

Key Points



Notes



Key Points



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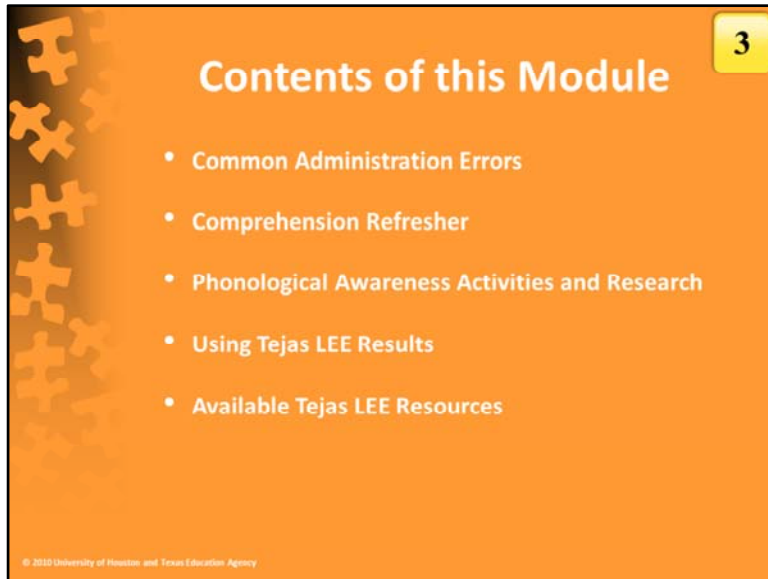
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Key Points



Notes



Key Points

SAY:

During the 2010-2011 school year, several districts around the state opened their doors to our development team and allowed us to watch teachers administer the Tejas LEE to their students. From this experience, we learned both what teachers administer well when giving the assessment and when they are most likely to make administration errors. This information will be used in making modifications to the administration guide and will also drive changes made to our trainings. Errors that were common on multiple campuses are addressed in the new Experienced User module as it is likely that a teacher in your district is making a similar error.

We also included some information on our reading comprehension section. This addresses how to score student answers not found directly in the suggested answers, discusses why there are two stories at each timepoint and discusses why listening comprehension is not part of the G1 and G2 assessments—questions posed to us frequently by the teachers we observed.

Another new part of the training is a discussion of Phonological Awareness. Some bilingual teachers feel that PA tasks should be limited to activities at the syllable level. We discuss why it is important that students dominate PA skills at the phoneme level and discuss the research that led the Tejas LEE to increase the number of phoneme level tasks on the current assessment. The debate between syllable and phoneme PA tasks may never be settled, but it is important for teachers to know why these tasks are included.

A quick review of grouping is included as the most important part of the Tejas LEE is what is done with the results. If your teachers are not using their Tejas LEE data to drive reading instruction in the classroom, they are not getting any benefit from the assessment.

Finally, we walk teachers through the Tejas LEE website, which was completely redesigned last fall. During teacher interviews, we found that very few teachers had actually been to our website. Many teachers confused the Tejas LEE website with those offered by Tango Liberty Source software and the m:Class website of Amplify/Wireless Generation.

During the interviews, as they found out about the numerous resources available to them free of charge, many said that they would check out our website. In order to get the word out to teachers about all of the wonderful tools available to them, we walk them through our website.



Notes



Key Points

SAY:

After the release of the 2010-2018 version of the Tejas LEE, the developers observed multiple administrations of the new assessment. The goal was to see how clear the instructions are in the Teacher Guide, common administration mistakes that were made and observe the general flow of the assessment. This information is being used to revise and improve the next version of the Tejas LEE.

During the observations, a number of administration errors were noted that occurred frequently. The following slides will go over the errors that were observed.



NOTES FOR PRESENTER:


This is not to say that any one of your teachers committed these errors during Tejas LEE administrations. Nor is this review intended to embarrass anyone who may have committed any of these errors. The error will simply be noted and the correct administration procedure reviewed.




Notes

The Teacher Guide Should be used with Every Administration 5

- Even for teachers using electronic versions of the Tejas LEE, the Teacher Guide should always be used



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Key Points

DO:

Read slide




NOTES FOR PRESENTER

If your school uses pencil and paper administration of Tejas LEE, you may skip slides that **ONLY** apply to electronic administration (Slides 8 & 9).

If your school uses an electronic version of Tejas LEE, you may skip the slides that **ONLY** apply to pencil/paper administration (slides 6 & 7 and 10, 11 & 12)



Notes




The Teacher Guide Should be used with Every Administration 6

For **pencil/paper users**, the teacher guide provides:

- All directions, practice, and test items on a single page
- Entry Point, Branching rules and Performance Levels
- Question stems above test items
- Suggested answers for Reading Comprehension

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DO:
Paraphrase slide.



Key Points



Notes



Sección 2 Notificación del sonido final

Metas: Puntos de respuesta para estudiantes

Administración:

- Principio del año:** Administrar todas las preguntas.
- Medio y final del año:** NE o NI en la administración previa, administrar esta sección.
- O en la administración previa, no necesita administrarla. Continúa con la Sección 3.

Puntuación:

- 1 punto por cada respuesta correcta.
- 0 puntos por cada respuesta incorrecta.

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.

Ten ya y decir una palabra. Quiero que me digas con qué sonido termina esa palabra. Por ejemplo, la palabra "jiloteño" termina con el sonido /n/. (Demuestra el ejercicio varias veces necesario.)

Práctica:

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

¿Con qué sonido termina "...?" (Repita según sea necesario. Ya NO provee la respuesta correcta.)

- vellos /v/
- tribus /f/
- follis /f/
- nueva /d/
- álbum /m/
- estrella /l/
- centinela /d/
- cambiar /t/

Nivel de logros: Secciones 1 y 2

	Principio	Medio	Final
B	16-16	16-16	16-16
M	0-15	0-15	0-15
N	-	-	-

Branching Rules: Continúa con la Sección 3

This slide has 2 ✓★ CLICKS of animation

SAY:

The Entry Point Rules, Performance Levels and Branching Rules are located here.


✓★ **CLICK**

The directions, practice items and test items that are read to the student are in bold, italic type for your convenience.

✓★ **CLICK**

Finally, the sentence stem (when necessary) that you may repeat as needed is located right above the test items.






The Teacher Guide Should be used with Every Administration 8

For **electronic version users**, the teacher guide provides:

- All directions, practice, and test items on a single page
- Question stems above test items
- Suggested answers for Reading Comprehension

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DO:
Paraphrase slide.



Key Points



Notes

Sección 2 Identificación del sonido final

Administración: Principios del año. Administre todas las preguntas. **Medio y final del año.** Si se usó la administración previa, administre esta sección. Si en la administración previa, no se usó la administración, continúe con la Sección 3.

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

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 "terminar" termina con el sonido /r/. ¿Con qué sonido termina la palabra "terminar"?** Si la respuesta no es correcta, diga: "La palabra "terminar" termina con el sonido /r/".

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

¿Con qué sonido termina "..."? (Escriba según sea necesario. Ya NO provea la respuesta correcta.)

1. avión /a/
2. libro /l/
3. fideo /f/
4. nuevo /n/
5. álbum /a/
6. astróna /a/
7. calidad /d/
8. caminar /i/

Nivel de logro: Secciones 1 y 2

	Completado	Calificación	Progreso
1	14.16	14.16	14.16
2	0.13	0.13	0.13

Sección 3 Identificación del sonido final

Continúa con la Sección 3

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Key Points

This slide has 1 ✓ ☆ CLICK of animation

SAY:

All of the directions to administer a section are on a single page of the guide. On your electronic device, you would have to tap through multiple screens to find the same information, so having the Teacher Guide open saves you administration time.

You can also see all of the test items at one time by using your guide.

✓ ☆ CLICK

Finally, the sentence stem (when necessary) that you may repeat as needed is located right above the test items.



Notes



MOY and EOY Administrations

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- When a section is re-administered at MOY or EOY, administer the ENTIRE section

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SAY:

When a section is re-administered at MOY or EOY, administer the ENTIRE section, not just the items the student missed during the previous administration.

If a student was not developed on a section during a previous administration, it is essential to have them take the entire section to ensure they have now mastered the skill. A partial assessment will not provide the certainty the student has now acquired the skill being assessed.



Key Points

- When re-administering a section during MOY or EOY, all items must be administered.



Notes

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Incorrect

Sección 3
Conocimiento de rimas

Palabras	Principio Puntos (0,1)	Medio Puntos (0,1)	Final Puntos (0,1)
1. les, mes	1	→	
2. laso, vaso	1	→	
3. cama, fama	0	0	
4. poco, foco	0	1	
5. chino, pino	0	0	
TOTAL: (5 posibles)	2	3	
Nivel de logro: <small>Trace un círculo alrededor del nivel apropiado.</small>	D 4-5	D 4-5	D 4-5
	NE 0-3	NI 0-3	NI 0-3

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

Continúe con la Sección 4



Key Points

- Here the teacher incorrectly re-administered only the incorrect items.

SAY:

In this example, a Kindergarten student was NE in rhyming at BOY, but got two of the test items correct. At MOY, the teacher reassessed the student. However, the teacher incorrectly brought over the BOY scores. All 5 items should have been re-administered.



Notes

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Correct

Sección 3
Conocimiento de rimas

Palabras	Principio Puntos (0,1)	Mitad Puntos (0,1)	Final Puntos (0,1)
1. les, mes	1	1	
2. laso, vaso	1	0	
3. cama, fama	0	1	
4. poco, foco	0	1	
5. chino, pino	0	0	
TOTAL: (5 posibles)	2	3	

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

NE
0-3

NI
0-3

NI
0-3

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

Continúe con la Sección 4




Key Points

SAY:

In this example, a Kindergarten student was NE in rhyming at BOY, but got two of the test items correct. At MOY, the teacher reassessed the student. This teacher correctly re-administered the entire section. Not surprisingly, during the second administration, this student missed a question they got right at an earlier administration. This demonstrates that the student's grasp of the skill is tenuous at best.





Notes



“Repita según sea necesario.” 13

- This sentence appears throughout the Teacher Guide.
 - You may repeat only the sentence stem as needed, NOT the test items.
 - Remember, test items may be repeated only if the student could not hear them the first time.

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SAY:

This sentence appears throughout the Teacher Guide. It always appears next to the text question stem because that is the only thing that may be repeated to the student. Let's see how this works on the next slide.

This will apply to both Pencil/Paper and Electronic Tejas LEE users. Let's look at an example on the next slide.



Key Points

- *Repita según sea necesario* refers to repetition of the question stem, not the actual test items
- Test items may be repeated only if the student could not hear them the first time



Notes

“Repita según sea necesario.” 14

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 “telefono” 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	/l/
7. lluvia	/y/
8. restaurante	/r/

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Key Points

- The example here shows what the phrase “*Repita según sea necesario*” means during a Tejas LEE assessment
- Walk through the example with your participants

This slide has 1 ✓ ☆ CLICK of animation

SAY:

The red line shows where “*Repita según sea necesario*” appears. Let’s see what was intended.

✓ ☆ CLICK

You will note that the teacher read the entire question stem for questions 1 and 2. However, by question 3, the student understood what was expected so the teacher chose to only read the actual test item. This continued through item 6, when the teacher chose to again read the question (perhaps to ensure the student was paying attention, or simply for a change of pace).

Test items are not to be repeated unless the student could not hear them the first time.

