

Key Points



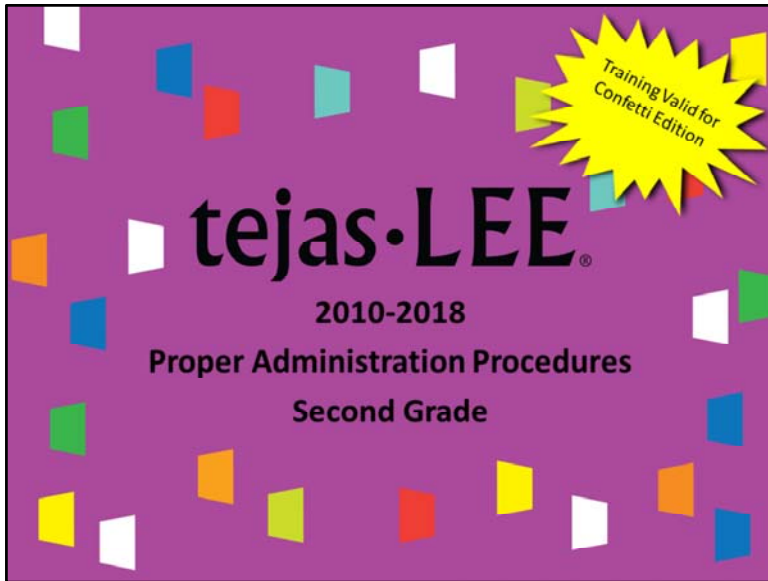
Note For Presenter

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



Key Points



Notes

Copyright Notification

2

The materials in this presentation and in your binder are to be used only for the Trainer of Trainers to facilitate presentation training.

The materials in this presentation are copyrighted by the University of Houston and Texas Education Agency and may not be reproduced in any form without the express written consent of the University of Houston and the Texas Education Agency.

Furthermore, you may not alter the training materials or the presentation of the materials in any manner. You may not sell or use the materials in any other capacity.


© 2010 University of Houston and Texas Education Agency



Key Points



Notes



Contents of this Module

3

- General Information about Tejas LEE
- Graphophonemic Knowledge
- Accuracy
- Fluency
- Comprehension

© 2010 University of Houston and Texas Education Agency

DO:
Read/review slide.



Key Points



Notes

What is the Tejas LEE? 4

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

© 2010 University of Houston and Texas Education Agency



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? 5

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

© 2010 University of Houston and Texas Education Agency

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

6

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.

© 2010 University of Houston and Texas Education Agency

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?

7

- 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.

© 2010 University of Houston and Texas Education Agency

DO:

Paraphrase slide.

SAY:

Your Tejas LEE kit comes with the instructions to administer the assessment both on and off-grade level (K-2 for Puzzle Piece Kits; K-3 for Confetti Kits). 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. An off-grade level assessment will require you either obtain off-grade level paper "Folletos de respuesta del estudiante" or to learn how to assess off-grade level using your electronic device.

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

8

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

© 2010 University of Houston and Texas Education Agency

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			

© 2010 University of Houston and Texas Education Agency

9



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.

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 and for new students who arrive after the testing window has closed.*
- *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.*

DO:



Have the participants turn to their participant packet and complete the administration schedule for Second Grade.



Notes

Performance Levels 10

Nivel de logro:

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

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

© 2010 University of Houston and Texas Education Agency



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.

DO:



Have the participants turn to their participant packet and fill in the definition of "Desarrollado" in their own words.



Notes

11

Performance Levels

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.

© 2010 University of Houston and Texas Education Agency

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.

DO:



Have the participants turn to their participant packet and fill in the definition of “Nivel Esperado” in their own words.




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 12

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.

© 2010 University of Houston and Texas Education Agency



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.

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.

DO:



Have the participants turn to their participant packet and fill in the definition of “Nivel de intervención” in their own words.



Notes

13

Tejas LEE Administration Guidelines

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.

© 2010 University of Houston and Texas Education Agency

DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

Additional information is provided below on Guideline #1..

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. 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 the Dictado section which can be given whole group.
- The Tejas LEE should be given in quiet, distraction-free environment.
- Always use the Guía de administración when giving the assessment.



Notes

Administration Guidelines

14

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”.

© 2010 University of Houston and Texas Education Agency

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.
- The “*Mitad y final del año*” section indicates when a section should be re-administered at middle and end of year and when it may be skipped.



Notes

Administration Guidelines

15

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.

© 2010 University of Houston and Texas Education Agency

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

16

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.

