

## Key Points



### Note For Presenter

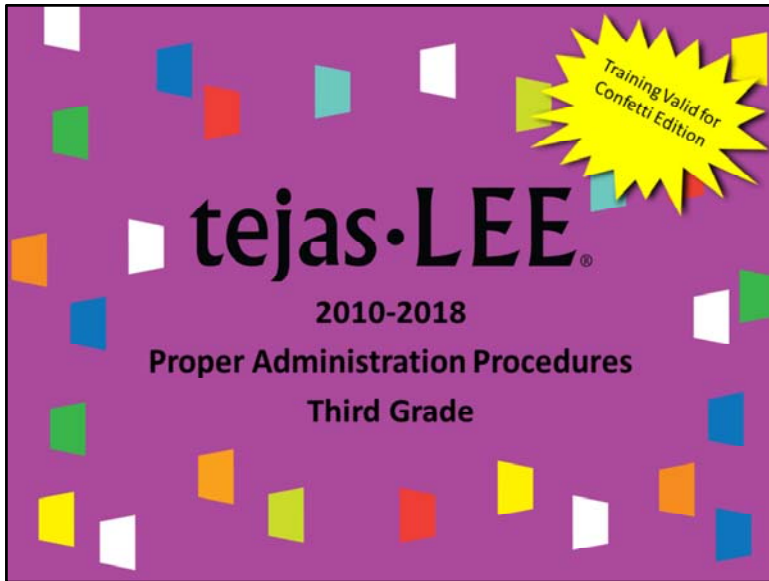
The Key Points section shows you the most important information to convey for each slide.

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?

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			

#### 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 1<sup>st</sup> and 2<sup>nd</sup> 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 Third Grade



## Key Points

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



## Notes



## Performance Levels 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.*

*Please note that there is not an NE performance level for third grade.*

### 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).
- Third grade does not have an NE performance level.



## 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

**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.



## Key Points

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



## Notes



## Tejas LEE Administration Guidelines

13

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. However, the additional information DOES NOT apply to Kindergarten administrations of the Tejas LEE.

1. The Tejas LEE should be administered individually to one student at a time. Exceptions to this include the Dictado (spelling) sections. In grade 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”. In third grade, both sections are administered at all timepoints.



## 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.
- In third grade, both sections are administered at all timepoints



## 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.



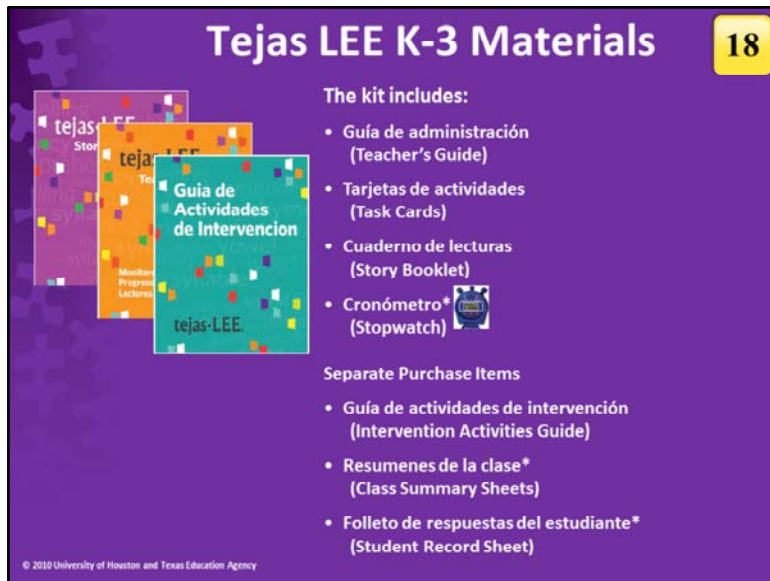
## Key Points

- 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 (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](http://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				
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:

