

Key Points



Notes

Copyright Notification

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Key Points



Notes



The Tejas LEE

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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DO:

Read/review slide.

Say:

It is NOT designed for and is not intended to be used to evaluate teacher performance or as a tool for teacher accountability.



Key Points



Notes



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NEW for 2010

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


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Key Points



Notes



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Tejas LEE Organization
for Presenters


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Notes



Downloads

6

- 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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DO:

Read/review slide.



Key Points



Notes



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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DO:

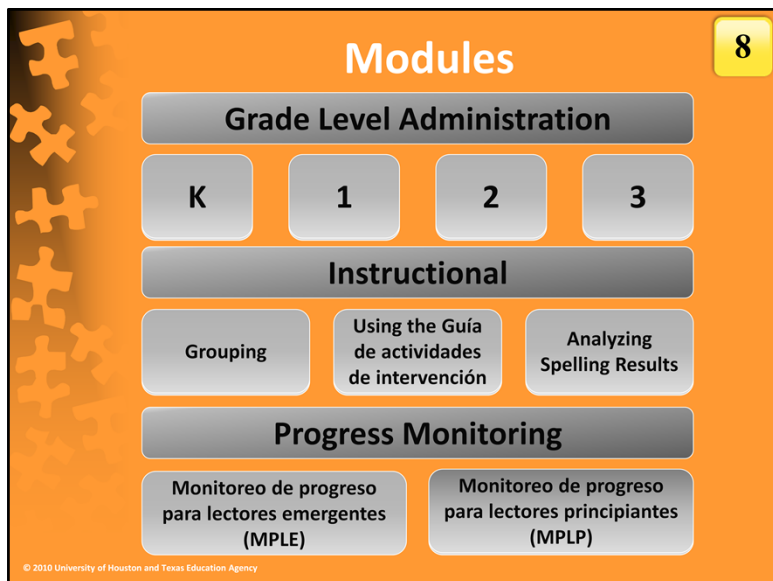
Read/review slide.



Key Points



Notes



Key Points



Notes

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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DO:
Read/review slide.



Key Points



Notes



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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DO:


Read/review slide.



Key Points



Notes



TEA Recommends:

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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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Key Points

DO:

Paraphrase slide.

SAY:

As you saw on the previous slides, you have a number of options available to you for to present the proper administration procedures. You can do grade level specific trainings or combinations of grade levels.

The grouping and Intervention Activities Guide modules are NOT grade level specific.

The Spelling Module is designed for item level analysis for 1st, 2nd and 3rd grade. First grade teachers would NOT need this module until the Middle of Year administration.



Notes

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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DO:


Read/review slide.



Key Points



Notes




Trainer Notes

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

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SLIDE 27



This slide has 2 ✓ ⚡ CLICKS of animation.

DO:
Draw participants' attention to the Instrucciones section.

✓ ⚡ CLICK

SAY:
The first task on the Tejas LEE First Grade is Initial Sound Identification. All tasks on the first Grade Tejas LEE are phoneme level tasks. This is because by First Grade, the best predictor of student reading performance is their ability to manipulate phonemes, rather than syllables. Remember that when you see a letter between two slash marks (show an example on the slide), you should say the letter sound to your students, NOT THE LETTERNAME.

DO:
Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ⚡ CLICK

SAY:
Note that there is no performance level for Sección 1. This section is scored together with Sección 2. Go on to Sección 2 after completing this part.

13

Key Points

- Students must identify the initial sound in a word.
- Remember, when a letter appears between slash marks (i.e. /m/) you should say the letter sound, NOT the letter name.
- After completing this section, move to section 2 as the scores from both sections will be combined to determine final score and performance level.

Notes

DO:
Read/review slide.



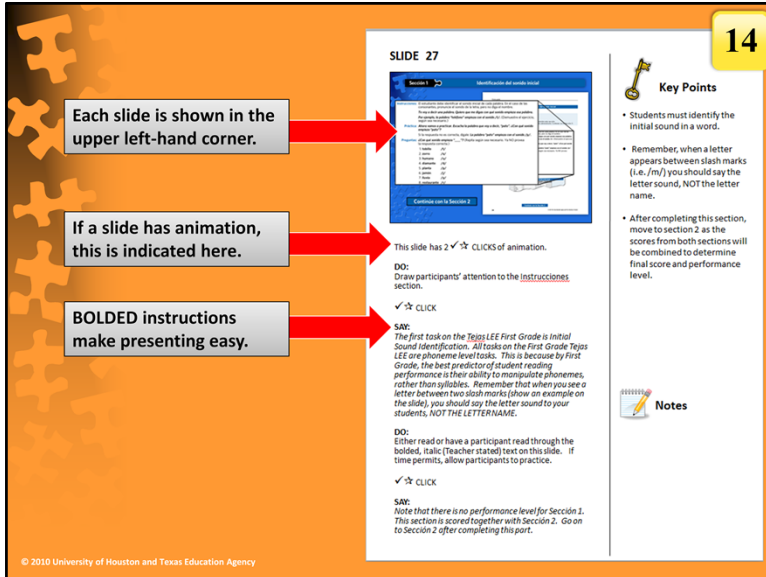
Key Points



Notes



Key Points



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



This slide has 2 ✓ ☆ CLICKS of animation.

DO:
Draw participants' attention to the Instrucciones section.

✓☆ CLICK

SAY:
The first task on the Tejós LEE First Grade is Initial Sound Identification. All tasks on the First Grade Tejós LEE are phoneme level tasks. This is because by First Grade, the best predictor of student reading performance is their ability to manipulate phonemes, rather than syllables. Remember that when you see a letter between two slash marks (show an example on the slide), you should say the letter sound to your students, NOT THE LETTERNAME.

DO:
Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓★ CLICK

SAY:
Note that there is no performance level for Sección 1. This section is scored together with Sección 2. Go on to Sección 2 after completing this part.

Key Points

- Students must identify the initial sound in a word.
- Remember, when a letter appears between slash marks (i.e. /m/) you should say the letter sound, NOT the letter name.
- After completing this section, move to section 2 as the scores from both sections will be combined to determine final score and performance level.



Notes

DO:
Read/review slide.




Notes

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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



This slide has 2 ✓ ☆ CLICKS of animation.

DO:
Draw participants' attention to the Instrucciones section.

✓ ☆ CLICK

SAY:
The first task on the Tejitos LEE First Grade is Initial Sound Identification. All tasks on the first Grade Tejitos LEE are phoneme level tasks. This is because by First Grade, the best predictor of student reading performance is their ability to manipulate phonemes, rather than syllables. Remember that when you see a letter between slash marks (i.e. /m/) you should say the letter sound, NOT the letter name.

DO:
Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

SAY:
Note that there is no performance level for Sección 1. This section is scored together with Sección 2. Go on to Sección 2 after completing this part.

Key Points

- Students must identify the initial sound in a word.
- Remember, when a letter appears between slash marks (i.e. /m/) you should say the letter sound, NOT the letter name.
- After completing this section, move to section 2 as the scores from both sections will be combined to determine final score and performance level.

Notes

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Key Points

DO:
Read/review slide.



Notes



Key Points

SAY:

The icons show above are used throughout the Tejas LEE training modules. Most of these icons are self-explanatory. However, let's go over these quickly so you know what to expect when you encounter these in your notes.

DO:

Walk participants through each icon. Answer questions and add explanation as necessary. Be certain to touch on the following additional information on these icons:

Additional Information for Presenter: On some slides, additional information is presented for you. Presenters may choose whether to share this information during trainings. This information is often useful in answering questions participants may have about the Tejas LEE or Spanish reading.

Notes for Presenter: These notes are here to help your training go more smoothly. Hints about training logistics or useful ways to conduct certain aspects of the Tejas LEE training will be found here.


Handout: This icon indicates to you that participants will need to reference a document in their handouts.

Discuss: This indicates a chance for active involvement for your participants through Think-Turn-Talk (also known as Think-Pair-Share).

Page from Packet: This icon is there to remind you what the participants are looking at as you present.



Notes



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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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SAY:


Most of the slides in the presentation apply to multiple grade levels. These slide are shown with a orange background. However, in cases where the information is specific to a single grade level or to one of the progress monitoring tools, the information will be presented in the color of the kit/grade.



Key Points



Notes



Tejas LEE Buttons

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➤ 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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Key Points



Notes

DO:

Read/review slide.



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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Key Points

This slide has 2 ✓ ☆ CLICKS of animation.

DO:


Allow participants a few minutes to go through the Speaker Notes. Then bring their attention back to you. ✓ ☆ CLICK

SAY:

Does anyone have any questions about the new speaker note format at this time?

DO:

Answer any questions. ✓ ☆ CLICK

 Read through the slide. Allow participants a few minutes to discuss the new Speaker Note format. Call on several individuals to share their thoughts. Feel free to take notes on their sharing and to forward suggestions to the Tejas LEE team.



Information for Presenter:

Participants may have questions come up as you go through the TOT. DO stop the presentation and take whatever time is necessary to answer their questions as they arise. We want people to be as comfortable as possible when they present the Tejas LEE.



Notes

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Tejas LEE Organization for Participants

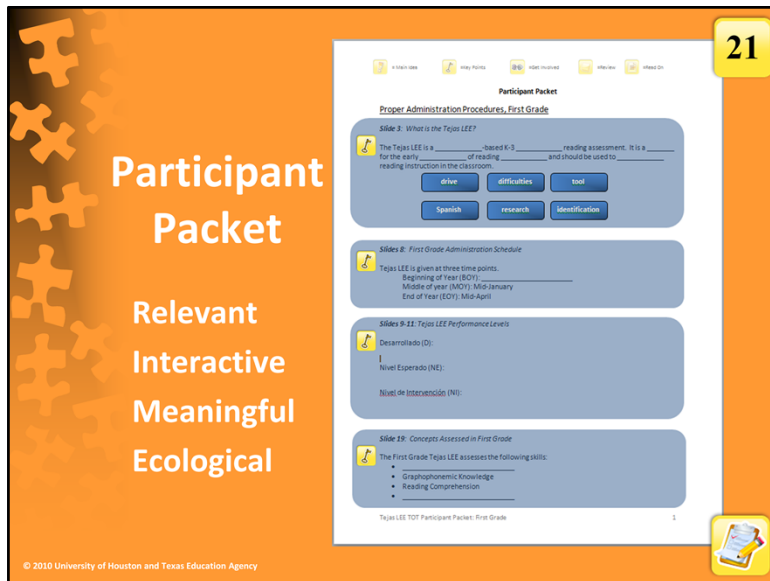
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Key Points



Notes



Key Points

DO:

Have participants take out their sample participant packet to review.

SAY:

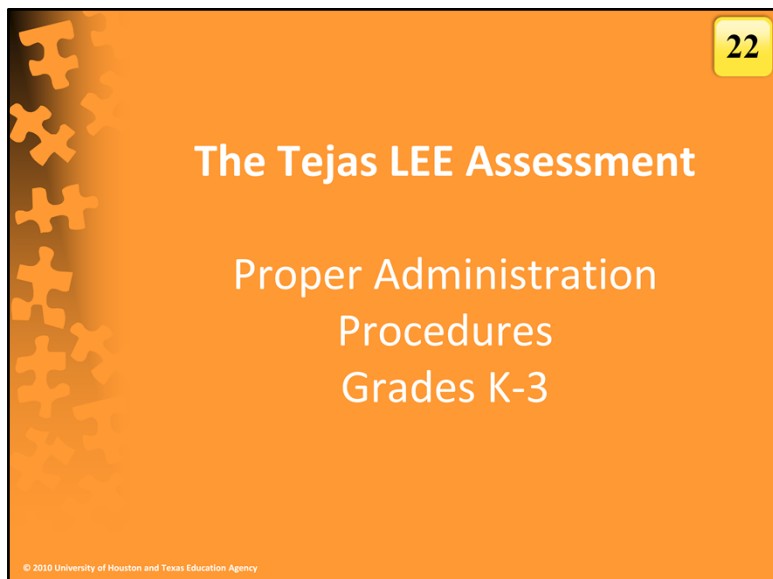
The new participant packet can be used in lieu of the traditional 3 to a page handouts. The new format has several advantages:

1. **Relevancy:** *The new formatting makes the handouts more relevant for teachers. Main points and important concepts are already in their notes, making it less likely that teachers will walk away without critical administration or grouping information.*
2. **Interactive:** *The new formatting facilitates participant interaction with the presentation. Participants do not have to look through several sets of documents to find the activity handouts. Needed reference materials are right on the same page as activities.*
3. **Meaningful:** *The activities in the handouts are directly related to the slides being presented and offer teachers practice with precisely those administration skills and Spanish reading skills they will need to properly administer the Tejas LEE.*
4. **Ecological:** *The new formatting uses fewer sheets of paper and are designed to be more user friendly. This makes the materials more compact and hopefully more meaningful. Reproduction costs are also reduced.*

HOWEVER, 3 to a page handouts are available to presenters who prefer this format.



Notes




Key Points

SAY:

Now that you know how your notes are organized, let's turn to the assessment itself.



Notes



Contents of this Module

23

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

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DO:

Read/review slide.



Key Points



Notes

What is the Tejas LEE? 24

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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Key Points

DO:



Have the participants turn to their participant packet and give them a minute to fill in the missing words in the text. Choose a volunteer to read the completed text.

The text should read as follows:

The Tejas LEE is a research-based K-3 Spanish reading assessment. It is a tool for the early identification of reading difficulties and should be used to drive reading instruction in the classroom.



Notes

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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DO:

Read/review slide.



ADDITIONAL INFORMATION FOR PRESENTER:

When Should a Student be Administered an English Instrument?

Even when a student is in a bilingual education program, there may be times when reading instruction is occurring primarily in English. For example, the student may be in the final stages of transitioning from Spanish to English reading. In this case, an English reading instrument may be more effective in providing data for instructional planning. Likewise, if the student is in an English as a Second Language (ESL) program or a general education classroom where English is the language used for reading instruction, an English instrument will generate the most useful information about current skills and instructional needs.

If the Tejas LEE is administered at the beginning of the year, then it also should be administered at the end of the year. This will allow you to assess progress and gains accurately. The TPRI also may be administered in addition to the Tejas LEE if you want to assess the student's English language skills.

Students enrolled in ESL programs may be exempted from the administration of an English instrument if their language proficiency is not sufficient to yield reliable and valid results. For further information, consult the "Reading Instruments Guide for Texas Public Schools and School Districts".



Key Points

- If the student is receiving Spanish reading instruction, the Tejas LEE would normally be given.
- Final decision on which instrument to use is made by district or school.



Notes

Transition to English

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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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DO:

Read/review slide.



Key Points

- If you administer Tejas LEE at BOY, you must also administer it at MOY and EOY.
- The Tejas LEE will offer information about Spanish reading development, while the TPRI informs you about English reading development.
- Comparisons between the results on the Tejas LEE versus TPRI cannot be made.



Notes

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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DO:

Paraphrase slide.

SAY:

Your Tejas LEE kit comes with 24 student answer booklets for your grade level and two student answer booklets for each of the other grades should you need to test off grade level. Teachers may choose to go down a grade level to obtain additional information regarding a student's instructional needs. For example, a second grade teacher may decide to also administer the first grade assessment. However, we do not recommend going up a grade level as this may skew next year's assessment.

If you need to test at a lower level than Kindergarten, check with your bilingual department or with the pre-Kinder teachers on your campus to see what assessment(s) are used by your district.




Key Points

- Always begin with the appropriate grade level assessment.
- Teachers may go down a grade level if they need additional information regarding a student's instructional needs.



Notes



Special Ed & Testing Accommodations

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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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DO: Read/review slide. (Go over the information below as much as you feel is necessary based on the audience interest in this topic.)



ADDITIONAL INFORMATION FOR PRESENTER:

Special Education

The Tejas LEE should be administered to all K-2 special education students at their grade-level placement for reporting purposes per SB §28.006 (States that every student in K-2 must be administered an early reading assessment. As such, TEA will cover the expense for these assessments.) However, once this information is gathered, the special education teacher may move between grade levels on the Inventory to obtain instructional information to assist with setting appropriate student objectives and goals.

Testing Accommodations

If the student has an Individualized Educational Plan or an instructional plan developed by an ARD or Section 504 committee, this may assist you in deciding which accommodations are appropriate. The following accommodations may be used:

1. Instructions may be signed to a student with a hearing impairment.
2. A student may place a colored transparency over any part of the Inventory.
3. A student may use a place marker.
4. A student may spell words aloud in place of writing them. A scribe or the teacher should record the student's responses.
5. A student may use any other accommodation that is a routine part of his/her reading, writing, or spelling instruction.



Key Points

- Special Education students receive an on grade level assessment unless otherwise stated on their Individualized Education Plan (IEP).
- The IEP is developed by an Admissions, Review, and Dismissal (ARD) committee.
- Students may use any accommodation that they regularly receive in their daily instruction.



Notes

| When Do I Administer? | | | |
|-----------------------|--|----------------------|-------------------|
| | 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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SAY:

The suggested times for administration of the Tejas LEE, as set by the Texas Office of Statewide Initiatives, are as follows (read slide).

Other things to keep in mind are:

- *Refer to district calendars for year round schedules.*
- *Special considerations need to be made for migrant students.*
- *These timelines for administration may also be found on the Tejas LEE website.*
- *Note that the BOY administration window for 1st and 2nd grade is 2 weeks after the beginning of the school year.*
- *However, the Kindergarten BOY administration occurs 6 weeks after the beginning of the school year.*



Key Points

- The Tejas LEE BOY assessment should be given 2 weeks after the beginning of school in G1-G3.
- For Kindergarten, the BOY assessment is given 6 weeks after the beginning of school.
- MOY is Mid-January.
- EOY is Mid-April.
- The actual testing window will be set by your district/school.



Notes

Performance Levels

Nivel de logro:

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

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

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Key Points


- There are 3 performance levels on the Tejas LEE.
- Desarrollado (D) means a student has mastered the skill.
- The cutpoints for the D level will remain constant throughout the entire year.

SAY:

On the Tejas LEE, "Performance Level" appears at the bottom of each task page in a box titled "Nivel de logro". There are 3 different performance levels on the Tejas LEE. The first is "Desarrollado" (Developed). Students who score Developed have mastered the skill assessed on the Tejas LEE.



Notes




Performance Levels

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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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SAY:

The second performance level is “Nivel esperado” (NE), or Expected Level. Not all tasks on the Tejas LEE have NE scores. When a task has an NE score, it will only appear during Beginning of Year and/or Middle of the Year administrations.

Nivel esperado indicates that the skill being assessed on the Tejas LEE is one that is may be taught on an on-going basis. As such, it would not be reasonable to assume that a student would have mastered this skill at the beginning or middle of the school year.

However, NE scores always turn into NI (Nivel de intervención” scores by the End of Year. While the score should not be considered problematic, teachers should be providing on-going instruction and practice in these skills so that their students master them.



Key Points

- Nivel Esperado (NE) indicates that the student is performing at an expected level for that grade and time point.
- Not all tasks will have an NE level.
- There is no NE level at EOY as all students are expected to be Developed by the end of year.
- Teachers should still provide on-going instruction for students scoring NE, so that their students can master the skill (s).



Notes

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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SAY:

Note that the color of the NI box is different from D or NE. This is to draw teacher's attention to scores in this range and to emphasize that the Nivel de intervención level requires teacher intervention with these students.



Key Points

- Nivel de intervención (NI) indicates that the student is performing below the expected level for that grade and time point and intervention is strongly recommended.
- Not all tasks will have an NI level at each time point.



Notes

Tejas LEE

Administration Guidelines

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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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DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

Additional information is provided below on Guideline #1. However, the additional information DOES NOT apply to Kindergarten administrations of the Tejas LEE.

1. The Tejas LEE should be administered individually to one student at a time. Exceptions to this include the Dictado (spelling) sections. In grades 2 and 3, this section may be administered to the entire class or to small groups of students. Grade 1 Dictado, however, may be administered only in a small group format or individually since not all students will be administered this section. Results should be scored and recorded after the administration is completed.



Key Points

- Administer the Tejas LEE to one student at a time
 - except for Dictado section which can be given whole group (in grades 2-3) or small group (grades 1-3).
- The Tejas LEE should be given in quiet, distraction-free environment.
- Always use the Guía de administración when giving the assessment.



Notes

Administration Guidelines

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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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DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

Additional information on Guidelines #4 and #6 is provided below.

4. Follow the branching rules for the particular grade level. Branching rules were established to reduce administration time and student frustration. The branching rules tell the teacher to skip a task the student would not likely be able to perform successfully and moves the student to a task where success is more likely.

6. If a student scores Desarrollado on certain sections of the Tejas LEE, these sections may not need to be re-administered during the subsequent assessment period. In other words, in subsequent assessments, you may be able to skip some sections. In order to determine whether a section should be re-administered, look in the colored box in the Administración section under the heading titled “Mitad y final del año”.



Key Points

- Always follow the branching rules.
- Materials for individual tasks can be found at the top of the page.
- Always use the Guía de administración when giving the assessment.



Notes

Administration Guidelines

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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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DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

Additional information on Guideline #9 is provided below.

9. If a task has practice items, it is critical that all practice items be administered to each student at each administration. Practice items allow the student to gain a better understanding of what the task requires. Administering practice items helps to ensure the student understands the task at hand and that performance is accurate and not simply a reflection of their lack of understanding.



Key Points

- All student directions are presented in bold faced-italics.
- Task instructions can be repeated as needed.
- Always administer all practice items.
- Only repeat test items if student was unable to hear due to a distraction.



Notes

Administration Guidelines

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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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DO:

Paraphrase slide.



Key Points

- All sounds are presented between slash marks (i.e. /b/)
- All syllables are presented between slash marks (i.e. /ma/)
- No hints or clues should be given during the assessment.



Notes

Administration Guidelines

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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Key Points

- Always remain positive with the students during the assessment.
- Tejas LEE does not have to be completed in one sitting. However, do not stop testing in the middle of a task.

This slide has 1 ✓ ☆ CLICK of animation.

DO: Paraphrase slide. ✓ ☆ *CLICK* Read box. Stress that sections need to be completed in one sitting, but not the entire inventory.



ADDITIONAL INFORMATION FOR PRESENTER:

Additional information on Guidelines #13 and 14 is provided below.

13. Be equally positive throughout the administration of the Tejas LEE, whether or not the student is able to give correct responses. Be sure to praise effort and not correct responses. A student should always leave the administration feeling good about his/her performance.

14. Be aware of students who are losing interest, easily distracted or exhibiting frustration. These behaviors often invalidate results. The Tejas LEE does not have to be administered in one sitting. While most students will be able to complete the Tejas LEE during a single administration, others are easily bored or frustrated and should be given a break or allowed to complete the Tejas LEE at another time. You should finish the section being administered before stopping the administration (e.g., the administration should not be stopped at item 3 of a task with 10 items).



Notes



Tejas LEE K-2 Materials

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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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DO: Read/review slide.



ADDITIONAL INFORMATION FOR PRESENTER:

Guía de administración (Teacher's Guide): Everyone needs to read and follow the guidelines. Consistency is key. If not, this will affect the reliability of the student data.

Cuaderno de lecturas (Story Booklets): These contain all of the reading comprehension stories for K-2. A Cuaderno de lecturas is included in each K-2 kit.

Tarjetas de actividades (Task Cards): These cards have all of the non-story reading tasks. A complete set of cards for grades K-2 is included in each kit.

Folleto de respuestas del estudiante (Student Record Sheets): Each kit contains 2 sets of 25 student record sheets, one for each student in the class. In addition, there are two off level Folletos for each of the other grades in the kit for each of the two school years.

Resúmenes de la clase (Class Summary Sheets): Each kit contains 6 class summary sheets (One for each of the 3 administrations of the Tejas LEE for each of the two school years). This form is filled out after the class has been assessed for grouping and intervention purposes.

Guía de actividades de intervención (Intervention Activities Guide): This guide provides teachers with ideas to use in planning lessons for students. The introduction for each section offers a quick overview of the skill addressed and in many cases, background information for the educator. Many activities now have reproducible blackline masters, which are available at www.tejaslee.org

Cronómetro (Stopwatch): The stopwatch is included in the First and Second Grade Kits.



Key Points

The Tejas LEE Kit includes:

- Teacher's Guide
- Student Story Booklet
- Task Cards
- Student Record Sheets*
- Class Summary Sheets*
- Intervention Activity Guide
- Stopwatch (Grade 1, 2 only)

* Although this is a four year edition, due to space constraints only a two years supply of the Student Record Sheets and Class Summary Sheets are included. Additional supplies, will be ordered and sent to schools before the third year.



Notes




INFORMATION FOR PRESENTER:

Place kits where participants will be able to go through and get acquainted with the contents of the Tejas LEE materials, if time permits.

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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DO: Read/review slide.



ADDITIONAL INFORMATION FOR PRESENTER:

Guía de administración (Administration Guide): Everyone needs to read and follow the guidelines. Consistency is key. If not, this will affect the reliability of the student data.

Tarjetas de actividades (Task Cards): These cards have all of the non-story reading tasks. A complete set of cards for grades K-2 is included in each third grade kit.

Cuaderno de lecturas (Story Booklets): These contain all of the reading comprehension stories for K-3. A Cuaderno de lecturas is included in each K-3 kit.

Cronómetro (Stopwatch): The stopwatch is included in the Third Grade Kit.

The following items are separate purchase items:

Guía de actividades de intervención (Intervention Activities Guide): This guide provides teachers with ideas to use in planning lessons for students. The introduction for each section offers a quick overview of the skill addressed and in many cases, background information for the educator. Many activities now have reproducible blackline masters, which are available at www.tejaslee.org

Folleto de respuestas del estudiante (Student Record Sheets): Each kit contains 2 sets of 25 student record sheets, one for each student in the class. In addition, there are two off level Folletos for each of the other grades in the kit for each of the two school years.

Resúmenes de la clase (Class Summary Sheets): Each kit contains 6 class summary sheets (One for each of the 3 administrations of the Tejas LEE for each of the two school years). This form is filled out after the class has been assessed for grouping and intervention purposes.



Key Points

The 3rd Grade Kit will be available for purchase in January 2011. It is actually a nationally sold K-3 kit.

The Tejas LEE Kit includes:

- Teacher's Guide
- Student Story Booklet
- Task Cards
- Stopwatch

* The following items are not included in the kit but are available for purchase from Brookes Publishing.

- Student Record Sheets
- Class Summary Sheets
- Intervention Activities Guide



Notes



INFORMATION FOR PRESENTER:

Place kits where participants will be able to go through and get acquainted with the contents of the Tejas LEE materials, if time permits.

| Concepts Assessed By Grade Level | | | | |
|----------------------------------|--------------|---------|---------|---------|
| 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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Key Points

SAY:

This slide simply summarizes the skill sets assessed by the Tejas LEE by grade level.

