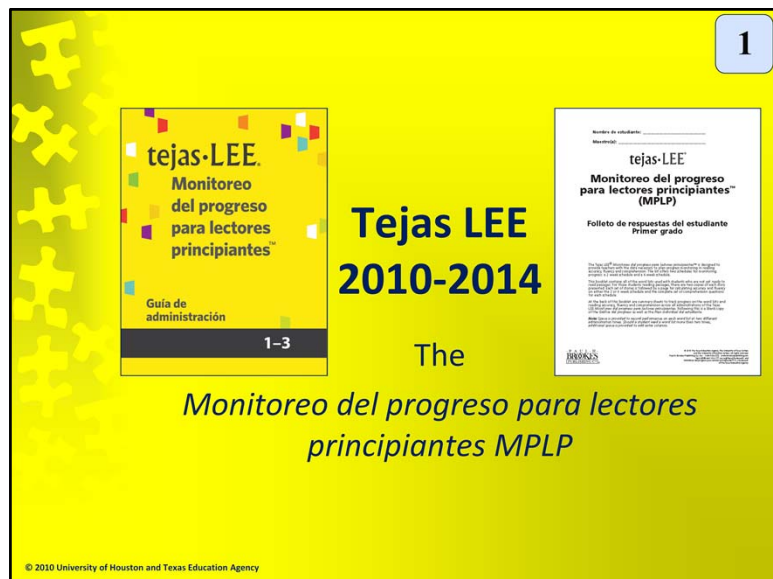


## SLIDE 1



1

tejas·LEE  
Monitoreo  
del progreso  
para lectores  
principiantes™

Guía de  
administración  
1-3

**Tejas LEE  
2010-2014**

The

*Monitoreo del progreso para lectores  
principiantes MPLP*

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### SAY:

*Today we will discuss the proper administration procedures for our progress monitoring assessment, the MPLP*

*Please keep in mind that the progress monitoring assessments will not be available for purchase until January 2011.*

*However, for those districts who wish to use them between September and January, all the necessary documents will be available for free download at our website:  
[www.tejaslee.org](http://www.tejaslee.org).*



## Key Points

### Note For Presenter



The Key Points section shows you the most important information to convey for each slide.

Be especially careful that you have clearly covered these points.

**PARTICIPANT PACKETS AND 3 TO A PAGE HANDOUTS:** For this module there are three different sets of these documents, depending on which administration schedule(s) your district uses:


TWO WEEK  
SIX WEEK  
TWO and SIX WEEK

Be certain to download and print out the correct packet(s) for your training.



## Notes

## SLIDE 2



### Contents of this Module

2

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

#### DO:

Read/review slide.



### Key Points



### Notes

SLIDE 3

# What Comes in the MPLP Kit?

3


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.



**DO:**  
Read/review slide.




Key Points



Notes

## SLIDE 4



### 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)

### DO:

Read/review slide.



### Key Points



### Notes



## SLIDE 5



5

The MPLP measures progress in:

- Reading Accuracy
- Reading Fluency
- Reading Comprehension

5

### DO:

Read/review slide.



Have participants complete the exercise for this page in their Participant Packet. You may choose to darken the screen while they work on this by hitting the B on your keyboard. This will turn the screen BLACK. If you type B again, the slide show will return.




## Key Points



## Notes


## SLIDE 6



### 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 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



### DO:

Read/review slide.

### SAY:

There are two different administration schedules for the MPLP. 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.

### DO:

Have your participants complete the Fill in the Blank activity in their handouts. You may choose to black out the screen (see slide 4 for directions). Ask a volunteer to read the answers. The sentence should read:



“The MPLP has twelve stories at each grade level. The stories are approximately the same level of difficulty. There are also word lists on the first grade MPLP. Each word list is progressively more difficult. The MPLP has two administration schedules—a two week and a six schedule.”

Then review “Determining the Appropriate Administration Schedule” in the participant packet.




## Key Points

- 12 stories per grade level (stories are at about the same level of difficulty)
- Word lists available for G1 only (each list is progressively more difficult than the previous one)
- Word lists consist entirely of words that are included in the first grade stories



## Notes

## SLIDE 7



### 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.

#### DO:

Read/review slide.



### Key Points



### Notes

## SLIDE 8

A vertical column of yellow puzzle pieces on the left side of the slide.

### Administering the MPLP

8

[2 Week Administration Cycle ONLY](#)

[6 Week Administration Cycle ONLY](#)

[Both 2 Week and 6 Week Administration Cycle](#)

#### DO:

Click on one of the links above to take you to the correct sequence of slides for your presentation.



### Key Points



### Notes

## SLIDE 9



### Key Points



### Notes

## SLIDE 10

### 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.

#### SAY:

*Two weeks after the BOY Tejas LEE assessment, you should begin progress monitoring. The first administration of the MPLP is your baseline administration. Each student establishes a baseline at his/her reading level. The baseline is the starting point for the semester (if a student is off grade level) or for the school year (if the student is on grade level).*

*Let's look at how to give students in each grade level their baseline assessment. We will demonstrate this process by using the flowcharts that are found in the Guía de administración.*



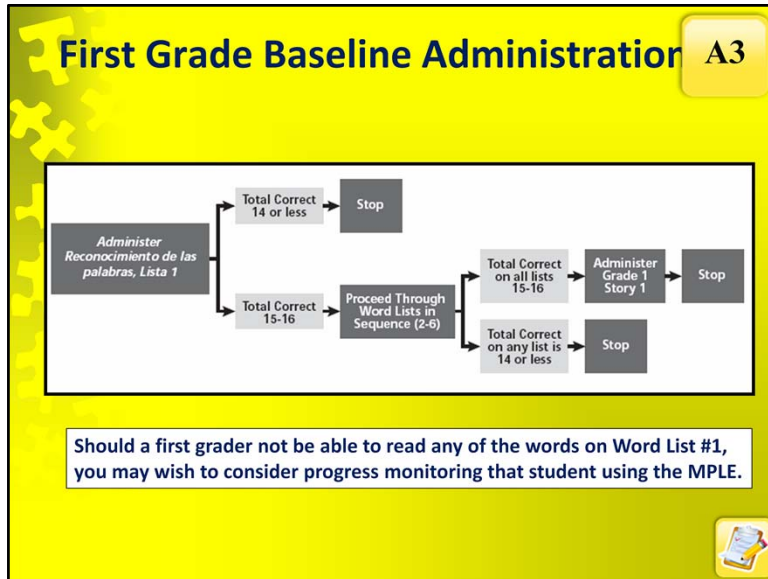
### Key Points

- You should start progress monitoring 2 weeks after your BOY Tejas LEE assessment
- The first MPLP administration is called the baseline administration.
- This administration will give you a starting point from which to measure progress.



### Notes

## SLIDE 11



### SAY:

*When establishing the baseline for a first grade student using the two week administration schedule, you will start by having the students read “Word List #1”. Following the flowchart (use a pointer or laser and follow the arrows as you follow the flowchart), if the student reads 14 or less words, you stop the administration. Word List #1 becomes that student’s baseline. However, should a student read 15 or 16 right, he/she should continue on to Word List #2 and so on. There are 6 word lists in all. If a student should read less than 15 words correct on any word list, the administration is ended. The word list on which the student read less than 15 words becomes the baseline.*

*Should a student read all 6 word lists successfully, they should then read Grade 1 Story 1 and this story becomes their baseline.*

*So, a first grader may establish their baseline on Word List #1, #2, #3, #4, #5, #6, or on Grade 1 Story 1.*

### DO:

Paraphrase the footnote at the bottom of the slide.



Complete the TRUE/FALSE activity in the participant packet. The answers are in the notes section to the right.



## Key Points

- All first grade students should start with Word List #1
- Continue administering word lists until the student reads 14 words or less correctly. This is their baseline.
- If student reads all 6 words lists correctly, then have them read Story 1. This is their baseline.

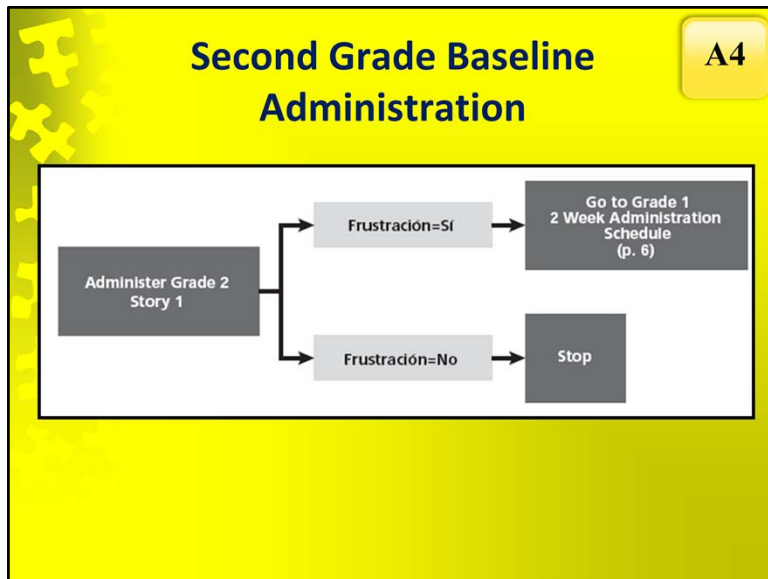


## Notes

Answers to TRUE/FALSE activity in the participant packet:

1. TRUE
2. TRUE
3. FALSE—If a student is frustrated, they stop reading at that point
4. TRUE

## SLIDE 12



### DO:

Walk participants through the flowchart logic.

### SAY:

*Thus, a second grade student could establish his baseline with Grade 2 Story 1, Word List #1, #2, #3, #4, #5, #6 or Grade 1 Story 1, depending on his/her reading ability.*



## Key Points

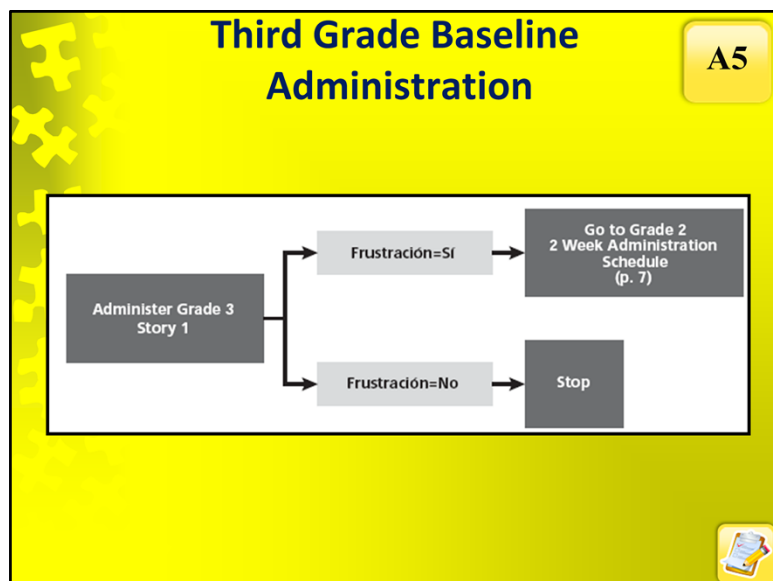
- All second grade students start with G2, Story 1.
- If student reads this story successfully, then this is their baseline.
- If student is frustrational on Story 1, then go back to Grade 1: 2 Week Administration Schedule and follow that flowchart.



## Notes



## SLIDE 13



### DO:

Walk participants through the flowchart logic.

### SAY:

*Thus, a third grade student could establish his baseline with Grade 3 Story 1, Grade 2 Story 1, Word List #1, #2, #3, #4, #5, #6 or Grade 1 Story 1, depending on his/her reading ability.*

### DO:



The “Frustración = NO” being good and “Frustración = SI being bad is somewhat counter-intuitive. Make certain that the participants understand this concept before moving on.

Have them review the “Thumbs Up, Thumbs Down” section of their participant packet.




## Key Points

- All third grade students should start with G3, Story 1.
- If student reads this story successfully then this is their baseline.
- If student is frustrational on Story 1, then go back to Grade 2: 2 Week Administration Schedule and follow that flowchart.
- If student is still frustrational on G2, Story 1, then go back to Grade 1: 2 Week Administration Schedule and follow that flowchart.



## Notes

## SLIDE 14



### 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



#### DO:

Read/review slide.



Point out to participants that they have this information in their handouts as a quick reference guide. They may wish to place this into their MPLP TE or kit.




### Key Points

- All students should start at their current grade level.
- 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



### Notes


## SLIDE 15



### 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*



#### SAY:

*One easy way to remember the two week administration is that everything is in twos:*

*Students read for a maximum of TWO minutes. (They may read for less than two minutes if they finish the story sooner.)*

*Students answer TWO very general comprehension questions. (These questions are the same for all stories. Since students read for only two minutes, we cannot know how far into the story they will get, making it impossible for them to be assessed on story specific content. Rather, students answer the following questions: Who or what is this story mostly about? and What happens in this story?)*

*There are TWO accuracy levels: *Nivel de frustración* and NOT *Nivel de frustración*.*

*To emphasize that everything is “Two” in the Two Week Administration schedule have them complete the Fill in the Blank administration where every missing answer is the same, “TWO”.*



### Key Points

- 2 minute readings
- 2 general questions per story
- 2 accuracy levels: *Nivel de frustración* or NOT *Nivel de frustración*



### Notes

## SLIDE 16

### 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)

#### DO:

Read/paraphrase slide.



#### ADDITIONAL INFORMATION FOR PRESENTER:

The first two bullets refer to the baseline administration. This is the **ONLY** administration during which multiple word lists can be read.

During subsequent administrations, students will begin where they left off during the previous progress monitoring. If a student is on Word List #4, for example, they will attempt this word list during the subsequent administration. If successful, two weeks later, they will read Word List #5. If not successful, two weeks later, they will re-attempt Word List #4.

Two columns are provided to mark student scores. If a student remains on the same word list for more than two administrations, the teacher will need to create additional columns by hand.



### Key Points

- Students may only move through multiple word lists in the baseline administration.
- During all other administrations students will only read one word list at a time.
- Student may not move forward to next word list until he/she has read the previous words list successfully (15-16 words correctly).
- Word lists can be read as many times as necessary.
- Additional columns in student answer booklet may need to be created if a word list is read more than twice.



### Notes

## SLIDE 17



**Non-Baseline Administrations**

A9



**Key Points**



**Notes**

## SLIDE 18

**All Non-Baseline Administrations** A10

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

### DO:

Read/review slide.



Point out to participants that they have this information in their Participant Packet as a quick reference guide.




### Key Points



### Notes

## SLIDE 19

A vertical column of yellow puzzle pieces on the left side of the slide.

### 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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### DO:

Read/review slide.



### Key Points



### Notes

## 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.

*Te voy a mostrar unas palabras y quiero que las leas 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 *Folieto de respuestas del estudiante*.

**Reconocimiento de las palabras**

Numero 1		
Palabras	¿Se leen correctamente?	¿Se reconocen correctamente?
1. ti		
2. no		
3. mi		
4. to		
5. de		
6. su		

Numero 2		
Palabras	¿Se leen correctamente?	¿Se reconocen correctamente?
1. se		
2. va		
3. nos		
4. con		
5. mis		

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## Key Points

- Teachers' instructions to students will always appear in ***bold italic text***.
- There is a screenshot of the student answer booklet.
- Notice there are only two columns for each word list.
- If student reads word list more than twice, you may write additional results in the margins or in the box with a different color ink pen.