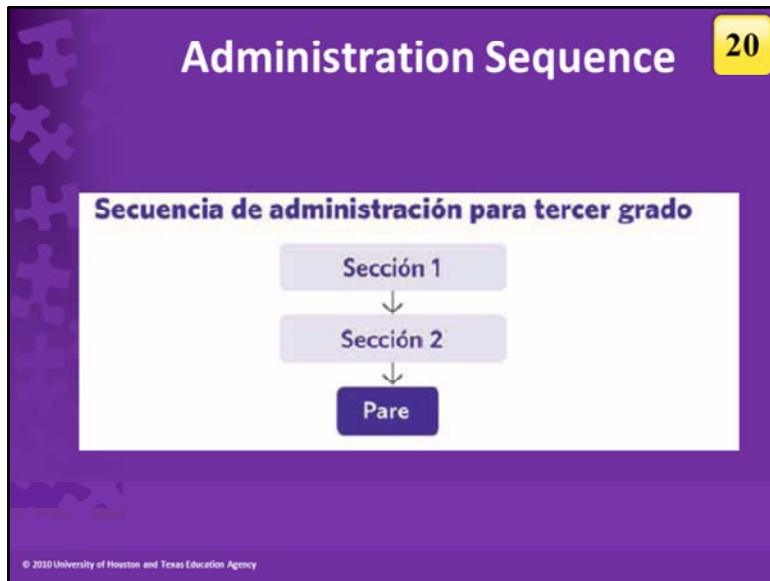


Have the participants turn to their participant packet and fill in the concepts assessed in the Third Grade Tejas LEE assessment.



## Notes





**DO:**

Walk participants through flowchart logic.



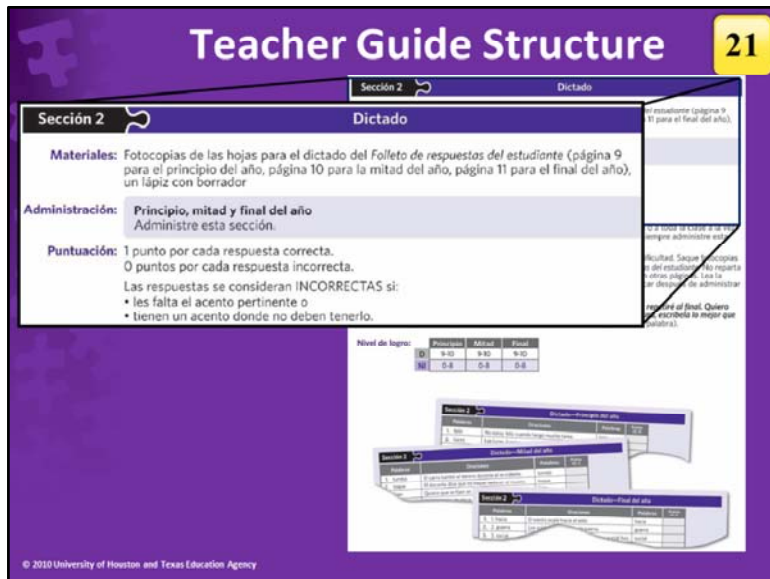
## Key Points

- Both sections must be given at each time point.



## Notes





This slide has 1 ✓ ☆ CLICK of animation.

#### SAY:

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

*The top of the page has the section number and the name of the skill in the black and purple 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. In the Spelling example shown here, you will need to find the spelling sheets in the student record booklets. The yellow highlighting indicates that these page numbers have not yet been finalized at this time. Use of these sheets is optional. You may choose to have your students take the spelling section on their own paper.*

*The Administration section (highlighted in a lavender box) gives you important information on when to or not to administer this section. As you will not here, this section is administered at each timepoint regardless of performance on the previous administration. This is true for both sections of the Third Grade Tejas LEE, spelling and Reading Comprehension. However, if you should administer a Kinder, First or Second grade assessment, there are different administration rules for different sections.*

