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## Copyright Notification

2

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3

- Research-based Spanish reading instrument
- Diagnostic tool
- Administered in grades K-3
- Early identification of reading difficulties
- Match educational resources
- Drive and differentiate instruction
- Observe and record performance

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**4**

# NEW for 2010

- New Training Organization
- New Training Structure
- New Participant Handouts

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**5**

# Tejas LEE Organization for Presenters

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**6**

# Downloads

- TOT participants will download all materials from the Tejas LEE website
- Your email address is your username
- You will receive a password to access the site
- All presentations and support documents will be posted on this secure site

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## Updates

7

- Trainings will be updated throughout the 2010-2014 adoption of the Tejas LEE
- You will be notified by email when updated presentations are available on our website

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## Modules

8

### Grade Level Administration

K

1

2

3

### Instructional

Grouping

Using the Guía  
de actividades  
de intervenciónAnalyzing  
Spelling Results

### Progress Monitoring

Monitoreo de progreso  
para lectores emergentes  
(MPLE)Monitoreo de progreso  
para lectores principiantes  
(MPLP)

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## Modules

9

Multi-grade Proper Administration Modules will also be available for download.

- K-1
- 1-2
- 2-3
- K-1-2
- 1-2-3
- K-1-2-3

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## Pacing Guidelines

10

- Target time is 45 minutes
- Actual training time will vary
- Allow more time for new teachers
- Training may be delivered in more than one session

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## TEA Recommends:

11

All teachers using the Tejas LEE assessments receive training in AT LEAST the following 3 modules:

- Proper Administration (for their grade level[s])
- Using Results to Group Students and Inform Instruction
- Using the Intervention Activities Guide

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## All New Training Materials

12

The following is available on the Tejas LEE website for participants completing the TOT:

Full Powerpoint Show Presentations  
Trainer notes  
Participant Handouts  
Three to a Page note pages

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## Trainer Notes

Tejas LEE  
trainer notes  
have a user-  
friendly new  
look and  
organization.

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13

**SLIDE 27**

The slide has a **Key Points** section on the right side.

**Key Points**

- 1. Students must identify the **SLIDE** number in each slide.
- 2. Students must identify the **SLIDE** number in each slide.
- 3. Students must identify the **SLIDE** number in each slide.

**Notes**

1. Students must identify the **SLIDE** number in each slide.

2. Students must identify the **SLIDE** number in each slide.

3. Students must identify the **SLIDE** number in each slide.

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14

Each slide is shown in the  
upper left-hand corner.

If a slide has animation,  
this is indicated here.

**BOLDED** instructions  
make presenting easy.

**SLIDE 27**

The slide has a **Key Points** section on the right side.

**Key Points**

- 1. Students must identify the **SLIDE** number in each slide.
- 2. Students must identify the **SLIDE** number in each slide.
- 3. Students must identify the **SLIDE** number in each slide.

**Notes**

1. Students must identify the **SLIDE** number in each slide.

2. Students must identify the **SLIDE** number in each slide.

3. Students must identify the **SLIDE** number in each slide.

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15

A **Key Points** section puts the  
critical information for each slide  
at your fingertips.

Room is left for you to  
take additional notes on  
each slide.

**SLIDE 27**

The slide has a **Key Points** section on the right side.

**Key Points**

- 1. Students must identify the **SLIDE** number in each slide.
- 2. Students must identify the **SLIDE** number in each slide.
- 3. Students must identify the **SLIDE** number in each slide.

**Notes**

1. Students must identify the **SLIDE** number in each slide.

2. Students must identify the **SLIDE** number in each slide.

3. Students must identify the **SLIDE** number in each slide.

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## Trainer Notes Icons

  
**Key Points**

  
**Notes for Presenter**

  
**Stopwatch Needed**

  
**Notes**

  
**Handout**

  
**Calculator Needed**

  
**Notice This**

  
**Main Idea**

  
**Page from Packet**

  
**Write/Do/Practice**

  
**Discuss**

  
**Questions**

  
**Additional Information for Presenter**

  
**Review**

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## Presentation Color Scheme

- **ORANGE TOT slides**—information applies to multiple grade levels
- **Some slides are in color**—the information applies a specific grade level or kit
- **Individual module**—are in the color of the grade level or kit

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## Tejas LEE Buttons

- To avoid having duplicate slides with identical information, we have added buttons to some pages. These buttons indicate which grades or kits share the same administration procedures.

**K**

**1**

**2**

**3**

**MPLE**

**MPLP**

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## Activity

19

Look through the Speaker Notes in front of you. Spend a few minutes familiarizing yourself with the structure and content.



### Think Turn Talk:

What are the advantages and disadvantages of the new Speaker Note format?



### Got Questions?

Ask them now

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20

## Tejas LEE Organization for Participants

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21

## Participant Packet

Relevant  
Interactive  
Meaningful  
Ecological



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22

## The Tejas LEE Assessment

Proper Administration  
Procedures  
Grades K-3

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23

## Contents of this Module

General Information about Tejas LEE  
Book and Print Awareness  
Phonological Awareness  
Graphophonemic Knowledge  
Fluency  
Comprehension

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24

## What is the Tejas LEE?

The Tejas LEE is a \_\_\_\_\_-based K-3  
\_\_\_\_\_ reading assessment. It is a  
\_\_\_\_\_ for the early \_\_\_\_\_ of reading  
\_\_\_\_\_ and should be used to \_\_\_\_\_  
reading instruction in the classroom.

drive

difficulties

tool

Spanish

research

identification

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## Should I Give the Tejas LEE? 25

The Tejas LEE is recommended for:  
students receiving their primary  
reading instruction in Spanish

However:

The final decision of whether to use a  
Spanish or English assessment is up  
to your district

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## Transition to English 26

If you administer the Tejas LEE at the  
beginning of year, you should also  
administer it at the end of year.

Although the Tejas LEE and TPRI measure  
similar reading skills, they are not the  
same assessment and results CANNOT be  
compared between tests.

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## What Should I Administer? 27

Always begin testing with the current  
grade level of the Tejas LEE.

If you have not obtained sufficient  
information to determine a student's  
instructional needs, you may administer a  
lower grade level test.

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## Special Ed & Testing Accommodations

28

**Special Ed:** Special Education students should receive an ON-GRADE LEVEL assessment unless otherwise specified in their Individual Education Plan (IEP)

**Testing Accommodations:** A student may use the same testing accommodations that they regularly receive in their daily classroom instruction

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## When Do I Administer?

29

	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
KINDER	6 weeks after the beginning of school year	Mid-January	Mid-April
FIRST	2 weeks after the beginning of school year	Mid-January	Mid-April
SECOND			
THIRD			

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## Performance Levels

30

Nivel de logro:

	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
NI			0-2

Desarrollado (D) = The student has mastered the skill.

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## Performance Levels

31

Nivel de logro:

	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
NI			0-2

Nivel esperado (NE) = Indicates the student is performing at a level expected for that grade and time point. The student is expected to further develop this skill during the remainder of the school year. A score of NE is acceptable and should not be considered problematic.

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## Performance Levels

32

Nivel de logro:

	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
NI			0-2

Nivel de intervención (NI) = The student is performing well below the expected level for the grade level and time point; intervention is strongly recommended.

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## Tejas LEE Administration Guidelines

33

1. Administer individually to one student at a time. Score and record after the administration is completed.
2. Administration should occur in a quiet environment with adequate lighting, free of distractions.
3. The *Guía de administración* should be used with every administration.

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## Administration Guidelines

34

4. Follow the branching rules for the particular grade level.
5. The materials needed for each task are listed at the top of each section in the *Guía de administración*.
6. In order to determine whether a section should be re-administered at MOY and EOY, look under the heading titled "Mitad y final del año".

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## Administration Guidelines

35

7. What you say to the student during administration (e.g., questions, examples, etc.) is always presented in bold-faced italics.
8. Instructions may be repeated as needed.
9. Always administer all practice items.
10. Assessment items should be repeated only if the student was unable to hear them the first time they were given.

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## Administration Guidelines

36

11. In questions pertaining to a sound or syllable, the sound or syllable is presented between diagonal slash marks ( i.e. /t/ or /ma/ /sa/).
12. Hints or clues to assist the student in determining correct responses should be avoided.

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## Administration Guidelines

37

13. Be equally positive throughout the administration of the Tejas LEE, whether or not the student is able to give correct responses.

14. Be aware of students who are losing interest, easily distracted or exhibiting frustration. These behaviors often invalidate results.