## Notes



## SLIDE 21

Reconocimiento de las palabras

Número 1			
Palabras	Primera administración (0,1)	Segunda administración (0,1)	
1. ti			
2. no			
3. ve			
4. lo			
5. de			
6. su			
7. si			
8. en			
9. yo			
10. la			
11. me			
12. es			
13. al			
14. el			
15. ya			
16. le			
Total número 1:			
¿Frustración? (14 o menos)	Sí	No	Sí No
Fecha:	/ /	/ /	/ /

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There are **THREE** ✓ ☆ CLICKS of animation for this slide.

**DO:**

✓ ☆ CLICK

**SAY:**

To score this section, place a 1 or a 0 in each box as the student reads the word.

**DO:**

✓ ☆ CLICK

**SAY:**

Total the score at the bottom of the page. If the student is "Frustración", circle "Sí" at the bottom of the page and administer this section again during the next administration.

**DO:**

✓ ☆ CLICK

**SAY:**

Record the administration date in the space provided.




## Key Points

- If student reads word correctly, score it a 1.
- If student reads word incorrectly, score it a 0.
- If student reads 14 or less words correctly, circle 'Si' for frustrational. Otherwise circle 'No'.
- Be sure to record date of administration at bottom of column.



## Notes

## SLIDE 22



### 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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### DO:

Read/review slide.



### Key Points



### Notes

A15

Exactitud,  
fluidez y  
comprensión  
de lectura

Cuento 1

Responde a las preguntas de comprensión de lectura

Prueba

Le tiene de Andy

¡Hola!

¡Hola! ¿Vas a leer un cuento? El cuento se llama "La terna de Andy". Se trata de un niño que pierde su terna. Lee este cuento en voz alta. Lee con atención para saber de qué se trata, luego de leer unos pequeños. Puedes ver el cuento cuando quieras los pequeños. Después de leer déjale la primera página.

Tengo una maestra muy linda. Se llama Suseña y me quiere mucho. Todos los días me encarga tareas. Un día se me rompió la mochila y mi terna se cayó. Cuando llegué a la escuela ya no tenía la terna. Le conté lo que había pasado a la maestra pero no me creyó. Me pude muy triste porque la Suseña me encargó doble tarea para el día siguiente.

Después del recreo, alguien vino a tocar la puerta. ¡Era el dueño del autobús!

—¿Buenos días a todos!— dijo. —¿Buenos días Don Samuel!— gritamos todos a la vez.

—¿Qué es lo que pasa Don Samuel?— preguntó la maestra.

—Vengo a entregar una terna— dijo. Todos los niños se echaron a reír. Don Samuel dijo: —Es la terna de Andy. Probablemente se la cayó de su mochila—.

Yo me sonreí y la maestra me devolvió la sonrisa cariñosamente.

Cuento 1

Responde a las preguntas de comprensión de lectura

Segunda

Le tiene de Andy

¡Hola!

¡Hola! ¿Vas a leer un cuento? El cuento se llama "La terna de Andy". Se trata de un niño que pierde su terna. Lee este cuento en voz alta. Lee con atención para saber de qué se trata, luego de leer unos pequeños. Puedes ver el cuento cuando quieras los pequeños. Después de leer déjale la primera página.

Tengo una maestra muy linda. Se llama Suseña y me quiere mucho. Todos los días me encarga tareas. Un día se me rompió la mochila y mi terna se cayó. Cuando llegué a la escuela ya no tenía la terna. Le conté lo que había pasado a la maestra pero no me creyó. Me pude muy triste porque la Suseña me encargó doble tarea para el día siguiente.

Después del recreo, alguien vino a tocar la puerta. ¡Era el dueño del autobús!

—¿Buenos días a todos!— dijo. —¿Buenos días Don Samuel!— gritamos todos a la vez.

—¿Qué es lo que pasa Don Samuel?— preguntó la maestra.

—Vengo a entregar una terna— dijo. Todos los niños se echaron a reír. Don Samuel dijo: —Es la terna de Andy. Probablemente se la cayó de su mochila—.

Yo me sonreí y la maestra me devolvió la sonrisa cariñosamente.

**SAY:**  
*Now let’s take a look at how reading accuracy, fluency and comprehension is measured on the 2 week administration schedule.*

Key Points

- This is a screenshot of a story page from the student answer booklet.

Notes

## SLIDE 24

A16

**Cuento 1** Exactitud, fluidez y comprensión de lectura  
**Primera** La tarea de Andy

**Cuento 2** Exactitud, fluidez y comprensión de lectura  
**Segunda** 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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This slide has two ✓ ☆ CLICKS of animation.

**SAY:**

This slide shows the Story Pages from the Folleto de respuestas del estudiante. At the top of the page...

**DO:**

✓ ☆ CLICK

**SAY:**

...there are a set of directions that should be read to the student before he or she begins to read. They give the student a brief description of the story and a purpose for reading.

**DO:**

✓ ☆ CLICK

**SAY:**

There are two copies of each story provided in the Folleto de respuestas del estudiante. Each one is labeled either "Primera" or "Segunda". The second story is provided for cases in which a story is re-read because of the backtracking rule.



## Key Points

- Before the student reads the story, the teacher should read him/her the introductory paragraph found at the top of the page.
- There are two copies of each story in the student answer booklet.



## Notes

## SLIDE 25

A17

11  
23  
36  
50  
62

59

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There are three ✓ ☆ CLICKS of animation on this slide.

**SAY:**

*One of the helpful features of the MPLP is the numbering at the end of each line of print. The number printed after the last word tells you the number of the last word in the line. This is a great time saver in determining Accuracy and Fluency rates. for example,*

**DO:**

✓ ☆ CLICK

**SAY:**

*in the example above, “nos” is word 11, while “Susana” is word 62. Let’s suppose that a student’s...*

**DO:**

✓ ☆ CLICK

**SAY:**

*last word after two minutes was “porque”. In order to determine what number word “porque” is, you should count backwards starting from the last word on the line, “Susana”. Let’s count back together:*

**DO:**

✓ ☆ CLICK (This animation is slightly delayed which will allow you to count backwards together.)

**SAY:**

*62...61...60...59. The last word read after two minutes was number 59. This number should be recorded on the*



## Key Points

- A running word count can be found at the end of each line.
- Count backwards to determine last word read in the story.



## Notes

### Note For Presenter

Please familiarize yourself with the animation on this slide very well before your presentation.

*Accuracy and Fluency tables that I will show you on the next slide.*

## SLIDE 26

**A18**

Cuento 1		Exactitud, fluidez y comprensión de lectura									
2 semanas		La tarea de Andy									
<b>Exactitud</b>											
Administración	Última palabra leída	-	Errores	=	Palabras correctas	÷	Última palabra leída	=	%	exactitud	(Frustración? .87 (87%) o menos)
Primera	59	-	7	=	52	÷	59	=	.88		Sí (No)
Segunda		-		=		÷		=			Sí No
<b>Fluidez</b>											
Administración	Última palabra leída	-	Errores	=	Palabras correctas	÷	Segundos x 60	=	PLCPM		
Primera	59	-	7	=	52	÷	120	x 60 =	26		
Segunda		-		=		÷		x 60 =			

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

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

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There are two ✓ ☆ CLICKS of animation for this slide.

**DO:**

✓ ☆ CLICK

**SAY:**

Our student's last word read was 59, which should be recorded in the space provided on the first table. If this student made, let's say, 7 errors, we can then calculate the Accuracy rate. The accuracy rate is determined by dividing the total number of words read correctly [in our case 52 (59 – 7 = 52)] by the last word read, which we know is 59. As you can see, this is .8813, and since .88 is above .87 (POINT TO THE LAST COLUMN), the student is NOT considered to be Nivel de frustración on this story, so the 'No' box has been circled. If the student had been Nivel the Frustración, then they should backtrack unless the previous story has already been read twice.

The fluency rate is similarly determined.

**DO:**

✓ ☆ CLICK

Walk participants through how to determine the fluency rate.



### Key Points

- Following each story in the student answer booklet, are tables to help you determine the accuracy and fluency.
- To determine accuracy level, record the number of the last word read and the total number of errors and then just follow the formula.
- To determine fluency, record the number of the last word read, total number of errors, time (in seconds), and then complete the formula.



### Notes



If this is a PM only training, allow participants to practice determining the fluency rates in Participant Packet.

ANSWERS:

Primera: Accuracy = FRU = NO  
 Fluency 47.499 or 49 plcpm

Segunda: Accuracy= FRU=NO  
 Fluency 58.89 or 59 plcpm

SLIDE 27

Comprehension  
Two Week Schedule

A19

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?

Click on Arrow to  
Continue

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**DO:**  
Walk through the slide with the participants. Point out that the questions are so general that they could apply to any story and could be used regardless of the point a student reached in the story.



Key Points

- The same two general questions are asked after each 2 week administration.
- These questions are designed so that the student will be able to answer regardless of where they ended in the story.



Notes



## SLIDE 28




**Key Points**



**Notes**

## SLIDE 29



### 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.

#### DO:

Paraphrase slide.



#### ADDITIONAL INFORMATION FOR PRESENTER:

The first administration of the MPLP is your baseline administration. Each student establishes a baseline at his/her reading level. The baseline is the starting point for the semester (if a student is off grade level) or for the school year (if the student is on grade level).

#### SAY:

*Let's look at how to give students in each grade level their baseline assessment. We will demonstrate this process by using the flowcharts that are found in the Guía de administración.*



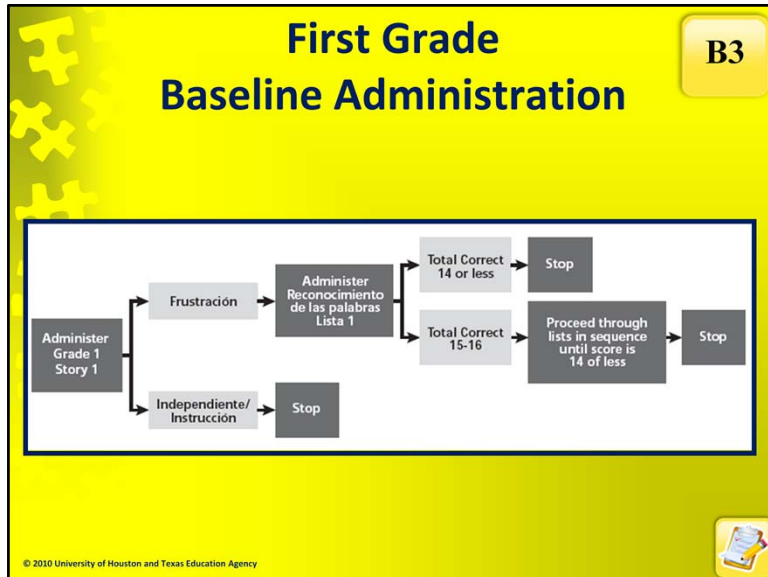
### Key Points

- You should start progress monitoring 6 weeks after your BOY Tejas LEE assessment
- The first MPLP administration is called the baseline administration.
- This administration will give you a starting point from which to measure progress.



### Notes

## SLIDE 30



### DO:

Walk the participants through the flowchart logic.

### SAY:

*You should note that all first grade students on a six week administration schedule should start with First Grade Story 1. If they read this story successfully, this is their baseline. However, if they are FRU on this story, they should backtrack to word list #1 and then work their way through the lists.*

*Because it is so early in the school year, it is not necessary to always move a Grade 1 student unable to read story 1 to a two week administration schedule. The teacher, however, should closely monitor such students to ensure they are making adequate reading progress between 6 week administrations.*

*If a student scores less than 15 correct on any of the word lists, the baseline is established with the previous list and the administration is completed. For example, if a student read word lists 1, 2 and 3 successfully, but scored less than 15 on word list 4, their baseline would be word list 3.*



## Key Points

For G1 Baseline Administration:

- All students should start with G1, Story 1.
- If they are able to read it successfully, this is their baseline.
- If they are unable to read Story 1, they should proceed to Word List #1 and continue until they reach a word list where they can only read 14 words or less. This will be their baseline.



## Notes

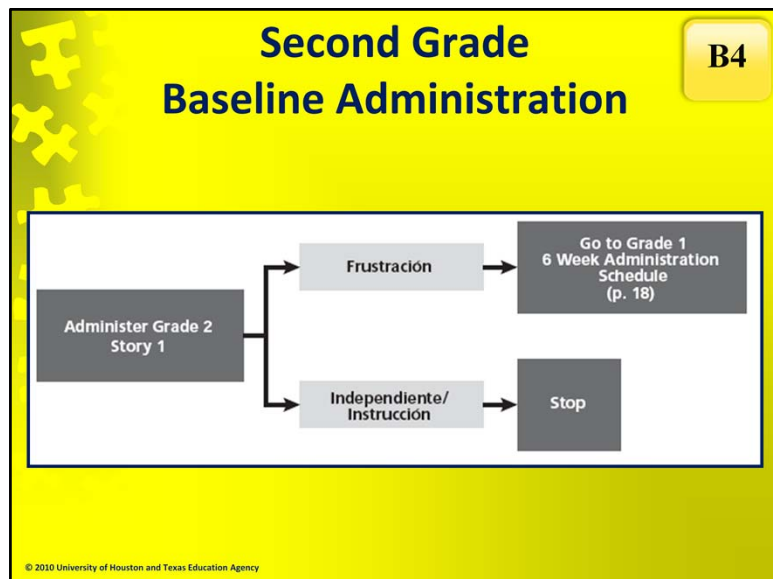


Have participants complete the TRUE/FALSE activity in the Participant Packet

### ANSWERS:

1. FALSE-start with Story 1
2. TRUE
3. FALSE-word lists are only read if unsuccessful on story
4. TRUE

## SLIDE 31



### DO:

Walk participants through the flowchart logic.

### SAY:

*If a student is FRU on story one, it is recommended that the student be moved to a two week administration.*



## Key Points

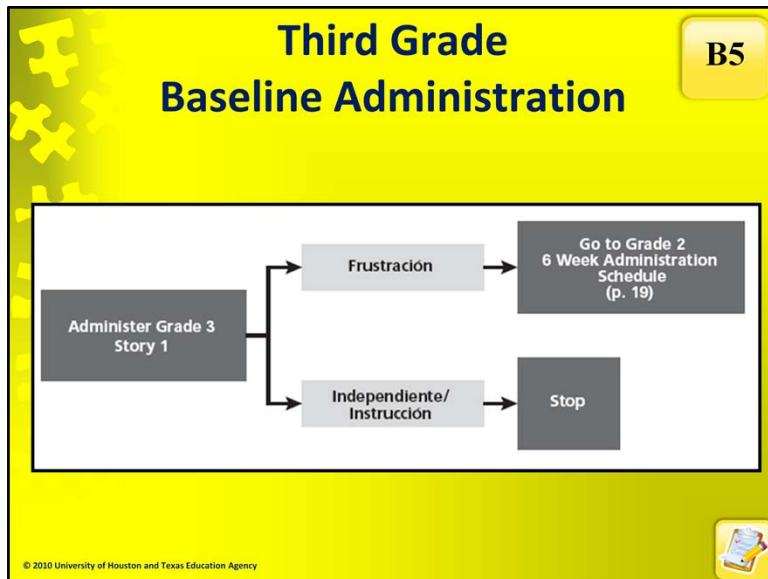
For G2 Baseline Administration:

- All students should start with G2, Story 1.
- If they are able to read it successfully, this is their baseline.
- If they are unable to read G2, Story 1, they should proceed to the first grade 6 week administration flowchart and follow it accordingly.
- However, if a student is reading off grade level, it is recommended that they be moved to a 2 week schedule.