*The next section is Puntuación (Scoring). For Third Grade, scoring is always the same: 1 point for correct answers, 0 points for incorrect answers. However, you will note some special notes at the bottom about scoring the actual spelling items.*



## Key Points

- Section number and section name will always appear at the top of the page in 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



**22**

**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 fotocopias y reparta a los alumnos la página 9, 10 ó 11 del Folleto de respuestas del estudiante. No reparta el folleto 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).***

**Nivel de logro:**

	Principio	Medio	Final
<b>D</b>	9-10	9-10	9-10
<b>NI</b>	0-8	0-8	0-8

Sección 2 Dictado—Principio del año

Palabras	Opciones	Palabras	Palabras
1. No	No estoy feliz cuando tengo mucha tarea.	Palabras	Palabras
2. Nunca	La forma de...		

Sección 2 Dictado—Medio del año

Palabras	Opciones	Palabras	Palabras
1. Nunca	El verano terminó en un momento de...	Palabras	Palabras
2. Siempre	El verano duró que no llegue nunca en el invierno.		
3. Siempre	Quiero que se fijen en...		

Sección 2 Dictado—Final del año

Palabras	Opciones	Palabras	Palabras
1. Nunca	El verano llegó hasta el año.	Palabras	Palabras
2. Siempre	La forma de...		
3. Siempre	Quiero que se fijen en...		

© 2010 University of Houston and Texas Education Agency



## 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***.
- The Test Item section contains all the items for that section.

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 example, in the example, the teacher is reminded that there is a different spelling list for each administration of the Tejas LEE and for this reason, the Spelling is given at each time point, regardless of student performance on the previous spelling test.*

*In most cases, the section that follows is the Preguntas (Test items)—However, in the case of the Spelling section, due to space issues, this section appears on the following page. So in this case, the Performance Levels, or the “Nivel de logro”, appear next. Below this are tear out images of the relevant pages from the student record booklets that serve as an easy reference for the teacher as to where to record student results.*



## Notes



23

**Sección 2**

**Principio del año:**  
(Palabras) (Oraciones)

1. feliz No estoy feliz cuando tengo mucha tarea. feliz
2. luces Las luces iluminaron el bosque oscuro. luces
3. zapato Un zapato se me cayó al río. zapato

abrió  
coser  
inglés  
temas  
ta  
tumbó  
bosque  
tarde, bien  
paseo  
bata, vestida  
divertida  
parapaguas  
social

**Principio del año:**  
(Palabras) (Oraciones)

1. feliz No estoy feliz cuando tengo mucha tarea. feliz
2. luces Las luces iluminaron el bosque oscuro. luces
3. zapato Un zapato se me cayó al río. zapato
4. abrió Recién se abrió una biblioteca cerca de mi casa. abrió
5. coser Mi tía Paula se compró una máquina de coser. coser
6. lluvia No fuimos al parque debido a la lluvia. lluvia
7. bilingüe Tomas es bilingüe; habla inglés y español. bilingüe
8. lentamente La tortuga cruzó la calle lentamente. lentamente
9. daríamos Daríamos más dinero, pero no tenemos. daríamos
10. vergüenza Me da vergüenza hablar en público. vergüenza

① general: Un general, me gusta mucho este caballo. general  
 ② invierno Durante el invierno, hace mucho frío. invierno  
 ③ serrucho Karina cortó la tabla con el serrucho. serrucho  
 ④ medallone Ayer no me dormí hasta medianoche. medallone  
 ⑤ explicación Entendí la tarea después de una explicación. explicación  
 ⑥ miniatura El pastel tiene una figura de bailarina en miniatura. miniatura



## Key Points

This slide has 1 ✓ ☆ CLICK of animation.

