



= Main Idea



=Key Points



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=Review



=Read On

## Participant Packet

### Monitoreo del progreso para lectores principiantes (MPLP)



#### Slide 5: *Monitoreo del progreso para lectores principiantes*

The MPLP measures student progress in which three areas of reading?

- 1.
- 2.
- 3.



#### Slide 6: *Structure of the MPLP*

Complete the following paragraph with the correct answers from below.

The MPLP has \_\_\_\_\_ stories at each grade level. The stories are \_\_\_\_\_. There are also word lists on the \_\_\_\_\_ grade MPLP. Each word list is \_\_\_\_\_. The MPLP has \_\_\_\_\_ administration schedules—a two week and a \_\_\_\_\_ week schedule.

two

first

progressively more difficult

twelve

six

approximately the same level of difficulty



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### Slide 6: **Determining the Appropriate Administration Schedule**

Depending on your district, you may use the MPLP for one or both of our administration schedules. Keep in mind the following:

- You may progress monitor part or all of your class.
- The Two Week Administration Schedule is designed for close monitoring of struggling readers.
- The Six Week Administration Schedule is designed for less frequent monitoring of average and above average readers.



### Slide C-4: **Two Week Schedule: The First Grade Baseline Administration**

The first administration is the baseline administration. Look at the flowchart on the screen and mark TRUE or FALSE for each of the following sentences for First Grade students on the two week administration schedule.

- |   |      |       |
|---|------|-------|
| 1. First grade students begin by reading Word List #1.                                    | TRUE | FALSE |
| 2. The baseline is established if a student reads 14 or less on any any word list.        | TRUE | FALSE |
| 3. Students will read all six word lists during the baseline administration.              | TRUE | FALSE |
| 4. If a student reads word list six successfully, they should attempt Story 1 of Grade 1. | TRUE | FALSE |



### Slide C5-6: **Two Week Schedule: Second and Third Grade Baseline Administration**

REMEMBER:



**FRUSTRACION = NO** is a good thing. 😊 Students can read the words.



**FRUSTRACION = SI** is NOT a good thing. 😞 Students cannot read the words.



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**Slide C-10: Two Week Schedule: Baseline Summary—Follow the Flowcharts**

**FIRST GRADE:**

- Start with Word List 1
- Continue through the word lists as long as students read 15-16 words correctly
- Read Grade 1 Story 1 if all word lists are read successfully

**SECOND AND THIRD GRADE**

- Start with Story 1 of their grade level
- Backtrack if necessary to previous grade level flow chart



**Slide C-12: Two Week Story Overview**

Fill in the following from the answer choices below:

Students read for a maximum of \_\_\_\_\_ minutes

Students answer \_\_\_\_\_ general comprehension questions.

There are \_\_\_\_\_ accuracy levels: Frustración = Sí and Frustración = No.

**two**

**two**

**two**



**Slide C-14: Two Week Schedule: Non-baseline Administration Overview**

Non-baseline administrations occur every two weeks.

Students progress through the stories or word lists one at a time.



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**Slide C-24: Two Week Schedule: Calculating Accuracy and Fluency**

2 semanas		Exactitud									
Administración	Última palabra leída	-	Errores	=	Palabras correctas	÷	Última palabra leída	=	% exactitud	¿Frustración? .87 (87%) o menos	
Primera		-		=		÷		=		Sí	No
Segunda		-		=		÷		=		Sí	No
Fluidez											
Administración	Última palabra leída	-	Errores	=	Palabras correctas	÷	Segundos	x 60 =	PLCPM		
Primera		-		=		÷		x 60 =			
Segunda		-		=		÷		x 60 =			

Practice determining the accuracy and fluency of the two week administration schedule. Complete the table above using the following two examples.

PRIMERA: Last word read 98, 3 errors, time 2 minutes (maximum)

SEGUNDA: Last word read 113, 7 errors, time 1 minute 48 seconds

**Slide C-7: Six Week Schedule: The First Grade Baseline Administration**

The first administration is the baseline administration. Look at the flowchart on the screen and mark TRUE or FALSE for each of the following sentences for First Grade students on the two week administration schedule.

1. First grade students begin by reading Word List #1. TRUE FALSE
2. The baseline is established if a student reads Story 1 successfully or scores 14 or less on any word list. TRUE FALSE
3. Students will read all six word lists during the baseline administration. TRUE FALSE
4. If a student cannot read story 1 successfully, they should attempt Word List # 1 and progress through the word lists until frustrated. TRUE FALSE



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**Slide C-9: Six Week Schedule: The First Grade Baseline Administration**

REMEMBER: If a student is unable to read story 1 of their grade level, it is recommended you consider a two week administration schedule for this student. The six week administration schedule is recommended for average and above average readers. Struggling readers need closer monitoring.



**Slide C-12: Six Week Story Overview**

Fill in the following from the answer choices below:

Students are timed as they read the \_\_\_\_\_ story.

Students answer \_\_\_\_\_ story specific comprehension questions.

There are \_\_\_\_\_ accuracy levels: Nivel independiente, Nivel de instrucción, and Nivel de frustración.

**six**

**entire**

**three**



**Slide C-14: Six Week Schedule: Non-baseline Administration Overview**

Non-baseline administrations occur every two weeks.

Students progress through the stories or word lists one at a time.



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**Slide C-27: Six Week Schedule: Determining Accuracy and Fluency**

6 semanas		Exactitud de lectura			Tiempo				
		0-20 errores	21-47 errores	48 o más errores	Administración		Min : Seg	=	Total (en seg.)
	<b>Primera</b>	IND	INS	FRU		<b>Primera</b>	:	=	
	<b>Segunda</b>	IND	INS	FRU		<b>Segunda</b>	:	=	

Trace un círculo alrededor del nivel apropiado.

Fluidez										
Administración		Palabras en el cuento	-	Errores	=	Palabras correctas	÷	Segundos	x 60 =	PLCPM
	<b>Primera</b>	396	-		=		÷		x 60 =	
	<b>Segunda</b>	396	-		=		÷		x 60 =	

Practice determining the accuracy and fluency of the six week administration schedule. Complete the table above using the following two examples.

PRIMERA: Tomás read “Rescate” in 5 minutes 15 seconds. He made 32 errors in the reading.

SEGUNDA: After backtracking, Tomás re-read “Rescate”, this time it took him 4 minutes, 54 seconds. He made 19 errors during the second reading.

**Slides 9-10: Practicing Backtracking**

For each of the following scenarios, decide what the teacher should do and how the assessment should be scored.

Student 1: If this student is FRU on story 4, what should happen?

Grade 2  
Story 1Grade 2  
Story 2Grade 2  
Story 3Grade 2  
Story 3Grade 2  
Story ??

Student 2: If this student is FRU on story 7, what should happen?

Grade 3  
Story 4Grade 3  
Story 5Grade 3  
Story 5Grade 3  
Story 6Grade 3  
Story ??



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### Slide 12: **Reestablishing Baselines after MOY**

*Second and third grade students who are reading off grade level and first grade students reading the word lists will attempt to reestablish a baseline in the first MPLP administration after MOY*

*If they are successful, they continue forward from their new baseline. If not, continue to progress monitor from the point where they left off before MOY.*



### Slide 31: **Think, Turn and Talk**

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

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



### Slide 34: **Think, Turn and Talk**

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

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



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*Slide 38: **Think, Turn and Talk***



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

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