Book and Print Awareness is an optional section in Kindergarten

Phonological Awareness is assessed in Kindergarten by Sections 3-8 and in First Grade by Sections 1-6.

Graphophonemic Knowledge is assessed in Kindergarten in Sections 1, 2 and 9, in First Grade in Sections 7 and 9, in Second Grade in Sections 1 and 3, and in Third Grade in Section 2.

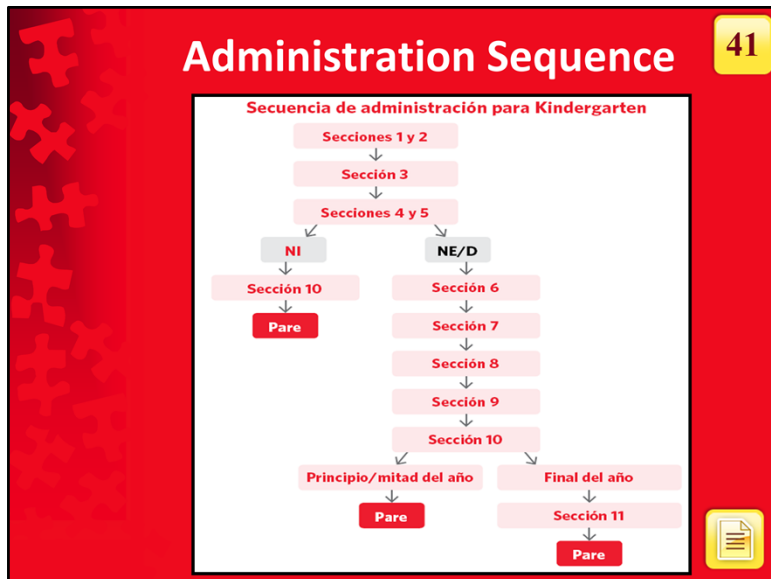
Listening Comprehension is assessed in Kindergarten, Section 10.

Reading Comprehension is assessed in Kindergarten, Section 11, in First Grade, Sections 8, in Second Grade in Section 2, and in Third Grade in Section 1.

Fluency is assessed in First Grade, Sections 8, in Second Grade in Section 2, and in Third Grade in Section 1.



Notes



SAY:



*Let's look at your Kindergarten flowchart
handout.*

DO:

Walk participants through the logic of the Kindergarten flowchart.

Be certain to point out these unique features of the Kindergarten assessment.

1. Sections 1 and 2 (*Identificación de las letras* and *Conocimiento de los sonidos*) are administered at the same time, but are scored individually. When scoring these sections, if you have the *Folleto de respuestas del estudiante* open to pages 2 and 3, you can score both the letter names and sounds at the same time.
2. Sections 4 and 5 (*Unión y segmentación de las sílabas*) are scored together and looked at as a single score to determine branching rules. If a student is NI on Sections 4 and 5, they branch past Sections 6, 7, 8 and 9. You DO NOT administer Section 11 to students who are NI in Sections 4 and 5 at the EOY administration.

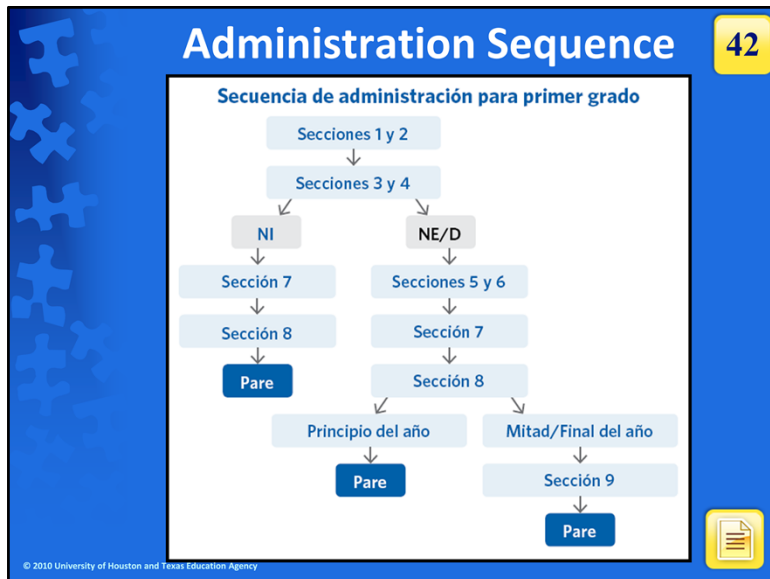


Key Points

- There are 11 sections in the Kindergarten Tejas LEE.
- Sections 1 and 2 (Letter Names and Letter Sounds) are administered and scored simultaneously.
- Sections 4 and 5 are combined. If student is NI, continue to Section 10. If student is D/NE continue with Section 6.
- Section 11 is only administered at the end of the year, but only to those students who scored D on Sections 4 and 5.



Notes



DO:

Walk participants through the logic of the First Grade flowchart.

Be certain to point out these unique features of the First Grade assessment.

1. There are three sets of combined sections:
 - Sections 1 and 2 (Identifying Initial and Final Sound)
 - Sections 3 and 4 (Blending and Segmenting Sounds)
 - Sections 5 and 6 (Deleting Initial and Final Sound)
2. Per the branching rules, if a student scores NI on Sections 3 and 4, they will move forward to Section 7. If a student scores D or NE on Sections 3 and 4, they will continue to Sections 5 and 6.
3. Section 9 (Dictado) is only administered at the middle and end of year administrations. However, only those students who scored D/NE on Sections 3 and 4 will take this section.

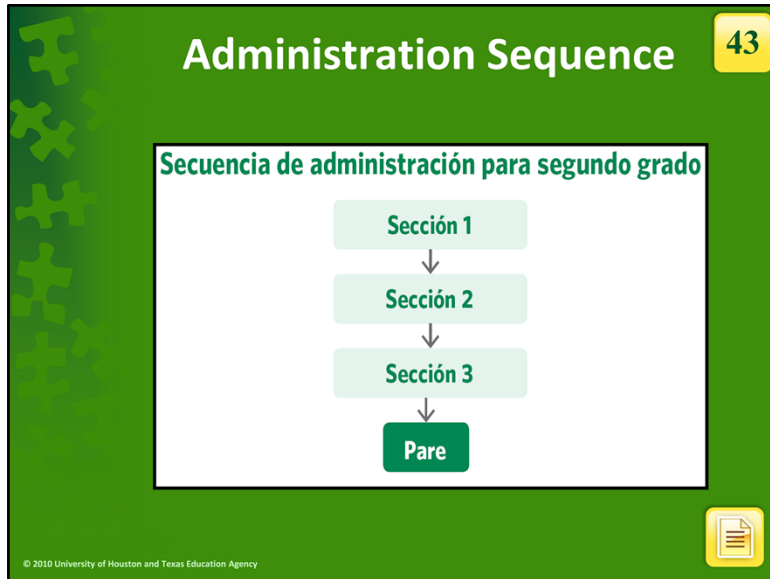


Key Points

- There are 9 sections in the First Grade Tejas LEE.
- Sections 1 and 2 (Identifying Initial and Final Sound), Sections 3 and 4 (Blending and Segmenting Sounds), and Sections 5 and 6 (Deleting Initial and Final Sound) are combined sections.
- If student is NI on Sections 3 and 4, continue to Section 7. If student is D/NE continue with Sections 5 and 6.
- Section 9 is only administered at middle and end of the year, but only to those students who scored D/NE on Sections 3 and 4.



Notes



DO:

Walk participants through flowchart logic.

Sección 1: Reconocimiento de las palabras

Sección 2: Comprensión de lectura

Sección 3: Dictado

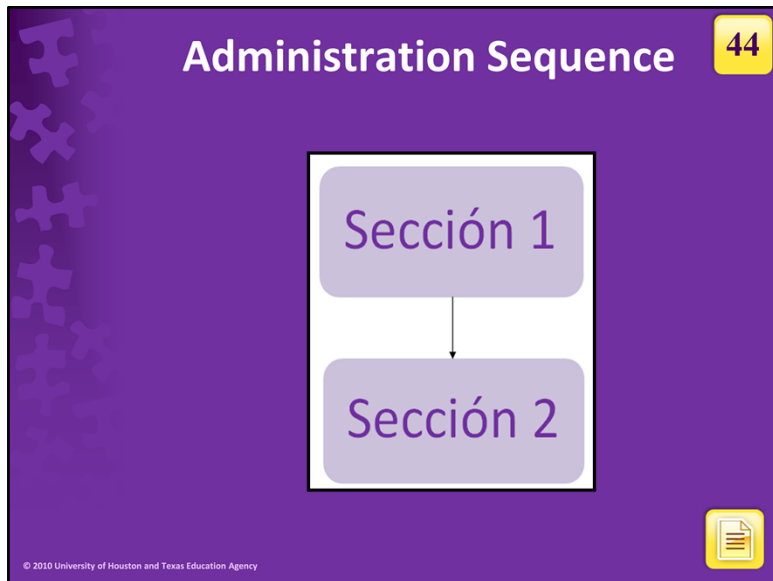


Key Points

- All three sections must be given at each time point.



Notes



DO:

Walk participants through flowchart logic.

Sección 1: Comprensión de lectura

Sección 2: Dictado

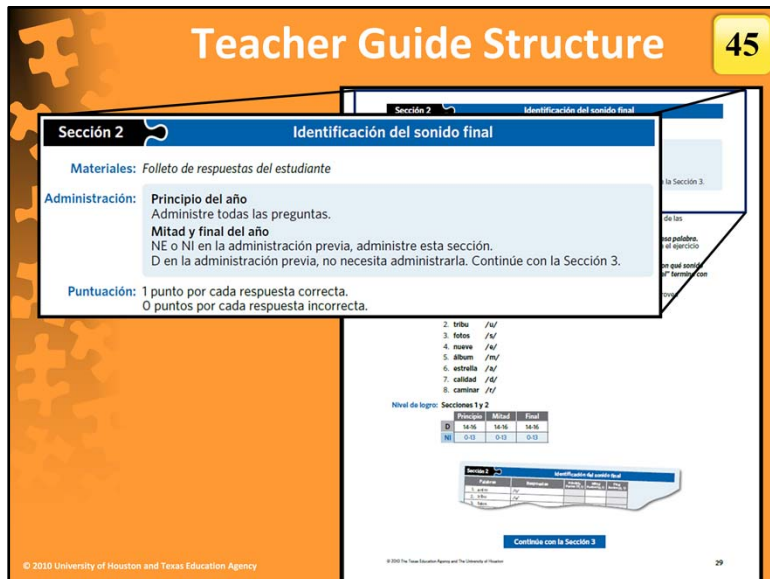


Key Points

- Both sections must be given at each time point.



Notes



This slide has 1 ✓★ CLICK of animation.

SAY:

Each section of the Teacher Guide is organized in the same fashion. Let's go through each part of the instructions.

The top of the page has the section number and the name of the skill in the colored bar.

DO:

✓★ CLICK

SAY:

Directly underneath this you will find the Materials section which lists the materials you will need to administer this section of the Tejas LEE.

The Administration section (highlighted in the colored box) gives you important information on when to or not to administer this section.

The next section is Puntuación (Scoring). Generally, scoring is always the same: 1 point for correct answers, 0 points for incorrect answers. Occasionally, you will have special indications on how to score a particular section. These will appear at the bottom of the Puntuación section.



Key Points

- Section number and section name will always appear at the top of the page in the colored bar.
- The Materials section lets you know what you will need for the administration of that task.
- The Administration section gives you helpful information on whether or not to administer this section at a particular time point.
- The Scoring section gives instructions on how to score the task: 1 for correct, 0 for incorrect.



Notes

Teacher Guide Structure 46

Sección 2 Identificación del sonido final

Instrucciones: El estudiante debe identificar el sonido final de cada palabra. En el caso de las consonantes, pronuncie 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 "plátano" termina con el sonido /o/. (Demuestre el ejercicio según sea necesario.)

Práctica: Ahora vamos a practicar. Escucha la palabra que voy a decir, "papel". ¿Con qué sonido termina "papel"? Si la respuesta no es correcta, dígame: La palabra "papel" termina con el sonido /l/.

Preguntas: ¿Con qué sonido termina "___"? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. entro /o/
2. tribu /u/
3. fotos /s/
4. nueve /e/
5. álbum /m/
6. estrella /a/
7. calidad /d/
8. caminar /r/

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This slide has 1 ✓★ CLICK of animation.

SAY: The next section of the Directions is Instrucciones.

DO: ✓★ CLICK

SAY: This section often provides helpful hints that can avoid administration pitfalls that can affect reliability. For instance, in this example, the teacher is reminded to pronounce the letter sound, not the letter name.

The following section is titled *Práctica*. Not all sections have a *Práctica* section. However, where they do appear, they are very important. The *Práctica* section allows students a chance to practice the skill on which they are to be assessed. It ensures that the student understands the task and that their score on the section reflects their actual ability rather than a lack of understanding of what they should do. On a few sections, 2 practice items may be provided. Be sure to always administer ALL of the practice items.

The final section is the *Preguntas* (Test items). Anything that is read to the student is presented in BOLD FACED, italic type. So, for this activity, the teacher should read the word. The answer to each item is presented in slash marks next to each word. As you will remember, when something is presented between slash marks, it refers to the sound rather than the letter name.



Key Points

- The Instructions section provides helpful hints for the teacher regarding administration of the task. Anything that needs to be read to the student is presented in ***bold-faced italic type***.
- Not all sections will have a practice section, however when it appears it is very important to give all practice items.
- The Test Item section contains all the items for that section.



Notes

Teacher Guide Structure 47

Nivel de logro: Secciones 1 y 2

| | Principio | Mitad | Final |
|-----------|-----------|-------|-------|
| D | 14-16 | 14-16 | 14-16 |
| NI | 0-13 | 0-13 | 0-13 |

Sección 2 Identificación del sonido final

| Palabras | Respuestas | Principio Puntos (0, 9) | Mitad Puntos (0, 9) | Final Puntos (0, 1) |
|----------|------------|----------------------------|------------------------|------------------------|
| 1. entro | /n/ | | | |
| 2. tribu | /n/ | | | |
| 3. fotos | | | | |

Continúe con la Sección 3

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SAY:

The next item on each page of the teacher guide is the Performance Level table. By comparing students results and timepoint, you can determine your students' performance level on the section. Please note that NI scores are always presented in color to draw your attention to the scores of students who will require intervention.

Also shown on the slide is a "tearout" or illustration from the Folleto de respuestas del estudiante. This illustration is shown to direct you to the correct section of the Folleto for scoring.

At the bottom of the page, you will find a colored box with directions on which section to continue with. In this example, all students would continue with Section 3. However, sometimes the directions will tell you to branch to a certain section depending on the student's performance level.

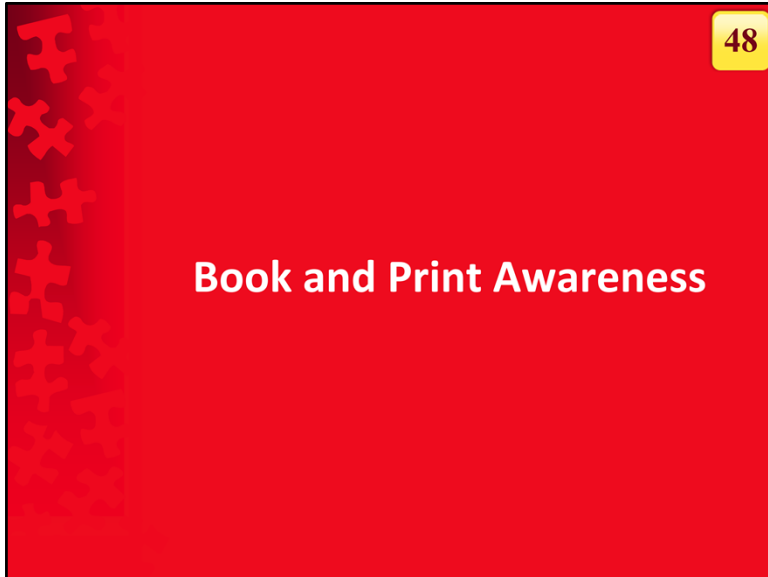


Key Points

- The Performance Level table lists the cutpoints and performance levels for each administration.
- A screen shot of the Folleto is included as a quick reference for teachers.
- Instructions regarding what section to continue with will always be found at the bottom of the page in a colored box.



Notes



SAY:

This section although optional is the introductory section to the Kindergarten Tejas LEE. The information gleaned from the section will provide valuable information for the teacher regarding a student's knowledge of print and how books are used.



Key Points

- Optional
- Introductory section to Kindergarten Tejas LEE
- Can provide valuable information for teachers



Notes

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

SAY:

Book and Print Awareness is the knowledge of the physical structure of books and how to use them. Students in Kindergarten should be able to identify such features of books as covers, authors, illustrators, and titles. They should know the front to back, left to right progression of print. They should be able to identify a letter, a word, punctuation marks and sentences. The students should be familiar with the left to right sweep of reading and the sweep back to the left at the end of a line of text.



Key Points

- Book and Print Awareness is the knowledge of the physical structure of books and features of print.
- The Book and Print Awareness section is optional on the Kindergarten Tejas LEE.



Notes

Opcional **Conocimiento de la letra impresa** **50**

Instrucciones: Estas preguntas se escribieron usando la palabra "Señala". Se puede usar también "Apunta" o "Enseñame" u otra palabra, si piensa que sus estudiantes entenderán mejor una de esas palabras.

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

Preguntas:

1. Muéstrame la portada (carátula/cubierta) 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. Y luego, ¿dónde sigo leyendo?
6. Señala una letra.
7. Señala una palabra y enséñame dónde empieza y dónde termina.
8. Señala una letra mayúscula.
9. Señala una oración y enséñame dónde empieza y dónde termina.
10. Señala una letra minúscula.

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



Key Points

- When administering this section, the same book should be used with all students.
- The book should have the following features:
- Printed title
- Complete sentences
- Multiple lines of text per page
- Large font size

This slide has 2 ✓ ☆ CLICKS of animation.

DO:

Draw participants' attention to the Instrucciones section.

✓ ☆ CLICK

Point out that teachers need to have a book ready to administer this section. They should check the book to ensure that it has the following features:

- Printed Title
- Complete sentences of text.
- More than one line or page of text (so student can answer #5).
- Large font size

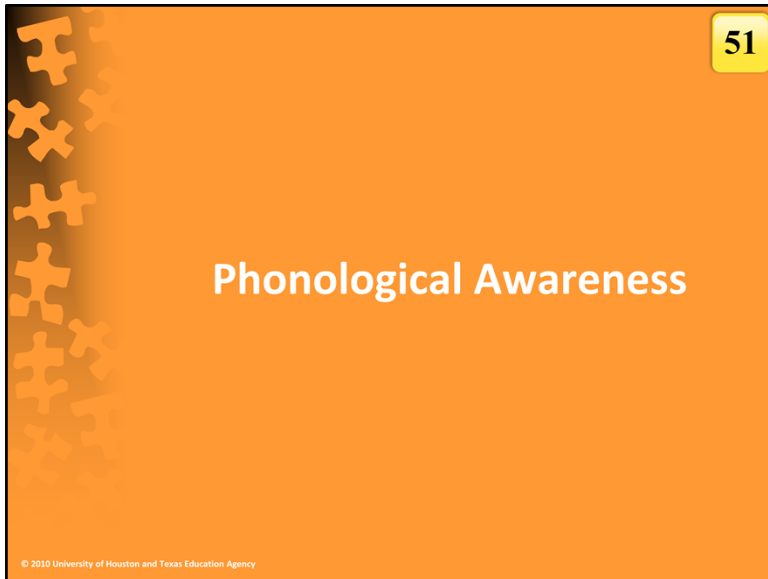
Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

Walk participants through the performance levels for this task.



Notes



SAY:

The next section we will discuss is Phonological Awareness. This skill is critical to Kindergarten and First grade because the ability to manipulate sounds is an important predictor of future reading success. In addition, it can influence development of other reading skills such as graphophonemic knowledge.




Key Points

- Critical to Kindergarten and First grades
- The ability to manipulate sounds is an important predictor of future reading success.
- Can influence the development of graphophonemic knowledge



Notes



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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SAY:

At its most basic level, phonological awareness begins with the student's ability to attend to the sound structure of the language. Students need to be able to listen to any two sounds and determine whether they are the same or different.

Once they can do this, they can then be taught to attend to the sounds of language. Per the phonological continuum (IAG, p. 10):

Students begin with Rhyme and alliteration.

The next level involves blending and segmenting sentences.

Then, blending and segmenting syllables.

The highest level shown in the IAG is blending and segmenting phonemes.

These are just some of the more common phonological awareness tasks.

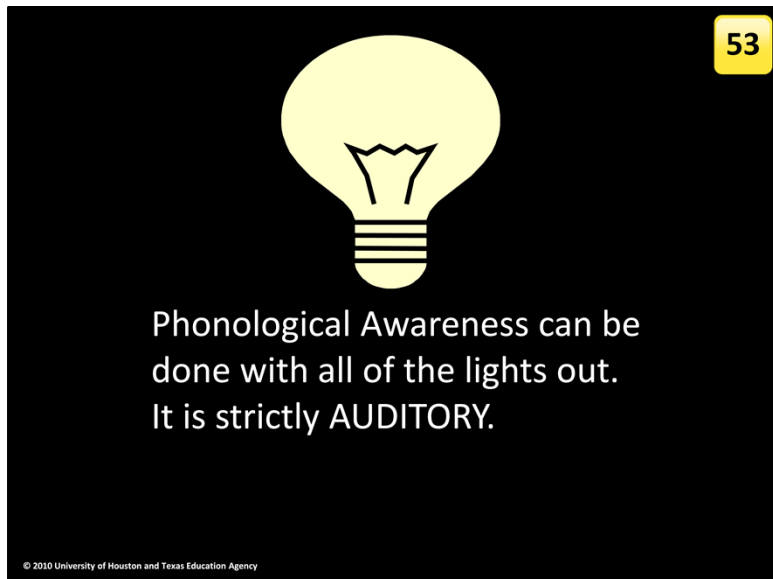


Key Points

- Phonological awareness is the ability to identify and manipulate individual syllables and sounds in words.
- The Phonological continuum can be found on page 10 of the IAG. It includes:
 - Rhyming and Alliteration
 - Sound/Syllable Blending and Segmenting
 - Sound/Syllable Substitutions and Omissions
 - Identification of stressed syllables



Notes



This slide has 2 ✓ ☆ CLICKS of animation.

DO:

✓ ☆ CLICK

If possible have a collaborator turn off all of the lights in the room at the same time as the screen goes blank.

SAY:

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

DO:

✓ ☆ CLICK

(to bring up the text)



Key Points

- Phonological awareness is strictly AUDITORY.



Notes

54

Important Information About Phonological Awareness Tasks

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 p, k and t. For example, p is not pronounced /puh/. 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/.
- Continuant consonants such as m, f and n should not be followed by a vowel sound. They can, however, be continued slightly. For example, you may say /mmmmm/, but not /muh/.
- To pronounce vowel sounds, simply lengthen the sound of the vowel.
- Dialectal 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.

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SAY:

There are several things to keep in mind when working with phonemes.

The pronunciation of the phonemes should be as pure as possible. It is very important to avoid adding a schwa (or vowel) sound after consonants. The schwa can distort the word and can be very confusing to struggling readers.

Dialectal differences can also cause administration difficulties. Students from different parts of the Spanish speaking world pronounce certain sounds distinctly. For example:

Students from Spain pronounce the letter “z” and the soft “c” as a /th/ sound (thinco, thapato, etc...)

Students from Uruguay, Argentina and Paraguay may pronounce the “ll digraph as /zh/ (zhevo, zhuvia).

When administering the Tejas LEE, be cognizant of such differences. A student should not be penalized for his every day pronunciation of a certain sound because of accent.



Key Points

- Keep phoneme sounds clipped and clear.
- Avoid adding a schwa after consonant sounds. For examples, saying /puh/ instead of /p/. This can be confusing for students.
- Students should not be penalized for dialectal differences.



Notes

Sección 3 **Conocimiento de rimas** **55**

Instrucciones: El estudiante debe crear nuevas palabras que riman con las palabras dadas. Se acepta solamente palabras de rima consonante y NO de rima asonante.

Voy a decir unas palabras: *pesa, mesa*. *Estas palabras riman*. *Otra palabra verdadera que rima con **pesa**, **mesa** es "besa"*. *Otra palabra inventada que rima con **pesa**, **mesa** es "tesa"*.

Práctica: *Ahora vamos a practicar. Dime otra palabra verdadera o inventada que rima con **tos**, **voz**. Si la respuesta no es correcta, dígame—Una palabra verdadera que rima con **tos**, **voz** es "los". Una palabra inventada que rima con **tos**, **voz** es "gos"*.

Vamos a hacer otro ejemplo. *Dime otra palabra verdadera o inventada que rima con **una**, **cuna**. Si la respuesta no es correcta, dígame—Una palabra verdadera que rima con **una**, **cuna** es "luna". Una palabra inventada que rima con **una**, **cuna** es "funa"*.

Preguntas: *Voy a decir unas palabras:* _____, *Estas palabras riman. Dime otra palabra verdadera o inventada que rima con* _____, *(Repita según sea necesario. Ya NO provea la respuesta correcta.)*

1. les, mes
2. laso, vaso
3. cama, fama
4. poco, foco
5. chino, pino

| Nivel de logro: | | | |
|-----------------|-----------|-------|-------|
| | Principio | Medio | Final |
| D | 4-5 | 4-5 | 4-5 |
| NE | 0-3 | | |
| NI | | 0-3 | 0-3 |



Key Points

- Be sure to give both practice items before continuing on with the actual test items.
- Students must provide real or nonsense rhyming words.

This slide has 1 ✓ ☆ CLICK of animation.

SAY: *Rhyming is a challenging skill to develop for many young readers. It is key that the instructions and the practice items be given in their entirety to ensure that students understand this task.*

DO: Draw participants' attention to the Instrucciones section. ✓ ☆ CLICK Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. Allow participants 2 minutes to practice this section with a partner.



ADDITIONAL INFORMATION FOR PRESENTER:

Although, Spanish has two types of rhyming words, we will only test rima consonante. Below is some background information on both types.

Type: Rima consonante

Rule: All final sounds are identical starting with vowel in stressed syllable.

Examples: casa, masa ; pestaña, España; vestido, apellido

Type: Rima asonante

Rule: All final vowels are identical starting with vowel in stressed syllable.

Examples: casa, drama; pestaña, bala; vestido, chiquito



Notes

Sección 4

Unión de las sílabas

56

Instrucciones: El estudiante debe decir la palabra que se forma al unir las sílabas.

Te voy a decir muy despacio las sílabas que forman unas palabras. Quiero que me digas las palabras que se forman al juntar las sílabas. Por ejemplo, si digo /pe/ /so/, la palabra que se forma es "peso".