**SAY:**

*The last piece of the Directions are the “Preguntas” or in the case of spelling, “Palabras” . In the case of the Spelling section, these appear on the following page of the guide. For all other sections of the Tejas LEE, these appear just before the “Nivel de logro”*

**DO:**

✓★ **CLICK**



## Notes



## Teacher Guide Structure 24

	Principio	Mitad	Final
D	9-10	9-10	9-10
NI	0-8	0-8	0-8

© 2010 University of Houston and Texas Education Agency

**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 this section.*



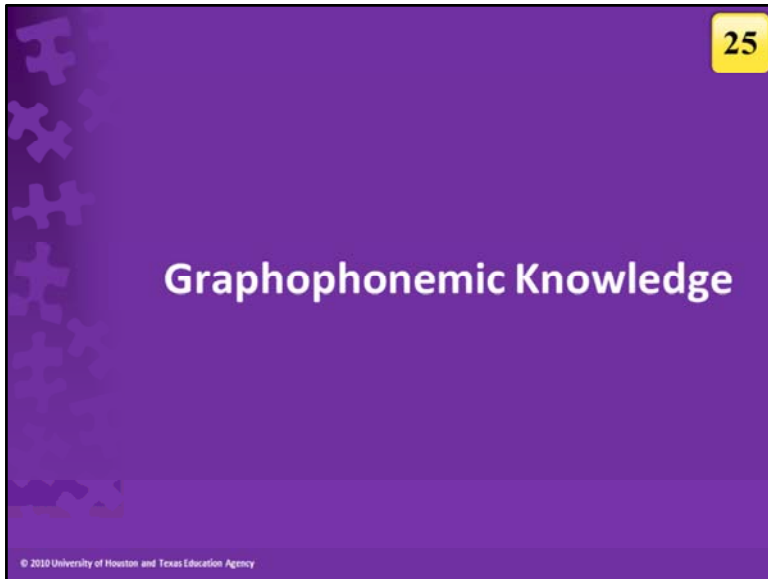
## Key Points

- The Performance Level table lists the cutpoints and performance levels for each administration.



## Notes





## Key Points

### **SAY:**

*Let's take a look at the reading skills assessed by the G3 Tejas LEE. The first domain we will discuss is 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 “pijamas”, “iceberg” and “ballet” do not follow conventional rules for their correct pronunciation or spelling.)*



## Key Points

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



## Notes







**Sección 2** **Dictado** **28**

**Final del año:**  
(Palabras) (Oraciones)

1. hacia	El viento sopla hacia el este. hacia
2. guerra	Los soldados luchan en la guerra. guerra
3. social	Javier está de mal humor, no es muy social hoy. social
4. apague	Mamá quiere que apague la radio. apague
5. general	En general, me gusta mucho este cuento. general
6. invierno	Durante el invierno, hace mucho frío. invierno

	Principio	Mitad	Final
D	9-10	9-10	9-10
NI	0-8	0-8	0-8

© 2010 University of Houston and Texas Education Agency

This slide has 1 ✓ ☆ CLICK of animation.

**SAY:**

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

**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.

Since we are assessing student knowledge of accenting and dieresis use in Spanish, let's take a closer look at these skills and how to teach them.