© 2010 University of Houston and Texas Education Agency

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 17

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.

© 2010 University of Houston and Texas Education Agency

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).

In Grades 1,2 and 3, the Reading Comprehension section is considered to be ONE section. Thus, both stories should be administered in a single setting.

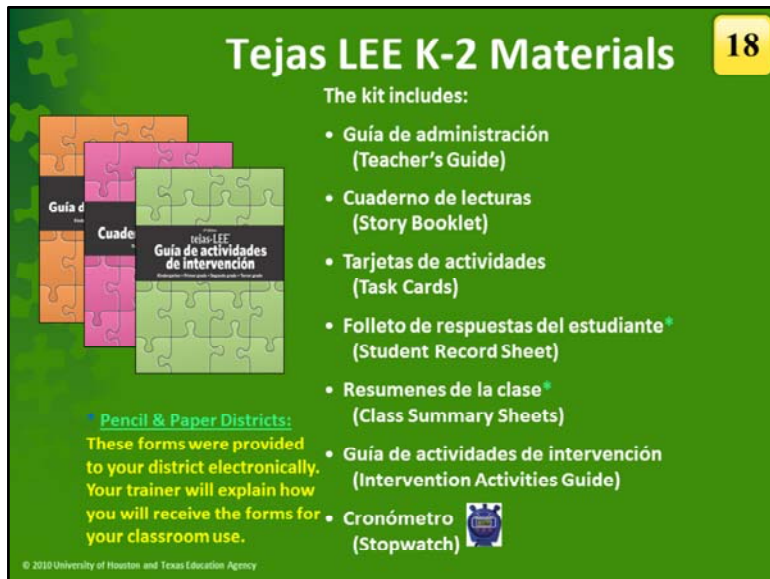


Key Points

- 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.



Notes



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) and Resúmenes de la clase (Class Summary Sheets): Are not a part of the kit but are being provided to the state electronically. **TRAINER:** Explain to your teachers how they will be receiving these forms (printed by the district or electronically).

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 Puzzle Piece 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)

* **TRAINER NOTE:** Texas Paper and Pencil districts may obtain PDFs of the Student Record Sheets and Class Summary Sheets from the www.tpriandtjl.com website. You can download the files and print them for your teachers.



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

19



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)

© 2010 University of Houston and Texas Education Agency

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): These are separate purchase items and are sold in packs of 15. If you use an electronic version of the Tejas LEE, you do not need the *Folleto de respuestas del estudiante*.

Resúmenes de la clase (Class Summary Sheets—CSS): There is one Class Summary Sheet (One for each of the 3 administrations of the Tejas LEE—BOY, MOY, EOY). These are sold by Brookes Publishing. Electronic users may print out electronic versions of this form. For Pencil & Paper districts, an electronic version of the CSS is available on the Tejas LEE website that teachers may use instead of the paper copy.



Key Points

The Tejas LEE Confetti Kit has Grades K through 3. The 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					20
Concepts Assessed	Kindergarten	Grade 1	Grade 2	Grade 3	
Book and Print Awareness	✓				
Phonological Awareness	✓	✓			
Graphophonemic Knowledge	✓	✓	✓	✓	
Listening Comprehension	✓				
Reading Comprehension	✓	✓	✓	✓	
Fluency		✓	✓	✓	



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.

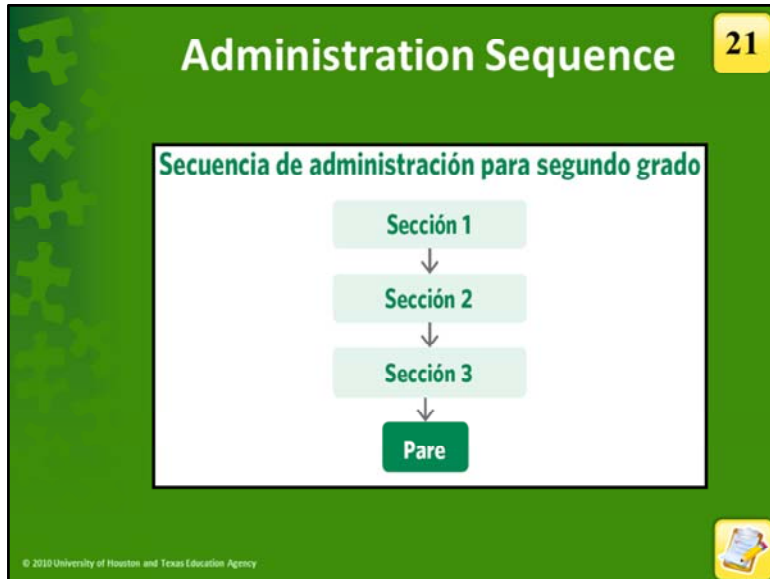
DO:



Have the participants turn to their participant packet and fill in the concepts assessed in the Second Grade Tejas LEE assessment.