DO:



Have the participants complete the activity for this slide in their participant packet.



Notes



Test Items are NOT to be Repeated

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- Students should be given one chance to respond.
- Mark student responses based on their response, without prompting or repetition, even when you know “they know it”

EXCEPTION: If something prevents a student from hearing the item, you may repeat that item

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DO:

Paraphrase the information on this slide.

SAY:

The test is not a “teachable moment”. The Tejas LEE includes practice items for many tasks to ensure that a student knows what they are expected to do on each part of the assessment. For this reason, once you have provided the examples and practice, there should be no prompting or second chances. Allow the student to respond, mark the answer and move on to the next item. This is true even when you know a student “knows it”. We all want our students to give their best performance of their abilities, but we do not want to sugar coat any weakness. It is better to provide a little extra early intervention than to have to later do more intensive intervention because of a weak skill.

Things that may prevent a student from hearing a test item might be a page on the intercom from the office, the ringing of a school bell, a pile of books toppling over in the room, etc...




Key Points

- Test items may only be repeated when something prevents a student from hearing an item the first time






Notes



Scoring Comprehension Questions

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- The answers in the Teacher Guide are the most common answers we received but NOT all possible correct answers.
- Teachers should **ALWAYS** use their professional judgment in deciding whether or not any student response is correct.

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DO:

Paraphrase the information on this slide.



NOTES FOR PRESENTER:

Tejas LEE stories and questions were field tested with a minimum of 600 students. This means we received 600 different answers to each of the questions. If we had included all of the possible permutations, the Teacher Guide would be thousands of pages long and impossible for you to use. Answers were collapsed based on how similar they were to one another. In addition, it is certainly possible that a student who is an “independent thinker” could come up with a perfectly reasonable answer to a question that is not among the answers provided. If the answer makes sense to you and does answer the question asked, count the student response as correct.

You will need a co-presenter to work with you to act out a practice reading comprehension administration. We have developed a script to read (Student and Teacher parts) and have included the reading comprehension pages (from the Student Record Sheet) you will read in the participant packet so that teachers can score this as they would any student’s reading comprehension. Also included is an explanation of how each student response to the comprehension questions should have been scored. This can be found in the TejasLEE_Optional_KEY document.



Key Points

Trainer Notes Continued:

The documents are:

TejasLEE_Optional_Script_ST

TejasLEE_Optional_Script_TE

ST is the student script, TE is the Teacher script. Each reader will read the part that is **BOLDED** and follow the instructions in colored text. Intentional reading errors are also in bold red text in the student script.

Participants should score the reading of the two stories and the answers to the comprehension questions in their participant packet on pages 2-3.

Once you have finished both stories, go over the answers (found in the key).



Notes

“¿Y qué más?”

17

- Use this phrase **ONLY** with questions where more than one answer is required and the student has provided only a partially correct response
- If a student gives an incorrect answer, no prompt should be given. Mark the answer wrong and move on

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DO:

Read the bullets on this slide.



NOTES FOR PRESENTER:

If participants have access to their Tejas LEE Administration Guides, show them where this phrase should be used and where it should not. Below are examples from all 4 grades (This is not a complete list, only samples). In each case, the response has a phrase stating “Se requieren (dos/tres/ambas respuestas.”

KINDER: EOY “Mario el mago”, the prompt would be appropriate for an incomplete response on Question #2, but not on any of the others.

FIRST: MOY Story 1, “El charco”, the prompt would be appropriate for an incomplete response on Question #3, but not on any of the others.

SECOND: BOY Story 2, “El Festival del Charro”, the prompt would be appropriate for an incomplete response on Question #5, but not on any of the others.

THIRD: BOY Story 2, “El temblor”, the prompt would be appropriate for an incomplete response on Question #5, but not on any of the others.



Key Points

- The phrase “¿Y qué más?” should only be used when a correct, but incomplete answer has been given.
- HINT:** The Teacher Guide will have a phrase such as “Se requieren ambas respuestas” to indicate that more than one response is required and that the prompt may be used.
- If a student gives an incorrect answer, do not use this prompt.



Notes

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Pausing an Administration

- Students do not need to complete Tejas LEE in one sitting
- However, breaks should occur only between sections.
- The two Reading Comprehension stories are in the same section and should be administered in the same sitting

DO NOT pause in the middle sections even if your electronic device allows you to do so.

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SAY:

This information comes directly from the Tejas LEE General Administration Guidelines on p.3 of the Teacher Guide, which states:

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 once sitting. While most students are 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. However, 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).

Please note that the two reading comprehension stories in grades 1 through 3 are ONE SECTION and should be administered in one sitting. If a student requires a break, administer all sections but Reading Comprehension at one sitting, and Reading Comprehension by itself at a different time.




Key Points

- The Tejas LEE does not need to be completed in one sitting
- However, breaks should only occur between sections
- Reading comprehension is considered to be one section. Thus, both stories need to be administered in the same sitting



Notes



Why Are There 2 Stories??

19

- Students may not be interested or have background knowledge about a particular story
- Two stories gives a truer read on a student's actual fluency and comprehension

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DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

When only a single story is presented, students who lack background knowledge or interest in the topic are inadvertently penalized. Their performance tends to be below what they would normally do. A second story tends to give a truer read on a student's reading ability when the two stories are averaged together. We often joked that we should determine their comprehension, fluency and accuracy from ten stories, but two stories seemed to be much more realistic and avoids a teacher revolt.

Sometimes a similar question is posed, "Why do I have to administer the second story to a student when he/she was FRUSTRADO on story 1?" The answer to the question above also answers this question. If a student lacks background knowledge on the first story, this doesn't necessarily mean that they won't be able to read the second story.



Key Points

- When only one story is presented, students who lack interest or background knowledge are unfairly penalized
- Reading multiple stories gives a more accurate read on a student's true reading ability



Notes



Why is there no Listening Comprehension in G1, G2, G3?

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- We are evaluating on-grade level performance
- Reading Comprehension stories were not field tested as Listening Comprehension
- You may administer the Kinder Listening Comprehension to students as needed

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DO:

Paraphrase the information on this slide.



ADDITIONAL INFORMATION FOR PRESENTER:

One problem that we identified in previous versions of the Tejas LEE was backtracking on stories. Although this did help find a story at each student's reading ability, a score of "Desarrollado" (D) would be misleading on these students. For example, a second grade student at MOY scoring a D on listening comprehension or on a first grade reading comprehension story is not the same as another student's D on an on-grade level story. We found, however, that in some places, if a student scored D on an off grade level story, intervention was not occurring.

Also, having students reading as many as 11 different stories at the same timepoint made reading ability comparisons difficult. It is much more meaningful to compare the fluency and comprehension scores of students who are all reading the same story.

In addition, none of our reading comprehension stories were tested as listening comprehension. So, there is no empirical evidence that would provide any reliability or validity to administering the stories as listening comprehension. There is no way to know whether a teacher would gain any meaningful information from reading the stories to students.

Some teachers do not like that student scores are scored simply as FRU when they cannot read a story and prefer the backtracking. However, when we keep in mind that the goal of the Tejas LEE is diagnostic and its purpose is to identify those students who require intervention, a score of FRU is very useful. If a teacher requires additional information on a student, he/she is welcome to also give an off-grade level assessment to obtain the data the teacher needs to drive the student's reading instruction.



Key Points

- Tejas LEE reading comprehension stories should NOT be read to students unable to read them independently
- If a teacher needs listening comprehension information on a student, administer the Kinder listening comprehension section to the student



Notes

Why is there a focus on phoneme activities in PA?

21

- Teaching at the phoneme level has multiple benefits for students in Spanish reading...

1. Calling Spanish a syllabic language is a misnomer. Even at the very basic levels of PA, (ma, me, mi, mo, mu), students are manipulating phonemes.

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Key Points

- Calling Spanish a syllabic language is incorrect. Even at the most basic level (ma, me mi, mo, mu) students are manipulating phonemes (in this case vowel sounds)

SAY:

We often get asked why the Tejas LEE focuses on PHONEME level tasks when Spanish is a SYLLABIC language. There are a number of good reasons as to why the Tejas LEE includes some phoneme level phonological awareness (PA) tasks in Kinder and many more in First Grade.

DO:

Read slide.


SAY:

Let's take a closer look at the example on this slide. In ma, me, mi, mo, mu; what students are truly manipulating is the vowel sound, as the consonant base remains constant. Vowel sounds are phonemes.. So, students are actually manipulating phonemes, not entire syllables.

When working with more complex syllables, these are most often not taught as syllabic units, but as decodable units, again going to the phoneme level. In other words, we don't teach "pas", "pes", "pis", "pos", "pus", but teach students to search out extra letters and to sound out the syllable (again working at the phoneme level). Other examples: diphthongs (mier, pie, ciudad); blends (plas—plástico), etc...



Notes



Why is there a focus on phoneme activities in PA?

22

- Teaching at the phoneme level has multiple benefits for students in Spanish reading...

2. Tejas LEE pilot studies indicate that student performance on phoneme tasks is the BEST predictor of reading success in Spanish for students in G1.

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SAY:

Another good reason for teaching at the phoneme level is that those students who are best at manipulating phonemes are the students most likely to have good success learning to read.

DO:

Read slide.

SAY:

Our research has consistently indicated for over a decade that a student's ability to manipulate (blend, segment, omit, substitute) syllables or phonemes are equal predictors of reading success in Kindergarten. However, by the time a student reaches first grade, student scores on syllable manipulation top out and phoneme manipulation becomes the best predictor of reading success.

Syllable level tasks are not included on the G1 Tejas LEE because the vast majority of students in our field studies scored very high on these tasks. Teachers in Pre-K and Kinder have done wonderful work in developing these skills in students. As such, testing the students on these skills in first grade did not provide information that could drive classroom instruction. A much broader range of scores was achieved by assessing phoneme manipulation. These results provide information that can drive classroom instruction and help students master these important precursors to reading.

Yes, some students are still weak in syllable tasks in First Grade, but these students will be identified as needing intervention in PA on the G1 Tejas LEE in any case, as they will not perform well on the phoneme level tasks. If further information is needed on these students, teachers may give them the Tejas LEE Kindergarten assessment in addition to the G1 inventory. Off grade level assessments are included in every Texas state Tejas LEE kit.




Key Points

- Research indicate that student performance on phoneme tasks is a better predictor of reading success in G1 than are syllable level tasks
- In Kinder, student performance on syllable and phoneme tasks are equal predictors of student success



Notes



Why is there a focus on phoneme activities in PA?

23

- Teaching at the phoneme level has multiple benefits for students in Spanish reading...

3. Student success in spelling is dependent upon their ability to hear and distinguish every phoneme in a word.

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SAY:

A third good reason for teaching at the phoneme level is that students must be able to identify all sounds in words in order to spell with accuracy.

DO:

Read slide.

SAY:

Teaching only at the syllabic level leads some students to tend not to hear one of the sounds in multi-syllabic clusters and misspell the word. These same students often encounter difficulties with diphthongs. Students with phoneme level phonological awareness skills tend to perform better when spelling these words. Here are some examples and common misspellings:

PINTA—spelled “pita” (Other examples—listo (lito); candado (cadado), etc...)

BAILA—spelled “bala”

This is, of course, not the only source of spelling difficulty that students learning to read in Spanish encounter. There are sounds with multiple possible graphophonemic representations, silent letters, etc...which also cause confusion.