**DO:**

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



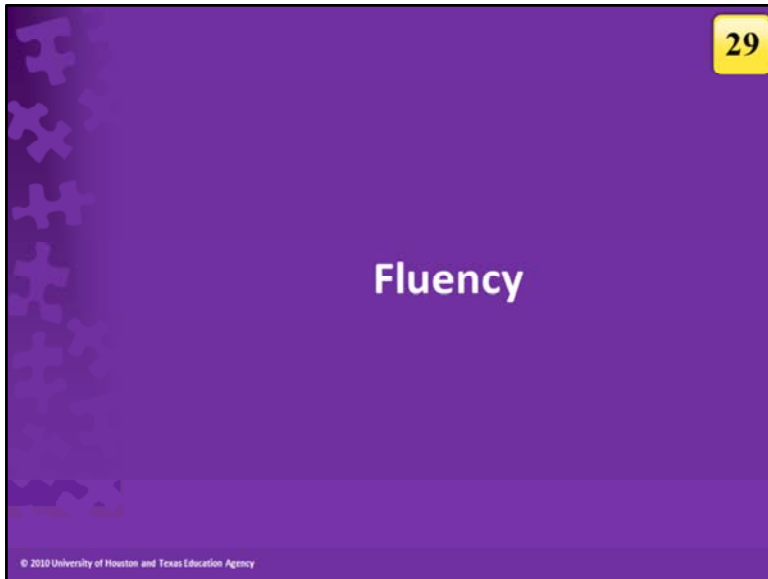
## Key Points

- This section may be administered to the whole class at one time.
- For administration, hand students the torn out Dictado page from the *Folleto* or photocopies of this page.
- If a student misplaces or omits an accent or dieresis mark, the word is counted as incorrect.



## 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

30

**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?** **31**

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



**32**

## Determining Accuracy

Si el estudiante lee incorrectamente 3 palabras en la primera oración o 31 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	31 o más errores	
Ins	De 13 a 30 errores	
Ind	12 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 33

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
3 07	=	187	248	-	12	=	236	+ 187	x 60 =	76

$1 \times 60 = 180 \text{ sec.}$   
 $180 + 7 = 187$

$248 - 12 = 236$

$236 \div 187 \times 60 = 75.72$   
 Rounded off to 76

© 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 3 minutes by 60 and added this amount to 7 for a total time of 187 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 248. Subtract the number of errors the student read and the result will be the total number of words read correctly. In our example 248 total words minus 12 errors equals 236 words read correctly.*

### ✓ ☆ CLICK

*Finally, divide the number of words read correctly (236) by the number of seconds and multiply the results by 60. This will give you the total number of words read correctly per minute (In Spanish PLCPM). Round this number off to the nearest whole number.*

### DO:



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



## Key Points

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

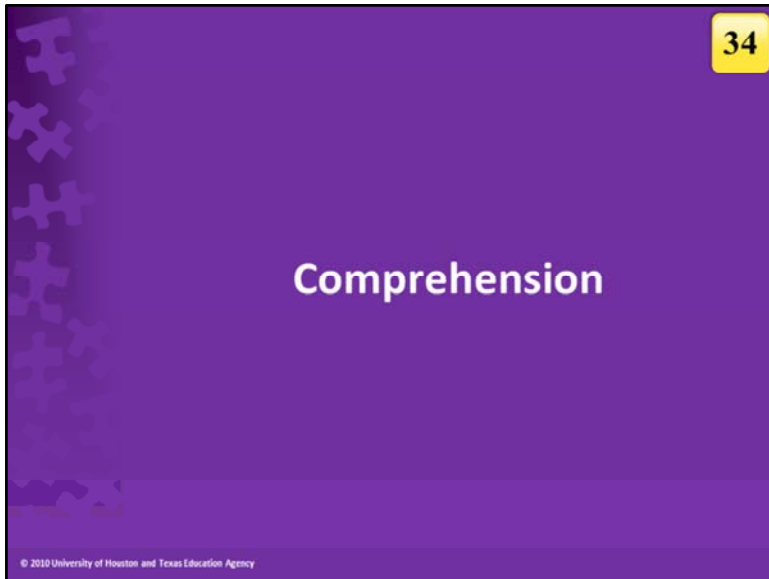


## Notes

Answers to Fluency Activity:

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





## Key Points

**SAY:**

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

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



## Notes



**Comprehension** 35

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

36

### ¿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



## Comprehension Questions Format

37

**Preguntas de comprensión de "El gansito milagroso" (Cuento 1)**

1. *¿Por qué se despertó la niña durante la noche?*  
 Respuesta: los gansos estaban haciendo mucho ruido, se oía mucho alboroto.  
 Se requiere una sola respuesta.