Práctica: *Ahora vamos a practicar. Si digo /pi/ /co/, ¿qué palabra se forma?*
 Si la respuesta no es correcta, dígame: *Si junto las sílabas /pi/ /co/, se forma la palabra "pico".*

Preguntas: *Si digo /_/ /_/ , ¿qué palabra se forma?* (Repita según sea necesario. Ya NO provea la respuesta correcta.)

| | |
|------------------------------|-------------|
| 1. /mun/ /do/ | mundo |
| 2. /bol/ /sa/ | bolsa |
| 3. /la/ /dri/ /llo/ | ladrillo |
| 4. /ju/ /gue/ /te/ | juguete |
| 5. /es/ /tam/ /pi/ /lla/ | estampilla |
| 6. /com/ /pu/ /ta/ /do/ /ra/ | computadora |

Práctica: *Ahora vamos a practicar. Si digo /pi/ /co/, ¿qué palabra se forma?*
 Si la respuesta no es correcta, dígame: *Si junto las sílabas /pi/ /co/, se forma la palabra "pico".*

Preguntas: *Si digo /_/ /_/ , ¿qué palabra se forma?* (Repita según sea necesario. Ya NO provea la respuesta correcta.)

| | |
|------------------------------|-------------|
| 1. /mun/ /do/ | mundo |
| 2. /bol/ /sa/ | bolsa |
| 3. /la/ /dri/ /llo/ | ladrillo |
| 4. /ju/ /gue/ /te/ | juguete |
| 5. /es/ /tam/ /pi/ /lla/ | estampilla |
| 6. /com/ /pu/ /ta/ /do/ /ra/ | computadora |

Continúe con la Sección 5

K

MPL



Key Points

- Students must blend syllables into words.
- When administering this section, teachers should leave distinct pauses between each syllable to avoid blending for students.
- After completing this section, move to section 5 as the scores from both sections will be combined to determine final score and performance level.

This slide has 2 ✓ ☆ CLICKS of animation.

SAY: Note the buttons on this slide. This section is in both the Kinder assessment and in the MPLE progress monitoring tool.

DO:

Tell participants that when they pronounce the individual syllables for this section, they should do so at a deliberately slow pace. If the syllables are read too quickly, the teacher may actually be blending the sounds together for the student, thus invalidating results. An ideal administration of this section, that includes appropriate pausing lengths is available on the Tejas LEE website.

✓ ☆ CLICK

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

SAY:

Note that there is no performance level for Sección 4. This section is scored together with Sección 5. Go on to Sección 5 after completing this part.



Notes

Sección 5 Segmentación de las sílabas **57**

Instrucciones: El estudiante debe dividir las palabras en sílabas. Puede hacer una demostración, ya sea dando palmadas (aplaudiendo) o con el método que usted usa en el salón de clase para representar las sílabas.

Te voy a decir unas palabras que quiero que dividas en sílabas. Por ejemplo, voy a dividir la palabra "mesa" /me/ /sa/. (Demuestre el ejercicio, según sea necesario.)

Práctica: Ahora vamos a practicar. Si digo "toro", dime cómo se divide en sílabas la palabra "toro"? Si la respuesta no es correcta, dígame: La palabra "toro" se divide en sílabas /to/ /ro/. Vamos a hacer otro ejemplo. Si digo "cocina", dime cómo se divide en sílabas la palabra "cocina"? Si la respuesta no es correcta, dígame: La palabra "cocina" se divide en sílabas /co/ /ci/ /na/.

Preguntas: Dime cómo se divide en sílabas la palabra "_____"? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. sube /su/ /be/
2. blanco /blan/ /co/
3. bandera /ban/ /de/ /ra/
4. mochila /mo/ /chi/ /la/
5. bailando /bai/ /lan/ /do/
6. pueblito /pue/ /bli/ /to/

| | Principio | Mitad | Final |
|----|-----------|-------|-------|
| D | 10-12 | 10-12 | 10-12 |
| NE | 5-9 | | |
| NI | 0-4 | 0-9 | 0-9 |

Nivel de logro:

| | Principio | Mitad | Final |
|----|-----------|-------|-------|
| D | 10-12 | 10-12 | 10-12 |
| NE | 5-9 | | |
| NI | 0-4 | 0-9 | 0-9 |

K **NIPLE**



Key Points

- Student must segment words into syllables.
- Be sure to administer both practice items before continuing with test items.
- Teachers may clap, or use any other method they normally do in class, to demonstrate this task.
- The results from this section should be combined with scores from Section 4 to determine final score and performance level.

This slide has 2 ✓ ☆ CLICKS of animation.

DO:

Draw participants' attention to the Instrucciones section.

✓ ☆ CLICK

SAY:

Teachers may demonstrate this task by clapping out each of the syllables or through whatever method they use to teach this concept in their classroom. This is a fairly difficult task; for this reason, 2 practice items are provided. Teachers should always have students practice both practice items.

DO:

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

Walk participants through the performance levels for this task.

Point out that Secciones 4 and 5 produce a combined score and that this score is used to determine a student's performance level.



Notes

Branching Rules

58

- 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.



Key Points

This slide has 3 ✓ ☆ CLICKS of animation.

DO:



Have participants turn to their participant packet and fill in the blanks using the Kindergarten administration flowchart handout as a reference.

After about **1 minute**, call on individuals to complete each statement. Click as each one is answered to reveal the correct answer on the slide.



Notes

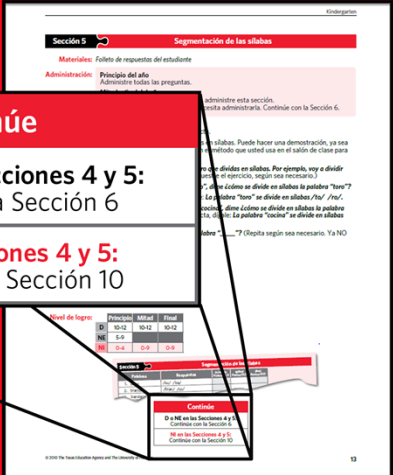
Branching Rules

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



SAY:

The combined score of Secciones 4 and 5 will be used to determine which part of the Tejas LEE is administered next. For those students unable to manipulate the syllables (blending and segmenting), there is a strong probability that they will not be able to manipulate the phonemes in the next 3 sections, nor read the words in Section 9. For this reason, these students skip these sections so as to avoid frustration.



Key Points

- Branching rules are designed to skip over sections the students are not likely to succeed in and serve to decrease student frustration.
- In Kindergarten, the branching rules come into play after Sections 4 and 5.
- If the student scores NI, they branch to Section 10.
- If they score D or NE, they continue forward to Section 6.



Notes

Sección 1 Identificación del sonido inicial **60**

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 diga 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 el ejercicio, según sea necesario.)

Práctica: Ahora vamos a practicar. Escucha la palabra que voy a decir, "pato". ¿Con qué sonido empieza "pato"?
 Si la respuesta no es correcta, dígame: La palabra "pato" empieza con el sonido /p/.

Preguntas: ¿Con qué sonido empieza "___"? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. tobillo /t/
2. zorro /s/
3. humano /u/
4. diamante /d/
5. planta /p/
6. jamón /j/
7. lluvia /y/
8. restaurante /r/

Continúe con la Sección 2

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This slide has 2 ✓ ☆ CLICKS of animation.

DO:

Draw participants' attention to the Instrucciones section.

✓ ☆ CLICK

SAY:

The first task on the Tejas LEE First Grade is Initial Sound Identification. All tasks on the First Grade Tejas LEE are phoneme level tasks. This is because by First Grade, the best predictor of student reading performance is their ability to manipulate phonemes, rather than syllables. Remember that when you see a letter between two slash marks (show an example on the slide), you should say the letter sound to your students, NOT THE LETTER NAME.

Also, note that this task also appears in Kindergarten (Section 6).

DO:

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

SAY:

There is no performance level for Sección 1. This section is scored together with Sección 2. Go on to Sección 2 after completing this part.



Key Points

- Students must identify the initial sound in a word.
- Remember, when a letter appears between slash marks (i.e. /m/) you should say the letter sound, NOT the letter name.
- In First Grade, after completing this section, move to section 2 as the scores from both sections will be combined to determine final score and performance level.
- This task appear both in First grade and Kindergarten.



Notes

Sección 2 Identificación del sonido final **61**

Instrucciones: El estudiante debe identificar el sonido final de cada palabra. En el caso de las consonantes, pronuncie 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 "plátano" termina con el sonido /o/. (Demuestre el ejercicio según sea necesario.)

Práctica: Ahora vamos a practicar. Escucha la palabra que voy a decir, "papel". ¿Con qué sonido termina "papel"? Si la respuesta no es correcta, dígame: La palabra "papel" termina con el sonido /f/.

Preguntas: ¿Con qué sonido termina "___"? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. entro /o/
2. tribu /u/
3. fotos /s/
4. nueve /e/
5. álbum /m/
6. estrella /a/
7. calidad /d/
8. caminar /r/

| | Principio | Mitad | Final |
|----|-----------|-------|-------|
| D | 14-16 | 14-16 | 14-16 |
| NI | 0-13 | 0-13 | 0-13 |

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This slide has 2 ✓ ☆ CLICKS of animation.

SAY:

This section is administered identical to the previous section with the exception that the student must now identify the final phoneme.

DO:

✓ ☆ CLICK

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

Walk participants through the performance levels for this task. Point out that Secciones 1 and 2 produce a combined score and that this score is used to determine a student's performance level.

Point out that the color for the NI is different. This is to draw teachers' attention to NI scores and reinforce the importance of intervention with students scoring in this range.

SAY:

Please note that this task also appears in Kindergarten (Section 7).



Key Points

- Students must identify the final sound in a word.
- In First grade, after completing this section, use the scores from both sections 1 and 2 to determine final score and performance level.
- NI performance level information is in a different color to draw teacher's attention and reinforce importance of intervention with students scoring at this level.
- This task appears both in First Grade and Kindergarten.



Notes

Sección 7

Identificación del sonido final

62

Replace the word
“papel”, with the
word “animal”.

Práctica: Ahora vamos a practicar. Escucha la palabra que voy a decir “~~papel~~”. ¿Con qué sonido termina ~~papel~~? Si la respuesta no es correcta, dígame: La palabra “~~papel~~” termina con el sonido /l/. animal



Key Points

- In Kindergarten, Section 7, there is an error in the practice item.
- Teachers should cross out the word “papel” in the practice item, and replace it with the word “animal”.
- This error does not apply to the First grade version of this task.

SAY:

Unfortunately, even after much careful editing, we found an error in Kindergarten section of this task, Section 7 (Identificación del sonido final). The error appears in the practice item section.

Currently the practice for this section reads as follows:

Práctica: Ahora vamos a practicar. Escucha la palabra que voy a decir “papel”. ¿Con qué sonido termina papel? Si la respuesta no es correcta, dígame: La palabra “papel” termina con el sonido /l/.

Unfortunately, the practice item is the same as item #7 on this section. Be certain that your teachers correct the practice item as follows:

Práctica: Ahora vamos a practicar. Escucha la palabra que voy a decir “animal”. ¿Con qué sonido termina animal? Si la respuesta no es correcta, dígame: La palabra “animal” termina con el sonido /l/.

Teachers should cross out the word “papel” and replace it with “animal” in the Teacher Guide in all three places in this paragraph where it occurs.

This DOES NOT have to be corrected on first grade Section 2 because “papel” is NOT a test item in first grade. If you use an electronic version of the Tejas LEE, the corrected practice item will be in your PDA.



Notes

Sección 3 Unión de los sonidos **63**

Instrucciones: El estudiante debe decir la palabra que se forma al unir los sonidos de algunas letras. Pronuncie los sonidos de las letras, pero no diga el nombre de la letra. Es importante no distorsionar los sonidos individuales. Antes de decir las palabras en voz alta, dígalas en silencio a sí mismo para pronunciar los sonidos correctamente. Al decir los sonidos, es importante dejar pausas claras entre cada uno para evitar unirlos para los estudiantes.

Te voy a decir muy despacio los sonidos que forman unas palabras. Quiero que me digas las palabras que se forman al juntar los sonidos. Por ejemplo, si digo /c/ /o/ /n/, la palabra que se forma es "con".

Práctica: Ahora vamos a practicar. Si digo /s/ /a/ /l/, ¿qué palabra se forma?
Si la respuesta no es correcta, dígame: Si junto los sonidos /s/ /a/ /l/, la palabra que se forma es "sal".

Preguntas: Si digo /_/_/_/..., ¿qué palabra se forma? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

| | |
|------------------------|-------|
| 1. /t/ /e/ /ch/ /o/ | techo |
| 2. /j/ /i/ /s/ | gis |
| 3. /c/ /a/ /y/ /o/ | calle |
| 4. /y/ /e/ /m/ /a/ | yema |
| 5. /b/ /u/ /r/ /o/ | burro |
| 6. /v/ /e/ /l/ /o/ /s/ | veloz |
| 7. /p/ /l/ /u/ /m/ /a/ | pluma |
| 8. /r/ /e/ /g/ /l/ /a/ | regla |

Continúe con la Sección 4

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This slide has 2 ✓ ☆ CLICKS of animation.

DO:

Tell participants that when they pronounce the individual sounds (phonemes) for this section, they should do so at a deliberately slow pace. If the sounds are read too quickly, the teacher may actually be blending them together for the student, thus invalidating results. An ideal administration of this section, that includes appropriate pausing lengths is available on the Tejas LEE website.

✓ ☆ CLICK

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

SAY:

In first grade, there is no performance level for Sección 3. This section is scored together with Sección 4. Go on to Sección 4 after completing this part.

Note that this section also appears in Kindergarten (Section 8) and in the MPLE.



Key Points

- Students must blend phonemes into words.
- When administering this section, teachers should leave distinct pauses between each sound to avoid blending for students.
- In first grade, after completing this section, move to section 4 as the scores from both sections will be combined to determine final score and performance level.
- This task appears in Kindergarten, First Grade, and the MPLE.



Notes

Sección 4 Segmentación de los sonidos **65**

Instrucciones: El estudiante debe dividir las palabras en sonidos. Primero, diga la palabra en silencio a sí mismo para que pueda reconocer fácilmente si el estudiante pronuncia los sonidos correctamente.

Te voy a decir unas palabras que quiero que dividas en sonidos. Por ejemplo, voy a dividir la palabra "sopa" /s/ /o/ /p/ /a/. (Demuestre el ejercicio según sea necesario.)

Práctica: Ahora vamos a practicar. Si digo "pan", dime, ¿cómo se divide en sonidos la palabra "pan"? Si la respuesta no es correcta, dígame: La palabra "pan" se divide en sonidos /p/ /a/ /n/. Vamos a hacer otro ejemplo. Si digo "cama", dime, ¿cómo se divide en sonidos la palabra "cama"? Si la respuesta no es correcta, dígame: La palabra "cama" se divide en sonidos /k/ /a/ /m/ /a/.

Preguntas: Dime, ¿cómo se divide en sonidos la palabra "___"? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

- ola /o/ /l/ /a/
- mesa /m/ /e/ /s/ /a/
- ella /e/ /l/ /a/
- bello /b/ /e/ /l/ /o/
- piña /p/ /i/ /n/ /a/
- jabón /j/ /a/ /b/ /o/ /n/
- árbol /a/ /r/ /b/ /o/ /l/
- verde /v/ /e/ /r/ /d/ /e/

| | Principio | Mitad | Final |
|----|-----------|-------|-------|
| D | 14-16 | 14-16 | 14-16 |
| NE | 9-13 | | |
| NI | 0-8 | 0-13 | 0-13 |

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Key Points

- Student must segment words into sounds.
- Be sure to administer both practice items before continuing with test items.
- Teachers may clap, or use any other method they normally do in class, to demonstrate this task.
- In first grade, the results from this section should be combined with scores from Section 3 to determine final score and performance level.
- This task appears in First Grade and the MPLE.

This slide has 2 ✓ ☆ CLICKS of animation.

DO:

Draw participants' attention to the Instrucciones section.

✓ ☆ CLICK

SAY:

Teachers may demonstrate this task by clapping out each of the sounds (phonemes) or through whatever method they use to teach this concept in their classroom. This is a fairly difficult task; for this reason, 2 practice items are provided. Teachers should always have students practice both practice items.

DO:

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

Walk participants through the performance levels for this task. Point out that in First Grade Secciones 3 and 4 produce a combined score and that this score is used to determine a student's performance level.



Notes

65

Continúe

D o NE en las Secciones 3 y 4:
Continúe con la Sección 5

NI en las Secciones 3 y 4:
Continúe con la Sección 7

Sección 4 Segmentación de los sonidos

Materiales: Fichas de respuestas del estudiante

Administración: Principio del año
Administre todas las preguntas.
Medio y final del año
NE o NI en la administración previa, administre esta sección.
D en la administración previa, no necesite administrarla. Continúe con la Sección 5.

Puntuación: 1 punto por cada respuesta correcta.

Instrucciones: El estudiante debe dividir los palabras en sonidos. Primero, diga la palabra en silencio a sí mismo para que pueda reconocer fácilmente si el estudiante pronuncia los sonidos correctamente.

Práctica: Ahora vamos a practicar. Si digo "para", dime, cómo se divide en sonidos la palabra "para"?

Preguntas: Dime, cómo se divide en sonidos la palabra "para" en sonidos? (Responde según sea necesario.)

Nivel de logro: Secciónes 3 y 4

| | 1-14 | 15-16 | 17-18 |
|----|-------|-------|-------|
| D | 14-15 | 16-16 | 17-18 |
| NE | 1-13 | 15-16 | 17-18 |
| NI | 1-13 | 15-16 | 17-18 |

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SAY:

The combined score of Secciones 3 and 4 will be used to determine which part of the Tejas LEE is administered next. For those students unable to manipulate blend and segment phonemes, there is a strong probability that they will not be able to do the next two sections, the initial and final phoneme omission tasks. For this reason, these students skip these sections so as to avoid frustration.

The scores on this section will also determine whether or not the student will be administered Section 9, Dictado, at the middle and end of year administrations.



Key Points

- Branching rules are designed to skip over sections the students are not likely to succeed in and serve to decrease student frustration.
- In First Grade, the branching rules come into play after Sections 3 and 4.
- If the student scores NI, they branch to Section 7.
- If they score D or NE, they are allowed to move forward to Section 5.
- The student's score on these sections will also determine if they take Section 9 at MOY and EOY.



Notes

Sección 5 **Omisión del sonido inicial** **66**

Instrucciones: El estudiante debe indicar cómo suena una palabra si se omite el sonido inicial.
Te voy a decir otras palabras. Dime cómo suena cada palabra si le quitas un sonido.
Por ejemplo, si a la palabra "piso" le quito /p/, queda "iso".

Práctica: Ahora vamos a practicar. Si a "luna", le quito /l/, ¿qué queda?
 Si la respuesta no es correcta, dígame: Si a "luna", le quito /l/, queda "una".

Preguntas: Si a "_____" le quito /____/, ¿qué queda? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. les /l/ (es)
2. cama /k/ (ama)
3. rojo /r/ (ojo)
4. llave /y/ (ave)
5. marco /m/ (arco)

Continúe con la Sección 6

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Key Points

- Student must delete the initial sound in a word.
- After completing this section, move to section 6 as the scores from both sections will be combined to determine final score and performance level.

This slide has 2 ✓ ☆ CLICKS of animation.

SAY:

The last pair of phoneme tasks in first grade deal with sound omission.

DO:

Draw participants' attention to the Instrucciones section.

✓ ☆ CLICK

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

SAY:

Note that there is no performance level for Sección 5. This section is scored together with Sección 6. Go on to Sección 6 after completing this part.



Notes

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

Instrucciones: El estudiante debe indicar cómo suena 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 "blusa" le quito /a/, queda "blus".

Práctica: Ahora vamos a practicar. Si a "pico", le quito /o/, ¿qué queda?
 Si la respuesta no es correcta, dígame: Si a "pico", le quito /o/, queda "pic".

Preguntas: Si a "_____" le quito /____/, ¿qué queda? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. osa /a/ (os)
2. solar /r/ (sola)
3. hacen /n/ (hace)
4. capaz /s/ (capa)
5. pared /d/ (pare)

| | Principio | Mitad | Final |
|----|-----------|-------|-------|
| D | 9-10 | 9-10 | 9-10 |
| NE | 0-8 | 5-8 | |
| NI | | 0-4 | 0-8 |

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Key Points

- Student must delete the final sound in a word.
- The results from this section should be combined with scores from Section 5 to determine final score and performance level.

This slide has 2 ✓ ☆ CLICKS of animation.

DO:

Draw participants' attention to the Instrucciones section.

✓ ☆ CLICK

SAY:

This section is identical to the previous one, with the exception that now students need to delete the final sound.

DO:

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

Walk participants through the performance levels for this task. Point out that Secciones 5 and 6 produce a combined score and that this score is used to determine a student's performance level.



Notes

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 Tejas LEE only assesses phoneme level PA knowledge in First Grade?

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Key Points

DO:

Have teachers “Think, Turn and Talk” with a partner about these two questions.



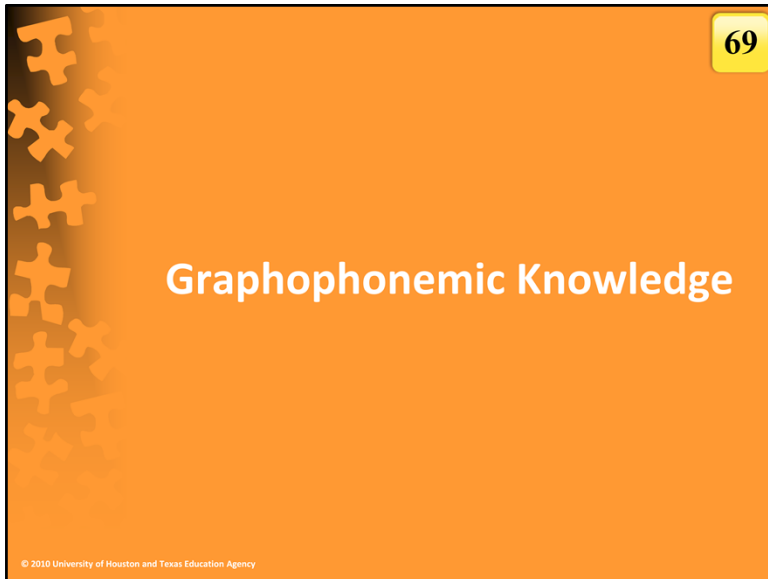
Remind participants there is a box in their participant packet for them to use to take notes from their conversation.

After about **1-2 minutes**, have pairs share and briefly discuss ideas that are provided. Be certain they make the following points:

1. Why is phonological awareness an important skill in Kindergarten and First Grade?
 - The ability to manipulate sound is an important predictor of future reading success
 - Manipulating sounds helps students distinguish different sounds
 - Combining and isolating sounds can help with decoding and later spelling
 - It is a fun activity and helps build a love for reading
 - Good phonological awareness skills makes learning how to read easier
2. Why do you think Tejas LEE only assesses phoneme level PA knowledge in First Grade?
 - Although Spanish is a syllabic language, research shows that a student’s ability to manipulate syllables and phonemes are equal predictors of reading success in Kindergarten and the PHONEME knowledge is a better predictor starting in first grade
 - Phoneme knowledge helps students with difficulties blending
 - Phoneme knowledge helps with the later transition to English



Notes



Key Points

SAY:

Another crucial building block of reading is GK, or graphophonemic knowledge.



Notes

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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DO:

Read/review slide.

SAY:

To read, students must know that letters represent sounds and that by combining letters, it is possible to read and write any word in the language.

Graphophonemic knowledge includes decoding words—including those containing letters with more than one possible sound. Students must learn the rules for choosing the correct sound and in the absence of such rules, must be able to decode through trial and error.

Graphophonemic Knowledge also includes reading and writing the “exceptions” (words that do not follow the rules. In Spanish, word such as “pijamas”, “iceberg” and “ballet” do not follow conventional rules for their correct pronunciation or spelling.)



Key Points

- Graphophonemic knowledge involves knowledge of the letters of the alphabet, the understanding of sound-symbol relationships, basic morphological elements of language, word reading, and spelling.



Notes

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. Muéstrole sólo una letra a la vez. Utilice la hoja en blanco para cubrir el resto de las letras. Acepte cualquier sonido que produzca la letra (por ejemplo, para la letra 'c', se acepta /s/ o /k/).

Voy a mostrarte unas letras. Quiero que me digas el nombre y el sonido de cada letra.

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

| | | | | | |
|--------|---------|---------|-----------|---------|-----------|
| 1. O o | 6. S s | 11. N n | 16. V v | 21. G g | 26. L l |
| 2. A a | 7. P p | 12. I i | 17. D d | 22. Y y | 27. H h |
| 3. U u | 8. M m | 13. T t | 18. C c | 23. Ñ ñ | 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 |

Nivel de logro: Sección 1 - Identificación de las letras

| | Inicio | Medio | Fin |
|----|--------|-------|-------|
| D | 26-30 | 26-30 | 26-30 |
| NE | 10-25 | 19-25 | |
| NI | 0-9 | 0-18 | 0-25 |

Nivel de logro: Sección 2 - Conocimiento de los sonidos

| | Inicio | Medio | Fin |
|----|--------|-------|-------|
| D | 26-30 | 26-30 | 26-30 |
| NE | 10-25 | 19-25 | |
| NI | 0-9 | 0-18 | 0-25 |

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Key Points

- Students must identify the correct letter name and sound simultaneously.
- This section will require the use of the task cards included in the Tejas LEE kit, as well as a blank sheet of paper.
- Although these sections are administered and scored simultaneously, they do have separate cut points and performance levels.
- In Section 2, Letter sounds, please accept any correct sound for a given letter.

This slide has 2 ✓ ☆ CLICKS of animation.

DO:

Remind participants that this is one of the sections that requires the use of the task cards. The instructions are written so as to allow teachers to assess both letter naming and letter-sound correspondences at the same time. This is why there are two sections and two sets of cut points. When scoring these two sections, the *Folleto* has both sections on facing pages, so it is easy to score both together.

SAY:

As a helpful hint, you may find it easier to keep up with your students if you only score the errors as "zeros" as the students provide the names and letters. You can go back after the administration to fill in the "1s" for the correct responses.

Also note, that in the letter-sound section (Section 2), an answer is considered correct if a student supplies ANY correct sound for a given answer.

DO:

✓ ☆ CLICK

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

Walk participants through the performance levels for these tasks.



Notes

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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DO:

Paraphrase slide.



Key Points

- If a student misses 5 SOUNDS in a row, you may stop administration of this task and move forward to the next section.
- If a student gives the letter name instead of the sound, it is permissible to prompt them.