**The Tejas LEE does not need to be completed in one sitting.**

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## Tejas LEE K-2 Materials

38

The kit includes:

- Guía de administración (Teacher's Guide)
- Cuaderno de lecturas (Story Booklet)
- Tarjetas de actividades (Task Cards)
- Folleto de respuestas del estudiante\* (Student Record Sheet)
- Resúmenes de la clase\* (Class Summary Sheets)
- Guía de actividades de intervención (Intervention Activities Guide)
- Cronómetro\* (Stopwatch) 

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## Tejas LEE K-3 Materials

39

The kit includes:

- Guía de administración (Teacher's Guide)
- Tarjetas de actividades (Task Cards)
- Cuaderno de lecturas (Story Booklet)
- Cronómetro\* (Stopwatch) 

Separate Purchase Items

- Guía de actividades de intervención (Intervention Activities Guide)
- Resúmenes de la clase\* (Class Summary Sheets)
- Folleto de respuestas del estudiante\* (Student Record Sheet)

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## Concepts Assessed By Grade Level

40

Concepts Assessed	Kindergarten	Grade 1	Grade 2	Grade 3
Book and Print Awareness	✓			
Phonological Awareness	✓	✓		
Graphophonemic Knowledge	✓	✓	✓	✓
Listening Comprehension	✓			
Reading Comprehension	✓	✓	✓	✓
Fluency		✓	✓	✓

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## Administration Sequence

41




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## Administration Sequence

42



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## Administration Sequence

43

### Secuencia de administración para segundo grado



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## Administration Sequence

44

Sección 1

Sección 2

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## Teacher Guide Structure

45

**Sección 2**

**Identificación del sentido final**

**Materiales:** Folleto de respuestas del estudiante

**Administración:**

- Principio del año:**
  - Administrar y todas las preguntas.
- Alfabeto y final del año:**
  - 24 o 74 en la Administración previa, administrar esta sección.
  - Si en la administración previa, no responde administrarla. Continuar con la Sección 3.

**Puntuación:** 1 punto por cada respuesta correcta.  
0 puntos por cada respuesta incorrecta.

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## Teacher Guide Structure

46

**Sección 2** Identificación del sonido final

**Objetivo:** El estudiante debe identificar el sonido final de cada palabra. En el caso de las consonantes, pronunciar el sonido de la letra, pero no diga el nombre.

**Te voy a decir una palabra. Quiero que me digas con qué sonido termina esa palabra. Por ejemplo, la palabra "gato" termina con el sonido /a/. (Desarrolla el ejercicio según sea necesario.)**

**Práctica:** Ahora vamos a practicar. Escucha la palabra que voy a decir, "papa". ¿Con qué sonido termina "papa"? Si la respuesta es en español, diglo. La palabra "papa" termina con el sonido /a/.

**Preguntas:** ¿Con qué sonido termina "papa"? (Responde según sea necesario. Ya NO provee la respuesta correcta.)

1. antio /a/
2. papa /a/
3. papa /a/
4. papa /a/
5. papa /a/
6. papa /a/
7. papa /a/
8. papa /a/

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## Teacher Guide Structure

47

**Nivel de logro: Secciones 1 y 2**

Sección	Inicio	Final	Final
1	14:15	14:15	14:15
2	14:15	14:15	14:15

**Sección 2** Identificación del sonido final

**Objetivo:** El estudiante debe identificar el sonido final de cada palabra. En el caso de las consonantes, pronunciar el sonido de la letra, pero no diga el nombre.

**Te voy a decir una palabra. Quiero que me digas con qué sonido termina esa palabra. Por ejemplo, la palabra "gato" termina con el sonido /a/. (Desarrolla el ejercicio según sea necesario.)**

**Práctica:** Ahora vamos a practicar. Escucha la palabra que voy a decir, "papa". ¿Con qué sonido termina "papa"? Si la respuesta es en español, diglo. La palabra "papa" termina con el sonido /a/.

**Preguntas:** ¿Con qué sonido termina "papa"? (Responde según sea necesario. Ya NO provee la respuesta correcta.)

1. antio /a/
2. papa /a/
3. papa /a/
4. papa /a/
5. papa /a/
6. papa /a/
7. papa /a/
8. papa /a/

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## Book and Print Awareness

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**Book and Print Awareness**

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## Book and Print Awareness

49

Students who have Book and Print awareness are able to identify the features and functionality of print. They can recognize:

- Parts of a book
- Directionality of print
- Upper case and lower case letters
- Individual words and sentences
- Punctuation marks

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Optional

Conocimiento de la letra impresa

50

**Instrucciones:** Estas preguntas se contestarán usando la palabra "letrado". Se pueden usar también: "Apunta" o "Escríbeme" a otra palabra, si prima que sea independiente o comencien, luego una de esas palabras.

**Aquí está un libro. Vamos a hacer unas actividades divertidas usando este libro.**

**Preguntas:**

1. Muestrame la portada (cubierta/cobertura) del libro.
2. Señala el título del libro.
3. Mira esta página y señala dónde debo empezar a leer. (El título o el primer renglón.)
4. Señala en qué dirección debo leer. (De izquierda a derecha.)
5. ¿Largo, cuánto sigue leyendo?
6. Señala una letra.
7. Señala una palabra y enséñame dónde empieza y dónde termina.
8. Señala una letra mayúscula.
9. Señala una vocal y enséñame dónde empieza y dónde termina.
10. Señala una letra minúscula.

	Principio	Medio	Final
D	8-10	8-10	8-10
NE	6-7		
NI	0-5	0-7	0-7

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## Phonological Awareness

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## Phonological Awareness

52

Students who have Phonological Awareness are able to manipulate the sounds, syllables and words of language. They are able to:

- Identify and produce rhymes and alliteration
- Blend and segment sounds and syllables
- Manipulate sounds and syllables in words (i.e. substitutions and omissions)
- Identify initial and final sounds and syllables

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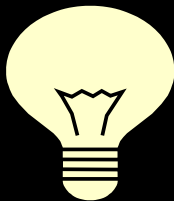
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53

Phonological Awareness can be done with all of the lights out. It is strictly AUDITORY.

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### Important Information About Phonological Awareness Tasks

54

All *Conciencia fonológica* (Phonological Awareness) sections are administered orally.

#### Some Sounds Need Special Attention

- Minimize the tendency to add a vowel sound after a consonant sound, especially for unvoiced consonants such as g, k and t. For example, pt is not pronounced /poh/. Rather, it should be spoken in a loud whisper and in a clipped manner. Do not use your vocal cords at all for these sounds.
- Voiced consonants such as g and b cannot be pronounced without a vowel sound. It is important, however, to keep the vowel sound as short as possible with words containing voiced consonants. For example, the sound for the letter g is clipped; it is not pronounced /guh/.
- Consonant consonants such as m, l and n should not be followed by a vowel sound. They can, however, be continued slightly. For example, you may say /mnnnnny/, but not /muh/.
- To pronounce vowel sounds, simply lengthen the sound of the vowel.
- Statistical differences are of concern. Reliability of scoring can be weakened when students and teachers do not share the same dialect and, most particularly, when teachers are not sensitive to differences in dialect. Flexibility, professional judgment and knowledge of students should always be used in scoring student responses, but most particularly with students whose dialect is not the same as the teacher who is presenting the items to them.
- Examples of ideal administrations of phonological awareness tasks and auditory examples of the correct pronunciation of the sounds associated with each letter can be heard on the Tejas LEE website, [www.tejaslee.org](http://www.tejaslee.org).

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## Branching Rules

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- If a student's performance level is D (10-12) continue with **Section 6**.
- If a student's performance level is NE (5-9) continue with **Section 6**.
- If a student's performance level is NI (0-4) continue with **Section 10**.

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## Branching Rules

59

**Continúe**

**D o NE en las Secciones 4 y 5:**  
Continúe con la Sección 6

**NI en las Secciones 4 y 5:**  
Continúe con la Sección 10

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Sección 1

Identificación del sonido inicial.

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**Instrucciones:** El estudiante debe identificar el sonido inicial de cada palabra. En el caso de las consonantes, pronuncie el sonido de la letra, pero no digite el nombre.  
Te voy a decir una palabra. Quiero que me digas con qué sonido empieza esa palabra.  
Por ejemplo, la palabra "teléfono" empieza con el sonido /t/. (Demuestre al estudiante "t" con la mano).

**Práctica:** Ahora vamos a practicar. Escucha la palabra que voy a decir, "patin". ¿Con qué sonido empieza "patin"?

**Preguntas:** Si la respuesta me es correcta, dígame. La palabra "patin" empieza con el sonido /p/.  
¿Con qué sonido empieza "....."? (Escuche según sea necesario. Ya NO pronuncie la respuesta correcta.)

1. teléfono /t/
2. patin /p/
3. hombre /h/
4. dinosaurio /d/
5. girafa /g/
6. jirafa /j/
7. florita /f/
8. nebulosa /n/

**Continúe con la Sección 2**

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**Sección 6** **Omisión del sonido final** **67**

**Instrucciones:** Si el estudiante debe indicar, señale siempre una palabra si se omite el sonido final.  
 Te voy a decir otras palabras. Dime cómo suena cada palabra si le quitas un sonido.  
 Por ejemplo, si a la palabra "león" le quitas /n/, queda "leo".

**Práctica:** Ahora vamos a practicar. Si a "león", le quitas /n/, ¿qué queda?

Si la respuesta no es correcta, digale: Si a "león", le quitas /n/, queda "leo".

**Preguntas:** Si a "\_\_\_\_\_" le quitas /\_\_\_\_\_, ¿qué queda? (Responde según sea necesario. Ya has practicado la pregunta correcta.)

1. leo /n/ (leo)
2. león /n/ (león)
3. león /e/ (león)
4. león /o/ (león)
5. león /l/ (león)

	Principio	Medio	Final
D	5-10	5-10	5-10
NE	0-8	5-6	
NI		0-4	0-8

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**Think Turn Talk** **68**

Think about and discuss the following two questions with your neighbor:

- Why is phonological awareness an important skill in Kindergarten and First Grade?
- Why do you think Texas LEE only assesses phoneme level PA knowledge in First Grade?