© 2010 University of Houston and Texas Education Agency

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. This is what I was referring to on the previous slide. 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

38

- 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, Middle, and End of Year administrations, different genres of reading are assessed. At BOY, students read one narrative story (El gansito milagroso) and one pseudo-expository story (El temblor). At MOY, students read on narrative text (El juguete olvidado) and one expository story (El festival del globo). At End of Year, students read one narrative text (La montaña rusa) and one expository story (Volcanes). Student performance on different literary genres can give insights into a student's relative strengths and weaknesses.



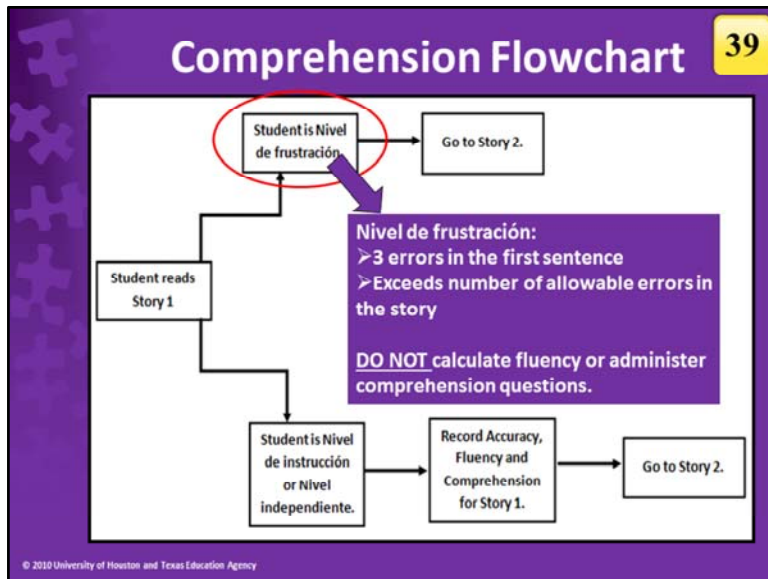
## **Key Points**

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



## **Notes**





## Key Points

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

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

This slide has 1 ✓ ☆ CLICK of animation.

### DO:

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

✓ ☆ CLICK

### SAY:

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

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



## Notes



Sección 1 Comprensión de lectura—Principio del año—Cuento 1 (El gansito milagroso) 40

Sección 1 Comprensión de lectura—Principio del año—Cuento 1 (El gansito milagroso)		Puntos (D, NI)
Explicitas	1. ¿Por qué se despertó la niña durante la noche? Respuesta: los gansos estaban haciendo mucho ruido, se oía mucho alboroto. Se requiere una sola respuesta.	
	2. ¿Quién fue a investigar el ruido? Respuesta: el papá	
	3. ¿Qué tenía el papá entre sus manos? Respuesta: un gansito	
	4. ¿Qué vio la niña cuando llegó al lago? Respuesta: la mamá gansa	
	5. ¿Quién ayudó al gansito a nadar para llegar con su mamá? Respuesta: un ganso grande	
	6. ¿Qué pasó al final de la historia? Respuesta: el gansito se reunió con su mamá	
Implícitas	7. ¿Por qué estaban haciendo mucho ruido los gansos al principio del cuento? Respuesta: porque una víbora trató de comerse a un gansito	
	8. ¿Por qué fue la niña al lago? Respuesta: a buscar a la mamá del gansito, para salvar al gansito. Se requiere una sola respuesta.	
TOTAL: (12 puntos)		
Nivel de logro: D 7-8 NI 0-6		

Continúe con la Cuento 2

© 2010 University of Houston and Texas Education Agency



## Key Points

- There are 8 comprehension questions: 6 explicit and 2 implicit.
- Gray bar next to questions will identify question type.
- Total number correct for each question type before adding them together to calculate overall total correct.

This slide has 1 ✓ ☆ CLICK of animation.

