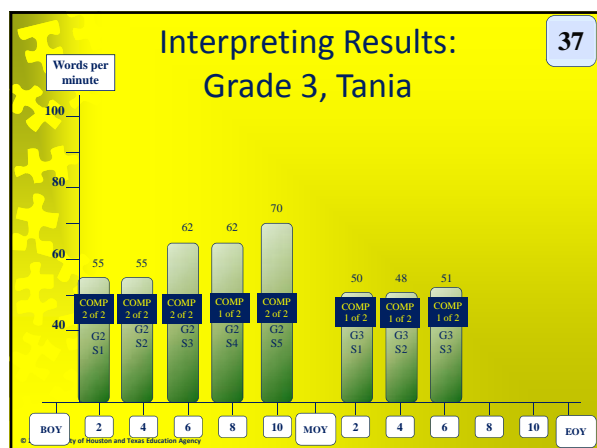
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### Think Turn Talk Activity

**Analyze this scenario**

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

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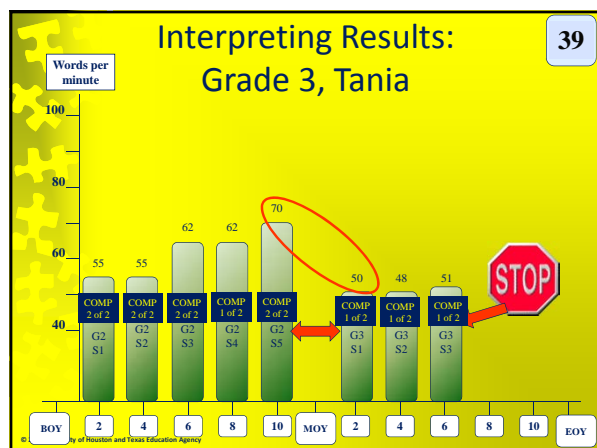
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## How did you do?

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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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For further information, you can contact us:

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or visit our website:

[www.tejaslee.org](http://www.tejaslee.org)



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