## Notes

## SLIDE 32



### DO:

Walk participants through the flowchart logic.

### SAY:

*If a student is FRU on story one, it is recommended that the student be moved to a two week administration.*



*The participant packet emphasizes the key point on this slide that students unable to read Story 1 should be progress monitored on the two-week administration schedule.*



## Key Points


For G3 Baseline Administration:

- All students should start with G3, Story 1.
- If they are able to read it successfully, this is their baseline.
- If they are unable to read G3, Story 1, proceed to the second grade 6 week administration flowchart and follow it accordingly.
- However, if a student is reading off grade level, it is recommended that they be moved to a 2 week schedule.



## Notes

## SLIDE 33



### Baseline Assessment Summary

#### 6 Week

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

B6

#### DO:

Read/review slide.




### Key Points

- All students should start with Story 1 of their current grade level.
- For Grade 1, if student is unsuccessful with Story 1, then move to Word List #1 and establish baseline that way.
- For Grades 2 and 3, if student is unsuccessful with Story 1, then move back to Story 1 of previous grade and follow their flowchart.



### Notes


## SLIDE 34



### 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.*



#### SAY:

*Students read one entire story six week administration schedule. After they finish, the teacher asks them 6 comprehension questions that are specific to the story content. Some questions are explicit and others are implicit.*

*There are three possible accuracy levels: Nivel independiente, Nivel de instrucción, or Nivel de frustración.*

*Have participants complete the Fill in the Blank activity in their participant packet. The answers are:*



1. *entire*
2. *six*
3. *three*



### Key Points

- No time limit. Students read entire story.
- Students answer 6 story specific comprehension questions
- 3 Accuracy levels: Nivel independiente, Nivel de instrucción, Nivel de frustración



### Notes

## SLIDE 35

### 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)

**DO:**

Read/review slide.




### Key Points

- Students only read word lists if unsuccessful with Grade 1, Story 1.
- ❖ For baseline, start with Word List #1 and continue until they reach FRU level (14 or less correct)
- ❖ For subsequent administrations, students will read only one word list per administration
- ❖ Can not move forward from a word list until they are successful (15-16 correct)



### Notes





B9

Non-Baseline Administrations



**Key Points**




**Notes**

## SLIDE 37

**All Non-Baseline Administrations** B10

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



### DO:

Read/review slide.



Point out to participants that they have this information in their Participant Packet as a quick reference guide.




## Key Points



## Notes

## SLIDE 38



### 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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### DO:

Read/review slide.



### Key Points



### Notes

## Word Lists

B12

**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.

*Te voy a mostrar unas palabras y quiero que las leas 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 *Folieto de respuestas del estudiante*.

**Reconocimiento de las palabras**

Numero 1			Numero 2		
Palabras	¿Se lee correctamente?	¿Se entiende?	Palabras	¿Se lee correctamente?	¿Se entiende?
1. ti			1. se		
2. no			2. via		
3. mi			3. nos		
4. to			4. con		
5. de			5. mis		
6. su					

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## Key Points

- Teachers' instructions to students will always appear in ***bold italic text***.
- There is a screenshot of the student answer booklet.
- Notice there are only two columns for each word list.
- If student reads word list more than twice, you may write additional results in the margins or in the box with a different color ink pen.



## Notes

## SLIDE 40

Reconocimiento de las palabras

Número 1			
Palabras	Primera administración (0,1)	Segunda administración (0,1)	
1. ti			
2. no			
3. ve			
4. lo			
5. de			
6. su			
7. si			
8. en			
9. yo			
10. la			
11. me			
12. es			
13. al			
14. si			
15. ya			
16. le			
Total número 1:			
¿Frustración? (14 o menos)			
Sí No Sí No			
Fecha: / /			

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There are THREE ✓ ☆ CLICKS of animation for this slide.

**DO:**

✓ ☆ CLICK

**SAY:**

To score this section, place a 1 or a 0 in each box as the student reads the word.

**DO:**

✓ ☆ CLICK

**SAY:**

Total the score at the bottom of the page. If the student is "Frustración", circle "Sí" at the bottom of the page and administer this section again during the next administration.

**DO:**

✓ ☆ CLICK

**SAY:**

Record the administration date in the space provided.



## Key Points

- If student reads word correctly, score it a 1.
- If student reads word incorrectly, score it a 0.
- If student reads 14 or less words correctly, circle 'Si' for frustrational. Otherwise circle 'No'.
- Be sure to record date of administration at bottom of column.



## Notes

# SLIDE 41

# Exactitud, fluididez y comprensión de lectura

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**SAY:**

*Now let's take a look at how reading accuracy, fluency and comprehension is measured on the 6 week administration schedule.*



## Key Points

- This is a screenshot of a story page from the student answer booklet.



## Notes

## SLIDE 42

B15

**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.

**Cuento 1** Exactitud, fluidez y comprensión de lectura

**Segunda** 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.

This slide has two ✓ ☆ CLICKS of animation.

**SAY:**

*This slide shows the Story Pages from the Folleto de respuestas del estudiante. At the top of the page...*

**DO:**

✓ ☆ CLICK

**SAY:**

*there are a set of directions that should be read to the student before he or she begins to read. They give the student a brief description of the story and a purpose for reading.*

**DO:**

✓ ☆ CLICK

**SAY:**

*There are two copies of each story provided in the Folleto de respuestas del estudiante. Each one is labeled either "Primera" or "Segunda". The second story is provided for cases in which a story is re-read because of the backtracking rule.*



## Key Points

- Before the student reads the story, the teacher should read him/her the introductory paragraph found at the top of the page.
- There are two copies of each story in the student answer booklet.



## Notes

## SLIDE 43

B16

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There are three ✓ ☆ CLICKS of animation on this slide.

**SAY:**

*One of the helpful features of the MPLP is the numbering at the end of each line of print. The number printed after the last word tells you the number of the last word in the line. This is a great time saver in determining Accuracy and Fluency rates. for example,*

**DO:**

✓ ☆ CLICK

**SAY:**

*in the example above, “nos” is word 11, while “Susana” is word 62. Let’s suppose that a student’s...*

**DO:**

✓ ☆ CLICK

**SAY:**

*last word after two minutes was “porque”. In order to determine what number word “porque” is, you should count backwards starting from the last word on the line, “Susana”. Let’s count back together:*

**DO:**

✓ ☆ CLICK (This animation is slightly delayed which will allow you to count backwards together.)

**SAY:**

*62...61...60...59. The last word read after two minutes was number 59. This number should be recorded on the Accuracy and Fluency tables that I will show you on the next slide.*



## Key Points

- A running word count can be found at the end of each line.
- Count backwards to determine last word read in the story.



## Notes

Please familiarize yourself with the animation on this slide very well before your presentation.



## SLIDE 44

**B17**

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

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### Key Points

- Determine number of errors made and:
  - ❖ circle corresponding accuracy level
  - ❖ record number in error box found in fluency formula

This slide has 2 ✓ ☆ CLICKS of animation.

**SAY:**

*This slide shows the Accuracy and Fluency table for the Six Week Administration Schedule from the Folleto de respuestas del estudiante. Let's suppose that a First Grade student named Gabriela was reading Story 1 and during the reading had 7 miscalls.*

**DO:**

✓ ☆ CLICK

**SAY:**

*As you can see this information is recorded in the error column under Fluidez. This number is then checked against the accuracy table above. In this story, 0-7 errors puts Gabriela in the INDEPENDIENTE Accuracy rate.*

**DO:**

✓ ☆ CLICK

**SAY:**

*The accuracy rate should be circled on the table.*



### Notes

## SLIDE 45

**B18**

Cuento 1		Exactitud, fluidez y comprensión de lectura									
6 semanas		La tarea de Andy									
		Exactitud de lectura					Tiempo				
		<div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span>0-7 errores</span> <span>8-17 errores</span> <span>18 o más errores</span> </div>					<div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span>Administración</span> <span>Min : Seg</span> <span>=</span> <span>Total (en seg.)</span> </div>				
Primera	IND	INS	FRU			Primera	3	:31	=	211	
Segunda	IND	INS	FRU			Segunda	:		=		
Trace un círculo alrededor del nivel apropiado.											
Fluidez											
		Palabras en el cuento	-	Errores	=	Palabras correctas	÷	Segundos	÷ 60	=	PLCPM
Primera		146	-	7	=		÷	211	x 60	=	
Segunda		146	-		=		÷		x 60	=	

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### Key Points

- Convert the total time read into seconds only
- Enter total seconds into corresponding box in fluency formula

This slide has 2 ✓ ☆ CLICKS of animation.

**SAY:**

*Let's further suppose that Gabriela read the story in 3 minutes and 31 seconds.*

**DO:**

✓ ☆ CLICK

**SAY:**

*This information is entered into the TIEMPO table and converted into seconds. This information is then transferred into the 'segundos' column on the FLUIDEZ table.*

**DO:**

✓ ☆ CLICK



### Notes

## SLIDE 46

**B19**

Cuento 1		Exactitud, fluidez y comprensión de lectura			
6 semanas		La tarea de Andy			
		Exactitud de lectura		Tiempo	
		0-7 errores	8-17 errores	18 o más errores	
Administración					Administración    Min : Seg    =    Total (en seg.)
Primera	IND	INS	FRU		Primera    3 : 31    =    211
Segunda	IND	INS	FRU		Segunda    :    =
<i>Trace un círculo alrededor del nivel apropiado.</i>					
		$146 - 7 = 139$			
		Fluidez			
Administración	Palabras en el cuento	-	Errores	=	Palabras correctas
Primera	146	-	7	=	139
Segunda	146	-		=	
				÷	Segundos x 60 =
					211 x 60 = 40
				×	60 =
					139 ÷ 211 × 60 = 39.52
		Rounded to 40			

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This slide has 2 ✓ ☆ CLICKS of animation.

**SAY:**

*Now we are ready to calculate the fluency rate.*

**DO:**

✓ ☆ CLICK

**SAY:**

*First we determine the number of words read correctly by subtracting the number of errors from the total of numbers in the story. For the six week schedule, this number is pre-printed on the table as students always read the entire story.*

*Next, the Words correct is divided by the total number of seconds and this result is multiplied by sixty, giving us a fluency rate of...*

**DO:**

✓ ☆ CLICK

**SAY:**

*...40 words read per minute, or in Spanish "40 palabras leídas correctamente por minuto PLCPM".*



## Key Points

- Once you have recorded number of errors and total seconds, then simply complete the formula to determine fluency rate.



## Notes



Examples: If this is a PM only training, allow participants to practice determining the fluency rates in Participant Packet.

ANSWERS:

Primera: Accuracy = Nivel de instrucción

Time: 315, Fluency 69.33 or 69 plcpm

Segunda: Accuracy= Nivel independiente

Time: 294 Fluency 76.94 or 77 plcpm

## SLIDE 47

**B20**

Cuarto 1		Exactitud, fluidez y comprensión de lectura	
6 semanas		La tarea de Andy	
		Respuesta correcta (RC)	Respuesta incorrecta (RI)
1. ¿Qué dice Andy de su maestra? Es muy linda, quiere mucho a los alumnos, les da mucha tarea. Se requiere una sola respuesta.			
2. ¿Cómo se llama la maestra de Andy? Señorita Susana.			
3. ¿Qué dice la maestra de Andy? Es muy linda, quiere mucho a los alumnos, les da mucha tarea. Se requiere una sola respuesta.			
4. ¿Cómo se llama la maestra de Andy? Señorita Susana.			
5. ¿Quién vino a tocar la puerta de la casa? El conductor del autobús, Don Samuel. Se requiere una sola respuesta.			
6. ¿Por qué fue al chofer del autobús al salón de Andy? Respuesta: A entregar la tarea de Andy.			
		Total RC	Total RI
		Total correctas	

**Comprehension  
Six Week Schedule**

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There is 1 ✓ ☆ CLICK of animation for this slide.

### SAY:

*An example of the comprehension question page for the 6 week schedule is shown above. As you can see, there are six questions for each story. The questions relate to the story that the student just read and suggested answers are provided in the folleto. As with all Comprehension tasks on the Tejas LEE, a teacher may always use professional judgment to decide whether to count a student response correct if it is not listed among the suggested answers.*

### DO:

✓ ☆ CLICK

### SAY:

*Taking a closer look at the questions, the part the teacher asks is presented in bold italic type. The answers are directly below. If more than one possible answer is given, the number of answers that the student must give to receive credit for the question is provided below. For example, on question #1, two possible answers are provided, but only one is required.*

*If a student gives one answer, but more are required, it is acceptable to prompt the student by asking them, “¿Y qué más?”*

*Also note, that two columns are provided for two possible*



## Key Points

- 6 questions per story
- Suggested answers are provided but are not all inclusive
- Teacher should use their professional judgment to determine if a response is correct or incorrect.
- When asking questions that require more than one answer, it is okay to prompt the student by saying, “¿Y qué más?”




## Notes

## SLIDE ‹#›

*administrations of the questions, should the student re-read this story due to backtracking rules.*


# SLIDE 48

B21



## Comprehension Six Week Schedule

Click on Arrow to  
Continue



**Cuento 1**

**6 semanas**

**Exactitud, fluidez y comprensión de lectura**

**La tarea de Andy**

	Preguntas (a) y Señala (b)	
Explicitas	1. ¿Qué dice Andy de su maestra? Es muy linda, quiere mucho a los alumnos, le da mucha tarea. Se requiere una sola respuesta.	
	2. ¿Cómo se llama la maestra de Andy? Señorita Suzana.	
	3. ¿Por qué se salió la tarea de la mochila de Andy? Porque la mochila estaba rota.	
	4. ¿Cómo se sintió Andy cuando la maestra le encargó doble tarea? Triste.	

	Preguntas (a) y Señala (b)	
Explicitas	5. ¿Quién vino a tocar la puerta de la casa? El conductor del autobús, Don Samuel. Se requiere una sola respuesta.	Total Exp
Implícitas	6. ¿Por qué fue al chofer del autobús al salón de Andy? Respuesta: A. entregar la tarea de Andy.	Total Imp
<b>Total correctas:</b> <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span>		

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There is 1 ✓ ☆ CLICK of animation for this slide.

**DO:**

✓★ *CLICK*

**SAY:**

*A vertical bar on the left hand side of each column indicates whether the questions are implicit or explicit. The actual number of explicit and implicit questions varies by story. In the example above, there are 5 explicit and 1 implicit question.*



## Key Points

- All questions are labeled as either explicit or implicit
- Number of explicit vs implicit will vary by story



## Notes




**Key Points**



**Notes**

## SLIDE 50



### 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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### DO:

Read/review slide.