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**69**

**Graphophonemic Knowledge**

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## Graphophonemic Knowledge 70

Students with graphophonemic knowledge:

- begin with a basic understanding of the alphabetic principle
- and progress to morphological elements of language, word reading and spelling.

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### Secciones 1 y 2

### Identificación de las letras y conocimiento de los sonidos

71

**Instrucciones:** El estudiante debe decir el nombre y el sonido de la vocal o la consonante. Muestre solo una letra a la vez. Utilice la hoja en blanco para rubricar el resto de las letras. Acepte cualquier sonido que produzca la letra (por ejemplo, para la letra 'C', se acepta /s/ o /h/).

**Preguntas:** ¿Cómo se llama esta letra? ¿Cuál es el sonido de esta letra?

1. Q u	6. S s	11. M m	16. V v	21. G g	26. U u
2. A a	7. P p	12. L l	17. D d	22. Y y	27. H h
3. U u	8. M m	13. T t	18. C c	23. R r	28. X x
4. I i	9. R r	14. B b	19. K k	24. J j	29. RR rr
5. E e	10. F f	15. Z z	20. Ch ch	25. Q q	30. W w

**Hoja de registro:** Sección 1: Identificación de las letras

Letra	Nombre	Sonido
Q	cu	ku
A	aa	aa
U	uu	uu
I	ii	ii
E	ee	ee
S	ss	ss
P	pp	pp
M	mm	mm
L	ll	ll
T	tt	tt
B	bb	bb
F	ff	ff
Z	zz	zz
C	cc	cc
K	kk	kk
V	vv	vv
D	dd	dd
G	gg	gg
H	hh	hh
Y	yy	yy
X	xx	xx
R	rr	rr
J	jj	jj
Q	qq	qq
W	ww	ww

**Hoja de registro:** Sección 2: Conocimiento de los sonidos

Letra	Nombre	Sonido
Q	cu	ku
A	aa	aa
U	uu	uu
I	ii	ii
E	ee	ee
S	ss	ss
P	pp	pp
M	mm	mm
L	ll	ll
T	tt	tt
B	bb	bb
F	ff	ff
Z	zz	zz
C	cc	cc
K	kk	kk
V	vv	vv
D	dd	dd
G	gg	gg
H	hh	hh
Y	yy	yy
X	xx	xx
R	rr	rr
J	jj	jj
Q	qq	qq
W	ww	ww

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### Secciones 1 y 2

### Identificación de las letras y conocimiento de los sonidos

72

### Reminder

If a student misses 5 consecutive SOUNDS, end the administration of this section.

If a student provides the letter name instead of the letter sound, it is permissible to say to the student, --Este es el nombre de la letra. Dime el sonido. (That is the name of the letter. Tell me the sound)

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## Fluency

76

Fluency is not hurried reading. Students who are fluent readers are able to:

- Read words accurately
- Immediately recognize words without decoding
- Chunk text into meaningful phrases
- Read text with the appropriate expression
- Combine phrasing, expression and intonation during reading

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## How is fluency measured on the Tejas LEE?

77

Fluency is measured on the Tejas LEE by calculating the PLCPM

Palabras  
Leídas  
Correctamente  
Por  
Minuto

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## Determining Accuracy

78

Si el estudiante lee incorrectamente 3 palabras en la primera oración o 32 o más palabras durante el transcurso de la lectura, PARE y continúe con el cuento 2.

Exactitud de lectura	
Marque en el cuadro la cantidad de errores	Errores
<b>Fru</b> 32 o más errores	
<b>Ins</b> De 14 a 31 errores	
<b>Ind</b> 13 o menos errores	

IF A STUDENT HAS AN ACCURACY SCORE OF NIVEL DE FRUSTRACION, **DO NOT** CALCULATE THE FLUENCY RATE OR ASK THE COMPREHENSION QUESTIONS

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## Calculating the PLCPM Rate 79

Tiempo		Proporción de la fluidez de la lectura						
Mín. seg.	Total (mín. seg.)	Palabras en el cuento	Error	Palabras correctas	Segundos	$\times 60 =$	Fluidez	
1 07	= 67	35	= 2	= 33	+ 67	$\times 60 =$	30	

$$1 \times 60 = 60 \text{ sec.}$$

$$60 + 7 = 67$$

$$35 - 2 = 33$$

$$33 \div 67 \times 60 = 29.55$$

Rounded off to 30

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80

## Comprehension

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## Comprehension 81

Students who are able to comprehend draw from a variety of strategies. These include:

- Using background knowledge
- Making connections
- Identifying main idea and important details
- Summarizing text
- Making inferences
- Understanding vocabulary and concepts

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**Sección 10** **Comprensión auditiva—Principio del año** **85**

**Sección 10** **Comprensión auditiva—Principio del año**

**Problemas de comprensión de "Un día en la playa" (Cuento 1)**

**Explicitas**

Subtítulo	Puntos
1. ¿Qué es un cuento?	1
2. ¿Qué es un cuento?	1
3. ¿Qué es un cuento?	1
4. ¿Qué es un cuento?	1
5. ¿Qué es un cuento?	1
6. ¿Qué es un cuento?	1
7. ¿Qué es un cuento?	1
8. ¿Qué es un cuento?	1
9. ¿Qué es un cuento?	1
10. ¿Qué es un cuento?	1
<b>TOTAL</b>	<b>10</b>

**Nivel de logro:** Pasa a la siguiente sección por nivel apropiado.

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**Sección 10** **Comprensión auditiva—Final del año** **86**

**Sección 10** **Comprensión auditiva—Final del año**

**Problemas de comprensión de "María el mago" (Cuento 1)**

**Implícitas**

Subtítulo	Puntos
1. ¿Qué es un cuento?	1
2. ¿Qué es un cuento?	1
3. ¿Qué es un cuento?	1
4. ¿Qué es un cuento?	1
5. ¿Qué es un cuento?	1
6. ¿Qué es un cuento?	1
7. ¿Qué es un cuento?	1
8. ¿Qué es un cuento?	1
9. ¿Qué es un cuento?	1
10. ¿Qué es un cuento?	1
<b>TOTAL</b>	<b>10</b>

**Nivel de logro:** Pasa a la siguiente sección por nivel apropiado.

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**Sección 10** **Comprensión auditiva—Final del año** **87**

Final	
D	5-6
NI	0-4

**Continúe**

**D en las Secciones 4 y 5:**  
Continúe con la Sección 11

**NI en las Secciones 4 y 5:**  
PARE

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**Sección 11** **Comprensión de lectura—Final del año** **88**

**Sección 11** **Comprensión de lectura—Final del año**

**Administración:** El Cuaderno de lecturas (Final del año) (El bebé), el Folleto de respuestas del estudiante

**Subinstrucciones:** **Final del año:** Administre todas las preguntas.

**Revisión:** 1 punto por cada pregunta que el estudiante conteste correctamente. 0 puntos por cada pregunta que el estudiante conteste incorrectamente.

**Instrucciones:** El estudiante debe leer el cuento en voz alta y contestar las preguntas correspondientes. Léale las instrucciones y pídales que lean el cuento en voz alta. Si el estudiante comete tres errores en la primera oración, pare la administración de este cuento.

**Indicador:** —¿P qué más?

**Explanatory:** 1. ¿Qué hora le mamá? Respuesta: en la noche

**Explanatory:** 2. ¿En dónde está el bebé? Respuesta: en su cuna

**Explanatory:** 3. ¿Qué hora es el bebé? Respuesta: hora noche

**Nivel de logro:**

	Final
D	3
NI	0-2

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**Sección 11** **Comprensión de lectura—Final del año** **89**

**Sección 11 - Final del año**  
**El bebé**

→ **Mi mamá tuvo un bebé.  
El bebé está en su cuna.  
El tom**

**Sección 11** **Comprensión de lectura—Final del año**

**Preguntas de comprensión de "El bebé" (Cuento 11)**

1. ¿Qué hora le mamá? Respuesta: en la noche

2. ¿En dónde está el bebé? Respuesta: en su cuna

3. ¿Qué hora es el bebé? Respuesta: hora noche

**TOTAL:** Puntos: 3

**Nivel de logro:**

	Final
D	3
NI	0-2

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**Reading Comprehension** **90**  
**Grades 1-3**

- Students read 2 stories at each administration
- Students always read/attempt both stories

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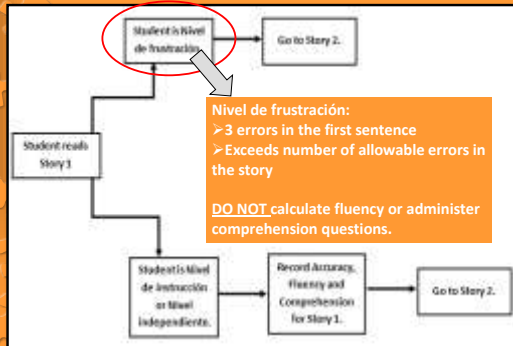
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## Comprehension Flowchart

91



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## Sección 8 Comprensión de lectura—Principio del año—Cuento 1 (El puto Lalo)

92

Pablo tiene una mascota que se llama Lalo. Es un puto blanco. Su pico y sus patas son color naranja. A Lalo le gusta nadar en el lago. El agua del lago es muy fresca.