Notes

Sección 7 Reconocimiento de las palabras **73**

Instrucciones: El estudiante debe leer la lista de palabras. Muéstrela 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.

Preguntas: ¿Qué dice aquí?

| | | |
|----------|---------------|----------------|
| 1. luz | 6. tortuga | 11. alfombra |
| 2. vive | 7. caballo | 12. calcetines |
| 3. lleva | 8. enseña | 13. gira |
| 4. voy | 9. hombres | 14. pequeños |
| 5. hay | 10. chocolate | 15. biblioteca |

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This slide has 2 ✓ ☆ CLICKS of animation.

SAY:

The first Graphophonemic task on the First Grade Tejas LEE is word reading.

DO:

Remind participants that this is one of the sections that requires the use of the task cards.

Remind teachers that having the blank sheet of paper for this activity is critical so that the students do not lose their place or become intimidated by the number of items he/she is to read.

✓ ☆ CLICK

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

SAY:

This task also appears in Kindergarten (Section 9) and in Second Grade (Section 1).

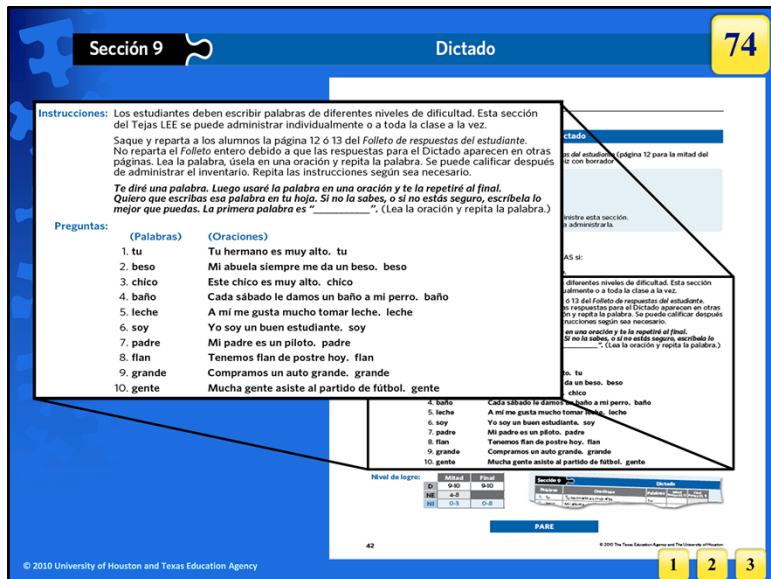


Key Points

- Students must read a list of words.
- This section will require the use of the task cards included in the Tejas LEE kit, as well as a blank sheet of paper.
- Use a blank sheet of paper to uncover one word at a time.
- This task also appears in Kindergarten (Section 9) and Second Grade (Section 1).



Notes



SAY: Student spelling knowledge in First Grade is assessed at MOY and EOY. There is no Spelling assessment at Beginning of Year because there is NO expectation that First Grade students will know how to spell that early in the school year. The spelling word list for first grade is the same at MOY and EOY so, if a student scores Desarrollado at the MOY administration, this section DOES NOT need to be re-administered at EOY.

Let's go over the directions. First of all, since in First Grade this section may not be administered to every student, you may administer it in small group format or individually. The Folleto de respuestas del estudiante does contain sheets for your students to write the Dictado (Spelling) test. However, you should either make photocopies for your students to use or use a different sheet of paper. DO NOT allow your students to work directly in the booklets as the answers to each spelling test are on different pages of the Folleto.

Please note, that in second and third grade, the Dictado is administered to all students. In addition, the Dictado must be given at each time point as the list of words differs each time. It may be administered to the entire class at one time.

DO: Read the directions to participants or allow them to read the directions aloud. Then read the first two or three items from the BOY assessment. Point out to participants that for each item, they should read the word, then the sentence, then the word once again.

Draw participants' attention to the spelling convention/TEKS correlation sheet handout. Go over a few words with participants.

SAY: There is a Tejas LEE module on spelling and a series of tools available for the Spelling Section. It is highly recommended that all first grade teachers be trained on this modules and the tools for instruction. The tools can be found on the Tejas LEE website.

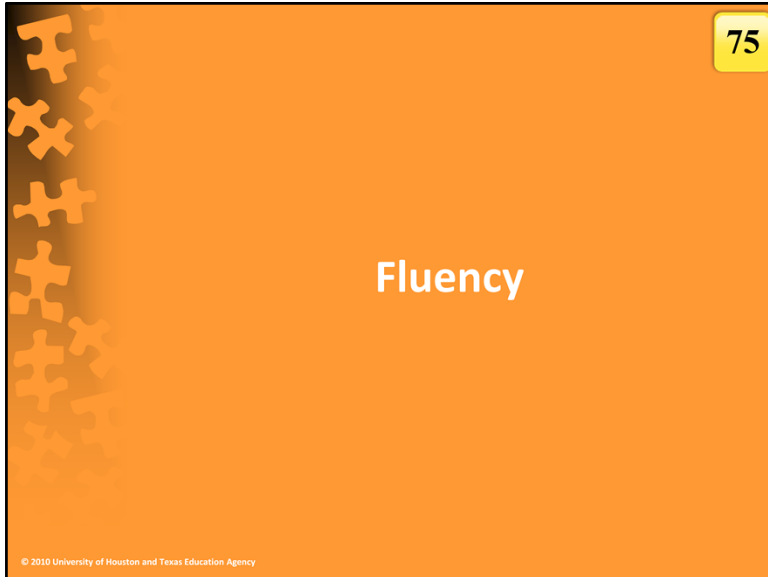


Key Points

- Students must correctly spell a list of words.
- In first grade, this section is administered at MOY and EOY, but *only* to those students who scored D/NE on Sections 3 and 4.
- In first grade, if a student scores D on this section during MOY, they do not need to re-take it during EOY.
- In second and third grade, the Dictado section is given at each time point. Each timepoint has a different list of words. It may be administered to the entire class at one time.
- Do not allow your students to work directly in the Folleto, either make photocopies for students to use or use a blank sheet of paper.



Notes




Key Points

SAY:

Now we will move on to fluency. Fluent readers direct attention toward text meaning. Word decoding is automatic and they are able to read with speed, accuracy and proper expression while comprehending text.



Notes



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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Key Points

- Fluency is not hurried or fast reading.
- Fluent reading involves the following:
 - Rate
 - Accuracy
 - Automaticity
 - Phrasing
 - Expression
 - Prosody

SAY:

Improving fluency does not necessarily mean an increase in a student's reading rate. Fluency is much more than rate. It also encompasses the ability to read with proper accuracy, automaticity, phrasing, expression and prosody. Fluency is the bridge between word recognition and comprehension. Let's briefly touch upon each of these components of fluency.

Rate refers to the speed at which text should be read. Proper rate will vary. Good readers will increase rate to read a selection in which an auctioneer is soliciting bids and slow down when reading a solemn speech.

Accuracy refers to the ability to read words correctly.

Automaticity refers to the immediate recognition of words without decoding.

Phrasing is the chunking of individual words into appropriate statements or phrases that aid in determining meaning.

Expression refers to the characterization or voice that is used during reading. This would include reading the dialogue of a sports announcer with an excited voice, including the drawl in a Southern character's dialogue, and using a conspiratorial tone when a criminal plots their next crime.

Prosody is the combination of phrasing, intonation and expression during reading. In prosody, you might actually in your mind's ear hear the emotion in a father's voice as he is making a toast at his daughter's wedding, you can hear both the joy and the sadness in his voice, and perhaps, even the cracks in his voice as he struggles to hold back tears.

Prosody can even exist at the single word level. Let's take the word "DUDE". Say Dude like you are very disappointed in that person. Note the intonation and the elongation of the word. Now say it like you are really proud of him.



Notes

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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DO:

Paraphrase slide.

SAY:

Although, there are many elements to fluency as mentioned in the previous slide, the one that is easiest to objectively measure is reading rate. In the Tejas LEE we measure this by calculating the PLCPM, referred to in English as the words correct per minute, WCPM. Let's look at how to calculate your students' reading rates.



Key Points

- Rate is measured on the Tejas LEE by calculating the words read correctly per minute.



Notes

78

Determining Accuracy

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.

❶ Exactitud de lectura

| | Marque en el cuadro la cantidad de errores | Errores |
|------------|--|---------|
| Fru | 32 o más errores | |
| Ins | De 14 a 31 errores | |
| Ind | 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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This slide has 1 ✓ ☆ CLICK of animation.

SAY:

Accuracy is different from fluency. Accuracy refers to the error-free reading of the text. On the Tejas LEE, we have three Accuracy levels:

Nivel independiente: 95% or better of words read correctly

Nivel de instrucción: from 88% to 94% of words read correctly

Nivel de frustración: Less than 88% of words read correctly.

DO: ✓ ☆ CLICK

Draw participants attention to the text box at the bottom of the slide. Paraphrase the information.

SAY:

In addition, if a student miscalls 3 words or more in the first sentence, stop the administration of the story. If the student is reading story #1, continue on to story 2.

The following are counted as errors on the Tejas LEE: mispronunciations, omissions, reversals, substitutions, and hesitations longer than 3 seconds.

The following are NOT counted as errors: repetitions, insertions, and self corrections.



Key Points

There are three accuracy levels in the Tejas LEE:

- Nivel independiente
 - Nivel de instrucción
 - Nivel de frustración
- If a student miscalls 3 or more words in the first sentence of a story, stop administration of that story and score as Nivel de frustración. If this occurs during Story 1, the student must still attempt Story 2.
 - Errors: mispronunciations, omissions, reversals, substitutions, hesitations longer than 3 seconds
 - Not errors: repetitions, insertions, self corrections



Notes

Calculating the PLCPM Rate 79

| 2 Tiempo | | | 3 Proporción de la fluidez de la lectura | | | | | | | | |
|-----------|---|-----------------|--|---|---------|---|--------------------|---|----------|--------|---------|
| Min : Seg | = | Total (en seg.) | Palabras en el cuento | - | Errores | = | Palabras correctas | ÷ | Segundos | x 60 = | Fluidez |
| 1 : 07 | = | 67 | 35 | - | 2 | = | 33 | ÷ | 67 | x 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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This slide has 3 ✓ ☆ CLICKS of animation.

SAY: In order to determine the fluency rate, a table is provided in the Folleto de respuestas del estudiante. If you are using an electronic form of the Tejas LEE, your device will automatically calculate the fluency rate for you. The first step is to convert the time it took your student to read the story into seconds.

DO: ✓ ☆ CLICK

SAY: Multiply the number of minutes by 60 and add this amount to the seconds. In the example provided, (point to the screen) we multiplied 1 minute by 60 and added this amount to 7 for a total time of 67 seconds.

DO: ✓ ☆ CLICK

SAY: The next step is to determine the number of words read correctly. The total number of words in the story is printed in your Folleto. In the example, the total is 35. Subtract the number of errors the student read and the result will be the total number of words read correctly. In our example 35 total words minus 2 errors equals 33 words read correctly.

DO: ✓ ☆ CLICK

SAY: Finally, divide the number of words read correctly (33) by the number of seconds and multiply the results by 60. This will give you the total number of words read correctly per minute (In Spanish PLCPM). Round this number off to the nearest whole number.

DO:



If your participants calculate fluency themselves, have them practice the examples (Part 1 and 2) in their participant packet. If they use an electronic version of the Tejas LEE, have them do only Part 2



Key Points

- To determine fluency rate:
 1. Convert total time read into seconds only.
 2. Subtract number of errors made from total number of words in story to determine number of words read correctly.
 3. Divide total number of words read correctly by total number of seconds and multiply by 60.
 4. Round to the nearest whole number.



Notes

Answers to Fluency Activity:

1. 60 plcpm
2. 69 plcpm (68.57, rounded)
3. 74 plpcm (74.299, rounded)



Key Points

SAY:

Measuring a student's ability to comprehend through either listening or reading text is another goal of the Texas LEE.

The ultimate goal of print is to communicate ideas and concepts. Comprehension involves the integration of phonological awareness, graphophonemic knowledge, fluency and vocabulary knowledge.



Notes

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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DO:
Paraphrase slide.



Key Points

- Comprehension is the ability to extract meaning from text.
- Comprehension problems can also stem from problems in phonological awareness, graphophonemic knowledge, fluency and vocabulary knowledge.
- Student background knowledge and knowledge of comprehension strategies is also important.



Notes

Comprehension Questions

82

¿Y qué más?

- Suggested answers are provided for each question. However, teachers should use their professional judgment to determine if a question is correct.
- If a question requires more than one answer, a teacher may prompt the student with “¿Y qué más?”
- These reminders appear before every set of questions.

Las respuestas a continuación son las más comunes pero no todas las posibles. Puede usar su criterio profesional para determinar si las respuestas de sus alumnos son correctas. Si una pregunta requiere más de una respuesta, es permisible decirle al estudiante. —¿Y qué más?

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SAY:

Before beginning the listening and reading comprehension questions, there is a paragraph that talks about acceptable answers. Each of the Tejas LEE listening comprehension stories was field tested with hundreds of students. The questions asked on the Tejas LEE are open-ended and it is likely that some of your students will provide answers not given in the guide. In situations where there are multiple correct answers, space limitations do not allow us to list every possible correct answer.

Teachers should use their professional judgment to decide whether or not an answer provided by a student answers the question asked and may score the response accordingly.

If a question requires more than one answer, you may prompt a student to provide an additional response by asking: ¿Y qué más?

Let's take a closer look at the actual test sections.



Key Points

- The list of suggested answers is not exhaustive. Due to space limitations, only the most common are listed.
- Teachers should use their professional judgment to determine if an answer is correct or incorrect.
- If a question, requires more than one answer, the teacher may prompt “¿Y qué más?”



Notes

Comprehension Questions **83**

Format

¿Por qué dijo Danielito que el cocodrilo lo había atacado?

Respuesta: él quería echarle la culpa al cocodrilo, para que su mamá no lo regañara a él

Se requiere una sola respuesta.

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This slide has 3 ✓ ☆ CLICKS of animation.

SAY: Each question has several features of which you should be aware.

DO: ✓ ☆ CLICK

SAY: First, what is read to the student is presented in bold faced, italic type.

DO: ✓ ☆ CLICK

SAY: Second, possible answers are provided after the word **RESPUESTA**. Just because an answer your student gave is not listed does not necessarily mean the answer is incorrect. Evaluate whether your student answered the question correctly and score it appropriately.

DO: ✓ ☆ CLICK

SAY: Third, when more than one answer is provided, the *Guía* will indicate how many answers your student must provide. In the example shown above, only one of the two answers provided is necessary.



Key Points

- Questions that are to be read to students are presented in ***bold-faced italic type***.
- Suggested answers are listed below each question. This list is not exhaustive. Only the most common answers are listed. Teachers should use their professional judgment to determine if an answer is correct or incorrect.
- If more than one answer is possible, the question will indicate how many are required in order to be scored as correct.



Notes

Sección 10 **Comprensión auditiva—Principio del año** **84**

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

Preguntas de comprensión de “Un día en la playa” (Cuento 1) Puntos (0-1)

| | |
|--|-------------------------------------|
| 1. ¿Cuál es el escenario de este cuento? Respuesta: la playa | |
| 2. ¿Cuándo van los niños a la playa? Respuesta: los fines de semana, durante el verano Se requiere una sola respuesta. | |
| 3. ¿Qué construyen los niños? Respuesta: castillos de arena | |
| 4. ¿Qué parte del castillo forma el papá? Respuesta: las puertas, las ventanas Se requiere una sola respuesta. | |
| 5. Después de que construyen el castillo, ¿qué hacen los niños? Respuesta: nadan, buscan conchas Se requiere una sola respuesta. | |
| 6. ¿Cuándo termina el día en la playa para los niños? Respuesta: cuando baja el sol | |
| TOTAL: (6 posibles) | |
| Nivel de logro: Trace un círculo alrededor del nivel apropiado. | D 5-6 NI 0-4 |
| | Pare |

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Key Points

- Students will listen to a story read by the teacher and answer six comprehension questions.
- Each administration time point has a different story.

SAY:

In Kindergarten, the listening comprehension section begins with you reading the story from the Teacher Guide to each of your students individually. Each administration has its own story.

DO:

Point to the black circle around “Principio del año”.

SAY:

Be certain you are reading the correct story for your administration. Once you have read the story, there are a series of comprehension questions that you will ask the student. The questions appear in both the Teacher Guide and in the Folleto de respuestas del estudiante. You will score the student’s answers in the Folleto. On this screen is a shot of the BOY listening comprehension story.



Notes

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

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

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

| Puntos (0-1) | Explicitas | Respuestas | Puntos (0-1) |
|--------------|---|------------------------------|--------------|
| | 1. ¿Cuál es el personaje principal de este cuento? | | |
| | 2. ¿Cuándo va a la playa? | mañana, durante el verano | |
| | 3. ¿Qué hace en la playa? | se baña | |
| | 4. ¿Qué hace el papá? | se sienta en las ventanillas | |
| | 5. ¿Qué hacen los niños en el castillo? | hacen conchas | |
| | 6. ¿Qué hacen los niños en la playa para los niños? | se bañan | |
| | TOTAL (6 posibles) | | |

Nivel de logro:
Trace un círculo alrededor del nivel apropiado.

| | |
|----|-----|
| D | 5-6 |
| Ni | 0-4 |

Pare

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Key Points

- At BOY, all six comprehension questions are explicit.

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

At the beginning of year administration, all of the questions asked on the listening comprehension story are Explicit.

DO:

☆ CLICK

SAY:

Once you total the correct answers, write this amount in the TOTAL box and circle the appropriate Performance Level.



Notes

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

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

Preguntas de comprensión de "Mario el mago" (Cuento 3)

| Puntos (0,1) | Explicitas | Implícitas | Total |
|---|---|------------|--|
| 1. | ¿Qué ropa usa Mario durante sus espectáculos? Respuesta: un traje negro, un sombrero grande Se requiere una sola respuesta. | | |
| 2. | Nombra dos trucos que puede hacer Mario. Respuesta: sacar conejos de un sombrero, sacar monedas de orejas, tragar fuego, hacer aparecer personas, trucos con barajas | | |
| 3. | ¿Cómo Mario hace desaparecer a la niña? Respuesta: él dice palabras mágicas | | |
| 4. | ¿Qué hace Mario cuando desaparece su hermana? Respuesta: él dice palabras mágicas | | |
| 5. | ¿Cuál de sus trucos hace aparecer gente? Respuesta: él dice palabras mágicas | | |
| 6. | ¿Cómo sabe Mario que es un buen mago? Respuesta: él dice palabras mágicas, hace desaparecer a la gente, él dice palabras mágicas | | |
| TOTAL: (6 posibles) | | | |
| Nivel de logro: Trace un círculo alrededor del nivel apropiado. | | | |
| | | | 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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Key Points

- At MOY and EOY, there will be four explicit questions and two implicit questions.
- Grey bar on left hand side will serve as a quick reference as to the type of question.
- Teachers will need to total the number correct of each type of question, before determining the total correct.

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

At Middle and End of Year, there are both explicit and implicit questions. You can total each separately (Point out the red circle).

DO:


✓ ☆ CLICK

SAY:

The implicit questions will always be # 5 and 6 on the Tejas LEE Kindergarten and are identified in the band on the left hand side of the questions.



Notes

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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SAY:

Each story has its own performance cut points. For listening comprehension, 5-6 is Desarrollado and 0-4 is Nivel de intervención as shown on the screen shot above. The FINAL written in the box above the score refers to the administration time point (in this case End of Year).

Also note that during the End of Year administration, Section 10 will branch some students to Reading Comprehension. This is done by looking at the student performance on Sections 4 and 5. If your student was Desarrollado on these combined score of these two sections, the student will go on to Reading Comprehension. If, however, your student scored Nivel de intervención on the combined score, they do not attempt Reading Comprehension. Their administration is ended.

DO:

Walk participants through the performance levels for this task. If time permits, allow participants to practice the Listening Comprehension section..



Key Points

- At all three administration time points, the performance levels will be:
 - D=5-6
 - NI=0-4
- At BOY and MOY, Listening Comprehension will be the last section administered.
- At EOY, after completing the listening comprehension section, students may move on to Section 11, Reading Comprehension, but only if they scored D on Sections 4 and 5.



Notes

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

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

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

Administración: Final del año
Administre todas las preguntas.

Puntuación: 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 pídale que lea el cuento en voz alta. Si el estudiante comete tres errores en la primera oración, pare la administración de este cuento.

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

estudiante. —¿Y qué más?

Explicita: 1. ¿Qué tuvo la mamá?
Respuesta: un bebé

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

Explicita: 3. ¿Qué toma el bebé?
Respuesta: toma leche

Nivel de logro:

| | Final |
|----|-------|
| D | 3 |
| NI | 0-2 |

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This slide has 1 ✓ ☆ CLICK of animation.

SAY:

Reading comprehension in Kindergarten is ONLY assessed at EOY. There is one story for reading comprehension.

There are several things to keep in mind when administering the reading comprehension section. First, remember, not all of your students will take this section. Those students who were NI in Sections 4 and 5 at EOY are branched past this section.

DO: ✓ ☆ CLICK

SAY:

Second, if a student makes three errors in the first sentence of the story, you should stop the administration so as not to frustrate him/her. In this case, the administration is ended. You DO NOT ask the comprehension questions. Simply enter NI as the comprehension score for this section.



Key Points

- Students will read a short passage and answer three explicit comprehension questions.
- In Kindergarten, Reading Comprehension is only assessed at EOY.
- Remember, students will only be administered this task if they scored D on Sections 4 and 5.
- If student makes 3 errors or more in the first sentence, please stop administration of this section and score the comprehension as NI.



Notes

Sección 11 Comprensión de lectura—Final del año 89

Kindergarten

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 4)

| Pregunta | Respuesta | Puntos (0,1) |
|----------------------------|-----------------------|--------------|
| 1. ¿Qué tuvo la mamá? | Respuesta: un bebé | |
| 2. ¿En dónde está el bebé? | Respuesta: en su cuna | |
| 3. ¿Qué toma el bebé? | Respuesta: toma leche | |

TOTAL: (3 posibles)

Nivel de logro:
Tiene un círculo alrededor del nivel apropiado.

| Nivel | Puntaje |
|-------|---------|
| D | 3 |
| NI | 0-2 |

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Key Points

- Students will read the story from the Student Story Booklet.
- Students should begin reading with the first word.
- Students will be administered three explicit questions.
- Performance level for this task is: D=3 NI=0-2

This slide has 3 ✓ ☆ CLICKS of animation.

SAY: *The student version of the story is located in the Cuaderno de lecturas (the pink Story Booklet), under the Kindergarten Final del Año tab. Your students should start reading with the first word of the story, not the story title, as shown by the arrow.*

DO: ✓ ☆ CLICK

SAY: After the student finished reading, ask him/her the three comprehension questions for this story located in the *Folleto de respuestas del estudiante* and score the responses.

DO: ✓ ☆ CLICK

SAY: After scoring the answers, look on your performance level table to see whether your student is D or NI on this section.

DO: ✓ ☆ CLICK Walk participants through the performance levels for this task. Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.



Notes

Reading Comprehension

Grades 1-3

90

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

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1

2

3

SAY:

Starting at First grade, the reading comprehension section always has two stories. Always administer both stories at each time point. Even if a student is Nivel de frustración on Story 1, the student should always attempt Story 2.



ADDITIONAL INFORMATION FOR PRESENTER:

Students are assessed on two stories at each time point. There are many benefits to having students read more than one story. The first is student interest. If only a single story is read at each time point, results may be skewed if a student simply has little or no interest in the content of the story. By having two stories, there is a much greater likelihood that students will have an interest in at least one story. This will give a more reliable score of performance.

In addition, during the Middle of Year and End of Year administration, different genres of reading are assessed. At MOY, students read one realistic fiction story (El charco) and one pseudo-expository story (La mariposa). At End of Year, students read one expository text (Pájaros) and one realistic fiction story (El sapo de mi sala). Student performance on different literary genres can give insights into a student's relative strengths and weaknesses.

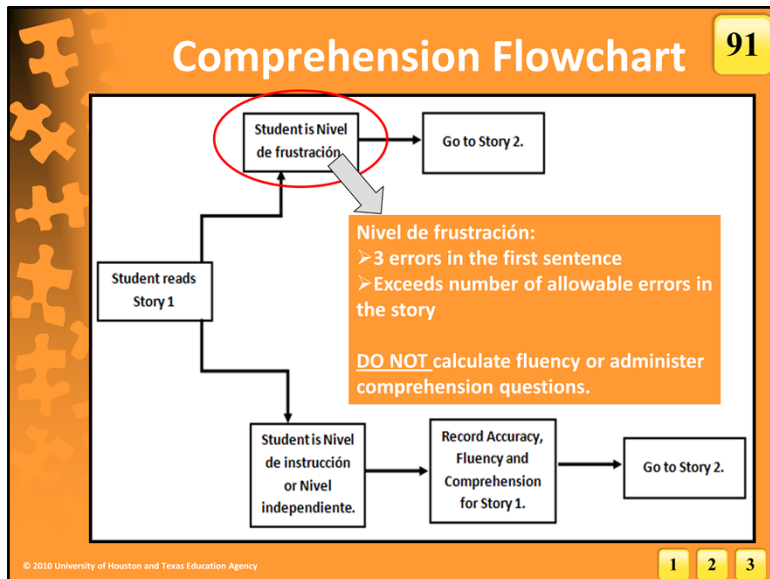


Key Points

- Students must always read/attempt both stories at each time point.
- Student interest and story genre can have an impact on results. As such, reading two stories will provide teachers with valuable information.



Notes



Key Points

A student can store *Nivel de Frustración* by doing one of the following:

- Scoring 3 or more errors in the first sentence.
- Scoring within the pre-determined *Nivel de Frustración* cutpoint for a particular story.

This slide has 1 ✓ ☆ CLICK of animation.

DO:

Walk participants through the logic of the flowchart. Do not explain *Nivel de frustración* until you bring up the text box.

✓ ☆ CLICK

SAY:

There are two ways in which a student may score at Nivel de frustración in a Reading Comprehension story. First, a student is considered frustrated if they make three or more errors in the first sentence. The second is if the student exceeds the number of allowable errors for that particular story. The number of errors allowed for each story is determined based on the number of words in the story. This number is found in the Folleto de respuestas del estudiante in the colored box below the story. (See next slide) IF A STUDENT IS NIVEL DE FRUSTRACION ON A STORY, YOU ONLY RECORD THE ACCURACY LEVEL. DO NOT CALCULATE THE FLUENCY RATE. DO NOT ADMINISTER THE COMPREHENSION QUESTIONS. No Fluency score is recorded for that story and the Comprehension score is recorded as NI.

ALL STUDENTS, regardless of performance on story 1, should also attempt to read story 2. The same Nivel de frustración rules apply to story 2.