Key Points

- Student success in spelling is dependent upon the student’s ability to hear and distinguish every phoneme in a word



Notes



Why is there a focus on phoneme activities in PA?

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- Teaching at the phoneme level has multiple benefits for students in Spanish reading...

4. Students in bilingual reading programs will transition into English reading. Teaching at the phoneme level facilitates that transition.

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SAY:

Sometimes teachers will maintain that reading programs in Spain and Latin America do not require students to work with phonemes. While that may or may not be true, the Latin American experience is not relevant in a setting in the United States. Students in Latin America have 12 years or more of schooling to completely dominate the Spanish language. By contrast, the function of Spanish reading in the United States is to serve as a bridge to English reading.

DO:

Read slide.

SAY:

Thus, the most crucial aspect of a Spanish reading program in bilingual education is to provide students with a strong foundation from which they can transfer skills from their native language (L1) to English (L2). Research has consistently shown that students who have strong phonological awareness skills in Spanish almost inevitably have strong phonological skills in English. Unfortunately, the converse of this is also true. Students who have poorly developed phonological awareness skills in L1 will tend to struggle with PA in English. The next slides show this relationship in more detail.

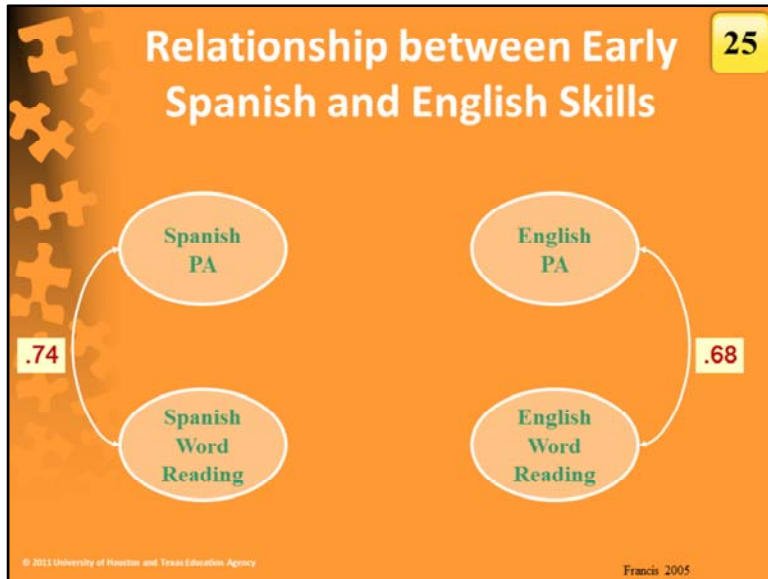


Key Points

- Teaching at the phoneme level facilitates the transition from Spanish reading to English reading



Notes



SAY:

Here is some data from a large project that examined English and Spanish language development in K-3 students from several language programs. All students were native Spanish speakers. All students were tested in both languages. Multi-state and urban/border locations.

This shows the relationships within language between PA and Word Reading (unconnected text).

You can see that the relationship is strong in both languages – if you have high levels of PA in a language then you will be better able to decode words in the same language. Unfortunately, the converse is also true. If a student has poor PA skills in a language, there is little or nothing that will transfer to word reading ability.

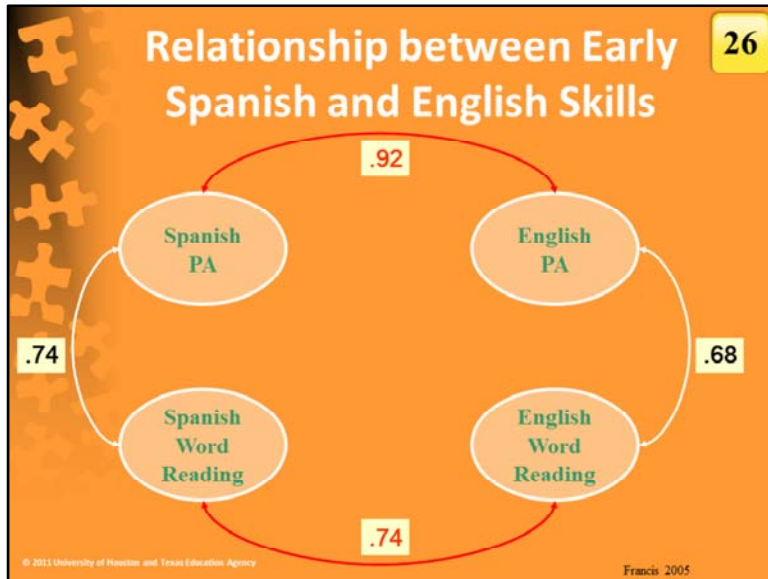


Key Points

- There is a **STRONG** correlation between a student's knowledge of PA in Spanish and their Spanish word reading.
- There is also a strong correlation between a student's knowledge of PA in English and their English word reading.



Notes



SAY:

This adds the relationship across languages in similar skill domains.

PA across Spanish and English is very high. Think about this – this is auditory – most of the sounds are the same – there is a high level of overlap in the sounds of the Spanish and English language.

Word reading is slightly lower in both languages, but the correlation is still strong. This correlation is slightly stronger in Spanish – because in written form – Spanish is more transparent than English. However – for both languages, it is still very highly related.

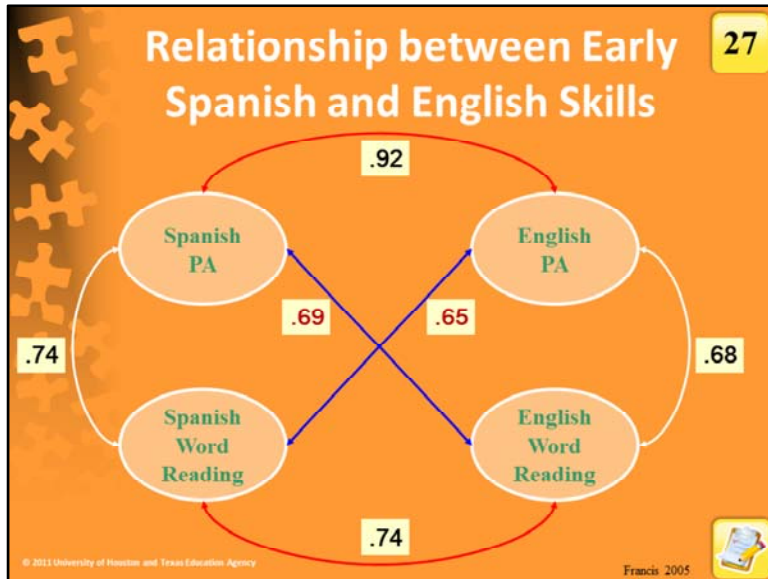


Key Points

- There is a **STRONG** correlation between a student's knowledge of PA in Spanish their knowledge of PA in English.
- There is also a strong correlation between a student's Spanish word reading ability and their English word reading ability.
- These skills transfer from one language to another



Notes



Key Points

- Strong correlations are also seen across languages and domains
- The correlations are bidirectional—from Spanish to English but also from English to Spanish

DO:

Paraphrase the information below:

This slide adds the correlations across languages and domains.

PA is related to Decoding in a bidirectional way -- Spanish PA is related to English decoding, and visa versa.

DO:

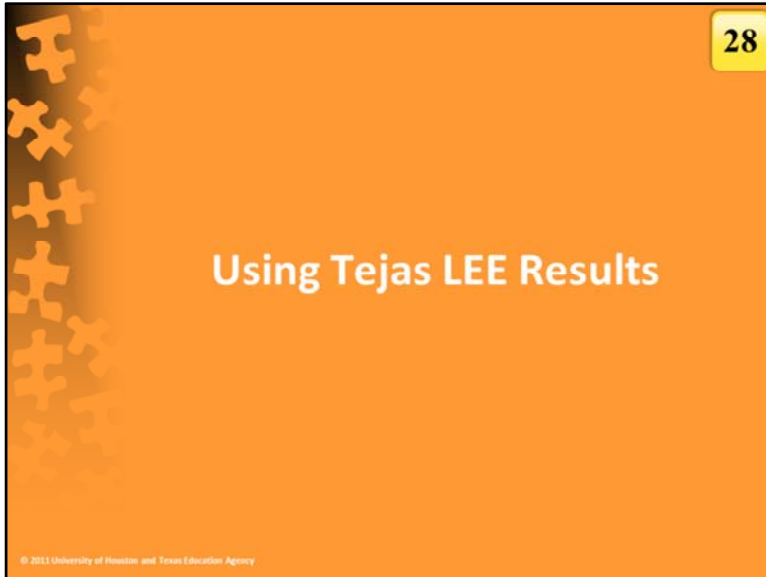


Have participants complete the activity in their participant packet for this slide. The key is below:

1. FALSE
2. TRUE
3. FALSE
4. TRUE
5. TRUE
6. FALSE
7. TRUE
8. TRUE
9. FALSE—the phonemes within a language tend to be very stable. New sounds rarely enter a language
10. FALSE



Notes



SAY:


Let's turn our attention to what to do once the assessment is completed.



Key Points



Notes



Grouping Review

- Prepare the Tejas LEE Data for Grouping
- Focus on a Specific Skill
- Form Instructional Groups
- Select Activities
- Implement

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Key Points

SAY:

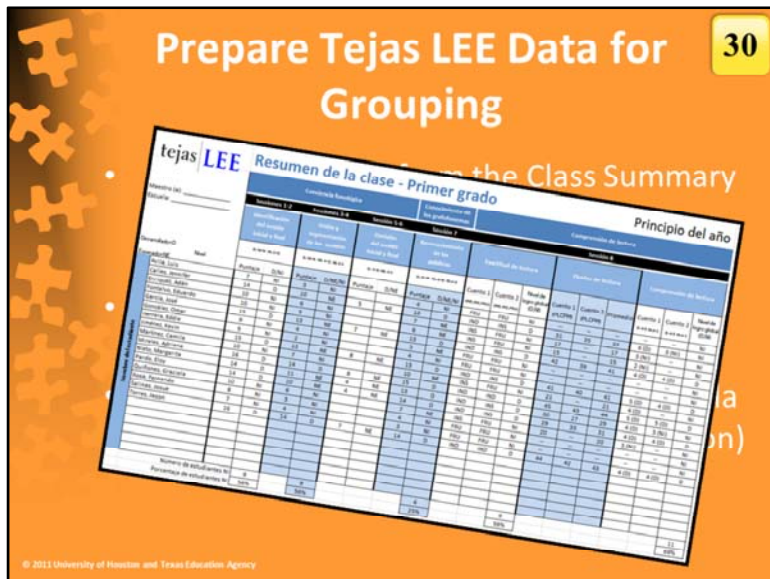
In the experienced user module, each of these steps is on a separate slide. This will enable you to walk your teachers through the steps to grouping systematically. Let's take a look at the steps.

DO:

Paraphrase the information on this slide. Provide additional details on each of the grouping steps and answer the questions your participants may have. Encourage participants to review the Tejas LEE Grouping module, if necessary, as the Grouping module provides a systematic step-by-step procedure for grouping students based on Tejas LEE results.



Notes



SAY:

Examine the data from the Class Summary Sheet to determine strengths and weaknesses of students and the class. There are several different versions of the Class Summary Sheet. The one shown here is the pencil/paper version included in the Tejas LEE kit. Yours may look different if you use an electronic version of the Tejas LEE, a district or commercial tool to produce Tejas LEE results or our automated class summary sheet. However, in all cases, the basic information is the same.