### Key Points


- For struggling readers, we recommend a 2 week schedule
- For average and above average readers, we recommend a 6 week schedule



### Notes



## SLIDE 51



### 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.

#### DO:

Paraphrase slide.



#### ADDITIONAL INFORMATION FOR PRESENTER:

The first administration of the MPLP is your baseline administration. Each student establishes a baseline at his/her reading level. The baseline is the starting point for the semester (if a student is off grade level) or for the school year (if the student is on grade level).

#### SAY:

*Let's look at how to give students in each grade level their baseline assessment. We will demonstrate this process by using the flowcharts that are found in the MPLP Guía de administración.*



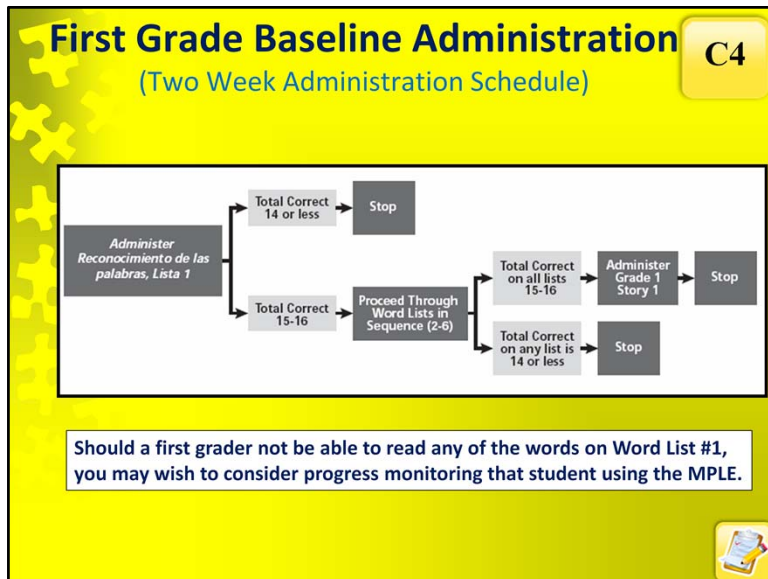
### Key Points

- You should start progress monitoring 2 or 6 weeks after your BOY Tejas LEE assessment
- The first MPLP administration is called the baseline administration.
- This administration will give you a starting point from which to measure progress.



### Notes

## SLIDE 52



### SAY:

*When establishing the baseline for a first grade student using the two week administration schedule, you will start by having the students read "Word List #1". Following the flowchart (use a pointer or laser and follow the arrows as you follow the flowchart), if the student reads 14 or less words, you stop the administration. Word List #1 becomes that student's baseline. However, should a student read 15 or 16 right, he/she should continue on to Word List #2 and so on. There are 6 word lists in all. If a student should read less than 15 words correct on any word list, the administration is ended. The word list on which the student read less than 15 words becomes the baseline.*

*Should a student read all 6 word lists successfully, they should then read Grade 1 Story 1 and this story becomes their baseline.*

*So, a first grader may establish their baseline on Word List #1, #2, #3, #4, #5, #6, or on Grade 1 Story 1.*

### DO:

Paraphrase the footnote at the bottom of the slide.



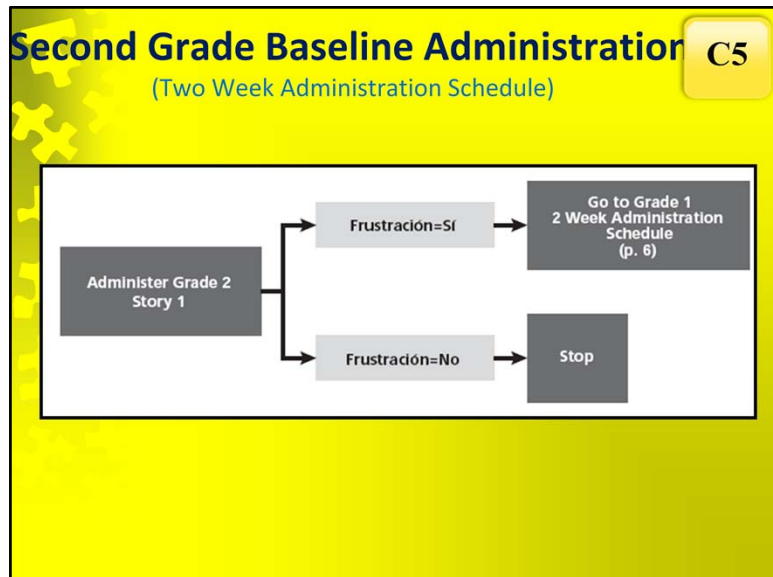
## Key Points

- All first grade students should start with Word List #1
- Continue administering word lists until the student reads 14 words or less correctly. This is their baseline.
- If student reads all 6 words lists correctly, then have them read Story 1. This is their baseline.



## Notes

## SLIDE 53



### DO:

Walk participants through the flowchart logic.

### SAY:

*Thus, a second grade student could establish his baseline with Grade 2 Story 1, Word List #1, #2, #3, #4, #5, #6 or Grade 1 Story 1, depending on his/her reading ability.*



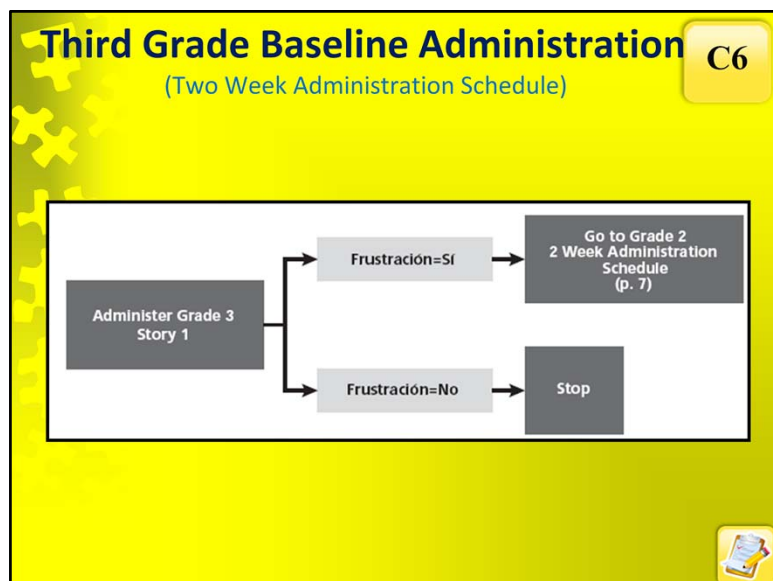
## Key Points

- All second grade students start with G2, Story 1.
- If student reads this story successfully, then this is their baseline.
- If student is frustrational on Story 1, then go back to Grade 1: 2 Week Administration Schedule and follow that flowchart.



## Notes

## SLIDE 54



### DO:

Walk participants through the flowchart logic.

### SAY:

*Thus, a third grade student could establish his baseline with Grade 3 Story 1, Grade 2 Story 1, Word List #1, #2, #3, #4, #5, #6 or Grade 1 Story 1, depending on his/her reading ability.*



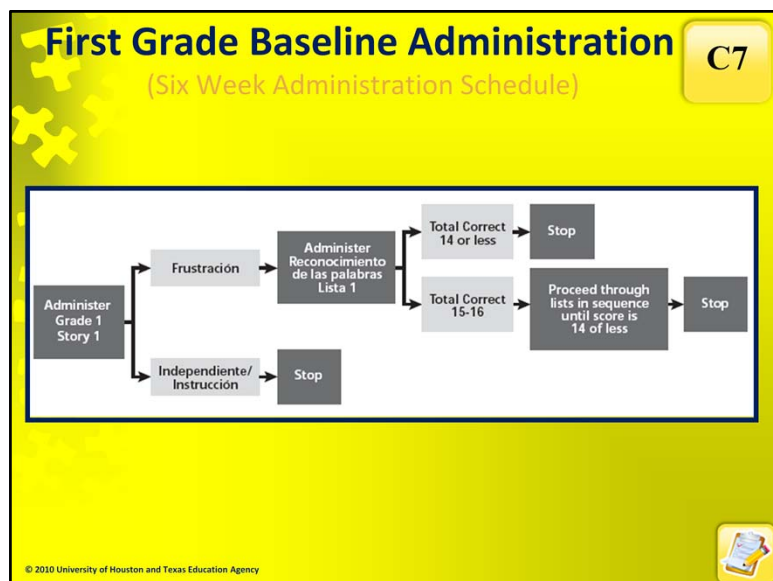
## Key Points

- All third grade students should start with G3, Story 1.
- If student reads this story successfully then this is their baseline.
- If student is frustrational on Story 1, then go back to Grade 2: 2 Week Administration Schedule and follow that flowchart.
- If student is still frustrational on G2, Story 1, then go back to Grade 1: 2 Week Administration Schedule and follow that flowchart.



## Notes

## SLIDE 55



### DO:

Walk participants through the flowchart logic.

### SAY:

*You should note that the flowchart logic for the 6 week administration is very similar to the 2 week schedule. The main differences are:*

- 1. Students start by reading Grade 1 Story 1 rather than the word lists.*
- 2. There are three possible accuracy levels for the six week schedule (Nivel Independiente, Nivel de instrucción and Nivel de frustración) rather than just the two for the two week schedule.*



Have participants complete the TRUE/FALSE activity in the Participant Packet

### ANSWERS:

1. FALSE-start with Story 1
2. TRUE
3. FALSE-word lists are only read if unsuccessful on story. Word lists are then read until a score of 14 or less
4. TRUE



## Key Points

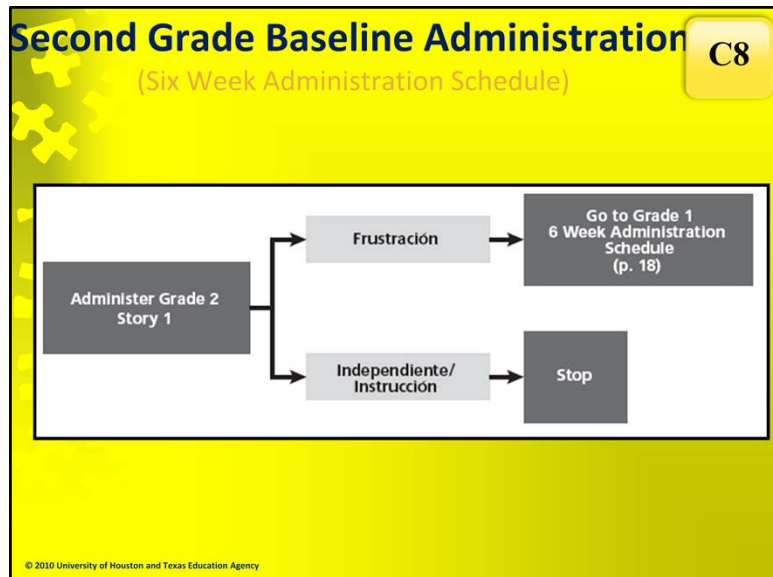
For G1 Baseline Administration:

- All students should start with G1, Story 1.
- If they are able to read it successfully, this is their baseline.
- If they are unable to read Story 1, they should proceed to Word List #1 and continue until they reach a word list where they can only read 14 words or less. This will be their baseline.



## Notes

## SLIDE 56



### DO:

Walk participants through the flowchart logic.

### SAY:

*The flowchart above is identical to the two week administration schedule with the exception of the accuracy levels.*



## Key Points

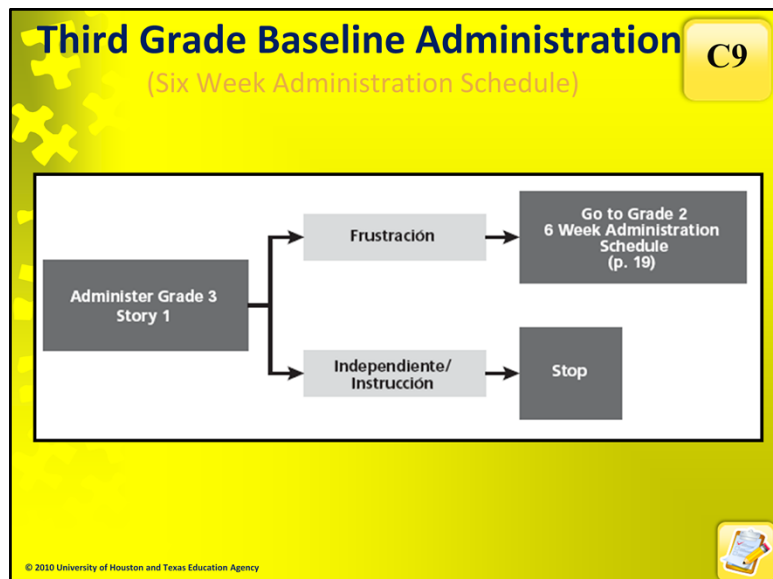
For G2 Baseline Administration:

- All students should start with G2, Story 1.
- If they are able to read it successfully, this is their baseline.
- If they are unable to read G2, Story 1, they should proceed to the first grade 6 week administration flowchart and follow it accordingly.
- However, if a student is reading off grade level, it is recommended that they be moved to a 2 week schedule.



## Notes

## SLIDE 57



### DO:

Walk participants through the flowchart logic.

### SAY:

*As with the second grade flowchart, this one is identical to the 2 week schedule with the exception of the accuracy levels.*



*The participant packet emphasizes the key point on this slide that students unable to read Story 1 should be progress monitored on the two-week administration schedule.*



## Key Points


For G3 Baseline Administration:

- All students should start with G3, Story 1.
- If they are able to read it successfully, this is their baseline.
- If they are unable to read G3, Story 1, proceed to the second grade 6 week administration flowchart and follow it accordingly.
- However, if a student is reading off grade level, it is recommended that they be moved to a 2 week schedule.



## Notes

## SLIDE 58



### Baseline Assessment Summary

(Two Week Administration Schedule)


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



C10

#### DO:

Read/review slide.



Point out to participants that they have this information in their handouts as a quick reference guide. They may wish to place this into their MPLP TE or kit.



### Key Points


- All students should start at their current grade level.
- 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



### Notes



## SLIDE 59



### Baseline Assessment Summary

(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

C11

This slide has 1 CLICK v★ of animation.

#### SAY:

*If a student on the six week administration schedule is unable to set an on-grade level baseline or must revert to the word lists, serious consideration should be given to changing this student to a two week schedule. Remember, the six week schedule is recommended for average and above average students.*



### Key Points

- All students should start with Story 1 of their current grade level.
- For Grade 1, if student is unsuccessful with Story 1, then move to Word List #1 and establish baseline that way.
- For Grades 2 and 3, if student is unsuccessful with Story 1, then move back to Story 1 of previous grade and follow their flowchart.



### Notes

## SLIDE 60

Story Overview		C12
<b>Two Week Schedule</b> <ul style="list-style-type: none"><li>•Students read selections for NO MORE than two minutes</li><li>•Students answer TWO GENERAL comprehension questions</li><li>•Students accuracy rate is limited to <i>Nivel de frustración</i> or NOT <i>Nivel de frustración</i></li></ul>	<b>Six Week Schedule</b> <ul style="list-style-type: none"><li>•Students are timed as they read the ENTIRE SELECTION</li><li>•Students answer SIX comprehension questions</li><li>•Students accuracy rate can be: <i>Nivel independiente, Nivel de instrucción, or Nivel de frustración</i></li></ul>	

### DO:

Paraphrase slide.