### SAY:

*This is a screen shot from the Student Record Sheet. There are 8 questions for each story on the Third Grade Tejas LEE. Six of the questions are explicit and two are implicit.*

✓ ☆ CLICK

*The explicit questions are the first six, followed by the two implicit questions. This allows you to score each separately to look for the type of questions with which your students have difficulty. Notice the two TOTAL boxes inside the purple 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. A student must be D on both stories for an overall performance score of D.*



## Notes



**41**

## Reading Comprehension

Tercer grado

**Sección 1 - Principio del año - Cuento 1**  
**El gansito milagroso**

→ Me desperté de repente. Escuché mucho alboroto.  
Eran los gansos que estaban causando todo el ruido.  
¡Qué raro! Los gansos nunca hacen ruido durante  
la noche. Oí los pasos de mis padres en el pasillo

Principio	
D	7-8
NI	0-6

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

Preguntas de comprensión de "El gansito milagroso" (Cuento 1)

Puntos	Puntos
1. ¿Por qué se despertó la niña durante la noche? Respuesta: los gansos estaban haciendo mucho ruido, se oía mucho alboroto. Se requiere una sola respuesta.	
2. ¿Quién fue a investigar el ruido? Respuesta: el papá.	
3. ¿Qué tenía el papá entre sus manos? Respuesta: un gansito.	
4. ¿Qué vio la niña cuando llegó al lago? Respuesta: la mamá gansa.	

This slide has 3 ✓★ 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 pink Story Booklet), under the Third Grade tabs. 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 eight 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:

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 this task is: D=7-8   NI=0-6



## Notes



**Determining Overall Scores** 42

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 43

### 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

44

Cuento	Global
Puntaje	Promedio de puntaje
78	84
90	
FRU	77
77	

only has one fluency score, this becomes the overall score

Sección 1: Exactitud, fluidez y comprensión de lectura					
Global	Proporción de la fluidez		Comprensión		Global
	Cuento	Puntaje	Cuento	Puntaje	
Nivel de logro (D, NI)					

© 2010 University of Houston and Texas Education Agency



## Key Points

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

This slide has 3 ✓ ☆ CLICKS of animation.

**SAY:**

*Let's take a look at how to determine the overall fluency score.*

✓ ☆ CLICK

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

✓ ☆ CLICK

*In this case,  $78 + 90$  equals 168, divided by 2 is 84 words per minute.*

✓ ☆ CLICK

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



## Notes



# Determining Overall Scores

45


## 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	85	NI
Ana:	D	90	D
Laura:	D	91	NI
Jorge:	NI	80	NI



## Recording Student Results 46

Palabras	Oraciones	Palabras	Puntos (0, 1)
1. feliz	No estoy feliz cuando tengo mucha tarea.	feliz	
2. luces	Las luces iluminaron el bosque oscuro.	luces	
3. zapato	Un zapato se me cayó al río.	zapato	
4. abrió	Recién se abrió una biblioteca cerca de mi casa.	abrió	

**TOTAL:**  
(10 posibles)

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

**D**  
9-10

**NI**  
0-8

**PARE**



## 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

47

**tejas·LEE**
**Folleto de respuestas del estudiante**
Tercer grado

**Resumen de calificaciones**

Nombre del estudiante: \_\_\_\_\_ Maestro(a): \_\_\_\_\_

**Fecha de administración:**

Principio del año:	Mitad del año:	Final del año:

**Año de administración:**

☐ 2010-2011
 ☐ 2011-2012

☐ 2012-2013
 ☐ 2013-2014

**Sección 1: Exactitud, fluidez y comprensión de lectura**

	Cuenta	Exactitud en la lectura				Precisión en la lectura				Comprensión			
		Cuenta		Global		Cuenta		Global		Cuenta		Global	
		IND	INST	FLU	Nivel de logro (CS, NO)	Puntaje	Promedio de puntaje	Puntaje	Nivel de logro (CS, NO)	Puntaje	Nivel de logro (CS, NO)		
Principio	1	N											
	2	E											
Mitad	1	N											
	2	E											
Final	1	N											
	2	E											