Notes

Sección 8 **Comprensión de lectura—Principio del año—Cuento 1 (El pato Lalo)** **92**

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.

| Comprensión de lectura—Principio del año—Cuento 1 (El pato Lalo) | | Puntos (0, 1) |
|--|-----------|------------------|
| 1. ¿Cuál es la mascota de Pablo? | Explícita | |
| 2. ¿Cómo es el pato? | Explícita | |
| 3. ¿Cómo es el pato? ¿Por qué es blanco y su pico y patas son color naranja? | Explícita | |
| 4. ¿Por qué a Lalo le gusta nadar en el lago? | Explícita | |
| 5. ¿Por qué a Lalo le gusta nadar en el lago? ¿Por qué el agua del lago es muy fresca? | Implícita | |
| TOTAL (5 posibles) | | |
| Nivel de logro: Trace un círculo alrededor del nivel apropiado. | | |
| | | D 4-5 |
| | | NI 0-3 |

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1 2 3



Key Points

- In first grade, at BOY, there are only five comprehension questions: 4 explicit, 1 implicit.
- Grey bar next to questions will identify question type.

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

There are 5 questions for each story on the Beginning of Year First Grade Tejas LEE. Four of the questions are explicit and one is implicit.

DO:

☆ CLICK

SAY:

The explicit questions are the first four, followed by the implicit question. This allows you to score each separately to look for the type of questions with which your students have difficulty. Notice the two TOTAL boxes inside the purple ovals. To determine whether your students are D or NI on each story, the explicit and implicit questions are added together. A score of 4 or 5 is needed for a student to be developed on each story. A student must be D on both stories for an overall performance score of D.



Notes

Sección 8 **Comprensión de lectura—Mitad del año—Cuento** **93**

| Preguntas de comprensión de "El charco" (Cuento 1) | | Puntos (0, 1) |
|--|---|------------------|
| Explícitas | 1. ¿Dónde quería jugar Danielito? Respuesta: afuera, en el jardín. Se requiere una sola respuesta. | |
| | 2. ¿Qué le dijo la mamá a Danielito antes de que saliera afuera a jugar? Respuesta: que no se ensuciara | |
| | 3. ¿Con cuáles dos animalitos jugó Danielito? Respuesta: con una rana y un cocodrilo. Se requieren las dos respuestas. | |
| | 4. ¿Dónde estaba el charco? Respuesta: debajo del columpio. Si dice afuera, pregunte—¿Dónde afuera? | |
| | 5. ¿Qué le pasó a Danielito cuando metió a sus animalitos al charco? Respuesta: Danielito se ensució de lodo | |
| | 6. ¿Qué le dijo Danielito a su mamá cuando ella se enojó? Respuesta: que el cocodrilo lo había atacado | |
| Implícitas | 7. ¿Por qué se enojó la mamá? Respuesta: porque le dijo que no se ensuciara; porque se ensució; porque estaba todo enlodado; porque estaba todo mojado. Se requiere una sola respuesta. | |
| | 8. ¿Por qué dijo Danielito que el cocodrilo lo había atacado? Respuesta: él quería echarle la culpa al cocodrilo, para que su mamá no lo regañara a él. Se requiere una sola respuesta. | |
| TOTAL: (8 posibles) | | |
| Nivel de logro: Trace un círculo alrededor del nivel apropiado. | | |
| | | D 7-8 |
| | | NI 0-6 |

© 2010 UI

1 2 3

SAY:

For Middle and End of Year, there are 8 questions for each comprehension story. The first six questions are explicit, the last two are implicit. In second and third grade, there are 8 comprehension questions at each time point.



Key Points

- For first grade, at MOY and EOY, there are 8 comprehension questions: 6 explicit and 2 implicit.
- For second and third grade, there are 8 comprehension questions at each time point.



Notes

Reading Comprehension **94**

Primer grado

Sección 8 - 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.

Sección 8 **Comprensión de lectura—Principio del año—Cuento 1 (El pato Lalo)**

| Preguntas de comprensión de "El pato Lalo" (Cuento 1) | | Puntos (0, 1) |
|---|--|---------------|
| 1. ¿Cómo se llama la mascota de Pablo? | Respuesta: Lalo | |
| 2. ¿Qué tipo de mascota es? | Respuesta: un pato | |
| 3. ¿Cómo es el pato? | Respuesta: blanco, blanco y su pico y patas son color naranja. Se requiere una sola respuesta. | |
| 4. ¿Qué le gusta hacer a Lalo? | Respuesta: nadar en el lago | |
| Total | | |

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This slide has 4 ✓★CLICKS of animation.

SAY: In the Teacher's Guide, the reading comprehension instructions now include a brief one sentence introduction to each of the stories.

DO: ✓★CLICK

SAY: The student version of the story is located in the Cuaderno de lecturas (the pink Story Booklet). The tabs are arranged by grade level and time point. Your students should start reading with the first word of the story, not the story title, as shown by the arrow.

DO: ✓★CLICK

SAY: After the student finished reading, ask him/her the comprehension questions for this story located in the Folleto de respuestas del estudiante and score the responses.

DO: ✓★CLICK

SAY: After scoring the answers, look on your performance level table to see whether your student is D or NI on this section.

DO: ✓★CLICK

Walk participants through the performance levels for this task. Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.




Key Points

- Students will read the story from the Student Story Booklet.
- Students should begin reading with the first word.
- Students will be administered eight comprehension questions (except for first grade BOY which will have five).
- Performance level for this task for **First Grade, BOY** is: D=4-5 NI=0-3
- Performance level at all other time points and grade levels is: D=7-8 NI=0-6
- This task appears in first, second, and third grade.



Notes




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

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1 2 3 

DO:

Have participants pull out their “Determining the Overall Score for Reading Comprehension” handout. They will use this sheet on the next several slides.

Read/review slide.



Key Points

- In order to receive an overall D score on accuracy, a student must score an IND or INS on both stories read.
- If a student receives a score of FRU on either story, then they are considered NI overall.



Notes

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

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1 2 3

DO:

Paraphrase slide

Participants should continue to reference their "Determining the Overall Score for Reading Comprehension" handout.

SAY:

Although there is no performance level for fluency, by the End of Year administration, students should be reading approximately 60 words per minute in first grade, 90 words per minute in second grade and 110 words per minute in third grade. Keep in mind, however, that the actual number of words read per minute is NOT an end in itself. Always look at the fluency score in conjunction with the comprehension score.



Key Points

- In order to determine the overall fluency score, average the fluency scores from the stories.
- Fluency does not have a performance standard.
- Fluency rate should be looked at in conjunction with comprehension score.



Notes

Determining Overall Scores 97

ly 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 | |
| | |
| | |
| | |

| Sección 8: Exactitud, fluidez y comprensión de lectura | | | | | |
|--|---------|---------------------|-------------|------------------------|------------------------|
| Lectura | | | Comprensión | | |
| Global | Cuento | Global | Cuento | Global | |
| Nivel de logro (D, NI) | Puntaje | Promedio de puntaje | Puntaje | Nivel de logro (D, NI) | Nivel de logro (D, NI) |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

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Key Points

- In order to calculate the overall fluency score, add the two fluency scores together and divide by two.
- If a student only has one fluency rate, then by default that becomes the overall score.

This slide has 3 ✓ ☆ CLICKS of animation.

DO: Participants should continue to reference their “Determining the Overall Score for Reading Comprehension” handout.

SAY: Let’s take a look at how to determine the overall fluency score.

DO: ✓ ☆ CLICK

SAY: When a student has two fluency scores, simply add the two scores together and divide by two.

DO: ✓ ☆ CLICK


SAY: In this case, $28 + 35$ equals 63, divided by 2 is 31.5, rounded to 32 words per minute.

DO: ✓ ☆ CLICK

SAY: In the second case, since this student was FRUSTRATED on the first story, there is only 1 fluency score. This single # becomes the overall fluency score.



Notes





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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1 2 3  

DO:

Paraphrase slide.

Participants should continue to reference their “Determining the Overall Score for Reading Comprehension” handout.



Have participants turn to their participant packet, and practice determining the overall scores for Accuracy, Fluency and Comprehension.

Allow participants to discuss which students they feel need more assistance in Fluency.




Key Points

- In order to receive an overall D score on comprehension, a student must score D on both stories read.
- If a student receives a score of NI on either story, then they are considered NI overall.



Notes



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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K I

DO:

Read/review slide.

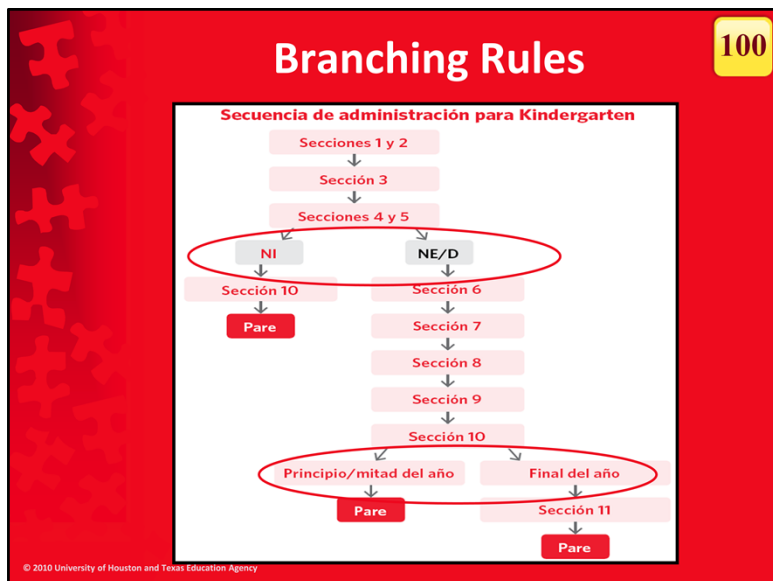


Key Points

- Branching rules have students skip over sections in which they are not likely to succeed. This reduces student frustration.



Notes



Key Points

- Branching rules minimize student frustration by skipping students past sections in which they will not likely succeed. This is based on performance on easier tasks.
- Branching rules also tell teachers when certain sections should be administered.

SAY:

Branching rules have two functions.

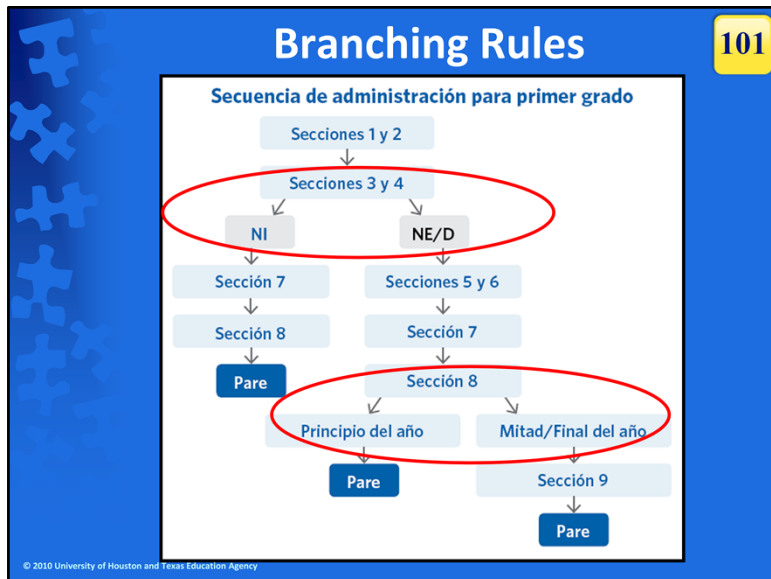
First, branching rules are designed to minimize student frustration. They direct a teacher to skip one or more sections of the Tejas LEE based on student performance on an earlier section. Students are branched past sections on which during our field studies, we found that fewer than 5% of those tested could perform a certain task if they were unsuccessful on the previous task.

Second, branching rules let you know that certain sections are only given during certain administrations of the Tejas LEE. For example, in the Kindergarten example shown above, Sección 11, Reading Comprehension, is ONLY given at End of Year. At the Beginning and Middle of year administrations, the administration of the Tejas LEE ends with Listening Comprehension.

Also remember, that not all students will do the Reading Comprehension section at End of Year. ONLY those students who had a D on the combined score of Sections 4 and 5 will do Reading Comprehension.



Notes



Key Points

- Branching rules minimize student frustration by skipping students past sections in which they will not likely succeed. This is based on performance on easier tasks.
- Branching rules also tell teachers when certain sections should be administered.

SAY:

Branching rules have two functions.


First, branching rules are designed to minimize student frustration. They direct a teacher to skip one or more sections of the Tejas LEE based on student performance on an earlier section. Students are branched past sections on which during our field studies, we found that fewer than 5% of those tested could perform a certain task if they were unsuccessful on the previous task.

Second, branching rules let you know that certain sections are only given during certain administrations of the Tejas LEE. For example, in the First Grade example shown above, Sección , Spelling, is ONLY given at Middle and End of Year. At the Beginning of year administration, the first grade Tejas LEE assessment ends with Reading Comprehension.

Also remember, that not all students will do the Dictado section at Middle and End of Year. ONLY those students who had a D/NE on the combined score of Sections 3 and 4 will do the Dictado.



Notes



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”.

Sección 3
Conocimiento de rimas

Materiales: Folleto de respuestas del estudiante

Administración:

Principio del año
Administre todas las preguntas.

Mitad y final del año
NE o NI en la administración previa, administre esta sección.
D en la administración previa, no necesita administrarla. Continúe con la Sección 4.

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K

1

2



Key Points

- Entry Point rules have students skip sections which they have already mastered in a previous administration.

DO:

Read/review slide.



INFORMATION FOR PRESENTER:

In previous versions of the Tejas LEE, Entry Point rules were referred to as Jumping-In rules.



Notes

Entry Point Rules

103

tejas·LEE Folleto de respuestas del estudiante Primer grado
Resumen de calificaciones

Nombre del estudiante: Gabriela de la Garza Maestro(a): Mr. Benavidez

Fecha de administración: Principio del año: 09/01/2010 Mitad del año: Final del año: Año de administración: 2010-2011 2011-2012

| Destrezas | Principio del año | | Mitad del año | | Fin del año | |
|---|-------------------|----------------------------|---------------|----------------------------|-------------|----------------------------|
| | Puntaje | Notas de logro (D, NE, NI) | Puntaje | Notas de logro (D, NE, NI) | Puntaje | Notas de logro (D, NE, NI) |
| Conciencia fonológica: sonidos | | | | | | |
| Secciones 1-2 Identificación del sonido inicial y final | 15 | D | | | | |
| Secciones 3-4 Unión y segmentación de los sonidos | 11 | NE | | | | |
| Secciones 5-6 Omisión del sonido inicial y final | 7 | NE | | | | |
| Conocimiento de los grafismos | | | | | | |
| Sección 7 Reconocimiento de las palabras | 10 | NE | | | | |
| Sección 9 Dictado | | | | | | |

Sección 8: Exactitud, fluidez y comprensión de lectura

Exatitud de la lectura: Comprensión de la lectura: Comprensión:

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SAY:

Entry Point rules streamline administration of the Tejas LEE at MOY and EOY. When a student demonstrates mastery (scores Desarrollado) on certain sections of the Tejas LEE, these sections do NOT need to be re-administered during subsequent administrations.

For example, in First Grade, teachers do not have to re-administer the Phonological Awareness or the Graphophonemic Knowledge tasks once a student has demonstrated mastery.

However, READING COMPREHENSION is ALWAYS administered at each time point. It is critical to be monitoring student progress in Reading Comprehension throughout First Grade. In addition, the reading comprehension stories change with each administration of the Tejas LEE.



Key Points

- In general, students do not have to re-take any section in which they have scored a D previously.
- However, there are some exceptions to this rule: Listening Comprehension, Reading Comprehension, and the Dictado sections (in second and third grade) must always be given regardless of previous performance.



Notes

Recording Student Results 104

tejas·LEE Folleto de respuestas del estudiante Primer grado

| Palabras | Respuestas | Principio Puntos (0, 1) | Mitad Puntos (0, 1) | Final Puntos (0, 1) |
|-------------|------------|----------------------------|------------------------|------------------------|
| 1. tobillo | /t/ | | | |
| 2. zorro | /s/ | | | |
| 3. humano | /u/ | | | |
| 4. diamante | /d/ | | | |
| 5. planta | /p/ | | | |

| | | | | |
|--|--|--|--|--|
| TOTAL SECCION 2: (8 posibles) | | | | |
| TOTAL SECCION 1: (8 posibles) | | | | |
| TOTAL SECCIONES 1 + 2: (16 posibles) | | | | |

Nivel de logro:
Trace un círculo alrededor del nivel apropiado.

| | | |
|------------|------------|------------|
| D 14-16 | D 14-16 | D 14-16 |
| NI 0-13 | NI 0-13 | NI 0-13 |

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

Continúe con la Sección 3



Key Points

- All student results should be recorded on the Student Record Sheets

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

Student results are recorded in the *Folleto de respuestas del estudiante* (Those using electronic versions of the Tejas LEE do not need to complete the Folletos as the forms are created electronically). Above you see a sample page from the Folleto. When completing the Folleto, you should enter NUMERICAL scores into the places provided (0 or 1) and then total them as indicated. Once you have completed a section, add up the total number of correct responses in the section and enter that score under TOTAL. Then circle the appropriate performance level (D, NE, NI).

DO:

✓ ☆ CLICK

Point to the scoring columns and to the areas for the questions and the TOTAL area.

SAY:

On the example shown here, you see how to record the scores when an overall score is required for two sections. On the top line, the score for the current session is recorded. Then the score for the previous session (in our example Section 1) is recorded. The two scores are added together to determine the combined score. This number is compared to the performance level and the appropriate score is circled.



Notes

Recording Student Results

105

tejas·LEE

Folleto de respuestas del estudiante

Kindergarten

Resumen de calificaciones

Nombre del estudiante: _____ Maestro(a): _____

Fecha de administración:

| Principio del año | Medio del año | Final del año |
|-------------------|----------------|----------------|
| ____/____/____ | ____/____/____ | ____/____/____ |

Año de administración:

☐ 2010-2011
 ☐ 2011-2012

| Destrezas | Principio del año | | Medio del año | | Final del año | |
|---|-------------------|------------------|---------------|------------------|---------------|------------------|
| | Puntaje | Mejor de los dos | Puntaje | Mejor de los dos | Puntaje | Mejor de los dos |
| Conocimiento de la letra impresa | | | | | | |
| Opción/ Conocimiento de la letra impresa | | | | | | |
| Conocimiento de los grafismos | | | | | | |
| Sección 1 Identificación de las letras | | | | | | |
| Sección 2 Conocimiento de los sonidos | | | | | | |
| Conciencia fonológica | | | | | | |
| Sección 3 Conocimiento de rimas | | | | | | |
| Conciencia fonológica - sílabas | | | | | | |
| Secciones Unión de las sílabas/ Segmentación de las sílabas | | | | | | |
| Conciencia fonológica - sonidos | | | | | | |
| Sección 6 Identificación del sonido inicial | | | | | | |
| Sección 7 Identificación del sonido final | | | | | | |
| Sección 8 Unión de los sonidos | | | | | | |
| Reconocimiento de las palabras | | | | | | |
| Sección 9 Reconocimiento de las palabras | | | | | | |
| Comprensión auditiva | | | | | | |
| Sección 10 Comprensión auditiva | | | | | | |
| Comprensión de lectura | | | | | | |
| Sección 11 Comprensión de lectura | | | | | | |

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SAY:

Once you have completed an administration with a student, you should transfer the results from each section to the *Resumen de calificaciones* page. This page (shown above) is perforated so that it can be removed. Many school districts require that this sheet be placed into the student permanent record folder.



Key Points

- Transfer results from the individual sections to the Summary page of the Student Record Sheets
- This student summary page is perforated and can be torn off and stored in their permanent record folder.



Notes

Kindergarten Student Record Sheet Error

106

| Destrezas | | Puntaje | Nivel de logro (D, NE, NI) |
|---|----------------------------------|---------|----------------------------|
| Conocimiento de la letra impresa | | | |
| Opcional | Conocimiento de la letra impresa | 10 | D |
| Conocimiento de los grafonemas | | | |
| Sección 1 | Identificación de las letras | 26 | D |
| Sección 2 | Conocimiento de los sonidos | 23 | NE |
| Conocencia fonológica | | | |
| Sección 3 | Conocimiento de rimas | 2 | NE |
| Conocencia fonológica - sílabas | | | |
| Sección 4 | Unión de las sílabas | ↓ | ↓ |
| Sección 5 | Segmentación de las sílabas | 9 | NE |

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Key Points

- Transfer results from the individual sections to the Summary page of the Student Record Sheets
- This student summary page is perforated and can be torn off and stored in their permanent record folder.

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

On a small portion of the Kindergarten Student Record Sheets, there is an error on the very last page, the “Resumen de calificaciones”. The score on this page for sections 4 and 5 should have been combined into a single score, but in error, a line was provided for each of the individual sections.

The booklets with the errors were to be shipped to school districts using a PDA for Tejas LEE administration as they generally do not use the Student Record Sheets. So, school districts using a pencil and paper administration should NOT receive the booklets containing this error. And, more importantly, no one should have to use the sheets containing the errors.

However, in the unlikely case that you do receive these booklets, the error is very easy to correct.

DO: ✓ ☆ CLICK

SAY:

Under section 4, rather than entering a numerical score or the Performance level, simply enter a down arrow as shown.

DO: Point out the down arrow to participants.



Notes

A

107

Teachers Please Note This Important Change:
 On the *Resumen de calificaciones* page (last page in the booklet), sections 4 and 5, two lines are mistakenly provided to record student results, where there should only be one. To properly record student results and performance levels, refer to the illustration below, adding arrows where necessary.

| Destrezas | | Puntaje | Nivel de logro (D, NE, NI) |
|----------------------------------|-----------------------------------|---------|----------------------------|
| Conocimiento de la letra impresa | | | |
| Opcional | Conocimiento de la letra impresa | 10 | D |
| Conocimiento de los grafonemas | | | |
| Sección 1 | Identificación de las letras | 26 | D |
| Sección 2 | Conocimiento de los sonidos | 23 | NE |
| Conciencia fonológica | | | |
| Sección 3 | Conocimiento de rimas | 2 | NE |
| Conciencia fonológica - sílabas | | | |
| Sección 4 | Unión de las sílabas | ↓ | ↓ |
| Sección 5 | Segmentación de las sílabas | 9 | NE |
| Conciencia fonológica - sonidos | | | |
| Sección 6 | Identificación del sonido inicial | | |

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Key Points

SAY: *Should your Kinder kit contain the Student Record Sheets with the error, there will be a sheet identical to the one above included in the shrink wrapping. This sheet explains how to correct the error, just like on the previous slide.*



Notes

[illegible]

Key Points

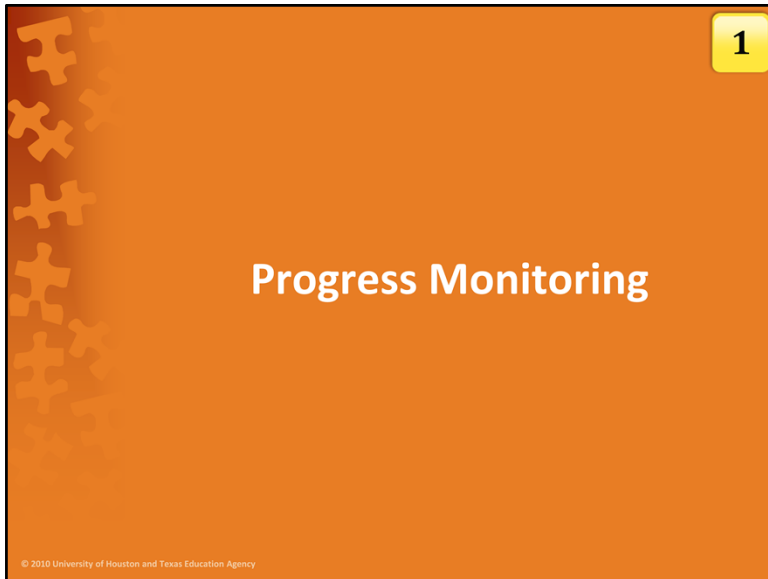
- Transfer results from the individual Student Record Sheets to the Class Summary sheet.
- The class summary sheet will be used to make grouping and instructional decisions.
- The class summary sheet is also available in electronic format on our website.
- If using an electronic version of Tejas LEE, vendors will be able to generate this sheet for users.

SAY:

A final tool for recording student results is the Class Summary Sheet (Resumen de la clase). Results for each of your students should be transferred from the Resumen de calificaciones to this document. This document will be used to group students for small group instruction and its completion is a prerequisite to the next module, Grouping Students for Individualized Instruction. Some Tejas LEE users may prefer the Automated Class Summary Sheet available for download on our website. Tejas LEE users who administer an electronic version of the assessment can generate a Class Summary Sheet from their vendor.



Notes



Key Points

SAY:

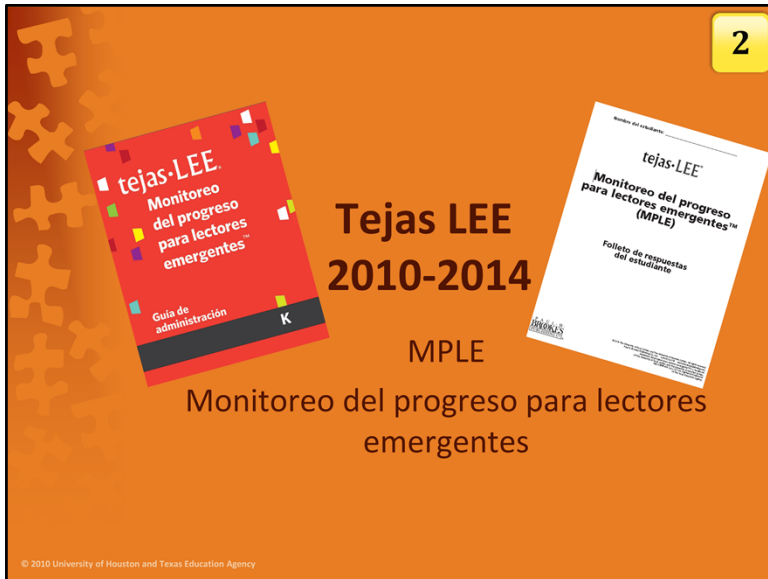
Now we will move on to the proper administration procedures for our progress monitoring assessments.

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.*




Notes



Key Points



Notes



Appropriate Use of the MPLE 3

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

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DO:
Read/review slide.



Key Points



Notes


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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DO:

Read/review slide.

SAY:

Both the MPLE and MPLP Progress Monitoring kits will not be available in kit form until January 2011. However, districts and/or schools will be able to download any necessary materials for the beginning of the school year from our website: www.tejaslee.org



Key Points

- Transfer results from the individual sections to the Summary page of the Student Record Sheets
- This student summary page is perforated and can be torn off and stored in their permanent record folder.