### ADDITIONAL INFORMATION FOR PRESENTER:

One easy way to remember the two week administration is that everything is in twos:

Students read for a maximum of TWO minutes. (They may read for less than two minutes if they finish the story sooner.)

Students answer TWO very general comprehension questions. (These questions are the same for all stories. Since students read for only two minutes, we cannot know how far into the story they will get, making it impossible for them to be assessed on story specific content. Rather, students answer the following questions: Who or what is this story mostly about? and What happens in this story?)

There are TWO accuracy levels: *Nivel de frustración* and NOT *Nivel de frustración*.

For the six week administration schedule:

Students read one entire story every six weeks. After they finish, the teacher asks them 6 comprehension questions that are specific to the story content. Some questions are explicit and others are implicit.

There are three possible accuracy levels: *Nivel independiente, Nivel de instrucción, or Nivel de frustración*.



## Key Points

### For 2 week schedule:

- 2 minute readings
- 2 general questions per story
- 2 accuracy levels: *Nivel de frustración* or NOT *Nivel de frustración*

### For 6 week schedule:

- No time limit. Students read entire story.
- Students answer 6 story specific comprehension questions
- 3 Accuracy levels: *Nivel independiente, Nivel de instrucción, Nivel de frustración*



## Notes

To emphasize that everything is "Two" in the Two Week

Administration schedule have them complete the Fill in the Blank administration where every missing answer is the same, "TWO".

On the six week administration Fill in the Blank activity, the answers are: 1. entire 2. six 3. three.

## SLIDE 61

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	

### DO:

Paraphrase slide.



### ADDITIONAL INFORMATION FOR PRESENTER:

One easy way to remember the two week administration is that everything is in twos:

Students read for a maximum of TWO minutes. (They may read for less than two minutes if they finish the story sooner.)

Students answer TWO very general comprehension questions. (These questions are the same for all stories. Since students read for only two minutes, we cannot know how far into the story they will get, making it impossible for them to be assessed on story specific content. Rather, students answer the following questions: Who or what is this story mostly about? and What happens in this story?)

There are TWO accuracy levels: *Nivel de frustración* and NOT *Nivel de frustración*.

For the six week administration schedule:

Students read one entire story every six weeks. After they finish, the teacher asks them 6 comprehension questions that are specific to the story content. Some questions are explicit and others are implicit.

There are three possible accuracy levels: *Nivel independiente*, *Nivel de instrucción*, or *Nivel de frustración*.



## Key Points

### For 2 week schedule:

- 2 minute readings
- 2 general questions per story
- 2 accuracy levels: *Nivel de frustración* or NOT *Nivel de frustración*


### For 6 week schedule:

- No time limit. Students read entire story.
- Students answer 6 story specific comprehension questions
- 3 Accuracy levels: *Nivel independiente*, *Nivel de instrucción*, *Nivel de frustración*




## Notes

SLIDE 62

Word List Overview		C14
<b>Two Week Schedule</b> <ul style="list-style-type: none"><li>•Students start reading the word lists with Word List #1</li><li>•Students continue to read the word lists until they reach the FRU level</li><li>•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)</li></ul>	<b>Six Week Schedule</b> <ul style="list-style-type: none"><li>•Students start reading the word lists ONLY IF UNSUCCESSFUL with Grade 1 Story 1 and start with Word List #1</li><li>•Students continue to read the word lists until they reach the FRU level</li><li>•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)</li></ul>	

**DO:**  
Read/review slide.

 Point out to participants that they have this information in their Participant Packet as a quick reference guide.



Key Points



Notes

SLIDE 63

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

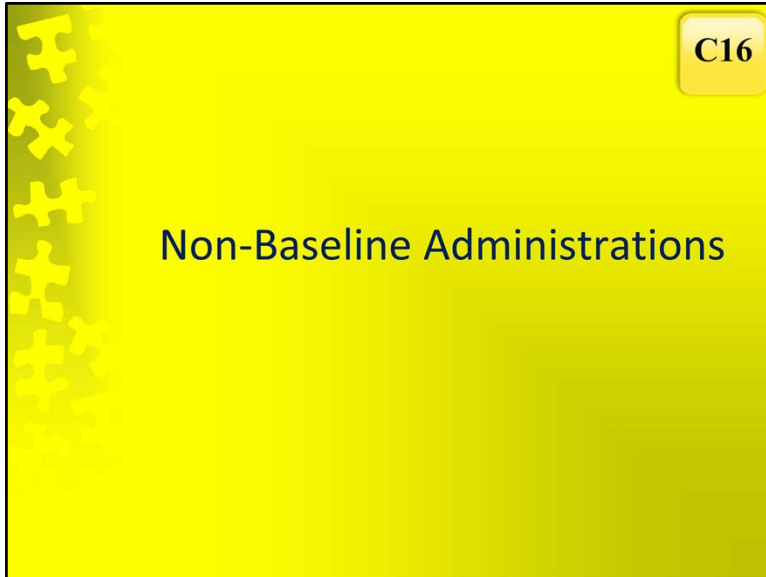
**DO:**  
Read/review slide.



Key Points



Notes



**Key Points**



**Notes**

## SLIDE 65

**All Non-Baseline Administrations** C17

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

### DO:

Read/review slide.




### Key Points



### Notes

## SLIDE 66



### 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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### DO:

Read/review slide.



### Key Points



### Notes



## SLIDE 67

# Word Lists

C19

**Materiales:**  
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. Muéstrole solamente una palabra a la vez. Utilice la hoja en blanco para cubrir el resto de las palabras.  
Te 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 dices 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		
Palabras	Respuesta	Respuesta
1. ti		
2. no		
3. m		
4. lo		
5. en		

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### Key Points

- Teachers' instructions to students will always appear in ***bold italic text***.
- There is a screenshot of the student answer booklet.
- Notice there are only two columns for each word list.
- If student reads word list more than twice, you may write additional results in the margins or in the box with a different color ink pen.



### Notes

## SLIDE 68

Reconocimiento de las palabras

Número 1			
Palabras	Primera administración (0,1)	Segunda administración (0,1)	
1. ti			
2. no			
3. ve			
4. lo			
5. de			
6. su			
7. si			
8. en			
9. yo			
10. la			
11. me			
12. es			
13. al			
14. si			
15. ya			
16. le			
Total número 1:			
¿Frustración? (14 o menos)			
		Sí	No
		Sí	No
Fecha: / /			

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There are THREE ✓ ☆ CLICKS of animation for this slide.

**DO:**

✓ ☆ CLICK

**SAY:**

*To score this section, place a 1 or a 0 in each box as the student reads the word.*

**DO:**

✓ ☆ CLICK

**SAY:**

*Total the score at the bottom of the page. If the student is "Frustración", circle "Sí" at the bottom of the page and administer this section again during the next administration.*

**DO:**

✓ ☆ CLICK

**SAY:**

*Record the administration date in the space provided.*



## Key Points

- If student reads word correctly, score it a 1.
- If student reads word incorrectly, score it a 0.
- If student reads 14 or less words correctly, circle 'Si' for frustrational. Otherwise circle 'No'.
- Be sure to record date of administration at bottom of column.



## Notes

C21

Exactitud,  
fluidez y  
comprensión  
de lectura

Cuento 1

Responde a las preguntas de comprensión de lectura.

Principio

Le tiene de Andy

¿Qué  
¿Andy vive a bien un cuento? El cuento se llama "La terna de Andy". Se trata de un niño que pierde su terna. Lee este  
cuento en voz alta. Lee con atención para saber de qué se trata, luego de leer unos párrafos. Puedes ver el cuento  
completo con los personajes, diálogos y leer después la primera página.

Tengo una maestra muy linda. Se llama Sufreanta Susana y me  
quiere mucho. Todos los días me encarga tareas. Un día se me  
rompió la mochila y me faltó de casa. Cuando llegué a la escuela  
ya no tenía la terna. Le conté lo que había pasado a la maestra  
pero no me creyó. Me pude muy triste porque la Sufreanta Susana  
me encargó doble tarea para el día siguiente.  
Después del recreo, alguien vino a tocar la puerta. ¡Era el dueño  
del autobús!  
—¿Quién eres a todos?— dijo. —¿Quién eres Don Samuel?  
—gritamos todos a la vez.  
—¿Qué es la terna Don Samuel?— preguntó la maestra.  
—Vengo a entregar una terna— dijo. Todos los niños se echaron  
a reír. Don Samuel dijo: —Es la terna de Andy. Probablemente se  
la cayó de su mochila—  
Yo me sonreí y la maestra me devolvió la sonrisa cariñosamente.

Cuento 1

Responde a las preguntas de comprensión de lectura.

Segunda

Le tiene de Andy

¿Qué  
¿Andy vive a bien un cuento? El cuento se llama "La terna de Andy". Se trata de un niño que pierde su terna. Lee este  
cuento en voz alta. Lee con atención para saber de qué se trata, luego de leer unos párrafos. Puedes ver el cuento  
completo con los personajes, diálogos y leer después la primera página.

Tengo una maestra muy linda. Se llama Sufreanta Susana y me  
quiere mucho. Todos los días me encarga tareas. Un día se me  
rompió la mochila y me faltó de casa. Cuando llegué a la escuela  
ya no tenía la terna. Le conté lo que había pasado a la maestra  
pero no me creyó. Me pude muy triste porque la Sufreanta Susana  
me encargó doble tarea para el día siguiente.  
Después del recreo, alguien vino a tocar la puerta. ¡Era el dueño  
del autobús!  
—¿Quién eres a todos?— dijo. —¿Quién eres Don Samuel?  
—gritamos todos a la vez.  
—¿Qué es la terna Don Samuel?— preguntó la maestra.  
—Vengo a entregar una terna— dijo. Todos los niños se echaron  
a reír. Don Samuel dijo: —Es la terna de Andy. Probablemente se  
la cayó de su mochila—  
Yo me sonreí y la maestra me devolvió la sonrisa cariñosamente.

**SAY:**  
*Now let’s take a look at how reading accuracy, fluency and comprehension is measured on the 6 week administration schedule.*

Key Points

- This is a screenshot of a story page from the student answer booklet.

Notes

## SLIDE 70

This slide has two ✓ ☆ CLICKS of animation.

**SAY:**

*This slide shows the Story Pages from the Folleto de respuestas del estudiante. At the top of the page...*

**DO:**

✓ ☆ CLICK

**SAY:**

*there are a set of directions that should be read to the student before he or she begins to read. They give the student a brief description of the story and a purpose for reading.*

**DO:**

✓ ☆ CLICK

**SAY:**

*There are two copies of each story provided in the Folleto de respuestas del estudiante. Each one is labeled either "Primera" or "Segunda". The second story is provided for cases in which a story is re-read because of the backtracking rule.*



## Key Points

- Before the student reads the story, the teacher should read him/her the introductory paragraph found at the top of the page.
- There are two copies of each story in the student answer booklet.



## Notes

## SLIDE 71

**C23**

llama señorita Susana y nos 11  
 encarga tarea. Un día se me 23  
 cayó. Cuando llegué a la escuela 36  
 que había pasado a la maestra 50  
 triste porque la señorita Susana 62

**59**

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There are three ✓☆☆ CLICKS of animation on this slide.

**SAY:**

*One of the helpful features of the MPLP is the numbering at the end of each line of print. The number printed after the last word tells you the number of the last word in the line. This is a great time saver in determining Accuracy and Fluency rates. for example,*

**DO:**

✓☆☆ CLICK

**SAY:**

*in the example above, “nos” is word 11, while “Susana” is word 62. Let’s suppose that a student’s...*

**DO:**

✓☆☆ CLICK

**SAY:**

*last word after two minutes was “porque”. In order to determine what number word “porque” is, you should count backwards starting from the last word on the line, “Susana”. Let’s count together:*

**DO:**

✓☆☆ CLICK (This animation is slightly delayed which will allow you to count backwards together.)

**SAY:**

*62...61...60...59. The last word read after two minutes was number 59. This number should be recorded on the Accuracy and Fluency tables that I will show you on the next slide.*



## Key Points

- A running word count can be found at the end of each line.
- Count backwards to determine last word read in the story.



## Notes

Please familiarize yourself with the animation on this slide very well before your presentation.

## SLIDE 72

**C24**

Cuento 1		Exactitud, fluidez y comprensión de lectura									
2 semanas		La tarea de Andy									
<b>Exactitud</b>											
Administración	Última palabra leída	-	Errores	=	Palabras correctas	÷	Última palabra leída	=	% exactitud	(Frustración? .87 (87%) o menos)	
Primera	59	-	7	=	52	÷	59	=	.88	Sí <b>No</b>	
Segunda		-		=		÷		=		Sí No	
<b>Fluidez</b>											
Administración	Última palabra leída	-	Errores	=	Palabras correctas	÷	Segundos	x 60	=	PLCPM	
Primera	59	-	7	=	52	÷	120	x 60	=	26	
Segunda		-		=		÷		x 60	=		

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

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

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There are two ✓☆ CLICKS of animation for this slide.

### SAY:

*Accuracy and fluency rates are calculated differently for the two week and six week administration schedules. Let's look first at how the two week schedule works.*

### DO:

✓☆ CLICK

### SAY:

*Our student's last word read was 59, which should be recorded in the space provided on the first table. If this student made, let's say, 7 errors, we can then calculate the Accuracy rate. The accuracy rate is determined by dividing the total number of words read correctly [in our case 52 (59 - 7 = 52)] by the last word read, which we know is 59. As you can see, this is .8813, and since .88 is above .87 (POINT TO THE LAST COLUMN), the student is NOT considered to be Nivel de frustración on this story, so the No box has been circled. If the student had been Nivel the Frustración, then they should backtrack unless the previous story has already been read twice.*

*The fluency rate is similarly determined.*

### DO:

✓☆ CLICK

WALK PARTICIPANTS THROUGH HOW TO DETERMINE THE FLUENCY RATE.



## Key Points

- Following each story in the student answer booklet, are tables to help you determine the accuracy and fluency.
- To determine accuracy level, record the number of the last word read and the total number of errors and then just follow the formula.
- To determine fluency, record the number of the last word read, total number of errors, time (in seconds), and then complete the formula.



## Notes



Examples: If this is a PM only training, allow participants to practice determining the fluency rates in Participant Packet.

ANSWERS:

Primera: Accuracy = FRU = NO  
Fluency 47.499 or 49 plcpm

Segunda: Accuracy= FRU=NO  
Fluency 58.89 or 59 plcpm

## SLIDE 73

**C25**

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

- Determine number of errors made and:
  - ❖ circle corresponding accuracy level
  - ❖ record number in error box found in fluency formula

This slide has 2 ✓ ☆ CLICKS of animation.