Use both the numerical score and the performance level (D, NE, NI). Remember students scoring NI require intervention at all timepoints. Students scoring NE should be monitored, but do not require intervention. Looking at the numerical scores is important, as there can be a wide range of student scores that are NI, but the instructional needs of a student scoring 0 are very different from one who has a score of 18.

Calculate and look at the “Porcentaje de la clase NI” (% of class requiring intervention). This percentage will help you determine which skills to teach whole group versus small group.



Key Points

- The first step in grouping is to complete and examine the Class Summary Sheet
- Use both the performance level scores (D, NE, NI) and the numerical scores
- The Class Summary Sheet is available as a Paper/Pencil document, as an automated version on the Tejas LEE website and as a printable document (for those teachers using an electronic version of the Tejas LEE)



Notes

[illegible]

This page has two ✓ ☆ CLICKS of animation.

SAY:

First, we focus in on a specific skill. For example, let's take a look at Section 1, Identificación del sonido inicial y final.

✓★ **CLICK**

As you can see from the Número de estudiantes NI at the bottom of the page, 9 students, 56% of our imaginary class, needs intervention on this skill. The first five are visible on our partial class summary sheet.

✓★ **CLICK**

Nine is more than we can work with in a single small group so we will have to look at how best to group these students.



Key Points

- Next, focus on a particular skill
- Identify students with an NI score
- Look at the Percentage of the Class NI (at the very bottom of the column)
- If you have more than 5-6 students NI in a particular skill, you will need to prioritize the students for small group instruction



Notes

32

Form Instructional Groups

Combinación de habilidades		Combinación de los puntajes		Escalas		Puntajes		Combinación		Final		Estrategia de intervención	
Alta	Baja	Alta	Baja	Alta	Baja	Alta	Baja	Alta	Baja	Alta	Baja	Alta	Baja
Luis Oscar Eduardo Fernando Joaquín	Luis Oscar Eduardo Fernando Joaquín	Luis Oscar Eduardo Fernando Joaquín	Luis Oscar Eduardo Fernando Joaquín	Luis Oscar Eduardo Fernando Joaquín	Luis Oscar Eduardo Fernando Joaquín	Luis Oscar Eduardo Fernando Joaquín	Luis Oscar Eduardo Fernando Joaquín	Luis Oscar Eduardo Fernando Joaquín	Luis Oscar Eduardo Fernando Joaquín	Luis Oscar Eduardo Fernando Joaquín	Luis Oscar Eduardo Fernando Joaquín	Luis Oscar Eduardo Fernando Joaquín	Luis Oscar Eduardo Fernando Joaquín
Adrian Eduardo Camila Graciela	Jessica José Karla Margarita Ely	Jessica José Karla Margarita Ely	Adrian Eduardo Camila Graciela	Jessica José Karla Margarita Ely	Adrian Eduardo Camila Graciela	Jessica José Karla Margarita Ely	Adrian Eduardo Camila Graciela	Jessica José Karla Margarita Ely	Adrian Eduardo Camila Graciela	Jessica José Karla Margarita Ely	Adrian Eduardo Camila Graciela	Jessica José Karla Margarita Ely	Adrian Eduardo Camila Graciela
Jessica José Karla Margarita Ely	Adrian Eduardo Camila Graciela	Jessica José Karla Margarita Ely	Adrian Eduardo Camila Graciela	Jessica José Karla Margarita Ely	Adrian Eduardo Camila Graciela	Jessica José Karla Margarita Ely	Adrian Eduardo Camila Graciela	Jessica José Karla Margarita Ely	Adrian Eduardo Camila Graciela	Jessica José Karla Margarita Ely	Adrian Eduardo Camila Graciela	Jessica José Karla Margarita Ely	Adrian Eduardo Camila Graciela

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SAY:

The Tejas LEE Grouping Chart can serve to differentiate who should receive priority intervention for any particular skill. In our example, the 5 students who scored the lowest were grouped together into the low group, while the other 4 students were placed into the middle group. This homogeneous grouping will help better meet the specific instructional needs of all of these students.

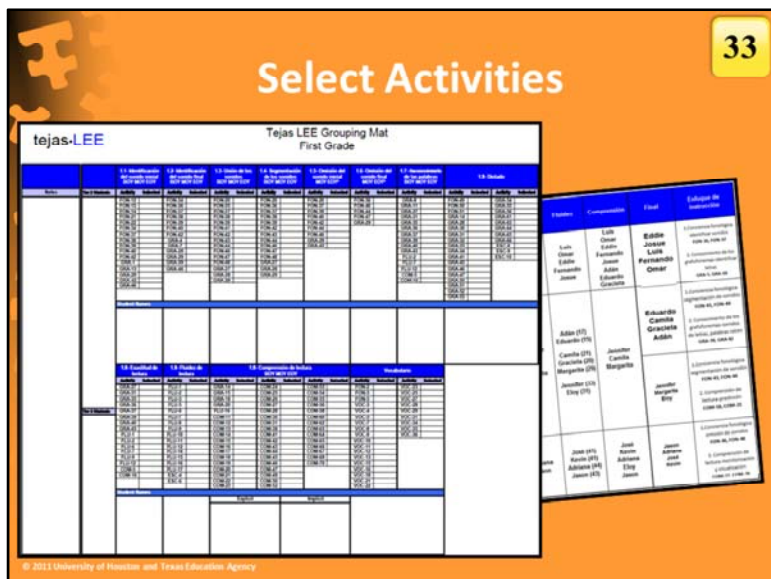


Key Points

- The Tejas LEE Grouping Chart can serve to differentiate who should receive priority intervention for any particular skill.
- This tool is available on the Tejas LEE website



Notes



Key Points

- The Tejas LEE Grouping Mat lists activities from the IAG that can be used for intervention (small group instruction).
- This tool is available on the Tejas LEE website

SAY:

Next, we turn to the Tejas LEE Grouping Mat. This resource lists all of the activities in the Intervention Activities Guide (IAG) appropriate for teaching or re-teaching each individual section of the Tejas LEE. You will remember that activities are ordered in level of difficulty within each subsection of the IAG, making it easier to select an activity of the appropriate level for your group. Checking off the activities also helps you document how you are working with your struggling students.



Notes

Select Activities

Conciencia fonológica | Rimas y aliteración

FON-22 Extiende la frase fantástica (Add to the Fantastic Phrase)

Students will lengthen alliterative phrases or sentences.
Los estudiantes alargarán una frase u oración aliterativa.

MATERIALES: Frases u oraciones aliterativas pre-hechas

Diga una frase de palabras que comienzan con el mismo sonido. Los estudiantes deben prolongar la frase usando palabras que también comiencen con el mismo sonido.

Ejemplos:

el enorme elefante	(El enorme elefante es elegante.)
bien bonita ballena	(Bien bonita ballena busca buena balsa.)
feo fantasma	(Feo fantasma felicita a furioso felino.)
vaca valiosa	(Vaca valiosa vuela, vaca valiosa va de vacaciones.)
feliz foca fabulosa	(Feliz foca fabulosa forma fortuna fácilmente.)
tan triste tortuga	(Tan triste tortuga tararea temas tan tristes.)
serpiente sorprendida	(Serpiente sorprendida se sale sin su sandía.)
altiva ardilla asustada	(Altiva ardilla asustada avienta avellanas al avión.)
orangután orgulloso	(Orangután orgulloso oye osos optimistas.)

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Key Points

- Be sure to preview the activities to make sure they are of an appropriate level of difficulty for your students

SAY:

The second to last step is go to the actual activity to ensure you have all the materials ready. Each activity lists any materials necessary. In many cases, blackline masters are available to assist with any necessary preparation and to minimize your preparation time.



Notes



SAY:

The final step is to implement the activities chosen with your small groups.



Key Points

- The final step is to implement your small group instruction



Notes



Key Points

SAY:

One thing that surprised us during our observation and interview process was that most people we spoke to had never been to the Tejas LEE website and were unaware of all of the tools and resources available to them. So, we will spend some time today going over how the Tejas LEE Website, www.tejaslee.org can help you.



Notes



SAY:

The Tejas LEE homepage webpage is found at www.tejaslee.org and should not be confused with the websites of our two electronic vendors, m:Class (by Amplify/Wireless Generation), the Tango/Liberty Source Tejas LEE website or on the website of our publisher, Brookes Publishing.

None of the content on the Tejas LEE website is found on any of the other sites. There are many tools which will be of invaluable assistance to you—we encourage you to visit our website and return frequently. Let's take a closer look at what our website offers.

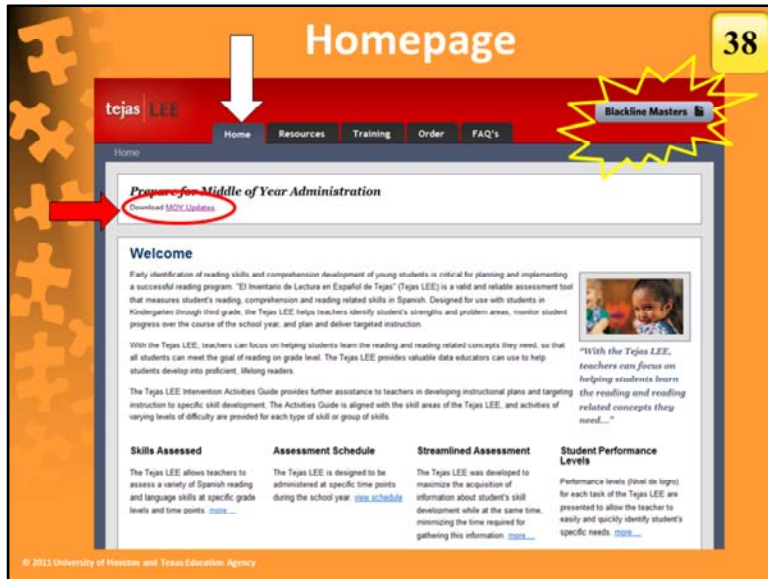


Key Points

- The official website created by the developers of the Tejas LEE is www.tejaslee.org



Notes



Key Points

- This is the homepage of the Tejas LEE website

This slide has 2 ✓ ☆ CLICKS of animation

SAY:

The Tejas LEE homepage has many features that allow you to navigate the site easily. Tabs across the top of the page allow users to locate resources, register for trainings, order Tejas LEE materials or find answers to commonly asked questions.

✓ ☆ CLICK

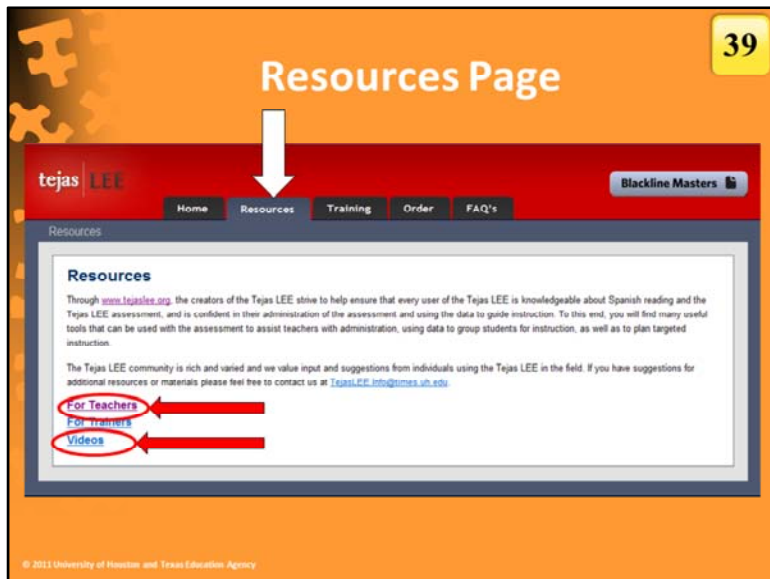
You will find a direct link to our blackline masters particularly useful.