**Destrezas**

	Principio del año		Mitad del año		Final del año	
	Puntaje	Nivel de logro (CS, NO)	Puntaje	Nivel de logro (CS, NO)	Puntaje	Nivel de logro (CS, NO)
<b>Conocimiento de los grafotemas</b>						
<b>Sección 2 Dictado</b>						

© 2010 University of Houston and Texas Education Agency



## 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

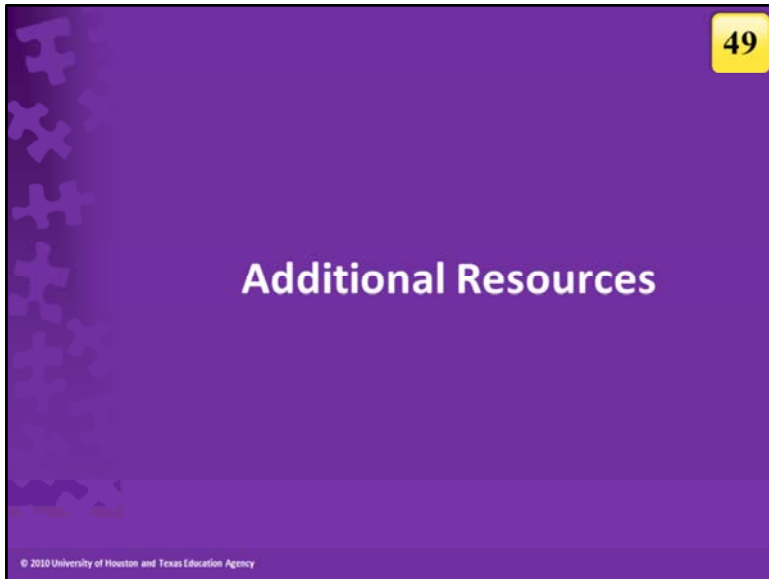


## 48

© 2010 University of Houston and Texas Education Agency

## 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](http://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](http://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

52

If you have any further questions:

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

© 2010 University of Houston and Texas Education Agency

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.



## Key Points



## Notes



**Next Steps** 53

**TEA Recommends:**

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

- the Administration Module(3<sup>rd</sup> Grade) ✓
- Grouping Students
- Using the Intervention Guide

© 2010 University of Houston and Texas Education Agency

**DO:**  
Paraphrase slide.



## Key Points



## Notes



54

- 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

**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.

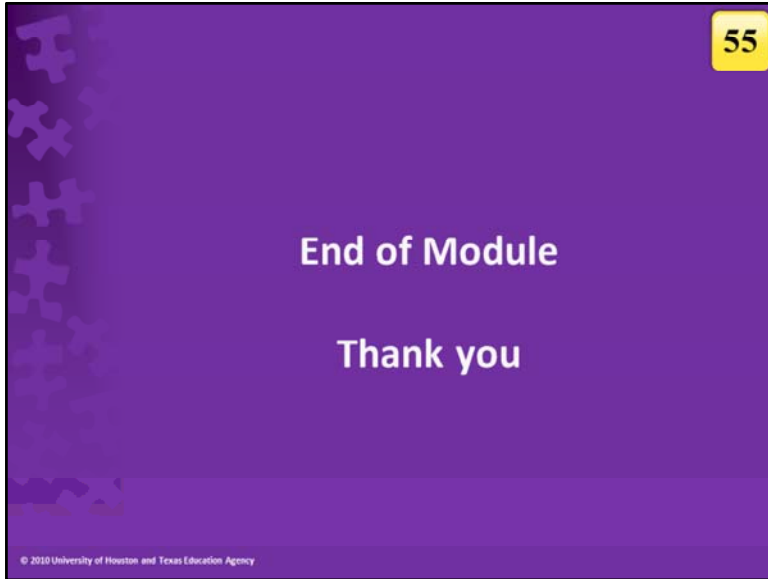


## Key Points



## Notes





## Key Points



## Notes