Notes

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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Key Points

DO:

Read/review slide.



Notes

6

What does the MPLE Measure?

The MPLE measures progress in:

- **Graphophonemic Knowledge**
- **Phonological Awareness**
- **Listening Comprehension**

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This slide has 1 ✓ ☆ CLICK of animation.

DO:

Read slide.



ADDITIONAL INFORMATION FOR PRESENTER

The Monitoreo del progreso para lectores emergentes (MPLE) Kit is designed to measure students' progress in the acquisition of important early reading skills Graphophonemic Knowledge, Phonological Awareness and Listening Comprehension. The MPLE assesses progress in these skills by using brief assessments that can be repeated on a biweekly basis using the alternate forms provided. Student progress is measured through a variety of brief items arranged according to students' development and difficulty with the items. You can monitor student progress and chart development with the test scores to modify or adapt instruction to meet a student's specific needs.

The MPLE development study was conducted with 535 students in Texas. Decisions regarding the items and stories selected for each skill task, the sequence of tasks over the course of the year, and the ordering of the items within each task, were made based on early reading research and the data presented in the Technical Report.

DO:

✓ ☆ *CLICK to bring up the specific skills assessed.*



Key Points

The three domains that are measured in the MPLE are:

- Graphophonemic Knowledge
- Phonological Awareness
- Listening Comprehension



Notes

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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DO:

Paraphrase slide.



Key Points

The tasks in the MPLE are divided into two groups:

- Required: Must be administered at each administration
- Optional: May be administered for additional information



Notes

| Required vs Optional Tasks 8 | | |
|---|--|---|
| Kindergarten | Required | Optional |
| MPLE | <ul style="list-style-type: none"> •Letter Name/ Letter Sound •Listening Comprehension | <ul style="list-style-type: none"> •Word Reading •Syllable and Phoneme Blending •Segmenting Syllables and Phonemes |

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This slide has 2 ✓ ☆ CLICKS of animation.

SAY:

The required items are...

DO:

✓ ☆ CLICK

SAY:

... Letter Name/Letter Sound, Listening Comprehension and Listening Comprehension questions. The optional items are...

DO:

✓ ☆ CLICK

SAY:

... Word Reading, Syllable and Phoneme Blending and Segmenting Syllables and Phonemes.



Key Points

- Required:
 - Letter Name/Letter Sound
 - Listening Comprehension
- Optional:
 - Blending (Syllables and Phonemes)
 - Segmenting (Syllables and Phonemes)
 - Word Reading



Notes

| Skill and Description | | 9 |
|--|--|---|
| Phonological Awareness | | |
| Syllable and Phoneme Blending | <ul style="list-style-type: none"> • Presented with parts of a word • Provide the whole word | |
| Segmenting Syllables and Phonemes | <ul style="list-style-type: none"> • Presented with word • Break words into component parts | |

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Key Points

DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

Syllable and Phoneme Blending is optional. Students are presented the parts of a word and asked to provide the word (without pauses). The order of items within the blending tasks follows a continuum from easy to difficult, with syllable blending presented before phoneme blending.

Segmenting Syllables and Phonemes is also optional. Students are presented with a whole word and asked to provide the word broken into its component parts (either syllables or individual phonemes). The order of items within the segmenting tasks follows a continuum of easy to difficult, with syllable segmentation presented before phoneme segmentation. In general, words with two- and three-syllables/phonemes are presented earlier in the sequence: four- and five-syllable/phoneme words appear later.



Notes

| Skill and Description | | 10 |
|--------------------------|--|----|
| Graphophonemic Knowledge | | |
| Letter Name/Letter Sound | <ul style="list-style-type: none"> • Entire alphabet • Provide letter name and sound | |
| Word Reading | <ul style="list-style-type: none"> • Read 5 words aloud • In order of difficulty | |

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Key Points

DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

For the required Letter Name/Letter Sound item the entire alphabet is presented in order of difficulty. Students are asked to provide the letter name and the sound associated with the letter. While both Letter and Letter Sound items are scored, only Letter Sound is counted. If a student misses 5 or more Letter Sound items in a row, the task is stopped. Alternatively, if a student scores mastery (100%) on all Letter Name/Letter Sound items for two continuous assessment periods, the task can be discontinued.

Word Reading is optional where students are presented with five words to read out loud. The words are ordered in level of difficulty as determined by the data presented in the Technical Report. All words are two- or three-letter words and represent those students commonly encounter in beginning reading text.



Notes

| Skill and Description | | 11 |
|-----------------------------------|---|----|
| Listening Comprehension | | |
| Listening Comprehension | <ul style="list-style-type: none"> • Students are read a short passage • Ordered according to difficulty | |
| Listening Comprehension Questions | <ul style="list-style-type: none"> • 3 questions <ul style="list-style-type: none"> –1 Explicit, –1 Implicit and –1 Vocabulary | |

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Key Points

DO:

Paraphrase this slide.



ADDITIONAL INFORMATION FOR PRESENTER:

For the required Listening Comprehension section, students listen to a brief passage read by the teacher. There is a different story for each administration. Students are then asked three comprehension questions about the story. There is one explicit, one implicit and one vocabulary question for each story. Answers are provided in the Folleto de respuestas del estudiante, however, teachers may use their professional judgment to determine whether any response given by the student should be counted as correct.

The stories in the MPLE are all originally written works in Spanish, not translations from other languages. The stories increase in their level of difficulty as the school year progresses.



Notes

Schedule of Administration

| Kindergarten | BOY to MOY | MOY to EOY |
|--------------|-------------------------------------|-------------------------------------|
| MPLE | Every two weeks after BOY benchmark | Every two weeks after MOY benchmark |

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SAY:

The MPLE is designed to be administered after the Tejas benchmark. After the BOY benchmark, administer the MPLE two weeks later and continue every two weeks in sequence. Following the MOY benchmark, administer the MPLE two weeks later and continue every two weeks in sequence.



Key Points

- Administration should occur two weeks after benchmark and continue every 2 weeks after that.



Notes

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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This slide has 1 ✓ ☆ CLICK of animation.

SAY:

We recommend the classroom teacher or reading/language arts teacher administer the assessment. It is important to follow the administration guidelines.

DO:

Read/review slide.

✓ ☆ CLICK

Point out to your participants that in Guideline #4 there is a significant difference between the Tejas LEE and the MPLE. On most tasks of the Tejas LEE, the time a student is given to answer a question is left to the teacher's discretion, while on the MPLE, there is a specified limit of 10 seconds.



Key Points

- Always start with required items, then administer optional tasks if needed.
- If the student takes longer than 10 seconds to answer, please mark item incorrect and move on to next item.



Notes

Administration Timeline

14

Administer task until Mastered

| Skill | Serie 2 | Serie 4 | Serie 6 | Serie 8 | Serie 10 | Serie 12 |
|-------------------------------|---------|---------|---------|---------|----------|----------|
| Letter Name/ Letter Sound* | X | X | X | X | X | X |
| Blending | | | | | | |
| | | | | | | |
| Segmenting | | | | | | |
| | | | | | | |
| Initial Sound | | | | X | X | X |
| List. Comp./ Vocabulary* | | X | X | X | X | X |

Always administer task

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Key Points

- The first time you administer the MPLE, only the Letter Name/Letter Sound section is administered.
- Starting with Serie 4, Letter Name/Letter Sound and Listening Comprehension must be given at each administration

This slide has 2 ✓ ☆ CLICKS of animation.

SAY:

Because the MPLE is designed to monitor student progress between benchmark assessments, not all skills will be mastered at the point the skill drops from the timeline. It is important to continue to teach a skill even when it does not appear during the assessment period.

DO:

✓ ☆ CLICK

SAY:

Please note that the Letter Name/Letter Sound section is a required task and should always be administered until the student masters it in two consecutive sessions.

DO:

✓ ☆ CLICK

SAY:

The Listening Comprehension section should be administered each session starting with Serie 4.



Notes

| Administration Timeline | | | | | | |
|--------------------------------|-----------|----------|----------|----------|----------|----------|
| Middle- to End-of-Year | | | | | | |
| Skill | Serie 14 | Serie 16 | Serie 18 | Serie 20 | Serie 22 | Serie 24 |
| Letter Name/ Letter Sound** | 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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Key Points

- Notice that the optional tasks of Phoneme Blending & Segmenting and Word Reading do not start until after the second half of the year.

This slide has 2 ✓ ☆ CLICK of animation.

SAY:

This slide shows the timeline for the second half of the year from MOY to EOY.

DO:

✓ ☆ CLICK

SAY:

Notice that Word Reading has now been added as an additional optional task.

DO:

✓ ☆ CLICK

SAY:

Also, the Blending and Segmenting sections have been expanded to include Phonemes.



Notes

| Required Tasks | | | | | | |
|--------------------------------|-----------|----------|----------|----------|----------|----------|
| Middle- to End-of-Year | | | | | | |
| Skill | Serie 14 | Serie 16 | Serie 18 | Serie 20 | Serie 22 | Serie 24 |
| Letter Name/ Letter Sound** | 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 |

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Key Points

- In the administration tables, required tasks will appear in a darker shade with darker, larger Xs.

This slide has 1 ✓ ☆ CLICK of animation.

DO:

✓ ☆ CLICK

SAY:

Please note that the required tasks are shaded in grey and have slightly larger Xs.



Notes

| Optional Tasks | | | | | | |
|--------------------------------|-----------|----------|----------|----------|----------|----------|
| Middle- to End-of-Year | | | | | | |
| Skill | Serie 14 | Serie 16 | Serie 18 | Serie 20 | Serie 22 | Serie 24 |
| Letter Name/ Letter Sound** | 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 |



Key Points

- Optional tasks are located in the middle of the table with lighter shading.
- Not all optional tasks are offered at each administration point.

This slide has 2 ✓ ☆ CLICKS of animation.

DO:

✓ ☆ CLICK

SAY:

The optional tasks are located in the middle, are a lighter shade, and are marked by smaller Xs. Also please note that not all optional tasks are offered at each serie. For example, word reading is not offered until Serie 16 and Initial Sound stops at Serie 18.

DO:

✓ ☆ CLICK to bring up word OPTIONAL.



Notes

Administration

18

Format is similar to the Tejas LEE in terms of:

- Materials
- Directions
- Practice
- Scoring

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DO:

Paraphrase slide.



Key Points




Notes

19

Format

19

| Serie A | |
|-----------------------|---|
| Objetivo: | <i>Evaluación conceptual del estudiante.</i> |
| Puntuación: | 1 punto por cada respuesta correcta. 0 punto por cada respuesta incorrecta. |
| Instrucciones: | El estudiante debe decir la palabra que se forma al juntar las sílabas. Se veja a decir y después las sílabas que forman una palabra. Querro <i>querrremedios</i> , las palabras se forman al juntar las sílabas. Por ejemplo, si digo <i>rol / rollo</i> , la palabra que se forma es "rollo". |
| Nota: | Ahora vamos a practicar: Si digo <i>rol / rollo</i> , ¿qué palabra se forma? Si la respuesta no es correcta, digan: <i>Si junto las sílabas rol / rollo, se forma la palabra "rollo"</i> . |
| Preguntas: | Si digo / r / l / ... ¿qué palabra se forma? (Repita según sea necesario.) No haga comentarios durante los cinco turnos siguientes. |



| | |
|-----------------------|---|
| Materiales: | <i>Folleto de materiales</i> |
| Puntuación: | 1 punto por cada respuesta correcta, 0 punto por cada respuesta incorrecta. |
| Instrucciones: | El estudiante debe decir la palabra que se forma al juntar las sílabas. Se veja a decir y después las sílabas que forman una palabra. Querro <i>querrremedios</i> , las palabras se forman al juntar las sílabas. Por ejemplo, si digo <i>rol / rollo</i> , la palabra que se forma es "rollo". |
| Práctica: | Ahora vamos a practicar: Si digo <i>rol / rollo</i> , ¿qué palabra se forma? Si la respuesta no es correcta, digan: <i>Si junto las sílabas rol / rollo, se forma la palabra "rollo"</i> . |
| Preguntas: | Si digo / r / l / ... ¿qué palabra se forma? (Repita según sea necesario.) No haga comentarios durante los cinco turnos siguientes. |

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Key Points

- Materials, scoring, and task instruction information can be found at the top of the page for each task.
- Everything that needs to be said aloud to the students is presented in bold, italic type.
- Administer all practice items before continuing on to the actual test items.

This slide has 1 ✓ ☆ CLICK of animation.

DO:

✓★ CLICK

SAY:

The materials are listed at the top of the page for each item. The scoring information follows and is the same for all of the items, 1 for correct responses and 0 for incorrect responses. The directions follow and tell you exactly how to administer the item. What you say during the task is presented in bold. If there is a practice item you must present it before moving on to the test items.



Notes

Format

20

Requerido
Comprensión auditiva

Serie 4

Requerido

Serie 4

Serie 4

Opcional

Serie 4



Key Points

- Each task will be labeled as Required or Optional in the top left hand corner.

This slide has 2 ✓ ☆ CLICKS of animation.

SAY:

Another format feature that we want to point out is located at the top left hand corner of the page.

DO:

✓ ☆ CLICK

SAY:

Note that this particular section (Comprensión auditiva) is marked as "Requerido". This serves as a quick visual cue to remember which tasks are required.

DO:

✓ ☆ CLICK

SAY:

In comparison, this second example shows that this task (Unión de las sílabas) is optional.



Notes

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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DO:

Paraphrase slide.



Key Points

- Materials, scoring, and task instruction information can be found at the top of the page for each task.
- Everything that needs to be said aloud to the students is presented in bold, italic type.
- Administer all practice items before continuing on to the actual test items.



Notes

Discontinue Rule

22

- If a student has mastered all letter names and sounds for 2 consecutive assessments, you may stop administering the task and move to the optional tasks within the set.

| Requerido | | | | | | | | | | | | | |
|--|----------------|-----------------|----------------|-----------------|----------------|-----------------|----------------|-----------------|----------------|-----------------|----------------|-----------------|--|
| Letras y sonidos | | | | | | | | | | | | | |
| No continúe después de 5 fallas consecutivas en la columna del sonido. | | | | | | | | | | | | | |
| | Serie 14 | | Serie 16 | | Serie 18 | | Serie 20 | | Serie 22 | | Serie 24 | | |
| | Letra (0,1) | Sonido (0,1) | Letra (0,1) | Sonido (0,1) | Letra (0,1) | Sonido (0,1) | Letra (0,1) | Sonido (0,1) | Letra (0,1) | Sonido (0,1) | Letra (0,1) | Sonido (0,1) | |
| 1. O o | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | |
| 2. S s | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | |
| 28. P p | 1 | 0 | 1 | 1 | 1 | 1 | | | | | | | |
| 29. H h | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | |
| 30. LL ll | 0 | 0 | 1 | 1 | 1 | 1 | | | | | | | |
| TOTAL | 29 | 28 | 30 | 30 | 30 | 30 | | | | | | | |

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Key Points

- If a student correctly answers all 30 Letter Names and Sounds for two consecutive administrations, you do not have to administer this section anymore for the remainder of the school year.

This slide has 3 ✓ ☆ CLICKS of animation.

SAY: Now we're going to discuss the Discontinue Rule. It states that: If a student has mastered all letter names and sounds for 2 consecutive assessments, you may stop administering the task and move to the optional tasks within the set.

Let's look at our graphic to illustrate this rule. Please note that in order to see this clearly, this letter and sound chart only shows the top and bottom portions of the page.

DO: ✓ ☆ CLICK

SAY: On Serie 14, Marisa scores a 29 on Letter Names and 28 on Letter Sounds.

DO: ✓ ☆ CLICK

SAY: Two weeks later, on Serie 16, Marisa shows mastery of this concept by scoring 30 on both parts.

According to our Discontinue Rule, we may only stop assessment of LNLS when a student has mastered it in two consecutive sessions. So on Serie 18, the teacher once again administers LNLS.

DO: ✓ ☆ CLICK Note there will be a 3 second delay before the words DO NOT ADMINISTER APPEAR ON THE SLIDE.

SAY: Once again, Marisa scores a 30 on both Letter Names and Letter Sounds. For the remainder of the school year, the teacher does not need to administer this section any longer.



Notes

Discontinue Rule

23

- If a student has mastered all letter names, but not sounds (or vice versa), for 2 consecutive assessments, stop administering the mastered task and continue only with the needed skill.

| Requerido | | | | | | | | | | | | | |
|--|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|--|
| Letras y sonidos | | | | | | | | | | | | | |
| No continúe después de 5 fallas consecutivas en la columna del sonido. | | | | | | | | | | | | | |
| | Serie 14 | | Serie 16 | | Serie 18 | | Serie 20 | | Serie 22 | | Serie 24 | | |
| | Letra (0,1) | Sonido (0,1) | Letra (0,1) | Sonido (0,1) | Letra (0,1) | Sonido (0,1) | Letra (0,1) | Sonido (0,1) | Letra (0,1) | Sonido (0,1) | Letra (0,1) | Sonido (0,1) | |
| 1. O o | 1 | 1 | 1 | 1 | 1 | 1 | - | 1 | | | | | |
| 2. S s | 1 | 1 | 1 | 1 | 1 | 1 | - | 1 | | | | | |
| 28. P p | 0 | 0 | 1 | 1 | 1 | 1 | - | 1 | | | | | |
| 29. H h | 1 | 0 | 1 | 0 | 1 | 1 | - | 1 | | | | | |
| 30. LL ll | 0 | 0 | 1 | 0 | 1 | 0 | - | 1 | | | | | |
| TOTAL | 28 | 27 | 30 | 28 | 30 | 29 | - | 30 | | | | | |

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Key Points

- If a student correctly answers all 30 Letter Names or Sounds for two consecutive administrations, you do not have to administer that portion anymore for the remainder of the school year. Continue forward with the remaining skill they have not yet mastered.

This slide has 4 ✓ ☆ CLICKS of animation.

SAY: Now let's look at the second part of the Discontinue Rule. It states that: If a student has mastered all letter names, but not sounds, for 2 consecutive assessments, you may stop administering letter names and continue only with letter sounds.

Let's look at our graphic to illustrate this rule. Again, remember this letter and sound chart only shows the top and bottom portions of the page.

DO: ✓ ☆ CLICK

SAY: On Serie 14, Nora scores a 28 on Letter Names and 27 on Letter Sounds.

DO: ✓ ☆ CLICK

SAY: Two weeks later, on Serie 16, Nora shows mastery of letter names, but only scores 28 on letter sounds.

DO: ✓ ☆ CLICK


SAY: On Serie 18, Nora once again scores a 30 on Letter Names, and improves to a 29 on Letter Sounds. According to our Discontinue Rule, now that Nora has scored a 30 on Letter Names in two consecutive sessions, for the remainder of the school year, the teacher does not need to administer Letter Names any longer.

DO: ✓ ☆ CLICK

SAY: So on Serie 20, the teacher only administers Letter Sounds.



Notes



Discontinue Rule

- Listening Comprehension does not have a discontinue rule. This section should always be administered.

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24

DO:
Paraphrase slide.



Key Points



Notes

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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SAY:

Teachers may decide to administer Optional tasks at any time during the school year.

Before BOY, teachers should begin with the first available Optional task. So, for example, if a teacher is administering MPLE Serie 10 to his/her students, and decides to begin Blending, Segmenting and Initial Sounds Optional tasks with three students, the student should be administered Blending Serie 4, Segmenting Serie 4 and Initial Sounds Serie 8, as these are the first available set. The teacher should record the ACTUAL date of administration for these items.

After MOY, the teacher may decide to begin with Serie 14, rather than with the first available. However, should the student be unable to perform the items in Serie 14, it is advisable to move back to Serie 4.



Key Points

- May begin administering Optional tasks at any point in the school year.
- Before MOY, start with the first available set of a task.
- After MOY, you may begin with the current set or begin with the first set available (i.e. Serie 4, etc).
- Record actual date of administration.



Notes

Graphophonemic Knowledge

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SAY:

Graphophonemic Knowledge is the first area of reading that is assessed on the MPLE. It is the understanding that there is a predictable relationship between phonemes, the sounds of spoken language and graphemes, the letters and spelling that represent those sounds in written language. Now let's take a look at how Graphophonemic Knowledge is assessed on the MPLE.



Key Points

- First reading domain that is assessed in the MPLE is Graphophonemic Knowledge.
- Graphophonemic Knowledge is the understanding that written words are composed of patterns of letters that represent the sounds of spoken words.



Notes

| Requerido | Identificación de las letras y conocimiento de los sonidos |
|------------|--|
| Serie 2-24 | |

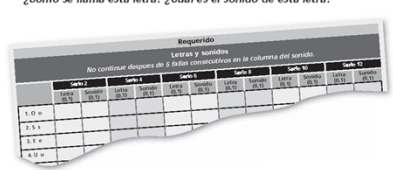
Materiales: Cuaderno de lecturas, Folleto de respuestas del estudiante y una hoja en blanco.

Puntuación: Si el estudiante contesta incorrectamente 5 sonidos consecutivos, pare. 1 punto por cada respuesta correcta. 0 punto por cada respuesta incorrecta.

Instrucciones: El estudiante debe decir el nombre y el sonido de la vocal o consonante. Muéstrole solo una letra a la vez. Utilice la hoja en blanco para cubrir el resto de las letras. Acepte cualquier sonido que produzca la letra (por ejemplo, para la letra 'c', se acepta /s/ o /k/). Si el estudiante dice el sonido equivocado cinco veces consecutivas, de por terminada esta tarea.

Preguntas: Voy a mostrarte unas letras. Quiero que me digas el nombre y el sonido de cada letra.
¿Cómo se llama esta letra? ¿Cuál es el sonido de esta letra?

27



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Key Points

- Letter Names/Letter Sounds is one of two required tasks.
- Student must provide letter name and sound simultaneously.
- If student misses 5 sounds (not letters) in a row, stop administration of this task and move on to the next section.

SAY:

This is one of two required tasks. Students are presented with the entire alphabet in order of difficulty and asked to provide the letter name and the sound associated with that letter. Also:

- While both letter name and sound are scored, only the letter sound activity is ended if a student misses 5 in a row. Administer the entire letter name regardless of student performance.
- If a student misses five or more letter sounds in a row, stop administration of this task and move on to the next section.
- If a student scores mastery (100%) on all the letter names or letter sound items for two continuous assessment periods, this portion of the task can be discontinued.



Notes

28

| Opcional | Reconocimiento de las palabras |
|-----------------|--------------------------------|
| Serie 16 | |

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

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

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 leas en voz alta. Si no sabes alguna palabra, trata de leerla lo mejor que puedas. ¿Que dice aquí?

Práctica: Ninguna.

Preguntas: ¿Que dice aquí?
No haga comentarios durante las cinco tareas siguientes.

| Reconocimiento de las palabras | Puntos (0/1) |
|--------------------------------|--------------|
| 1. mi | |
| 2. no | |
| 3. si | |

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Key Points

- This is an optional task.
- Students must read aloud 5 words.
- Words are ordered by level of difficulty.

SAY:

Reconocimiento de las palabras (Word Reading) is the second Graphophonemic Knowledge task offered in the MPLE. This is an optional task. Students are presented with five words to read out loud. The words are ordered by level of difficulty. All words are two or three letter words and represent those that students commonly encounter in beginning reading text.



Notes

Phonological Awareness

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SAY:

Phonological Awareness is the second area of reading that is assessed on the MPLE. It is the ability to identify, think about or manipulate the individual sounds (phonemes) and/or syllables in words. Now let's take a look at how Phonemic Awareness is assessed on the MPLE. All of these tasks are strictly auditory.



Key Points

- Phonological Awareness is the second skill assessed in the MPLE.
- PA is the ability to identify and manipulate sounds and/or syllables in words.
- All PA tasks are strictly auditory.



Notes

30

| | |
|-----------------|-----------------------------|
| Opcional | Unión de las sílabas |
| Serie 4 | |

Materiales: Folleto de respuestas del estudiante.

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

Instrucciones: El estudiante debe decir la palabra que se forma al unir las sílabas. *Te voy a decir muy despacio las sílabas que forman unas palabras. Quiero que me digas las palabras que se forman al juntar las sílabas. Por ejemplo, si digo /o/ /tro/, la palabra que se forma es 'otro'.*

Práctica: *Ahora vamos a practicar. Si digo /ri/ /co/, ¿qué palabra se forma? Si la respuesta no es correcta, dígame: Si junto las sílabas /ri/ /co/, se forma la palabra 'rico'.*

Preguntas: *Si digo /_/_/_/ ..., ¿qué palabra se forma? (Repita según sea necesario.)*
No haga comentarios durante las cinco tareas siguientes.

| Palabra | Respuesta | Puntos (0/1) |
|-------------------|-----------|--------------|
| 1. /ho/ /sa/ | soha | |
| 2. /ha/ /pa/ | hapa | |
| 3. /ma/ /ra/ /ca/ | marcha | |
| 4. /ha/ /ma/ | | |

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SAY:

This task is optional. Students are presented the syllables that form a word and asked to provide the whole word (without pauses). The order of items within the blending tasks follows a continuum from easy to difficult. In order for the teacher to get an accurate reading of a student's ability to blend syllables, it is crucial that the teacher leave adequate time between the syllables.

INFORMATION FOR PRESENTER:



Practice some items out loud with the participants in order to model correct spacing between syllables.



Key Points

- This task is optional.
- Students must blend syllables into words.
- During administration, teachers must leave clear pauses in between syllables in order to avoid blending word for student.



Notes

31

| Opcional | Segmentación de las sílabas |
|----------------|-----------------------------|
| Serie 4 | |

Materiales: Folleto de respuestas del estudiante.

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

Instrucciones: El estudiante debe dividir las palabras en sílabas. Primero hágalo usted, ya sea dando palmadas (aplaudiendo) o con el método que usted usa en el salón de clase para representar las sílabas.

Te voy a decir unas palabras que quiero que dividas en sílabas. Por ejemplo, voy a dividir la palabra 'así' /aí/ /síl/. (Demuestre el ejercicio, según sea necesario.)

Práctica: *Ahora vamos a practicar. Si digo 'menor', dime, ¿cómo se divide en sílabas la palabra 'menor'?*
Si la respuesta no es correcta, dígame: *La palabra 'menor' se divide en sílabas /me/ /nor/.*

Preguntas: *Dime, ¿cómo se divide en sílabas la palabra '_____'? (Repita según sea necesario.)*

No haga comentarios durante las cinco tareas siguientes.

| Palabra | Respuesta | Puntos (11) |
|---------|-----------|-------------|
| 1. papa | /pa/ /pa/ | |
| 2. casa | /ka/ /sa/ | |
| 3. poco | /po/ /ko/ | |
| 4. lobo | | |

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SAY:

This task is optional. In this section, students are presented with the whole word and asked to provide the word broken into syllables. In general, words with two and three syllables are presented early in the sequence; four and five syllable words appear later.