✓ ☆ CLICK

There is also a banner at the top that is used to inform you of recent updates and additions to the website. This screenshot shows the MOY update that was added in January to provide information on that administration.



Notes



Key Points

- Under the resources tab, there are two sections for teachers
- One is labeled FOR TEACHERS
- The other is labeled VIDEOS

This slide has 1 ✓ ☆ CLICK of animation

SAY:

Let's move on to the next tab, RESOURCES. On the resources page, you will find two options of interest—"For Teachers" and "Videos" The "For Trainers" tab is geared for those people who train teachers on the Tejas LEE, not for classroom teachers.

✓ ☆ CLICK

Let's first take a look at the Videos that are available.



Notes



DO:

At this time, access the internet and walk participants through the steps to get to the Tejas LEE videos. You should do the following:

Go to: www.tejaslee.org

Click on: the Resources Tab (top of the page)

Click on: Videos (link in the text box)

There you will see 5 different options: Kindergarten, First, Second, Third and Pronunciation.

At a minimum, play the following clips for participants:

Kinder

Section 3: Conocimiento de rimas

Section 4: Unión de las sílabas (point out the deliberate pauses between the syllables modeled by the teacher)

Section 5: Segmentación de las sílabas

First Grade

Section 3: Unión de los sonidos (point out the deliberate pauses between the sounds modeled by the teacher—state these could even be longer)

Section 4: Segmentación de los sonidos

Second Grade

Section 3: Dictado (or Third Grade Section 2 Dictado)

Unless participants are insistent, it is not necessary to play reading comprehension as the next slide will walk participants through a faux reading comprehension administration.

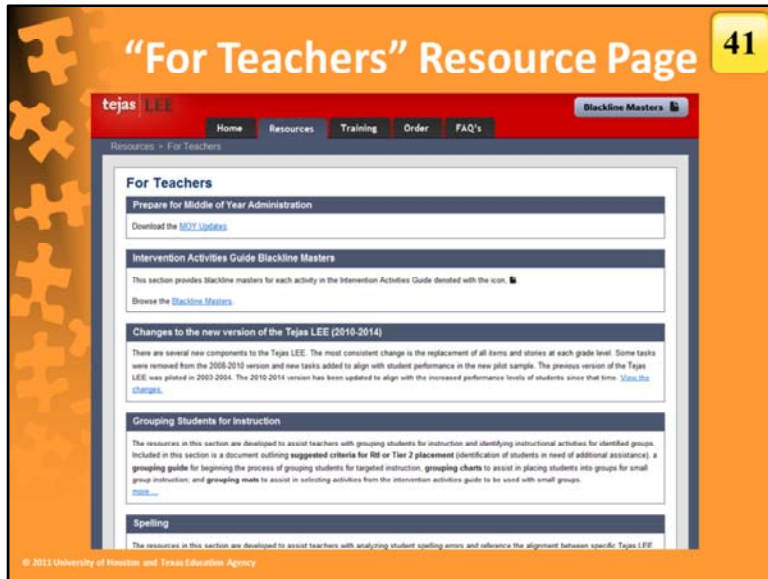


Key Points

- Video clips are available of an ideal administration of every section of every grade of the Tejas LEE assessment
- On the VIDEO page, teachers may select individual sections to view. They do NOT need to sit through an entire assessment
- Also available on the VIDEO page is the correct pronunciation of all of the phonemes in Spanish



Notes



SAY:

Let's now take a look at the other part of the Resources page that will be of interest to you, the "For Teachers" page.

Shown here is a partial view of the "For Teachers" Resource page of the Tejas LEE website. We will look at each of the resources available to you.

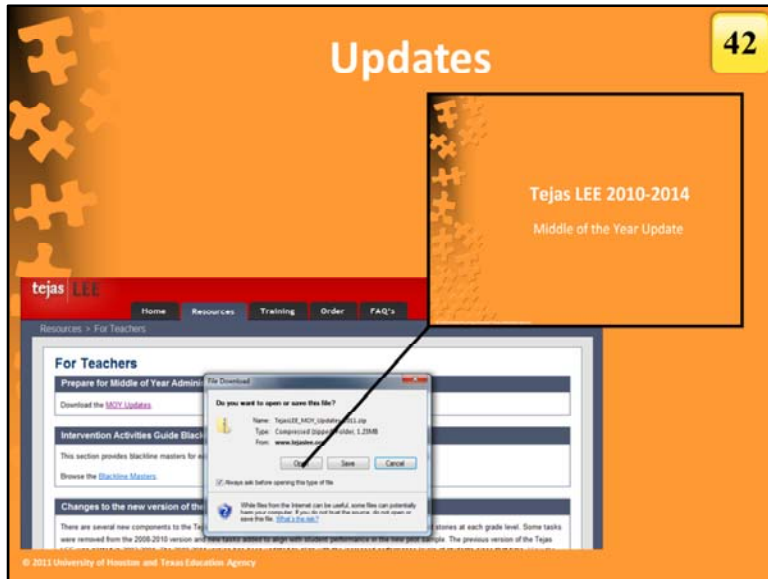


Key Points

- On the FOR TEACHERS section, there are many resources available



Notes



Key Points

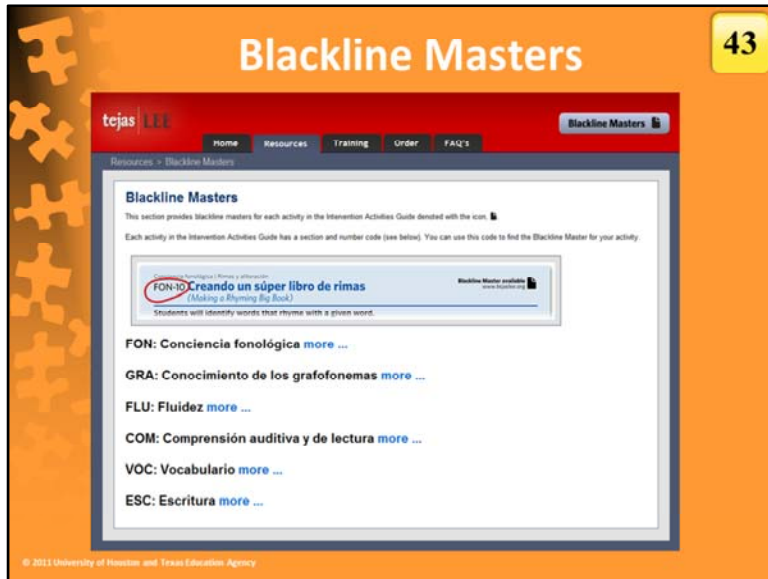
- Under the UPDATES tab, you can view a brief PowerPoint presentation on key points to remember before administering your BOY, MOY or EOY benchmark assessment

SAY:

The first option available to you is the update area. This section is changed periodically to provide you with the latest information for upcoming Tejas LEE administrations. Usually, a PowerPoint presentation is available to walk you through the highlights.



Notes



SAY:

The next section of the “For Teachers” page is the Blackline Masters page. Remember, there is also a direct link to this page on the Tejas LEE homepage.

This page can be used in conjunction with your Intervention Activities Guide. Over 100 of the activities in your guide have associated blackline masters. The blackline masters are not found in the guide itself, but on this page of the Tejas LEE website. Taking them from the guide allowed us to expand the number of activities book and allowed us to post the “blackline masters” in full color, rather than in black and white.

In order to access the blackline masters, simply click on the “more...” link next to the reading domain of interest. For example, if you need the blackline masters for activity GRA-79, “Un acento se balanceaba”, you would click on the “more...” next to GRA which would bring up all of the blackline masters for Graphophonemic Knowledge.



Key Points

- The blackline master section can be used in conjunction with the IAG
- Over 100 activities in the IAG have associated blackline masters on the Tejas LEE website
- Many of the “blackline” masters are actually in full color



Notes



SAY:

Clicking on the GRA link opens up all of the activities for which blackline masters are available, including the one of interest, GRA-79. If we click on that, the actual blackline master comes up.

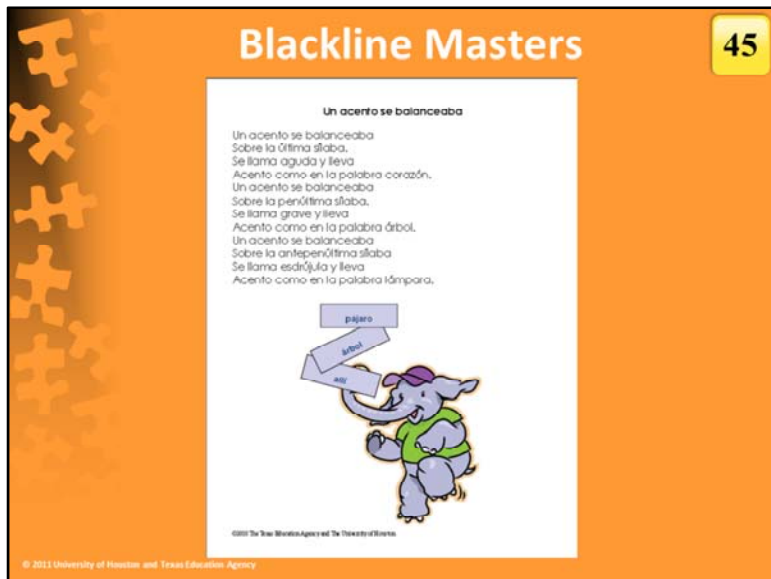


Key Points

- To access the blackline master you need, first **CLICK** on the reading domain.
- Then scroll through the available blacklines until you find the correct activity number from the IAG
- **CLICK** on the activity you want



Notes



SAY:

This particular blackline master has the lyrics to the song for the activity and a full color illustration. You can distribute this to your students or blow it up to poster size and display it in your classroom.

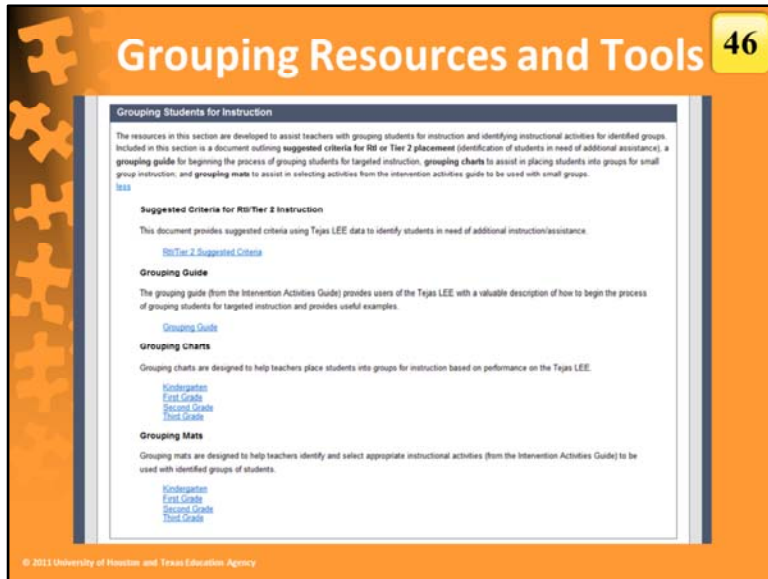


Key Points

- This will bring up the blackline master for the associated activity



Notes



SAY:

The next section has the Grouping Resources and Tools. The Tejas LEE website offers you quite a number of different tools to assist you in grouping students for individualized instruction and intervention. Let's look at each in turn.