Sección 8		Comprensión de lectura—Principio del año—Cuento 1 (El puto Lalo)		Puntos 1-10
Sección 8		Comprensión de lectura—Principio del año—Cuento 1 (El puto Lalo)		Puntos 1-10
Explícitas		Explícitas		Puntos 1-10
1.	¿Cuál es el nombre de Pablo?	1.	¿Cuál es el nombre de Pablo?	
2.	¿Cuál es el color de Lalo?	2.	¿Cuál es el color de Lalo?	
3.	¿Qué color tienen las patas y el pico de Lalo?	3.	¿Qué color tienen las patas y el pico de Lalo?	
4.	¿Qué actividad le gusta hacer a Lalo?	4.	¿Qué actividad le gusta hacer a Lalo?	
5.	¿Qué actividad le gusta hacer a Lalo?	5.	¿Qué actividad le gusta hacer a Lalo?	
6.	¿Qué actividad le gusta hacer a Lalo?	6.	¿Qué actividad le gusta hacer a Lalo?	
7.	¿Qué actividad le gusta hacer a Lalo?	7.	¿Qué actividad le gusta hacer a Lalo?	
8.	¿Qué actividad le gusta hacer a Lalo?	8.	¿Qué actividad le gusta hacer a Lalo?	
9.	¿Qué actividad le gusta hacer a Lalo?	9.	¿Qué actividad le gusta hacer a Lalo?	
10.	¿Qué actividad le gusta hacer a Lalo?	10.	¿Qué actividad le gusta hacer a Lalo?	
TOTAL:		TOTAL:		
Nivel de logro:		Nivel de logro:		
Tiempo de lectura:		Tiempo de lectura:		

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## Sección 8 Comprensión de lectura—Mitad del año—Cuento 1

93

Sección 8		Comprensión de lectura—Mitad del año—Cuento 1		Puntos 1-10
Sección 8		Comprensión de lectura—Mitad del año—Cuento 1		Puntos 1-10
1.	¿Qué actividad le gusta hacer a Pablo?	1.	¿Qué actividad le gusta hacer a Pablo?	
2.	¿Qué actividad le gusta hacer a Pablo?	2.	¿Qué actividad le gusta hacer a Pablo?	
3.	¿Qué actividad le gusta hacer a Pablo?	3.	¿Qué actividad le gusta hacer a Pablo?	
4.	¿Qué actividad le gusta hacer a Pablo?	4.	¿Qué actividad le gusta hacer a Pablo?	
5.	¿Qué actividad le gusta hacer a Pablo?	5.	¿Qué actividad le gusta hacer a Pablo?	
6.	¿Qué actividad le gusta hacer a Pablo?	6.	¿Qué actividad le gusta hacer a Pablo?	
7.	¿Qué actividad le gusta hacer a Pablo?	7.	¿Qué actividad le gusta hacer a Pablo?	
8.	¿Qué actividad le gusta hacer a Pablo?	8.	¿Qué actividad le gusta hacer a Pablo?	
9.	¿Qué actividad le gusta hacer a Pablo?	9.	¿Qué actividad le gusta hacer a Pablo?	
10.	¿Qué actividad le gusta hacer a Pablo?	10.	¿Qué actividad le gusta hacer a Pablo?	
TOTAL:		TOTAL:		
Nivel de logro:		Nivel de logro:		
Tiempo de lectura:		Tiempo de lectura:		

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1 2 3

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## Reading Comprehension

94

Sección II - Principio del año - Cuento 1  
El pato Lalo

Pablo tiene una mascota que se llama Lalo. Es un pato blanco. Su pico y sus patas son color naranja. A Lalo le gusta nadar en el lago. El agua del lago es muy fresca.

Principio

D	4-5
NI	0-3

Sección II - Comprensión de lectura—Principio del año—Cuento 1 (El pato Lalo)

Responde de comprensión de "El pato Lalo" (Cuento 1)

- ¿Cómo se llamaba la mascota de Pablo?  
Responde oralmente.
- ¿Qué tipo de mascota era?  
Responde oralmente.
- ¿Cómo era el pato?  
Responde oralmente. (Describe su color y patas con color naranja. No requiere una sola respuesta.)
- ¿Qué le gustaba hacer al pato?  
Responde oralmente en español.

1 2 3

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## Determining Overall Scores

95

### Accuracy

If a student scores FRU on EITHER story, they are considered to be NI in accuracy

A score of INS or IND is necessary for a student to be D in accuracy

If a student exceeds the number of allowed errors in a story, they are FRU in that story

1 2 3

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## Determining Overall Scores

96

### Fluency

Average the two fluency scores together to determine the overall fluency score

There is no performance level for fluency on the Tejas LEE

There is a EOY target of approximately 60 plcpm in first grade, 90 plcpm in second grade and 110 plcpm in third grade

1 2 3

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## Determining Overall Scores 97

If a student has one fluency score, this becomes the overall score

Proporción de la fluidez	
Cuento	Global
Puntaje	Promedio de puntaje
28	32
35	
FRU	28
28	

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## Determining Overall Scores 98

### Comprehension

If a student scores NI on either story, they are considered to be NI overall.

A student **MUST** score D on both stories for an overall score of D.

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## Branching Rules 99

As mentioned in the administration guidelines, **NOT** all sections of the Tejas LEE will be administered to all students each time.

- Branching Rules have students skip sections on which they are not likely to be successful.
- Branching rules reduce student frustration.

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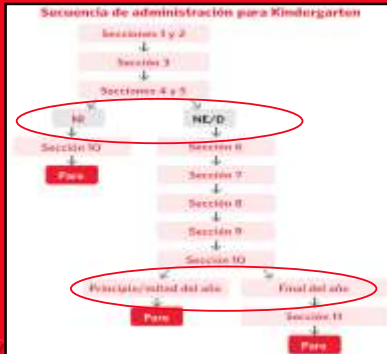
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## Branching Rules

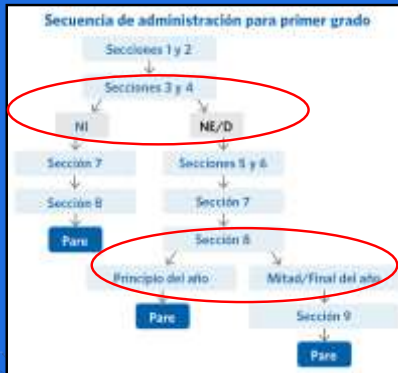
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## Branching Rules

101



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## Entry Point Rules

102

Entry Point Rules avoid re-administration of some sections on which a student has already scored **Desarrollado**.

To determine whether a section needs to be readministered, look in the colored box in the Administración section under the heading titled "Mitad y final del año".



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10 1 2

## Entry Point Rules

103

**tejas-LEE Folio de respuestas del estudiante** Resumen de calificaciones

Nombre del estudiante: Estudiante de la Zona Estado: Mr. Ramirez

Fecha de nacimiento: 10/10/2010 Sexo: Male (F/M)

Sección	Sección de la prueba	Sección de la prueba	Sección de la prueba
Sección 1	15	10	
Sección 2	11	NE	
Sección 3	7	NE	
Sección 4	10	NE	

**Example:** Applying the Entry-point rules for Sections 1 and 2, the middle of year administration for this student would begin with Sections 3 and 4.

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## Recording Student Results

104

**tejas-LEE Folio de respuestas del estudiante** Resumen de calificaciones

Palabras	Respuestas	Respuesta correcta (1-1)	Respuesta incorrecta (2-3)	Respuesta correcta (4-5)
1. tubillo	/t/			
2. cima	/i/			
3. riancho	/a/			
4. diamante	/d/			
5. planta	/p/			

**TOTAL SECCION 2:** (3 puntos)

**TOTAL SECCION 1:** (3 puntos)

**TOTAL SECCIONES 1 + 2:** (6 puntos)

**Nivel de logro:** (Mark en el nivel deseado del nivel apropiado)

D	D	B
10-16	10-16	10-16
10	10	10
10-16	10-16	10-16

Continúa con la Sección 3

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## Recording Student Results

105

**tejas-LEE Folio de respuestas del estudiante** Resumen de calificaciones

Nombre del estudiante: Estudiante de la Zona Estado: Mr. Ramirez

Fecha de nacimiento: 10/10/2010 Sexo: Male (F/M)

Sección	Sección de la prueba	Sección de la prueba	Sección de la prueba
Sección 1	15	10	
Sección 2	11	NE	
Sección 3	7	NE	
Sección 4	10	NE	

**Example:** Applying the Entry-point rules for Sections 1 and 2, the middle of year administration for this student would begin with Sections 3 and 4.

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## Progress Monitoring

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## Tejas LEE 2010-2014

MPLE

Monitoreo del progreso para lectores  
emergentes

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3

## Appropriate Use of the MPLE

- A tool to monitor student progress on early reading skills
- Monitors growth between benchmarks
- Ensures students learn the alphabetic principle

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## What Comes in the MPLE Kit? 4

### Each MPLE Kit Includes:

Guía de administración  
(Teacher Guide)

Cuaderno de lecturas  
(Student Story Booklet)

### SOLD SEPARATELY

15 Folletos de respuestas  
del estudiante (Student  
Record Booklets)



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## Components 5

The MPLE consists of the following:

- Alphabet Letter Task Card
- Listening Comprehension Stories and Questions
- Word Reading (Decoding) Lists
- Phonological Awareness Tasks

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6

The MPLE measures progress in:

- Graphophonemic Knowledge
- Phonological Awareness
- Listening Comprehension

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## Required vs Optional Tasks 7

The MPLE offers a great deal of administration flexibility by incorporating both REQUIRED and OPTIONAL tasks.