**SAY:**

*This slide shows the Accuracy and Fluency table for the Six Week Administration Schedule from the Folleto de respuestas del estudiante. Let's suppose that a First Grade student named Gabriela was reading Story 1 and during the reading had 7 miscalls.*

**DO:**

✓ ☆ CLICK

**SAY:**

*As you can see this information is recorded in the error column under Fluidez. This number is then checked against the accuracy table above. In this story, 0-7 errors puts Gabriela in the INDEPENDIENTE Accuracy rate.*

**DO:**

✓ ☆ CLICK

**DO:**

*The accuracy rate should be circled on the table.*



### Notes



## SLIDE 74

**C26**

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

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### Key Points

- Convert the total time read into seconds only
- Enter total seconds into corresponding box in fluency formula

This slide has 2 ✓ ☆ CLICKS of animation.

**SAY:**

*Let's further suppose that Gabriela read the story in 3 minutes and 31 seconds.*

**DO:**

✓ ☆ CLICK

**SAY:**

*This information is entered into the TIEMPO table and converted into seconds. This information is then transferred into the segundos column on the FLUIDEZ table.*

**DO:**

✓ ☆ CLICK



### Notes



## SLIDE 75

**C27**

Cuento 1		Exactitud, fluidez y comprensión de lectura			
6 semanas		La tarea de Andy			
		<b>Exactitud de lectura</b>		<b>Tiempo</b>	
		0-7 errores	8-17 errores	18 o más errores	
<b>Administración</b>					<b>Administración</b>
Primera	IND	INS	FRU		Min : Seg = Total (en seg.)
Segunda	IND	INS	FRU		
Trace un círculo alrededor del nivel apropiado.					
		146 - 7 = 139			
		<b>Fluidez</b>			
<b>Administración</b>	Palabras en el cuento	-	Errores	=	Palabras correctas
Primera	146	-	7	=	139
Segunda	146	-	139 ÷ 211 × 60 = 39.52		
		Rounded to 40			

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### Key Points

- Once you have recorded number of errors and total seconds, then simply complete the formula to determine fluency rate.

This slide has 2 ✓ ☆ CLICKS of animation.

**SAY:**

*Now we are ready to calculate the fluency rate.*

**DO:**

✓ ☆ CLICK

**SAY:**

*First we determine the number of words read correctly by subtracting the number of errors from the total of numbers in the story. For the six week schedule, this number is pre-printed on the table as students always read the entire story.*

*Next, the Words correct is divided by the total number of seconds and this result is multiplied by sixty, giving us a fluency rate of...*

**DO:**

✓ ☆ CLICK

**SAY:**

*40 words read per minute, or in Spanish "40 palabras leídas correctamente por minuto PLCPM".*



### Notes



Examples: If this is a PM only training, allow participants to practice determining the fluency rates in Participant Packet.

**ANSWERS:**

Primera: Accuracy = Nivel de instrucción

Time: 315, Fluency 69.33 or 69 plcpm

Segunda: Accuracy= Nivel independiente

Time: 294 Fluency 76.94 or 77 plcpm

Comprehension  
Two Week Schedule

C28

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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**SAY:**  
*As previously mentioned, the comprehension questions differ by administration schedule.*

*Shown here is a sample comprehension page from the two week schedule. On the two week schedule, two very general questions are asked. The questions are very general so that they could apply to any story and could be used regardless of the point a student reached in the story.*



Key Points

- The same two general questions are asked after each 2 week administration.
- These questions are designed so that the student will be able to answer regardless of where they ended in the story.



Notes

## SLIDE 77

C29

Cuarto 1		Exactitud, fluidez y comprensión de lectura	
6 semanas		La tarea de Andy	
		Respuesta (10)	Respuesta (10)
<p>1. <b>¿Qué dice Andy de su maestra?</b> Es muy linda, quiere mucho a los alumnos, les da mucha tarea. Se requiere una sola respuesta.</p>	<p>2. <b>¿Cómo se llama la maestra de Andy?</b> Señorita Susana.</p>	<p>5. <b>¿Quién vino a tocar la puerta de la casa?</b> El conductor del autobús, Don Samuel. Se requiere una sola respuesta.</p>	<p>Por qué fue al chofer del autobús al salón de Andy? Respuesta: A entregar la tarea de Andy.</p>
Total correctas:			

Comprehension  
Six Week Schedule

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There is 1 ✓ ☆ CLICK of animation for this slide.

### SAY:

*An example of the comprehension question page for the 6 week schedule is shown above. As you can see, there are six questions for each story. The questions relate to the story that the student just read and suggested answers are provided in the folleto. As with all Comprehension tasks on the Tejas LEE, a teacher may always use professional judgment to decide whether to count a student response correct if it is not listed among the suggested answers.*

### DO:

✓ ☆ CLICK

### SAY:

*Taking a closer look at the questions, the part the teacher asks is presented in bold italic type. The answers are directly below. If more than one possible answer is given, the number of answers that the student must give to receive credit for the question is provided below. For example, on question #1, two possible answers are provided, but only one is required.*

*If a student gives one answer, but more are required, it is acceptable to prompt the student by asking them, “¿Y qué más?”*

*Also note, that two columns are provided for two possible*



## Key Points

- 6 questions per story
- Suggested answers are provided but are not all inclusive
- Teacher should use their professional judgment to determine if a response is correct or incorrect.
- When asking questions that require more than one answer, it is okay to prompt the student by saying, “¿Y qué más?”



## Notes

## SLIDE ‹#›

*administrations of the questions, should the student re-read this story due to backtracking rules.*

SLIDE 78

C30

Cuento 1		Exactitud, fluidez y comprensión de lectura			
6 semanas		La tarea de Andy			
		Puntaje (0/1)	Puntaje (0/1)		
Explicitas	1. ¿Qué dice Andy de su maestra? Es muy linda, quiere mucho a los alumnos, le da mucha tarea. Se requiere una sola respuesta.			Implicitas	5. ¿Quién vino a tocar la puerta de la casa? El conductor del autobús, Don Samuel. Se requiere una sola respuesta.
	2. ¿Cómo se llama la maestra de Andy? Señorita Suzana.				
	3. ¿Por qué se salió la tarea de la mochila de Andy? Porque la mochila estaba rota.				
	4. ¿Cómo se sintió Andy cuando la maestra le encargó doble tarea? Triste.				
					6. ¿Por qué fue al chofer del autobús al salón de Andy? Respuesta: A entregar la tarea de Andy.
		Total correctas:			

Comprehension  
Six Week Schedule

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Key Points

- All questions are labeled as either explicit or implicit
- Number of explicit vs implicit will vary by story

There is 1 ✓ ☆ CLICK of animation for this slide.

DO:

✓ ☆ CLICK


SAY:

A vertical bar on the left hand side of each column indicates whether the questions are implicit or explicit. The actual number of explicit and implicit questions varies by story. In the example above, there are 5 explicit and 1 implicit question.



Notes

## SLIDE 79



### Backtracking

9

- 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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#### DO:

Read/review slide.



### Key Points

- Backtracking occurs when a student is “*Nivel de frustración*” on a story.
- Story may be read as the final story a maximum of 2 times



### Notes

## SLIDE 80

**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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This slide has 1 CLICK v★ of animation.

### DO:

Walk teachers through the backtracking logic on this slide. First discuss how Story 3 is counted in this example (RED color).

CLICK v★

Then, go over how Story 4 is counted in this example (GREEN color).

Have teachers complete sample scenarios sheet. Ensure that participants understand when to count a story as “read”.

*Have participants complete the Backtracking Practice activity in their Participant Packet.*



ANSWERS:

1. Since Story 3 has been read twice, the student cannot backtrack and Story 4 is recorded as FRU. It counts as the first attempt to read this story.
2. Since Story 6 has only been read only once, the student backtracks and rereads story 6.




## Key Points

- A story can only be read a maximum of two times.
- A story will be counted as read when it is the final story in that administration.



## Notes

## SLIDE 81



### Re-Establishing Baselines

11

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

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#### DO:

Read/review slide.



### Key Points


- After MOY, all students who are reading off grade level have an opportunity to re-establish their baseline at their appropriate grade level



### Notes




## SLIDE 82



### 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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#### DO:

Read/review slide.



Point out to participants that they have this information in their Participant Packet as a quick reference guide.



### Key Points

- All students will attempt to read story 1 of their grade level
- If they are successful, this is their new baseline
- If they are not successful, continue progress monitoring from where they left off before MOY



### Notes



13

## Documenting Student Progress

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### **Key Points**



### **Notes**

Word Lists

14

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	¿Frustró? (Sí/No)	Total correctas
		Sí No	
		Sí No	
		Sí No	
		Sí No	
		Sí No	
		Sí No	

There are 2 ✓ ☆ CLICKS of animation for this slide.

**SAY:**  
*The first document we will look at is the Word List Data Sheet.*

**DO:**  
✓ ☆ CLICK

**SAY:**  
*The top part of the form is for the student information including year of administration.*

**DO:**  
✓ ☆ CLICK

**SAY:**  
*The teacher should fill out this form for each word list read. They indicate the date of administration, the number of the word list read, whether the student was Frustración or not and the total number of words read correctly.*

*During the baseline administration, it is possible to use as many as 6 lines on a single date if a student successfully reads all six word lists.*



Key Points



Notes

# SLIDE 85

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

Año de administración: \_\_\_\_\_

Nombre del estudiante: \_\_\_\_\_

Maestro: \_\_\_\_\_

15

# Story Reading

## Accuracy

## Fluency,

## Comprehension

Fecha de lectura	Grado del cuento	Número del Cuento	Exactitud de lectura		Proporción de la fluidez (PLCPW)	Preguntas de comp. (6 semanas)
			2 semanas (Fr/Fr)	6 semanas (Fr/Fr)		
			SI NO			
			SI NO			
			SI NO			
			SI NO			
			SI NO			

Fecha de lectura	Grado del cuento	Número del Cuento	Exactitud de lectura		Proporción de la fluidez (PLCPW)	Preguntas de comp. (6 semanas)
			2 semanas (Fr/Fr)	6 semanas (Ind/Ind /Fr/Fr)		
			SI NO			
			SI NO			
			SI NO			
			SI NO			
			SI NO			

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This slide has 2 ✓☆ CLICKS of animation.

**SAY:**

Now we are going to look at the Accuracy, Fluency and Comprehension Data Form. Let's take a closer look at the information that the teacher should enter for each story read.

**DO:**

✓★ *CLICK*

**SAY:**

In the first column, the administration date is entered. In the next two columns, the grade of the story and the story number are entered.

**DO:**

✓★ *CLICK*

**SAY:**

The next two columns are for accuracy. If on a two week schedule, the column on the left is completed. The teacher indicates with a YES or NO whether the student was at the Frustración level on the story. If the student is on a six week administration schedule, the proper level (IND, INST, FRU) is entered, based on the accuracy table we looked at earlier on slide 41.

*Next the fluency rate is entered. The final column is for the comprehension questions. It is only completed if a student is on the six week administration schedule.*

**IMPORTANT TO MENTION:** Remember that the last two columns will be left blank if a student is FRU as fluency rates should not be calculated nor should comprehension questions be asked. Instead, the student should backtrack to the previous story and a new line of student data should be entered for the second story.

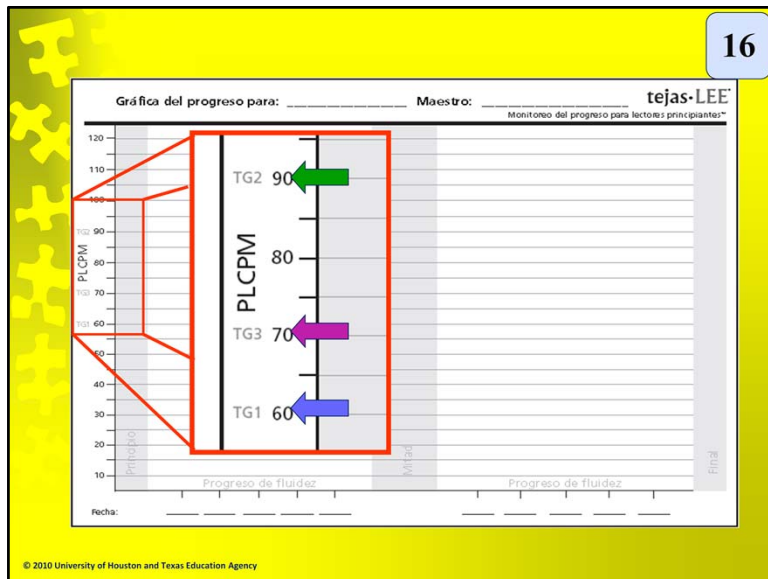


## Key Points



## Notes

## SLIDE 86



This slide has one ✓ ☆ CLICK of animation.

### SAY:

*Shown above is the student progress chart, included in each Folleto. The End of year Fluency rate for each grade level is indicated on the left hand side.*

### DO:

✓ ☆ CLICK

### SAY:

*This will allow the teacher to keep in mind the fluency rate that a student could be expected to achieve, even when reading off grade level, or when changing grade levels if a baseline is re-established.*



## Key Points

- This chart allows the teacher or student to keep track of their progress throughout the year
- On the left hand side, the end of year goals for each grade level is marked



## Notes

The arrows are presented in the color of the grade level, so that 60 PLPCM (blue) is for First Grade.

## SLIDE 87

17

**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: \_\_\_\_\_  
(Refiérase a la Guía de actividades de intervención)

**Fluidez de lectura**  
Meta: \_\_\_\_\_  
Estrategias implementadas para lograr la meta: \_\_\_\_\_  
(Refiérase a la Guía de actividades de intervención)

**Comprensión de lectura**  
Meta: \_\_\_\_\_  
Estrategias implementadas para lograr la meta: \_\_\_\_\_  
(Refiérase a la Guía de actividades de intervención)

54

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### Key Points

- Individual Student Plan allows teachers to set individual goals for fluency, accuracy and comprehension.
- Space is provided to check off when a goal has been reach.

There are 2 ✓ ☆ CLICKS of animation for this slide.

#### SAY:

*Shown here is the optional Individual Student Plan. This allows a teacher to create on-going individual student lesson plans to help them achieve goals. Each folleto contains one such plan. These can be duplicated as necessary during the school year as student needs change or as they achieve their reading goals. Let's take a closer look.*

#### DO:

✓ ☆ CLICK

#### SAY:

*At the top of the page, there is a box to indicate when a student has achieved their individual goals in the areas of Accuracy, Fluency and Comprehension. A deadline for achieving the goal can also be established.*

#### DO:

✓ ☆ CLICK

#### SAY:

*Beneath, for each area of instructional focus, there is space provided to set a specific goal and to record the strategies to be implemented to achieve the goals.*



### Notes

## SLIDE 88



18

### Interpreting and Planning

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The slide features a yellow background with a vertical strip of puzzle pieces on the left side. The title 'Interpreting and Planning' is centered in a bold, black font. A small blue box with the number '18' is in the top right corner. The copyright notice is at the bottom left.

#### **SAY:**

In this next section, we will look more closely at some sample student results and discuss their implications for instructions. Although we will be discussing patterns in their accuracy and fluency, please remember that fluency should always be looked at in conjunction with comprehension and not in isolation.