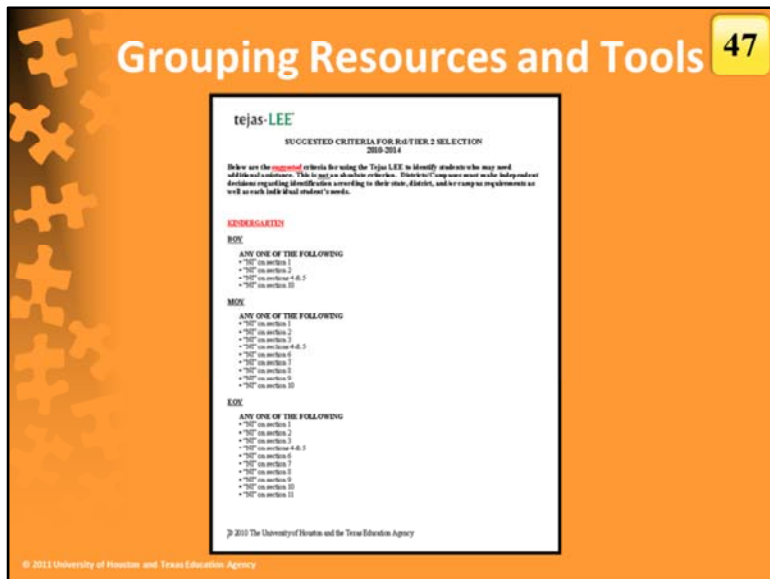


Key Points

- The teacher resources tab also has a section for Grouping students



Notes



SAY:

The first item is the suggested Tier 2 (also known as Rti) criteria for each grade (shown here is Kindergarten). The Tier 2 criteria list the cutpoints at each administration (BOY, MOY, EOY) by individual section, below which intervention is recommended for students.



NOTE TO PRESENTER:

The criteria listed are those of the developers of the Tejas LEE. If your district has criteria that differ from the ones posted on your website, ensure that you distribute those to your teachers and that they are aware that district criteria trump those we have posted.

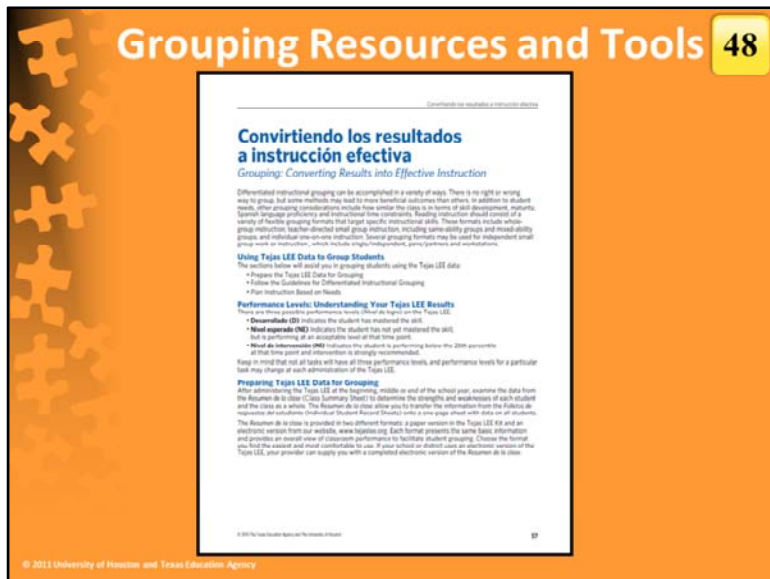


Key Points

- The first grouping tool is the Suggested Tier 2/Rti criteria
- This has our suggestions for who should be placed into Tier 2 instruction for each grade and timepoint of the Tejas LEE



Notes



SAY:

The next tool is the instructions for grouping students. This part of the website is identical to the grouping section in your Tejas LEE Teacher Guide. It is posted on the website as a convenience, so that you have all necessary grouping resources at your finger tips, even if you are working at home and do not have your teacher guide with you.

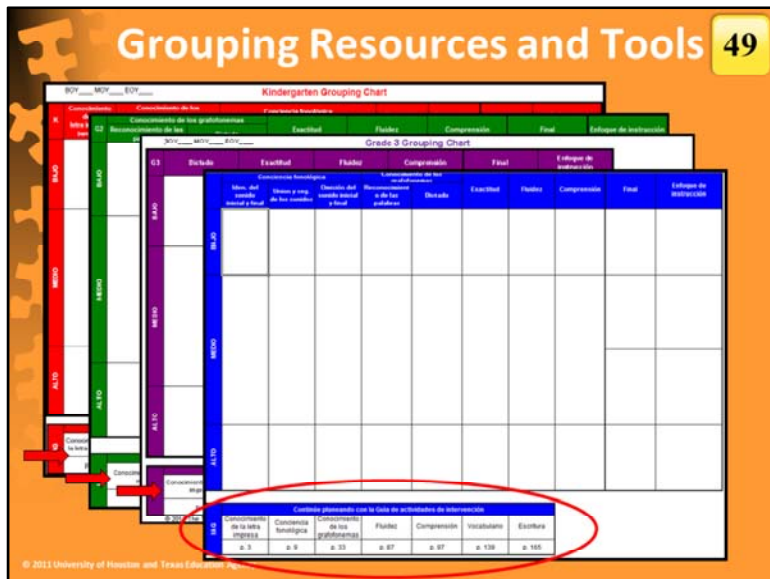


Key Points

- The instructions for grouping document is a tool available on the website
- This is identical to the grouping section in your Tejas LEE Teacher Guide



Notes



This slide has 1 ✓ ☆ CLICK of animation

SAY:

The next tool available for you on the website are the Tejas LEE grouping charts. This tool allows you to set intervention groups for your classroom by looking at your Tejas LEE results both by section and by overall performance on the assessment. Student names are listed based on performance for each section, and then final groups are established by looking at how the student performed across the test. The last column is titled, “Enfoque de instrucción”, which allows you to identify specifically which skills you would like to work on with that particular group.

✓ ☆ CLICK

The bottom left hand corner of each sheet then refers to your Intervention Activities Guide to find appropriate activities that can assist you in your interventions.

If you need more information on how to use grouping charts, you may wish to ask your presenter to set a training date to go over the Tejas LEE Grouping module.



Key Points

- Grouping Charts for each grade level are available under the grouping tab
- This tool allows you to set intervention groups for your classroom by looking at your Tejas LEE results both by section and by overall performance on the assessment



Notes

Grouping Resources and Tools 50

tejas·LEE

Tejas LEE Grouping Mat
First Grade

Activity	1.1. Identify and describe the parts of a whole	1.2. Identify and describe the parts of a whole	1.3. Identify and describe the parts of a whole	1.4. Identify and describe the parts of a whole	1.5. Identify and describe the parts of a whole	1.6. Identify and describe the parts of a whole	1.7. Identify and describe the parts of a whole	1.8. Identify and describe the parts of a whole
1.1. Identify and describe the parts of a whole	1.1.1. Identify and describe the parts of a whole	1.1.2. Identify and describe the parts of a whole	1.1.3. Identify and describe the parts of a whole	1.1.4. Identify and describe the parts of a whole	1.1.5. Identify and describe the parts of a whole	1.1.6. Identify and describe the parts of a whole	1.1.7. Identify and describe the parts of a whole	1.1.8. Identify and describe the parts of a whole
1.2. Identify and describe the parts of a whole	1.2.1. Identify and describe the parts of a whole	1.2.2. Identify and describe the parts of a whole	1.2.3. Identify and describe the parts of a whole	1.2.4. Identify and describe the parts of a whole	1.2.5. Identify and describe the parts of a whole	1.2.6. Identify and describe the parts of a whole	1.2.7. Identify and describe the parts of a whole	1.2.8. Identify and describe the parts of a whole
1.3. Identify and describe the parts of a whole	1.3.1. Identify and describe the parts of a whole	1.3.2. Identify and describe the parts of a whole	1.3.3. Identify and describe the parts of a whole	1.3.4. Identify and describe the parts of a whole	1.3.5. Identify and describe the parts of a whole	1.3.6. Identify and describe the parts of a whole	1.3.7. Identify and describe the parts of a whole	1.3.8. Identify and describe the parts of a whole
1.4. Identify and describe the parts of a whole	1.4.1. Identify and describe the parts of a whole	1.4.2. Identify and describe the parts of a whole	1.4.3. Identify and describe the parts of a whole	1.4.4. Identify and describe the parts of a whole	1.4.5. Identify and describe the parts of a whole	1.4.6. Identify and describe the parts of a whole	1.4.7. Identify and describe the parts of a whole	1.4.8. Identify and describe the parts of a whole
1.5. Identify and describe the parts of a whole	1.5.1. Identify and describe the parts of a whole	1.5.2. Identify and describe the parts of a whole	1.5.3. Identify and describe the parts of a whole	1.5.4. Identify and describe the parts of a whole	1.5.5. Identify and describe the parts of a whole	1.5.6. Identify and describe the parts of a whole	1.5.7. Identify and describe the parts of a whole	1.5.8. Identify and describe the parts of a whole
1.6. Identify and describe the parts of a whole	1.6.1. Identify and describe the parts of a whole	1.6.2. Identify and describe the parts of a whole	1.6.3. Identify and describe the parts of a whole	1.6.4. Identify and describe the parts of a whole	1.6.5. Identify and describe the parts of a whole	1.6.6. Identify and describe the parts of a whole	1.6.7. Identify and describe the parts of a whole	1.6.8. Identify and describe the parts of a whole
1.7. Identify and describe the parts of a whole	1.7.1. Identify and describe the parts of a whole	1.7.2. Identify and describe the parts of a whole	1.7.3. Identify and describe the parts of a whole	1.7.4. Identify and describe the parts of a whole	1.7.5. Identify and describe the parts of a whole	1.7.6. Identify and describe the parts of a whole	1.7.7. Identify and describe the parts of a whole	1.7.8. Identify and describe the parts of a whole
1.8. Identify and describe the parts of a whole	1.8.1. Identify and describe the parts of a whole	1.8.2. Identify and describe the parts of a whole	1.8.3. Identify and describe the parts of a whole	1.8.4. Identify and describe the parts of a whole	1.8.5. Identify and describe the parts of a whole	1.8.6. Identify and describe the parts of a whole	1.8.7. Identify and describe the parts of a whole	1.8.8. Identify and describe the parts of a whole

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SAY:

The final grouping tools on this part of the resources page are the grouping mats. Shown here is the First Grade Grouping Mat. There is a separate grouping mat for each grade level but they all work the same way. Each section of the Tejas LEE is listed separately. Below the section title, there is a list of activities from the Intervention Activities Guide that are appropriate for teaching that particular skill.