- REQUIRED tasks ensure that teachers have the necessary information for informed instructional decisions
- OPTIONAL tasks can provide additional information about each student

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## Required vs Optional Tasks 8

Kindergarten	Required	Optional
MPLE	<ul style="list-style-type: none"> <li>•Letter Name/ Letter Sound</li> <li>•Listening Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>•Word Reading</li> <li>•Syllable and Phoneme Blending</li> <li>•Segmenting Syllables and Phonemes</li> </ul>

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## Skill and Description 9

### Phonological Awareness

<b>Syllable and Phoneme Blending</b>	<ul style="list-style-type: none"> <li>•Presented with parts of a word</li> <li>•Provide the whole word</li> </ul>
<b>Segmenting Syllables and Phonemes</b>	<ul style="list-style-type: none"> <li>•Presented with word</li> <li>•Break words into component parts</li> </ul>

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## Skill and Description

10

### Graphophonemic Knowledge

#### Letter Name/Letter Sound

- Entire alphabet
- Provide letter name and sound

#### Word Reading

- Read 5 words aloud
- In order of difficulty

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## Skill and Description

11

### Listening Comprehension

#### Listening Comprehension

- Students are read a short passage
- Ordered according to difficulty

#### Listening Comprehension Questions

- 3 questions
  - 1 Explicit,
  - 1 Implicit and
  - 1 Vocabulary

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## Schedule of Administration

12

### Kindergarten

### BOY to MOY

### MOY to EOY

#### MPLE

Every two weeks after  
BOY  
benchmark

Every two weeks after  
MOY  
benchmark

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## Administration Guidelines 13

1. Start with required items.
2. Conclude with optional items to gain more information.
3. Record results on the Student Record Sheet during administration.
4. If the student hesitates longer than **10 seconds**, mark the item incorrect and move on to the next item without comment.

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## Administration Timeline 14

Administer task until Mastered

Beginning- to Middle-of-Year						
Skill	Series 2	Series 4	Series 6	Series 8	Series 10	Series 12
Letter Names/ Letter Sounds**	X		X	X	X	X
Blending	Syllables					
		X	X	X	X	X
Segmenting	Syllables					
		X	X	X	X	X
Initial Sound				X	X	X
List, Comp., Vocabulary*		X	X	X	X	X

Always administer task

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## Administration Timeline 15

Middle- to End-of-Year						
Skill	Series 14	Series 16	Series 18	Series 20	Series 22	Series 24
Letter Names/ Letter Sounds**	X	X	X	X	X	X
Blending	Syllables			Phonemes		
	X	X	X	X	X	X
Segmenting	Syllables			Phonemes		
	X	X	X	X	X	X
Initial Sound	X	X	X			
Word Reading		X	X	X	X	X
Comprehension Vocabulary*	X	X	X	X	X	X

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## Required Tasks

16

Middle- to End-of-Year						
Skill	Series 14	Series 16	Series 18	Series 20	Series 22	Series 24
Letter Names/ Letter Sounds**	X	X	X	X	X	X
Blending	Syllables		Phonemes			
	X	X	X	X	X	X
Segmenting	Syllables		Phonemes			
	X	X	X	X	X	X
Initial Sound	X	X	X	X	X	X
Word Reading	X	X	X	X	X	X
Comprehension/ Vocabulary*	X	X	X	X	X	X

Required

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## Optional Tasks

17

Middle- to End-of-Year						
Skill	Series 14	Series 16	Series 18	Series 20	Series 22	Series 24
Letter Names/ Letter Sounds**	X	X	X	X	X	X
Blending	Syllables		Phonemes			
	X	X	X	X	X	X
Segmenting	Syllables		Phonemes			
	X	X	X	X	X	X
Initial Sound	X	X	X	X	X	X
Word Reading	X	X	X	X	X	X
Comprehension/ Vocabulary*	X	X	X	X	X	X

Optional

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## Administration

18

Format is similar to the Tejas LEE in terms of:

- Materials
- Directions
- Practice
- Scoring

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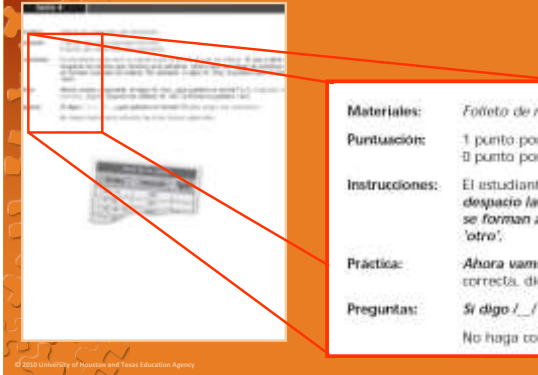
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## Format

19



**Materiales:** Ffoteto de r

**Puntuación:** 1 punto por  
2 punto por

**Instrucciones:** El estudiante  
despacio le  
se forman a  
'otro'.

**Práctica:** Ahora vame  
correcta, di

**Preguntas:** Si digo /\_/\_/  
No haga co

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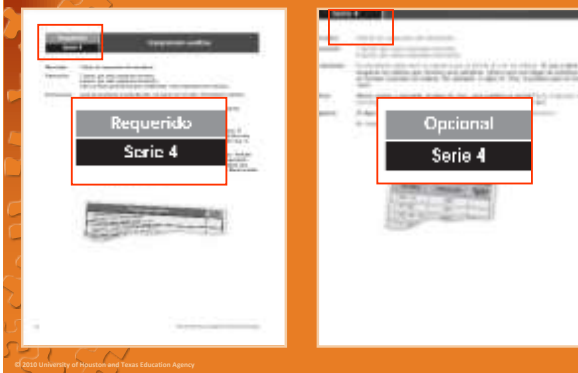
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## Format

20



**Requerido**  
**Serie 4**

**Opcional**  
**Serie 4**

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## Scoring

21

1. All items are scored correct (1) or incorrect (0).
2. With the exception of Letter Name/Sound, each task within each set contains 3-5 items.
3. Letter Name/Sound has a ceiling of 5 incorrect in a row.
4. If the student hesitates longer than 10 seconds, mark the item incorrect and move on to the next item without comment.

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## 22

- | Resposteiros   |          |      |          |      |          |      |          |      |          |      |          |      |
|--|----------|------|----------|------|----------|------|----------|------|----------|------|----------|------|
| Lábios e orelhas   |          |      |          |      |          |      |          |      |          |      |          |      |
| Des contendo sempre as 3 folhas correspondentes em 1 unidade do mesmo. |          |      |          |      |          |      |          |      |          |      |          |      |
|  | Setor 12 |      | Setor 13 |      | Setor 14 |      | Setor 15 |      | Setor 16 |      | Setor 18 |      |
|  | 12.0     | 12.1 | 13.0     | 13.1 | 14.0     | 14.1 | 15.0     | 15.1 | 16.0     | 16.1 | 18.0     | 18.1 |
| 1.0 a  | 1        | 1    | 1        | 1    | 1        | 1    |          |      |          |      |          |      |
| 2.0 a  | 1        | 1    | 1        | 1    | 1        | 1    |          |      |          |      |          |      |
| 3.0 a p  | 1        | 0    | 1        | 1    | 1        | 1    |          |      |          |      |          |      |
| 4.0 a b  | 1        | 1    | 1        | 1    | 1        | 1    |          |      |          |      |          |      |
| 5.0 11.0   | 0        | 0    | 1        | 1    | 1        | 1    |          |      |          |      |          |      |
| TOTAL  | 29       | 28   | 30       | 30   | 30       | 30   |          |      |          |      |          |      |

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[illegible]

## 23

- | Respostas  |          |    |          |    |          |    |          |    |          |    |          |    |
|--|----------|----|----------|----|----------|----|----------|----|----------|----|----------|----|
| Lectura y escritura  |          |    |          |    |          |    |          |    |          |    |          |    |
| Por columna después de 5 folios consecutivos en la columna del estado. |          |    |          |    |          |    |          |    |          |    |          |    |
|  | Enero 14 |    | Enero 15 |    | Enero 16 |    | Enero 17 |    | Enero 18 |    | Enero 19 |    |
|  | SI       | NO | SI       | NO | SI       | NO | SI       | NO | SI       | NO | SI       | NO |
| T.O. a.  | 1        | 1  | 1        | 1  | 1        | 1  | -        | 1  |          |    |          |    |
| E.T.O.   | 1        | 1  | 1        | 1  | 1        | 1  | -        | 1  |          |    |          |    |
| 20. P. p.  | 0        | 0  | 1        | 1  | 1        | 1  | -        | 1  |          |    |          |    |
| 20. P. b.  | 1        | 0  | 1        | 0  | 1        | 1  | -        | 1  |          |    |          |    |
| 20.12. B.  | 0        | 0  | 1        | 0  | 1        | 0  | -        | 1  |          |    |          |    |
| TOTAL  | 28       | 27 | 30       | 28 | 30       | 29 | -        | 30 |          |    |          |    |

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## 24

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## Procedures for Optional Set Items

25

- Optional items may be started at any administration
- Before MOY, always begin an optional task with the first available set. So, for Sound Blending, you would begin with Serie 4, and with Initial Sound, you would begin with Serie 8.
- After MOY, you may choose to start optional tasks with Serie 14 and move back to Serie 4 if the student has difficulty
- Always record the actual date of administration next to the optional tasks if this differs from the date of the required tasks

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## Graphophonemic Knowledge

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### Investigativo Serie 2-24

### Identificación de las letras y asociamiento de los sonidos

- Materiales:** Cuadrícula de tarjetas. Fichas de respuesta del estudiante y una hoja de trabajo.
- Participación:** Se al van distribuir tarjetas numeradas por orden al sonido correspondiente, para 1 punto por cada respuesta correcta.  
0 puntos por cada respuesta incorrecta.
- Instrucciones:** El estudiante debe decir el nombre y el sonido de la vocal o consonante. El estudiante debe unir una letra a la vocal. El estudiante debe unir una letra a la consonante. El estudiante debe unir una letra a la vocal. El estudiante debe unir una letra a la consonante. El estudiante debe unir una letra a la vocal. El estudiante debe unir una letra a la consonante. El estudiante debe unir una letra a la vocal. El estudiante debe unir una letra a la consonante.
- Objetivo:** Hay a mostrar una letra. El estudiante que me digan el nombre y el sonido de cada letra.
- Procedimiento:** ¿Cómo se llama esta letra? ¿Cuál es el sonido de esta letra?