Key Points

- This task is optional.
- Students must segment words into syllables.
- In general, words are presented from easiest to hardest.



Notes

32

| | | |
|----------|----------------------|--|
| Opcional | Unión de los sonidos | |
| Serie 18 | | |

Materiales: Folleto de respuestas del estudiante.

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

Instrucciones: El estudiante debe decir la palabra que se forma al unir los sonidos de algunas letras. Pronuncie los sonidos de las letras pero no diga los nombres.

Te voy a decir muy despacio los sonidos que forman unas palabras. Quiero que me digas las palabras que se forman al unir los sonidos. Por ejemplo, si digo /o/ /s/ /o/, la palabra que se forma es 'oso'.

Práctica: Ahora vamos a practicar. Si digo /r/ /i/ /o/, ¿qué palabra se forma?
Si la respuesta no es correcta, dígame: Si junto los sonidos /r/ /i/ /o/, se forma la palabra 'rico'.

Preguntas: Si digo /_/_/_/ ..., ¿qué palabra se forma? (Repita según sea necesario.)
No haga comentarios durante las cinco tareas siguientes.

| Unión de los sonidos | | |
|----------------------|-----------|--------------|
| Palabra | Respuesta | Puntos (0-1) |
| 1. /r/ /i/ /o/ | so | |
| 2. /r/ /i/ /o/ | oso | |
| 3. /r/ /i/ /o/ | | |

SAY:

This task is also optional. In this section, the students are presented with phonemes that form a word and asked to provide the whole word (without pauses). Phoneme blending is higher on the continuum of difficulty, and as such is presented in the second half of the year.

On the new Tejas LEE website, there is a video clip demonstrating the proper pronunciation of all Spanish phonemes. We strongly recommend that all teachers view this video clip before attempting to administer any task involving phonemes. Good working knowledge of the proper pronunciation of Spanish phonemes is critical for valid and reliable test results on these sections.

Teachers should always be cognizant of students in their classroom who may have dialectal or regional differences. A student should not be penalized for pronouncing a phoneme differently if this is due to dialectal or regional differences.

INFORMATION FOR PRESENTER:



by practice some items out loud with the participants in order to model correct spacing between syllables.



Key Points

- This task is optional.
- Students must blend sounds into words.
- During administration, teachers must leave clear pauses in between sounds in order to avoid blending word for student.
- This skill does not appear until the second half of the year because it is higher on the PA continuum that syllables.
- Video of correct pronunciation of phonemes can be found on Tejas LEE website: www.tejaslee.org



Notes

Opcional

Serie 18

Segmentación de los sonidos

33

Materiales: Folleto de respuestas del estudiante.

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

Instrucciones: El estudiante debe dividir las palabras sonido por sonido.
Te voy a decir unas palabras que quiero que dividas sonido por sonido. Por ejemplo, voy a dividir la palabra 'asa' /a/ /s/ /a/.

Práctica: *Ahora vamos a practicar. Si digo 'cera', dime, ¿cómo se divide sonido por sonido la palabra 'cera'?*
Si la respuesta no es correcta, dígame: *La palabra 'cera' se divide sonido por sonido /e/ /r/ /a/.*

Preguntas: *Dime, ¿cómo se divide sonido por sonido la palabra '_____'? (Repita según sea necesario.)*
No haga comentarios durante las cinco tareas siguientes.

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Key Points

- This task is optional.
- Students must segment words into sounds.
- In general, words are presented from easiest to hardest.

SAY:

This task is optional. In this section, the students are presented with a whole word and asked to provide the word broken into component phonemes. In general, two and three phoneme words are presented early in the sequence; four and five phoneme words appear later.



Notes

34

| Opcional | Identificación del sonido inicial | |
|-----------------------|---|--|
| Serie 8 | | |
| Materiales: | Folleto de respuestas del estudiante. | |
| Puntuación: | 1 punto por cada respuesta correcta. 0 punto por cada respuesta incorrecta. | |
| Instrucciones: | El estudiante debe identificar el sonido inicial de cada palabra. Pronuncie el sonido de la letra, pero no diga el nombre. <i>Te voy a decir una palabra. Quiero que me digas con qué sonido empieza esa palabra. Por ejemplo, la palabra 'día' empieza con el sonido /d/. (Demuestre el ejercicio, según sea necesario.)</i> | |
| Práctica: | Ahora vamos a practicar. Escucha la palabra que voy a decir: 'nunca'. ¿Con qué sonido empieza 'nunca'? | |
| | Si la respuesta no es correcta, dígame: La palabra 'nunca' empieza con el sonido /n/. | |
| Preguntas: | ¿Con qué sonido empieza "_____"? (Repita según sea necesario.) | |
| | No haga comentarios durante las cinco tareas siguientes. | |

| Identificación del sonido inicial | | |
|-----------------------------------|-----------|--------------|
| Palabra | Respuesta | Puntos (3/1) |
| 1. oso | /o/ | |
| 2. isla | /i/ | |
| 3. agua | | |

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SAY:

This is the last Phonological Awareness task and is also optional. The student is presented with 5 words and must identify the initial phoneme. Please remember not to overemphasize the first sound when pronouncing the words.



Key Points

- This task is optional.
- Students must identify initial sound.
- Do not overemphasize the first sound when saying the word aloud (i.e. oooooooooo)



Notes



SAY:

Listening Comprehension is the last area of reading that is assessed on the MPLE. It is the understanding of what is being read aloud. Now let's take a look at how Listening Comprehension is assessed on the MPLE.



Key Points

- Listening comprehension is the third skill assessed in the MPLE.
- Listening comprehension is the ability to extract meaning from what is being read aloud.



Notes

36

| Requerido | Comprensión auditiva |
|-----------|----------------------|
| Serie 4 | |

Materiales: Folleto de respuestas del estudiante.

Puntuación: 1 punto por cada respuesta correcta.
0 punto por cada respuesta incorrecta.
Use su criterio profesional para determinar si las respuestas son correctas.

Instrucciones: Léale al estudiante la introducción y el cuento en voz alta. Al terminar la lectura, hágale las preguntas de comprensión.

Te voy a leer un cuento llamado El paraguas. Después te haré unas preguntas. Escúchalo con atención.

Lea el pasaje.

A Marisa le gustan mucho los días de lluvia. Su mamá le regaló un paraguas. El paraguas era azul y tenía tres gatos pintados de color rojo. A Marisa se le hizo muy hermoso y lo cuidaba mucho. Quería que lloviera todos los días para poder usar su paraguas.

Una mañana, el cielo estaba lleno de nubes negras. Marisa vio relámpagos. También oyó truenos. La mamá de Marisa dijo que iba a llover. Marisa estaba desayunando. Siempre comía cereal y plátanos. Empezó a llover. Marisa comió lo más rápido que pudo. Después, agarró su paraguas nuevo y se fue a caminar en la lluvia. Marisa estaba feliz con su paraguas nuevo.

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SAY:

This is the second required task. You read a short passage out loud to one student at a time and ask three questions related to the passage. Each passage is ordered by difficulty based on the data presented in the Technical Report.



Key Points

- This task is required.
- Teacher must read short passage aloud to student and ask 3 comprehension questions.
- Reading passages are ordered from easiest to hardest.



Notes

37

| Comprensión auditiva | Puntos (0/1) |
|---|-----------------|
| 1. ¿Qué tipo de días le gustan a Marisa? Respuesta: A Marisa le gustan los días lluviosos. | Explicit |
| 2. ¿Cómo supo la mamá de Marisa que iba a llover? Respuesta: La mamá de Marisa supo que iba a llover porque las nubes estaban negras o había relámpagos o se oían truenos en el cielo. | Implicit |
| 3. ¿Cuál es el significado de la palabra <u>paraguas</u> ? Respuesta: El paraguas es algo que se usa para protección de la lluvia. | Vocabulary |
| TOTAL (3 posibles) | |

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Key Points

- First comprehension question will be explicit.
- Second question will be implicit.
- Third question will be vocabulary.

This slide has 3✓☆ CLICKS of animation.

SAY:

Every listening comprehension story is followed by three questions. The first question will be...

DO:

✓☆ CLICK

SAY:

...explicit, and is based on a fact presented directly in the passage. The second question is...

DO:

✓☆ CLICK

SAY:

...implicit, and is based on knowledge inferred from the passage. The last question is...

DO:

✓☆ CLICK

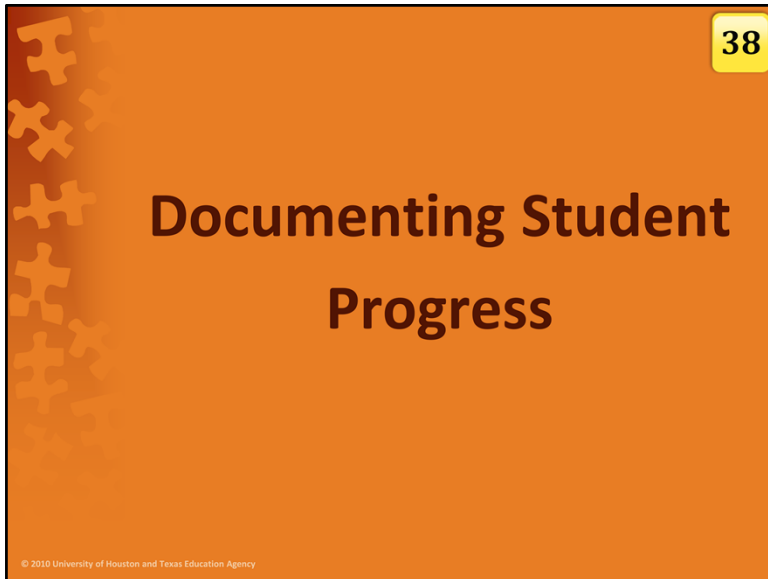
SAY:

...vocabulary, and is based on the understanding of a word's meaning.

Suggested answers are provided below the question. However, you may use your professional judgment to decide if an additional answer should be counted as correct.



Notes



Key Points

SAY:

Now let's take a look at the forms that you will be using to track the students' progress.



Notes

Letter Names & Sounds (Required) 39

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This slide has 1 ✓ ☆ CLICK of animation.

SAY:

This sheet will be used to track students' progress in Letter Names and Letter Sounds. There are two pages with this chart: the first covers Series 2-12 and the second covers Series 14-24. Let's take a closer look...

DO:

✓ ☆ CLICK

SAY:

Please note that at the top of the page is a reminder stating that you must stop the administration if the student misses 5 consecutive letter sounds. The Series are listed across the top in black boxes, and each has two sub columns beneath it: one for letter names and one for letter sounds. Write the total correct for each column at the bottom of the page.



Key Points

- This is a screen shot of the Student Record Sheet for the Letter Name/Sound section.
- This section has two pages: one for Serie 2-12, the second for 14-24
- Reminder of Discontinue rule is listed under the title.
- Each Serie has two subcolumns beneath it to score both letter names and letter sounds.



Notes

Listening Comprehension (Required) 40

| Serie 2-12 | | Requerido | |
|----------------------|------------------------------|----------------------------|--|
| Comprensión auditiva | | | |
| Serie | Puntaje de comprensión (1-2) | Puntaje de vocabulario (3) | |
| 4 | | | |
| 6 | | | |
| 8 | | | |
| 10 | | | |
| 12 | | | |

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SAY:

This chart will be used to track progress in listening comprehension for Series 4-12. Notice that now the Series numbers are listed on the left hand side. The grey band with REQUERIDO across the top is a reminder that this is a required task and should be administered each time.



Key Points

- This is the summary section of the Student Record Sheet for Listening Comprehension for the first half of the year.
- Serie numbers are listed on the left hand side.
- Required band across top serves as an additional reminder that this task should be given at each administration.



Notes

Optional Tasks

41

| Serie 2-12 | | Opcional | | | |
|----------------------|---------|-----------------------------|---------|-----------------------------------|---------|
| Unión de las sílabas | | Segmentación de las sílabas | | Identificación del sonido inicial | |
| Serie | Puntaje | Serie | Puntaje | Serie | Puntaje |
| 4 | | 4 | | 8 | |
| 6 | | 6 | | 10 | |
| 8 | | 8 | | 12 | |
| 10 | | 10 | | | |
| 12 | | 12 | | | |

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SAY:

This chart will be used to track students' progress in the optional tasks. This chart is for Series 2-12, that is why only 3 optional tasks are listed. In the Optional chart for Series 14-24, all 6 optional tasks are listed. Also, please note that the table for Identificación del sonido inicial is smaller than the other two. This is because this task is not an option until Serie 8.



Key Points

- This is the summary section of the optional tasks for the first half of the year.
- Notice they are different sizes because not all optional tasks were available at each administration.



Notes

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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DO:

Paraphrase slide.




Key Points

- Jose is Tier 2 student.
- Administer only Letter Names/Sounds during the first administration (Serie 2).
- Administer both required tasks, Letter Names/Sounds and Listening Comprehension, starting with Serie 4.



Notes



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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DO:

Paraphrase slide.



Have participants do a Think, Turn and Talk about the tasks and the Series indicated. In their participant packet, have them explain why each task starts at the point it does. Clarify any confusion.

Letter Name, Letter Sound (Required)—Since this is required, the Week 8 = Serie 8

Listening Comprehension (Required) Since this is required, Week 8 = Serie 8

Blending Syllables (Optional) This is the first time this task is given. We should start with the first available set, which in this case is Serie 4.

Segmenting Syllables (Optional) This is the first time this task is given. We should start with the first available set, which in this case is Serie 4.

Initial Sound Identification (Optional) This is the first time this task is given. We should start with the first available set, which in this case is Serie 8.



Key Points

- By Serie 8, Jose is improving and teacher would now like to start administering optional tasks.
- Teacher should administer the Letter Name/Sound and Listening Comprehension sections for that week and the first available set of each optional task.



Notes

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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.



Notes



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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DO:

Read/review slide.



Key Points



Notes


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.

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Key Points

DO:
Read/review slide.



Notes

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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Key Points

DO:

Read/review slide.



Notes

5

The MPLP measures progress in:

- Reading Accuracy
- Reading Fluency
- Reading Comprehension

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DO:

Read/review slide.




Key Points



Notes

SLIDE 157



Structure of the MPLP

6

- 12 Stories per grade level**
 - Stories are of approximately the same level of difficulty
 - Each story appears twice in the student record booklets
 - Tables are presented for 2 and 6 week administration schedule for all stories
- 6 Word Lists (First Grade ONLY)**
 - Each word list is progressively more difficult
 - Word lists developed by lexiling 1st grade stories and eliminating related words
 - Each word list has columns for 2 administrations, more can be added by hand if necessary

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DO:

Read/review slide.



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

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.

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Key Points

DO:

Read/review slide.



Notes



Administering the MPLP

8

2 Week Administration Cycle ONLY

6 Week Administration Cycle ONLY

Both 2 Week and 6 Week Administration Cycle

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DO:

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



Key Points



Notes

9

Comprehension _____ Week Schedule

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

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

1. ¿De quién o de qué se trata esta historia mayormente?
2. ¿Qué pasó en esta historia?

Click on Arrow to
Continue

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SAY:

Once you have completed the slides that are specific to your district's use of the MPLP, you may see a large grey arrow at the bottom of the page.

DO:

Point to the arrow.

SAY:

By clicking on this arrow, you will bypass slides that are not applicable for your teachers.



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



Key Points



Notes



Key Points



Notes



Key Points



Notes

Choosing the Correct Administration Schedule

13

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

Baseline Administration

14

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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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

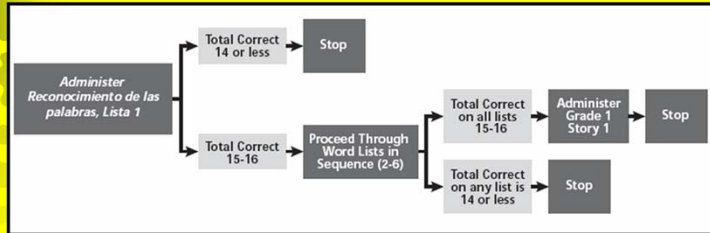
- You should start progress monitoring 2 or 6 weeks after your BOY Tejas LEE assessment
- The first MPLP administration is called the baseline administration.
- This administration will give you a starting point from which to measure progress.



Notes

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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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

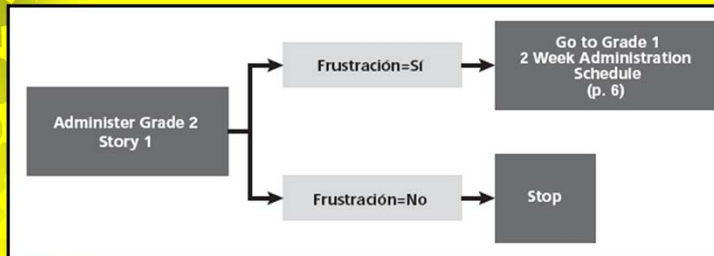
- All first grade students should start with Word List #1
- Continue administering word lists until the student reads 14 words or less correctly. This is their baseline.
- If student reads all 6 words lists correctly, then have them read Story 1. This is their baseline.



Notes

Second Grade Baseline Administration 16

(Two Week Administration Schedule)



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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.

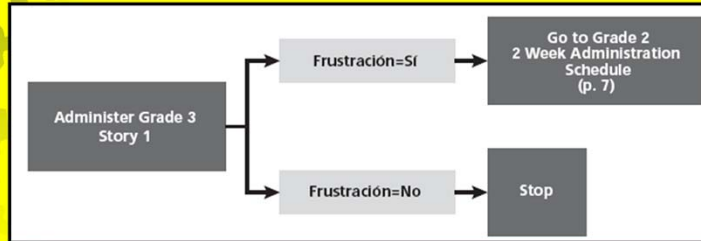


Notes

Third Grade Baseline Administration

17

(Two Week Administration Schedule)



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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.

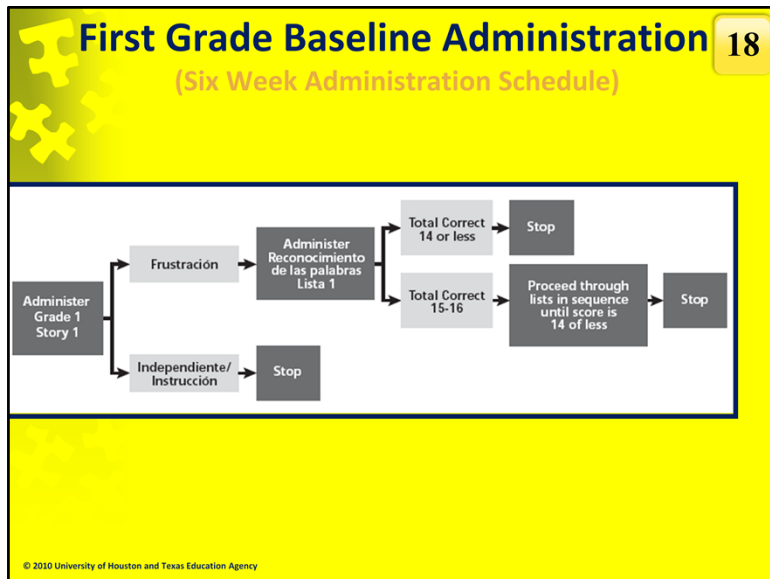


Key Points

- 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



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.*



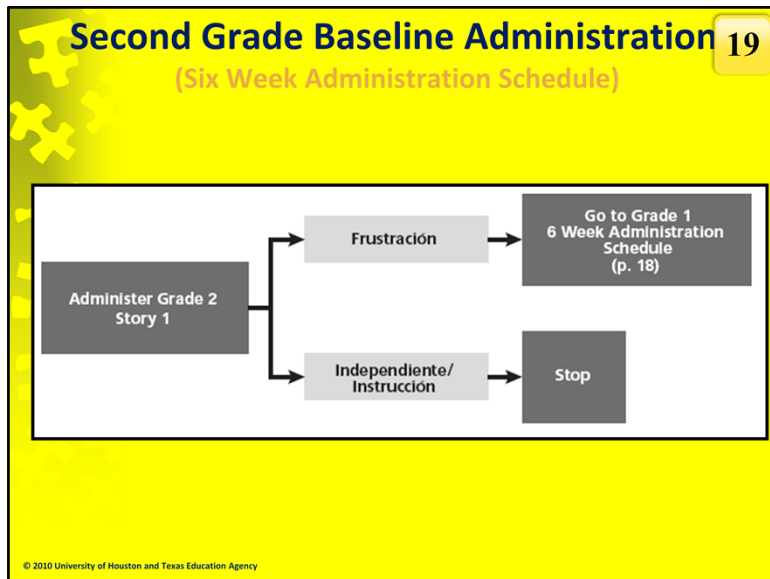
Key Points

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



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.



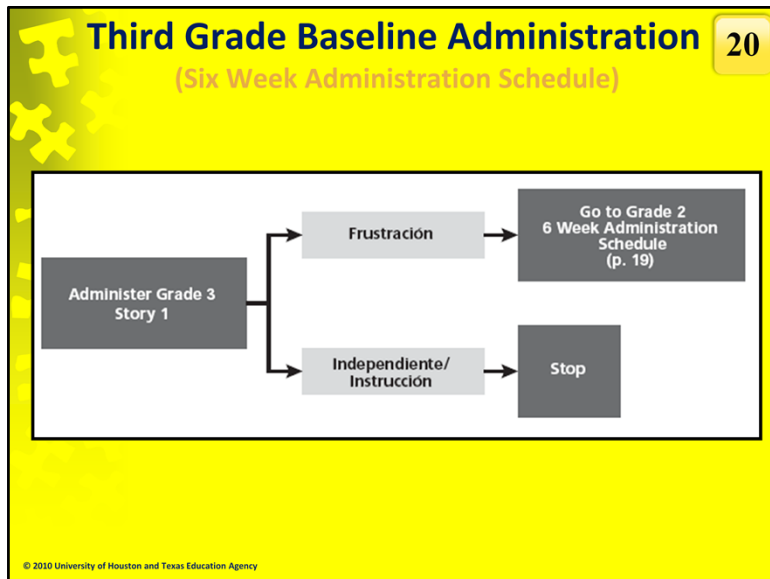
Key Points

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



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.




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



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

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21

DO:

Read/review slide.




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



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

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22

This slide has 1 CLICK ✓★ 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

|  Story Overview 23 | |
|---|---|
| Two Week Schedule <ul style="list-style-type: none"> •Students read selections for NO MORE than two minutes •Students answer TWO GENERAL comprehension questions •Students accuracy rate is limited to <i>Nivel de frustración</i> or NOT <i>Nivel de frustración</i> | Six Week Schedule <ul style="list-style-type: none"> •Students are timed as they read the ENTIRE SELECTION •Students answer SIX comprehension questions •Students accuracy rate can be: <i>Nivel independiente, Nivel de instrucción, or Nivel de frustración</i> |

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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

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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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

|  Word List Overview 25 | |
|--|--|
| Two Week Schedule <ul style="list-style-type: none"> •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 <ul style="list-style-type: none"> •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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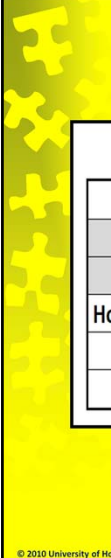
DO:
Read/review slide.



Key Points



Notes



Word List Overview

26

| | 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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DO:
Read/review slide.



Key Points



Notes

27

Non-Baseline Administrations


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Key Points



Notes



All Non-Baseline Administrations

28

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

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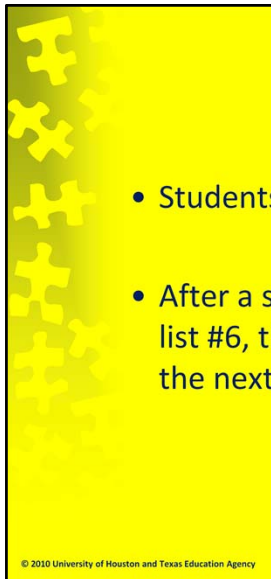
DO:
Read/review slide.



Key Points



Notes



Word Lists

29

- 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

30

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 Folleto de respuestas del estudiante.

Reconocimiento de las palabras

| Numero 1 | | | Numero 2 | | |
|----------|-----------------|-----------------|----------|-----------------|-----------------|
| Palabras | Alfabeto A-Z | Alfabeto a-z | Palabras | Alfabeto A-Z | Alfabeto a-z |
| 1. ti | | | 1. se | | |
| 2. no | | | 2. va | | |
| 3. mi | | | 3. nos | | |
| 4. io | | | 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

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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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.

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 "Si" 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.



Notes

Exactitud,
fluidez y
comprensión
de lectura

32

Conito 1
Primer
Le tome de Andy
 Diga:
 Ahora me a leer un cuento. El cuento se llama "La terna de Andy". Se trata de un niño que pierde a su terna. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Cuando lo leas unos pequeños. Puedes ver el cuento mientras escuchas las preguntas. Después a leer desde la primera página.
 Tengo una maestra muy linda. Se llama Sufenta Susana y me quiere mucho. Todos los días me entrega terna. Un día se me rompió la maestra 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 puso muy triste porque la terna Susana me entregaba todos los días a la mañana.
 Después del recreo, alguien vino a tocar la puerta. Era el chofer del autobús.
 —Buenos días a todos— dijo. —Buenos días Don Samuel—
 —gracias todos a la vez.
 —¿Qué se le ofrece 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 robó de su maestra—.
 Yo me puse a la maestra me devolvió la terna cariñosamente.

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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

33

| 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 |

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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.

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.



Notes

34

Curso 1

Escucha, lee y comprende lo que lees

Le tarea de Andy

Segunda

Le tarea de Andy

11
23
36
50
62

59

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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.

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.