Again, for more details on using the grouping mat, please ask your presenter to schedule a training on the Tejas LEE Grouping Module.

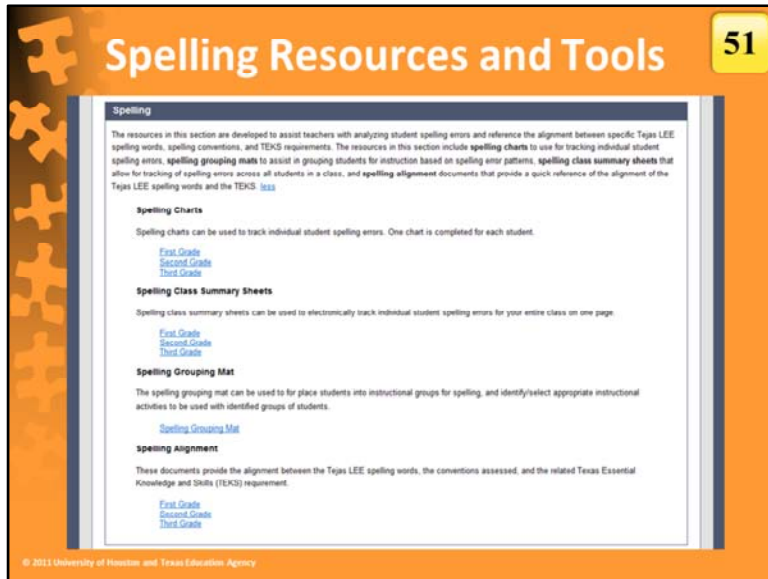


Key Points

- Grouping Mats for each grade level are available under the grouping tab
- The Grouping Mats list activities from the Intervention Activities Guide appropriate for re-teaching each particular skill assessed on the Tejas LEE



Notes



SAY:

Also on the teacher resource page are spelling tools for grades 1, 2 and 3. Let's look at these in more detail.

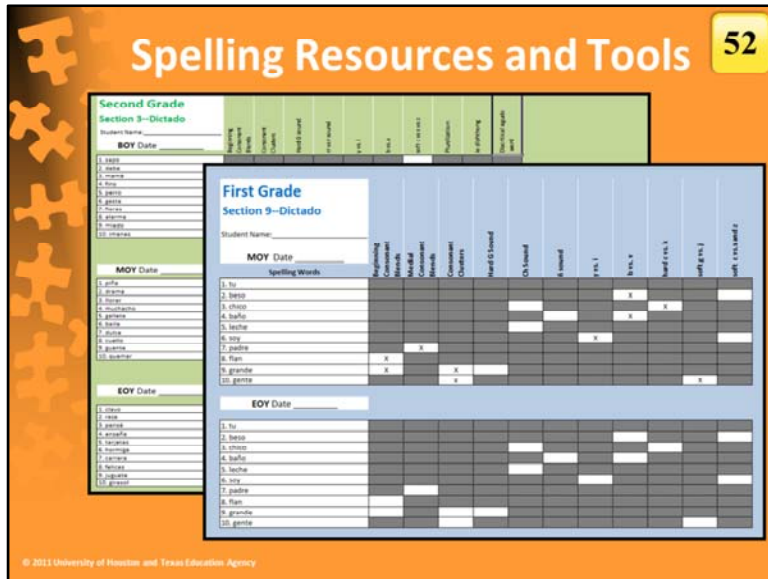


Key Points

- The next tab on the Teacher Resources page has all of the tools to assist with Spelling instruction



Notes



Key Points

- Spelling charts are designed for use with individual students
- Spelling Charts allow you to identify specific spelling skills that may require intervention

SAY:

The first tool are the Spelling Charts. There is a spelling chart for each grade and time point for which there are separate word lists. These are designed for individual students. These charts allow teachers to identify specific spelling skills that may require intervention.

These are discussed in greater depth in the Tejas LEE Spelling Module.



Notes

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Notes

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Key Points

- The Spelling Grouping Mat matches activities from the IAG to skills assessed on the Tejas LEE spelling assessment
- There is only 1 Spelling Grouping Mat. It is for use by first, second and third grade

SAY:

Another spelling tool available is the Spelling Grouping Mat. There is a single grouping mat for 1st, 2nd and 3rd grade. They work just as the regular grouping mats, identifying activities appropriate for intervention on specific spelling patterns.

These are discussed in greater depth in the Tejas LEE Spelling Module.

Notes



Spelling Resources and Tools

55

Third Grade Spelling

Word	Applicable Spelling Conventions	Applicable TEKS
ack	ack	3.1.1.1
ack	ack	3.1.1.2
ack	ack	3.1.1.3
ack	ack	3.1.1.4
ack	ack	3.1.1.5
ack	ack	3.1.1.6
ack	ack	3.1.1.7
ack	ack	3.1.1.8
ack	ack	3.1.1.9
ack	ack	3.1.1.10
ack	ack	3.1.1.11
ack	ack	3.1.1.12
ack	ack	3.1.1.13
ack	ack	3.1.1.14
ack	ack	3.1.1.15
ack	ack	3.1.1.16
ack	ack	3.1.1.17
ack	ack	3.1.1.18
ack	ack	3.1.1.19
ack	ack	3.1.1.20
ack	ack	3.1.1.21
ack	ack	3.1.1.22
ack	ack	3.1.1.23
ack	ack	3.1.1.24
ack	ack	3.1.1.25
ack	ack	3.1.1.26
ack	ack	3.1.1.27
ack	ack	3.1.1.28
ack	ack	3.1.1.29
ack	ack	3.1.1.30
ack	ack	3.1.1.31
ack	ack	3.1.1.32
ack	ack	3.1.1.33
ack	ack	3.1.1.34
ack	ack	3.1.1.35
ack	ack	3.1.1.36
ack	ack	3.1.1.37
ack	ack	3.1.1.38
ack	ack	3.1.1.39
ack	ack	3.1.1.40
ack	ack	3.1.1.41
ack	ack	3.1.1.42
ack	ack	3.1.1.43
ack	ack	3.1.1.44
ack	ack	3.1.1.45
ack	ack	3.1.1.46
ack	ack	3.1.1.47
ack	ack	3.1.1.48
ack	ack	3.1.1.49
ack	ack	3.1.1.50
ack	ack	3.1.1.51
ack	ack	3.1.1.52
ack	ack	3.1.1.53
ack	ack	3.1.1.54
ack	ack	3.1.1.55
ack	ack	3.1.1.56
ack	ack	3.1.1.57
ack	ack	3.1.1.58
ack	ack	3.1.1.59
ack	ack	3.1.1.60
ack	ack	3.1.1.61
ack	ack	3.1.1.62
ack	ack	3.1.1.63
ack	ack	3.1.1.64
ack	ack	3.1.1.65
ack	ack	3.1.1.66
ack	ack	3.1.1.67
ack	ack	3.1.1.68
ack	ack	3.1.1.69
ack	ack	3.1.1.70
ack	ack	3.1.1.71
ack	ack	3.1.1.72
ack	ack	3.1.1.73
ack	ack	3.1.1.74
ack	ack	3.1.1.75
ack	ack	3.1.1.76
ack	ack	3.1.1.77
ack	ack	3.1.1.78
ack	ack	3.1.1.79
ack	ack	3.1.1.80
ack	ack	3.1.1.81
ack	ack	3.1.1.82
ack	ack	3.1.1.83
ack	ack	3.1.1.84
ack	ack	3.1.1.85
ack	ack	3.1.1.86
ack	ack	3.1.1.87
ack	ack	3.1.1.88
ack	ack	3.1.1.89
ack	ack	3.1.1.90
ack	ack	3.1.1.91
ack	ack	3.1.1.92
ack	ack	3.1.1.93
ack	ack	3.1.1.94
ack	ack	3.1.1.95
ack	ack	3.1.1.96
ack	ack	3.1.1.97
ack	ack	3.1.1.98
ack	ack	3.1.1.99
ack	ack	3.1.1.100

Second Grade Spelling

Word	Applicable Spelling Conventions	Applicable TEKS
ack	ack	2.1.1.1
ack	ack	2.1.1.2
ack	ack	2.1.1.3
ack	ack	2.1.1.4
ack	ack	2.1.1.5
ack	ack	2.1.1.6
ack	ack	2.1.1.7
ack	ack	2.1.1.8
ack	ack	2.1.1.9
ack	ack	2.1.1.10
ack	ack	2.1.1.11
ack	ack	2.1.1.12
ack	ack	2.1.1.13
ack	ack	2.1.1.14
ack	ack	2.1.1.15
ack	ack	2.1.1.16
ack	ack	2.1.1.17
ack	ack	2.1.1.18
ack	ack	2.1.1.19
ack	ack	2.1.1.20
ack	ack	2.1.1.21
ack	ack	2.1.1.22
ack	ack	2.1.1.23
ack	ack	2.1.1.24
ack	ack	2.1.1.25
ack	ack	2.1.1.26
ack	ack	2.1.1.27
ack	ack	2.1.1.28
ack	ack	2.1.1.29
ack	ack	2.1.1.30
ack	ack	2.1.1.31
ack	ack	2.1.1.32
ack	ack	2.1.1.33
ack	ack	2.1.1.34
ack	ack	2.1.1.35
ack	ack	2.1.1.36
ack	ack	2.1.1.37
ack	ack	2.1.1.38
ack	ack	2.1.1.39
ack	ack	2.1.1.40
ack	ack	2.1.1.41
ack	ack	2.1.1.42
ack	ack	2.1.1.43
ack	ack	2.1.1.44
ack	ack	2.1.1.45
ack	ack	2.1.1.46
ack	ack	2.1.1.47
ack	ack	2.1.1.48
ack	ack	2.1.1.49
ack	ack	2.1.1.50
ack	ack	2.1.1.51
ack	ack	2.1.1.52
ack	ack	2.1.1.53
ack	ack	2.1.1.54
ack	ack	2.1.1.55
ack	ack	2.1.1.56
ack	ack	2.1.1.57
ack	ack	2.1.1.58
ack	ack	2.1.1.59
ack	ack	2.1.1.60
ack	ack	2.1.1.61
ack	ack	2.1.1.62
ack	ack	2.1.1.63
ack	ack	2.1.1.64
ack	ack	2.1.1.65
ack	ack	2.1.1.66
ack	ack	2.1.1.67
ack	ack	2.1.1.68
ack	ack	2.1.1.69
ack	ack	2.1.1.70
ack	ack	2.1.1.71
ack	ack	2.1.1.72
ack	ack	2.1.1.73
ack	ack	2.1.1.74
ack	ack	2.1.1.75
ack	ack	2.1.1.76
ack	ack	2.1.1.77
ack	ack	2.1.1.78
ack	ack	2.1.1.79
ack	ack	2.1.1.80
ack	ack	2.1.1.81
ack	ack	2.1.1.82
ack	ack	2.1.1.83
ack	ack	2.1.1.84
ack	ack	2.1.1.85
ack	ack	2.1.1.86
ack	ack	2.1.1.87
ack	ack	2.1.1.88
ack	ack	2.1.1.89
ack	ack	2.1.1.90
ack	ack	2.1.1.91
ack	ack	2.1.1.92
ack	ack	2.1.1.93
ack	ack	2.1.1.94
ack	ack	2.1.1.95
ack	ack	2.1.1.96
ack	ack	2.1.1.97
ack	ack	2.1.1.98
ack	ack	2.1.1.99
ack	ack	2.1.1.100