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28

**Opcional**  
**Serie 16**

### Reconocimiento de las palabras

**Materiales:** Cuaderno de escritura. Folios de respuestas del participante y una hoja en blanco.

**Puntuación:** 1 punto por cada respuesta correcta.  
0 puntos por cada respuesta incorrecta.

**Instrucciones:** El estudiante debe leer una lista de palabras. Almacénalas solamente una palabra a la vez. Utiliza la hoja en blanco para escribir el resto de las palabras.

**De vez a cuando unas palabras y quiero que las seas en voz alta. Si me sales alguna palabra, trata de decir lo mejor que puedas. ¿Qué dices aquí?**

**Problema:** Ninguno.

**Preguntas:** ¿Qué dices aquí?  
No haga comentarios durante las cosas. Tienen que ser.

Reconocimiento de las palabras	Puntos (11)
1. 10	
2. 10	
3. 10	

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29

## Phonological Awareness

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30

**Opcional**  
**Serie 4**

### Unión de las sílabas

**Materiales:** Folios de respuestas del estudiante.

**Puntuación:** 1 punto por cada respuesta correcta.  
0 puntos por cada respuesta incorrecta.

**Instrucciones:** El estudiante debe decir las palabras que se leen en voz alta. De vez a cuando unas palabras y quiero que las seas en voz alta. Si me sales alguna palabra, trata de decir lo mejor que puedas. ¿Qué dices aquí?

**Problema:** Ninguno.

**Preguntas:** ¿Qué dices aquí?  
No haga comentarios durante las cosas. Tienen que ser.

Unión de las sílabas	Puntos (11)
1. 10	
2. 10	
3. 10	

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31

**Opcional**  
**Serie 4**

**Segmentación de las sílabas**

**Materiales:** Fichas de respuesta del estudiante.

**Planteamiento:** 1 punto por cada respuesta correcta.  
0 punto por cada respuesta incorrecta.

**Instrucciones:** El estudiante debe dividir las palabras en sílabas. Primero, lee la palabra. Luego, señala la primera sílaba de la palabra. Después, señala la segunda sílaba. Continúa así hasta que hayas dividido la palabra en sílabas.

**Práctica:** Ahora vamos a practicar. Si digo "maestro", dime, ¿cómo se divide en sílabas? ¿maes-tro o maes-tro?

**Preguntas:** Dime, ¿cómo se divide en sílabas la palabra "maestro"? (Debes seguir las instrucciones.)

No haga comentarios durante las prácticas siguientes.

Palabra	Respuesta	Puntuación
maestro	maes-tro	1
maestro	maes-tro	1
maestro	maes-tro	1

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**Opcional**  
**Serie 18**

**Unión de los sonidos**

**Materiales:** Fichas de respuesta del estudiante.

**Planteamiento:** 1 punto por cada respuesta correcta.  
0 punto por cada respuesta incorrecta.

**Instrucciones:** El estudiante debe unir los sonidos que se leen al leer los sonidos de algunas letras. Primero, lee los sonidos de las letras. Luego, lee los sonidos.

**Práctica:** Ahora vamos a practicar. Si digo "ma", ¿qué palabra se forma? ¿maestro o maestro?

**Preguntas:** Si digo "ma", ¿qué palabra se forma? (Debes seguir las instrucciones.)

No haga comentarios durante las prácticas siguientes.

Palabra	Respuesta	Puntuación
ma	maestro	1
ma	maestro	1
ma	maestro	1

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**Opcional**  
**Serie 18**

**Segmentación de los sonidos**

**Materiales:** Fichas de respuesta del estudiante.

**Planteamiento:** 1 punto por cada respuesta correcta.  
0 punto por cada respuesta incorrecta.

**Instrucciones:** El estudiante debe dividir las palabras en sonidos por sílabas. Primero, lee la palabra. Luego, señala la primera sílaba de la palabra. Después, señala la segunda sílaba. Continúa así hasta que hayas dividido la palabra en sílabas.

**Práctica:** Ahora vamos a practicar. Si digo "maestro", dime, ¿cómo se divide en sílabas? ¿maes-tro o maes-tro?

**Preguntas:** Dime, ¿cómo se divide en sílabas la palabra "maestro"? (Debes seguir las instrucciones.)

No haga comentarios durante las prácticas siguientes.

Palabra	Respuesta	Puntuación
maestro	maes-tro	1
maestro	maes-tro	1
maestro	maes-tro	1

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Comprensión auditiva		Puntos (10/1)
1. ¿Qué tipo de clima le gustan a María?	Responde: A María le gustan los días soleados.	Explicit
2. ¿Cómo se llama la mamá de María que vive a lo lejos?	Responde: La mamá de María se llama Ana o Ana porque los niños están acostumbrados a llamarla así.	Implicit
3. ¿Qué es el significado de la palabra <i>desaparece</i> ?	Responde: El papá se fue por un tiempo para protegerse de la fiebre.	Vocabulary
TOTAL (3 puntos)		

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## Documenting Student Progress

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## Letter Names & Sounds (Required) 39

Alfabeto		Alfabeto		Alfabeto		Alfabeto		Alfabeto		Alfabeto		Alfabeto		Alfabeto	
Letra	Nombre	Letra	Nombre	Letra	Nombre	Letra	Nombre	Letra	Nombre	Letra	Nombre	Letra	Nombre	Letra	Nombre
A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h
I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
Q	q	R	r	S	s	T	t	U	u	V	v	W	w	X	x
Y	y	Z	z												

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## Listening Comprehension (Required) 40

Serie 2-12		Requerido	
Componentes auditivos			
Serie	Puntaje de comprensión (1-3)	Puntaje de vocabulario (1)	
4			
6			
8			
10			
12			

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## Optional Tasks

41

Serie 2-12			Optional	
Unidos de las sílabas			Segmentación de las sílabas	
Serie	Puntaje		Serie	Puntaje
4			4	
6			6	
8			8	
10			10	
12			12	

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## Sample Student Progression 42

### Example:

Jose is identified as a Tier 2 student and does not know any of his letter names or sounds at the beginning of the year.

Administer REQUIRED Letter names and sounds (LNLS), starting with Week 2, after the administration of the Tejas LEE BOY.

Administer REQUIRED Listening Comprehension beginning with Week 4.

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**Sample Student Progression 43**

**Example (continued):**

By Week 8 after the BOY administration (Serie 8), Jose is doing much better. You decide to also monitor Jose's phonological awareness skills.

Thus at Serie 8, Jose's administration would be as follows:

- Letter Name, Letter Sound (Serie 8)
- Listening Comprehension (Serie 8)
- Blending Syllables (Serie 4)
- Segmenting Syllables (Serie 4)
- Initial Sound Identification (Serie 8)

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**Tejas LEE 2010-2014**

*Monitoreo del progreso para lectores principiantes (MPLP)*

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**Contents of this Module 2**

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

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## What Comes in the MPLP Kit?

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### Each MPLP Kit Includes:

Guía de administración (Teacher Guide)

Cuaderno de lecturas (Student Story Booklet)

### Available for purchase separately:

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

\* May not be included in kits sold with PDAs.

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## Components of MPLP

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)

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### The MPLP measures progress in:

- Reading Accuracy
- Reading Fluency
- Reading Comprehension

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## 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

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## General Guidelines

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

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## Administering the MPLP

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2 Week Administration Cycle ONLY

6 Week Administration Cycle ONLY

Both 2 Week and 6 Week  
Administration Cycle

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Comprehension

Week Schedule

9

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

Estas preguntas van para fines de instrucción y no afectan la proporción de la fluidez. No saque el resultado.

- ¿De quién o de qué se trata esta historia principalmente?
- ¿Qué pasó en esta historia?

Click on Arrow to Continue

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Two Week  
Administration  
Schedule

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Six Week  
Administration  
Schedule

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12

## Two and Six Week Administration Schedule

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13

## Choosing the Correct Administration Schedule

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

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

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## Baseline Administration

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.