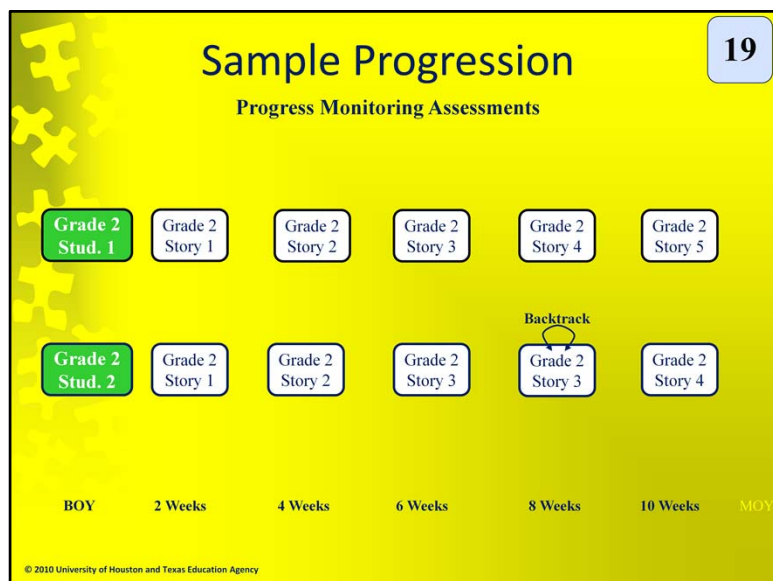


### Key Points



### Notes

## SLIDE 89



This slide has one ✓ ☆ CLICK of animation.

### SAY:

*This Slide illustrates the Procedural Guidelines used when implementing the Tejas LEE Fluency Kit in a 2-Week Administration Cycle. We are looking at 2 second grade students, what is administered, and when. Moving up from the Timeline, let's look at Student 1, the student in the blue rectangles: Let's follow Student 1's progression across the screen. After the BOY Tejas LEE administration, at Week 2, the student read Story 1; at week 4, the student read Story 2; then Story 3; then Story 4; and then at week 10 the student read Story 5. At the MOY, the student took the MOY Tejas LEE. The student did not reach Frustrational on any of the Fluency Stories.*

### DO:

(Paraphrase)

Student 2: At week 8, the student attempted Story 4, but read at a Frustrational Level; therefore, the teacher re-administered Story 3 ( ✓ ☆ CLICK – See the Once Back Icon.) At week 10, the teacher could not re-administer Story 3 because of the “backtrack” rule. So, the teacher administered Story 4, regardless of student's Accuracy Level because of the “backtrack” rule. In other words, even if the student had been Frustrational on Story 3 at week 8, because the student had already been administered Story 3 twice, at week 10, the teacher's only option was to begin with the next story, Story 4.



## Key Points

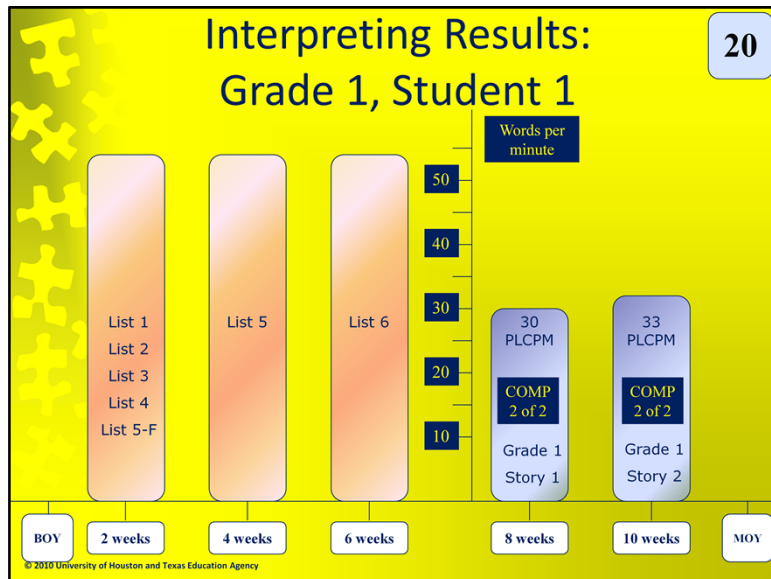
- Student 1 is advancing normally moving through one story at each administration
- Student 2 was frustrated on Story 4 during the 8 week administration so they had to backtrack and reread Story 3 again.
- During the 10 week administration, Student 2 again attempts Story 4. Regardless of accuracy level, student will not be able to backtrack again during this administration because Story 3 has been read twice already.



## Notes



## SLIDE 90



### DO:

(Paraphrase this slide.)

This is an example of a first grade student on a two week administration schedule. As per the flow chart, the student began by reading Word List #1 during the first fluency administration after the BOY Tejas LEE. Student 1 was successful on Lists 1, 2, 3, and 4, but scored Frustrational on List 5. Two weeks later, the same student read List 5 successfully. During the following administration, he successfully read List 6, so during the 8<sup>th</sup> week, the student continued forward, reading Grade 1 story 1. This story was read at an instructional or independent level, so during the final fluency kit administration before MOY, the student read Grade 1 Story 2.



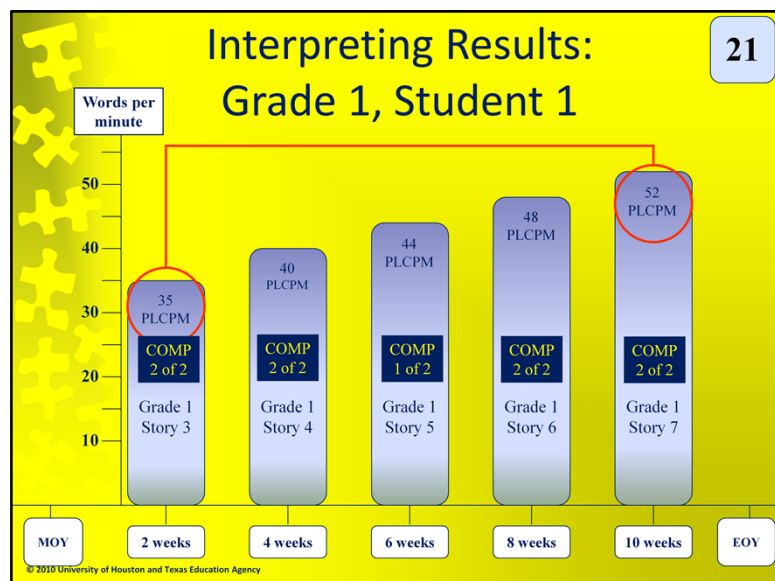
### Key Points

- During the first administration, the student established baseline at Word List #5
- For the next two administrations, he/she read the remaining two word lists successfully.
- At Week 8, the student was able to read Story 1 successfully and moved to Story 2 the next administration.



### Notes

## SLIDE 91



This slide has 3 ✓☆☆ CLICKS of animation.

**SAY:** Now let's look at more information about this first grade student. This is a continuation of the example for Student 1 from the previous slide. In order to determine whether or not Student 1 is progressing, we need three pieces of information.

What was the grade level and number of the story read?

When was it read?

How fluently was it read?

**DO:** ✓☆☆ CLICK (bring in story numbers)

**SAY:** In looking at Story numbers alone, we might be tempted to say that this student is doing pretty well. However, Story numbers do not provide enough information to make the assumption that Student 1 is progressing. Since the difficulty of the stories is very small, all that can be said is that slightly more difficult text is being read.

**DO:** ✓☆☆ CLICK (bring in fluency scores)

**SAY:** If we had only the PLCPM, we could say that Student 1 peaked at 52 PLCPM and showed increased fluency over the second half of the year.

To really understand what is going on for this student, we need the whole picture.

**DO:** ✓☆☆ CLICK (bring in connected red ovals)

**SAY:** First and foremost, we would want to conclude that student 1 is showing good progress because the fluency rate increases from 35 to 52. In addition, over this time period, Student 1 is also reading slightly more difficult text. Remember, however, that the differences in story difficult are narrow, so you do not want to place much emphasis on the fact that the student is reading a higher numbered story. So, increasing in story number should be considered only a very nominal sign of progress. The real information from the story itself lies in the grade level of the story being read and the fluency rates.



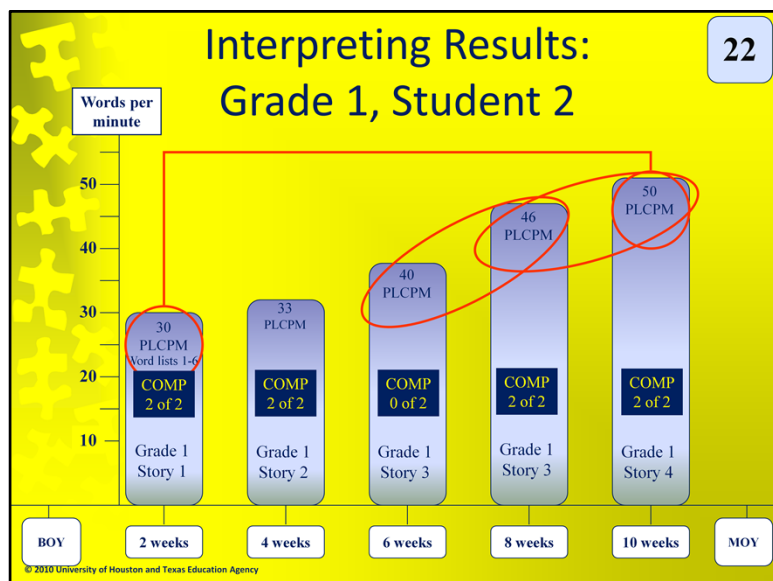
## Key Points

- After MOY student continues advancing through one story at a time. The stories are at about the same level of difficulty throughout.
- We can see this student has good accuracy as he/she never reaches frustration level.
- Fluency rate increases steadily throughout the second half of the year.



## Notes

## SLIDE 92



This slide has 5 ✓ ☆ CLICKS of animation.

**SAY:** Now let's look at more specific information about another first grade student. In order to determine whether or not Student 2 is progressing, we need three pieces of information.

What was the grade level and number of the story read?

When was it read it?

How fluently was it read?

**DO:** ✓ ☆ CLICK –(bring in story numbers)

**SAY:** In looking at Story numbers alone, we might be tempted to say that this student is struggling a little because while the student progressed to story 4, the student needed to repeat story 3. However, Story numbers do not provide enough information, or very strong information, to make the assumptions about Student 2's progress.

**DO:** ✓ ☆ CLICK (bring in fluency scores)

**SAY:** Examining words per minute shows us that Student 2 progressed from 30 words per minute to 50 words per minute over the second half of the year.

**DO:** ✓ ☆ CLICK

**SAY:** We would consider this student to be progressing well. Additional information can be for this student.

**DO:** ✓ ☆ CLICK (bring in first red oval)

**SAY:** Since the child read the same story twice, you can look at progress on the exact same text over time. As you can see here, the student's fluency increased the second time they read the story. While encouraging, the increased fluency may also be a result of repeated exposure to the story. You can also look to see if this really is the case.

**DO:** (✓ ☆ CLICK - bring in second red oval)

**SAY:** By comparing the fluency rates of the second reading of story 3 and the next story reading – story 4, we see that the student's fluency is still increasing. Thus, it appears that the increases seen within Story 3 were not simply due to rereading the same text. The student is still making similar progress when moving on to a new story.



## Key Points

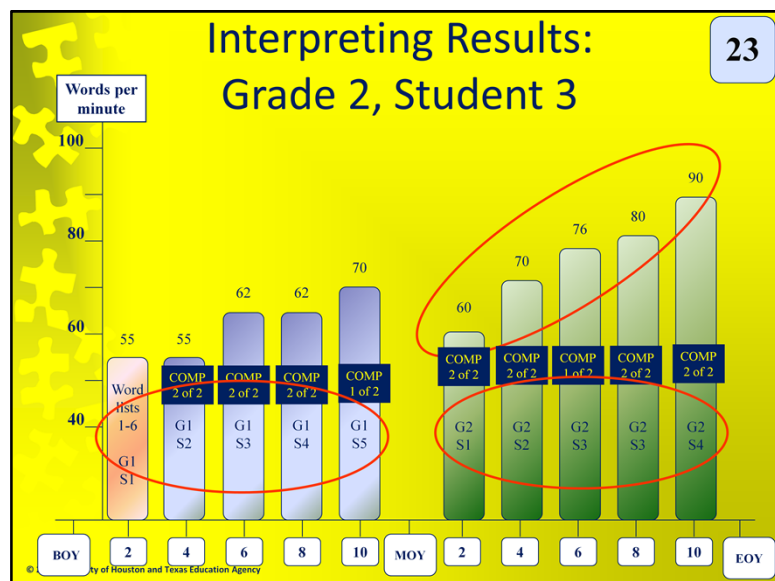
This student:

- was able to read all word lists and Story during baseline administration
- fluency has increased from 30 to 50 words per minute during this half of the year
- was frustrated on story 4 during the 8 week administration & backtracked
- fluency rate increased from 1<sup>st</sup> to 2<sup>nd</sup> administration of Story 3
- fluency rate increased again from Story 3 to Story 4, so previous increase was not just due to rereading of same story



## Notes

## SLIDE 93



This slide has 3 ✓ ☆ CLICKS of animation.

**SAY:** *One more time, for evaluation of student progress, I'm going to give you the whole picture of a second grade student. Someone point out to me what's happening with this student.*

**DO:** ✓ ☆ CLICK (to make red oval appear)

**SAY:** *Notice that in the first half of the year, this student was not reading material on grade level. We need to pay attention to that as it indicates that while the student's fluency is increasing, it is with text that is below the student's grade level. This suggests that the student's decoding strategies need improvement.*

**DO:** ✓ ☆ CLICK (to make red oval appear)

**SAY:** *At the middle of the year, the baseline was re-established within the appropriate grade. Thus, the student is now reading text on grade level.*

**DO:** ✓ ☆ CLICK (to make red oval appear)

**SAY:** *The increase in fluency scores shows good gains throughout the second part of the year, with the student being on grade level in fluency at the end of the year.*

**DO:** (Paraphrase the following information.)

While these examples may seem a little extreme, they serve to illustrate the key points of the Progress Monitoring Kit:

1. We're monitoring **fluency**.
2. We monitor **fluency** on a regular basis.
3. It is **ok** to read Stories on multiple occasions; it gives us an important indication of growth.
4. We need to be thorough on **how** we **look at progress** – **when, what, and how**.



## Key Points

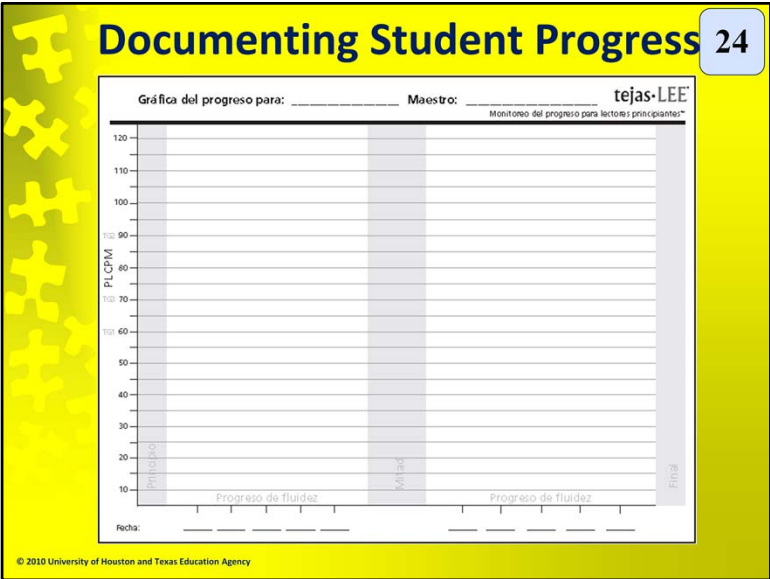
This student:

- was off grade level the first half of the year
- was able to read through all G1 stories accurately and with increasing fluency
- re-established benchmark on grade level after MOY.
- showed an initial dip in fluency after MOY, but this can be attributed to the increase in text difficulty
- showed steady increase in fluency during second half of the year
- was able to hit target goal of 90 words per minute by EOY.