Notes

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

| Cuento 1 | | Exactitud, fluidez y comprensión de lectura | | | | | | | | | |
|---|----------------------|---|---------|---|--------------------|---|----------------------|------|-------------|----------------------------------|----|
| 2 semanas | | La tarea de Andy | | | | | | | | | |
| Exactitud | | | | | | | | | | | |
| Administración | Última palabra leída | - | Errores | = | Palabras correctas | ÷ | Última palabra leída | = | % exactitud | (Frustración? .87 (87%) o menos) | |
| Primera | 59 | - | 7 | = | 52 | ÷ | 59 | = | .88 | Sí | No |
| Segunda | | - | | = | | ÷ | | = | | Sí | No |
| <div>52 ÷ 59 = .8813 (Rounded to .88)</div> | | | | | | | | | | | |
| Fluidez | | | | | | | | | | | |
| Administración | Última palabra leída | - | Errores | = | Palabras correctas | ÷ | Segundos | x 60 | = | PLCPM | |
| Primera | 59 | - | 7 | = | 52 | ÷ | 120 | x 60 | = | 26 | |
| Segunda | | - | | = | | ÷ | | x 60 | = | | |
| <div>52 ÷ 120 x 60 = 26 (Rounded to 26 PLCPM)</div> | | | | | | | | | | | |

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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

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

#1: Story word count: 90;
Time: 1 min 5 sec; Errors: 7

#2: Story word count: 81;
Time: 2 min 32 sec; Errors: 0

#3: Story word count: 187;
Time: 3 min 7 sec; Errors: 12

| 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 en el cuento | - | errores | = | Palabras correctas | ÷ Segundos x 60 = |
| 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

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

| 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. | | | | | |
| 146 - 7 = 139 | | | | | |
| Fluidez | | | | | |
| Administración | 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

Comprehension

Two Week Schedule

39

| | |
|-----------|---|
| 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

40

| Cuarto 1 | | Exactitud, fluidez y comprensión de lectura | |
|--|---|---|---------------|
| 6 semanas | | La tarea de Andy | |
| | | Respuesta (R.O.) | Total B.p. |
| <p>1. ¿Qué dice Andy de su maestra? Es muy linda, quiere mucho a los alumnos, les da mucha tarea. Se requiere una sola respuesta.</p> | <p>5. ¿Quién vino a tocar la puerta de la clase? El conductor del autobús, Don Samuel. Se requiere una sola respuesta.</p> | | |
| <p>2. ¿Cómo se llama la maestra de Andy? Señorita Susana.</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 administrations of the questions, should the student re-read this story due to backtracking rules.



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

41

| Cuento 1 | | Exactitud, fluidez y comprensión de lectura | | | |
|------------|---|---|--------------|------------------|-----------|
| 6 semanas | | La tarea de Andy | | | |
| | | Primera (G1) | Segunda (G2) | | |
| 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. | | | | |
| Implícitas | 5. ¿Quién vino a tocar la puerta de la casa? El conductor del autobús, Don Samuel. Se requiere una sola respuesta. | | | | Total Exp |
| | 6. ¿Por qué fue al chófer del autobús al salón de Andy? Respuesta: A entregar la tarea de Andy. | | | | Total Imp |
| | | | | 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

Backtracking

42

- 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

What does “a student may read a story only two times” mean? 43

| Week | Story | Did it count? | Administration |
|------|-------|---------------|-----------------|
| 2 | 1 | YES | 1 ST |
| 4 | 2 | YES | 1 ST |
| 6 | 3 | YES | 1 ST |
| 8 | 4=FRU | NO | X |
| | 3 | YES | 2 ND |
| 10 | 4=FRU | YES | 1 ST |
| 12 | 4 | YES | 2 ND |

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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”.



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

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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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

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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DO:

Read/review slide.



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

46

Documenting Student Progress

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Key Points



Notes

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 | |

Word Lists

47



Key Points

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.



Notes



This slide has 2 ✓ ☆ CLICKS of animation.

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.

✓★ *CLICK*

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.

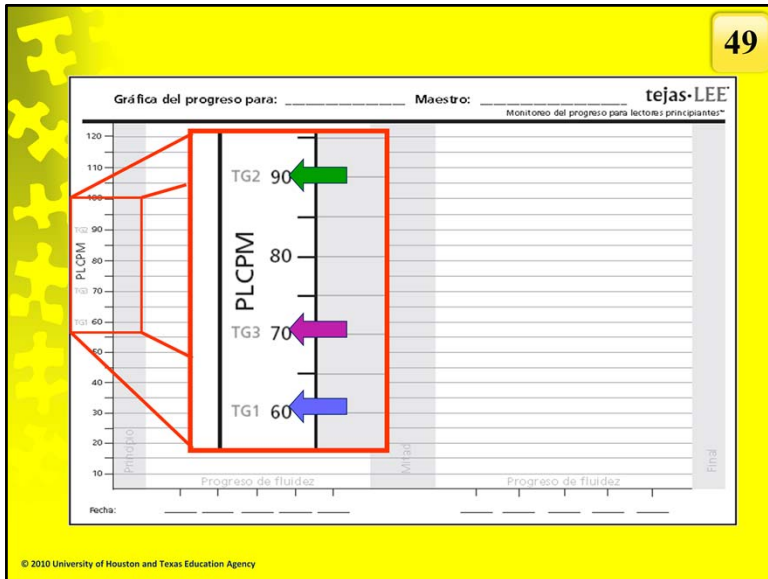
✓★ *CLICK*

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.*





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.

50

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)

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)

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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



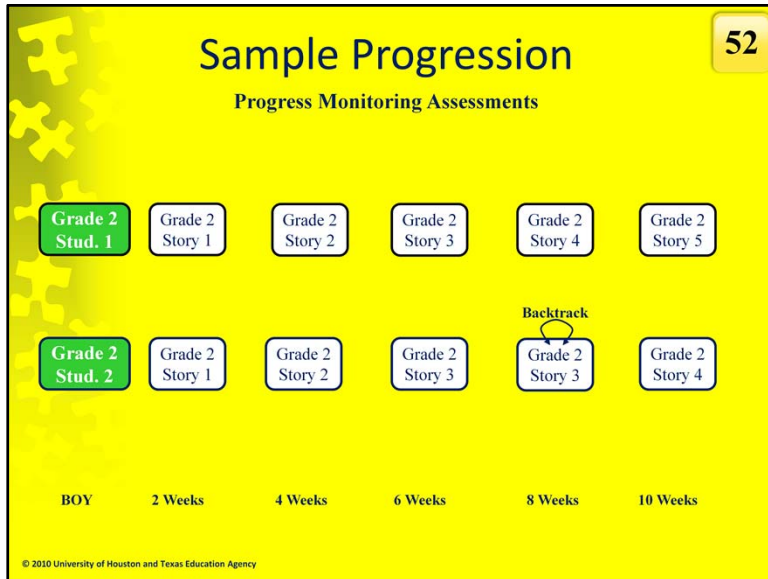
Key Points

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.



Notes



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.

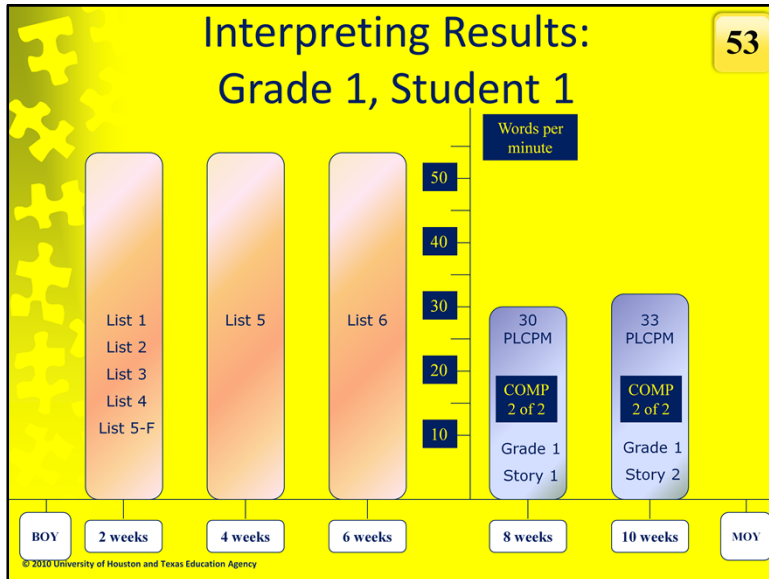


Key Points

- 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



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 8th 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.

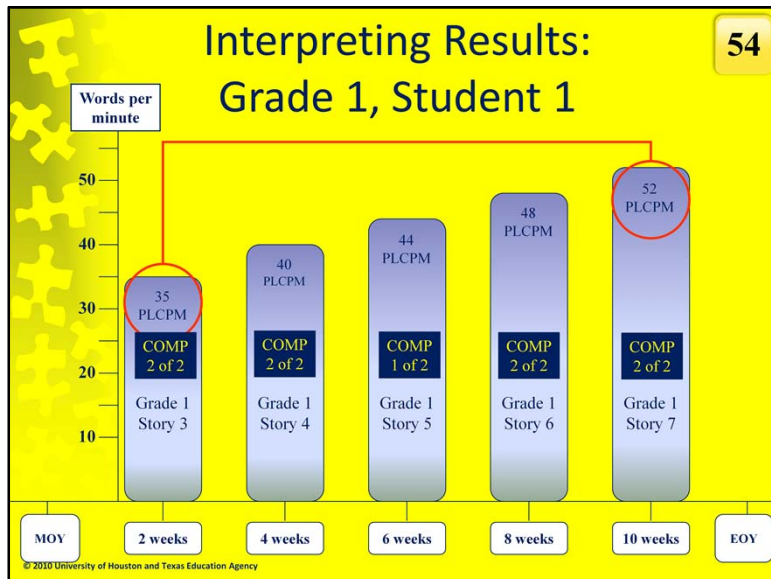


Key Points

- 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



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.

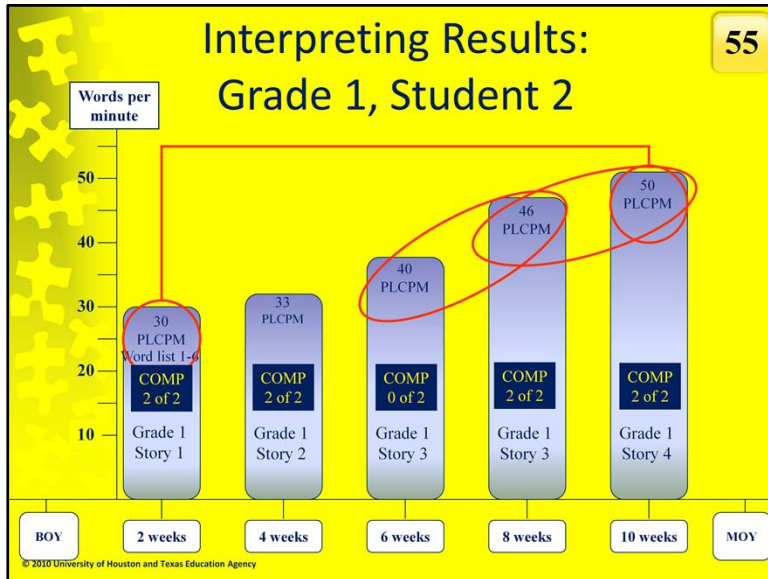


Key Points

- 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



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.



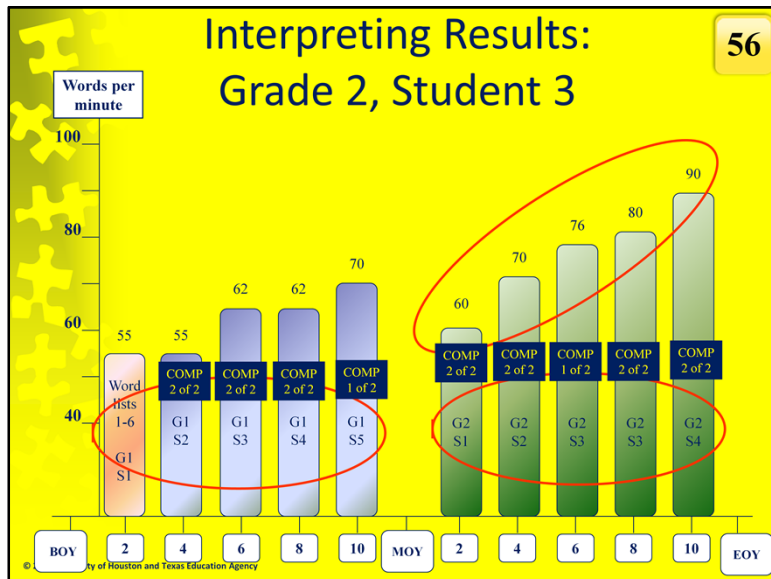
Key Points

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 1st to 2nd 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



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**.



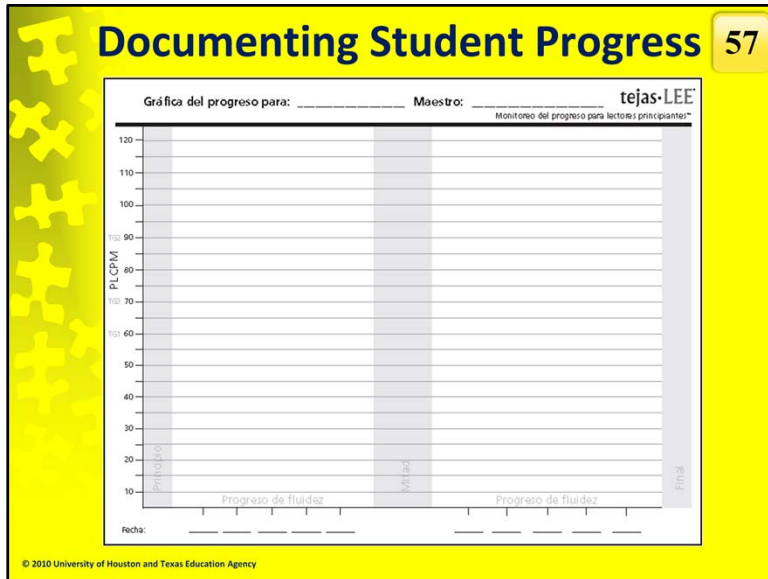
Key Points

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



Key Points

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.



Notes

58

Implications for Instruction

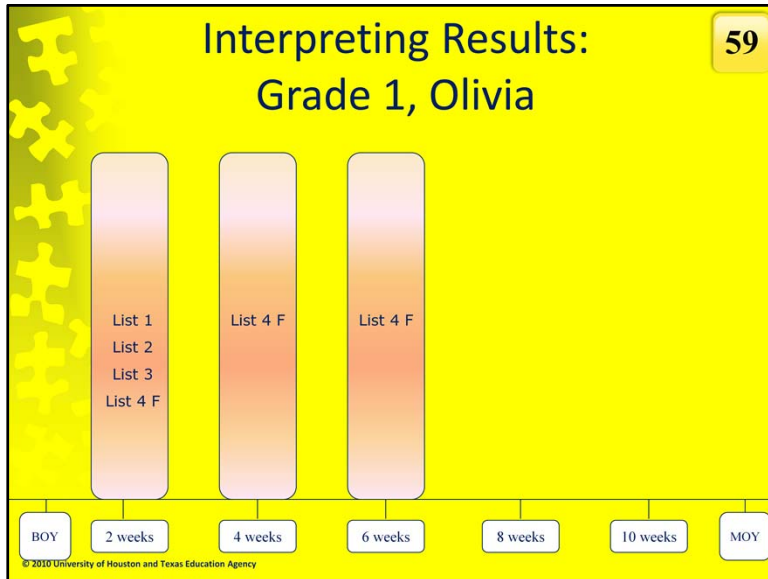
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Key Points



Notes



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

| 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

61

Sección 7 Reconocimiento de las palabras

| Palabras | Principio <small>Puntos (0, 1)</small> | Mitad <small>Puntos (0, 1)</small> | Final <small>Puntos (0, 1)</small> |
|---|---|---------------------------------------|---------------------------------------|
| 1. luz | 1 | | |
| 2. vive | 1 | | |
| 3. lleva | 1 | | |
| 4. voy | 1 | | |
| 5. hay | 1 | | |
| 6. tortuga | 0 | | |
| 7. caballo | 1 | | |
| 8. enseña | 0 | | |
| 9. hombres | 0 | | |
| 10. chocolate | 1 | | |
| 11. alfombra | 0 | | |
| 12. calcetines | 0 | | |
| 13. gira | 0 | | |
| 14. pequeños | 1 | | |
| 15. biblioteca | 0 | | |
| TOTAL: <small>(15 posibles)</small> | 8 | | |

Nivel de logro:
Trace un círculo alrededor del nivel apropiado.

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

| | | |
|------------|------------|------------|
| D 13-15 | D 13-15 | D 13-15 |
| NE 5-12 | NE 9-12 | |
| NI 0-4 | NI 0-8 | NI 0-12 |

[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

Implications for Instruction

62

- ✓ 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:

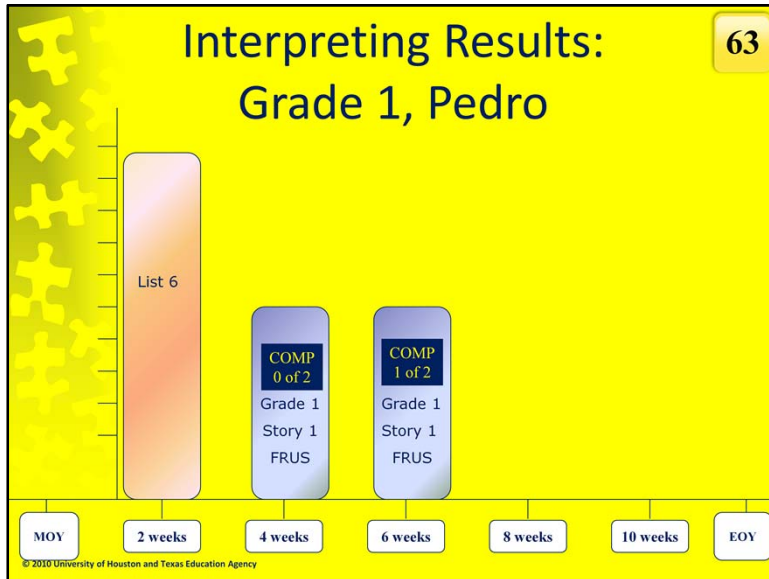
Read/review slide.



Key Points



Notes



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


Think Turn Talk Activity 64



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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Key Points

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 participant packet for them to use to take notes from their conversation.

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



Notes

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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DO:

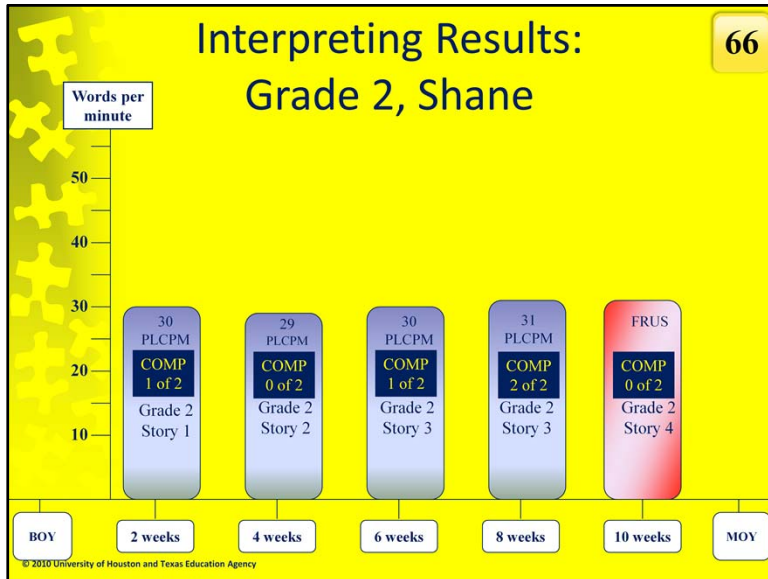
Read/review slide.



Key Points



Notes



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


Think Turn Talk Activity 67



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 participant packet for them to use to take notes from their conversation.

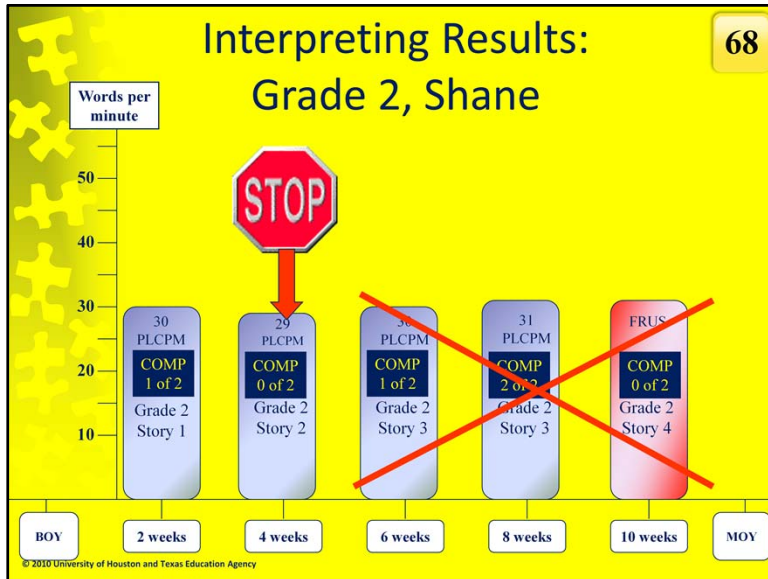
After about **5 minutes**, have pairs share and briefly discuss ideas that are provided.



Key Points



Notes



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. 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

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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DO:

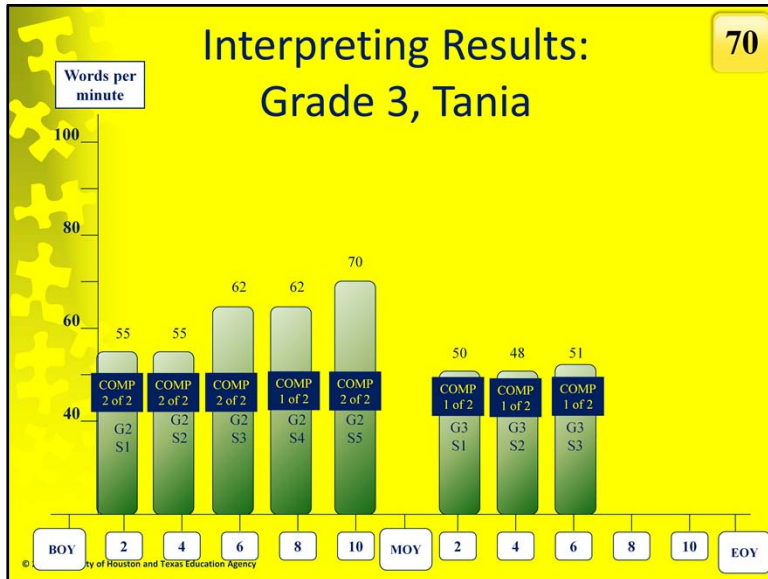
Read/review slide.



Key Points



Notes



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


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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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 participant packet for them to use to take notes from their conversation.

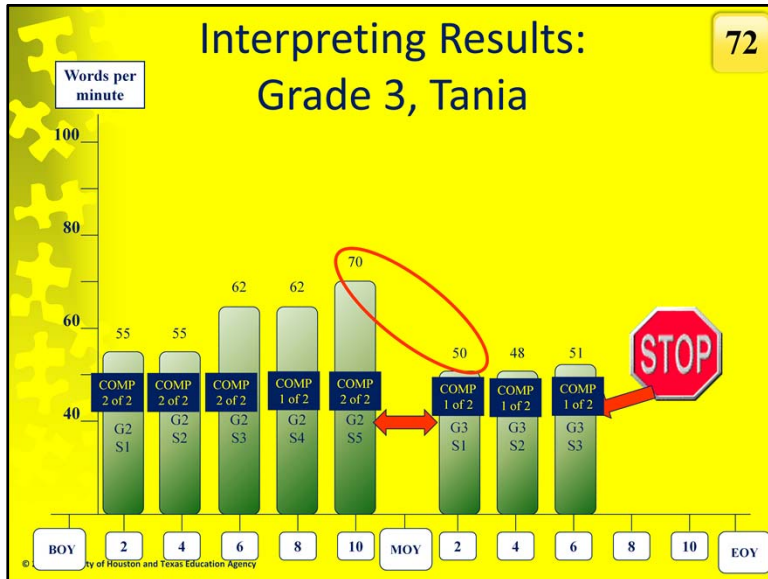
After about **5 minutes**, have pairs share and briefly discuss ideas that are provided.



Key Points



Notes



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. 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

How did you do?

73

- ✓ 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

Thoughts to keep in mind about the Third Grade MPLP Stories

74

- 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



Key Points



Notes



This slide has 1 ✓ ☆ CLICK of animation.

SAY:

One additional resource available to you is the official Tejas LEE website, www.tejaslee.org. On this website you can find a page of Frequently Asked Questions.

There are also video clips of an ideal administration of each section of the each section of each assessment. You can select which sections you wish to view. Additional video clips give the correct pronunciation of the sounds for each letter of the Spanish alphabet, including some dialectical variations.

In addition, the website has a teacher resource area that includes Blackline masters for many activities in the Intervention Activity Guide, additional intervention activities not in the Guide, materials for grouping (Grouping Charts, Grouping Mats, Spelling Grouping Mats, etc...)

Other information that is regularly posted to the site includes upcoming trainings and information on the annual Tejas LEE Summer Conference.

DO:

✓ ☆ CLICK

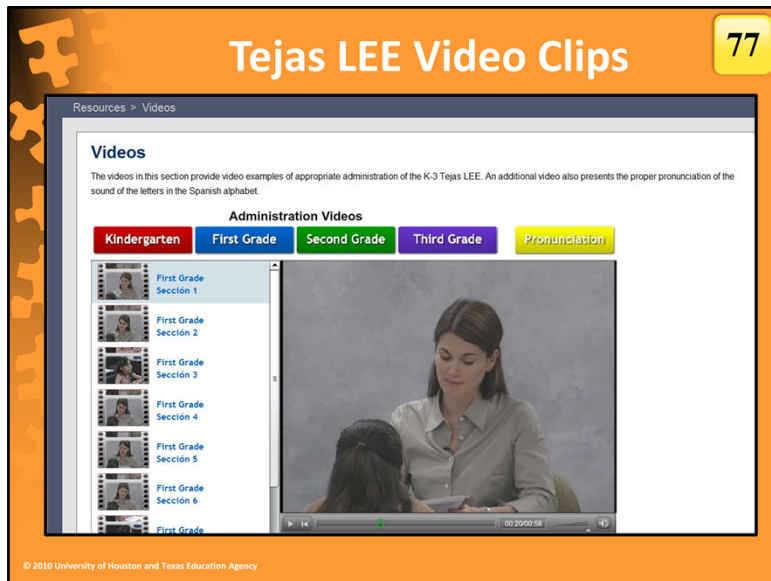


Key Points

- The official Tejas LEE website is www.tejaslee.org
- The website includes:
 - FAQs
 - Videos of proper administration
 - Blackline masters
 - Additional intervention activities
 - Additional teacher resources
 - Training information
 - Product information



Notes



Key Points

SAY:

Here is a screen shot of the video page. It is easy to navigate between each clip.



Notes



Questions & Answers

78

If you have any further questions:

- contact the Tejas LEE team at tejaslee.info@times.uh.edu
- check for an answer online at www.tejaslee.org

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Key Points

This slide has 1 CLICK v★ of animation.

DO:

Answer any questions that your participants have regarding this module. Then CLICK v★ to bring up the contact information for Tejas LEE.



Notes