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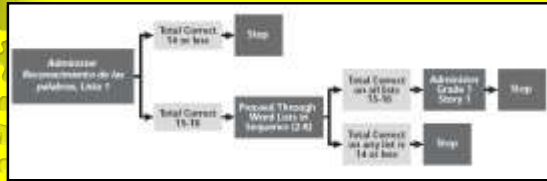
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## First Grade Baseline Administration 15

(Two Week Administration Schedule)



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

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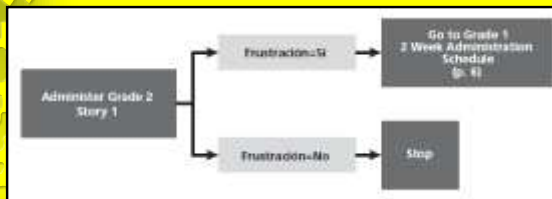
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## Second Grade Baseline Administration 16

(Two Week Administration Schedule)



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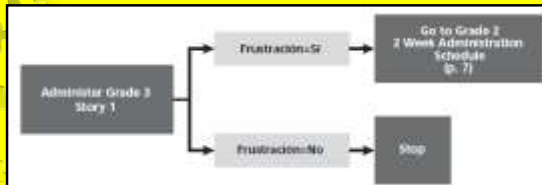
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## Third Grade Baseline Administration 17

(Two Week Administration Schedule)



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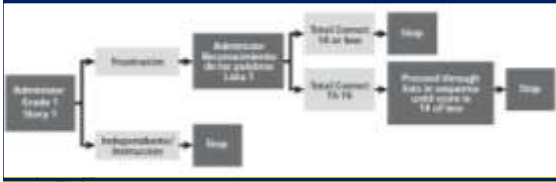
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## First Grade Baseline Administration 18

(Six Week Administration Schedule)



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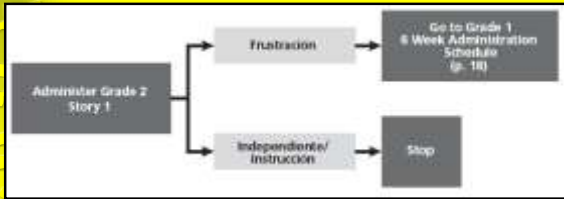
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## Second Grade Baseline Administration 19

(Six Week Administration Schedule)



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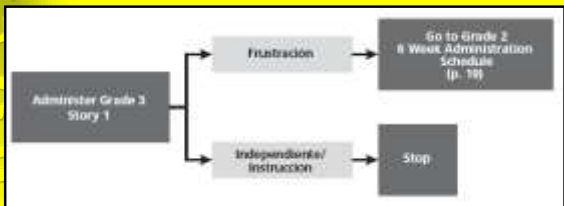
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## Third Grade Baseline Administration 20

(Six Week Administration Schedule)



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## Baseline Assessment Summary

21

(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

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## Baseline Assessment Summary

22

(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

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## Story Overview

23

### Two Week Schedule

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

### Six Week Schedule

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

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## Story Overview

24

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

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## Word List Overview

25

### Two Week Schedule

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

### Six Week Schedule

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

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## Word List Overview

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	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

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## Non-Baseline Administrations

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## All Non-Baseline Administrations

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

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## Word Lists

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

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## Word Lists

30

**Instrucciones:**  
 Si un estudiante tiene una lista de palabras, llévelas inmediatamente una palabra a la vez. Antes de leerla, señalela para saber si está en la lista.  
 Si hay a mostrar una palabra y quiere que la lea en voz alta. Si no quiere, señalela, pero no lea la palabra que muestra. ¿Qué dice usted?  
 Si alguien no es capaz de la lista de palabras, señalela en la lista en voz alta y señalela en voz alta.

**Reconocimiento de las palabras**

Palabras	Primera administración (S, N)	Segunda administración (S, N)
1. ti		
2. no		
3. ya		
4. le		
5. ya		
6. le		
7. ya		
8. le		
9. ya		
10. le		
11. ya		
12. le		
13. ya		
14. le		

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## Reconocimiento de las palabras

31

Palabras	Primera administración (S, N)	Segunda administración (S, N)
1. ti		
2. no		
3. ya		
4. le		
5. ya		
6. le		
7. ya		
8. le		
9. ya		
10. le		
11. ya		
12. le		
13. ya		
14. le		

**Número 1**

Palabras	Primera administración (S, N)	Segunda administración (S, N)
1. ti		
2. no		
15. ya		
16. le		
Total número 1:		
¿Frustración? (14 o menos):	Si	No
Fecha:	__/__/__	__/__/__

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## Exactitud, fluidez y comprensión de lectura

32

**Exactitud, fluidez y comprensión de lectura**

El estudiante debe leer el texto en voz alta. El maestro debe observar y registrar la exactitud, la fluidez y la comprensión de la lectura. El maestro debe registrar la exactitud, la fluidez y la comprensión de la lectura en la siguiente tabla.

Palabras	Primera administración (S, N)	Segunda administración (S, N)
1. ti		
2. no		
3. ya		
4. le		
5. ya		
6. le		
7. ya		
8. le		
9. ya		
10. le		
11. ya		
12. le		
13. ya		
14. le		

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The image shows a page from a Spanish textbook. A red box highlights a section titled "Cuento 1" and "Primera". The text inside the box is in Spanish and discusses the story "La terna de Andy". The word "Primera" is circled in red. The text is as follows:

**Cuento 1**  
**Primera**

**Exa(ñu)l, mudez y comprensión de lectura**  
**La terna de Andy**

**Diga:**  
*Ahora vas a leer un cuento. El cuento se llama "La terna de Andy". Se trata de un niño que juega a las terna. 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.*

[illegible]

34

llama señorita Susana y nos  
encarga tarea. Un día se me  
ayó. Cuando llegué a la escuela  
que había pasado a la maestra  
triste porque la señorita Susana

59

11

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Cuento 1		Exactitud, fluidez y comprensión de lectura					
2 semanas		La tarea de Andy					
Exactitud							
Administración	Primer Párrafo 10 palabras	=	SEGUNDA	=	Párrafos correctos	+ segundos por palabra	= % exactitud (20 PLCPM)
Primera	59	=	7	=	52	+ 59	= .88 Si <b>No</b>
Segunda		=		=		+ 59	= Si No
Fluidez							
Administración	Primer Párrafo 10 palabras	=	SEGUNDA	=	Párrafos correctos	+ segundos por palabra	= FLUPE
Primera	59	=	7	=	52	+ 120 s 60	= 26
Segunda		=		=		+ 120 s 60	

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36

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

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

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

$146 - 7 = 139$   
 $139 \div 211 \times 60 = 39.52$   
 Rounded to 40

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## Backtracking

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

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

43

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

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## Re-Establishing Baselines

44

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

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## Re-Establishing Baselines

45

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

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## Documenting Student Progress

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## Word Lists

47

**Modo de uso del programa para lectores principiantes**  
Primer grado  
**Formulario de datos del reconocimiento de las palabras**

Nombre del niño: \_\_\_\_\_  
Apellido: \_\_\_\_\_  
Nombre del estudiante: \_\_\_\_\_  
Maestro: \_\_\_\_\_

Fecha de lectura	Número de lista	¿Correcto?		Total correcto
		Si	No	
		Si	No	
		Si	No	
		Si	No	
		Si	No	
		Si	No	

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## Interpreting and Planning

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## Sample Progression

Progress Monitoring Assessments

BOY	2 Weeks	4 Weeks	6 Weeks	8 Weeks	MOY
	Grade 2 Stud. 1	Grade 2 Story 1	Grade 2 Story 2	Grade 2 Story 3	Grade 2 Story 4
		Grade 2 Story 1	Grade 2 Story 2	Grade 2 Story 3	Grade 2 Story 4

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## Interpreting Results: Grade 1, Student 1

BOY	2 weeks	4 weeks	6 weeks	8 weeks	10 weeks	MOY
	List 1 List 2 List 3 List 4 List 5-F	List 5	List 6	30 PLCPM COMP 2 of 2 Grade 1 Story 1	33 PLCPM COMP 2 of 2 Grade 1 Story 2	