Notes



DO:

Walk participants through flowchart logic.



Remind participants that there is a copy of this administration sequence in their participant packet.

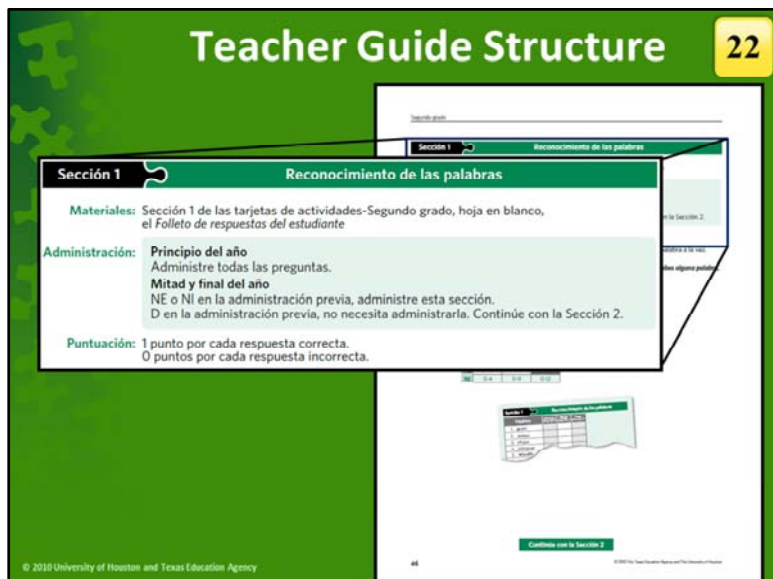


Key Points

- All three 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.

✓ ☆ CLICK

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.

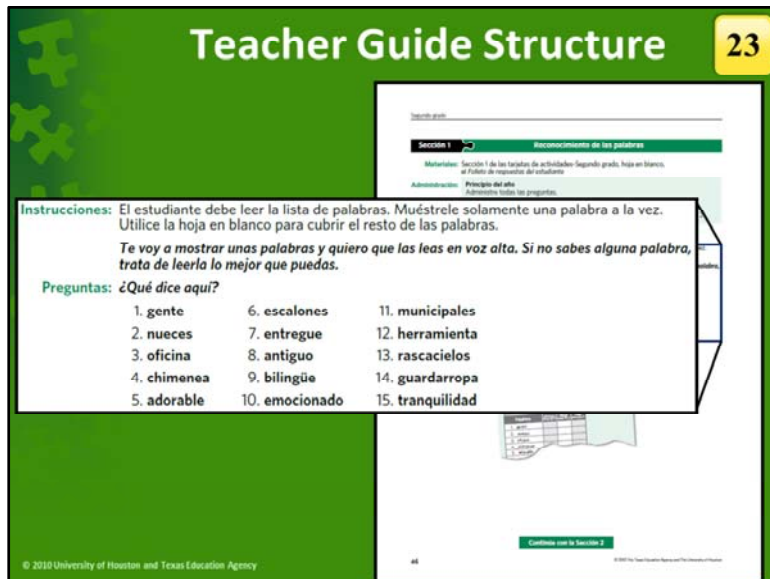


Key Points

- 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



This slide has 1 ✓ ☆ CLICK of animation.

SAY:

The next section of the Directions is Instrucciones.

✓ ☆ CLICK

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 use a blank sheet of paper and show only one word at a time.

In some tasks, the following section is titled Práctica. Not all sections have a Práctica section, as is the case in this example. 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.



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 24

Nivel de logro:

	Principio	Mitad	Final
D	13-15	13-15	13-15
NE	5-12	10-12	
NI	0-4	0-9	0-12

Sección 1

Palabras

Palabras	Principio	Mitad	Final
1. gente			
2. futuro			
3. oficina			
4. chorrera			
5. aborrece			

Continúe con la Sección 2

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 2. However, in other grades sometimes the directions will tell you to branch to a certain section depending on the student's performance level.