First Grade Spelling

Word	Applicable Spelling Conventions	Applicable TEKS
ack	ack	1.1.1.1
ack	ack	1.1.1.2
ack	ack	1.1.1.3
ack	ack	1.1.1.4
ack	ack	1.1.1.5
ack	ack	1.1.1.6
ack	ack	1.1.1.7
ack	ack	1.1.1.8
ack	ack	1.1.1.9
ack	ack	1.1.1.10
ack	ack	1.1.1.11
ack	ack	1.1.1.12
ack	ack	1.1.1.13
ack	ack	1.1.1.14
ack	ack	1.1.1.15
ack	ack	1.1.1.16
ack	ack	1.1.1.17
ack	ack	1.1.1.18
ack	ack	1.1.1.19
ack	ack	1.1.1.20
ack	ack	1.1.1.21
ack	ack	1.1.1.22
ack	ack	1.1.1.23
ack	ack	1.1.1.24
ack	ack	1.1.1.25
ack	ack	1.1.1.26
ack	ack	1.1.1.27
ack	ack	1.1.1.28
ack	ack	1.1.1.29
ack	ack	1.1.1.30
ack	ack	1.1.1.31
ack	ack	1.1.1.32
ack	ack	1.1.1.33
ack	ack	1.1.1.34
ack	ack	1.1.1.35
ack	ack	1.1.1.36
ack	ack	1.1.1.37
ack	ack	1.1.1.38
ack	ack	1.1.1.39
ack	ack	1.1.1.40
ack	ack	1.1.1.41
ack	ack	1.1.1.42
ack	ack	1.1.1.43
ack	ack	1.1.1.44
ack	ack	1.1.1.45
ack	ack	1.1.1.46
ack	ack	1.1.1.47
ack	ack	1.1.1.48
ack	ack	1.1.1.49
ack	ack	1.1.1.50
ack	ack	1.1.1.51
ack	ack	1.1.1.52
ack	ack	1.1.1.53
ack	ack	1.1.1.54
ack	ack	1.1.1.55
ack	ack	1.1.1.56
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ack	ack	1.1.1.58
ack	ack	1.1.1.59
ack	ack	1.1.1.60
ack	ack	1.1.1.61
ack	ack	1.1.1.62
ack	ack	1.1.1.63
ack	ack	1.1.1.64
ack	ack	1.1.1.65
ack	ack	1.1.1.66
ack	ack	1.1.1.67
ack	ack	1.1.1.68
ack	ack	1.1.1.69
ack	ack	1.1.1.70
ack	ack	1.1.1.71
ack	ack	1.1.1.72
ack	ack	1.1.1.73
ack	ack	1.1.1.74
ack	ack	1.1.1.75
ack	ack	1.1.1.76
ack	ack	1.1.1.77
ack	ack	1.1.1.78
ack	ack	1.1.1.79
ack	ack	1.1.1.80
ack	ack	1.1.1.81
ack	ack	1.1.1.82
ack	ack	1.1.1.83
ack	ack	1.1.1.84
ack	ack	1.1.1.85
ack	ack	1.1.1.86
ack	ack	1.1.1.87
ack	ack	1.1.1.88
ack	ack	1.1.1.89
ack	ack	1.1.1.90
ack	ack	1.1.1.91
ack	ack	1.1.1.92
ack	ack	1.1.1.93
ack	ack	1.1.1.94
ack	ack	1.1.1.95
ack	ack	1.1.1.96
ack	ack	1.1.1.97
ack	ack	1.1.1.98
ack	ack	1.1.1.99
ack	ack	1.1.1.100

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Key Points

- For Texas users, the Spelling TEKS correlation sheets reference the applicable TEKS for each word on the Tejas LEE spelling assessment

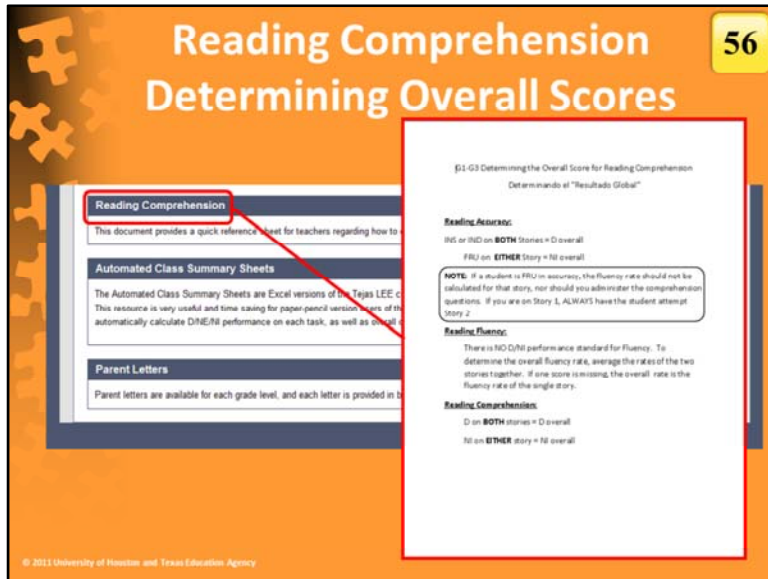
SAY:

The final spelling tools available are the TEKS correlations (useful for Texas educators). For each word assessed, the applicable TEKS is/are cross referenced, facilitating documentation of teaching required spelling skills.

These are discussed in greater depth in the Tejas LEE Spelling Module.



Notes



SAY:

During the editing process of the 2010-2018 version of the Tejas LEE, the method of determining the Overall Scores for Accuracy, Fluency and Comprehension were inadvertently left out of the "Puzzle Pieces" version of the Teacher Guide. For this reason, all proper administration trainings for Grades 1, 2 and 3 include an explanation on how to calculate these scores and a copy of this document was included in the Participant Packet. However, should you no longer have it, you can download it from the Reading Comprehension section of the "For Teachers" resource page. We suggestion you staple this into your teacher guide.

The "Confetti" version of the Tejas LEE Teacher Guide was corrected to include the Overall Score information.



Key Points

- A Determining Overall Scores sheet is also on the Teacher Resource page
- This information was inadvertently omitted from the Puzzle Piece Teacher Guide
- The Confetti version of the Tejas LEE Teacher Guide was corrected to include the Overall Score information.



Notes

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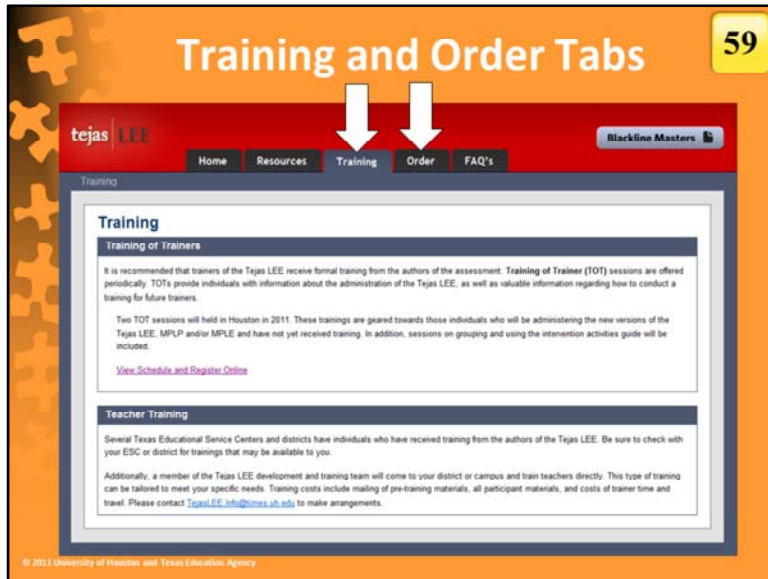
This tool is discussed in more depth in the Tejas LEE Grouping Module.



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Notes

Notes



Key Points

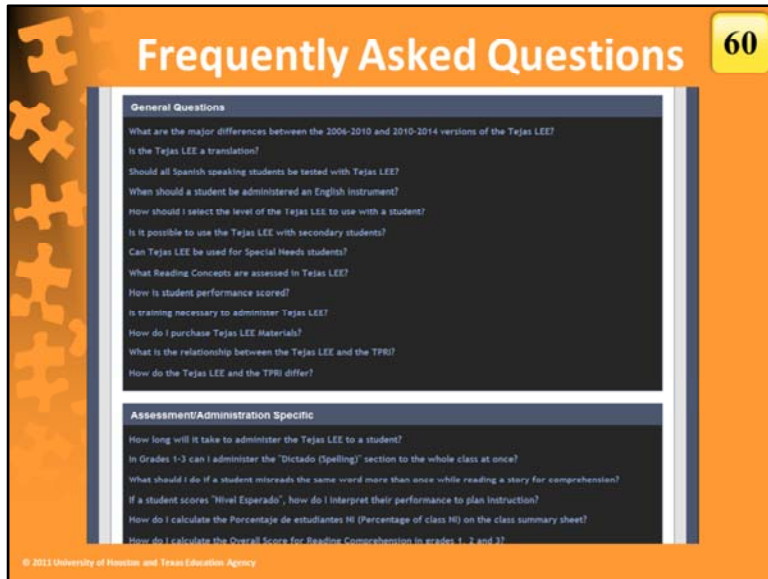
- The training and ordering tabs are not geared toward teachers

SAY:

The next two tabs discuss training and ordering information. These are not geared toward teachers, so we shall not focus on them here. Instead we will look at the final tab, "FAQs" or "Frequently Asked Questions".



Notes



Key Points

- Many common questions about the Tejas LEE are answered on the FAQ page

This slide has 1 ✓ ☆ CLICK of animation

SAY:

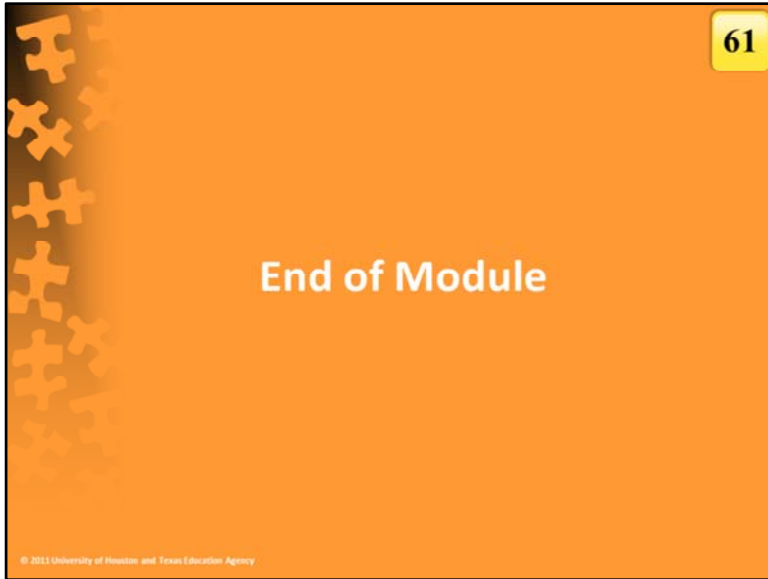
Questions are grouped together for convenience. Many of your most common questions can be answered by looking at this part of the website. However, should you have a question not answered on the website, you may write to the Tejas LEE Development team. The email address is:

✓ ☆ CLICK

TejasLEE.info@times.uh.edu



Notes



Key Points



Notes