## Notes

SLIDE 94



**SAY:**

*There is a fluency graph included with every student record booklet so that you can track your students' progress as shown in the previous slides.*



**Key Points**



**Notes**



25

## Implications for Instruction

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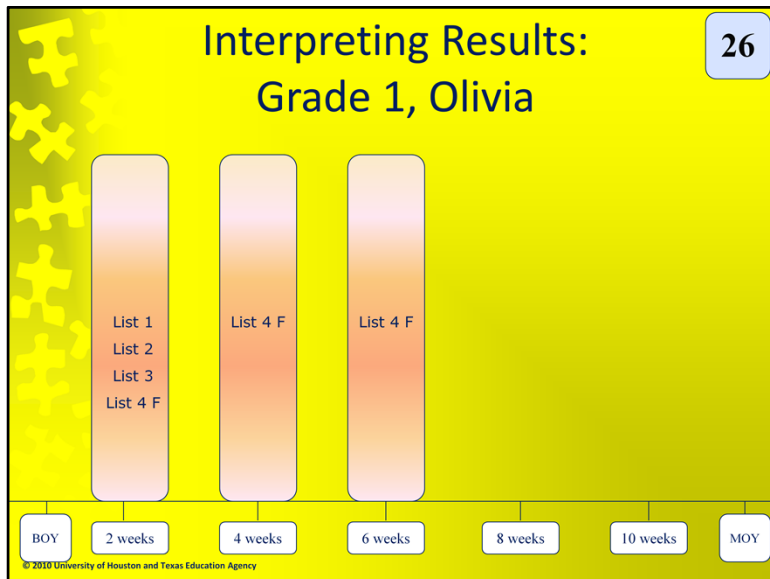


### **Key Points**



### **Notes**

## SLIDE 96



### SAY:

*Olivia is a first grade student who is showing difficulty with Word List #4.*

*In order to help Olivia, the classroom teacher should refer back to the BOY Tejas LEE results (specifically Section 7, Reconocimiento de las palabras) to see what information can be gleaned to assist Olivia. This information should be compared to word list 3. This information is provided on the next slides.*



### Key Points

This student:

- is having difficulty with Word List #4.

The teacher should:

- refer to Tejas LEE Section 7 (Reconocimiento de las palabras) for further information



### Notes

**MPLP results  
for Olivia  
Word List #4**

27

Número 4				
Palabras	Primera administración (0, 1)	Segunda administración (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)	Si	No	Si	No
Fecha:	9 / 11 / 10		/	/

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Key Points



Notes



28

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			
TOTAL: (15 posibles)			
Nivel de logro: Trace un círculo alrededor del nivel apropiado	D 13-15 NE 5-12 NI 0-4	D 13-15 NE 9-12 NI 0-8	D 13-15 NE 9-12 NI 0-12

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

Continúe con la Sección 8

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Key Points

**SAY:**  
*If after analyzing G1: Section 7 the teacher still requires additional information, he/she may also choose to administer Kindergarten: Sections 1 and 2 (Letter Names and Sounds).*



Notes

## SLIDE 99



### Implications for Instruction

29

- ✓ 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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### DO:

Read/review slide.

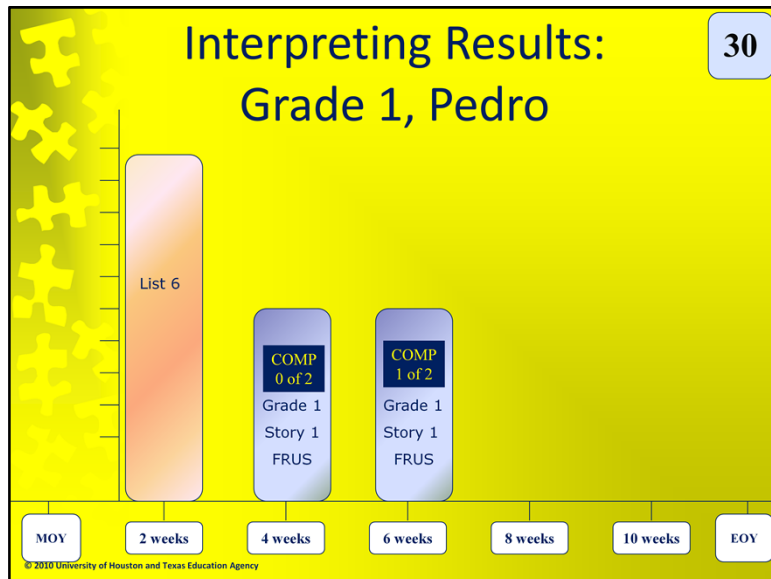


### Key Points



### Notes

## SLIDE 100



### SAY:

*In this example, Pedro was unable to establish baseline after the MOY administration and, following the MPLP branching rules, went back to Word List 6, which he read successfully. During the next two progress monitoring sessions, Pedro was Frustrated on Story 1 both times.*

*This suggests a different type of reading difficulty. Take a few minutes to analyze Pedro's MPLP results with your neighbor doing a THINK TURN TALK.*



### Key Points

This student:

- was unable to re-establish baseline after BOY and continued where he left off at Word List #6
- has been unable to read Story 1 successfully




### Notes

## SLIDE 101

### 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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### DO:

Have teachers “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?



Remind participants there is a box in their handout for them to use to take notes from their conversation.

After about **5 minutes**, have pairs share and briefly discuss ideas that are provided.




## Key Points



## Notes

## SLIDE 102

A vertical column of yellow puzzle pieces on the left side of the slide.

### 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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### DO:

Read/review slide.

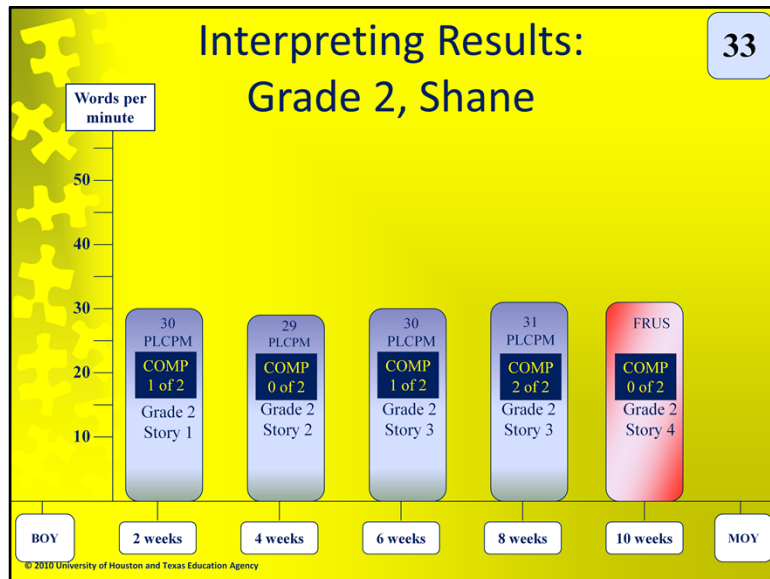


### Key Points



### Notes

## SLIDE 103



**DO:**

Explain slide.



### Key Points

This student:

- was frustrated on Story 4 during the 8 week administration and had to backtrack to Story 3
- was again unable to read Story 4 successfully at the 10 week administration but cannot backtrack again since Story 3 has already been read twice.




### Notes

## SLIDE 104

### 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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### DO:

Have teachers “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.



Remind participants there is a box in their handout for them to use to take notes from their conversation.

After about **5 minutes**, have pairs share and briefly discuss ideas that are provided.

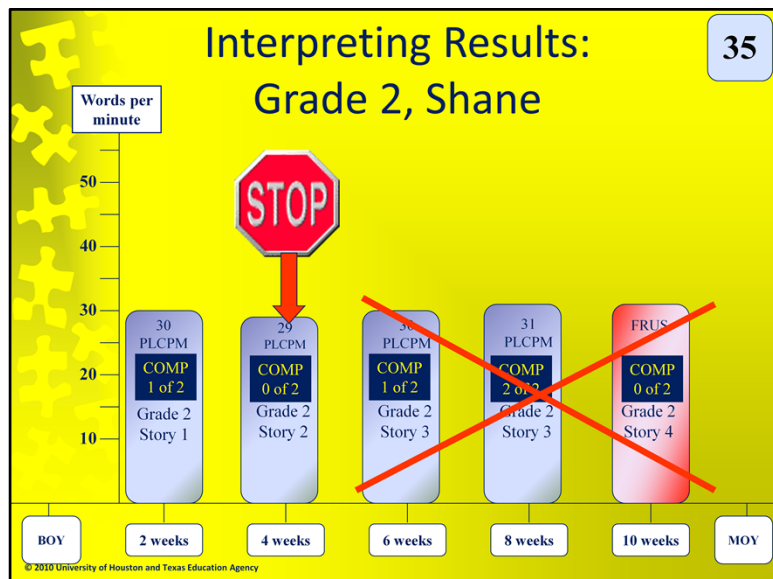


## Key Points



## Notes

## SLIDE 105



### SAY:

*Here, Shane's teacher progress monitored throughout the fall but did not adjust Shane's instruction based on his MPLP results. When Shane stagnated at week 4, the teacher should have stopped and analyzed how to better help him improve his fluency and his difficulty comprehending on-grade level text. By waiting until MOY, the teacher missed an opportunity to make more timely adjustments.*



## Key Points

The teacher should have:


- addressed the lack of fluency growth after the Week 4 administration.



## Notes



## SLIDE 106



### 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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### DO:

Read/review slide.

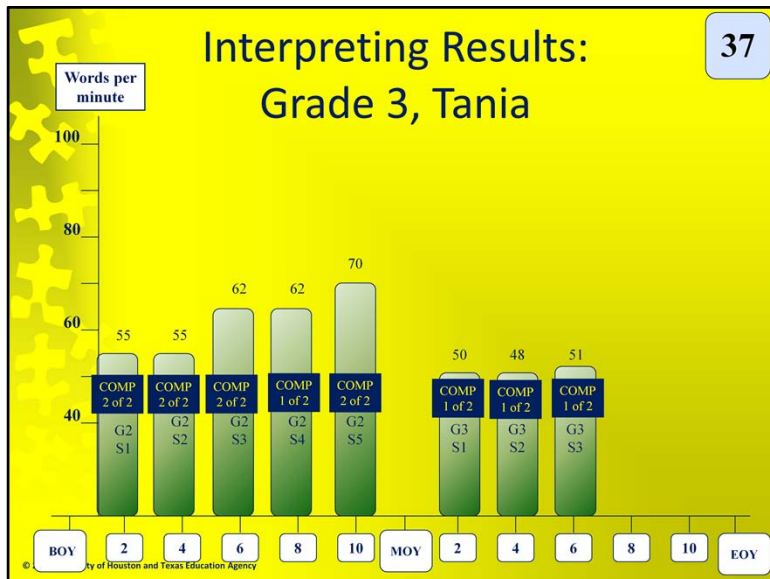


### Key Points



### Notes

## SLIDE 107



**DO:**

Explain slide.



### Key Points

This student:

- established an off-grade level baseline at BOY.
- was able to accurately read all G1 stories administered
- successfully re-established on grade level baseline after MOY.




### Notes

## SLIDE 108

Think Turn Talk Activity


38



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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### DO:

Have teachers “Think, Turn and Talk” with a partner about what are Tania’s challenges are and to come up with some ideas on how to inform her instruction.



Remind participants there is a box in their handout for them to use to take notes from their conversation.

After about **5 minutes**, have pairs share and briefly discuss ideas that are provided.

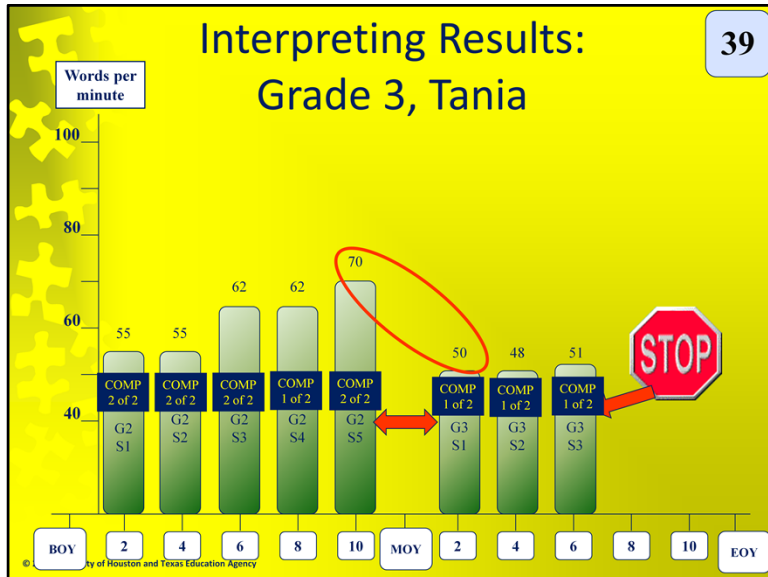


## Key Points



## Notes

## SLIDE 109



### SAY:

*In our final example, a third grade student, Tania, is unable to establish baseline on grade level during the fall semester, but is successful with Grade 2 Story 1. She shows continuing progress throughout the fall semester, reaching 70 plcpm by the MOY administration.*

*After MOY, Tania is able to re-establish baseline on grade level, however, as you can see, her fluency drops from 70 to 50 words per minute. During the two subsequent administrations, Tania's fluency rate holds steady around 50 words per minute, but does not grow. Her comprehension also weakens with the change to 3<sup>rd</sup> grade text. At week 6, Tania's teacher stops to re-evaluate.*



## Key Points

This student:

- had a large drop in fluency when going from G1 to G2 stories
- is reading the G2 stories accurately but is not showing growth in fluency


The teacher should:

- stop to re-evaluate fluency instruction after Week 6 administration



## Notes

## SLIDE 110



### 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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### DO:

Paraphrase this slide.

### SAY:

*Another important point is that there are many differences between first and second grade Tejas MPLP stories compared to third grade. The next slide will discuss those differences.*




## Key Points



## Notes

## SLIDE 111

Thoughts to keep in mind about  
the Third Grade MPLP Stories

41

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

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### DO:

Read/review slide.



### Key Points



### Notes

## SLIDE 112

# Questions and Answers

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For further information, you can contact us:

[tejaslee.info@times.uh.edu](mailto:tejaslee.info@times.uh.edu)

or visit our website:

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



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**DO:**

Read/review slide.



## Key Points



## Notes