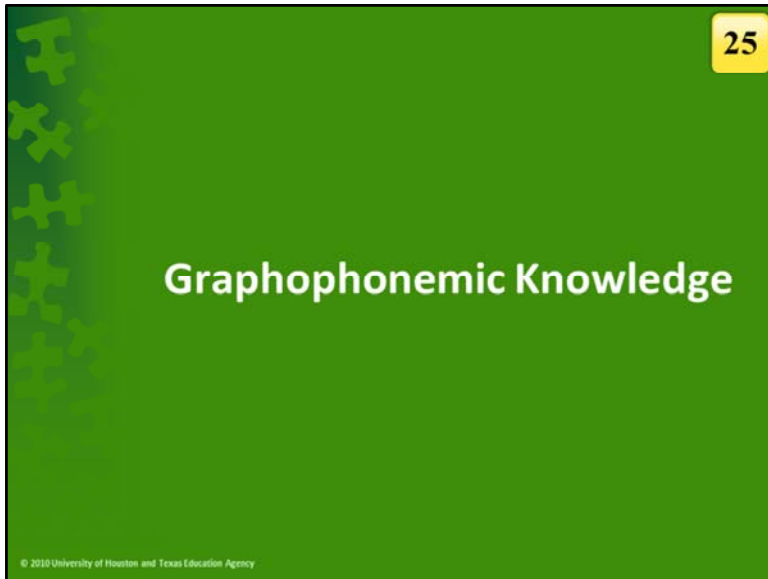


Key Points

- 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



Key Points

SAY:

Now let's discuss the reading domains assessed at second grade on the Tejas LEE. The first crucial building block of reading is GK, or graphophonemic knowledge.



Notes

Graphophonemic Knowledge 26

Students with graphophonemic knowledge:

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

© 2010 University of Houston and Texas Education Agency

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 “pajamas”, “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

Sección 1 Reconocimiento de las palabras **27**

Instrucciones: El estudiante debe leer la 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.

Preguntas: ¿Qué dice aquí?

1. gente	6. escalones	11. municipales
2. nueces	7. entregue	12. herramienta
3. oficina	8. antiguo	13. rascacielos
4. chimenea	9. bilingüe	14. guardarropa
5. adorable	10. emocionado	15. tranquilidad

	Principio	Mitad	Final
D	13-15	13-15	13-15
NE	5-12	10-12	
NI	0-4	0-9	0-12

Continúa con la Sección 2



Key Points

- Students must read a list of fifteen words.
- This section will require the use of the task cards included in the Tejas LEE kit.
- Use a blank sheet of paper to uncover one word at a time.

This slide has 2 ✓ ☆ CLICKS of animation.

SAY:

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

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

Walk participants through the performance levels for this task. 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.



Point out that the participant packet contains tips for administering this sections.



Notes

Sección 3 **Dictado** **28**

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

Las respuestas se consideran **INCORRECTAS** si:

- les falta el acento pertinente o
- tienen un acento donde no deben tenerlo.

Instrucciones: Esta sección del Tejas LEE se puede administrar individualmente o a toda la clase a la vez. Hay una lista de palabras diferentes para cada administración. Siempre administre esta sección independientemente de los resultados previos.

El estudiante deberá escribir palabras con diferentes niveles de dificultad. Saque y reparta a los alumnos la página 10, 11 ó 12 del Folleto de respuestas del estudiante. No reparta el Folleto entero debido a que las respuestas para el Dictado aparecen en otras páginas. Lea la palabra, úsela en una oración y repita la palabra. Se puede calificar después de administrar el inventario. Repita las instrucciones según sea necesario.

Te diré una palabra. Luego usaré la palabra en una oración y te la repetiré al final. Quiero que escribas esa palabra en tu hoja. Si no la sabes, o no estás seguro, escríbela lo mejor que puedas. La primera palabra es "_____". (Lea la oración y repita la palabra).

	Principio	Mitad	Final
D	13-15	13-15	13-15
NE	5-12	10-12	
NI	0-4	0-9	0-12

© 2010 University of Houston and Texas Education Agency

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

Student spelling knowledge in Second Grade is assessed at each timepoint. Let's go over the directions. First of all, this section may be administered to your entire class at one time. This would be a great time saver. The Folleto de respuestas del estudiante does contain sheets for your students to write the Dictado (Spelling) test. However, you should either tear these sheets out of the book or make photocopies for your students to use. 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.

DO:

✓ ☆ CLICK

Read the directions to participants or allow them to read the directions aloud. Point out to participants that for each item, they should read the word, then the sentence, then the word once again.

SAY:

Please note that when scoring the Spelling test, a word is considered MISSPELLED if a needed accent or dieresis mark is missing or if it has an unneeded accent/dieresis mark.