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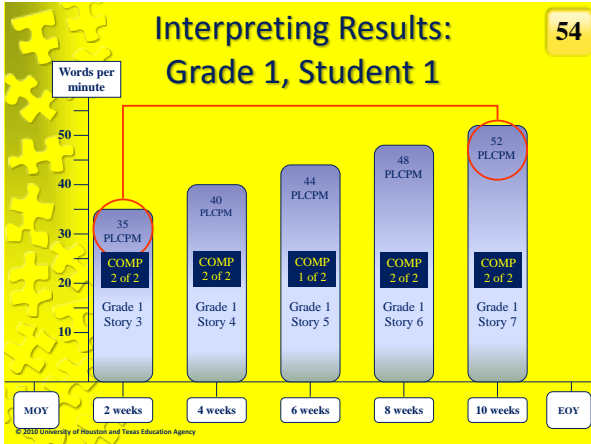
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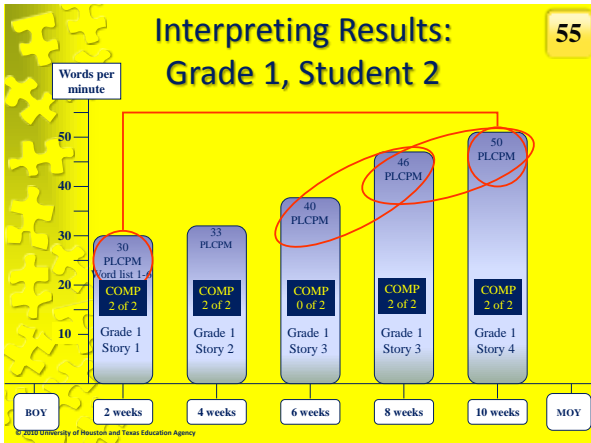
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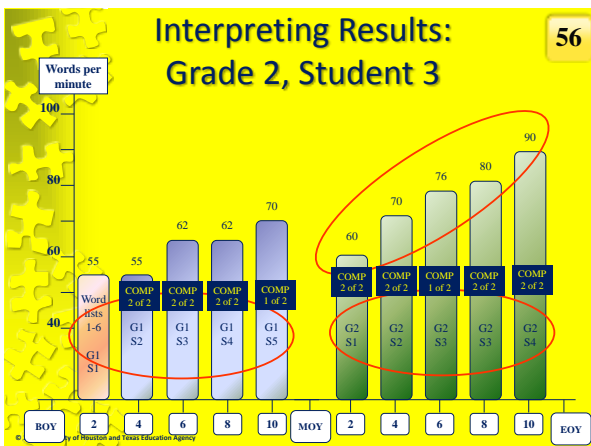
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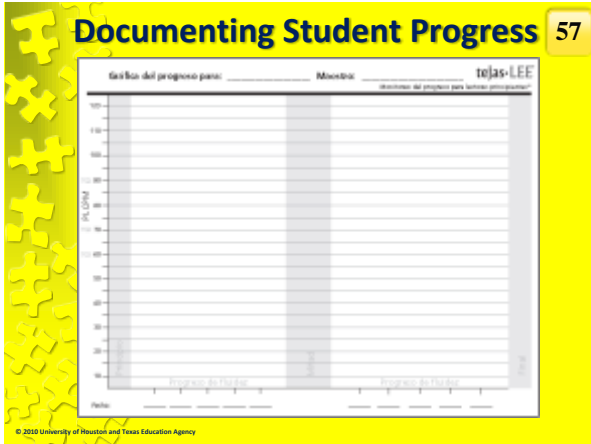
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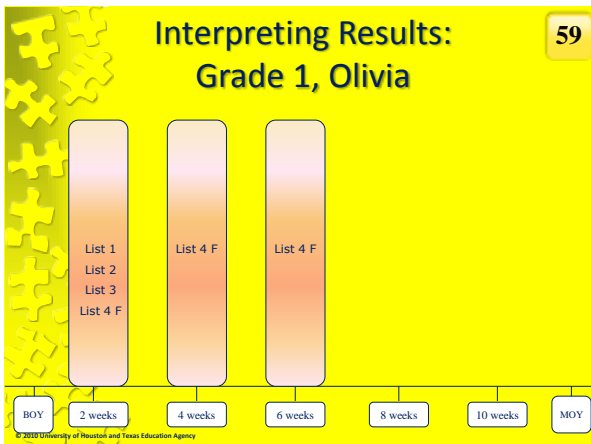
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## MPLP results for Olivia Word List #4

Número 4			
Palabras	Respuesta correcta	Respuesta incorrecta	Total
1. todo	0		
2. vino	1		
3. café	0		
4. grato	0		
5. noche	1		
6. amigo	0		
7. pastel	0		
8. falta	1		
9. queso	0		
10. perro	1		
11. alto	1		
12. macho	1		
13. grande	0		
14. vino	1		
15. mal	1		
16. campo	0		
<b>Total palabras: 16</b>	<b>8</b>		
Puntuación: 50% a 100% Olivia: 9 / 11 80%			

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## Tejas LEE results for Olivia Section 7

Sección 7 Reconocimiento de las palabras			
Palabras	Respuesta correcta	Respuesta incorrecta	Total
1. tul	1		
2. ele	1		
3. lava	1		
4. soy	1		
5. hay	1		
6. toro	0		
7. caballo	1		
8. marra	0		
9. hombre	0		
10. chocolate	1		
11. alfombra	0		
12. calzones	0		
13. gira	0		
14. pequeños	1		
15. biblioteca	0		
<b>TOTAL (15 palabras)</b>	<b>8</b>		
Nivel de logro: 80% o mayor (8 de 15 palabras correctas) Olivia: 8 / 15 53%			

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## Implications for Instruction

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

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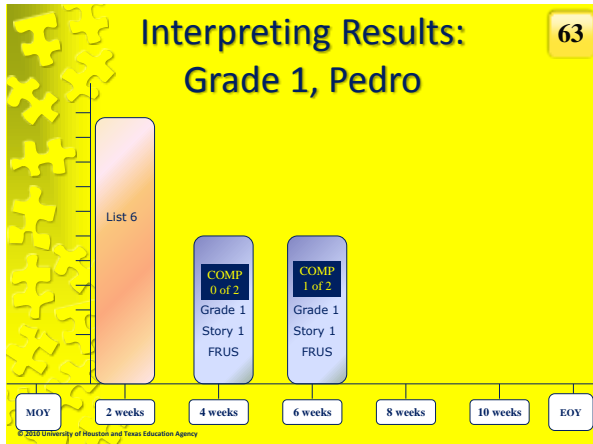
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### Think Turn Talk Activity

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**Analyze this scenario**

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

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### How did you do?

65

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

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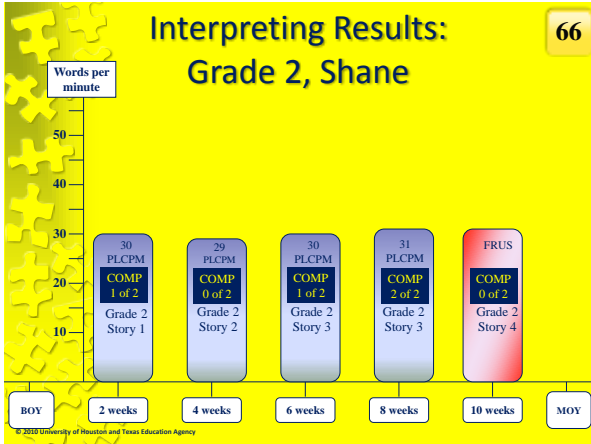
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### Think Turn Talk Activity

**Analyze this scenario**

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

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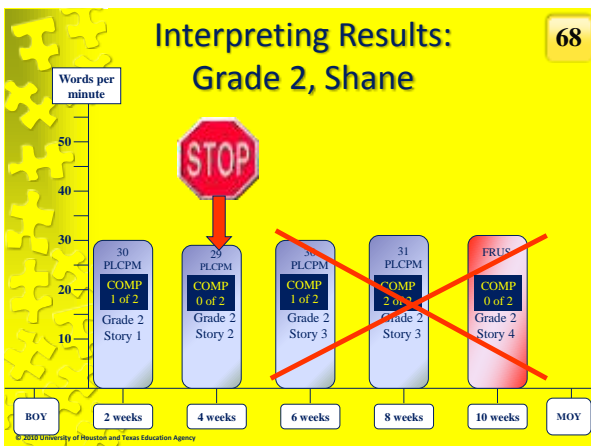
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## How did you do?

69

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

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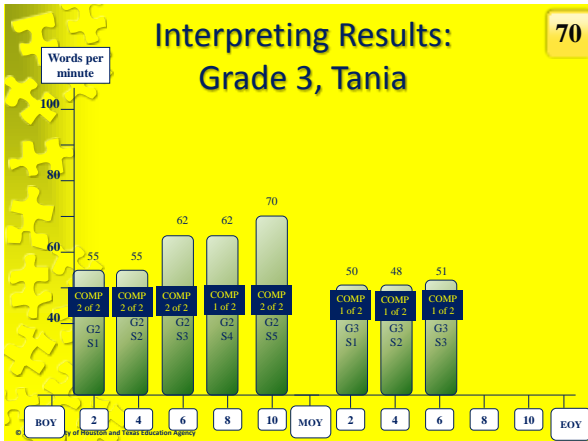
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## Interpreting Results: Grade 3, Tania

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## Think Turn Talk Activity

71



### Analyze this scenario

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

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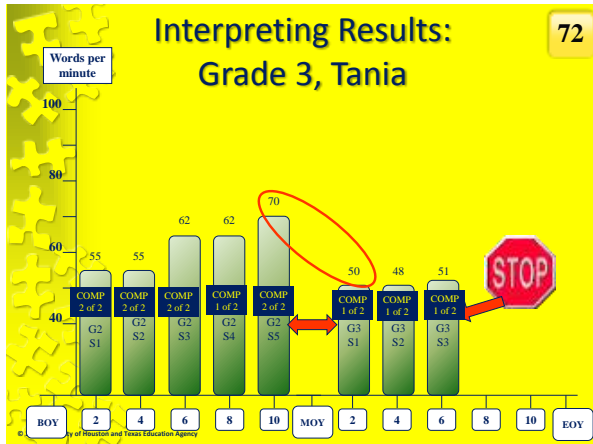
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### How did you do?

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

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### Thoughts to keep in mind about the Third Grade MPLP Stories

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

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## Additional Resources

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## Tejas LEE Website

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



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## Tejas LEE Video Clips



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A decorative graphic on the left side of the slide consisting of several interlocking puzzle pieces in shades of orange and yellow, arranged in a vertical column.

## Questions & Answers

78

If you have any further questions:

- contact the Tejas LEE team at [tejaslee.info@times.uh.edu](mailto:tejaslee.info@times.uh.edu)
- check for an answer online at [www.tejaslee.org](http://www.tejaslee.org)

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