DO:

Walk participants through the performance levels for this task. Allow participants to practice if time allows.

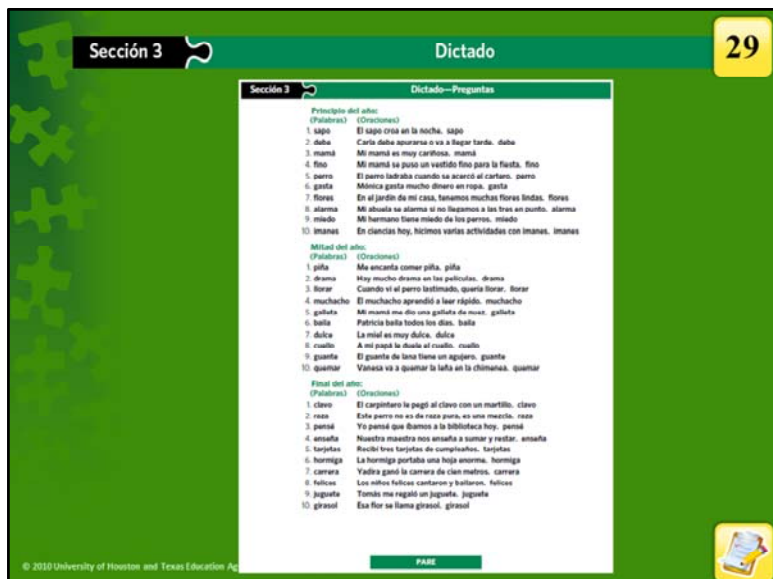


Key Points

- This section may be administered to the whole 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.
- If a student misplaces or omits a accent or dieresis mark, the word is counted as incorrect.



Notes



Key Points

- Students must correctly spell ten words.
- This section is administered at each time point.
- Every time point will have a different list of words.

SAY:

For the Dictado section, the actual test items appear on a separate page after the instructions page. There is a different word list for each time point and each assessment assesses increasingly more challenging spelling conventions. Thus, at each time point, students are expected to have knowledge of the spelling conventions addressed or they require intervention on these skills. TEXAS USERS: The words for each time point have been aligned to the Spanish Language Arts TEKS and these can be found on p. 3 of the participant packets.

DO:



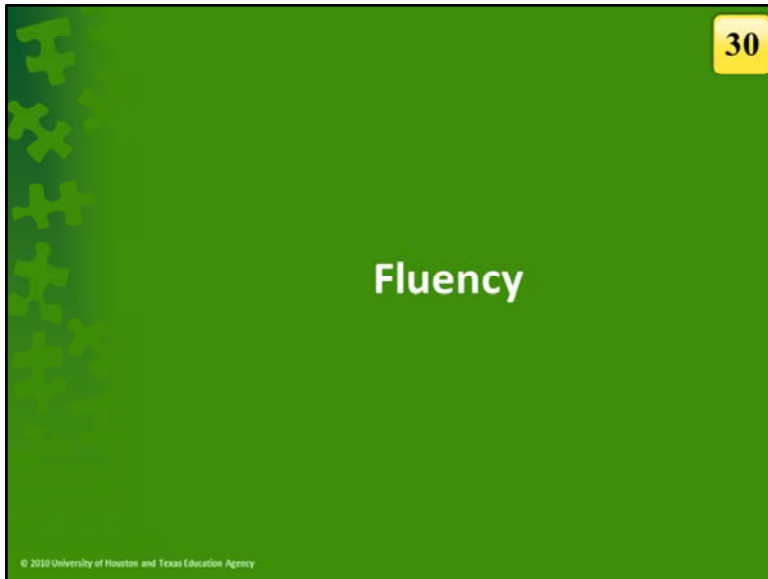
Point out that the participant packet contains tips for administering these sections. Draw participants' attention to the spelling convention/TEKS correlation. Go over a few words with participants.

SAY:

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



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

31

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

© 2010 University of Houston and Texas Education Agency

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.



Key Points

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



Notes

How is fluency measured on the Tejas LEE? 32

Fluency is measured on the Tejas LEE by calculating the PLCPM

Palabras
Leídas
Correctamente
Por
Minuto

© 2010 University of Houston and Texas Education Agency

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

Determining Accuracy 33

Si el estudiante lee incorrectamente 3 palabras en la primera oración o 18 o más palabras durante el transcurso de la lectura, PARE y continúe con el cuento 2.

1 Exactitud de lectura		Errores
Marque en el cuadro la cantidad de errores		
Fru	18 o más errores	
Ins	De 8 a 17 errores	
Ind	7 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

© 2010 University of Houston and Texas Education Agency

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

Accuracy is different from fluency. Accuracy refers to the error-free reading of the text.

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.

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.

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.



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 34

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
2 : 07	=	127	144	-	6	=	138	÷	127	x 60 =	65

$2 \times 60 = 120 \text{ sec.}$
 $120 + 7 = 127$

$144 - 6 = 138$

$138 \div 127 \times 60 = 65.19$
Rounded off to 65

© 2010 University of Houston and Texas Education Agency

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.

✓ ☆ CLICK

Multiply the number of minutes by 60 and add this amount to the seconds. In the example provided, (point to the screen) we multiplied 2 minutes by 60 and added this amount to 7 for a total time of 127 seconds.

✓ ☆ CLICK

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 144. Subtract the number of errors the student read and the result will be the total number of words read correctly. In our example 144 total words minus 6 errors equals 138 words read correctly.

✓ ☆ CLICK

Finally, divide the number of words read correctly (138) by the number of seconds (127) 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 (65).

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 36

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

© 2010 University of Houston and Texas Education Agency

DO:
Paraphrase slide.



Key Points

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



Notes

Comprehension Questions 37

¿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?

© 2010 University of Houston and Texas Education Agency

SAY:

Before beginning the listening and reading comprehension questions, there is a paragraph that talks about acceptable answers. Each of the Tejas LEE 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.

DO:



Have the participants turn to their participant packet and fill in the blanks. Point out that the participant packet contains tips for administering this section.



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

38



This slide has 3 ✓ ☆ CLICKS of animation.

SAY:

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

✓★ **CLICK**

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

✓★ **CLICK**

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.

✓★ **CLICK**

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.

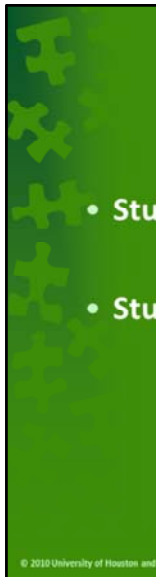


Key Points

- 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



Reading Comprehension Grades 1-3

39

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

© 2010 University of Houston and Texas Education Agency

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 Beginning of Year administration, different genres of reading are assessed. At BOY, students read one realistic fiction story (El abuelo de Nico) and one pseudo-expository story (El Festival del Charro). Student performance on different literary genres can give insights into a student's relative strengths and weaknesses. Even at the other two timepoints, when students are reading two narrative stories, teachers can gain insight into students' reading stamina.

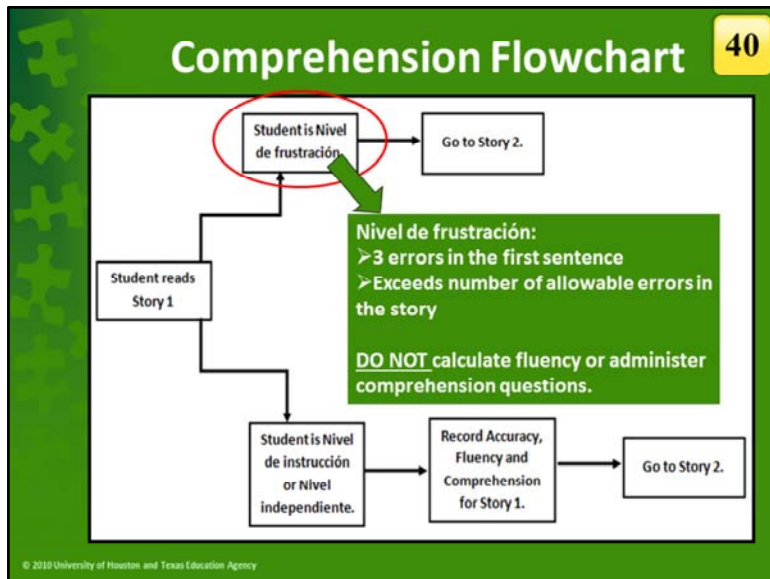


Key Points

- 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 score *Nivel de Frustración* by doing one of the following:

- Scoring 3 or more errors in the first sentence.
- Exceeding the allowable number of errors on 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

41

Sección 2 Comprensión de lectura—Principio del año—Cuento 1 (El abuelo de Nico)

Preguntas de comprensión de "El abuelo de Nico" (Cuento 1)		Puntos (0, 1)
Explícitas	1. ¿Qué cosas no tiene el abuelo? Respuesta: televisión, juegos electrónicos Se requiere una sola respuesta.	
	2. ¿Dónde pasan su tiempo jugando Nico y su abuelo? Respuesta: afuera	
	3. ¿Por qué quiere Nico encontrar el final del arco iris? Respuesta: para poder subirse o para poder subir hasta las nubes Se requiere una sola respuesta.	
	4. ¿Por qué no encontraron el final del arco iris? Respuesta: se movía, cada vez que se acercaban se movía Se requiere una sola respuesta.	
	5. ¿Cómo que, dijo el abuelo de Nico, era el observar las estrellas? Respuesta: como ver una película	
	6. ¿Qué perseguían cuando volaban por el cielo? Respuesta: estrellas fugaces o estrellas Se requiere una sola respuesta.	
Implícitas	7. ¿Por qué le enseñó el abuelo de Nico los sonidos que hacen los diferentes pájaros? Respuesta: para platicar y cantar con los pájaros, para platicar con los pájaros, para cantar con los pájaros, para que aprendiera y reconociera los diferentes pájaros Se requiere una sola respuesta.	
	8. ¿Por qué en sus historias mágicas los caballos tienen alas? Respuesta: para que puedan volar, para que puedan volar por el cielo Se requiere una sola respuesta.	
TOTAL: (8 posibles)		
Nivel de logro: Trace un círculo alrededor del nivel apropiado.		D 7-8 NI 0-6

Continúa con el Cuento 2

© 2010 University of Houston and Texas Education Agency

SAY:

This is a screenshot from the Student Record Sheet. There are 8 questions for each comprehension story. The first six questions are explicit, the last two are implicit. 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 green oval. To determine whether your students are D or NI on each story, the explicit and implicit questions are added together. A score of 7 or 8 is needed for a student to be developed on each story.



Key Points

- At each timepoint, there are 8 comprehension questions: 6 explicit and 2 implicit.



Notes

Reading Comprehension 42

Segundo grado

Sección 2 - Principio del año - Cuento 1
El abuelo de Nico

→ Mi abuelo es muy creativo. Me encanta pasar tiempo con él. Mi abuelo no tiene televisión ni juegos electrónicos. Entonces pasamos nuestro tiempo juntos jugando afuera.

A veces, los diferentes...

Principio

D	7-8
NI	0-6

Sección 2 Comprensión de lectura—Principio del año—Cuento 1

Preguntas de comprensión de "El abuelo de Nico" (Cuento 1)	Puntos (0, 1)
1. ¿Qué cosas no tiene el abuelo? Respuesta: televisión, juegos electrónicos Se requiere una sola respuesta.	
2. ¿Dónde pasan su tiempo jugando Nico y su abuelo? Respuesta: afuera	
3. ¿Por qué quiere Nico encontrar el final del arco iris? Respuesta: para poder subirse o para poder subir hasta las nubes Se requiere una sola respuesta.	
4. ¿Por qué no encontraron el final del arco iris? Respuesta: se movió, cada vez que se acercaban se movía	

© 2010 University of Houston and Texas Education Agency

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.

✓★ CLICK

The student version of the story is located in the Cuaderno de lecturas. 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.

✓★ CLICK

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.

✓★ CLICK

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.



Point out that the participant packet contains reminders for administering this section. Allow participants to practice using their participant packet.



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
- Performance level for reading comprehension is: D=7-8
NI=0-6



Notes

Determining Overall Scores 43

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

© 2010 University of Houston and Texas Education Agency

DO:

Have participants pull out their “Determining the Overall Score for Reading Comprehension” handout.

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 44

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

© 2010 University of Houston and Texas Education Agency

DO:

Paraphrase slide

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

46

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.



© 2010 University of Houston and Texas Education Agency

DO:
Paraphrase slide.


 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

Answers to Overall Score activity:

	ACC	FLU	COM
Enrique:	NI	55	NI
Ana:	D	60	D
Laura:	D	66	NI
Jorge:	NI	50	NI

47

Entry Point Rules

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 re-administered, look in the colored box in the Administración section under the heading titled “Mitad y final del año”.

Sección 1 Reconocimiento de las palabras

Materiales: Sección 1 de las tarjetas de actividades-Segundo grado, hoja en blanco, el 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 2.

© 2010 University of Houston and Texas Education Agency

DO:

Read/review slide.



Have the participants turn to their participant packet and fill in the blanks.



ADDITIONAL INFORMATION FOR PRESENTER:

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



Key Points

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



Notes

Entry Point Rules

48

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: 09/01/2010 Año de administración: ☒ 2010-2011 ☐ 2011-2012

Destrezas	Principio del año		Medio del año		Fin del año	
	Puntaje	Calificación	Puntaje	Calificación	Puntaje	Calificación
Examen de habilidad: escritura						
Secciones 1-2: Identificación del sonido inicial y final	15	D				
Secciones 3-4: Unión y segmentación de las palabras	11	NE				
Secciones 5-6: Omisión del sonido inicial y final	7	NE				
Sección 7: Reconocimiento de las palabras	10	NE				
Sección 9: Dictado						

Sección B: Escritura, fluidez y comprensión de lectura

© 2010 University of Houston and Texas Education Agency



Key Points

- In general, students do not have to re-take any section in which they have scored a D previously.
- In second grade, the Entry Point Rule only applies to Section 1, single word reading
- The Reading Comprehension and Spelling sections are ALWAYS administered, regardless of student performance on the previous benchmark.

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.

In second grade, the Entry Point Rule only applies to Section 1, single word reading.

READING COMPREHENSION and SPELLING are ALWAYS administered at each time point. It is critical to be monitoring student progress in Reading Comprehension throughout Second Grade. In addition, the reading comprehension stories change with each administration of the Tejas LEE. Spelling words also change at each time point as do the Spanish Spelling Conventions that are assessed.



Notes

Recording Student Results 49

tejas-LEE Folleto de respuestas del estudiante Segundo grado

Palabras	Principio Puntos (0, 1)	Mitad Puntos (0, 1)	Final Puntos (0, 1)
1. gente			
2. nueces			
3. oficina			

TOTAL: (15 posibles) Nivel de logro: Trace un círculo alrededor del nivel apropiado.	D 13-15	D 13-15	D 13-15
	NE 5-12	NE 10-12	NE 10-12
	NI 0-4	NI 0-9	NI 0-12
	<input type="checkbox"/> Marque cuando Desarrollado. Esta sección no se tiene que administrar otra vez.		

Continúe con la Sección 2

© 2010 University of Houston and Texas Education Agency



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.

✓ ☆ CLICK

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:

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



Notes

Recording Student Results

50

tejas-LEE Folleto de respuestas del estudiante
Resumen de calificaciones

Segundo grado

Nombre del estudiante: _____ Maestro(a): _____

Fecha de administración: _____ Año de administración: ☐ 2010-2011 ☐ 2011-2012

Primer día del año: _____ Segundo día del año: _____ Tercer día del año: _____

Sección	Descripción	Primer día del año		Segundo día del año		Tercer día del año	
		Puntaje	Porcentaje	Puntaje	Porcentaje	Puntaje	Porcentaje
Sección 1: Reconocimiento de las palabras							
Sección 2: Escritura							

Sección 3: Escritura, fluidez y comprensión de lectura									
Sección	Descripción	Primer día del año		Segundo día del año		Tercer día del año		Comprensión	
		Puntaje	Porcentaje	Puntaje	Porcentaje	Puntaje	Porcentaje	Puntaje	Porcentaje
1	1								
2	2								
3	3								
4	4								
5	5								
6	6								
7	7								
8	8								



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.

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.



Notes

[illegible]

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.



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.



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 and materials for grouping (Grouping Charts, Grouping Mats, Spelling Grouping Mats, etc...)

Other information that is regularly posted to the site includes upcoming trainings.

DO:

✓ ☆ CLICK



Key Points

- The official Tejas LEE website is www.tejaslee.org
- The website includes:
 - FAQs
 - Videos of proper administration
 - Blackline masters
 - 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

55

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

© 2010 University of Houston and Texas Education Agency



Key Points

This slide has 1 ✓ ☆ CLICK of animation.

DO:

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



Notes

Next Steps

56

TEA Recommends:

All professionals administering or using the Tejas LEE assessment should complete, at a minimum:

- the Administration Module(2nd Grade) ✓
- Grouping Students
- Using the Intervention Guide

© 2010 University of Houston and Texas Education Agency

DO:
Paraphrase slide.



Key Points



Notes

57

- You have now completed **MODULE ONE**.
- At this time, set the time and place for your next training module:

• **GROUPING STUDENTS**

© 2010 University of Houston and Texas Education Agency



Key Points

DO:

Spend a few moments with your teachers to set a time for the second module, grouping students. Ideally, this module should be presented at the end of the Beginning of Year administration, once teachers have most or all of their student results.



Notes

58

End of Module

Thank you

© 2010 University of Houston and Texas Education Agency



Key Points



Notes